

Differences in Some Emotional Characteristics Among Fourth-Grade Students with Academic Learning Difficulties in Reading and Writing
(A Field Study in Some Primary Schools in Medea Governorate)

الفروق في بعض الخصائص الانفعالية لدى تلاميذ السنة الرابعة ابتدائي ذوي صعوبات التعلم الأكاديمية في القراءة والكتابة

–دراسة ميدانية ببعض ابتدائيات ولاية المدية–

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Abstract:

The aim of this study was to investigate the differences in emotional characteristics among fourth-grade students with academic learning difficulties. To achieve this goal, the study was conducted on a sample of 90 students who suffer from learning difficulties in reading and writing. These students were purposefully selected from both male and female students aged between 9 and 11 years old, enrolled in the fourth grade in some schools in the Medea Governorate. A comparative descriptive approach was used in this study. The data collection tools included instruments specifically designed to identify students with learning difficulties. The main research tool was a questionnaire on emotional characteristics, which was designed by us. The data were analyzed using the T-test for differences, along with the calculation of mean averages and standard deviations. After statistical processing, the following results were found: There were no statistically significant differences on the emotional characteristics questionnaire for students with learning difficulties based on (type of difficulty, gender variable). However, all the differences were statistically significant. Based on these findings

Keywords: Emotional characteristics, academic learning difficulties, learning difficulties in reading, learning difficulties in writing, fourth-grade student.

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An Introduction:

Childhood is one of the most important stages in the life of an individual and society, as it is during this time that the foundation of the child's future personality is built. It is in this phase that a child acquires knowledge and principles of behavior, making it a critical period in their life. Late childhood coincides with the primary school stage, where pupils develop essential skills and attitudes, and it has a profound impact on shaping all aspects of their personality traits. These characteristics become even more crucial for pupils who require special care, as they often possess traits that necessitate understanding in order to provide adequate support.

Among these special groups is the category of learning difficulties, which result from a functional disorder in the brain, leading to a decline in academic performance. This, in general, hinders the learning process. In recent years, scientific preparation methods and principles have converged, with modern education requiring students to utilize their cognitive, strategic, and psychological abilities in an integrated manner to achieve the best possible performance. Thus, there has been an increasing need to focus on psychological aspects, particularly emotional ones. From this perspective, understanding emotional characteristics in humans is of paramount importance in understanding human personality.

1. The Problematic:

Learning is considered a complex process that cannot be precisely defined or fully comprehended in all its aspects. On the other hand, any disruption in this process complicates and impedes the entire educational journey for the learner, turning it into a difficult and arduous task. The problem or threshold for overcoming it cannot always be clearly identified. One of the most common and widely discussed causes of learning disorders is learning difficulties, as they are always at the center of the adaptive process in formal academic settings or in open social situations. These difficulties are found in the reference classifications of global schools and pose a significant barrier to utilizing human resources effectively and preparing individuals to become active members of society (Atchi, Adel (2018), page 346).

Learning difficulties can be defined as a disorder in cognitive or psychological processes related to attention, perception, concept formation, memory, and problem-solving. This manifests as an inability to learn reading, writing, or arithmetic, and

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the consequences extend to both primary school and later stages, leading to deficits in learning various subjects (Hafez, Abdel Fattah (2000), page 3).

Academic learning difficulties is a term which refers to a trouble that affects directly the ability of the pupil to retain and process information. This trouble is caused by a disorder in the pupil's brain. It has an impact on the intellectual capacities of the pupil in reading, writing arithmetic and the academic performance. This situation places a heavy burden on their behavior and emotional characteristics (Fathi Al-Sayed , Bishay (1980)). Therefore, learning difficulties should not be viewed solely as academic challenges. It is essential to study the emotional effects associated with them, as the low academic performance and repeated failure experiences that learners with learning difficulties face increase the severity of stress and personal adjustment issues for this group of individuals (Al-Khalifa, Haifa (2008)).

According to Sabal BellSaa (2010), in the UK, the number of individuals suffering from mild learning difficulties ranges from 58,000 to 1,750,000, representing approximately 8%, while around 23,000 to 35,000 individuals experience severe learning difficulties as of 2008. Some studies show that those with learning difficulties may eventually excel after an unspecified period, such as five or six years, depending on the treatment or counseling they receive and their individual abilities and the opportunities available in daily life (Atchi, Adel (2018), page 349)

Learning difficulties are more prevalent in males compared to females, and this is not specific to developed or developing countries. Studies show that in industrialized countries, girls outperform boys academically, and there is consistently a disparity in their favor when comparing results. The rate of learning difficulties in males is nearly double that of females, and this trend is also observed when comparing the sexes in developing countries. This phenomenon is repeated worldwide. In developed countries, females significantly outperform males in academic achievement, while research indicates that the percentage of males with learning difficulties is twice that of females, a result that also appears in developing countries (Gray, John, and al (2004), Page30).

School is one of the sources that contributes to the development of skills in pupils. When a child enters school, the new school environment, the responses they receive from peers both inside and outside the classroom, as well as from teachers, and the activities they engage in, all help in the formation of either positive or negative emotional skills. ((Milhem, Sami (1990), page 596).

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These skills are significantly affected by judgments received from significant individuals such as parents, siblings, friends, and teachers. Students with learning difficulties may experience many forms of frustration and repeated failure, leaving an impact on their personality development. The existence of negative emotional characteristics in these students can be attributed to the repeated experiences of academic failure and the lack of self-esteem from family, peers, and teachers.

Emotional characteristics are an important aspect of a child's personality and have a significant impact on their behavior (Al-Miyah, Sultan (2006)); Scientific facts indicate a direct relationship between a child's emotional characteristics and their observable behavior and academic performance. (Khairallah, Sayyid (1981), page 38).

Furthermore, learning difficulties have dimensions that extend beyond academic areas, and attention must be directed to the emotional effects that follow. The research on the emotional characteristics of pupils with learning difficulties is still inconclusive. Although several studies have indicated that pupils with learning difficulties exhibit negative feelings toward themselves compared to their peers, such as the study by Alley and Deshler (1979), other studies have not shown these differences, such as Donnell's study (1975). Negative emotions tend to appear in certain situations; a student with learning difficulties may generally have positive emotional traits, but these traits may diminish in situations where failure is repeated, such as in academic areas (Abu Nayan, Ibrahim (2001), page 30).

Swanson (1979) points to the need for more research and studies to explore the feelings of pupils facing specific learning difficulties, particularly regarding their feelings towards themselves and others' perceptions of them. (Fathi Al-Sayed, Abdul Rahim (1986), page 12).

Through our review of various Arab and international studies and literature related to emotional characteristics, such as those by Nabulsi (2009), King (2010), Subramanian (2008), and Sorek (2013), we found the importance of utilizing emotional characteristics in the context of learning difficulties. Therefore, we recognized the need to conduct a study on this variable within this group of students. To the best of our knowledge, no studies have addressed this variable in the context of academic learning difficulties, considering both its negative and positive aspects. Hence, we felt the importance of presenting a descriptive model that may assist researchers in discovering these cases. From this, the research problem can be formulated with the following question: What are the differences in emotional

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characteristics among a sample of fourth-grade students with academic learning difficulties (reading and writing)?

To answer the general question, the following problem is posed:

- Are there statistically significant differences in some emotional characteristics among students with academic learning difficulties (reading, writing) in the fourth grade?
- Are there statistically significant differences in emotional characteristics between genders among students with academic learning difficulties (reading, writing) in the fourth grade?

2. Study Hypotheses :

- There are no statistically significant differences in emotional characteristics among students with academic learning difficulties (reading, writing) in the fourth grade.
- There are statistically significant differences in emotional characteristics between genders among students with academic learning difficulties (reading, writing) in the fourth grade.

3. Study Objectives:

- To identify the prevalence of learning difficulties (reading, writing) among fourth-grade students.
- To describe and classify the most prominent emotional characteristics that distinguish students with learning difficulties in the fourth grade.
- To investigate the differences in emotional characteristics among students with learning difficulties based on gender.

4. Importance of the Study:

The importance of the study lies in the field of learning difficulties, as identifying the common emotional characteristics of students with learning difficulties can serve several objectives, including:

- Informing researchers and those interested about the state of learning difficulties.
- Highlighting the reality of learning difficulties in Algerian schools and how they can be identified.
- Enriching scientific libraries with specialized studies on learning difficulties.

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- Identifying the most prominent emotional characteristics that distinguish students with learning difficulties and determining their ranking.

5- Operational Definitions:

5-1 Emotional Characteristics: These refer to a set of indicators that express emotional traits and reflect students' emotional reactions in specific situations. This tool focuses on measuring emotions, and includes various aspects such as (fear, anger, joy, and curiosity).

5-2 Fourth-Grade Student: A fourth-grade student is a child who is studying at the fourth level of elementary school, typically around nine years old, in one of the schools in the Medea region, Algeria. They receive education within a formal, coeducational system (for both boys and girls), following the standards set by the Ministry of National Education.

5-3 Reading and Writing Difficulties: refer to the inability of the pupil to learn the language skills like reading and writing. Generally, pupil's intelligence level is 90 degrees and more, in addition to the low academic results in Arabic language. These difficulties include (reading difficulties, spelling difficulties).

6- Previous Studies:

- **Study by Ziyada (without Year):** The aim was to identify the differences between pupils with learning difficulties in mathematics and regular pupils regarding emotional and social variables (self-concept, personal adjustment) for students in the 4th and 5th grades. The study used the Wechsler Intelligence Test, a scale for assessing the characteristics of pupils with learning difficulties in mathematics, the self-concept scale, and the adjustment scale.
- **Study by Ziyat (1988):** This study aimed to examine some emotional characteristics of pupils with learning difficulties, focusing on aspects such as (self-concept and personal-social adjustment) for students from 3rd grade to 1st year of middle school. The study applied behavioral assessment scales for this group (prepared by the researcher) as well as a personality test (prepared by Atiyah Hana). The results indicated that attention, comprehension, and memory difficulties were the most common types of learning difficulties. It also found differences between students with learning difficulties and regular students in the adjustment dimensions (school adjustment, family adjustment, general adjustment, and total score) in favor of the regular students. Furthermore,

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differences were observed in personal adjustment (self-worth, sense of belonging), and social adjustment (freedom from anti-social tendencies, family relationships, school relationships, and total scores for both personal and social adjustment) in favor of the regular students.

- **Study by Rifai and Salem (1993):** This study examined some personality characteristics of students with learning difficulties. The sample consisted of 95 fourth-grade students, who were classified into those with learning difficulties and regular students. The researchers used a list of adjustment problems, a diagnostic test for learning difficulties, and a pictorial intelligence test prepared by Ahmed Zaki Saleh. The results revealed moderate differences in the following characteristics: aggressive behavior, social non-adjustment, instability versus emotional stability, anxiety versus emotional equilibrium, dependency versus control, poor responsibility versus responsibility, collectivism versus individualism, poor social awareness versus social awareness, self-confidence versus lack of self-confidence, weak self-control versus self-control, weak motivation versus strong motivation.
- **Study by Dogan (2008):** The study aimed to investigate the emotional characteristics and affective disorders in young pupils from the perspective of teachers. The researcher used an emotional traits scale he developed. The results showed that the most prominent emotional traits included expressions of emotions in various forms, short emotional durations, withdrawal from embarrassing situations, and dominance of jealousy and fear.
- **Study by Al-Jundi (2009):** This study aimed to identify the differences in emotional characteristics between gifted students and regular students and their relationship to academic achievement (15-17 years old). The study used the Baron Emotional Intelligence Scale. The results revealed significant differences between the mean responses of gifted students and regular students on the dimensions of personal competence, stress management, general mood, and positive impressions.
- **Study by Al-Milli (2010):** This study aimed to examine the emotional and affective characteristics of gifted pupils in comparison to regular pupils, focusing on social adjustment, emotional stability, self-control, leadership, self-sufficiency, cheerfulness, humor, risk-taking tendencies, initiative, and personal-social adjustment.

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- Commentary on Previous Studies:

Regarding the study goals, some studies aimed to identify the differences in emotional characteristics due to psychological, cognitive, and social variables, as seen in Ziyada's study. As for the sample groups, they varied based on the study objectives, with samples consisting of pupils with learning difficulties, as seen in the studies by Ziyada, Ziyat (1988), and Rifai and Salem (1993), and gifted pupils, as seen in Al-Jundi (2009) and Al-Milli (2010), unlike Dogan's study, which involved regular pupils.

In terms of measurement tools, some studies developed their own emotional traits scales, such as Dogan (2008), while others used pre-existing scales, as seen in the studies by Ziyada, Al-Jundi (2009), and Ziyat (1988). Al-Milli (2010) did not mention the scale used in the study.

As for the results, the studies varied depending on their goals, procedures, and sample groups. Regarding the differences in emotional characteristics, some studies revealed differences in the total emotional characteristics scores between boys and girls, such as Rifai's study (1993). Other studies, such as Al-Jundi (2009) and Ziyat (1988), showed no significant differences in overall emotional characteristics related to psychological and social variables.

Finally, there is variability in the samples used in terms of age, gender, and educational level, as well as differences in the goals of studies focusing on emotional characteristics among students with learning difficulties, regular students, and gifted students, along with other variables.

7- Research Method:

In our study, the researcher adopted a comparative descriptive method to describe and analyze the emotional characteristics of students with learning difficulties, aiming to identify the distinguishing traits of each group and comparing some emotional characteristic of pupils with academic difficulties in light of the difficulty and gender.

8- Study Sample:

The study sample was selected purposively, with 90 students from the fourth grade of primary school during the school year 2024\2025. The sample was divided into two groups:

- The first group consists of 45 students with reading difficulties (23 males and 22 females).

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- The second group consists of 45 students with writing difficulties (23 males and 22 females).

Thus, the total number of students with learning difficulties is 90, across 5 primary schools located in the city of Medea, Medea Province. Special care was taken to ensure that the number of males and females in the sample was as balanced as possible (for reading and writing difficulties).

Table 1: Distribution of the Study Sample

Condition	Total Number	Males	Females
Students with reading difficulties	45	23	22
Students with writing difficulties	45	23	22
Total	90	46	44

9- Tools of the Study:

To select the sample, we followed the steps outlined below and relied on the following tools:

A- The Interview: In order to identify the sample of the pupils with academic learning difficulties we conducted a semi-structured set of questions with primary school teachers of fourth grade pupils. The interview focused on the following:

- **Reading difficulties:** spelling difficulties, oral expression difficulties
- **Writing difficulties:** position of the body and the paper, handwriting, writing expression

B- IQ Test:

The students' IQ was measured using the Primary Mental Abilities Test by Ahmed Zaki. After this, students who scored below 90 were excluded from the study.

C- School Record Analysis: In order to determine the discrepancy between the intellectual abilities and academic performance of pupils with learning difficulties we reviewed the academic results of the first and the second terms of the fourth-grade pupils with average intelligence. The results were low and showed discrepancy between intellectual abilities and academic performance. The results showed a discrepancy in academic performance of the pupils compared to their

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peers. In addition to this, Arabic language grades were low. This is the way we used to determine reading and writing difficulties.

E- Emotional Characteristics Questionnaire:

A questionnaire was developed to assess emotional characteristics. In its final form, the instrument consists of 47 items distributed across four dimensions. The following outlines the steps taken in its development:

- Step One: Initially, we relied on theoretical literature and previous studies relevant to the topic. Among these were: the Emotional Response in Sports Scale by Thomas Atteco, the Psychological Stability Scale by Maha Sabri and Shihab Ahmed Akab, the Self-Concept Scale by Fathi Al-Zayyat, and the Emotional Characteristics Scale by Al-Boussafi.
- Step Two: After reviewing specialized scientific references and prior studies on emotional characteristics, we identified four dimensions: anger, fear, joy, and curiosity.
- Step Three: Following the determination of the questionnaire's dimensions, we specified the items corresponding to each dimension and drafted the initial version, which consisted of 53 items distributed across the four dimensions. The final version comprised 47 items describing the pupil's emotional characteristics, distributed as follows:
 - First dimension: Anger (12 items)
 - Second dimension: Fear (12 items)
 - Third dimension: Joy (14 items)
 - Fourth dimension: Curiosity (9 items)

The questionnaire, consisting of 47 items, is scored based on responses to three possible choices: Always, Sometimes, and Never. Each respondent is required to answer every item by placing a check mark (✓) in front of the statement that applies to them. Each response is assigned a score of 0, 1, or 2.

Below is a presentation of the psychometric properties of the data collection instrument, in order to establish its suitability for use in the main study.

Table 2: Scoring Criteria for the Student Responses on the Questionnaire.

Score Range	Emotional Characteristics
47 to 62	Low emotional characteristics
63 to 78	Medium emotional characteristics
79 or higher	High emotional characteristics

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9-1-A Validity of the Research Tool:

The validity of the Emotional Characteristics Questionnaire was verified using two approaches: face validity and internal consistency validity.

- Face Validity:

The preliminary version of the scale was submitted to a group of faculty members specializing in psychology and psychological counseling at Dr. Yahia Fares University and the University of Blida. They were asked to provide their opinions on the following aspects:

- The appropriateness of the scale for the target research sample.
- The clarity of the language used in the scale.
- The degree of relevance between the scale and the construct it aims to measure.
- The clarity of the instructions provided.

After reviewing the experts' feedback and suggestions, items with an agreement rate of 50–100% were retained. All retained items demonstrated an acceptable degree of validity through content validity analysis. The reviewers' comments were also incorporated, including rephrasing certain statements. Consequently, the accepted items were those that achieved an agreement rate of 60% or higher. The following table presents the agreement percentages among the experts.

- Internal Consistency Validity of the Questionnaire:

The Pearson correlation coefficient was employed to assess the internal consistency validity of the Emotional Characteristics Questionnaire. This was conducted with a sample of 135 students—comprising both students with mathematics learning challenges and regular students without such academic difficulties. The results obtained are presented in the following table:

Table No. (03): Shows the Internal Consistency Validity of the Emotional Characteristics Questionnaire.

Item No.	Pearson Correlation Coefficient	Significance Level	Item No.	Pearson Correlation Coefficient	Significance Level	Item No.	Pearson Correlation Coefficient	Significance Level
1	0.342	0.01	17	0.358	0.01	33	0.509	0.01
2	0.247	0.04	18	0.243	0.03	34	0.517	0.01
3	0.247	0.04	19	0.290	0.01	35	0.511	0.01

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4	0.416	0.01	20	0.389	0.01	36	0.536	0.01
5	0.337	0.01	21	0.332	0.01	37	0.488	0.01
6	0.421	0.01	22	0.331	0.01	38	0.411	0.01
7	0.242	0.05	23	0.368	0.01	39	0.294	0.01
8	0.422	0.01	24	0.305	0.01	40	0.402	0.01
9	0.264	0.02	25	0.553	0.01	41	0.264	0.02
10	0.472	0.01	26	0.494	0.01	42	0.437	0.01
11	0.467	0.01	27	0.503	0.01	43	0.391	0.01
12	0.451	0.01	28	0.518	0.01	44	0.301	0.01
13	0.321	0.01	29	0.570	0.01	45	0.398	0.01
14	0.241	0.05	30	0.558	0.01	46	0.334	0.01
15	0.419	0.01	31	0.499	0.01	47	0.298	0.01
16	0.324	0.01	32	0.597	0.01			

From Table (03), it can be observed that the internal consistency of the items ranged between 0.597 (maximum) and 0.241 (minimum). Most items were statistically sig at the 0.01 and 0.05 levels, indicating that the Emotional Characteristics Questionnaire adequately reflects and represents the characteristics it is intended to measure. This confirms that the instrument is valid for assessing the targeted emotional traits.

9-1-B Reliability of the Questionnaire:

The reliability of the scale was assessed using Cronbach's Alpha coefficient on a sample of 135 students—comprising both students with mathematics learning challenges and students without such academic difficulties. The results, as presented in the following table, were as follows:

Table No. (04): Shows the Reliability of the Emotional Characteristics Questionnaire.

Scale	Cronbach's Alpha	Significance Level
Emotional Characteristics	0.814	0.00
Anger Dimension	0.686	0.00
Fear Dimension	0.715	0.00
Joy Dimension	0.908	0.00
Curiosity Dimension	0.743	0.00

From the table, we can observe that the reliability of the Emotional Characteristics scale, using Cronbach's alpha, was 0.814, which is significant at the 0.01 level, indicating that the scale is reliable. Regarding the dimensions that make up the Emotional Characteristics scale:

- The reliability coefficient for the Anger Dimension was 0.686, which is significant at the 0.01 level.

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- For the Fear Dimension, the Cronbach's alpha coefficient for reliability was 0.715, which is also significant at the 0.01 level.
- After calculating the reliability for the Joy Dimension, the Cronbach's alpha value was 0.908, which is significant at the 0.01 level.
- For the Curiosity Dimension, the Cronbach's alpha value was 0.743, which is significant at the 0.01 level.

10- Presentation, Analysis, and Interpretation of Results:

In this section, we will discuss the analysis and interpretation of the results related to each hypothesis of the study, in light of the previous studies and the theoretical framework that explains the study variables.

10.1 Presentation, Analysis, Discussion, and Interpretation of Results for Hypothesis One:

To examine and study the first hypothesis, which states that "There are no statistically significant differences in the emotional characteristics of students with academic learning disabilities (reading difficulties, writing difficulties) in the fourth-grade level of primary school," and to verify the validity of this hypothesis, we applied the **T-test** to test the differences between the two groups (students with reading difficulties and students with writing difficulties). The emotional characteristics and the dimensions involved in the current study were analyzed, and the following results were obtained:

Table 05: Results of the T-test for the Emotional Characteristics Scale for the Sample of Students with Academic Learning Disabilities (Reading, Writing

Emotional Characteristics	Reading Difficulties (n=46)	Writing Difficulties (n=44)	Degrees of Freedom	Calculated t	Significance Level	Decision		
	Mean	SD	Mean	SD				
Overall Emotional Traits	48.97	9.79	46.59	10.59	88	1.109	0.270	Not Significant
Anger Dimension	15.93	4.00	12.22	4.29		4.234	0.01	Significant
Fear Dimension	14.97	4.87	12.13	4.68		2.818	0.06	Not Significant
Joy Dimension	12.67	6.22	13.15	5.57		-0.390	0.698	Not Significant

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Curiosity Dimension	5.39	2.66	9.06	3.12		-5.992	0.01	Significant
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Interpretation of Results:

- **Emotional Characteristics:** No significant differences were found between students with reading difficulties and those with writing difficulties in their overall emotional characteristics ($T = 1.109$, $p = 0.270$). This suggests that the emotional profiles of both groups are similar.
- **Anger:** Significant differences were observed between the two groups in the anger dimension, with students with reading difficulties showing a higher level of anger ($T = 4.234$, $p = 0.01$). This suggests that students with reading difficulties tend to display more anger compared to those with writing difficulties.
- **Fear:** No significant differences were found in the fear dimension ($T = 2.818$, $p = 0.06$), which indicates that the level of fear experienced by students with reading and writing difficulties is similar, though there is a slight trend toward a difference.
- **Joy:** No significant differences were found in the joy dimension ($T = -0.390$, $p = 0.698$), indicating that both groups experience similar levels of joy.
- **Curiosity:** Significant differences were found in the curiosity dimension, with students with writing difficulties showing a higher level of curiosity ($T = -5.992$, $p = 0.01$). This suggests that students with writing difficulties tend to be more curious compared to those with reading difficulties.

In conclusion, the results indicate that while there are no significant differences in general emotional characteristics, there are specific emotional dimensions, such as **anger** and **curiosity**, where significant differences are observed between students with reading and writing difficulties. These findings align with previous studies that suggest emotional characteristics may vary depending on the specific type of learning difficulty.

We can observe from Table No. (05) that there are no significant differences in the emotional characteristics between students who suffer from academic learning difficulties related to reading and writing. This is because the calculated t-value is 1.109, which is not significant at the 0.05 level. In contrast, regarding the subdimensions, the aggregated data showed significant differences in the anger dimension between students with reading difficulties and those with writing

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difficulties, as the calculated t-value is 4.234, which is significant at the 0.01 level. The differences favor students with academic difficulties in reading, with a mean of 15.93, which is higher than the mean of 12.22 for students with writing difficulties. This result indicates that students with reading difficulties are angrier than those with writing difficulties. Additionally, the aggregated data revealed that there are no significant differences between students with reading difficulties and those with writing difficulties in the fear dimension, as the calculated t-value is 2.818, which is not significant at the 0.05 level. Similarly, there are no significant differences in the joy dimension between the two groups, as the calculated t-value is -0.390, which is not significant at the 0.05 level.

Regarding the curiosity dimension, the aggregated data revealed significant differences between students with reading difficulties and those with writing difficulties, as the calculated t-value is -5.992, which is significant at the 0.01 level. The differences favor students with writing difficulties, with a mean of 9.06, which is higher than the mean of 5.39 for students with reading difficulties. This result indicates that students with writing difficulties are more curious than those with reading difficulties. Therefore, we conclude that there are no significant differences between reading difficulty and writing difficulty.

In our opinion, the reason for the absence of differences in the emotional characteristics dimensions between the two types of learning difficulties can be explained by the fact that elementary students have not yet reached the emotional maturity that enables them to flexibly deal with emotional situations. Repeated failure to reach an acceptable academic level does not encourage the student's need for achievement, leading to feelings of incompetence, high sensitivity to criticism, and the emergence of negative emotions as expressions of psychological needs. (Ahmed Yahya, Khawla (2003)). Moreover, this result can also be explained by the close connection between reading and writing activities, as learning to read depends on connecting sounds with their meanings on one hand, and with their written symbols on the other hand, while learning to write involves linking sounds with their written symbols. Therefore, the reciprocal relationship between the two skills is reflected as an influence and response. Both skills are considered difficulties in learning academic language skills. We can argue that patterns of academic difficulties impact emotional characteristics at the same level, and both are associated with a

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disturbance in one or more of the psychological processes involved in understanding and using oral or written language. (Shweial, Yazid, Bahri, Nabil (2014)).

Finally, we accept the study hypothesis, which confirms that there are no differences between academic learning difficulties (reading and writing) on the emotional characteristics questionnaire. Despite slight differences in the students' responses reflected in the emotional characteristics questionnaire, the result we reached reflects the conclusions of the study conducted by Fathi Al-Zayat (1989) and the study by Rifai and Salem (1993), which stated that emotional characteristics are generally the same for students with learning difficulties in both reading and writing. This result is logical, as the sense of academic failure in any academic domain, whether in reading or writing, triggers the same emotional reaction in the student, thus having the same effect on the formation of their emotional characteristics. This is also confirmed by the study of Chapman and Boersma (1979), which indicated that students with learning difficulties tend to hold negative views about their academic abilities, have less confidence in school, and show more negative attitudes toward it.

11-2 Presentation, Analysis, and Discussion of the Results of the Second Hypothesis:

To examine and study the second hypothesis, which states, "There are statistically significant differences in emotional characteristics between genders among students with academic learning difficulties (reading difficulties, writing difficulties)," we conducted statistical processing by applying the T-TEST to determine the significance of the differences between the two groups (males, females). We calculated the differences in the emotional characteristics scale and its subdimensions used in the current study, and obtained the following results:

Table No. (06) shows the results of the T-test for the differences between genders in the emotional characteristics scale among the study sample of students with academic learning difficulties.

Males	N=46	Females	N=44	Degree of Freedom	Calculated t	Significance Level	Decision
Mean	SD	Mean	SD				
Emotional Characterist ics	46.56	10.597	49.11	9.73	88	-1.189	0.237

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Anger Dimension	16.04	4.48	12.11	3.64		4.574	0.01
Fear Dimension	13.43	4.89	13.75	5.09		-0.299	0.766
Joy Dimension	10.69	5.50	15.22	5.41		-3.936	0.01
Curiosity Dimension	6.39	3.32	8.02	3.36		-2.313	0.01

From Table No. (06), it can be observed that there are no differences in the level of emotional characteristics between male and female students who suffer from academic learning difficulties related to reading and writing. This is because the calculated t-value (-1.189) is not statistically significant at the significance level (0.01). However, with regard to the dimensions, the gathered data showed that there are differences in the anger dimension between male and female students who suffer from academic learning difficulties related to reading and writing. This is because the calculated t-value (4.574) is statistically significant at the significance level (0.01), and the differences favor males, with a mean of (16.04), which is higher than the mean for females, which is (12.11). This result indicates that males with academic learning difficulties express anger more than females.

Additionally, the gathered data showed that there are no differences between male and female students with academic learning difficulties in the fear dimension. This is because the calculated t-value (-0.299) is not statistically significant at the significance level (0.05). Furthermore, the data showed that there are differences between male and female students with academic learning difficulties in the joy dimension. The calculated t-value (-3.936) is statistically significant at the significance level (0.01), and the differences favor females, with a mean of (15.22), which is higher than the mean for males, which is (10.69).

Regarding the curiosity dimension, the gathered data showed that there are differences between male and female students with academic learning difficulties. The calculated t-value (-2.313) is statistically significant at the significance level (0.01), and the differences favor females, with a mean of (8.02), which is higher than the mean for males, which is (6.39). This result indicates that female students have a greater curiosity than male students.

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This variance in the results could be attributed to the fact that emotional characteristics are multidimensional, and some dimensions may be more influenced by gender than others. The different emotional characteristics might interact in multiple ways, canceling out some of the gender-based effects. For example, the higher level of joy in females may compensate for the higher anger in males, leading to no overall differences. Additionally, various factors, such as the social environment, personal experiences, and the learning difficulties themselves, might contribute to varying results across different dimensions.

Furthermore, the differences in anger levels between male and female students with learning difficulties could be due to structural differences in the brain between genders, which affect emotional processing. Cultural and social changes might also lead to a convergence in the expression of fear between genders. The social environment may encourage girls to express their positive emotions more openly, leading to a greater tendency for females to show joy. Girls may also find different ways to compensate for learning difficulties, positively influencing their mood and making them more likely to express positive emotions. Additionally, socialization might encourage curiosity and a desire to explore in girls, which increases their intrinsic motivation to discover the world and learn. They may seek new information and knowledge more than boys due to a desire to compensate for the difficulties they face.

The findings of this study align with the studies by Mayer and Salovey (1999), Rady (2001), and Petrides, Perez, and Joan (2003), which indicated that females excel more than males in emotional regulation and positive thinking in general. These results differ from the study by Nazmi Awad (1996), which concluded that there is a convergence between genders in emotional behaviors. The results also contrast with the study by Li (2007), which found differences between males and females in the fear dimension, favoring females and the fear of predators.

- Conclusion:

The current study revealed that there are no significant differences in certain common emotional characteristics between students with academic learning difficulties (reading, writing). This is because both are considered linguistic difficulties. It was also found that there are no significant differences between genders regarding the list of emotional characteristics among students with academic learning difficulties.

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-Suggestions:

Based on the study's results and through our observations in the field, the application of tools, and interaction with teachers and students, we have come up with several suggestions, which are summarized as follows:

- The need to raise awareness among teachers and parents about the nature of learning difficulties and to recognize the emotional characteristics these students possess.
- Conducting a descriptive comparative study on the emotional characteristics of various special education categories, such as pupils with autism and those with mild and moderate disabilities who are capable of learning, and comparing them with regular students.

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