

Academic learning difficulties for pupils in the third year of primary education

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Abstract ;

The field of special education has recently been highly sought after due to its importance and is considered to have learning disabilities among its categories. Pupils with literacy and mathematics disabilities need to discover their condition and diagnose their weaknesses and thus develop their abilities. It is therefore necessary to identify these difficulties first, the extent to which they are prevalent among our pupils in the school community, and the beginning of the research must be reserved for pupils at the primary level, with a view to early detection, as this stage is the first building block if the rest of the educational levels are to be reformed. In this presentation, therefore, we will address the most important studies that have discussed the prevalence of academic learning difficulties in the school community. and will also recognize the most difficult academic learning for third-year primary school students, These pupils were diagnosed and identified through the application of Algerian scholar Bashir Maamariyah academic learning disability scale to a sample of 20 pupils and third-year primary pupils in three elementary schools of the city of Al-djelfa.

After applying the study procedures to the sample individuals, the calculation averages and standard deviations of the sample individuals' macro marks were extracted, and after analysing the data using the spss statistical package program it was concluded that:

- Reading difficulty is the most prevalent academic learning difficulty among third-year primary students.

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Theoretical aspect of the study:

Introduction:

The subject of special education deals with the category of extraordinary individuals, meaning the group that deviates clearly from ordinary or adverse children whether in their mental, physical, emotional, social, motor or linguistic development. The following categories fall under this concept : talented children, mental disability, visual disability, hearing disability, emotional disability, motor disability, speech or language disorder, autism, learning disabilities. Learning Disabilities is a relative lyre cent subject that has entered the field of special education (Samah, 2007- 2008 : 37), and it is widespread in primary and one of the most important educational stages of the pupil. Researchers are unanimous in considering pupils at this level as the sensitive group to be cared for in health, psychological and mental terms, especially as they are surrounded by many psychological and school problems, including academic learning difficulties, which represent the most disorders experienced by pupils. It is

therefore important to identify pupils' greatest difficulties in order to focus and intensify our attention with a view to alleviating them. Based on the following problematic formulations **What are the most widespread academic learning difficulties in secondary and tertiary school pupils?**

:Study hypothesis–

-Reading difficulty the most prevalent academic learning difficulty among third-year primary students.

1-Definition of academic learning difficulties:

Academic learning disabilities refer to problems that arise by school children relating to basic subjects of study, and include subtypes such as reading, writing, numeracy and spelling difficulties (Al-Arishi, Rashad, Ali, 2013:33).

2-Types of academic learning difficulties:

2-1 Difficulty learning to read:

Reading difficulties suffer from certain difficulties in basic phonological skills needed to recognize the relationship between the pronunciation of letters and

their perception as symbols(*El Zayat, 1998:420*).

2-1-1 Manifestations of difficulty learning to read:

One of its manifestations is the lack of achievement of reading than expected, and the pupil may not know his right from his left, in addition to the difficulty of knowing the time (*Majid, 2008:234*), and also deletes or replaces some words during reading or his inability to distinguish between letters similar to graphic or verbal (*Jahish, 2005:10*)

2-2 Difficulty learning to write:

The dysfunction of writing reflects a disturbance in many other skills, and sees the control of the motor synergy of the fingers on which the writing process depends(*Elzayat, 1998:517*).

2-2-1 Manifestations of difficulty learning to write:

The pupil may reflect letters and numbers, change, delete or add some to the word, lose the distinction between marks of form, and also lose the ability to write on the line (*Ministry of National Education, 2004:15*).

2-3: Difficulty learning the calculation:

Studies indicate that the difficulties of calculating with a pupil can extend from primary to secondary to university, and their impact is accompanied by his academic and daily life (*El Zayat, 1998:546*).

2-3-1: Manifestations of the difficulty of learning the account:

One of its manifestations is the difficulty of understanding and performing computational issues and arranging numbers, as well as the inability to arrange sizes and quantities and the difficulty of doing mental calculation (*Ministry of National Education, 2004:15*).

3. Diagnosis of learning difficulties:

3-1 The test of distancing:

It is intended to differentiate the student's attainment level in an article from the level expected of the student depending on his or her condition and has two manifestations:

- a/The disparity between the student's mental abilities and the attainment level.
 - b/Varying manifestations of the students attainment growth in courses or subjects.
- He may be superior to mathematics, ordinary in languages, with learning difficulties in science or social studies,

and the disparity in attainment between parts of a single curriculum in Arabic, for example, maybe good at reading the tongue, but he has difficulties in absorbing grammatical lessons or preserving literary texts.

3-2 Test of exclusion:

When diagnosing and determining the category of learning difficulties, the following conditions are excluded: mental retardation - sensory impairments - blind - visually impaired - deaf - hearing impaired - with severe emotional disorders such as impulsivity and overactive - deficiencies in learning opportunities or cultural deprivation.

3-3 The test of special education:

It relates to the previous fact that those with learning disabilities do not fit the teaching methods of ordinary pupils as well as the inappropriateness of methods of disabled persons, but that a color of special education in terms of (diagnosis, classification and education) is different from the previous categories.

3-4 The test of maturity-related problems:

Growth rates vary from child to child, making it difficult for them to prepare for

learning processes. What is known is that male children are progressing their development at a slower rate than female ones, making them at about five or six year old cognitively unwilling or prepared to learn to distinguish between alphabets, which impedes the learning of the language.

3-5 Test of the morphological Marks:

Learning disabilities can be inferred by simple organic brain damage that can be examined through an electrical brain scanner and a simple brain function disorder (minimal dysfunction) is reflected in cognitive disorders (visual, auditory and spatial, overactive and mental disorders, difficulty in functioning (

It is worth noting that disorders in brain function adversely affect mental processes, impeding the acquisition, application and utilization of educational experiences, but also resulting in insufficient emotional, social and public personality development.

4- Extent of learning disabilities:

The results of studies on learning disabilities indicate that in any school there are between 12% - 10% of children

whose educational achievement is reduced by a large bike for one reason or another. Some studies indicate the magnitude of the problem. In American society, the proportion of people with learning disabilities is between 8-7%. This is the highest proportion of other disabilities. The National Consultative Assembly for Children with Disabilities estimated that the proportion of children in primary school was about 3% (*Abdelmouati: 195*). Statistics from the American Bureau of Education show that the proportion of pupils with learning disabilities was about 2.3% in 1978. In 1980, this percentage became 3.01%. In 1983 it became 3.82%. Advanced studies also indicate that there are 10% acute cases and 20% non-acute cases of primary school pupils with learning difficulties (*Ahmed, 1993*).

In the Arab environment, *Bily and al.* (1991) found that 14% of the UAE 'sixth-year primary student had learning disabilities in Arabic or mathematics or their agent. *Faisal al-Zarrad* (1991) also stated that the proportion of males with learning disabilities is about 16%, while the proportion of females is about 11%,

and if the study of *Said Abdallah Debis* (1994) did not find gender differences in a sample of the years of the first primary stage in Saudi Arabia (*Debis, 1994*). *Zakaria Toufiq Ahmed* (1993) found in a study of pupils from the second primary years in the Sultanate of Oman that the proportion of pupils with learning disabilities was 10.8% and the proportion of males was about 12.02% (*Ahmed, 1993*).

Field aspect of the study:

1. Place of the study:

The study was conducted at the level of the city of djelfa (03) primary schools.

2. Sample Study:

The study sample was made up of pupils in the third year of primary school in djelfa, with a total of 20 pupils between the ages of 8_9.

Study tool:

The researchers used Dr. Bashir Maamariyah's academic learning difficulties questionnaire (Supplement No. 01), which is modified and adapted to the Algerian environment and consists of 41 paragraphs spread across three dimensions, as follows:

-Paragraphs 1 to 13: Reading learning difficulties.

-Paragraphs 14 to 26: Difficulties in learning to write.

-Paragraphs 27 to 41: Difficulties learning mathematics.

4-The following statistical methods: The study's data were processed through:

-Calculate the alpha-Cronbach coefficient to ensure the sincerity and stability of the scale.

-Calculate the arithmetic average and standard deviation.

Study results: The study found that the most widespread academic learning difficulties in secondary and tertiary pupils were reading difficulties.

To test this hypothesis, academic learning difficulties were arranged in the pupils' sample (n = 20) according to their computational averages. As shown in the table below:

Table No. 1: Table showing academic learning difficulties most prevalent among third-year primary students.

Paragraphs	Z	Average	Standard deviation	Average deviation
- Re-read words more than once unjustifiably during the facial reading.	20	0.70	0.470	0.105
- Delete part of the word during the reading.		0.65	0.489	0.109
- Writes incomplete words.		0.65	0.489	0.109
- Many words with letters are not written properly-		0.55	0.510	0.114
- It is difficult for him to resolve computational issues.	20	0.55	0.510	0.114
- Has difficulty drawing geometric shapes -		0.50	0.512	0.115

Of the 6 difficulties experienced by the first most widespread grades of pupils in the third year of primary education, 2 related to mathematics, 2 to writing and 2 to Ba To read.

The first academic difficulties came in the field of reading among students in the third year of primary school, which demonstrates the validity of the hypothesis. This result is consistent with the results of Faisal Kheir al-Zarra studies (1991) in the United Arab Emirates, Saudi Arabia, Zakaria Ahmed (1993) and Algeria, Bashir Maamaria .(2005)

Supplements:

Supplement No. (01) Bashir Maamariyah Academic Learning Difficulties Questionnaire:

number	paragraph
01	<i>He can't read the full words.</i>
02	<i>He reads a whole paragraph of the text Tired when</i>
03	<i>Slows down his silent reading</i>
04	<i>He refuses to read when the teacher asks him to</i>
05	<i>It does not distinguish between letters similar to verbal and different writing readings such as: harvest, envy uring</i>
06	<i>Delete words during reading</i>
07	<i>Adds words during a reading</i>
08	<i>Loses place to read constantly</i>
09	<i>Re-reads words more than once unjustifiably during a physical reading</i>
10	<i>from its end instead of its beginnings such as: trail The word reads mirrored instead of cold</i>
11	<i>Changes character locations per words such as: humans instead of drinking</i>
12	<i>Replaces a word with a word such as "was" instead of "lived" during a reading.</i>
13	<i>Does not easily recognize the word during a physical reading</i>
14	<i>Does not distinguish between similar letters copies such as (T, G), (D, Y), (T, W)</i>
15	<i>It does not distinguish between words similar in pronunciation and different in writing such as: called, threw</i>
16	<i>Needs a long time to complete written work</i>
17	<i>Do not hold the writing tools properly</i>
18	<i>Does not leave appropriate blanks in the paper</i>
19	<i>Tired when he writes a long paragraph</i>
20	<i>He writes in a lousy line.</i>
21	<i>Does not track line during writing</i>
22	<i>Errors in the order of words in the sentence are made during the transcription</i>
23	<i>The letters do not soak during writing</i>
24	<i>Many words with letters are not written properly</i>
25	<i>Writes incomplete words</i>
26	<i>He forgets to write words when he dictates.</i>
27	<i>It is difficult for him to arrange composite numbers such as: 341, 1765, 689</i>
28	<i>It is difficult for him to go in several sequential steps in the way</i>
29	<i>Has difficulty translating computational concepts into their meanings such as (+, -), (individual, dozens)</i>
30	<i>It cannot detect relationships between two numbers such as complications and denominators</i>
31	<i>Does not distinguish between similar numbers such as (3,5), (6,9), (0,8)</i>
32	<i>It does not distinguish between mathematical symbols such as >, <...</i>
33	<i>No upward ranking and downward ranking</i>
34	<i>He has difficulty replacing numerical symbols with algebraic symbols like 2 that symbolize X.</i>
35	<i>Can't differentiate between sizes, capacities and weights</i>
36	<i>Has difficulty in serial counting</i>
37	<i>It is difficult for him to make calculations such as collecting, subtracting, multiplying and dividing.</i>
38	<i>He has difficulty drawing geometric shapes</i>
39	<i>He cannot recognize the relationships between the geometric forms.</i>
40	<i>Find it difficult to save a counter rule such as disk perimeter calculation base</i>

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