

Journal of legal and social studies

Issn: 2507-7333

Eissn: 2676-1742

**Difficulties in Learning Spelling Among Students of Basic Education
for Grades (Fourth and Fifth) in Sebha Schools**

Prepared by Dr. Salima Mohammed Ali Al-Rashid

Department of Psychology - Faculty of Arts - University of Sebha
Libya

PhD in Clinical Psychology

Sa.alrashid@sebhau.edu.ly

Research paper submitted in the field of social legal sciences

Date of send: 02 / 06 / 2026	date of acceptance: 01 / 07 /2026	Date of Publication: 01/09/2026
------------------------------	-----------------------------------	---------------------------------

***Corresponding author**

Abstract :**Abstract:**

The research aims to identify learning difficulties in the subject of spelling among students in the basic education stage of the fourth and fifth grades in Sebha schools. The research included a sample of (87) male and female students. The researcher followed the descriptive analytical method. Using a questionnaire on learning difficulties in spelling prepared by the researcher, the research results showed: the prevalence of learning difficulties in spelling among students in the fourth and fifth grades of basic education in Sebha schools, at a degree between very high and high. There are statistically significant differences in learning difficulties in spelling among students in the fourth and fifth grades of basic education in Sebha schools that are attributed to the gender variable. There are no statistically significant differences in spelling learning difficulties among primary school students in grades (fourth & fifth) in Sebha schools that can be attributed to the educational stage variable.

Keywords: learning difficulties - dictation - pupils - basic - for the two grades - (fourth and fifth).

Introduction:

The basic education stage is one of the most important stages of education. It is of great importance, as it is the first building block on which the child is nourished to grow his mind and open his perceptions in the educational chain. His success in subsequent educational stages depends on it to a large extent. At this stage, the student is expected to acquire the skills, habits, and basic behaviours necessary to develop as an educated and cultured person. In this stage, he is also able to develop his abilities and mental readiness, and acquire many inclinations, attitudes, and basic skills that help him acquire knowledge well. If it is not focused on intensively and properly established, he may suffer from many learning difficulties.

The topic of learning difficulties is also among the topics that have received great attention since ancient times, and many academic and scientific studies have been conducted on it, with its multiple variables. Interest in it has increased more in recent years as a result of the increasing interest by all countries of the world, developed and developing, especially in the primary stage, considering that any defect in this stage will accumulate and extend its impact to the subsequent stages of education, because through it each student will acquire many of the basic values, attitudes and skills, in addition to the growth of his mental readiness and abilities

and understanding of his relationships with others and how to practice them in a way that satisfies everyone (Brow, 2014: 97).

Learning difficulties first become apparent for many students when they enter school and fail to acquire academic skills. The disparity in learning difficulties across various subjects is particularly evident among students in the first stage of basic education, where the largest number of students with learning difficulties are identified. This failure is most noticeable in reading, although it can also occur in writing, spelling, and other school subjects. Academic failure is often accompanied by an inability to pay attention and concentrate, as well as weaknesses in motor skills, such as holding a pen incorrectly and having poor handwriting. At this level, academic learning difficulties hinder social adjustment, leading to various socio-emotional problems, including an inability to form and maintain friendships (Al-Waqfi, 2003: 55).

The dictation course is indeed one of the most prominent challenges students face upon entering school. It is a means of expressing their feelings and an important tool that helps them translate their inner thoughts. When a student encounters difficulty with dictation, it signifies a lack of the necessary educational skills to formulate the scientific material they have memorized and learned. This could negatively impact his performance in all subjects, which in turn affects his academic achievement and integration into the educational process. Therefore, the researcher decided to conduct a study in this area entitled "difficulties in learning spelling among students of basic education for grades (fourth and fifth) in Sebha schools".

Research Problem:

Given that learning difficulties in general, and spelling difficulties in particular, are prevalent in all educational institutions, especially primary schools, a key characteristic is the presence of noticeable deficiencies in academic achievement, underachievement, and slow learning. Although those affected often possess average intelligence, they exhibit one or more difficulties in certain learning processes such as comprehension, reasoning, perception, attention, reading, writing, spelling, and others. This means they do not fall into the categories of those with emotional disturbances or specific disabilities. This indicates that their potential and intellectual development are sound and appropriate; they simply require pedagogical and psychological support to acquire the necessary academic skills that align with their aptitudes and abilities (Brow, previous reference: 99).

This led to the research problem, which sought to answer the following question:

1. What is the prevalence of spelling difficulties among (fourth and fifth-grade) students in Sebha schools?

The following sub-questions stem from this main question:

1. Are there statistically significant differences in spelling difficulties among (fourth and fifth-grade) students in Sebha schools attributable to the gender variable?
2. Are there statistically significant differences in spelling difficulties among (fourth and fifth-grade) students in Sebha schools attributable to the grade level variable?

Research Objectives:

This research aims to answer the following questions:

1. What is the prevalence of spelling difficulties among (fourth and fifth-grade) students in Sebha schools?
2. Are there statistically significant differences in spelling difficulties among (fourth and fifth-grade) students in Sebha schools attributable to the gender variable?
3. Are there statistically significant differences in spelling difficulties among (fourth and fifth-grade) students in Sebha schools attributable to the grade level variable?

Importance of Research:

The importance of this research lies in:

1. The importance of any research is demonstrated by the extent to which it contributes to knowledge, both theoretically and practically. Therefore, the importance of this research can be determined by identifying the most significant learning difficulties in spelling, with the aim of taking possible measures to overcome them, or at least reduce them.
2. The importance of this research is based on providing information and data about the problem of learning difficulties experienced by students in the basic education stage, and assisting their teachers and specialists in planning guidance programs to improve their levels and overcome this problem.
3. The scientific contribution of this research, which enriches scientific research and the university library, making the topic a reference for students.
4. The arrival of recommendations and suggestions opens the door for researchers to conduct further research and studies on learning difficulties in various subjects and at different educational stages.

Research Terms:

Learning Difficulties: Defined as a condition in which an individual exhibits difficulty with one or more of the following areas: the ability to use or understand language, the ability to listen, think, speak, read, write, spell, or perform arithmetic operations (Qatami, 1999: 202).

Operational Definition: These are psychological disorders in the learner accompanied by one or more impairments in understanding or mastering the subject matter, or in expressing spoken or written material as it reflects. The total scores obtained by students in the fourth and fifth grades of basic education in Sebha schools on the Learning Difficulties Scale prepared for this purpose are also considered.

Dictation Course: This is a branch of the Arabic language for the first two grades, encompassing writing, reading, spelling, and handwriting. In this subject, the learner acquires the skill of formulating and mastering the subject matter, writing words and sentences from memory after having mastered all the rules of the language and learned the letters, their original and secondary vowel markings, and the three long vowels: alif, ya , and waw

Research Delimitations:

Human Delimitations: The study instruments were administered to fourth and fifth-grade students in primary schools in Sebha.

Geographical Delimitations: The study was conducted in schools in the Al-Manshiya district, namely Aisha Umm Al-Mu'minin School, Ali Ibn Abi-Talib School, and Musa Ibn Nusair School.

Temporal Delimitations: The study instruments were administered between November to January of the 2025 academic year.

Thematic Delimitations: The research addressed the difficulties in learning spelling among fourth and fifth-grade students in primary schools in the Al-Manshiya district of Sebha.

Theoretical Framework and Previous Studies:

Dictation is a primary tool in the field of teaching and learning, and it bears the greatest responsibility for achieving the goals of the educational process. Although teaching writing and spelling is among the first objectives that must be achieved by every learner, it becomes a means rather than an end in itself. Dictation is not a subject separate from other academic subjects, but rather it is a part of every subject. It is the means of recording information in these subjects. Consequently, learners' inability to spell and their lack of spelling abilities affect their achievement in other subjects (Ali, 2009: 46).

The concept of learning difficulties: The concept of learning difficulties refers to a heterogeneous group of students who are characterized by normal or medium intelligence, and who show a marked discrepancy between their expected performance and their actual performance in one or more academic aspects in the regular classroom. These difficulties may be due to a malfunction in the functions of the central nervous system with sensory integrity, and may be: (auditory or visual), mental and physical integrity, which are due to emotional disturbances and environmental deprivation, whether economic, cultural, or social (Sulaiman, 2010: 32).

Definition of learning difficulties: The Association for Children with Learning Disabilities (ACLD) defines it as “a child who has adequate mental abilities, sensory processes and psychological stability, but has a limited number of difficulties in perception, integration and expressive processes that severely affect his learning efficiency”.

Causes of Learning Difficulties:

By studying the concept and definitions of learning difficulties, we can identify some of their causes. These causes vary depending on the cognitive perspective, whether educational, medical, psychological, environmental, or genetic.

First: Defects in fetal cerebrum (brain) development. During pregnancy, a small number of cells develop into a complex organ composed of millions of specialized and interconnected nerve cells called neurons. These neurons grow rapidly, forming a network that connects with the rest of the cerebrum. This network enables information to be exchanged among different regions of the cerebrum. During this remarkable development, any defect or deficiency can occur that affects how the neurons form or connect. The nature of the defect, its timing, and the cerebrum centers affected determine the nature and severity of the resulting problems (Abu Al-Diyar, 2012).

Second: Genetic defects: It should be noted that learning disabilities always occur in some families and are more common among first-degree relatives than among the general population, so it is believed that they have a genetic basis. For example, children who lack some skills required for reading, such as hearing the distinctive and detailed sounds of words, are likely to have a parent who suffers from a similar problem. There are some explanations for the spread of learning difficulties in some families, including the fact that learning difficulties occur mainly due to the family climate. For example, parents who suffer from a language expression disorder have a reduced ability to talk to their children, or the language they use is distorted and incomprehensible. In this case, the child lacks a good or suitable model for learning and

language acquisition, and therefore appears to suffer from a learning disability (Al-Laboudi, 2005).

Third: Psychological and mental factors: These include the following: Disruption in basic psychological functions, including: sensory perception, memory, formulation of concepts, recall of material, understanding of directions, organization of thoughts, writing a meaningful sentence, slow comprehension, difficulty in interpreting concepts, weakness in the ability to organize, design and express, low motor and verbal skills, weakness in short-term memory, inability to reach the ends of ideas, and inability to adapt (Abu Al-Diyar, 2012).

Fourth: Environmental factors: Environmental factors are considered contributing factors in the subject of learning difficulties. Among the environmental causes are a lack of educational experiences, malnutrition, poor medical conditions, lack of training, or forcing the child to write with a specific hand. Some focus on the lack of environmental experiences and the deprivation of appropriate environmental stimuli. Factors that may have an effect include: the time gap between births, the number of children in the family, the level of family income, and the mother's age at the time of the birth of the fetus. (Al-Laboudi, 2005).

Fifth: Educational factors: These include the following: various educational problems, individual differences, teaching methods differences, the classroom not being ready for the student's educational needs, the lack of teachers' skills training, high and low parental expectations, high and low teacher expectations, and socialization methods such as pampering, neglect, ignoring, punishment, discrimination between siblings, etc. (Al-Nassar, 2001: 14).

Sixth: As many studies indicate, between 10% and 20% of the average school-aged child suffers from academic difficulties, albeit for varying reasons. These individuals fall into several broad categories, including:

- Learning difficulties due to low intellectual ability, resulting in below-average or normal-average academic performance.
- Learning difficulties due to emotional problems hinder their learning and create academic challenges.
- Learning difficulties due to a malfunctioning brain or nervous system, despite the individual possessing average or above-average intelligence. (Adas, 2002: 28).

Classification of Learning Difficulties:

There are several classifications that fall under the term "learning difficulties," including:

First: Developmental Learning Difficulties: These are difficulties related to the development of mental abilities and the processes responsible for the learner's academic, personal, social, and professional adjustment. They are divided into: (Fadel-Allah, 1995)

- **Primary difficulties:** Attention, memory, and perception.
- **Secondary difficulties:** Linguistic thinking and problem-solving.

Second: Academic Learning Difficulties: These refer to a clear impairment in learning to read, write, spell, and perform arithmetic, or a stagnation in the achievement of these skills. They are easily observed during school age. Types of these include: (Abdul Wahab, 2004:11)

- a. **Reading Difficulties (Dyslexia):** This is characterized by a disorder in the ability to read or a difficulty in producing written language, independent of any intellectual disability.
- b. **Writing and Dictation Difficulties:** This occurs as a result of a disorder or defect in the mental image of the word and the motor system, and it is a disorder in writing and controlling the rules of writing.

Signs of writing and dictation difficulties:

- Their writing is often unruly or unusual and does not follow rules.
 - Their notebooks and papers are filled with numerous spelling errors.
 - They cannot distinguish between letters that look similar.
 - The shape of a letter changes depending on whether it is connected or separate within a word, resulting in inconsistency in its form and position within the word.
 - They are confused and dot their places incorrectly, above or below the letter, leading to confusion between letters (Sulaiman, 2010: 323).
- c. **Learning mathematics (arithmetic) Difficulties:** Many students find it difficult to memorize multiplication tables, and they face problems in understanding the concepts of counting rules, which causes them difficulty in learning mathematics. Many students with difficulties in learning mathematics also suffer from difficulties in memorizing and remembering numerical facts, or digital and mathematical facts, in the four operations related to addition, subtraction, multiplication, and division. They also suffer from difficulty while solving word problems, as this represents a general problem due to the student's lack of awareness of all dimensions of the word problem. Word problems may present a number of information and variables outside the scope of solving the problem in question, and this may require a great effort to select the relevant information from that which is not related to the solution (Awad-Allah & Ahmed, 2006).

Characteristics of Learning Difficulties:

The following is a list of characteristics that have been classified and observed in children with learning difficulties:

First: Cognitive Characteristics: These include difficulty using information to solve problems, repeated academic failure, a significant decline in academic achievement in one or more basic academic skills such as reading, writing, and arithmetic, lack of deliberation when answering questions, an inability to organize learning tasks, disrupting peers during the learning process, failure to use effective strategies that enable them to store and retrieve information as easily as typical children, difficulty in selectively and volitionally paying attention for a sufficient period for learning, resulting in: failure to complete tasks they start, frequent lack of listening, rapid shifts in attention, difficulty concentrating on schoolwork and other tasks that require sustained attention, difficulty waiting their turn, need for much supervision, frequent fidgeting, therefore difficulty sitting still for long periods, frequent movement and running, and damage to objects (Al-Batinah & Al-Rashdan, 2005: 78).

Second: Linguistic characteristics: Those with learning difficulties suffer from difficulties in receptive and expressive language, in addition to the lack of clarity in some speech as a result of deletion, substitution, distortion, addition or repetition of some letter sounds - they face difficulty in visual discrimination when reading between similar letters and words - they face difficulty in auditory discrimination when reading, as they are unable to distinguish between the sounds of linguistic words - they faced difficulty in understanding and using the rules of the language.

Third: Psychological Characteristics: These include low self-esteem, low motivation to achieve, low levels of ambition, and a marked weakness in assessing behavior (Sulaiman, 2013: 26).

Fourth: Behavioral Characteristics: Children with learning disabilities exhibit several behavioral characteristics that deviate from the norms of typical behavior for children of the same age. These characteristics include difficulty paying attention and concentrating, fear of school, anxiety, depression, hyperactivity, excessive movement, impulsivity, and extreme mood swings.

Fifth: Motor Characteristics: These include impaired motor coordination, lethargy, a lack of activity, and a failure to benefit from learning experiences (Badiwi, 2007: 97).

Previous studies:

1. **Andsh, Shnina are Studies (2024)** The study aimed to identify the difficulties in learning to read and write among first-grade students in the primary education stage in Misrata, from the perspective of their teachers, and to suggest ways to address them. The researchers adopted the descriptive approach, as it was suitable for the research purposes. The sample consisted of (100) male and female teachers. The research also relied on a questionnaire on learning difficulties in reading and writing, which was developed by the researchers. The results indicated that the difficulties in learning to read among first-grade students were moderate., There are differences in learning difficulties among males; that is, more learning difficulties are present among females.
2. **Study Ghrady, Baiben (2021)** This study aimed at. finding out the important aspects of the difficultés of Learning spelling faced by primary school pupils through using the descriptive approach and analysions the content of pupil's writings. The study sample consist of 30 teachers form 4 primary schools in Batna and (110) fourth year pupils' papers. A questionnaire with open ended questions was addressed to the teachers. After reviewing the study heritage, the content of the pupils' writings have been analyzed based on (7) coding units. The study found that the most important difficultes are seven aspects: difficulty in the basic spelling, confusing between the closed and open (taa) letter, confusing between the letters that are orally and written similar, confusing the short and long vowels, adding or removing letters and confusion in writing the hamazah letter. The study suggested creating a spelling diagnostic test that tackles all spelling skills.
3. **Giber's Studies (2020)** the research objectives are conducted to the following: The Linguistic Perception among First grade students average, ,learning difficulties spelling First grade students average.3.The Relationship between the Linguistic Perception and learning difficulties spelling of learning difficulties spelling First grade students average. Limited research on government to the city of Baghdad for the school year pupils of fourth grade primary. (2018-2019). Theoretical frame Theoretical posterior This research viewed several bolt that relate to the research subject. Research procedure Adopting the Linguistic Perception scale (Al-samiraiy 2006) and learning difficulties spelling scale (Al-Figawiy 2009) after assures its truthes and stability on its articles-The two mentioned measures were applied at the same time on sample First grade students average primary (200) students male and female .the researcher used the following As a result, it had been reached to r esults listed below, results showed that

the First grade students average enjoy from the Linguistic Perception, results showed that the First grade students average suffer from learning difficulties spelling³-Results indicated that there had been not connection Relationship for First grade students average between the Linguistic Perception and learning difficulties spelling The researcher submitted some recommendations and suggestions,

4. **Mansouri's study (2018)** This study aims to answer the following questions: Do primary pupils who attended school at an early age suffer from reading difficulties? And whether there are statistically significant differences in reading difficulties due to the variable of gender Therefore, the researcher chooses the intentional sample of (181) preschool pupils (male and female) who attended school at an early age .A questionnaire was implemented after checking its validity (version²⁰), the study revealed the following results: Primary pupils who attended school at an early age suffer from academic reading difficulties especially in the following aspects: Slow reading, not to read full words, fatigue when reading, not to follow the words in the lines, and delete the words. There is a statistically significant difference between primary pupils who attended school at an early age in academic reading difficulties in favour of male
5. **Sabah's Study (2017)** Learning difficulties in reading and writing among lower elementary school students in Palestine, according to educational resources, and to determine if there are differences attributable to the gender and grade variables. The study sample consisted of (72) students with academic difficulties, from the second, third and fourth grades in government schools, The results revealed that the average degree of learning difficulties in reading and writing among second, third and fourth grade students was average, and that the most prominent manifestation of academic difficulties in reading and writing for second grade students was in (analyzing words into letters), while the second manifestation was (reading words correctly) The least of these manifestations is (fill in the blank as in the example) and (match the word in the first column with what suits it in the second column).

Research hypotheses:

- 1- There are statistically significant differences resulting from difficulties in learning spelling among primary school students in grades (fourth and fifth) in Sebha schools. There are statistically significant differences in spelling learning difficulties among primary school students in grades (fourth and fifth) in Sebha schools, attributed to the gender variable

- 2- There are statistically significant differences in the difficulties of learning spelling among students in the basic education stage of the fourth and fifth grades in Sebha schools, which are attributed to the variable of the academic year.

Note that the researcher only considered the academic year variable and did not address the effect of age, because in these academic years the ages are fixed by virtue of Libyan law, which requires deferment and does not allow any student to repeat the academic year.

Research methodology and field procedures:

Research Methodology: The nature of the research necessitated the adoption of the descriptive-analytical method, which is the most suitable method for the nature of psychological and educational research and studies.

The research community and its sample: The research community consisted of (186) male and female students enrolled in basic education schools in the Al-Manshiya area of Sebha city, who suffer from difficulty in spelling based on the assessment of their teachers who teach them in the Arabic language subject, and considering spelling as a branch of this subject. The research sample included (86) male and female students, according to the Marjan table, of whom (43) were male and (43) were female, and they were chosen by the method of random sampling.

Research tool: A learning difficulties questionnaire prepared by the researcher, who prepared its items by reviewing theoretical studies and scales that dealt with learning difficulties. She took into account the ease of its items so that they would be suitable for the students' understanding and comprehension. The researcher asked them to take it home and answer its items, and to seek help from the student's guardian only if there was difficulty in reading the items.

Psychometric properties of the questionnaire

Psychometric properties of the questionnaire

- 1- Internal consistency validity: The correlation of each item with the total score of the learning difficulties questionnaire was calculated using Pearson's correlation coefficient, and its significance level was determined as shown in the following table.

Table (1) Correlation coefficients between scale items and total score

paragraph	Correlation coefficient	paragraph	Correlation coefficient	paragraph	Correlation coefficient	paragraph	Correlation coefficient
-----------	-------------------------	-----------	-------------------------	-----------	-------------------------	-----------	-------------------------

1	0.646**	6	0.704**	11	0.700**	16	0.557**
2	0.504**	7	0.645**	12	0.574**	17	0.790**
3	0.504**	8	0.590**	13	0.777**	18	0.699**
4	0.645**	9	0.811**	14	0.498**	19	0.648**
5	0.712**	10	0.584**	15	0.691**	20	0.681**

**Function at the level 0.01

T

It's clear from the previous table that most of the items have correlation coefficients ranging between (0.811-0.504), indicating a strong positive relationship. This relationship is statistically significant at the significance level of (0.01), which confirms that the items of this questionnaire have a strong correlation with the overall average of the item scores. Therefore, it has a high degree of validity, and we consider it suitable for the purpose for which it was designed.

Second: Reliability: The reliability of the scale was calculated using Cronbach's alpha and the split-half method.

Table (2) shows the reliability of the questionnaire

method	Stability coefficient
Cronbach's Alpha	0.77
Half-Segmentation	0.79

The table shows that the reliability coefficients reached (0.77) with Cronbach's alpha, and (0.79) with the split-half equation, which are statistically significant values at the (0.05) level. This indicates that the questionnaire has a high degree of reliability.

Statistical methods:

The data were analyzed using the Statistical Package for the Social Sciences (SPSS) through the following methods: Pearson correlation coefficient, standard deviation, arithmetic means, percentages. To verify the reliability of the two instruments, the researcher used Cronbach's alpha equation and the split-half method.

Presentation of results analysis and interpretation:

First hypothesis states There are statistically significant differences resulting from difficulties in learning spelling among primary school students in grades (fourth and fifth) in Sebha schools.

Table (3) shows the prevalence of spelling learning difficulties among the sample group

Table (3) shows the differences in difficulties in learning the subject of spelling

N	Paragraph	Arithm etic average	Perce ntage	Degree of difficulty
1	Slow writing	4.59	0.76	High
2	. Hold the pen incorrectly	3.85	0.63	Medium
3	My handwriting is difficult to read because it's so bad.	4.35	0.77	High
4	He has difficulty distinguishing between similar-looking .letters	5.28	0.75	High
5	I characterized by recklessness and impulsiveness	4.22	0.71	High
6	Many problems inside and outside the classroom	3.91	0.65	Medium
7	I hate my Arabic teacher	3.98	0.69	Medium
8	I find it difficult to settle down and stay in one place	3.94	0.66	Medium
9	I hate going to school	4.37	0.83	Very high
10	.I have difficulty concentrating and paying attention	4.76	0.79	Very high
11	I replace one word with another while writing.	4.49	0.87	high
12	.I have difficulty hearing	3.88	0.64	Medium
13	I find it difficult to distinguish between directions, for .example, right and left	3.97	0.68	Medium
14	I find it difficult to distinguish between the original movements	4.25	0.73	High
15	I find it difficult to distinguish between vowel letters	4.26	0.74	15
16	I find it difficult to decode and spell the word.	4.46	0.86	High
17	I find it difficult to distinguish between the shape and sound of the letter	4.39	0.81	Very high
18	I have difficulty writing a long word.	4.53	0.90	Very high
19	Switch letters while writing	4.51	0.89	Very high
20	feel that the teacher in the classroom favors my classmates over me.	4.20	0.70	high

arithmetic mean of (3.91), followed by I suffer from hearing difficulties, with a percentage of (0.64) and an arithmetic mean of (3.88), and finally I hold the pen incorrectly, with a percentage of (0.63) and an arithmetic mean of (3.85). This means that the students in these two classes suffer from difficulty in learning the subject The table above shows differences resulting from difficulties in learning spelling among primary school students in grades (fourth and fifth) in Sebha schools, Upon reviewing the averages and percentages, we find that the items that received a very high score, The paragraph states that I have difficulty writing a longer word, with a percentage increase of (0.90) and an arithmetic mean of (4.53). This is followed by the paragraph "I swap one letter with another while writing," with a percentage of (0.89) and an arithmetic mean of (4.51). Then, in the paragraph, I replace one word with another while writing, with a percentage of (0.87) and an arithmetic average of (4.49). This is followed by the paragraph: I find it difficult to decipher and spell the word, with a percentage of (0.86) and an arithmetic mean of (4.46) This is followed by the

paragraph "I hate going to school" with a percentage of (0.83) and an arithmetic mean of (4.41). This is followed by the paragraph: I find it difficult to distinguish between the shape and sound of the letter, with a percentage of (0.81) and an arithmetic mean of (4.39). As for the paragraphs that received a high score, I suffer from difficulty in concentration and attention, with a percentage of (0.79) and an arithmetic mean of (4.37). This is followed by a handwriting that is difficult to read due to its poor quality, with a percentage of (0.77) and an arithmetic mean of (4.35). This is followed by slow typing, with a percentage of (0.76) and an arithmetic mean of (4.33). Therefore, I find it difficult to distinguish between similar letters, with a percentage of (0.75) and an arithmetic mean of (4.28). Therefore, I find it difficult to distinguish between the vowel letters by a percentage of (0.76) with an arithmetic mean of (4.26). This is followed by me finding it difficult to distinguish between the original movements, with a percentage of (0.73) and an arithmetic mean of (4.25). This is followed by "I am characterized by recklessness and impulsiveness," with a percentage of (0.71) and an arithmetic mean of (4.22). Then I feel that the teacher inside the classroom prefers my classmates over me, with a percentage of (0.70) and an arithmetic mean of (4.20). As for the items that received a score, the item "I hate the Arabic language teacher," with a percentage of (0.69) and an arithmetic mean of (3.98), followed by "I find it difficult to distinguish between directions, for example, right and left," with a percentage of (0.68) and an arithmetic mean of (3.96), and then "I find it difficult to settle down and stay in one place," with a percentage of (3.94) and an arithmetic mean of (3.66). This is followed by a percentage of many problems inside and outside the classroom (0.65) and an of spelling, and this may be attributed to the fact that the children were not properly established in terms of focusing on them in the subject of the Arabic language, In addition, in recent years students have not received enough education due to the Corona pandemic, which stopped them from studying for long and intermittent periods The findings of the current research regarding the most significant learning difficulties were consistent with the findings of the Gibir, Baiben re studies (2020) Andsh,, Shnina are studies (2024) Ghrady, 2 (2021) study and Mansouri's study (2018) This result differed from the Sabah is study (2017) and The results of the current research also confirmed the high level of learning difficulties among the sample group, in line with the results of the Ghrady, Baiben are studies (2021) ,and .. The results of the current research differed from those of the Andish,, Shnina are studies (2024) which concluded that the level of learning difficulties among the sample group was average.

The second hypothesis: There are statistically significant differences in spelling learning difficulties among primary school students in grades (fourth and fifth) in Sebha schools,

attributable to the gender variable. In particular, based on this hypothesis, a (t) test was used to compare the mean scores of males and females on the spelling learning difficulties scale, and the data are according to the following table,

Table (4) shows the differences in the scores of the sample members according to the gender variable

Gender	number	Arithmetic average	Standard deviation	t value	Statistical significance
Male	43	23.11	4.21	0.001	3.51
Female	43	21.80	5.91		

The table above shows that the value of ($t = 3.51$) is less than the tabulated value of (t). Therefore, the alternative hypothesis was accepted, and the null hypothesis was rejected]DJS . This means that there are statistically significant differences in the average response scores of primary school students in grades (fourth and fifth) in Sebha schools, in favor of males (students) With an arithmetic mean of (23.11), this means that male students have higher spelling learning difficulties than female students] This may be because male students have higher spelling learning difficulties than female students, and because males are less likely to lack writing and spelling-related skills such as visual memory. Auditory and recall abilities, as well as lower academic performance and IQ scores in males compared to females. This result was consistent with the study. This result differed from the Sabah and Ghrady, Baiben are studies (2021) and Andsh, Shnina are studies (2024)

The third hypothesis states: There are statistically significant differences in spelling learning difficulties among fourth and fifth grade students in Sebha schools, attributable to the grade level variable. To verify this hypothesis, the researcher used a t-test to compare the mean scores of males and females on the spelling learning difficulties scale. The data are presented in the following table:

Table (5) shows the differences in the scores of the sample members according to the academic year variable

Academic year	number	Arithmetic average	Standard deviation	t value	Statistical significance
Fourth	43	45.47	5.89	0.43	0.67
Fifth	43	44.42	6.46		

It is clear from the previous table that the value ($t = 0.43$) is a value greater than the tabulated value, and thus the null hypothesis was accepted, The alternative hypothesis, which states that there are no statistically significant differences in spelling learning difficulties among primary school students in grades (fourth and fifth) in Sebha schools attributable to the educational stage variable, was rejected, This may be attributed to the fact that the Arabic language teacher has a deficiency in not involving students in correcting spelling mistakes, and in not paying attention to training them in handwriting. The rules of writing and Arabic letters, due to the large number of students in the classroom, as well as the incorrect teaching methods used by some teachers, Such as switching from one style to another in teaching writing, or limiting oneself to following the student in the handwriting lesson without the other lessons (dictation, expression and application). The lack of incentives for students to further develop their writing skills, The removal of the handwriting activity book from official exams may also be due to the circumstances we are going through as a result of the Corona pandemic., Requiring staying inside classrooms for limited hours, the teacher may focus more on reading than on dictation.

Search results:

The research yielded several key findings, including:

- 1- There are differences in the difficulties of learning spelling among students in the basic education stage of the fourth and fifth grades in Sebha schools, ranging from very high to high.
- 2- There are statistically significant differences in the difficulties of learning spelling among students in the basic education stage of the fourth and fifth grades in Sebha schools, which are attributed to the gender variable.
- 3- There are no statistically significant differences in the difficulties of learning spelling among students in the basic education stage of the fourth and fifth grades in Sebha schools that can be attributed to the variable of the academic year.

Recommendations:

- 1- The concerned authorities must intensify efforts to address and reduce learning difficulties. This effort falls on the family, and the school must focus intensively on them to reduce the rate of increase in these difficulties.
- 2- Working on preparing guidance programs and training courses that prepare teachers capable of early detection of students who suffer from difficulty in learning writing, spelling and all the subjects they learn.

- 3- Working on preparing guidance programs and training courses that prepare teachers capable of early detection of students who suffer from difficulty in learning writing, spelling and all the subjects they learn.
- 4- All employees in the Libyan state must provide appropriate diagnostic tools and measures that help in accurately diagnosing cases of people with learning difficulties.
- 4- School principals should intensify efforts with teachers to support and encourage their students who suffer from difficulty in writing and spelling with material and moral incentives that work to develop their writing and spelling skills.
- 5- The Ministry of Education should emphasize the importance of including the book of writing and handwriting activity in the curriculum and official examinations.

Suggestions:

- 1- Conducting research and studies that address the learning difficulties experienced by primary school students, such as in reading and mathematics.
- 2- Conducting representative research and studies addressing spelling learning difficulties for other stages, especially given the researcher's extensive experience in the field of education, It made her discover that spelling learning difficulties are not limited to elementary school students, It went even further than that, as I observed through her teaching at the university level, Many university students make numerous spelling mistakes, which might classify them as people suffering from this disorder.
- 3- Encouraging applicants and specialists in the field of psychology to conduct more studies and research on designing guidance programs so that learning difficulties do not fall behind.
- 4- Encouraging researchers and specialists in the field of psychology to conduct more studies and research on designing guidance programs to reduce or alleviate learning difficulties.

the References:

- 1- Abdel Wahab, K (2004): Learning Difficulties, Cairo University Publications.
- 2- Abu Al-Diyar, M N (2012) Working memory and learning difficulties, Child Evaluation and Education Center, Kuwait.
- 3- Adas, M, A (2002): Learning Difficulties, Third Edition, Amman, Dar Al-Fikr..
- 4- Al-Bataniyya, M O, Al-Rashdan, A M (2005): Learning Difficulties, Dar Al-Masira for Publishing and Distribution, Amman, Jordan.
- 5- Ali, I A (2009): Learning Difficulties "Between Theory and Application", Dar Al Manahij for Publishing and Distribution, Amman, Jordan.

- 6- Al-Nassar, S (2003): Reading skills and strategies that help in reading and understanding word problems in mathematics, research published in the King Saud University Journal of Educational Sciences and Islamic Studies, College of Education, King Saud University, Riyadh.
- 7- Al-Waqfi, R (2003): Learning Difficulties: Theoretical and Applied, Princess Tharwat blications, Amman, Jordan.
- 8- Andash, H & Shneina N (2024) Reading and writing difficulties among first-grade students in the basic education stage in city of Misrata from the perspective of their teachers
- 9- Andsh, H & Shnina N (2024) difficulties in learning to read and write among first-grade students in the primary education stage in Misrata, from the perspective of their teachers, Journal of Educational Sciences: The International Scientific Conference on Educational and Psychological Sciences and Community Issues, Journal of Educational Sciences, Faculty of Education, Zliten, Volume 5, Issue 84, P 771-784
- 10- Awad A, S (2006): A scale for assessing the behavioral characteristics of people with learning difficulties, Scientific Office for Publishing and Distribution, Alexandria.
- 11- Badiwi, A A R (2008) Academic learning difficulties, Science and Faith for Publishing and Distribution, Alexandria.
- 12- Brou, M (2014): Learning difficulties among fifth-grade students who failed the final exam in primary education, Humanities and Social Sciences subject, Algeria, Issue 15.
- 13- Fadlallah, M R (1995) Difficulties in Spelling Writing, Al-Nour Library, Alam Al-Kitab, Cairo.
- 14- Ghanem R. A (2024) Challenges in Learning Arabic in Primary Classes: Causes and Solutions, Cultural Outlets Journal, a quarterly cultural Journal, , Beirut, Issue 84
- 15- Ghrady, R& Baiben A(2020) The Most Important Aspects of the Difficulties of Learning Spelling Faced by Primary School Pupils Field Study on a Sample of Fourth Year Primary School Pupils in Batna, Issues in Arabic Language and Literature Journal, Volume 10, Issue 1, P263-282.
- 16- Mansouri M A (2018) Reading difficulties among primary school students who enrolled at an early age, Al-Quds Open Journal for Educational and Psychological Research and Studies,(2)22.

- 17- Shimkiy K (2020) Linguistic Perception and Its learning difficulties spelling First grade students average mdad. journals, Arab Foundation for Education, Science and Arts , Cairo, Issue 49,p471-494.
- 18- Suleiman, A I (2010): The Reference in Developmental and Academic Learning Difficulties, Anglo-Egyptian Library, Cairo.
- 19- Suleiman, A I (2013): Modern Trends in Specific Learning Disabilities, Osama Publishing and Distribution House, Jordan.