

# Psychological Adjustment for Students with Learning Difficulties and its Relationship to Some Variables (A Field Study for Students of the Second Cycle with Learning Difficulties in the Basic Stage, Kremit City, Gezira State, Sudan, 2022)

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# Psychological Adjustment for Students with Learning Difficulties and its Relationship to Some Variables (A Field Study for Students of the Second Cycle with Learning Difficulties in the Basic Stage, Kremit City, Gezira State, Sudan, 2022)

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**Abstract:** Compatibility is a central concept in psychology in general and in mental health in particular. The individual always tries, during his activity, to obtain a state of satisfaction or satisfaction for his motives, but he often encounters difficulties in his performance that affect his psychological compatibility. Most workers in the field of special education agree that people with learning difficulties constitute a heterogeneous group of individuals, and this is one of the factors that lead to the difficulty of studying this group of heterogeneous characteristics. The study aimed to know the psychological compatibility of the second cycle students with learning difficulties in the basic schools in the city of Al-Karim. At a rate of (50%) of the original population of the study, the researcher used the Michael Best test to sort out the cases of learning difficulties and the psychological adjustment scale for children (Amani Abdel-Maksoud and Esra Abdel-Maqsoud, 2013). To analyze the data, the Statistical Package for Social Sciences (SPSS) program was used. Among the most important findings of the study, the psychological adjustment of the second cycle students with learning difficulties in the city of Karimt is high, and there are statistically significant differences in psychological adjustment among students of the second cycle with learning difficulties in the city of Karimat due to the gender variable in favor of males, and the presence of statistically significant differences in Psychological adjustment among students of the second cycle due to the variable of the educational level of the mother. The study recommends not to frustrate students with learning difficulties by the teacher and parents and make him self-confident through positive motivation and parents' understanding of the problem and cooperation with the school in a treatment program for these students away from psychological pressures.

**Keywords:** Psychological Adjustment; Students; Learning Difficulties.

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## 1. Introduction

Compatibility is a central concept in psychology in general and in mental health in particular, and most of the individual's behavior attempts on his part to achieve compatibility either at the personal level or at the social level. During his activity, he always obtains a state of satisfaction or gratification for his motives, but he often encounters obstacles or difficulties in his performance and is thus exposed to many frustrations that cause him to lose the state of emotional balance and affect his psychological compatibility (Al-Mashqabeh, 2018, 95).

The subject of learning difficulties is one of the relatively recent topics in the field of special education, where the interest of special education previously focused on people with special needs such as auditory, visual, mental and motor disabilities, and with the emergence of a group of normal children suffering from educational problems, specialists began to focus on this aspect in order to identify the manifestations of learning difficulties, especially in the academic aspects. (Abdul Hamid, Musa, 2013, 5).

Academic achievement and acquiring knowledge should not be the focus of the school, but attention must be added to the student's psychological and social compatibility, his psychological and physical health, and the formation of behavioral habits and positive attitudes towards school, work, and people in general until he becomes a good human being (Zahran, 2005, 19).

### 1.1. Problem of Study

Through the follow-up of the researcher by virtue of her work in schools within the city of Al-Karimat, she noticed that there are many students suffering from learning difficulties, which prompted her to conduct this study and come up with results that help teachers to correct learning errors for the person with difficulty and reduce the effects of failure to learn basic skills on future performance for the student.

The research problem is to answer the following questions:

- What is the level of psychological compatibility for the students of the second cycle with learning difficulties in the city of Al-Karimat?
- Are there statistically significant differences in the psychological adjustment of students of the second cycle with learning difficulties in the city of Karimat due to the gender variable?

- Are there statistically significant differences in the psychological adjustment of students of the second cycle with learning difficulties in the city of Karimat due to the variable of the educational level of the mother?

### 1.2. Importance of Study

The importance of the research can be attributed to:

- It opens wider horizons for researchers to carry out similar research in the same field.
- It helps in addressing the problem of psychological compatibility, which is one of the most important aspects on which the personality of the individual focuses.
- It addresses one of the most important problems facing specialists in the educational field, which is the problem of learning difficulties in reading and writing.

### 1.3. Objectives of Study

The research aims to:

- Identifying the level of psychological adjustment for students of the second cycle with learning difficulties in the city of Al-Karimat.
- Identifying the differences in psychological adjustment among students of the second cycle with learning difficulties in the city of Al-Karimat that are attributed to the gender variable.
- Identifying the differences in psychological adjustment among students of the second cycle with learning difficulties in the city of Karimat, which are attributed to the variable of the educational level of the mother.

### 1.4. Hypotheses of Study

- The level of psychological adjustment for students of the second cycle with learning difficulties in the city of Al-Karim is high.
- There are statistically significant differences in psychological adjustment among students of the second cycle with learning difficulties in the city of Karimat due to the gender variable.
- There are statistically significant differences in psychological adjustment among second-year students with learning difficulties in the city of Al-Karimat due to the variable of the educational level of the mother.

### 1.5. Limits of Study

- Spatial boundaries: Sudan, Gezira state, Al-Manaqil locality, Al-Kremat city.
- Zamiyah limits: the academic year 2022.
- Objective limits: psychological compatibility for students of the second cycle with learning difficulties in the city of Al-Karimat.

### 1.6. Terms of Study

#### • Definition of psychological compatibility:

It is a continuous dynamic process that deals with behavior and the environment (natural and social) with change and modification until a balance occurs between the individual and his environment, and this balance includes satisfying the individual's needs and fulfilling the requirements of the environment (Zahran, 2005, 27).

#### • Procedural definition of psychological compatibility:

It is the score obtained by the pupil in the psychological compatibility scale used.

#### • Learning Disabilities Definition:

It is a deficiency in one or more of the basic psychological processes required to understand and use written or spoken language, and these disorders appear in the lack of ability to think, read, write, spell, or arithmetic. Or movement or resulting from mental retardation or emotional disorders (Kafha, Abdulaziz, 2012, 116).

#### • Procedural definition of learning difficulties:

It is the degree of difficulty that the student obtains in the learning difficulties scale used.

## 2. Theoretical Literature

### 2.1. Concept of Compatibility

The concept of compatibility is very closely related to the concept of a normal personality. The manifestations and traits of a normal personality are closely related to this concept. Achieving compatibility is the goal of every human being, and it is the goal of all workers in the field of mental health. The concept of compatibility refers to the existence of a harmonious relationship with the environment, including the ability to satisfy most of the needs of the individual and the fulfillment of most of the biological and social demands that the individual is required to meet, and accordingly, compatibility includes all the differences and

changes in behavior that are necessary until satiation is achieved in the issuance of the harmonious relationship with the environment (Al-Mashqabeh, 2018, 96).

The concept of compatibility is one of the basic concepts in mental health, as all successful or unsuccessful human behaviors are nothing but attempts at compatibility in order to reduce the tension, fear and conflicts that a person suffers from (Awad, 2008, 202). Compatibility is also one of the psychological concepts that has received great attention from psychologists in general, and those interested in studying compatibility have taken multiple values in order to define its concept because they gather that it is a process of continuous dynamic interaction between two basic elements, the individual himself and the second the physical and social environment, through which the individual seeks to satisfying his biological needs to achieve his various demands, using self-satisfactory means that are appropriate for the group where he lives (Al-Khalidi, 2004, 89).

### 2.2. Definition of psychological compatibility

Psychological adjustment is the pursuit of satisfying innate and secondary motives and needs, postponing what cannot be satisfied at the present time, modifying the method of gratification, and influencing the surrounding environment by interfering with it and modifying it to suit human needs, and reconciling the demands of life and the demands of individual motives and needs through: Internal and external modification and change.

Dealing with problems within the individual or abroad.

Defense against sources of pressure and problems internally and externally.

The ability to face crises and deal with their negative consequences.

The ability to find behavioral alternatives and the flexibility to leave ineffective means and choose effective new alternatives.

- The ability to start over with new goals and successes, and leave what has not been accomplished (Sarhan, 2013, 15).

Compatibility is the relative feeling of satisfaction and gratification resulting from the successful resolution of an individual's conflicts in his attempt to reconcile his desires and his surrounding circumstances (Abdul Latif, 2011, 82).

Compatibility is harmony with the environment and includes the ability to satisfy the individual's needs and meet most of the physical

and social requirements (Ali, 2010, 15). Compatibility is defined as that continuous process that the individual undertakes to modify his behavior until it begins to adapt to the changing conditions in the natural, social and psychological environment, in addition to modifying the natural and social environment surrounding the individual (by himself or in cooperation with others) so that this environment becomes more capable of satisfying his various needs. Haseeb, 2006, 20). Compatibility is a continuous dynamic process that deals with behavior and the environment (natural and social) with change and modification until a balance occurs between the individual and his environment, and this balance includes satisfying the needs of the individual and fulfilling the requirements of the environment (Zahran, 2005, 27). It is also defined as a state of harmony and harmony between the individual and his psychological ability, which appears in his ability to satisfy most of his psychological needs and his behavior in a satisfactory manner that harms his social needs (Al-Badri, 2005, 66).

It is also known as a human's means to achieve his goals and satisfy his motives through his flexible interaction with the changing demands of life, and many places themselves in a position closer to balance in order to ensure for himself the appropriate biological and psychological survival (Al-Khalidi, 2004, 89).

- **Psychological compatibility from an Islamic perspective**

Islam emphasized the upbringing of the soul as the foundation and base upon which the whole entity is based, and its interdependence through it, as it is the greatest dominator over human life and directs his energies, as it is the connection of the slave to his Lord and his faith in him, the spiritual energy in man is the largest and greatest and most connected to the facts of the universe and existence. Physical and mental energy is limited by what you perceive in time and space.

Islamic education is concerned with the necessity of recreation for the individual, especially the child, and in raising children, Al-Ghazali, may God have mercy on him, refers to the necessity of recreation for the boy, and stresses the role and benefits of play in achieving the proper harmony of the child. His heart and relieves the child from the fatigue of lessons.

Islamic education emphasizes the integration and harmony between aspects of the human psyche and works on its development, as it seeks to achieve

spiritual, physical, mental and social compatibility in this world, which is reflected on the fate of man in the hereafter. Psychological compatibility, which is the motto of a normal, integrated personality (Sarhan, 2013, 18).

Islam sees compatibility as a person's adaptation to his social environment in his life with others, which is due to his relationship with his family and society and the criteria of his economic, political and moral environment, and the necessity of compatibility imposed by the fact that man is facing his environment and society. Between psychological security, which is the essence of mental health, psychological compatibility, piety, and adherence to the Islamic faith, just as Islam rids the believer of the doctrine of fear of death, fear of the future and lack of livelihood, thus achieving psychological compatibility and liberation from worry, anxiety and sadness (Mansour, 2001, 70).

### **2.3. Levels of psychological compatibility:**

The following levels of psychological compatibility:

- **Level of social compatibility**

It means that the individual establishes a harmonious relationship with the environment in which he lives, as mentioned by Walman in his definition of compatibility. Harmony is achieved in the personality, provided that harmony is achieved with the internal environment, which includes happiness with others, adherence to social standards, and participation in social activity, which leads to achieving social health (Al-Mashqabah, 2018, 99).

Since social compatibility is the individual's ability to solve material social environmental problems, this does not mean in any way that man should surrender to the wrong environment in order to adapt to It which makes it a good Environment. It must be taken into account that the modern society in which we live today has a lot of complications thanks to the rapid change and cultural and technological development, as well as the impact of the ongoing conflicts in the world, which led to the multiplicity and complexity of roles in society, which is followed by a major change in the social structure. In addition to complexity, breadth and branching of social relations (Sarhan, 2013, 19).

This level is based on considering compatibility as a social process, based on the individual's keeping pace with society's standards and the individual's ability to make various responses that



are appropriate to different situations and work to satisfy his desires.

Social compatibility includes achieving internal harmony in the personality as a condition for achieving harmony with the external environment and feeling happy with others through commitment to the differences of society, acceptance of social change, proper social interaction and participation in social activity, which leads to achieving social health (Aboudlou, 2005, 116).

- **Professional Compatibility Level**

It includes the appropriate choice of profession and preparation, knowledge and training for it to enter it, excellence, efficiency, a sense of satisfaction and success with colleagues and superiors to overcome problems, and compatibility of the individual with the individual with the work environment (Ali, Sharett, 2004, 125), which is the individual's ability to achieve compatibility with the physical work environment. And his ability to adapt to the circumstances and demands of work, and to conform to the work routine, his colleagues and his boss, and the physical conditions that surround him (Awad, 2008, 212).

- **Personal Compatibility Level**

It is that continuous process by which the individual aims to change his behavior, or his psychological structure, to create a more positive relationship between him and himself on the one hand, and between him and his environment on the other hand (Abu Al-Asaad, 2015, 22). Personal compatibility means the individual's ability to reconcile his multiple motives and his conflicting social roles with these motives to achieve satisfaction for himself and remove anxiety, tension and a feeling of happiness. What he desires and what material capabilities do not achieve, he finds that the solution lies in his search for a job to earn his livelihood, learn and may help his family, and this is a consensual solution by which he gets rid of the conflict (Sarhan, 2013, 18).

#### **2.4. The concept of learning difficulties**

Interest in the issue of learning difficulties began at the end of the twentieth century, when this topic entered the field of special education. In order to provide the appropriate educational environment for primary school students, considering that this stage is the basic foundation for the subsequent stages of education, preparatory, secondary and university (Kafha, Abdel Aziz, 2012, 115).

The concept of learning difficulties refers to a heterogeneous group of learners in the regular classroom who suffer from a disorder in one or more of the basic psychological processes as a result of the possibility of having a defect in the central nervous system, which leads to a deficiency in listening, reading, thinking, writing, oral expression or conducting primary arithmetic operations through what appears to them of the divergence between their actual achievement and their expected achievement, even though their intelligence is average or above average, and they do not suffer from deprivation, sensory or physical disabilities, environmental deficiencies, or severe emotional disturbances (Sulaiman, 2010, 30).

The origin of the term learning difficulties is due to what educators noticed in the late fifties and early sixties of the presence of many students who were accepted in regular schools and could not walk in the tasks offered by regular educational programs, and at the same time they were not given the right to join special classes, because they did not suffer from a clear disability or paralysis (Abdul Hamid, Musa, 2013, 140). The researcher interested in learning difficulties finds that since the emergence of this concept at the hands of Samuel Kirk in 1962 AD, it still encounters a lot of controversy and confusion. And psychiatry, physiology, and what added to the confusion is that the interest in these different fields has led to the multiplicity of terms used to describe children with learning difficulties and the diversity of the characteristics of these children (Mahmoud, 2010, 19).

#### **2.5. Definition of Learning Disabilities**

Several parties have tried to formulate a specific definition to define the identity of this category of people with special needs, and those definitions varied depending on the different professional sectors that were concerned with learning difficulties (Abdul Hamid, Morsi, 2013, 15).

**The following is the text of the most important of those definitions:**

Learning difficulties are one of the main categories of disability to which special education services are provided. One of the most important effects of learning difficulties is low academic achievement, as the student's achievement level is substantially lower in one or more academic fields than the expected level for those of his age or

intelligence, and this is the main characteristic of learning difficulties. The category of learning difficulties emerged as a result of the urgent need to serve a group of students who repeatedly failed in school without qualifying for any other category of special education. Emotional-behavioral disorder or environmental, cultural or social deprivation (Al-Khatib, 2013, 122).

A learning disability means a deficiency in one or more of the basic psychological processes involved in understanding and using spoken or written language, which may manifest itself in an incomplete ability to listen, think, speak, read, write, spell and do mathematical calculations. The term includes conditions and cases such as cognitive disabilities, brain damage, simple brain dysfunction, dyslexia, and developmental aphasia, and the term does not include children who have learning problems resulting from visual, hearing and motor disabilities, mental delay, emotional disturbance, or environmental, cultural or economic deprivation (Al-Rashidi et al., 2012, 130).

Learning disabilities is a general term that covers specific types of learning problems, and these problems vary and differ from one child to another. Listening, speaking, arithmetic and reasoning, and the reason behind learning disabilities is that a child's brain works in a different way and processes information in a way that is different from the brains of other children, and it should be clear that this does not mean that children with learning disabilities are stupid, their intelligence is normal or better than normal, but their brains deal with and process information in a different way (Al-Khatib, 2013, 123).

Learning disabilities are defined as a disturbance in the basic mental or psychological processes that include attention, perception, concept formation, remembering, and problem solving, and its resonance appears in the inability to learn to read, write, and calculate, and its consequences, both in the early years of school or later in learning different subjects (Al-Ahrash, Al-Zubaidi, 2008, 11).

Learning disabilities is a general term that refers to a heterogeneous group of disorders that manifest as difficulties in acquiring and using both spoken and written language and the ability to listen, speak, read, write, reason or calculate. These disorders are assumed to result from a functional disorder of the central nervous system, and these learning difficulties may be accompanied by problems in self-regulation behaviors, social

cognition, and social interaction, but these problems in themselves do not constitute learning difficulties, although learning difficulties may be associated with other disabilities such as sensory or mental disabilities, behavioral disorders, or with external influences such as (cultural differences, ineffective or insufficient education), but they are not caused by these disabilities or influences (Al-Sherbiny, 2014, 212).

#### **The procedural definition of the American Bureau of Education (1976 AD):**

The concept of learning difficulties is a concept that refers to a statistically significant difference between the child and his general mental ability in one or more areas of oral expression, or written expression, listening comprehension, reading comprehension, basic reading skills, basic arithmetic operations, arithmetic inference or spelling. The indicative exchange condition is fulfilled when the child's achievement level in one or more of these areas is 50% or less of his expected achievement, if the chronological age and different educational experiences of this child are taken into consideration (Sulaiman, 2003, 107).

#### **Lerner's definition of a learning disability:**

Lerner's definition of learning disabilities includes two main dimensions:

The medical dimension: it focuses on the functional physiological causes that are represented by neurological defects or brain damage.

The educational dimension: which refers to the lack of development of mental abilities in a regular manner, accompanied by an academic deficit, especially in the skills of reading, writing, spelling and numerical skills, and the reason for this deficit is not mental or sensory (Abdel Hamid, Moussa, 2013, 175).

#### **Learning difficulties and some concepts:**

Mahmoud (2010, 28); Ahmed (2009, 206); and Suleiman (2003, 131) indicated that there is an overlap between the concept of learning difficulties and some concepts in the following aspects:

- **Academic achievement**

1. The child with learning difficulties: his achievement is low in the subjects that contain basic learning skills (mathematics, reading, spelling).

2. Slow learners: their achievement is low in all subjects in general, with the inability to comprehend.
3. The child who is behind in school: his achievement is low in all subjects, with clear neglect.
- **Reasons for low academic achievement**
  1. Learning difficulties due to disturbances in mental processes (attention, memory, concentration, cognition)
  2. Slow learning due to low IQ
  3. The academic delay is due to a lack of motivation to learn or a low level of motivation and a low IQ.
- **Aspects of IQ (mental abilities)**
  1. The intelligence of people with learning disabilities is considered normal or high intelligence of 90 degrees and above.
  2. Slow learning intelligence is considered to be in the border category IQ 84-70.
  3. The intelligence of those who are behind in school is normal, often from 90 degrees and above.
- **Behavioral aspects**
  1. Learning difficulties: normal and may sometimes be accompanied by extra activity.
  2. Slow learners often have problems with adaptive behavior (daily living skills, dealing with peers, dealing with everyday situations)
  3. Late students: often associated with undesirable behaviors or permanent frustration with repeated failures.

## 2.6. Classification of learning difficulties:

The field of learning difficulties consisted of a wide variety of cases of problems presented by children with learning disabilities. Learning disabilities were classified into two categories:

### First: Developmental Learning Disabilities:

Developmental learning difficulties are one of the factors that explain low academic achievement, as they include disturbances in the effectiveness of attention, cognition, memory, thinking and language, and these disorders lead to difficulties that hinder academic progress (Al-Rashidi, et al., 2012, 146). It is divided into:

- Primary developmental difficulties: crystallized in attention difficulties, cognition difficulties, and memory difficulties, which are basic functions that overlap with each other. If they are affected by disorders, they affect the second type of developmental difficulties.

- Secondary developmental difficulties: a difficulty in thinking, difficulty in oral language, difficulty in solving the problem (Abdul Hamid, Musa, 2013, 21).

### Second: Academic Learning Disabilities:

These are problems that appear in school children and appear clear if the child has a disturbance in psychological processes (developmental difficulties). These include learning difficulties (reading, writing, and arithmetic in primary school, and the subsequent difficulties in learning different subjects in the following educational stages.

Then academic learning difficulties are considered a result of developmental or psychological learning difficulties, and the child has difficulty in reading, writing, arithmetic and expression (Mahmoud, 2010, 35).

## 2.6. Previous studies

- **Muhammad's study (2018):** Entitled: (dyslexia among students of the second cycle with learning difficulties in the light of some variables, a field study in the basic stage, Hantoub Administrative Unit, Waddani Al-Kubra Locality, Gezira State, Sudan). The study aimed to know the feature of dyslexia among students of the second cycle in the basic stage of the Hantoub administrative unit from the teachers' point of view and its relationship to the gender and educational level of the parents. The researcher used the descriptive method. A questionnaire designed by the researcher was used as a tool for the study consisting of (28) phrases. The validity and reliability of the study tool were verified. The study sample consisted of (50) teachers of the basic stage in the Greater Madani locality, and the Statistical Packages for Social Sciences (SPSS) program was used to process the data. The study reached a number of results, the most important of which are: The dyslexia is characterized by high levels of dyslexia among students of the second cycle of the foundation stage and Hantoub Administrative Unit, from the teachers' point of view. There are no statistically significant differences in dyslexia among students of the second cycle in the base stage according to the gender variable from the teachers' point of view, and there are no statistically significant differences in dyslexia among students of the second cycle in the base



stage according to the educational level of the parents.

- **Othman's study (2017):** Entitled: (Environmental Attribution to Academic Learning Difficulties for Sixth Grade Students in the Basic Stage in the Light of Some Variables, Local and Damani Field Study, Gezira State). The study aimed to find out the reasons attributed to the sixth graders in the basic Stage and their learning difficulties. The study used the descriptive approach, and the sample size was (200) male and female students. The study used the statistical packages for social sciences (SPSS) program to process data, and the study reached the following results: The presence of statistically significant differences between sixth-grade students as a basis for attributing the causes of learning difficulties, due to the gender variable in favor of males, and the existence of statistically significant differences between sixth-grade students as a basis for attributing the causes of learning difficulties to the student's weak ability and insufficiency in favor of the insufficient, there are no nutritional differences the variable. Also, there are differences, but they are not statistically significant, attributing learning difficulties to the negative attitudes of the teacher, and there is a statistically significant inverse correlation between the environmental attribution of learning difficulties for sixth graders and the social and economic level of their families.
- **Study of Al-Mahdi (2015):** Entitled: (Self-concept of students with learning difficulties in the basic stage and its relationship to some variables). The study aimed to know the self-concept and their relationship to some variables (gender, age, father's educational level, and mother's educational level). The study followed the descriptive approach, the study tools were the self-concept scale and the Michael Best scale for sorting out cases of learning difficulties, and the sample size was (51) male and female students. The statistical package for the social sciences (SPSS) program was used to process the information. The study reached a number of results, the most important of which are: that the self-concept is low among the students of the basic stage with learning difficulties, and it also found that there are statistically significant differences between these students according to the

gender variable, there are differences between students with learning difficulties that are attributed to the educational level in favor of mothers, and there are differences between Pupils are due to the educational level in favor of the parents.

- **Study of Abbas, Al-Dhafiri (2017):** Entitled: (Psychological adjustment among mentally gifted students with learning difficulties). The study aimed to identify the differences in psychological adjustment among mentally gifted students with learning difficulties that are attributed to the gender variable (male, female). of (64) students, including (34) males and (30) females, each of the two groups was distributed equally to outstanding students with learning difficulties and normal students. The study reached the following results: There are statistically significant differences between the average scores of students in all dimensions of psychological adjustment in favor of ordinary students. There are no differences between males and females in the psychological adjustment of outstanding students with learning difficulties.

### 3. Methodological Study Procedures

#### 3.1. Study Methodology

The researcher used the descriptive approach as the appropriate method to achieve this study and test its hypotheses.

The descriptive approach depends on the study of reality or the phenomenon and is concerned with describing it accurately and expressing it quantitatively and qualitatively. The qualitative expression describes the phenomenon and clarifies its characteristics, while the quantitative expression gives us a numerical description that shows the amount of this phenomenon or its size or the degrees of its connection with other different phenomena (Obeidat, et al., 2004, 191).

#### 3.2. Study Population

The study population means all individuals who have one observable characteristic, and the results of the study are generalized to them (Abu Allam, 2004, 149).

The population of the current study consists of all students of the second cycle with learning difficulties in the basic stage in the city of Al-Karimat, and their number is (100) male and female students distributed over ten schools.

Table (1): The study community

Schools	Number	Percentage
Male	5	50%
Female	5	50%

### 3.3. Study Sample

It is a sample that is selected in a specific way, conducting the study on it and evaluating the results of the study that were obtained on the original study population (Sulaiman, 2004, 58).

In order to come up with objective and accurate results as much as possible, the researcher was keen to make the sample representative of the study community in all its details in terms of its coverage of all characteristics. (25) males and (25) females were chosen by simple random method, with (5) students from each school.

### 3.4. Study Tools

It is a means of collecting data for the purpose of describing a particular phenomenon, determining relationships or comparing certain phenomena to address the problem of the study and to verify the validity of hypotheses (Sulaiman, 2006, 104).

The study tools consisted of the student behavior assessment scale, and the children's psychological adjustment scale.

#### • Student Behavior Rating Scale:

This scale was prepared by Michael Bust (Mykel Bust, 1971), on which various studies were conducted in the centers of learning difficulties at Northwestern University. This scale was designed to sort out cases of learning difficulties and not as a diagnostic tool. Estimating student behavior and sorting out cases of learning difficulties. Kamel indicates that the student behavior assessment scale is valid for application to children in pre-school age (from kindergarten) until the end of the primary stage. The scale consists of (24) items distributed over five groups of behavioral characteristics that the teacher sets the grades for **the pupil through them as follows:**

#### 1. Auditory comprehension and memory:

It includes four behavioral characteristics: (understanding the meanings of words, following and carrying out instructions, understanding the discussions that take place in the classroom, retaining and remembering information).

#### 2. Spoken language:

It includes behavioral characteristics: (vocabularies, grammar, remembering words, telling stories, building and expressing ideas) through which spoken language is expressed.

Orientation (spatial and temporal) : It means general temporal and spatial knowledge and includes four behavioral characteristics: (recognition of time, spatial orientation, awareness of relationships and knowledge of trends) .

#### 3. Motor Synergy:

It includes three behavioral characteristics: (general motor synergy, balance, manual skill, "accuracy in the use of hands" through which the degree of spatial orientation is determined).

#### 4. Personal Social Behaviour:

Eight patterns of personal social behavior are estimated: (cooperation, attention, organization, disposition in new situations, social acceptance, responsibility, completion of work and tasks, tact), through which the degree of personal social behavior is determined.

#### • Correction and grading instructions

The scale is based on Grades that are based on a gradation of five options, and the grade (3) expresses the average degree, while the grade (1-2) expresses the degree less than the average, while the grade (4-5) expresses that the degree is higher than the average. The total score of the scale represents the sum of the scores of the five main dimensions, and since the lowest score that a student can obtain in the sub-dimension is (1) and the largest score is (5), the lowest score that a student can obtain is  $1 \times 24 = 24$  degrees and the highest score that can be obtained by the student is  $5 \times 24 = 120$  degrees while the average score on this scale, which differentiates between those with learning difficulties and those with non-disabilities, is 72 degrees (Ibrahim, 2013, 61.)

#### • Psychological compatibility scale

Prepared by Dr. Amani Abdel-Maqsoud and Dr. Esraa Abdel-Maqsoud: The aim of the scale is to reveal the extent of the child's adaptation and compatibility with the problems and circumstances

facing him, and to what extent the child develops in a sound personal and social development, in addition to revealing the extent to which the family, school, and environment in which the child lives are satisfied with his basic needs, through what the test measures.

#### • Scale description

The scale consists of (41) statements divided into (3) dimensions:

1. Personal self-compatibility (14) item.
2. Social compatibility (14) item.
3. Family Compatibility (13) item

It was formulated in a way that suits the category for which the scale is prepared.

#### • How to answer and correct

The answer is by choosing between (3) alternatives, which are yes, sometimes, no.

#### • Correction is done in the following manner

1. Positive statements: "yes" three degrees, "sometimes" two degrees, "no" one degree.
2. Negative statements: "yes" is one degree, "sometimes" two degrees. No, three degrees.

#### • Validity of the study tools

Honesty is one of the most important and essential characteristics of the test that must be available and investigated before applying the tool and using it, and that the honest test is that test capable of measuring the phenomenon in question.

##### A/ The arbitrators' veracity

The researcher achieved the apparent validity and content validity of the questionnaire, as she presented it to a group of arbitrators.

##### B/ the validity of the internal consistency

The researcher applied the questionnaire to an exploratory sample consisting of (10) students, where the internal consistency validity was calculated by calculating the correlation coefficient between each of the questionnaire's phrases with the total degree of the hypothesis to which this phrase belongs.

#### 3.5. View Results

##### • The result of the first hypothesis

The psychological adjustment of students with learning difficulties is high.

To test this hypothesis, the questionnaire statements were analyzed, and the arithmetic mean, standard deviation and percentage were calculated.

Table (2): The arithmetic mean, standard deviation, and percentage

Psychological adjustment	Number of samples	Number	Percentage	Mean	Standard deviation
High	50	48	96%	92.212	10,274
Medium	2	4	% 66	.511	0.707

It is clear from table (2) that the distribution of degrees of psychological compatibility for students with learning difficulties is as follows: With a high degree, their number was (48) with an average of (92,212) with an average degree, and their number was (2) with an average of (66.511) out of the number of sample members of (50).

Most of the individual's behavior attempted by him to achieve his compatibility either at the personal level or on the social level, as well as the manifestations of inequality in most of them are nothing but an expression of (mismatch) or failure to achieve it, the individual always tries during his activity to obtain a state of satisfaction or satisfaction of his motives. However, he often encounters obstacles or difficulties, and thus he is exposed to many frustrations that make him lose

his emotional balance and affect his psychological compatibility (Al-Mashaqabeh, 2018, 95).

It is certain that the educational curricula have become fully aware of the importance of introducing educational means and modern methods in their educational curricula, which provides the opportunity for people with learning disabilities to improve their achievement level and thus achieve psychological adjustment, which was characterized by a rise among the sample members.

The researcher believes that the role of the family is very important, represented by the role of mothers in paying attention to learning problems, providing a home teacher, and following up on the child's school achievement.

The study of Abbas and Al-Dhafiri (2017) differed with the current study, as the study of Al-Dhafiri and Abbas proved that there are statistically significant differences in psychological adjustment

between normal students and those with learning difficulties in favor of ordinary students.

- **The result of the second hypothesis**

There are statistically significant differences between students with learning difficulties due to the gender variable.

To choose the hypothesis, the researcher used an "Independent T-Test" test, and the results were as shown in the table.

Through the SPSS program, the result was as shown in Table (3), which shows the means, standard deviation, value (T) and its statistical significance.

**Table (3): shows the statistically significant differences between students People with learning difficulties that are attributed to the gender variable**

Type	Number	Mean	Standard Deviation	Degrees of Freedom	(T)	Calculated Significance Level
Male	25	96.92	11.644	48	2.782	0.008
Female	25	88.32	10.168			

It is clear from Table (3) that the calculated value of (T) = (2,782) at the degree of freedom (48) and the level of significance = (0.008), which is not statistically significant, and this indicates that there are statistically significant differences between students with learning difficulties due to the gender variable in favor of males.

The social upbringing of males is different from females because females are affected by the way they interact in the surrounding environment and are affected by the reactions of others, and there is another important factor that can have a strong impact on self-esteem and psychological adjustment, which is school attitudes. The transition from the primary stage to the next stage can have a negative effect on psychological adjustment, while males do not appear to be affected by the process of moving from one classroom environment to another because they depend less on appearances as a factor in strengthening themselves (Adas, 2005, 34).

The researcher believes that it is necessary to work early with females in order to raise the morale through positive motivation and a positive view of

themselves, encouraging females in the education process and helping females to solve the problems they face, which leads to achieving psychological compatibility among females.

The study of Othman (2017) and the study of Al-Mahdi (2015) agreed with the current study in the presence of statistically significant differences between students with learning difficulties due to the gender variable in favor of males.

The study of Muhammad (2018) and Taqi al-Din (2015) differed with the current study, as it proved that there are no statistically significant differences between students with learning difficulties due to the gender variable.

- **The result of the third hypothesis**

There are statistically significant differences between students with learning difficulties due to the variable of the educational level of the mother.

To test the hypothesis, the researcher used Analysis of variance (ANOVA). Table (4) shows the results of the one-way analysis of variance for the variable of the mother's educational level.

**Table (4): shows the statistically significant differences between students those with learning difficulties that are attributed to the variable of the mother's educational level**

Source of variance	sum of squares of deviations	degrees of freedom	mean of deviations	value (q)	level of significance	value of least differences (ISD)
Between groups	105.065	3	105.065	0.0521	0.0521	0.749
Within groups	634,584	46	137.926			
<b>Total</b>	<b>669,780</b>	<b>49</b>				

The value of "P" is statistically significant at the significance level ( $\alpha = 0.05$ )

From table (4) it is clear that the calculated value of  $(q) = 0.762$ , the significance level = 0.0521, and the degree of freedom = (49) which is a statistically significant value. ISD) to determine the direction of the difference, it is clear that the differences are in favor of the group (secondary) with an average of (0.749).

The mother is the origin in raising children, as she is the one who is close to her child and follows his growth and knows the needs of her child more than others. She recognizes what a normal child can do.

The child learns the language and receives experiences from the mother, which leads to a feeling of satisfaction that affects his concept of himself and his psychological compatibility. If those feelings and the child's self-esteem are positive, this leads to his psychological compatibility (Al-Mahdi, 2015, 89).

The researcher believes that the mother's education has an impact on the education of children because the mother's relationship with her child affects the child's behavior, because through it, he acquires habits and experiences, and that the mother's behavior is important in shaping the child's nature and development and the formation of his concepts through naturalization and socialization, and the mother is the first environment for the child, child must mimic what the mother is being for she is a role model for her children because in the early stages of his life the child's behavior is affected by the behavior of his parents.

The study of Al-Mahdi (2015) agreed with the study, as it proved that there are statistically significant differences between students with learning difficulties due to the variable of the educational level of the mother.

The study of Muhammad (2018) differed with the current study, as it proved that there are no statistically significant differences between students with learning difficulties due to the variable of the educational level of the mother.

## 4. Conclusion

### 4.1. Results

- The psychological adjustment of students of the second cycle with learning difficulties in the city of Al-Karim is high.
- There are differences in the psychological adjustment of students of the second cycle with learning difficulties in the city of Karimat

due to the variable of awareness in favor of males.

- There are differences in the psychological adjustment of the students of the second cycle with learning difficulties in the city of Karimat due to the variable of the educational level of the mother.

### 4.2. The most important recommendations

- Intensifying school psychological counseling programs for people with learning difficulties, which helps to increase their psychological compatibility.
- Not to frustrate the student with learning difficulties by the teacher or parents and make him self-confident through positive stimulation.
- Continuous work to encourage students with learning difficulties by starting from the point that the student is good at.

### 4.3. The most important suggestions

- Conducting more research related to learning difficulties due to the lack of research in this field.
- Job satisfaction of basic stage teachers and its relationship to learning difficulties for pupils of the basic stage.
- Psychological and social adjustment for students with learning difficulties.

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