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## **Detecting Academic Difficulties (Reading, Writing, Arithmetic) Among First-Year Middle School Pupils from the Teachers' Perspective**

**Field Study in the Middle Schools of Maadid city , M'sila  
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**Option :** Psychology

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First and foremost, all thanks and gratitude are owed to Allah for the completion of this work, hoping for his guidance and success. We also extend our gratitude to all the educational staff in middle schools for providing all the facilities to complete this work. Without forgetting to express our sincere thanks and gratitude to our supervisor, for taking the efforts of reading, correcting, and supervising this work and providing us with the necessary feedback that will contribute to refining and improving this work, which may serve as a reference for students about to graduate. We also extend our sincere thanks to all the professors in the Psychology Department who contributed with their advice and guidance. They have our full appreciation and respect. We also do not forget the students of the Psychology Department for their encouragement, motivation, and psychological support. They have all our gratitude.

## Abstract:

This study aimed to uncover learning difficulties among first-year middle school pupils from the perspective of teachers, considering it a crucial stage in their educational journey. To narrow down the scope of this exploratory study, we attempt to answer the following question:

Do first-year middle school pupils experience learning difficulties (reading, writing, arithmetic) from the teachers' perspective?

Through a field study in which a questionnaire was applied to a sample of 75 teachers from Al-Ma'adid Middle School in M'sila, selected purposefully, the study aimed to answer the initial question. The following results were recorded:

-the overall arithmetic mean for the first axis (reading difficulties) reached 1.720, with a standard deviation of 0.138, indicating a high degree. This implies that students are facing reading difficulties from the perspective of their teachers.

-the overall arithmetic mean for the second axis (writing difficulties) was 1.66, with a standard deviation of 0.197, indicating a moderate degree. This implies that students are facing moderate writing difficulties.

-the overall arithmetic mean for the third axis (mathematics difficulties) was 1.833, with a standard deviation of 0.109, indicating a high degree.

-the overall arithmetic mean for the survey was 1.738, with a standard deviation of 0.131, indicating a high degree. This indicates that teachers perceive first-year middle school students to experience academic learning difficulties (reading, writing, arithmetic) to a high extent.

**Keywords:** academic learning difficulties middle school teacher

## المخلص :

هدفت هذه الدراسة إلى الكشف عن صعوبات التعلم لدى تلاميذ السنة الأولى متوسط من وجهة نظر الأساتذة باعتبارها مرحلة هامة في مساره التعليمي التعليمي ، و حتى نتمكن من حصر موضوع هذه الدراسة ذات الطبيعة الاستكشافية ، نحاول في هذه الدراسة الإجابة على التساؤل التالي :

هل يعاني تلاميذ السنة أولى متوسط من صعوبات التعلم الأكاديمية (القراءة، الكتابة، الحساب) من وجهة نظر الأساتذة؟

من خلال دراسة ميدانية طبق فيها استبيان على عينة قوامها 75 أستاذ و أستاذة بمتوسطات المعاضيد ولاية المسيلة و اختيارها بصورة قصدية، وتوصلت الدراسة الى الإجابة على التساؤل الذي انطلقت منه وفق النتائج التالية:

الكلمات المفتاحية: صعوبات التعلم الأكاديمية. معلم المرحلة المتوسطة.

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# **Introduction**

### Introduction

The study of academic learning difficulties in the areas of reading, writing, and arithmetic among first year middle school pupils is considered an important topic that deserves attention, as this age group of pupils is considered an important stage in their educational and pedagogical lives.

This year serves as a prelude to their future academic path and an educational basis because it is linked to an important stage of time, which is adolescence. Therefore, it is necessary for educational institutions and teachers to pay attention to identifying and understanding these difficulties that they face in these vital fields. Thus, this research has great importance in understanding how to identify and treat learning difficulties among first-year pupils from the point of view of teachers in educational institutions and it will contribute to improving the quality of education and providing the necessary support to these students in such an important stage in their academic lives.

In general, the importance of the study of academic learning difficulties among pupils lies in identifying the factors that may negatively affect their educational progress and accurately understanding the impact of these difficulties on their educational experience.

This study consists of five chapters, three chapters were devoted to the theoretical aspect, while the practical aspect contained two chapters

The first chapter deals with the general framework of the study and includes the problem statement, the general hypothesis and sub-hypotheses, the motivations for choosing the subject of the study, operational definitions of concepts and terminology, and previous studies.

## Introduction

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Chapter Two: Introduction, academic learning difficulties, definition of learning difficulties, characteristics of people with learning difficulties, causes of learning difficulties, summary.

Chapter Three: introduction, middle school education, the concept of middle school education phase , definition of the middle school education phase , definition of a middle school teacher, tasks of the teacher in assisting students with academic learning disabilities, guidelines for teachers in dealing with students with dyslexia, guidelines for teachers in dealing with writing and note-taking, conclusion.

Chapter Four: Introduction, field study procedures, exploratory study, study sample, analysis of the results of the exploratory study

Chapter Five: Introduction, presentation, analysis, and discussion of the study results, summary, and conclusion.

# **Chapter I:**

The general framework of the  
study

### 1. Problem statement:

The school is considered the most important educational institution after the family. It works on developing and strengthening the child's personality and providing new knowledge to them. It also enables them to develop their skills and abilities, as it is the primary stage to which pupils turn for learning, and it is a compulsory stage where all pupils from different social or economic classes must enroll.

However, despite the efforts and measures taken to provide necessary services to pupils, the reality of the school environment suggests otherwise, as all societies suffer from an increase in the number of pupils who fail in their studies.

The issue of learning difficulties has been a subject of ongoing concern for researchers and specialists in the field of education. This interest in learning difficulties arises from the presence of children who often appear completely normal in most psychological aspects but suffer from a clear deficiency in one or more academic areas (reading, writing, arithmetic) (Abdel Nasser, 2003, p.7).

In this regard, numerous studies, such as Mustafa Mansouri's study, have highlighted the prevalence of learning difficulties in various countries. For example, Zarad in 1991 showed that learning difficulties accounted for 7.13 percent in the United Arab Emirates, while Tawfiq in 1993 indicated an 8.10 percent prevalence in Oman, among other studies in different countries.

In Algeria, we can say that addressing this special category still falls short of the desired expectations and barely finds its way into practice, except in some academic studies, including those by Bashir Ma'amrieh and Kadi El Hajj (2005), and Beshka (2008), as well as studies by Kadi and Ben Aroum (2010) (Mustafa Mansouri, 2016, p. 54).

Some studies indicate that learning difficulties are more often detected in males than in females, with the ratio reaching three or four times higher. Another significant issue is school dropout, which makes learning difficulties more prevalent in certain educational stages than others (Sami, 2002, p. 57).

Moreover, the issue of academic learning difficulties (reading, writing, arithmetic) poses a clear threat that hinders the success of the educational process, thereby contributing to

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educational wastage and increasing the loss in educational outcomes as a process of human resource investment (Mohammed Ali, 2006, p. 146).

Difficulties in reading, writing, and arithmetic are an outcome of academic learning difficulties, and the pupil's deficiency in these subjects affects their learning acquisition in subsequent educational stages (Nubi, 2011, p. 59).

These children, despite having average or above-average intelligence and no visual, auditory, emotional, or environmental impairments, are those of lower academic achievement (Shaban and Munir, 2012, p. 15).

From this, we see that children with learning difficulties are those who have intact senses but struggle with cognitive processes that enable them to recognize what is present to read, write, or perform some mathematical calculations.

The field of learning difficulties has engaged parents, educators, and researchers in special education as it examines the distinguishing characteristics of a large sector of school pupils, identifies the nature of these difficulties, and determines the most appropriate intervention strategies and methods to alleviate these difficulties as much as possible. These difficulties can be specific, appearing when a pupil fails to perform skills related to success in a particular subject like reading, writing, or arithmetic, or they can be general, manifesting when a pupil fails to perform skills related to success in more than one subject. In this case, their performance level for skills and tasks is below the normal rate. The danger of learning difficulties lies in their hidden nature, as pupils with learning difficulties are usually normal, and neither teachers nor parents notice any abnormal signs that require special treatment. Thus, teachers often label them as lazy, indifferent, backward, or stupid, leading to repeated failure, flunking, and eventually, school dropout (Botrus, 2008, p. 13).

Accordingly, educational officials, the pupil's family, and researchers in this field must extend a helping hand to these pupils who are exposed to this academic problem. Early intervention helps prevent the spread of these learning difficulties, which are obstacles for the pupil's educational progress, necessitating early detection.

Teachers play a fundamental role in identifying this category of pupils due to their significant interaction with them. Early detection of learning difficulties is an effective preventive and therapeutic measure, and neglecting them may aggravate and spread them.

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Therefore, researching their reality in the school environment is an imperative necessity to overcome this problem and succeed in reintegrating this category of pupils into their regular academic path.

Based on the above, this study attempts to identify learning difficulties in reading, writing, and arithmetic among first year middle school pupils from the perspective of teachers. Accordingly, the following research question is posed:

Do first-year middle school pupils suffer from academic learning difficulties (reading, writing, arithmetic) from the perspective of teachers?

This primary question leads us to the following sub-questions:

### **First Sub-question:**

Do first-year middle school pupils suffer from reading learning difficulties from the teachers' perspective?

### **Second Sub-question:**

Do first-year middle school pupils suffer from writing learning difficulties from the teachers' perspective?

### **Third Sub-question:**

Do first-year middle school pupils suffer from arithmetic learning difficulties from the teachers' perspective?

To answer these questions, we propose the following hypotheses:

### **General Hypothesis:**

First-year middle school pupils suffer from academic learning difficulties (reading, writing, arithmetic) from the teachers' perspective.

### **Sub-Hypotheses:**

#### **First Sub-hypothesis:**

First-year middle school pupils suffer from reading learning difficulties from the teachers' perspective.

#### **Second Sub-hypothesis:**

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First-year middle school pupils suffer from writing learning difficulties from the teachers' perspective.

### **Third Sub-hypothesis:**

First-year middle school pupils suffer from arithmetic learning difficulties from the teachers' perspective.

### **Motivations For Choosing The Subject Of The Study:**

The researcher's choice of the current study topic stems from several reasons summarized as follows:

- Personal desire to study the topic of adolescents with learning difficulties.
- The publication by the Ministry of National Education related to the framework of evaluating the achievements of fifth-year pupils, which revealed deficiencies in acquiring a range of skills through monitoring them in the middle school phase.
- The novelty of the study topic, as previous studies addressed this topic within the primary education category, while the current study concerns adolescents.
- Presenting the topic represents a step towards building and preparing remedial programs for this group.

### **Study Objectives:**

- To understand the topic of learning difficulties and its various impacts on the individual's path, especially among adolescents.
- To contribute to creating an accumulation of knowledge and providing a scientific basis from which research can begin to address learning difficulties in adolescents.
- To determine if teachers are aware that their pupils suffer from learning difficulties.
- To reveal the extent to which middle school teachers assist pupils with reading learning difficulties.
- To reveal the extent to which middle school teachers assist pupils with writing learning difficulties.
- To reveal the extent to which middle school teachers assist pupils with arithmetic learning difficulties.

### **Operational Definitions of Concepts and Terms:**

#### **- Academic Learning Difficulties:**

This refers to a disorder in one or more of the basic psychological processes involved in understanding or using language, whether written or spoken. It is a disorder that manifests as a problem in academic skills or appears as a deficiency in the adolescent's ability to read, write, or do arithmetic.

#### **- Reading Difficulties:**

This is a disorder that affects the child despite having normal educational experiences. They may fail to acquire communicative language and reading skills, which is inconsistent with their intellectual abilities, as they possess an average level of intelligence.

#### **- Writing Difficulties:**

These are the mechanisms of remembering and coordinating muscle movements for writing letters and their sequences, and the precise movements required, writing letters and numbers, forming words and sentences, and expressions that convey meanings, feelings, ideas, and agreements through written expression.

#### **- Arithmetic Learning Difficulties:**

These are problems faced by the pupil in arithmetic that include several factors such as the inability to recognize and coordinate arithmetic operations and their basic concepts like addition, subtraction, multiplication, and division; the pupil does not have fluency in applying arithmetic algorithms.

#### **- Middle school phase:**

This is middle school education, positioned between primary and secondary education, consisting of four basic levels, each lasting one school year, with pupils aged between 11 and 16 years.

#### **- Middle School Teachers:**

They are the core of the educational process and are a group of individuals appointed by the Directorate of Education, holding qualifications in teaching and educating pupils in the middle school stage in various subjects.

### - Previous Studies:

Many studies have addressed the topic of learning difficulties from various perspectives, as this subject has captured the attention of researchers, scientists, and educators. However, the studies focused on early detection of learning difficulties and examining their prevalence are limited compared to other topics.

Therefore, we will try to present what we have been able to gather from these studies as follows:

### 2. Study by Fawzia Loucif and Shahinaz Hazem (2019)

This study aimed to detect learning difficulties among pupils in the first year of middle school education in Al Ounza district. The researchers used two questionnaires, one directed at pupils consisting of 15 questions and another directed at teachers, also consisting of 15 questions, in addition to observations to reach conclusions from a sample of 20 teachers and 30 pupils. The descriptive-analytical method was employed in this study, and it led to several significant findings:

#### Findings related to teachers:

- The majority of teachers employ various teaching methods according to what serves the pupil best and depending on the ease or difficulty of the topic.
- Most teachers are familiar with the term learning difficulties.
- Teachers regularly divide their time during lessons to deliver the content properly.
- Most teachers acknowledge that most pupils struggle with mathematics.
- Most teachers agreed on the distraction of pupils in class.
- Teachers use various means to simplify information delivery to pupils.
- Some teachers incorporate technology in teaching.
- The state does not provide specialized doctors for learning difficulties.

#### Findings related to pupils:

- The survey revealed that the success rate of female pupils exceeds that of male pupils.

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- It is apparent from the data that a portion of pupils struggle with writing, spelling, and reading.
- Some pupils express their avoidance of memorization subjects.
- The abundance of school subjects poses a barrier to pupils' studies.
- A number of pupils admit to difficulty in remembering and frequent forgetting.
- The majority of pupils are found to have difficulties with arithmetic.
- Pupils show interest in their homework.
- The extent of pupils' understanding of the lessons presented to them is evident.
- The teacher's presence in the classroom has a positive impact on pupils.

### 3. Abdullah Al-Majidel and Fatima Abdullah Al-Yafeai Study (2009)

This study aims to analyze the factors affecting mathematics learning difficulties among pupils in the first cycle of primary education , focusing on the perspectives of teachers in the second domain (mathematics and sciences) and possible ways to overcome these difficulties. The research also seeks to evaluate the impact of teachers' qualification and training level on their effectiveness in dealing with this category of pupils, opening up broad perspectives of knowledge on how to handle learning difficulties more effectively.

This research relies on the descriptive analytical approach, which includes examining the reality of mathematics learning difficulties faced by pupils in the first cycle of primary education, investigating the factors causing these difficulties, and exploring ways to overcome them. The study sample consisted of 183 teachers from the second field - mathematics and sciences.

The two researchers designed a questionnaire consisting of (40) items according to the Likert five-point scale, where the responses ranged from strongly agree, agree, undecided, disagree, to strongly disagree. Additionally, three open-ended questions were included. The questionnaire was reviewed by a group of faculty members at the College of Education in Salah, totaling (10) faculty members, who judged its suitability for measuring the intended purpose. They provided feedback and suggestions, which were incorporated into the questionnaire. Reliability tests were conducted on the mentioned tool, where it was administered twice with a 14-day interval to 28 teachers from the sample. According to the

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Pearson correlation coefficient, the reliability coefficient was / 0.77 /, indicating satisfactory stability.

After analyzing the data, the researchers arrived at several conclusions, including:

1. The existence of school-related factors that contribute to the emergence of mathematics learning difficulties from the perspective of mathematics teachers.
2. Limited cooperation from the families of this group of pupils with the school to solve the educational problems they face.
3. There were no significant differences in the responses of the sample members regarding the dimension related to teachers' ability to diagnose learning difficulties and deal with them, based on years of experience or level of qualification.
4. More than half of the pupils experiencing mathematics learning difficulties, as perceived by the teachers who formed the research sample, had non-Arabic languages spoken at home.

### **4. Study by Akrami Mohammed (2016):**

The aim of this study was to identify writing difficulties among primary school pupils (a comparative study between the third and fourth grades) in the sixth district of Adrar state. The study sample consisted of 60 pupils (30 in the third grade and another 30 in the fourth grade). Regarding the instrument, the researcher used a "Writing Learning Difficulties Questionnaire." The researcher adopted a descriptive approach for this study. The following statistical methods were used: percentage, frequencies, and the t-test, relying on the SPSS program. The results were as follows:

1. The prevalence of writing difficulty among primary school pupils from their teachers' perspective.
2. There were statistically significant differences between pupils in the third and fourth grades of primary school, favoring those in the third grade.

### **5. Study by Sharehan Mohammed Fareed Alam (2016):**

The aim of this study was to identify the manifestations of dysgraphia among second-grade primary school pupils and determine its prevalence rate. The study sample consisted of 11 pupils. The researcher relied on a questionnaire containing a list of basic writing skills

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suitable for second-grade pupils, in addition to a test of basic writing skills. The researcher also used a questionnaire containing an observation card and a proposed teaching approach.

The researcher adopted a descriptive analytical approach for this study. The results were as follows:

- Interest in the proposed approach presented by the research to assist dysgraphic pupils in keeping up with their peers.
- Inclusion of a teacher's guide in Arabic language for second-grade pupils containing some teaching strategies that teachers can use with dysgraphic pupils, especially the multimodal approach.
- Holding training courses for Arabic language teachers at the primary level to familiarize them with diagnostic methods for dysgraphic pupils and the proposed strategies for their treatment.
- Considering the classification of pupils when assigning them to remedial groups conducted by schools into groups, each group belonging to common general characteristics, to facilitate the treatment of each group, and abandoning the idea of collective teaching.

### **6. Study by Rabeeha Mushaer and Wisam Boudechich (2019):**

The aim of the study was to understand the opinions of primary school teachers regarding the main factors contributing to the emergence of reading difficulties among fifth-grade pupils. The main question of the study was defined as follows: "What are the main factors contributing to the emergence of reading difficulties among fifth-grade pupils from the teachers' perspective?"

This main question branched into the following sub-questions:

- Do the teaching methods used by teachers lead to the emergence of reading difficulties among fifth-grade pupils?
- Does the curriculum lead to reading difficulties among fifth-grade pupils?
- Does the educational level of the family contribute to reading difficulties among fifth-grade pupils?

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The study adopted a descriptive approach and was conducted on a sample of 80 male and female teachers from eleven primary schools located in the Tahair district of Jijel state. They were purposely selected and administered a questionnaire that met psychometric conditions based on three dimensions: teaching methods, curriculum, and family educational level, consisting of 21 items. Statistical methods such as mean and standard deviation were used, and the results of the study were as follows:

- There are contributing factors to the emergence of reading difficulties among fifth-grade pupils from the teachers' perspective.
- The teaching methods used by teachers lead to reading difficulties among fifth-grade pupils, with an average score of 2.58 and a standard deviation of 2.26, indicating a high level.
- The curriculum leads to reading difficulties among fifth-grade pupils, with an average score of 2.34 and a standard deviation of 0.48, indicating a high level.
- The educational level of the family contributes to reading difficulties among fifth-grade pupils, with an average score of 2.49 and a standard deviation of 2.24, indicating a high level.

### **7. Study by Al-Dabs (2000):**

The study aims to identify the percentage of intelligent pupils in the fourth grade who have academic learning difficulties in Arabic language by studying several variables. To identify the difficulties faced by these pupils, a questionnaire consisting of (32) items was designed, including (17) items on reading skills and (15) items on writing skills. The results of the statistical analysis revealed that the percentage of students in the sample suffering from academic learning difficulties is 11.58%, and that there are five difficulties in reading identified by this study, ranked in descending order according to the arithmetic means, namely: difficulty distinguishing between solar and lunar pain, slow reading, easily losing word location while reading, losing the line when transitioning from one line to another during reading, and difficulty in spelling long words.

### **8. Study by Tahaani Muhammad Othman Muneeb and Basma Osama El-Sayed (2021):**

This research aims to prepare a scale to detect and diagnose reading and writing difficulties among elementary school children, which are difficulties related to the basic skills of reading and writing classified into two domains: reading and writing. Each domain was classified into several graded levels.

In the reading domain, skills were classified into four levels: Level 1: Pre-reading skills, Level 2: Letter and word recognition and pronunciation, Level 3: Direct and accurate reading comprehension, and Level 4: Reading comprehension and criticism. As for the writing domain, skills were also classified into four levels: Level 1: Pre-writing skills, Level 2: Letter and word recognition and writing, Level 3: Formation of words and sentences according to language rules, and Level 4: Idea generation, organization, sentence and paragraph formation. The scale consists of (120) questions distributed over (20) academic skills, with two questions for each skill.

To verify the reliability and validity of the scale, the researchers applied it to a sample of (330) male and female fifth-grade students from Al-Nakrashi Model Primary School and Al-Quba Primary School, both affiliated with the Quba Gardens Educational Administration in Cairo.

The ages of the sample ranged from (10.5 to 11 years) with an average age of (10.2). The results of the research indicated that the scale enjoys a high degree of validity and reliability, and is suitable for use both in its entirety or partially, in psychometric and clinical studies.

# **Chapter II:**

Academic learning difficulties

**Introduction:**

Reading, writing, and arithmetic hold great importance, as reading is the window to human thought and the gateway to various forms of knowledge.

The significance of reading is emphasized from the outset by Allah Almighty, addressing Prophet Muhammad (peace be upon him) in the Quran, "Recite in the name of your Lord Who created, created man from a clot of congealed blood." (Quran, Al-Alaq, verses 1-2).

Similarly, Allah emphasizes the skill of writing in expressing it as "the pen" in the Quran " Recite: and your Lord is Most Generous, Who taught by the pen, taught man what he did not know". (Quran, Al-Alaq, verses 3-5). However, this does not negate the importance of arithmetic in individual and societal life.

Learning disabilities are among the lifelong problems that require continuous understanding and assistance throughout the years of schooling, from elementary to secondary, and beyond. Pupils in regular classrooms often show lower academic achievement compared to their peers, despite having average intelligence, due to difficulties in certain learning processes. These difficulties may stem from various psychological, genetic, or academic reasons.

Therefore, in this section, we will address the definition of learning disabilities, the characteristics of individuals with learning disabilities, the causes of their learning difficulties, and their diagnosis. We also touched on what the teacher does not know about learning difficulties

**Definition of Learning Disabilities:**

Since Samuel Kirk introduced the term "learning disabilities" as an independent concept in 1962, to describe pupils with average intelligence who experience learning problems (Zidan Ahmed Sissalem, 1992), scientists have made multiple attempts to arrive at the most inclusive formulation that garners acceptance from various interested parties in this field. As a result, approximately 40 terms and 38 different definitions related to the problem of learning disabilities have emerged in the literary heritage of special education (Jamal El-Khatib, Mona Hadidi, 2004, p. 13) before the concerned bodies agreed on an officially recognized definition.

Samuel Kirk's Definition (1962): Samuel Kirk defines learning disabilities as a concept referring to delays, disorders, or deficiencies in one or more of the processes of speech, language, reading, writing, spelling, and basic arithmetic operations due to a functional disorder in the brain, emotional disturbance, or behavioral problem. Children with hearing, visual, motor, or intellectual disabilities, emotional disorders, or cultural or economic deprivation are excluded from this definition (Mohamed Awadallah et al., 2003, p. 20). Kirk's definition is considered the basis and nucleus of most modern definitions, it has faced criticism from some private entities when it attributed learning difficulties to emotional and behavioral disorders, a criticism that led to its exclusion thereafter. Additionally, it is criticized for not undergoing procedural testing allowing for the diagnosis of individuals with learning disabilities.

Definition by the US Federal Government in 1977 (Public Law 94-142): This is the definition commonly used in various educational institutions in the United States and many countries worldwide.

According to this definition, children with learning disabilities are those who exhibit deficiencies in one or more of the basic psychological processes involved in understanding and using spoken or written language, which may manifest as difficulties in listening, thinking, reading, writing, spelling, or mathematics. This may be due to a perceptual impairment, brain injury, mild functional disorder, or difficulty in verbalization resulting from brain damage. This includes learning problems resulting from hearing, motor, visual impairments, mental retardation, emotional disturbances, or environmental deprivation (Omar El-Khatib, 2006, p. 15).

Academic learning difficulties refer to challenges that students face in acquiring and applying academic skills across various subject areas. These difficulties can affect areas such as reading, writing, mathematics, and organizational skills. Academic learning difficulties can impair a student's ability to succeed in the classroom and may require specialized intervention to support their learning needs. (Corinne Smith and Lisa Strick, Learning Disabilities: A to Z)

### **Reading learning difficulties**

Learning disabilities in reading, commonly known as dyslexia, refer to a specific learning difficulty that affects a person's ability to read, spell, and process language fluently. Individuals

with dyslexia may have trouble recognizing words, decoding text, and understanding written language. This can significantly impact their academic performance and overall literacy skills.

One of the most widely accepted definitions of dyslexia is provided by the International Dyslexia Association (IDA), which defines it as a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. International dyslexia association. (n.d.) definition of dyslexia, retrieved from [http://dyslexiaid.org/definition of dyslexia](http://dyslexiaid.org/definition-of-dyslexia)

### **Writing learning difficulties**

Writing in English may pose several challenges for learners, including difficulties with spelling, punctuation, grammar rules, sentence structure, and vocabulary. Learners might struggle with the differences between English and their native language, leading to errors in word choice and sentence construction. Additionally, the irregularities in English spelling and pronunciation can make it challenging to grasp the language accurately. Hinkel, E. (2005). *Handbook of Research in Second Language Teaching and Learning (Vol. 1)*) routledge

Writing difficulties, also known as dysgraphia, refer to challenges individuals face when attempting to write or spell words. These difficulties can manifest in different ways, including illegible handwriting, inconsistent splitting, slow writing speed, difficulty organizing thoughts on paper, and trouble with grammar and punctuation. Dysgraphia can significantly impact a person's ability to communicate effectively through writing. (<https://dyslexiaida.org/>)

### **Arithmetic learning difficulties**

Learning difficulties in math, known as dyscalculia, are a condition that affects an individual's ability to understand and work with numbers. This learning disorder can manifest in various ways, such as struggling with basic arithmetic operations, difficulty understanding mathematical concepts, poor memory for numbers, and challenges with mathematical problem-solving. The exact causes of dyscalculia are not fully understood, but factors like genetics, brain development, and environmental influences may play a role. (American Psychiatric Association, 2013) *Diagnostic and Statistical Manual of Mental Disorders (5th ed.)*

**Characteristics of Pupils with Learning Difficulties:**

Despite the consensus among many educators and researchers on the concept of learning difficulties, there is some disagreement regarding the characteristics of pupils with learning difficulties, as these characteristics vary from one individual to another depending on the underlying causes. Here are some of the key characteristics related to this issue:

**1. Behavioral Characteristics:**

- Weak concentration and attention, mind wandering, and distraction, which negatively impact the learning process. This may be accompanied by difficulty in visual, auditory, and motor perception, where individuals struggle to distinguish between things, whether letters or shapes. (Nabhan, 2008, p. 60)

**2. Linguistic Characteristics:**

- Students with learning difficulties exhibit linguistic disturbances, often experiencing difficulties in listening and expression. Their speech may be lengthy and focused on a single idea, with repetition of certain sounds. They may also have difficulty comprehending things holistically. (Al-Adl, 2012, p. 107)

**3. Cognitive Characteristics:**

- These include a clear decline in academic achievement in one or more basic academic skills, such as speech repetition, inability to know where they left off, using fingers to track reading material, and struggling with mathematical problem-solving and symbol-number matching. (Al-Lala, 2012, p. 108)

**4. Mental Characteristics:**

- Individuals with learning difficulties often experience mind wandering, attention disturbances, and an inability to concentrate on academic tasks. They may also lose the ability to tolerate and persevere in tasks for extended periods. Their focus may be limited to a single stimulus, and they may experience disturbances in visual, auditory, motor, or tactile perception, as well as in memory. (Al-Adl, 2012, pp. 221-222)

## 5. Emotional and Social Characteristics:

- Social and emotional disturbances are a natural consequence for children with learning difficulties. For example, they may exhibit behaviors such as inability to keep up with their peers, engaging in chaotic behavior, withdrawing from social situations, and constant and continuous movement. (Qahtan, 2004, p. 35)

## Causes of Learning Difficulties:

Every disorder has underlying causes that led to its occurrence. Regarding learning difficulties and based on its definitions, we can identify some of the causes, which we summarize as follows:

### 1. Physiological Causes:

- Genetics play a significant role, including genes responsible for speech problems. If parents have difficulty in reading, it's likely that their child will also face learning difficulties. Additionally, prenatal infections and diseases, such as German measles, may result in apparently healthy newborns developing learning difficulties and language and behavioral disorders later on. (Qahtan, 2004, p. 45)

### 2. Psychological and Mental Causes:

- These include disturbances in primary mental functions, such as sensory perception weakness, memory difficulty, slow comprehension, and inability to adapt and formulate concepts. (Al-Qamsh, 2012, p. 169)

### 3. Environmental Causes:

- These encompass the social and economic status of the family. Environmental deprivation for some children leads to learning problems. This also includes factors related to the school environment, such as the difficulty and inadequacy of the curriculum, the teaching method, and the lack of sufficient educational resources in the teaching process. (Al-Azza, 2006, p. 48)

### 4. Lack of Awareness Among Teachers About Learning Difficulties:

- Learning difficulties can result from difficulty in pronouncing words correctly. This can lead to academic decline, which some students experience due to the ignorance of parents and teachers about these difficulties and their causes. There are several factors contributing to the emergence of learning difficulties, often unknown to parents and teachers. These factors include

problems in the student's memory, low intelligence, or attention, or the presence of certain psychological and behavioral disorders that are usually not detected before entering school, making treatment difficult.

The responsibility for detecting learning difficulties among students lies with teachers due to their constant interaction with students. However, teachers are often unaware of social problems that can be addressed or whether the student is experiencing internal problems that require specialized care. Thus, teachers neglect to identify these students and show little interest in understanding their developmental characteristics in all aspects or identifying the problems they face. (Baddawi, 2017, p. 13)

**Summary:**

In conclusion, learning difficulties are common problems in the educational environment, involving disturbances in one or more mental and cognitive abilities. They vary from individual to individual, with many educational challenges hindering pupils' academic progress. Learning difficulties can stem from various causes, including genetic, psychological, environmental, or educational factors.

Diagnosing these difficulties requires a multidisciplinary assessment team to provide proper diagnosis and develop successful therapeutic programs. Additionally, teacher training in this context is essential to produce positive and acceptable results, enabling the rescue of this underserved group from diagnostic errors that lead to academic failure and subsequent school dropout.

# **Chapter III:**

Middle school education

**Introduction:**

Since independence, Algeria has been keen on developing its educational system, giving it a significant priority in rebuilding the country. The Algerian school is an educational institution with a major role in upbringing and education by imparting new knowledge and skills to students.

The teacher is one of the variables that affect the educational process, and this importance stems from the multiple roles played by the teacher inside the classroom. Their role extends beyond knowledge transfer to include achieving educational goals, making them the real implementers of the curriculum. With competent teachers, successful learning in the teaching profession is ensured, highlighting the teacher's proficiency in managing this human resource to achieve educational and upbringing goals.

In this part, we will discuss middle school education in Algeria, the middle school teacher, some of their tasks in assisting students with academic learning difficulties at this stage, and the most important guidelines to help this group.

**Concept of Middle School Stage:**

The middle school stage is defined as an educational stage between primary and secondary education, lasting four years instead of three. Most students who have completed primary education, which lasts five years instead of six, enroll in this stage. It focuses on moral concepts, values, and high ideals, laying the foundation for serious engagement with basic sciences such as religion, history, sciences, and mathematics, expanding English language learning, and developing reading, writing, and conversational skills.

**Definition of Middle School Teacher:**

The middle school teacher is responsible for teaching and guiding students in classrooms. They design and implement educational plans aimed at enhancing students' skills in various academic fields such as mathematics, language, sciences, and social studies. The teacher presents information clearly and engagingly, striving to motivate students to learn and benefit from lessons. They also play a crucial role in guiding students to achieve their academic and personal goals.

**Tasks of the Teacher in Assisting Students with Academic Learning Difficulties:**

- Individualized learning: Designing an educational plan for each child considering their strengths, weaknesses, language proficiency, cognitive abilities, and emotional maturity, ensuring that the program addresses each child's specific needs.
- Minimalistic teaching: Teaching according to the minimum level of what the student can perform, whether it's cognitive, symbolic, imaginative, or sensory.
- Tailoring teaching to the learning difficulty pattern: Adjusting teaching to match the learning difficulty pattern, considering whether the difficulty involves integration aspects in performing different functions.
- Attention to important variables: Controlling key variables such as attention by managing distractions, controlling proximity, and adjusting size for written words or physical objects.
- Focus on verbal and non-verbal learning: Emphasizing verbal components in learning difficulty problems while planning efforts to link the two aspects for integration.
- Psychological and neurological considerations: Addressing therapeutic needs both behaviorally and physically.
- Consideration of frustration and psychological burden: Taking into account the learner's frustration and psychological burden when developing any educational plan.
- Awareness of inputs and outputs: Understanding that inputs precede outputs, meaning that learning difficulty can affect inputs, outputs, or both, recognizing that difficulty in outputs is a natural reflection of difficulties in inputs.

These guidelines can aid teachers in effectively assisting students with academic learning difficulties, ensuring a supportive and conducive learning environment for all students.

**Guidelines for the teacher to deal with a pupil suffering from dyslexia:**

1. Communicate clearly and use simple language: Speak clearly and use simple words that pupils can understand without linguistic complications.
2. Ensure all pupils are listening: Ensure all pupils can hear you and avoid external distractions affecting their listening.

3. Use questioning effectively: Ask questions repeatedly to ensure pupils understand without asking too many questions at once.
4. Use grammatical rules appropriately: Try to use grammatical rules that suit the needs of the pupils you are addressing.
5. Encourage critical thinking: Encourage pupils to use critical thinking and use words that stimulate this type of thinking.
6. Focus on contrast and difference: Focus on contrasts and differences between things and analyze their functions, causes, and results.
7. Appreciate attempts: Appreciate any attempt made by the pupil and use it as an opportunity to ask further questions or continue the conversation.
8. Encourage exploratory thinking: Encourage pupils to use exploratory thinking through thinking aloud.
9. Provide writing support: Provide support for pupils in writing skills by providing tools such as electronic dictionaries and computers.
10. Use suitable writing tools: Use larger font sizes and comfortable font types for pupils with reading difficulties.
11. Highlight key words: Highlight key words in presented materials in different colors or font sizes.
12. Use color codes: Use specific colors to differentiate types of words and shapes to facilitate understanding.

**Guidelines for note-taking:**

1. Avoid highlighting every spelling mistake: Avoid highlighting every spelling mistake on the paper and instead, mark a different colored mark under the wrong word.
2. Encourage gradual progress: Encourage the pupil to make gradual progress in spelling skills and set goals for this improvement.
3. Use technological devices: Allow the use of electronic devices and computers in the classroom if possible.

4. Encourage writing diversity: Encourage the use of different types of writing for pupils with handwriting difficulties.
5. Provide guidance and support: Provide guidance and support for pupils in how to write and express the information they have learned.
6. Guide daily routines: Include the daily routine and place it in a visible place where pupils can easily access it.
7. Use notebooks and daily tables: Encourage the use of notebooks and daily tables to remind pupils of tasks and assignments.

These guidelines aim to assist the teacher in interacting with a pupil who has dyslexia.

**Summary:**

The middle school stage is a sensitive period for teachers to consider the specificity of this stage, as it marks the beginning of adolescence for pupils. This creates some obstacles and difficulties in teaching for both the teacher and the pupil. Due to the scarcity of strategies and their almost absence within the framework of education for this category at this stage, and the inadequacy of strategies and methods for teaching learners with learning difficulties used in primary education, it is necessary for the teacher to adapt these programs and to be creative and diligent in developing and creating new programs and strategies suitable for this category.

This should take into account their characteristics and the age stage they are in, in order to help them and reduce the severity of the difficulties they face to achieve a higher level of education as much as possible.

# **Chapter IV:**

field study procedures

**Introduction**

Defining the methodological procedures of the study to link various aspects of the research in order to achieve accurate and objective results to answer the question posed in the problem statement, as well as the study hypotheses. Therefore, the field aspect reinforces the theoretical aspect. Thus, the function of methodology is to collect information, then work on classifying, arranging, measuring, and analyzing it to draw its results and identify the constants of the phenomenon under study. This is done using appropriate statistical methods through which data analysis is conducted and the validity of hypotheses is determined to reach conclusions.

**1. Survey Study:**

The survey study is one of the most important stages of scientific research as it forms the basis for the researcher's initial impressions and perceptions of the study and its field of application. In our preliminary survey study, we focused on identifying academic learning difficulties (reading, writing, arithmetic) among first-year middle school pupils from the perspective of teachers. The initial survey was distributed to middle school teachers in various schools in the municipality of M'sila.

**1.1 Survey Study Tools:**

In light of the objectives and inquiries of this study, and to collect data and information, we used a survey to identify academic learning difficulties (reading, writing, arithmetic) among first-year middle school pupils from the perspective of teachers. The survey consisted of 59 items distributed across three axes: reading difficulties with 19 questions, writing difficulties with 20 questions, and arithmetic difficulties with 20 questions. Subsequently, it was administered to a sample of 30 male and female teachers.

**1.2 Survey Study Sample:**

The survey study sample included 30 male and female teachers in the middle school stage in the municipality of El Maadid.

Table 1: Shows the specifications of the survey sample.

N°	Variables			Repetition	Percentage%
1	Gender	Male		12	40%
		Female		18	60%
Total				30	100%
2	Educational qualification	Bachelor		21	70%
		Master		5	17%
		other		4	13%
Total				30	100%
3	Years of Experience	Less than 5 years		11	37%
		From 5 to less than 10 years		9	30%
		1 years and above		10	33%
Total				30	100%

From Table No. (01), which represents the distribution of study sample members according to the study variables, it is evident that the majority of the sample members are female, with a total of 18 individuals, accounting for 60%, while the percentage of males is 12 individuals, accounting for 40%. According to the variable of educational qualification, it is clear that 21 individuals hold a Bachelor's degree, making up 70% of the sample, while 5 individuals hold a Master's degree, representing 17%. The number of individuals with other qualifications totals 13, accounting for 13%.

Regarding the variable of teaching experience, the number of individuals in the exploratory study sample with less than 5 years of experience is 11, accounting for 37%. Meanwhile, the number of individuals with 11 years or more of experience is 10, accounting for 33%. Additionally, the number of individuals with 5 to less than 10 years of experience is 9, accounting for 30%.

### 1.3 Analysis of Survey Study Results:

#### 1.3.1 Psychometric Properties (Validity and Reliability) of the Study Tool:

After adopting the questionnaire in its preliminary form, it is essential to subject it to validity and reliability tests. The validity of the study tool refers to the extent to which the questionnaire items measure what they are intended to measure. We ensured the validity of the questionnaire through internal consistency validity of the questionnaire items.

#### 1.3.2 Internal Consistency Validity Between Statements and Their Corresponding Axis:

Internal consistency validity refers to the extent to which each statement is consistent with the axis it belongs to. We calculated the internal consistency through Pearson correlation coefficients between each statement and the total score of the axis, using a sample of 30 individuals from the survey study.

#### 1/ The First Axis : Reading Difficulties

**Table 2:** Represents the relationship between the statements of the Reading Difficulties Axis and the overall score of the axis they belong to.

Phrase N°	Correlation coefficient	Phrase N°	Correlation coefficient	Phrase N°	Correlation coefficient
Phrase 01	0.599**	Phrase08	0.611**	Phrase15	0.709**
Phrase02	0.457*	Phrase09	0.567**	Phrase16	0.705**
Phrase03	0.497**	Phrase10	0.693**	Phrase17	0.457*
Phrase04	0.629**	Phrase11	0.674**	Phrase18	0.552**
Phrase05	0.551**	Phrase12	0.814**	Phrase19	0.579**
Phrase06	0.705**	Phrase13	0.760**		
Phrase07	0.655**	Phrase14	0.769**		

(\*\*) Indicates that the statement is statistically significant at the level of ( $\alpha = 0.01$ ).

(\*) Indicates that the statement is statistically significant at the level of ( $\alpha = 0.05$ ).

The data presented in the table above indicate that all the correlation coefficient values for the statements in the Reading Difficulties axis are statistically significant at the alpha level of 0.01 ( $\alpha = 0.01$ ). These values range between 0.497 and 0.814. Additionally, statements 2 and 17 are significant at the alpha level of 0.05 ( $\alpha = 0.05$ ). This confirms the homogeneity and strong internal consistency of the Reading Difficulties axis.

## 2/ The Second Axis: Writing Difficulties 2/

**Table 3:** Represents the relationship between the statements of the Writing Difficulties Axis and the overall score of the axis they belong to.

Phrase N°	Correlation coefficient	Phrase N°	Correlation coefficient
Phrase1	.353**	Phrase11	.411**
Phrase2	.407**	Phrase12	.454**
Phrase3	.627**	Phrase13	.392**
Phrase4	.444**	Phrase14	.369**
Phrase5	.458**	Phrase15	.309**
Phrase6	.595**	Phrase16	.291**
Phrase7	.496**	Phrase17	.331**
Phrase8	.435**	Phrase18	.347**
Phrase9	.536**	Phrase19	.298**
Phrase10	.570**	Phrase20	.498**

(\*\*) Indicates that the statement is statistically significant at the level of ( $\alpha = 0.01$ ).

The data presented in the table above indicate that all the correlation coefficients for the items in the Writing Difficulties section are statistically significant at the level of ( $\alpha = 0.01$ ), with values ranging from (0.291 to 0.627). This confirms the degree of homogeneity and the strong internal consistency of the Writing Difficulties section.

### 3/ The Third Axis: Mathematical Difficulties

**Table 4:** Represents the relationship between the items in the Mathematical Difficulties section and the overall score of the section to which they belong.

Phrase N°	Correlation coefficient	Phrase N°	Correlation coefficient
Phrase1	0.498**	Phrase11	0.735**
Phrase2	0.479**	Phrase12	0.666**
Phrase3	0.626**	Phrase13	0.580**
Phrase4	0.543**	Phrase14	0.516**
Phrase5	0.633**	Phrase15	0.455**
Phrase6	0.308**	Phrase16	0.543**
Phrase7	0.544**	Phrase17	0.468**
Phrase8	0.471**	Phrase18	0.456**
Phrase9	0.441**	Phrase19	0.481**
Phrase10	0.598**	Phrase20	0.632**

(\*\*) Indicates that the statement is statistically significant at the level of ( $\alpha = 0.01$ ).

The data presented in the table above indicate that all the correlation coefficients for the items in the Mathematical Difficulties section are statistically significant at the level of ( $\alpha = 0.01$ ), with values ranging from (0.498 to 0.632). This confirms the degree of homogeneity and the strong internal consistency of the Mathematical Difficulties section.

### 4/ Correlation Between Sections and the Overall Questionnaire Score:

The correlation between the total scores of each section and the overall questionnaire score was calculated, and all were statistically significant. The correlation between the total score of the first section (Reading Difficulties) and the overall questionnaire score was (0.913). The correlation between the total score of the second section (Writing Difficulties) and the overall questionnaire score was (0.892). Meanwhile, the correlation between the total score of the third section (Mathematical Difficulties) and the overall questionnaire score was (0.849). This indicates that the questionnaire is valid, as shown in the following table:

**Table 5:** Matrix of Correlations Between the Total Scores of the Sections and the Overall Questionnaire Score

Significance level	Total score	Dimensions and total score
0.000	0.913**	Reading difficulties axis
0.000	0.892**	Writing difficulties axis
0.000	0.849**	Arithmetic difficulties axis

(\*\*) Indicates that the statement is statistically significant at the level of ( $\alpha = 0.01$ ) (\*) Indicates that the statement is statistically significant at the level of ( $\alpha = 0.05$ )

### 1.3.3 Secondly: Reliability of the Questionnaire Tool:

Reliability of the Questionnaire: The reliability of the questionnaire means that it produces the same result if the questionnaire is redistributed multiple times under the same conditions and circumstances, indicating stability in the questionnaire results.

The reliability of this questionnaire was calculated through internal consistency using Cronbach's Alpha equation, which is based on calculating the average correlations between all the questionnaire items. The overall Cronbach's Alpha coefficient was 0.879. The reliability for each section was also found to be similarly high, with the first section (Reading Difficulties) having a coefficient of 0.785, the second section (Writing Difficulties) having a coefficient of 0.782, and the third section (Mathematical Difficulties) having a coefficient of 0.753.

Therefore, we can say that this questionnaire is reliable, as shown in the following table:

**Table 6:** Reliability of the Questionnaire using Cronbach's Alpha

Number of phrases	Alpha Cronbach	Axis
19	0.785	Reading difficulties axis
20	0.782	Writing difficulties axis
20	0.753	Arithmetic difficulties axis
59	0.879	The questionnaire as a whole

### 1.3.4 Results of the Survey Study: 1.3.4

The results of the survey study, after calculating the validity and reliability of the questionnaire, concluded that the questionnaire is ready to be applied to the study sample.

## 2. Main Study:

With the questionnaire confirmed to be valid and reliable, it is ready to be applied in the main study on a sample of 75 individuals selected intentionally to represent the original community.

### 2.1 Study Fields:

Defining the study field is an important element in scientific research in general and social studies in particular, as it allows both the researcher and the reader to determine the place, time, and even the human element under which the study was conducted. Hence, this study can be divided according to its field into:

#### 2.1.1 Temporal Field:

The field study lasted approximately two months, from the beginning of March to the end of April. This phase can be divided into three parts. The first part involved intermittent visits to various schools in the city of M'Sila, which were the subject of the study. During this period, the geographical and human locations of the middle schools were identified. In the second part, the final version of the questionnaires was distributed to the middle school teachers. In the last part, the questionnaires were collected.

### 2.1.2 Spatial and Human Field:

The study was conducted on teachers who teach in the middle schools of the Maadid municipality district. The number of participants reached 75, distributed across five primary schools. The following table illustrates this distribution:

**Table 7:** Distribution of Sample Individuals in Maadid Municipality

	Teachers in it	Middle school
Male	8	Hammad Bin Belkin Middle School
Female	9	
Male	7	L'ayayda Muhammad Al-Saleh Middle School
Female	10	
Male	9	Tayiba Al-Hajj Middle School
Female	7	
Male	5	Laachach Middle School
Female	9	
Male	3	Ibn Badis middle school
Female	8	
Total	75	5

### 2.2 Methodology Used in the Study:

The foundation of any scientific study is the selection of the methodology under which the field handling of the research problem is conducted. The methodologies vary depending on the topics, as each methodology has its function and characteristics. The nature of the phenomenon under study determines the appropriate methodology. This study is a descriptive study that employs a descriptive methodology, which does not merely describe the phenomenon but also seeks to analyze it into elements and data that are statistically processed. Therefore, we can say that our study follows a descriptive-analytical methodology.

### 2.3 Study Sample:

The sample is one of the essential pillars of empirical research, as it often allows the acquisition of the required human and economic resources. It is defined as the subset on which the researcher applies the study, representing the characteristics of the entire study population.

The study sample included all middle schools in the Maadid municipality, totaling 5 middle schools. A purposive sample of 75 teachers, teaching all grade levels (first, second, third, and fourth middle school), was selected.

### 2.4 Study Instrument:

The instrument used for gathering data related to the research topic was a questionnaire. According to researcher Rachid Zerwati, a questionnaire is a model consisting of a series of questions directed to individuals to obtain information about a topic, problem, or situation. The questionnaire can be administered either through personal interviews or by being sent to the respondents (Zerwati, 2008, p. 182).

#### 2.4.1 Description of the Instrument:

The questionnaire collected the necessary study data to answer the research questions and achieve its objectives. It consists of 59 statements with three options (Yes, No), measuring three axes as follows:

**Axis 1:** Reading difficulties, including 19 statements.

**Axis 2:** Writing difficulties, including 20 statements.

**Axis 3:** Arithmetic difficulties, including 20 statements.

Thus, the total number of statements in the questionnaire is 59.

#### 2.4.2 Performance Correction Key

**Table 8:** Performance Correction Key

<b>NO</b>	<b>YES</b>	<b>Response</b>
<b>01</b>	<b>02</b>	

Table 9: Difficulty Levels

High	Average	Low	Level
1.66-2	1.33-1.66	1-1.33	

### 3. Statistical Methods:

The data underwent statistical analysis using the Statistical Package for the Social Sciences (SPSS: V25). Various statistical methods were employed, including:

#### Cronbach's Alpha Coefficient:

Used to determine the scale's reliability.

#### Pearson Correlation Coefficient:

Utilized to assess the internal consistency of items and dimensions.

#### Mean (Arithmetic Average):

One of the measures of central tendency commonly used in research. It indicates the central tendency of the sample's responses around a specific value. Scores typically range from (1-2 degrees) based on the scale used in the questionnaire.

#### Standard Deviation:

A measure of dispersion used to measure and indicate the dispersion of responses around their arithmetic mean.

### 4. Chapter Summary:

This chapter outlined the methodological procedures for the field study, specifying various temporal, spatial, and human domains. It relied on the descriptive-analytical approach, encompassing description, analysis, and interpretation of the studied problem. The study's tools included a questionnaire distributed to respondents to collect necessary data and information for the study's success.

# **Chapter V:**

**Introduction, presentation,  
analysis, and discussion of the  
study results**

### Introduction:

The process of data analysis and interpretation is a fundamental phase in social research. It follows the data collection from the studied sample. The main goal of analysis is to summarize all the data collected by the researcher and convert them from partial data into comprehensive results, using appropriate research tools and methods, particularly statistical ones. In our research, the following steps were adopted for presenting and analyzing the data: coding the raw data, tabulating the data, and performing statistical analysis to draw conclusions.

### 1. Analysis and Interpretation of Study Results:

#### 1.1 Sub-Hypothesis:

- First-year middle school students struggle with reading difficulties from the teachers' perspective.

To verify Sub-Hypothesis 1, the two students calculated the mean and standard deviation of the axis items.

The range was used to determine the length of the class, where the range is calculated by subtracting the highest score (Yes) from the lowest score (No) and dividing by the number of levels. In this case, the class length was determined using the range formula, where the range =  $(23-1) / 3 = 0.33$ , resulting in intervals as follows:

**Table 10:** Shows the distribution of categories according to the gradient used in the research tool.

Level of approval	Arithmetic mean field
low	from 1 to 1.33
average	from 1.33 to 1.66
high	from 1.66 to 2

Arrange the phrase according to its importance in the axis based on the highest arithmetic mean value in a range of questionnaire ranges. In case of equal arithmetic means between two phrases, the lower standard deviation value between them is taken into consideration.

## Chapter V: introduction, presentation, analysis and discussion

**Table 11:** represents the results of the first sub-hypothesis.

dimension	paragraphs	number	arithmetic mean	Standard deviation	level
<b>Reading difficulties</b>	1	<b>75</b>	1.52	0.50296	average
	2		1.64	0.48323	average
	3		1	.00000a	low
	4		1.7733	0.42149	high
	5		1.84	0.36907	high
	6		1.68	0.46962	high
	7		1.76	0.42996	high
	8		1.6	0.4932	average
	9		1.7733	0.42149	high
	10		2	.00000a	high
	11		1.9467	0.22621	high
	12		1.36	0.48323	average
	13		1.8933	0.31077	high
	14		1.4267	0.49792	average
	15		1.9467	0.22621	high
	16		1.9467	0.22621	high
	17		1.84	0.36907	high
	18		1.9467	0.22621	high
	19		1.8	0.40269	high
Overall score of reading difficulty			1.7207	0.13843	high

It is evident that the overall arithmetic mean for the first axis (reading difficulties) reached 1.720, with a standard deviation of 0.138, indicating a high degree. This implies that students are facing reading difficulties from the perspective of their teachers. The phrases (4, 5, 6, 7, 9, 10, 11, 13, 15, 16, 17, 18, 19) came with a high degree, with arithmetic means ranging from (1.68 - 2), while phrases (2, 8, 1, 14, 12) came with a moderate degree, with arithmetic

## Chapter V: introduction, presentation, analysis and discussion

means ranging from (1.64 - 1.36). The only phrase with a low level is phrase number 3, with an arithmetic mean of 1 and a standard deviation of 0.

### 1.2 Sub-Hypothesis:

- Students in the first year of middle school suffer from writing difficulties from the perspective of teachers. To verify this sub-hypothesis, the two students calculated the arithmetic mean and standard deviation for the items of the second axis.

**Table 12:** Represents the presentation of the results of the second sub-hypothesis.

dimension	paragraphs	number	arithmetic mean	Standard deviation	level
Writing difficulties	1	75	1.84	0.36907	high
	2		1.9333	0.25112	high
	3		1.6	0.4932	average
	4		1.4667	0.50225	average
	5		1.6133	0.49027	average
	6		1.8133	0.39227	high
	7		1.6	0.4932	average
	8		1.7067	0.45836	high
	9		1.6533	0.47911	average
	10		1.1067	0.31077	low
	11		1.9467	0.22621	high
	12		1.7867	0.41242	high
	13		1.3867	0.49027	low
	14		1.4133	0.49575	average
	15		1.56	0.49973	average
	16		1.9467	0.22621	high
	17		1.8133	0.39227	high
	18		1.6	0.4932	average
	19		1.76	0.42996	high
	20		1.64	0.48323	average
Overall score of writing difficulty			1.6627	0.19747	average

From the table above, it is evident that the overall arithmetic mean for the second axis (writing difficulties) was 1.66, with a standard deviation of 0.197, indicating a moderate degree. This implies that students are facing moderate writing difficulties. The phrases (11, 16, 2, 1, 6, 17, 12, 19, 8) were rated as having a high degree of difficulty, with arithmetic means ranging from 1.706 to 1.946, while the phrases (9, 20, 5, 3, 7, 18, 15, 4, 14, 13) were rated as having a moderate degree of difficulty, with arithmetic means ranging from 1.653 to 1.386.

## Chapter V: introduction, presentation, analysis and discussion

The only phrase with a low level of difficulty is phrase number 3, with an arithmetic mean of 1.106.

### 1.3 Sub-Hypothesis:

Students in the first year of middle school suffer from writing difficulties from the perspective of teachers. To verify this sub-hypothesis, the two students calculated the arithmetic mean and standard deviation for the items related to this dimension.

**Table 13:** Represents the presentation of the results of the third sub-hypothesis.

dimension	paragraphs	number	arithmetic mean	Standard deviation	level
<b>Arithm etic difficul ties</b>	1	75	1.1067	0.31077	low
	2		1.7733	0.42149	high
	3		1.8400	0.36907	high
	4		1.9467	0.22621	high
	5		1.9467	0.22621	high
	6		1.9600	0.19728	high
	7		1.7333	0.44519	high
	8		1.8133	0.39227	high
	9		1.7867	0.41242	average
	10		1.8800	0.32715	high
	11		1.9333	0.25112	high
	12		1.9867	0.11547	high
	13		1.8400	0.36907	high
	14		1.8933	0.31077	high
	15		1.8400	0.36907	high
	16		1.9467	0.22621	high
	17		1.9733	0.16219	high
	18		1.9867	0.11547	high
	19		1.5333	0.50225	high
	20		1.9467	0.22621	high
Overall score of arithmetic difficulty			1.8333	0.10977	high

From the table above, it is evident that the overall arithmetic mean for the third axis (mathematics difficulties) was 1.833, with a standard deviation of 0.109, indicating a high

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degree. This implies that students are facing mathematics difficulties to a high extent. The phrases were ranked as follows: (12, 18, 17, 6, 4, 5, 16, 20, 11, 14, 10, 3, 13, 15, 8, 9, 2, 7) with a high degree, with arithmetic means ranging from 1.733 to 1.986. However, phrase (19) was rated as moderate with an arithmetic mean of 1.533, while phrase (1) was rated as low with an arithmetic mean of 1.10.

### 1.4 General Hypothesis:

Students in the first year of middle school suffer from academic learning difficulties (reading, writing, mathematics) from the perspective of teachers. To verify this general hypothesis, we calculated the arithmetic mean and standard deviation for the survey axes and the total score.

**Table 14:** Represents the presentation of the results of the general sub-hypothesis.

level	Standard deviation	Arithmetic mean	number	dimension
high	0.13843	1.7207	75	Reading difficulties
average	0.19747	1.6627		Writing difficulties
high	0.10977	1.8333		Arithmetic difficulties
high	0.13118	1.7389	Total score for the questionnaire	

From the table above, it is evident that the overall arithmetic mean for the survey was 1.738, with a standard deviation of 0.131, indicating a high degree. This indicates that teachers perceive first-year middle school students to experience academic learning difficulties (reading, writing, arithmetic) to a high extent. The arithmetic mean for the arithmetic difficulties axis ranked first, with a high degree, with a mean of (1.833) and a standard deviation of (0.109). The reading difficulties axis ranked second, with a mean of (1.720) and a standard deviation of (0.138) also indicating a high degree. As for the writing difficulties axis, it ranked last with an arithmetic mean of (1.662) and a standard deviation of (0.197), indicating a moderate degree.

### 2. Discussion of the Results in Light of the Hypotheses:

#### 2.1 Discussion of the Results of the First Sub-Hypothesis:

The hypothesis states that: "First-year middle school pupils suffer from reading difficulties from the teachers' perspective."

The results indicate that first-year middle school pupils suffer from reading difficulties from the teachers' perspective to a moderate degree.

These results are consistent with the study conducted by Al-Dabbas (2000) and the study by Rabieh Mushar and Wisam Budshish (2018).

According to the theoretical framework, the results can be interpreted as follows:

Jamal Bilbaka (2015) affirmed in his study that the factors contributing to the emergence of reading difficulties can be attributed to the teacher's academic and professional inadequacy or speech defects, as well as to the learner, or to issues related to the textbook in terms of poor design, printing, paper quality, cover, or content... etc., or may be attributed to the family and the environment in which the learner lives.

Reading difficulties are considered one of the most important academic learning difficulties. Many researchers, such as Fahti Al-Zayat, believe that reading difficulty is the main and fundamental cause of academic failure. It affects the self-image of the student, leading to anxiety, depression, and often resentment of the teacher and the school.

Reading difficulty, one of the main categories of academic learning difficulties, or a difficulty in this axis, is a problem for learners and may cause other problems such as academic failure. Thus, the learner's ability to learn and acquire knowledge is diminished, killing the student's desire to learn. Reading difficulties can be attributed to several factors, including physical factors, referring to any disruption in the organs responsible for learning and sensory deviation or neurological or auditory disorders, as reading is closely related to the senses.

Both Rabieh Mushar and Wisam Budshish (2018) emphasize that the teacher's lack of attention to sources of error during the pupil's reading and not having full readiness to reread more than once for pupils with reading difficulties exacerbates reading difficulties among pupils. It can also be interpreted as the different teaching methods of each teacher that may be the cause of reading difficulties among pupils, and as some teachers have acknowledged,

the use of punishment during reading leads to stumbling and spelling difficulties for pupils, which in turn exacerbates their reading difficulties.

Moreover, the curriculum prescribed for fifth-grade primary and the failure of pupils with reading difficulties to comprehend the content of the Quranic activities presented to them lead to reading difficulties among pupils. This can also be attributed to the lack of alignment in the assessment methods provided in the book with the objectives of the reading activities.

### **2.2 Discussion of the Results of the Second Sub-Hypothesis:**

The hypothesis states that: "First-year middle school pupils suffer from writing difficulties from the teachers' perspective."

The results indicate that first-year middle school pupils experience moderate writing difficulties from the teachers' perspective.

These findings align with the study conducted by Sharehan Mohamed Fareed Alim (2016) and also agree with the study by Akrami Mohammed (2016).

According to the theoretical framework, the results can be interpreted as follows:

Sharehan Mohamed Fareed Alim (2016) suggests that due to the multidimensional nature of writing skill, children with learning difficulties may encounter difficulty in handwriting. Difficulties can become complex and hinder the ability to achieve mastery. Children classified as lacking in handwriting skills often face difficulties in writing or what is called dysgraphia. Therefore, writing difficulty arises from:

- Cognitive deficits.
- Motor skill weakness.
- Visual perceptual disturbance.
- Weak visual memory.
- Lack of motivation and interest in learning.
- Learning in an improper manner and neglecting supervision.
- Poor teaching methods and their incompatibility with the student.

Ratib Ashour and Mohammed Al-Hawamdeh (2009) affirm that teaching handwriting in the early years of education is more challenging than teaching reading because it requires more needs than reading, involving more senses in performance. The eye sees words and notices the formation of letters, arranging them, and drawing the correct picture in the mind. The ear hears words and distinguishes between the sounds of letters. Even in the digital age, handwriting remains an important and necessary skill for success in childhood and beyond. In the presence of dysgraphia, the writing process and other basic writing skills become more difficult, making the student more prone to lag behind peers who do not have learning difficulties. Dysgraphia also affects academic performance in general and leads to a decrease in self-confidence, which can persist into adolescence.

Moreover, the act of writing itself helps the brain remember, organize, and process information. However, when writing becomes exhausting and difficult, the child cannot effectively "show what they know." A student with dysgraphia may fail a test simply because they cannot translate their thoughts and answers onto paper.

### **2.3 Discussion of the Results of the Third Sub-Hypothesis:**

The hypothesis states that: "First-year middle school pupils suffer from arithmetic learning difficulties from the teachers' perspective."

The results indicate that first-year middle school pupils experience moderate arithmetic learning difficulties from the teachers' perspective.

These findings align with the study conducted by Fawzia Lwaseif and Shahinaz Hazem (2019) and the study by Abdullah Al-Mujaydil and Fatimah Abdullah Al-Yafi'i (2009).

**According to the theoretical framework, the researcher attributes the outcome to:**

Arithmetic difficulty arises from a lack of early concrete math teaching. Children who perceive mathematics concepts merely as a series of rules to follow instead of being guided in practical and analytical thinking related to these rules may not develop the neural pathways in the brain needed to understand more complex mathematics. Thus, pupils who haven't learned to count using tangible objects that increase in clear quantities or haven't learned multiplication using tangible objects are more prone to arithmetic difficulty.

Arithmetic difficulty can occur spontaneously or may co-occur with other conditions such as developmental delays, learning disabilities, or other neurological conditions. Pupils

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and adults are more likely to be diagnosed with arithmetic difficulty if they have other disorders such as:

- Dyslexia
- Attention-deficit/hyperactivity disorder (ADHD)
- Depression
- Anxiety
- Motor coordination disorder

Arithmetic difficulty may also have a genetic component, with mathematical aptitude tending to run in families much like learning disabilities. For example, if raised by a mother who constantly says math is hard and therefore couldn't help you learn math, you're likely to struggle with math as well.

Rady Al-Waqfi (2003) indicates that the absence of positive attitudes towards mathematics among pupils, coupled with low achievement levels in mathematics among a segment of them, may be factors contributing to the emergence of what is called "math learning difficulties." These difficulties often accompany the pupil in subsequent grades, posing a stumbling block in their learning path, making them a real problem for teachers and parents. This poses a challenge for educators and researchers in the educational and psychological fields to investigate the factors leading to the emergence of such difficulties and ways to overcome them.

It is clear that there are difficulties in learning mathematics for fifth-grade pupils, and the responses of the research sample individuals responsible for the teaching process in the primary stage, represented by the teachers, indicate that this category of pupils who experience learning difficulties in mathematics undoubtedly encounters obstacles and school-related factors that hinder effective work and expected performance from them in educational situations.

Their understanding and assimilation of all the knowledge they acquire in this subject. Through teachers' opinions on these reasons, we notice that all the obstacles or factors mentioned contribute to some extent to the emergence of this problem, including:

- Factors related to the nature of the mathematics subject.

- Factors related to the method of teaching mathematics.
- Factors related to the curriculum prescribed for teaching mathematics.

### 2.4 Discussion of General Hypothesis Results:

The hypothesis states that: "First-year middle school students suffer from academic learning difficulties (reading, writing, arithmetic) from the perspective of teachers."

The results indicate that first-year middle school students suffer from moderate academic learning difficulties (reading, writing, arithmetic). These findings align with a study by Mamoria (2007) and a study by Tahaney Mohammed Othman and Basma Osama Al-Sayed (2021).

According to the theoretical framework, the results can be interpreted as follows:

Tahaney Mohammed Othman and Dr. Basma Osama Al-Sayed (2021) emphasize that difficulties in reading and writing are at the core of learning difficulties and are the most prevalent. Children with reading and writing difficulties represent the largest segment of the learning difficulties community. Some researchers indicate that reading and writing difficulties are the most common types of academic learning difficulties, and that 80% of children with learning difficulties have difficulties in reading and writing. Additionally, weak reading and writing skills negatively affect academic achievement in other subjects such as mathematics and science.

The primary school stage is considered foundational, upon which all subsequent stages of education are built. During this stage, some students may encounter problems and difficulties that hinder their learning, leading to learning difficulties. Academic learning difficulties include difficulties in reading, writing, expression, and mathematics, primarily appearing in the later grades of primary school, starting from the third, fourth, and fifth grades.

The environment plays a significant role in individual learning, with minor environmental challenges leading to learning disturbances. A conducive and suitable environment enhances an individual's learning abilities, while an unfavorable environment has a negative impact on their academic achievement.

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The key factors contributing to these difficulties include differences in teachers' personalities in dealing with students, individual students' capabilities, differences in teaching methods and curricula, psychological factors such as a student's dislike for core subjects like reading, writing, and arithmetic due to a harsh teacher's personality, lack of competence, lack of self-confidence, or feeling of inferiority compared to peers, fear of school and its staff. Additionally, environmental factors such as the geographical location of the school, noise pollution in crowded areas, overcrowded classrooms, lengthy and congested curricula, lack of consideration for individual differences among learners, and failure to link the curriculum to the learners' local environment all contribute to these difficulties.

These factors collectively impact both student and teacher performance and contribute to the prevalence of academic learning difficulties.

### **3. General Conclusion:**

Through processing the data collected using the questionnaire from the study sample, we utilized the statistical package (SPSS) along with various statistical methods, leading us to the following results:

1. First-year middle school pupils suffer from academic learning difficulties to a high degree according to the teachers' perspective.
2. First-year middle school pupils suffer from moderate difficulties in learning reading according to teachers' perspective.
3. First-year middle school pupils suffer from moderate difficulties in learning writing according to teachers' perspective.
4. First-year middle school pupils suffer from moderate difficulties in learning arithmetic according to teachers' perspective.

# Conclusion

## Conclusion

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### Conclusion

From the perspective of teachers, identifying academic learning difficulties among first-year middle school pupils is vital to ensuring the necessary support is provided and academic success is achieved. These difficulties may encompass a variety of factors that impact the pupils' development and progress in the curriculum.

As teachers strive to identify these difficulties, a comprehensive analysis of pupils' academic performance may include several aspects, such as:

Pupils may struggle with understanding texts and extracting key information from them. These difficulties may result from inadequate development of basic reading skills, such as the ability to concentrate and fully comprehend the text. Additionally, pupils may face challenges in expressing their ideas in writing and organizing them logically and coherently. These difficulties may stem from a lack of understanding of text structures and a focus on details without the ability to construct ideas fully.

Pupils may also experience difficulties in understanding fundamental mathematical concepts, such as addition, subtraction, multiplication, and division. These difficulties may result from a lack of confidence in their mathematical abilities or incomplete understanding of concepts.

Identifying these difficulties enables teachers to develop appropriate teaching strategies to help pupils overcome challenges and achieve academic success. By providing the necessary support and guidance, teachers can motivate pupils and enhance their confidence in facing academic challenges.

## Conclusion

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### Recommendations and Suggestions:

Considering that a large number of teachers come from non-psychology backgrounds, it can be challenging for them to identify special education categories and understand how to deal with them. Therefore, it is essential to provide training courses on how to interact with this category.

- The role of the teacher within the classroom is not sufficient, so the school should provide a counselor and a psychological specialist.
- It is necessary to have a specialized department in each institution to facilitate the teacher's referral of pupils who have learning difficulties.
- Collaborate with families in caring for this category as partners in the educational system.

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# Appendices

### Appendices

#### Appendix No. 01:

**Ministry of Higher Education and Scientific Research  
Mohamed Boudiaf University of M'sila  
Faculty of Social and Human Sciences  
Department of Psychology and Educational Sciences  
Specialization: Guidance and Counseling**

Dear Respected Teacher,

Peace be upon you, and after;

We present to you this questionnaire, which aims to identify the academic learning difficulties of first-year middle school pupils. This questionnaire is part of the preparation for obtaining a Master's degree in Psychology, specializing in Guidance and Counseling.

Given your esteemed academic and research position, I kindly request your precise and objective responses to the items in this questionnaire. Please read each part carefully and indicate your answer by placing an (X) in the space that represents your response for each statement. Your responses will be treated with complete confidentiality and will only be used for scientific research purposes.

Thank you and we appreciate your contribution to answering the questionnaire.

#### **Personal Information:**

Gender: Male  Female

Academic Qualification: Bachelor's  Master's  Other

Years of Experience: Less than 5 years  From 5 to less than 10 years  11 years and above

## Appendices

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### Questionnaire items:

Axis	N°	Item	No	Yes
Reading difficulties	1	The pupil appears tense and frowning when reading		
	2	The pupil reads in a sharp and loud voice.		
	3	The pupil cries when reading.		
	4	The pupil loses their reading place and rereads parts frequently.		
	5	The pupil has difficulty using punctuation marks and conjunctions while reading.		
	6	The pupil appears nervous and confused.		
	7	The pupil stares at some words.		
	8	The pupil substitutes some words with others that are not in the text.		
	9	The pupil reverses or substitutes some letters.		
	10	The pupil mispronounces words.		
	11	The pupil reads without showing any understanding of what they read.		
	12	The pupil reads words in the wrong order.		
	13	The pupil hesitates on words they cannot pronounce.		
	14	The pupil has difficulty recognizing letters.		
	15	The pupil struggles to infer facts from the text.		
	16	The pupil fails to retell the content of a short story after reading it.		
	17	The pupil cannot infer the main idea of what they read.		
	18	The pupil reads in a disjointed manner.		
	19	The pupil reads aloud.		

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Axis	N°	Item	No	Yes
Writing difficulties	1	The pupil has difficulty copying paragraphs		
	2	The pupil has difficulty expressing in writing what they want to say		
	3	The pupil has difficulty distinguishing between the solar “lam” and the lunar “lam”		
	4	The pupil has difficulty writing on the lines of regular notebooks		
	5	The pupil has difficulty copying some letters		
	6	The pupil has difficulty writing the appropriate connectors for letters		
	7	The pupil has difficulty writing the alphabet letters from memory to form words		
	8	The pupil has difficulty writing connectedly to form a sentence		
	9	The pupil has difficulty organizing their daily written assignments		
	10	The pupil has difficulty writing with a pen		
	11	The pupil has difficulty writing fluently		
	12	The pupil has difficulty keeping their writing tools		
	13	The pupil has difficulty drawing		
	14	The pupil has difficulty writing letters		
	15	The pupil has difficulty staying within the designated writing space		
	16	The pupil has difficulty writing smoothly		
	17	The pupil has difficulty following handwriting and writing rules		
	18	The pupil has difficulty maintaining the size and organization of their writing		
	19	The pupil has difficulty organizing the spacing of letters, words, and sentences		
	20	The pupil's writing appears disjointed.		

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Axis	N°	Item	No	Yes
Arithmetic difficulties	1	The pupil has difficulty distinguishing between numbers such as (2, 6) , (7, 8) or others.		
	2	The pupil has difficulty performing long multiplication and division operations.		
	3	The pupil has difficulty solving addition, carrying and subtraction problems with borrowing.		
	4	The pupil places decimal points in the wrong positions.		
	5	The pupil has difficulty using the greater than and less than signs correctly.		
	6	The pupil has difficulty solving multi-step verbal problems.		
	7	The pupil has difficulty understanding place value of numbers.		
	8	The pupil has difficulty memorizing math facts.		
	9	The pupil has difficulty understanding the meaning of mathematical symbols introduced in class.		
	10	The pupil forgets mathematical rules related to previous lessons.		
	11	The pupil has difficulty translating verbal descriptions of problems into mathematical symbols.		
	12	The pupil has difficulty solving multi-step problems and recognizing the final result.		
	13	The pupil has difficulty solving mathematical or arithmetic problems mentally.		
	14	The pupil has difficulty converting between larger and smaller units (mm, cm, km). Appendices		
	15	The pupil has difficulty distinguishing size, quantity, distance, and time.		
	16	The pupil has difficulty understanding and using mathematical symbols like $\times 2$ $<$ , $>$		
	17	The pupil has difficulty solving problems that require a variety of mathematical operations.		
	18	The pupil needs correction for each step in multi-step problems.		
	19	The pupil has difficulty arranging numbers in ascending or descending order.		
	20	The pupil has difficulty adding, subtracting, or multiplying signs when solving problems.		

### SPSS Outputs

1. Psychometric properties of the study tool

Validity of the tool:

**Reliability:**

**Study findings**

## Appendices

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## Appendices

### الجمهورية الجزائرية الديمقراطية الشعبية وزارة التربية الوطنية

مدير التربية  
إلى  
السيد: مديري  
متوسطات بلدية المعاضيد  
( للإعلام والتنفيذ )

مديرية التربية لولاية المسيلة  
مصلحة التكوين والتفتيش  
مكتب التكوين  
الرقم: 2024/56  
demsila.sfi@gmail.com  
الهاتف / الفاكس : 035/35/72/29

#### ترخيص بإجراء دراسة ميدانية

بناء على مراسلة كلية العلوم الانسانية والاجتماعية بالمسيلة قسم علم النفس  
تحت رقم: 2024/00 المؤرخة بتاريخ: 2024/01/30  
يرخص للطالب(ة) :

الرقم	اللقب والاسم	تاريخ الإزدياد	رقم التسجيل	التخصص
01	عيني ياسمين	1987/02/20	23075120781	ارشاد وتوجيه
02	عابي صفية	1980/09/05	2299468506	ارشاد وتوجيه
The detection of reading and writing difficulties among first-year middle school students from the perspective of teachers				موضوع الدراسة

بالدخول :

إلى المؤسسة المذكورة أعلاه خلال الفترة الممتدة من: 2024/02/18 إلى غاية 2024/04/30  
باستثناء فترة الفروض والاختبارات وأيام العطل .

#### مع احترام الشروط التالية :

- ✓ العمل وفق ما يسمح به القانون وعدم التطرق إلى ما يمس السر المهني .
- ✓ استغلال المعلومات المتحصل عليها خلال الترخيص في خدمة الجانب العلمي لا غير .
- ✓ وضع رزنامة عمل لفائدة المتربصين من طرف المسؤول الأول عن المؤسسة
- ✓ مراعاة السير العادي لأنشطة المؤسسة .

28 فبراير 2024

ع/مدير التربية  
عن مدير التربية وبتفويض منه  
مصلحة التكوين والتفتيش  
سالم المهدى  
مصلحة التكوين والتفتيش



الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التعليم العالي والبحث العلمي  
جامعة محمد بوضياف بالمسيلة



مسيلة في 06 / 02 / 2024

كلية العلوم الإنسانية والاجتماعية

إلى السيد(ة): مدير متوسطة حماد بن بلكين - المعاضيد

قسم علم النفس

**الموضوع: تسهيل مهمة لإجراء دراسة ميدانية**

**تحية طيبة وبعد**

في إطار الترقيات الميدانية لطلبة السنة الثانية ماستر

الشعبة: علوم التربية التخصص: إرشاد وتوجيه

نرجو من سيادتكم المحترمة تسهيل مهمة الطالب(ة) المذكور(ة) أدناه وتقديم المساعدة الممكنة واللازمة في حدود ما يسمح به القانون، وهذا على مستوى المصالح التي تشرفون عليها.

عنوان الدراسة الميداني:

The detection of reading and writing difficulties among first-year middle school students from the perspective of teachers

إسم المشرف: جلاب مصباح

رقم التسجيل: 2299468506

اسم ولقب الطالبة: عابي صفية

رقم التسجيل: 23075120781

اسم ولقب الطالبة: عنيبي ياسمين

في الأخير، تقبلوا منا أسى عبارات التقدير والاحترام


نائب العميد المكلف بالبحث العلمي

نائب رئيس القسم المكلف للبحث العلمي


نائب العميد المكلف بالبحث العلمي والعلاقات الخارجية  
الدكتور: مرزقلال إبراهيم

أ.د. جلاب مصباح

## Appendices



الجمهورية الجزائرية الديمقراطية الشعبية  
People's Democratic Republic of Algeria  
وزارة التعليم العالي والبحث العلمي  
Ministry of Higher Education and Scientific Research  
جامعة محمد بوضياف بالمسيلة  
University Mohamed Boudiaf of M'sila  
كلية العلوم الإنسانية والاجتماعية  
نيابة العمادة للدراسات والمسائل المرتبطة بالطلبة



جامعة محمد بوضياف بالمسيلة  
Université Mohamed Boudiaf - M'sila

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وثيقة ايداع مذكرة ماستر

الموضوع: *Detecting Academic Learning Difficulties (Reading, Writing, Arithmetic) Among First-Year Middle School Pupils from the Teacher's Perspective*

إعداد الطلبة:

1- عايطي صفيينة رقم التسجيل: 2299468506

2- عيسى ياسمين رقم التسجيل: UN 2801202323075120781

القسم: علم النفس الشعبية: علوم تربوية التخصص: دراسات و توجيه

إشراف: د. جلاب صباغ الرتبة: أستاذ المحاضر


أقر بأنني تابعت العمل المذكور أعلاه في جلسات إشرافية طيلة الموسم الجامعي: 2023-2024 وأسمح بإيداعه على مستوى ادارة القسم للمناقشة والتقييم.

موافقة وإمضاء الاستاذة (ة) المشرف(ة):


*صوفى جلاب صباغ*  
رئيس القسم

رئيس فريق الاختصاص


لتحميل الوثيقة يرجى مسح الرمز



Web site: <http://virtuelcampus.univ-msila.dz/facshs/> الموقع الإلكتروني  
Face book: <https://www.facebook.com/fshsUnivM'sila/> الفيسبوك  
Tél / Fax : + 213 35 35 3044 هاتف / فاكس



الجمهورية الجزائرية الديمقراطية الشعبية  
People's Democratic Republic of Algeria  
وزارة التعليم العالي و البحث العلمي  
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جامعة محمد بوضياف بالمسيلة  
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Université Mohamed Boudiaf - M'sila

**Faculty of Humanities and Social Sciences**  
Vice-Deanship of the College for Studies and Student Affairs

كلية العلوم الإنسانية والاجتماعية  
نيابة العمادة للدراسات والمسائل المرتبطة بالطلبة  
الرقم: /

**تصريح شرقي خاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث**

انا الممضى ادناه :

السيد(ة): خليل صفيته

الصفة(طالب، استاذ باحث، باحث دائم): دكتور محصل إجازة وتوضيح

الحامل لبطاقة التعريف الوطنية رقم: M.98.02.99.50.26.26.500.1

الصادرة بتاريخ: 2024/05/14 عن دائرة: الكلية

المسجل بكلية: العلوم الإنسانية والاجتماعية قسم: علم علوم التربية

تخصص: إرشاد وتوجيه تحت رقم التسجيل: 22.99.46.85.06



والمكلف بإنجاز اعمال بحث(مذكرة التخرج، مذكرة ماستر، مذكرة ماجستير، اطروحة دكتوراه).

عنوانها: Detecting Academic & Learning Difficulties (Reading, Writing, Arithmetic) Among First year Middle School Pupils from the Teachers perspective


اصرح بشرفي بانني التزم بالمعايير العلمية والمنهجية ومعايير الاخلاقيات المهنية والنزاهة الاكاديمية المطلوبة في انجاز البحث المذكور اعلاه

المسيلة في: 2024/06/01


امضاء المعنى (ة):

المرجع: القرار الوزاري رقم 933 المؤرخ في 2016-07-28 المحدد للقواعد المتعلقة بتوقيات من السرقات العلمية ومكافحتها.



الجمهورية الجزائرية الديمقراطية الشعبية  
People's Democratic Republic of Algeria  
وزارة التعليم العالي والبحث العلمي  
Ministry of Higher Education and Scientific Research  
جامعة محمد بوضياف بالمسيلة  
University Mohamed Boudiaf of M'sila



جامعة محمد بوضياف - المسيلة  
Université Mohamed Boudiaf - M'sila

**Faculty of Humanities and Social Sciences**  
Vice-Deanship of the College for Studies and Student Issues

كلية العلوم الإنسانية والاجتماعية  
نيابة العمادة للدراسات والمسائل المرتبطة بالطلبة  
الرقم: /

**تصريح شرفي خاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث**

أنا الممضى أدناه :

السيد(ة): عيني ياسمين

الصفة(طالب، استاذ باحث، باحث دانه): مستاضر ٠٢ تخصص لغويات وارشاد وتوجيه

الحامل لبطاقة التعريف الوطنية رقم: 119871006000650003

الصادرة بتاريخ: 2024/05/02 عن دائرة: المسيلة

المسجل بكلية: العلوم الإنسانية والاجتماعية قسم: علم النفس وعلوم التربية

تخصص: الارشاد والتوجيه تحت رقم التسجيل: 202323075120781

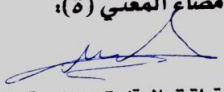
والمكلف بإنجاز اعمال بحث(مذكرة التخرج، مذكرة ماستر، مذكرة ماجستير، اطروحة دكتوراه).


عنوانها: detection Academic Learning Difficulties (Reading, Writing, Arithmetic) Among First Year Middle school Pupils from the teachers' Perspective

اصرح بشرفي بانني التزم بالمعايير العلمية والمنهجية ومعايير الاخلاقيات المهنية والنزاهة الاكاديمية المطلوب في اجاز البحث المذكور ادناه

المسيلة في: 2024/05/02

امضاء المعني(ة):





المرجع، القرار الوزاري رقم: 933 المؤرخ في 28-07-2016 المحدد للقواعد المتعلقة بالوقاية من السرقات العلمية ومكافحتها.