Middle East Journal of
Scientific Publishing
Vol. (8) Issue (2)
Edition 26th
2025(1 - 22)

Academic Learning difficulties and their relationship to Self-esteem in primary students

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Published on: 6 May 2025

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Abstract

This study was conducted in primary schools affiliated with the Detection and Follow-up Unit in the Department of Alamah, Setif Province. It aims to explore the relationship between learning difficulties and self-esteem among primary school students. The descriptive method was adopted, and the study was applied to the entire population of 40 male and female pupils identified with learning difficulties, using the comprehensive survey method. Two standardized tools were employed: the Academic Learning Difficulties Scale developed by Fathi Mustafa Al-Zayat, and the Self-Esteem Scale for Children prepared by Waheed Mustafa. The statistical analysis of the collected data revealed a significant inverse relationship between learning difficulties and self-esteem in students. In other words, pupils with learning disabilities tend to have lower levels of self-esteem. Based on these findings, the study recommends early detection and targeted psychological and pedagogical interventions to enhance the self-esteem of students facing learning challenges.

Keywords: Learning difficulties, self-esteem, primary school pupils, reading difficulties, writing difficulties, numeracy difficulties.

*** Theoretical aspect**

1- The problem: During the stages of development, the child goes through multiple developments, with each stage characterized by specific signs such as pronouncing the first word or trying to walk. These signs are important indicators that parents and doctors are looking for to ensure there are no impediments that may affect normal development. As a child

moves to a new stage when attending school, they face many problems that affect their academic achievement, such as family and health problems, as well as academic learning difficulties, which are among the most common challenges. These difficulties are the difficulty of learning to read, write, and perform basic arithmetic, and may arise in a sporadic or combined manner in the pupil; Studies show that the prevalence of these difficulties varies among students, with one study showing that the percentage ranges from 5% to 15%, while another study found that it may reach 20%-30% of the total school children. (El-Sayed, 2000, p. 72) The effects of these difficulties are not limited to the academic side, but also to the psychological side, where the child experiences feelings of frustration, tension, anxiety, and low self-confidence as a result of his inability to keep up with his colleagues academically. Repeated failures despite efforts, combined with negative practices from those around them, reduce their motivation to learn and achieve, and increase their dependence on others, which can lead to a decline in their self-esteem, a key component of mental and social health.

Cooper Smith argues that children with high self-esteem (self-esteem) view themselves as worthy of respect and appreciation, tend to act in ways that ensure social acceptance, and have confidence in their ability to face challenges and failures. Children with low self-esteem feel unaccepted and unworthy, find it difficult to achieve their goals, see themselves as inferior, and prefer to avoid challenges for fear of failure. (Smith, 1986, p. 320)

Although there have been many studies on the concept of self-esteem, studies on this variable in students with academic learning disabilities are still few, especially in the primary stage, which is a crucial period for early intervention and treatment of these difficulties. This lack of studies is a major motivation for this study, with the aim of providing a scientific basis to support discussion of the results and to create new platforms for future research. The transition from childhood to late childhood also increases the sensitivity of this educational stage, and any psychological, social or physical disorder may negatively affect the normal development of the individual. Because this stage is the basis for the development of cognitive processes such as memory

and imagination, the emergence of academic learning difficulties reflects a lack of use of these processes, which negatively affects the acquisition of knowledge and the ability of the student to interact with his/her learning environment. (Maamaria, 2011) Despite research efforts on learning disabilities, the lack of studies on the emotional aspects of this group left many questions unanswered. Some studies have confirmed the importance of studying self-esteem in people with learning disabilities, with Mariam's study (2012) concluding that research is necessary, and Al-Osimi's study (2012) pointing to the importance of linking self-esteem with other variables to enhance academic achievement. Hamri's study (2012) confirmed the importance of addressing self-esteem in studies associated with learning disabilities. Black's study (Black, 1974) also showed that pupils with learning disabilities had lower self-esteem than their average peers, which Brian supported (Bryan, January 1974) after reviewing several studies on the subject (Elzayat, 2007, p. 54)

Through a review of previous studies such as the Owaidi study (2008), we noted the pivotal role of the self-esteem variable in the life of the student with learning disabilities, where it was proved that its level is low in this category, which affects their academic achievement and makes self-esteem one of the key factors for achieving mental health and academic success Accordingly, this study seeks to answer the following question:

"Is there a connection between a primary student's learning disabilities and his self-esteem?"

*** Sub-questions**

1- Is there a relationship between dyslexia and a student's self-esteem?

2- Is there a connection between the difficulty of writing and the self-esteem of the student?

3- Is there a connection between the student's self-esteem and self-esteem?

2- assumptions: -

1- General assumption: " There is an inverse relationship between learning disabilities and an elementary student's self-esteem."

2- Partial assumptions: -

1- First partial hypothesis: There is an inverse relationship between dyslexia and the self-esteem of an elementary student;

2- Second partial hypothesis: There is an inverse relationship between dyslexia and the self-esteem of an elementary student;

3- The second partial hypothesis: There is an inverse relationship

between miscalculation and self-esteem by an elementary student.

3- importance of the study: -

The study is important from: -

1- The importance of the target group of pupils with learning disabilities and the resulting psychological and social problems;

2- The importance of the primary stage, which is the main pillar of the later stages, and its impact on the development of the child ' s personality;

3- It also highlights the importance by addressing the study of one of the topics of great importance for students, which is self-esteem, which is one of the most important dimensions related to personality, where the decline of the latter leads to the emergence of psychological and social problems that affect the student's current as well as future life.

4- define the basic concepts of research: -

1- Academic learning difficulties: The inability of the student to learn basic study materials related to language functions, reading and writing skills and performing calculations. (Al-Maaitah, "The Psychology of Children with Special Needs, An Introduction to Special Education", 2007, p. 175) Procedural Definition: Is the sum of the scores obtained in the Diagnostic Assessment scale for Academic Learning difficulties of Al-Zayat Fathi Mustafa (2008).

2- Self-esteem: Is the general judgment issued by the individual for himself and his evaluation of it, which expresses the extent of his satisfaction with his competencies in adapting to different everyday situations. (Ali Ben Hadiya, 1991, p. 25)

3- Procedural definition: Is the sum of the scores obtained on the child self-esteem scale by Dr. Waheed Mustafa.

4- Pupils with learning disabilities: James Gamesdefined them as biased in favor of quantitative intelligence when he pointed out that pupils in this category range their IQ between (75-90) degrees on intelligence tests and show the difficulties of these pupils in learning academic skills and slow in their mental skills. (Ghaib, 2004, p. 23)

5- Procedural Definition: For students with learning disabilities, we mean in our research this category of students with academic learning difficulties and those in the departments of adapted education in primary schools of the unit of detection and follow-up of school medicine.

5- Studies on learning difficulties and self-esteem: -

1- Hletchko's study Self-esteem and achievement motivation in students with Learning Disabilities, 1976: The aim of the study was to compare pupils with learning disabilities and ordinary pupils in self-esteem as a component of the motivation for academic achievement; The researcher used two samples: The first sample consists of 114 students with learning difficulties and the second sample consists of 75 students of ordinary age (8) - 11 years; Based on Cooper Smith's self-esteem scale; The study concluded that people with learning disabilities have lower self-esteem than the average person. (El-Sayed, Learning Disabilities: Their History, Concept, Diagnosis, and Treatment, 2000, pp. 275-263)

2- Grabedian study entitled Self-esteem, Center for Control and motivation for achievement in students with Learning Disabilities, 1981: The study aimed to compare the average pupils and the pupils with difficulties in self-esteem and the control center as components of the motivation for achievement, where the researcher used two samples consisting of the first sample of 74 pupils with learning difficulties and the second sample consists of 74 ordinary students from the fourth, seventh and tenth grades using a test (Nowicki, Strickland) Cooper Smith's adjustment and Self-esteem Centre; Ordinary students were provided with high bicycles at the internal control center at all stages, and pupils with learning disabilities were given lower self-esteem and control status at all stages. (El-Sayed, Learning Disabilities: Their History, Concept, Diagnosis, and Treatment, 2000, pp. 257 - 258)

3- Heyman Heyman's Self-perception Study of Learning difficulty and its relationship to Academic Self-concept and Self-esteem, 1987: The study aimed to determine the relationship between the general concept of children with learning disabilities and the academic self-concept and self-esteem in general in these children. the study sample consisted of 87 children with learning disabilities who were selected from the third year of primary school and from 06 public primary schools from New York City, as for the ages of the sample members ranged from (9-11) years. The self-perception measurement tool for learning difficulty, the Cooper-named Self-esteem scale and the Persmann-Chapman Capability perception scale were used to conclude that there is a relationship between general self-concept, academic self-concept and self-esteem in children with learning disabilities, and that there is a

positive correlation between children's perception of their learning difficulties and their self-esteem. self-perception of learning difficulties was associated with both self-esteem and academic self-concept to high degrees. (Jouffrey, 2000, p. 67)

4- Humphry's Study (Student and Teacher estimates of Self-esteem in students with Reading Learning Disabilities), 2002: The aim of this study was to find out what teachers and students estimate about the self-esteem of children with learning disabilities in reading than students with learning disabilities. The study was also conducted on 03 groups of children, the first group of 23 children with reading difficulties in public schools; The second group is 28 children, who are special and equipped rooms for pupils with learning disabilities." The third group was 29 children, the control group of ordinary children. Based on the self-esteem scale; There were clear differences between students with reading difficulties in public schools but not in the learning difficulties rooms and students who benefited from the programmer provided in the learning difficulties rooms in self-esteem. Public school students with reading difficulties show low self-esteem. (Wender, 2000, p. 91)

5- Comments on previous studies: Through previous studies of learning difficulties and self-esteem, we find that there is a clear interest in studying the relationship between them in primary school students, because of their importance in the impact of the child's behavior and social relations. The four studies were conducted on students of this vital stage in personality formation, where the sample of studies ranged in age from 7 to 10 years, reflecting the middle and late childhood. Almost all studies used the Cooper-named Self-esteem scale, and the Helitsko, Gradian, Hyman and Henkari studies concluded that people with learning disabilities had low self-esteem, which negatively affected their motivation for achievement.

1- Academic learning difficulties: These include difficulties in reading, writing and arithmetic and the subsequent difficulties in learning different subjects in the subsequent educational stages and then study learning difficulties are considered as a result of developmental or psychological learning difficulties. (al-Zayat, 2001, p. 122)

1- difficulty in writing: Writing is an intellectual activity in which one expresses one’s thoughts and

experience to others through linguistic symbols. The process of writing requires the individual: The ability to retain a single idea when formulated with words and sentences, the possession of an effective visual and motor memory to ensure the interconnectedness of thoughts, and the ability to neuropsychological synergy between eye and hand movement. (Al-Battaniyah, 2005, pp. 156 - 157)

2- Dyslexia: Reading is a linguistic art that contributes to the enrichment of the linguistic wealth of the individual, as it is related to the oral aspect and interaction between the eye and the tongue, in addition to being a translation of the symbols of writing (Malham, 2002, p. 281), difficulties of reading, known as dyslexia, are manifested through disturbed reading habits. (Al-Battaniyah, 2005, p. 147) this leads to errors such as deletion, addition, substitution, and repetition (Schools, 1999, p. 43) Dyscalculia: Mathematics is based on thinking, where the individual relies on mental knowledge, which includes facts, concepts, and laws necessary to solve problems, as well as solution strategies, which are the steps he follows using this knowledge to reach the desired solution. (Calmenson, 2001, p. 24)

3- Definition of self-esteem: Self-esteem is a common term in the fields of psychological, social and human study, and began to emerge in the late fifties through the self-theory proposed by American psychologist Carr Rogers. Self-esteem is related to several concepts such as the real self that reflects how the individual perceives himself as he is, the ideal self that expresses the image that the individual wishes to achieve, as well as the self-acceptance that indicates the gap between these two concepts. In general, self-esteem reflects how much an individual values themselves and feels about their own worth and competence. (Maamaria, 2011, p. 148) among the scientists who rated self-esteem to levels is Hamachick's" high (high) level of self-esteem and low (low) level of self-esteem. (Al-Shanawi, 2001, p. 125).

*** The applied side**

1- Method used: Based on the nature of the problem and the assumptions of research and information to be obtained in order to know the relationship between learning difficulties and self-esteem used in this study the descriptive approach being the most appropriate method and is the most used research methods because it depends on the present as it provides the researcher

with data and objective facts to help him in the analysis, interpretation and comparison different variables also allow us to see if there is a relationship between the search variables.

The descriptive approach is also a method of analysis that relies on sufficient and accurate information about a phenomenon or a specific subject through a period or periods of time known in order to obtain scientific results and interpret them in an objective manner in line with the actual data of the phenomenon. (Al-Makainin, 2014, pp. 84 - 85)

2- Community of study: The study community in this research consists of students with learning disabilities in primary schools of the Unit for the Detection and Follow-up of School Medicine in the Department of Science, regardless of gender or level of achievement, and the number of students reached 40. Due to the small size of the community, a comprehensive survey method was adopted to collect data from all its members.

The human field of study was in primary school pupils with learning disabilities, with a focus on those with academic learning disabilities. The research personnel were identified through the review of pupils ' files with the assistance of education counselors, psychologists and staff of the institutions concerned, which contributed to the preparation of the final lists of pupils with cognitive impairment with a view to selecting those with academic learning disabilities for their studies.

The study was carried out on all members of the community using a comprehensive survey method, for two main reasons: -

1- The lack of accurate lists in advance by the Directorate of Education, which necessitated the researcher to inspect the study community to choose a representative sample taking into account the principle of homogeneity.

2- Selecting educational institutions intentionally in accordance with the requirements of the study.

The assistant team was divided into three categories: -

1- Educational Consultancy Team: Includes the directors of institutions, education consultants, and educational supervisors, where they contributed to the definition of administrative frameworks for study and participation in the selection process.

2- Field team for data collection: Includes six psychologists with at least three years of experience in school health.

3- Medical consultation team: Consists of two public health doctors of school medicine, who were consulted when some students develop symptoms during the screening and exclusion process.

The selection process was carried out in the following stages: -

1- First selection stage: Identifying the study community and controlling the targeted individuals.

B- Secondary selection: Application of the man's drawing test scale to Godanf and Harris (1963).

1- Exclusion stage: Filtering cases based on collected information, excluding those with other problems not related to learning disabilities.

2- Final selection stage: Selection of students who have achieved higher or higher grades than average on the learning disabilities scale.

The selection process was thorough to ensure that the right sample was selected. After determining the final sample, the researcher applied measures of academic learning difficulties and self-esteem.

3- Data collection tools: The process of data collection is one of the most important stages of scientific research, where its tools and methods vary according to the nature of the subject, the desired objectives, and the quality of the study community. Based on the survey, the tools used in this study were identified: -

1- Child self-esteem scale (prepared by Dr. Waheed Mustafa): Based on several codified metrics such as the Adult Self-concept Test (1961) by Mohamed Emad Eldin Ismail, the Child Self-esteem scale (1967) by Cooper Smith, the Private Self-concept Test (1972) by Hamid Zahran, and the achievement motivation scale (1976) by Mahmoud Abdul Qadir Mohamed, the Adolescent and Adult Self-esteem Test (1991) by Abdullah Askar, the researcher formulated 15 self-esteem statements, including merit, competence, and self-confidence, and 14 other expressions of appreciation, including status and acceptance and acceptance.

After phrases to five specialized professors, the researcher excluded 5 phrases from the field of self -esteem and 4 phrases from the field of appreciation of others, so that the scale in his initial form is composed of 20 phrases (10 on self -esteem and 10 about the appreciation of others), then the scale was legalized by calculating its sincerity and stability in the following proper ways: -

*** Sincerity of the scal**

La véracité de la mesure: -

1- Validité interne: Le chercheur a appliqué l'échelle par l'intermédiaire du professeur de la classe sur un échantillon de (120) enfants âgés de (8-12) ans. Ensuite, il a corrigé l'échelle et calculé le coefficient de corrélation entre les deux dimensions de l'échelle et chaque dimension de ces deux dimensions ainsi que le score total. Le tableau suivant illustre cela: -

Table No. (01): It shows the correlation laboratory between the scale after each dimension and the total degree of the scale

After the scale	The field of self - esteem	The field of appreciation from others
The field of self -esteem	-	-
The field of appreciation from others	0,68	-
The total score of the scale	0,83	0,89

Source: Prepared by researcher Dr. Waheed Mustafa.

Il ressort du tableau que le coefficient de corrélation entre les deux dimensions de l'échelle, ainsi que le coefficient de corrélation entre chaque dimension et le score total de l'échelle, sont tous significatifs au niveau de 0,01, ce qui signifie que l'échelle possède un haut degré de validité.

It is clear from the table that the correlation coefficient between the two dimensions of the scale, as well as the correlation coefficient between each of these dimensions and the overall score of the scale, are all significant at the 0.01 level, which means that the scale has a high degree of validity.

1- Validité de la comparaison extrême (validité discriminante) : Le chercheur a classé les scores de l'échantillon de validation par ordre décroissant dans chaque dimension de l'échelle ainsi que le score total de l'échelle, et a divisé les scores en deux extrêmes, supérieure et inférieure. Ensuite, il a calculé la moyenne arithmétique et l'écart-type des deux niveaux, puis a calculé la valeur "t" entre les deux niveaux, comme le montre le tableau suivant: -

1- Criterion-related validity (discriminant validity): The researcher arranged the scores of the standardization sample in descending order for each dimension of the scale as well as the total score of the scale. The scores were then divided into upper and lower halves. After that, the mean and standard deviation for the two levels were calculated, followed by the calculation of the "t" value between the two levels. The following table illustrates this: -

Table No. (02): It shows sincerity after the scale and the total score of the scale using peripheral comparison.

Distance	Statistical indicators of the upper level	Statistical indicators of the lower level	"t" value	Significance level
The field of self -esteem	n= 16 M= 20 AS = 2,06 P 2 = 4,25	n= 16 M = 9,94 AS = 0,66 c2= 0.43	18,01	0,01
Area of appreciation from others	n= 16 M = 21 AS = 1,22 P 2 = 1,5	n= 16 M = 11 A= 2.12 A2= 4.5	15,81	0,01
The total score of the scale	n= 16 M= 39.69 AS = 3,06 P 2 = 9,34	n= 16 M= 20 AS = 2,72	16,92	0,01

Source: Prepared by researcher Dr.Wahid Mustafa

It is clear from Table No. 02 that the dimensions of the scale and the scale as a whole have the ability to distinguish between the strong and weak levels, which means that the scale has a high degree of validity.

*** Scale Reliability**

Test-Retest Method: The researcher applied the scale to the same individuals of the standardization sample after a period of two weeks, then calculated the correlation coefficient between the scores of the sample individuals in the two applications for each dimension of the scale and the total score of the scale, and the table illustrates this: -

Table No. (03): It shows the correlation transactions for the dimensions and the total degree of it in the two applications.

Distance	Correction laboratory	Significance level
The field of self -esteem	0,91	0.01
The field of appreciation from others	0,85	0.01
The scale as a whole	0,93	0.01

Source: Prepared by the researcher d. Waheed Mustafa

It is clear from the previous schedule that the correlation transactions between each dimension and itself and the total degree of the scale and the same are all indicating at the level of 0.01, which means that the scale has a high degree of stability.

1- The midterm retail: The researcher divided each dimension after the scale, as well as the total scale to two parts equal so that the first part of the individual grades and the second part of the marital grades consisted, and the correlation coefficient between the grades in parts n and then ,calculating the stability laboratory the following table shows that: -

Table No. (04): It shows the correlation and stability transactions for the dimensions of the scale and the scale as a whole.

Distance	The correlation coefficient between the parts n	Reliability coefficient	Significance level
The field of self -esteem	0,61	0,76	0,01
The field of appreciation from others	0,60	0,75	0,01
The scale as a whole	0,76	0,86	0,01

Source: Prepared by the researcher d. Waheed Mustafa

is clear through the table that allthe fixed transactions are indicative of at a level of 0.01, which means the scale has a high degree of stability.

How to correct the scale: The scale consists of twenty words that measure self -esteem in children within two basic dimensions: the field of self -esteem and the field of appreciation from others. The phrases are distributed as follows: -

1- The field of self -esteem:phrases with numbers (3 6 7 9 13 14 15 18 19 20 20).

2- The field of appreciation from others: phrases with numbers (1 2 4 17 16 12 11 10 8 5).

*** Correction system**

"Apply to you" = 2 degrees.

"It applies to you some extent" = 1 degree.

"Do not apply to you" = 0 degrees.

Accordingly, the total score of the scale is 40 degrees. This scale determines three levels of self -esteem as follows:-

1- High self-esteem: 27 – 40 points.

2- Moderate self-esteem: 13-24 points.

3- Low self-esteem: 0-12 points (Wahid Mustafa, 2008).

Diagnostic rating scales for academic learning disabilities by Al-Zayat Fathi Mustafa (2008): -

Al -Zayat Fathi Mustafa has developed diagnostic (2008) measures for academic learning difficulties in the fields of reading writing and account targeting students with learning difficulties from the third grade to the second intermediate grade. These scales include three tools, each consisting of five items describing behaviors .associated with learning difficulties The teacher evaluates each item by choosing the option that reflects the extent to which the behavior is compatible with the student's behavior, as the options include always sometimes rarely does not" apply." The items were chosen based on the results of research and theoretical studies on learning difficulties, and their validity was evaluated by a number of specialized arbitrators in addition to statistical

analyzes to ensure the excellence of .items

*** Sincerity and stability of the scale**

Honesty: Correlation transactions were used for each paragraph with the total scale degrees, as values ranged between 0.785 and 0.839, indicating high credibility. Structural honesty was also calculated by studying correlation between the degrees of diagnostic estimation measures of learning difficulties, and the values were between 0.611 and 0.830, which indicates a strong indication. In addition, the worker's analysis showed the saturation of the scale with one factor, and all transactions were indicated at the level of 0.01

Stability: It was calculated in two ways: the method of internal consistency using the alpha coloring equation, which amounted to 0.995 and the midterm retail method, which amounted to 0.946.

*** Method of correcting the scale**

The scale consists of 15 statements distributed across three difficulties, which are:

1- Reading difficulty: 05 statements.

2- Writing difficulty: 05 statements.

3- Difficulty account 05 phrases.

Where the response is as follows: -

The response always takes 04 degrees, the response often takes 03 degrees, the response sometimes takes 02 bicycles,

Response rarely takes one degree, the response does not apply to zero.

Scale scores are calculated by summing the values of marks multiplied by their weight.

Table No. 05: Illustrates the assessment and diagnosis guide for raw scores for both typical individuals and those with learning disabilities.

Difficulties	Assessment Range			
	The habitual	Light difficulties	Medium difficulties	Difficulties
Reading	5-0	10-06	15-11	and 16 more
Writing	5-0	10-06	15-11	and 16 more
the account	5-0	10-06	15-11	and 16 more

Source: Researcher Fathi Mustafa Al-Zayat

Students are unlikely to have learning difficulties if their total score on the Diagnostic Rating Scale for Learning Difficulties is between 0-5 points.

If a student's score on the scale is between 06-10 points, they have a mild difficulty.

If a student's score on the scale is between 11-15 points, they have a moderate difficulty.

If a student's score on the scale is 16 or more, they have a severe difficulty.

*** Statistical treatment methods**

Statistical methods are essential in scientific research to analyze the results, understand their

gathering, dispersion and association. The research focuses on studying the relationship between learning difficulties among primary school students and self -esteem. To achieve the goals of the study, a set of statistical methods were used to verify the validity of the study hypotheses, including: -

The average arithmetic: to determine the level of the two variables and measure the convergence of grades.

Celsius: to describe the study members.

Person's association: to examine the relationship between learning difficulties and self -esteem.

These methods were used to ensure the sincerity of the the extent of the harmony of the data. (Nabil View

*** Description of the study members results**

According to sex: -

Table No. (06): The distribution of individuals is studying according to the gender variable

Sex	Number	Percentage
Male	25	% 62,5
Enem	15	% 37,5
the total	**40**	**% 100**

Comment: It is clear from Table No. (0 6) that the percentage of males (62.5%) exceeds the percentage of females (37.5%), which indicates that the sample includes a greater number of males compared to females.

*** According to age**

Table No. (07): Distribution of study participants according to the age variable.

Age	Number	Percentage
years 8	02	%5
years 9	07	% 17,5
years 10	09	% 22,5
years 11	08	% 20
years 12	14	% 35
the total	**40**	**% 100**

Comment: Table No. (0 7) shows that most of the sample members are concentrated at the age of 12 by 35%, while other proportions are distributed over different age groups, where students of 10 and 11 years represent significant rates.

*** According to the academic level**

Table No. (08): Distribution of participants according to the academic level variable.

Academic level	Number	Percentage
The second primary	26	% 65
Third primary	13	% 32,5
Fourth primary	01	% 2,5
the total	**40**	**% 100**

Comment: Table No. (03) shows that most of the sample

members study in the second year of primary school (65%), followed by students of the third year of primary school (32.5%), then students of the fourth year of primary school at a weak rate (2.5%).

*** Results of the Self Estimation**

Table No. (09): Participants' responses regarding the self-esteem variable.

Number of phrases T	Weighted arithmetic average	Percentile Weight	Standard Deviation
20	0.664	33.5	0.399

Source: Prepared by the researcher

Comment: The average raw grade of self -esteem = (0.664 20 = 13.28 degrees) and it falls within the average level of self -esteem (13 26 degrees), which indicates that members of the sample have an average estimate.

Average self -esteem (13.28 degrees) from (27 to 40)

*** The results of the learning difficulties scale**

Table No. (10): Distribution of participants' responses concerning the learning difficulties variable.

Number of phrases T	Weighted arithmetic average	Percentile Weight	Standard Deviation
15	3.05	76,25	0.529

Source: Prepared by the researcher

Comment: The average raw gradient for learning difficulties = (3.05 15 = 45.75 degrees), which is higher than the upper limit for "high" classification, indicating that the sample members suffer from a very high level of learning difficulties (higher than 40 degrees).

High level of learning difficulties (45.75) from (40 to 60 degrees).

*** View the analysis of the results of the first partial hypothesis**

The first partial hypothesis stipulated that there is an inverse relationship between dyslexia and the appreciation of an elementary student for himself. To verify this hypothesis, it relied on the Pearson correlation coefficient, "by calculating the correlation laboratories between dyslexia and self -esteem for primary school students, sections, adapted education for people with learning difficulties and the following table summarizes the results obtained.

Table No. (11): It shows the results of the correlation between the variables of dyslexia and self -esteem

Variables	N (n)	Correction laboratory	T (t) Calculated	Freedom degree Df=n-2	T (T) Table	Statistical significance
Dyslexia Self - esteem	40	-0,384	2,563	38	2,03	0,05

Source: Prepared by the researcher

Comment: It is clear to us that there is a negative correlation between dyslexia and self -esteem at the sample of primary school students who suffer from learning difficulties, as the correlation coefficient (0.384) is a weak, reverse correlation

coefficient, but it is close to the average, and the value of the calculated estimated at 2.563 is greater than the (T) tabular value estimated at 2.03 at a degree of freedom 38, which means that it is a statistical function at the level of significance 0.05 This means that the hypothesis is achieved, meaning that whenever the student suffers from dyslexia, it is accompanied by a low self -esteem.

*** Analysis of the results of the second partial hypothesis**

The second partial hypothesis stipulated that there is an inverse relationship between the dyslexia and the appreciation of an elementary student for himself and to verify this hypothesis depended on the correlation coefficient Pearson "by calculating the correlation laboratories between the dyslexia and self -esteem of primary school students. The following table summarizes the results obtained.

Table No. (12): Results of the correlation between dyslexia and self-esteem variables.

Variables	N (n)	Correction laboratory	T (t) Calculated	Freedom degree Df=n-2	T (T) Table	Statistical significance
Dyslexia Self - esteem	40	-0,309	2,002	38	2,03	0,05

Source: Prepared by the researcher

Comment: It is clear to us that there is a negative correlation between dysgraphia and self-esteem among a sample of primary school students who suffer from difficulties, where the correlation coefficient reached 0.309 -). It is a weak inverse correlation coefficient, and the calculated t-value (T) estimated at 2.002 is less than the tabular t-value (T) estimated at 2.03 at a degree of freedom of 38. Therefore, the correlation factor is not statistically significant at the significance level of 0.05. This means that there is a negative correlation between dysgraphia and self-esteem among the study sample only, and this result cannot be generalized. That is, the hypothesis is verified for the research sample, meaning that the more the student suffers from writing difficulties, the lower and more negative his self-esteem is.

*** View the results of the third partial hypothesis**

The second partial hypothesis stipulated that there is an inverse relationship between the hardness of the account and the appreciation of the primary student for itself. To verify this hypothesis, it relied on the Pearson correlation coefficient, "by calculating the correlation laboratory between the hardship and self - esteem of primary school students with learning difficulties. The following table summarizes the results obtained.

Table No. (13): It shows the results of the correlation between the variables of hardship and self -esteem

Variables	N (n)	Correction laboratory	T (t) Calcu lated	Freedom degree Df=n-2	T (T) Table	Statistical significanc e
Reckoning Estimate	40	-0,268	1,71	38	2,03	0,05

Prepared by the Source searcher

Comment: It is clear to us that there is a negative correlation between hardship and self -esteem at the sample of primary school students who suffer from learning difficulties, as the correlation coefficient (0.268 -) is a weak, reverse correlation coefficient, and the calculated value of (T) estimated at 1.71 is less than the (T) tabular value estimated at 2.03 at a degree of freedom 38 and thus the correlation factor is not statistically indicative at the level of significance 0.05 This means that there is a negative correlation between hardship and self -esteem at the study sample only and this result cannot be generalized. That is, the hypothesis is achieved for the research sample. That is, whenever the student suffers from the difficulty of the account, his appreciation for himself is low and negative.

*** Presentation of the general hypothesis analysis**

The general hypothesis stipulated that there is an inverse relationship between learning difficulties and the appreciation of a primary student for himself. To verify this hypothesis, it relied on the Pearson correlation coefficient "by calculating the correlation laboratories between learning difficulties and self -esteem for primary school students with learning difficulties. The following table summarizes the results obtained.

Table No. (14): It shows the results of the correlation between the variables of learning difficulties and self -esteem

Variables	N (n)	Correction laboratory	T (t) Calculat ed	Freedom degree Df=n-2	(T) Table	Statistic al signific ance
Learning difficulties Self -esteem	40	-0,210	1,327	38	2,03	0,05

Source: Prepared by the researcher.

Comment: It is clear to us that there is a negative correlation between the difficulties of learning and self -esteem of the sample of primary school students who suffer from the difficulties of the air - conditioned education departments, where the correlation coefficient (0.210 -) is a weak, reverse correlation coefficient, and the value of the calculated estimated at 1.327 is less than the (T) tabular value estimated at 2.03 at the degree of freedom of 38 and thus the correlation factor is not statistically indicative at the level of significance 0.05 This means that there is a negative correlation between academic learning difficulties and self -esteem at the study sample only

and this result cannot be generalized, meaning that the hypothesis is achieved in relation to the research sample. That is, whenever the student suffers from academic learning difficulties, his appreciation for himself is low and negative.

*** General discussion of the results**

The results of the study showed that learning difficulties unevenly affect the self -esteem. It has been observed that students who suffer from dyslexia recorded higher degrees on the scale of learning difficulties, which indicates a greater impact of this difficulty on self -esteem compared to hardship and hardship. Although the overall relationship between the difficulties of learning and self -esteem was weak, some individual aspects of difficulties showed a clearer impact.

These results can be explained by several factors, including that dyslexia directly affects academic performance, which is reflected in the student's self -confidence. In addition, self -esteem may be associated with other factors such as family and school support and not only to learning difficulties. Individual adaptation strategies can also play an important role in alleviating the negative impact of these difficulties on self -esteem. Based on these results, it is recommended to conduct more studies that focus on psychological and social factors associated with learning difficulties with the development of interventional programs aimed at improving self -esteem among students who suffer from these difficulties.

Interpretation of the results of the hypotheses: -

1- Interpretation of the results of the first partial hypothesis: Statistical treatment revealed the existence of an inverse relationship between dyslexia and self -esteem, as the correlation coefficient -R = 0.384, which is a reverse correlation coefficient, indicates that the more dyslexia increases, the higher the student's appreciation for himself. Through the raw results, it was found that 12 students out of the sample (40 students) recorded high degrees in the scale of dyslexia, and this coincided with a clear decrease in their degrees on the self -esteem scale, where their degrees ranged between 18 and 25 points, which reflects a low level of self -esteem. This can be explained that the difficulties in reading lead to a sense of impotence and lack of self -confidence due to the difficulty of matching colleagues and success in the tasks, which leads to frustration and a feeling of inferiority.

2- Interpretation of the results of the second partial hypothesis: The results showed the existence of an inverse relationship between dyslexia and self -esteem, as the correlation coefficient -R = 0.309, which is a reverse correlation. By analyzing the raw results, it was found that 9 students recorded high degrees in the scale of dyslexia, but their degrees on the self -esteem scale ranged between 22 and 30 points, which indicates that they did not record a severe decrease in self -esteem compared to students who suffer from dyslexia. Although the relationship is not a statistical indication (the value of the calculated 1.327 is less than tabular 2.03 at a degree of freedom 38), the general trend indicates that the increasing dyslexia may lead to low self -esteem as a result of the feeling of the inability to keep pace with colleagues in the written tasks, which affects the student's self -confidence.

3- Interpretation of the results of the third partial hypothesis: The results demonstrated the existence of an inverse relationship between hardship and self -esteem, as the correlation coefficient - R = 0.268. It is a reflection correlation coefficient. Through raw results, it was found that 7 students obtained high degrees in the scale of hardship and their degrees were on the self -esteem scale between 25 and 32 points, which indicates that the effect of hardship on self -esteem was less clear than dyslexia and dyslexia. However, students who recorded high degrees in the scale of hardship showed a decrease in self -esteem, which indicates that the continuous difficulties in mathematical processes may lead to frustration and a feeling of impotence, especially in educational environments that depend heavily on success in mathematics as an indication of academic excellence.

3- Interpretation of the results of the general hypothesis: The results revealed that there is an inverse relationship between learning difficulties in general and self -esteem, as the correlation coefficient -R = 0.210, which is a reverse connection. By analyzing the raw results, it was found that 28 students out of 40 students suffer from high learning difficulties in at least one of the three standards, while 12 students recorded low degrees. As for their degrees on the scale of self -esteem, they ranged between 20 and 35 points, which indicates that students who suffer from learning difficulties tend to decrease their self -esteem, but the relationship is not strong enough to generalize them to all students. This can be explained that

the effect of learning difficulties on self -esteem varies according to the type of difficulty, the level of family and school support and personal factors that help the student to adapt.

*** Interpretation of study results in light of previous studies**

The results of this study are consistent with several previous studies, such as the Hletchko study, which found that students with learning disabilities have lower self-esteem compared to typical students, and the Grabedian study, which confirmed the same result. Also, the Humphry study (2002) showed that public school students with dyslexia have low self-esteem.

By comparing the raw results, it was found that 30% of the sample (12 students) with dyslexia scored the lowest in self-esteem, which is consistent with the Heyman study, which indicated that children who are aware of their learning difficulties have low self-esteem. The Nan Zhang study (1996) also found that children with difficulties in mathematics and reading have low levels of self-esteem, which is supported by the results of this study, as students with dyscalculia scored lower than average in self-esteem.

Furthermore, other studies have revealed other psychological effects of learning disabilities, such as the study by Pat, Med, Bonnie, Philip, Young (1982), which found that 54% of children between the ages of 6-13 years who have learning disabilities face psychological problems such as anxiety and depression, which may explain one aspect of the current results, as the decrease in self-esteem may also be related to other psychological factors.

Based on these results, it is necessary to enhance psychological and educational support programs for students with learning difficulties with a focus on their self -esteem improvement through appropriate intervention strategies.

*** conclusion**

Through the results obtained, it was found that there is a relationship between academic learning difficulties and the appreciation of the primary student for himself, as self -esteem expresses the ruling that the student puts for himself, through his evaluation of himself in all fields, whether social or academic, so the inability to achieve academic achievement as a result of the difficulties faced by the student, whether it is in reading, writing or account, would lead to low self The treatment of parents and those around him is bad, and this negatively affects the student in his lifestyle through his inability to psychological and social

compatibility, as well as many psychological and social diseases and deviations harmful to the child and society, and therefore it is necessary to take care of people with learning difficulties and care for them as a psychological, educational or social point of view because they are part of society and if the part is affected, it will inevitably be affected.

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