

## The Reality of Applying Teachers for Learning Disabilities Criteria According of Some Variables in Jubail City

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**Abstract:** The aim of the research is to identify the reality of learning disabilities teachers' application of the diagnostic tests with of some variables (gender, experience, academic qualification) in Jubail city. The descriptive comparative approach was used for its suitability to the nature of the current research. The sample was chosen from the research community of (29) teachers from them. (18) male teachers and (11) a female teacher, in an intentional way. The results of the research indicated that there are statistically significant at (0.05) level differences in the application and use of diagnostic criteria between male and female teachers and were in favor of teachers, as well as the existence of statistically significant differences in the application and use of diagnostic criteria between male and female teachers in favor of the higher educational qualification variable, and in favor of the more experience variable According to that.

**Keywords:** Learning disabilities, diagnostic tests teachers of learning disabilities

### Introduction

Learning disabilities are widespread among school students, and are often diagnosed inaccurately, and can appear at any educational stage, and extend throughout a person's life and may be accompanied by some other problems, as the problem of learning difficulties stands in the way of the success of the educational process, and thus the weakness of the director The educational level, which is represented by poor reading, writing and attention, which leads to a low level of achievement (Mahmoud and Al Hindi, 2014), Measurement and evaluation (diagnosis) in education and psychology in general, and special education in particular, are essential in the components of special education programs (Al-Rousan, 1999).

The correct diagnosis is a cornerstone in the identification of unusual children, their classification, levels and mental abilities, and a special educational training program that suits their abilities and learning and practical needs, takes into account the individual differences between them and their ordinary peers, and since there is a

scarcity in the availability of diagnostic tools suitable for this purpose (Mdian, 2012).

Nevertheless, difficulties still surround the diagnostic rules and tools, the extent of their reliability and their ability to diagnose the difference, and based on the above, the idea of this research came to describe the reality of diagnosing students who suffer from learning difficulties at various levels, which makes dealing with this topic important.

### **Research Problem**

The research problem is in the following question: What is the reality of applying learning disabilities teachers to diagnostic tests for students with learning disabilities in Jubail?

- Are there differences between the mean scores of the learning disabilities teachers 'application of the diagnostic tests due to the experience variable in Jubail?
- Are there differences between the mean scores of the learning disabilities teachers 'application of the diagnostic tests due to the scientific qualification variable in Jubail?

### **Research Hypotheses**

- 1- There are statistically significant differences at the level of (0.05) between the averages of degrees of application of learning disabilities teachers for the diagnostic tests due to the experience variable in Jubail.
- 2- There are statistically significant differences at the level of (0.05) between the averages of degrees of application of learning disabilities teachers for the diagnostic tests due to the scientific qualification variable in the city of Jubail

Research objectives: This research seeks to achieve the following objectives:

- 1- Identifying the differences in the teaching disabilities teachers 'application of the diagnostic tests within primary schools that are attributed to the years of experience variable.
- 2- Identify the differences in the teaching disabilities teachers 'application of the diagnostic tests inside primary schools that are attributed to the scientific qualification variable

### **Importance of Research**

#### *Theoretical Importance*

- 1- This research enriches libraries and provides an addition to them due to the lack of studies in this field (according to the researcher's knowledge).
- 2- It may provide objective data for those interested and specialists about the reality of applying diagnostic tests inside the learning resource room by teachers of learning disabilities.

### *Applied Importance*

- 1- The research reveals the reality of the application of diagnostic tests by teachers with learning disabilities.
- 2- It may provide decision-makers with results that reflect the importance and necessity of applying diagnostic criteria.
- 3- The research may provide those interested with a tool that can be applied in diagnosing learning disabilities.

### *Search Limits*

- 1- Objective limits: The current research is limited to dealing with the reality of applying the diagnostic tests for teachers of learning disabilities in Jubail.
- 2- Spatial boundaries: This research will be conducted in all schools within the city of Jubail in the Kingdom of Saudi Arabia in which programs for people with learning disabilities (resource room) are available in the primary stage.
- 3- Temporal boundaries: It was implemented during the first academic semester of the year 2020.
- 4- Human borders: This research includes teachers with learning disabilities in the primary stage

### **Search Terms**

#### *Teachers Learning Disabilities*

Idiomatically: “They are persons qualified in special education at the bachelor’s level - the path of learning difficulties - and they participate directly in teaching people with learning disabilities” (General Secretariat for Special Education, 2001, p. 4).

Procedurally: male and female teachers who work in diagnosing, teaching and identifying those with learning disabilities, and making their own individual programs and plans, and they have experience in the field of their education and dealing with them in the classroom.

#### *Diagnostic Criteria*

Idiomatically: It means “a set of procedures through which information is collected with official and informal tools on every student with a disability, analyzed and interpreted to identify the quality of the need for services and the appropriate educational setting” (Organizational Guide for Special Education, 2015, pg. 17).

Procedurally: the researcher is defined as the approved tests used by special education teachers in diagnosing those with learning disabilities in the elementary stage in the resource room.

## **Theoretical Literature**

### *Learning Disabilities*

The category of people with learning disabilities is considered a relatively modern category, compared to other traditional groups, but it constitutes a large segment that exceeds all special education categories. It may be said that this category is thorny due to the multiplicity of its causes and manifestations. Difficulty, but the reason differs, that is, the same difficulty may be with two people, but the reasons for it are different, and the student may be late in one or more aspects, but he may be creative in other aspects (Al-Zahir, 2008, Wright et al., 2021).

### **The Concept of Learning Disabilities**

For Arafa Kirk (1962), it "is a concept that refers to delay or disturbance in one or more processes of speech, language, reading, writing, arithmetic, or any other study material, as a result of the presence of a cerebral defect, or emotional disorders, Or behavioral, and academic. Delay is not due to mental retardation, or sensory deprivation, or to cultural or educational factors" (Al-Rousan, 2013, 125).

### **Classification of Learning Disabilities**

- 1- Academic learning difficulties: They are the "problems that appear among students of school age. The term academic learning disabilities includes difficulties related to reading, writing, spelling, writing and arithmetic."
- 2- Developmental learning disabilities: "They include a disorder in the pre-learning skills (requirements) that the student needs for the purpose of achievement, such as perception, attention, memory, thinking and oral language" (Al-Khatib, 2013, 231 p.).

### **Theories Explaining Learning Disabilities**

#### *Behavioral Theory*

Abdel Hamid and others (2013) pointed out that this theory is based on the assumption that a person's behavior is formed by experience, and despite the important role and influence of the environment in this theory, it does not diminish the role of genetic and physiological factors, and those who adopt this theory explain human behavior as a result of its influence on the environment. *External*. This theory also illustrated the academic curriculum, the tasks and duties assigned to the student, and the research into the characteristics of behavior for students with learning disabilities such as (low self-confidence, dependency, feeling frustrated, a decrease in self-esteem, an exaggerated appreciation of others, aggression, and hyperactivity (Al-Qasim, 2013, Jamal al-Din, 2011).

### *Cognitive Theory*

Al-Tawari (2017) and Dostál (2015) stated the theory focuses on the amount of knowledge that the child or student possesses and this trend assumes that there are a set of mechanisms for processing and processing information within the organism, each of which performs a specific primary function and that these processes assume the organization and sequence in a certain way. This trend also focuses on how the individual processes information and how to analyze and organize it, and in light of this, learning difficulties are due according to this trend to a defect or disorder in one of the processes that may appear in the organization, retrieval or classification of information.

### *Supracognitive Theory*

Swanson and Trahan (1996) indicates that the individual's awareness and control over his cognitive actions related to learning processes, and the individual's awareness of the cognitive processes and organizational mechanisms used to solve problems. The metacognitive theory includes control, planning to learn a task, monitoring the processes of understanding, and assessing the progress towards achieving the goal, and it is closely related to the intelligence ability (Abdul Hamid & others., 2013).

### *Perceptual Theory*

Abd al-Hadi and others (2000) pointed out that perceptual theory is the ability to distinguish sensory information, as the mind can distinguish sensory stimuli, and perception is a skill acquired by the student and this matter must be aware of the teacher, and it has an important role in the process of teaching the perception skill to students with learning disabilities . This is done through teaching strategies, methods and methods that suit the abilities of students with learning disabilities and their perception, whether visual, auditory, sensory, or total or partial perception.

### *Neurological Theory*

Students who suffer from learning disabilities due to a defect in the growth of one of the basic neurological functions, this defect leads to a delay in the growth of the neurological aspect, which leads to the presence of learning disabilities (Abdul Hadi and others, 2000), and Al-Qasim (2013) and Najmi (2019) mentioned. This theory focused on health problems, physical and physiological imbalances, and nervous system dysfunction, caused by biological factors such as meningitis, poisoning, and brain cell inflammation, or by environmental factors such as drug abuse, smoking and malnutrition of the pregnant mother, which are among the main causes of learning disabilities. As well as genetic and genetic causes have a great impact on the emergence of learning difficulties, and medical sciences have tended to explain learning difficulties and attention deficit disorder from a neurological perspective. On this basis, the medical trend is an important supporter and supporter of educational programs.

### *Environmental Theory*

Al-Qassem (2013) mentioned that the owners of this trend focus on the external environmental factors that lead to learning disabilities, for example deprivation of appropriate environmental stimuli, malnutrition and economic and cultural deprivation are all examples of environmental factors, if they appear, it is expected that they will leave a number of children suffering from Learning disabilities.

### **Characteristics of People with Learning Disabilities**

Shaker (2013) stated that most of the time the problems associated with learning difficulty may be hidden and unclear to teachers, because people with learning disabilities have good physical health in terms of vision, hearing, and other characteristics. Teachers may describe them as stupid at times and mental retardation or achievement at other times due to their low academic achievement, and a manifestation of learning disabilities. Attention disorders, impulsivity and impulsivity, memory difficulties, difficulties in thinking, excessive movement, difficulties in general cognition and disturbance of concepts, excessive withdrawal, difficulties in forming social relationships.

### **Diagnostic Criteria**

The diagnosis process goes through several steps, including:

1. Conducting a comprehensive diagnosis to identify students with learning disabilities.
2. Conduct an educational evaluation to determine the current level of performance and to know their strengths and weaknesses.
3. Determining the educational process and the appropriate education strategies for the abilities of people with learning disabilities.
4. Clarify the reasons behind the inability of these students to learn.
5. Rule out the existence of any hearing, visual, movement or mental disabilities as causes of their learning disabilities.
6. Building an individual educational plan for each student according to his abilities and needs based on the results of the diagnosis and the strengths and weaknesses of their level of performance. (Abdul Hadi and others, 2000)

Scales by which studying difficulties can be identified and identified:

- 1- The test of divergence: It is intended that the student's achievement level in a subject differs from the expected level of him according to his status and has two manifestations:  
(A) The different aspects of student achievement in the curricula or the academic subjects.  
(B) The discrepancy between the student's mental abilities and the achievement level.
- 2- Scenario of exclusion: It is intended to exclude all cases whose failure to achieve achievement and the problems and difficulties that they suffer are due to other disabilities. (Jamal al-Din, 2011)

- 3- The criterion for special education: It is related to the test of exclusion, which means that people with learning disabilities are not suitable for them the traditional methods of teaching used with ordinary students in addition to the inappropriateness of the methods used with other disabilities, but it requires the provision of methods of special education that differ from what is prepared for the aforementioned groups. (Jamal al-Din, 2011)
- 4- The test of problems related to maturity: where we find growth rates differ from one child to another, which leads to the difficulty of preparing him for learning processes (Jamal El-Din, 2011)
- 5- Neurological signs test: pupils with learning disabilities are identified through organic damage in the brain or a minor injury in the brain that can be examined using a tomography of the brain or tracing the child's medical history. Through cognitive disturbances, inappropriate forms of behavior, difficulties with motor function (Hafez, 1998) and (Najmiy, 2011).

### **Associated Studies**

Abdul Wahid study (2012) The study aimed to identify the criteria that are used in the detection of those with learning disabilities in Arab research in the period from (1988 - 2012) in twelve Arab countries, Median study (2012). The study aimed to prepare tools to diagnose students with high Educational difficulties in primary schools in Babylon, the semi-experimental curriculum was used, and the study sample was chosen from primary schools in Babylon, and the Al-Shafi'i study (2014). The study aimed to use a number of tests and diagnostic tools to verify its accuracy in diagnosing learning disabilities in the first three grades of the stage. Primary. And the study of Abu Al-Rub (2016). The study aimed to identify the problems of diagnosing students with learning difficulties from the point of view of a specialist in learning disabilities in Saudi Arabia, and the study of Najmiyyah (2019). The team is multidisciplinary. And the Shiha study (2019). The study aimed to measure the diagnostic accuracy of measurements of computational operations based on the curriculum.

(Linda & Sigel 1999) The study aimed to identify the procedures of the issues related to the identification and diagnosis of learning difficulties problems through the axes: pupil with learning difficulties, assessment of learning disabilities, and the competencies required for the person who determines learning disabilities. The study (Marley e al., 2002) aimed to identify the diagnostic tools for the indicator of learning disabilities. The descriptive method was used to identify students who suffer from learning disabilities that depend on the patterns of performance in cognitive tests. The study (William et al., 2006) develops diagnostic criteria for nonverbal learning disabilities in general, a study (Georgios & other, 2008), aimed to identify the extent of teacher bias in diagnosing students with learning disabilities, and in identifying the differences in the diagnosis of students with learning disabilities. And the study (Richard, 2014) aimed to identify the application of objective diagnostic criteria to students with learning difficulties by college students for learning disabilities. And the study (Rash, Shlomo 2016) aimed to identify the evaluation practices of students with learning difficulties in Lebanese private schools. And Solange Paterlin (2019), the study aimed to determine the level and features of pupils who suffer from poor school performance and to investigate the subjective effects that are most prevalent among them, All of these studies agreed on the importance of using diagnostic tests when

assessing and diagnosing people with learning difficulties, and the need for them to be included in the measurement and diagnostic tools.

## Methodology

In this research the researcher followed the descriptive and comparative methodology, the study population and the sample: The original research community consists of (34) male and female teachers with learning disabilities for the elementary stage in the city of Jubail in the Kingdom of Saudi Arabia, of whom (21) teachers and (13) female teachers. All of them are the research sample.

## Search Tool

By reviewing the theoretical framework and previous studies, such as Jamal al-Din's study (2011), Najmi study (2019) and Abu al-Rub (2016) study related to the research topic, to be used in preparing the questionnaire.

### *Description of the Questionnaire in its Initial Form*

The questionnaire consists, in its initial form, of (33) paragraphs aiming to measure the reality of teachers' application of learning disabilities for diagnostic tests, distributed in two dimensions. The first dimension: shows the opinion of experts and specialists in general in the process of measuring and diagnosing learning disabilities, and it included (10) paragraphs, and the second dimension: The opinion of experts and specialists regarding the application of the criteria for the diagnosis of learning disabilities in Jubail, and it included (23) paragraphs.

### *Apparent Honesty (Veracity of Arbitrators):*

The researcher presented the questionnaire to a number of (arbitrators) who specialize in special education to ensure the suitability of the tool for the subject of the research, and the arbitrators showed the suitability of the tool with the aim of the study. To facilitate the interpretation of the results, the weight of the alternatives was given as follows: (very much 5, large degree 4, moderate degree 3, little degree 2, very little degree 1).

## Construction Validation

In order to achieve and increase the reliability of the questionnaire, the researcher applied it to an exploratory sample consisting of (15) male and female teachers from outside the research community, and to verify the correlation coefficients, Pearson correlation coefficient was conducted between the paragraph and the axis to which it belongs, the values of the correlation coefficient ranged between the paragraphs of the first dimension, which is the opinion of teachers And female teachers in general in the process of measuring and diagnosing



learning disabilities , which are (10) the first paragraphs, It ranged between (0.473 to 0.882) and all these values are statistically significant at the level of significance (0.05 and 0.01). It also shows the values of the correlation coefficient between the paragraphs of the second dimension, which is an assessment of the teacher's attitudes and opinions towards diagnosing learning disabilities in Jubail, which are (18) items, and it ranged between (0.466. to 0.888) and all of these values are statistically significant at the level of significance (0.05 and 0.01). And that these values are large and indicate the link between the paragraph and its axis, which indicates the consistency of the paragraphs with its dimension.

### **Internal Consistency Method**

The coefficients of stability through internal consistency (Cronbach Alpha) for teachers on the tool as a whole reached (0.964) and it is considered a high and acceptable value for the purposes of applying the research, and the ratios of the research axes ranged between (0.934\_ 0.975), the highest was for the axis of opinion of experts and specialists in general in the measurement process And the diagnosis of learning disabilities in the city of Jubail, the least of which is the axis of expert opinion about the application of the criteria for the diagnosis of learning disabilities in the city of Jubail.

### **Statistical Methods**

- The reliability coefficient, Cronbach's Alpha, was calculated.
  - Arithmetic means, standard deviation and analysis of variance were used.
- To calculate the significance of the differences between the research variables, the T-test was used
- To demonstrate the significance of the statistical differences between the arithmetic means, the ANOVA test was used
  - The correlation coefficient was calculated between the research variables.

### **Results**

As a result of the first hypothesis, "there are differences between the mean scores of the learning disabilities teachers' application of the diagnostic tests in the city of Jubail due to the experience variable." To answer this hypothesis, the arithmetic averages and standard deviations were extracted as shown in the following table.

Table 1 shows that there is an apparent variation in the arithmetic means and standard deviations of the responses of the research sample to the questionnaire on the reality of the application of learning disabilities teachers for the diagnostic tests in the city of Jubail according to the gender variable, and to demonstrate the significance of the statistical differences between the arithmetic averages.

Table 1. The Arithmetic Means and Standard Deviations of the Research Sample According to The Experience Variable

Groups	Arithmetic deviation	mean standard	Number
Less than five years	3.10	0.567	5
From 5 to 10 years	3,01	0.486	16
More than 10 years	3.33	0.559	9
Total	3,12	0.552	30

Table 2. (ANOVA) For The Research Sample According to The Experience Variable

The source of the contrast	Sum of square	Degrees of freedom	Average of squares	The computed (q) value	Indication level
Between groups	0.583	2	0.291	1.072	0.027
The error	7.343	27	0.272	-	-
Total	7.926	29	-	-	-

Table 2 shows the existence of statistically significant differences at the level of significance ( $= 0.5\alpha$ ) for teachers of learning disabilities applying the diagnostic tests in Jubail, a value of (1.07) and a statistical significance of (0.027) in favor of more experienced teachers. The result of the research is consistent with what he referred to (Al-Rousan, 2013) when applying tests, tests, or standards, requires a number of special conditions, including those related to the competence of the examiner or specialist, the conditions of the student, the place and time of this test, and that the application of these standards requires knowledge High experience and competence in applying and correcting it, as it is not easy for the teacher or the novice examiner to apply it, correct it, or explain its results. Therefore, experience has a very important role in applying these diagnostic tests. The results of this hypothesis are consistent with the study of Richard (2014), which concluded with its results the importance of experience in dealing with diagnostic criteria, tools, and methods for students with learning disabilities. The difference may be due to the increased practice of more experienced teachers, providing more experiences and attitudes than their less experienced peers.

### As a Result of the Second Hypothesis

"There are differences between the mean scores of the learning disabilities teachers' application of the diagnostic tests in the city of Jubail due to the scientific qualification variable." To answer this hypothesis, the arithmetic averages and standard deviations were extracted as shown in the following table.

Table 3. The Arithmetic Means and Standard Deviations of the Research Sample According To the Scientific Level Variable

Groups	SMA	standard deviation	the number
BA	3.05	0.45	12
Higher Diploma	3.23	0.61	18

Table 3 shows that there is an apparent variation in the arithmetic means and standard deviations of the responses of the individuals of the research sample to a questionnaire on the fact that teachers of learning disabilities apply to the diagnostic tests in the city of Jubail according to the scientific qualification variable. As shown in the following table.

Table 4. The T-Tests of the Research Sample According to the Scientific Qualification Variable

Variable	Standard error	Degrees of freedom	T value	Indication level
Scientific level	0.19546	28	-0.902	0.011

Table 4 shows that there are statistically significant differences at the level of significance ( $= 0.5\alpha$ ) that teachers of learning disabilities apply to the diagnostic tests in Jubail. Acceptance of the research hypothesis that states that there are statistically significant differences at the level of significance ( $= 0.50$ ) between the mean scores of the learning difficulties teachers' application of the diagnostic tests in the city of Jubail due to the higher academic qualification variable. The results of this research are consistent with Richard (2014)'s study on the importance of the academic level in identifying and dealing with the tests of people with learning disabilities. The difference is due to the high scientific level, which makes the teacher more familiar with the use of diagnostic tests and tests for the detection of students with learning disabilities.

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