

RELATIONSHIPS OF LEARNING DIFFICULTIES BY PSYCHOLOGICAL AND SOCIAL ACCOMMODATION FOR CHILDREN BY AGE (10-11 YEARS)

Lecturer. Dr. Ameera Sabri Hussein

College of Fine Arts - University of Babylon

ameera.sabry@uobabylon.edu.iq

Abstract

The Research Society of 169 male and female pupils of grade 5 of primary education after the distribution of the measure of learning difficulties appeared that there are 9 students who have learning difficulties and the exclusion of the rest who were low grade or who the part that filled the credibility, the goal of the search to identify the degree of learning difficulties to grade 5 of primary education, as well as psychological and social adjustment have degrees, and the goal of the search to identify the relationship between learning difficulties and psychological and social adaptation to these pupils. It also impose the presence of a high proportion of people with learning difficulties and rising degree of psychological and social adjustment, and the imposition of a positive correlation between the degree of both measurements. The researcher has concluded the degrees of learning difficulties to link psychological and social adjustment and could be considered as an indicator of the degree of one of both measurements 120-160 gsm. The results also showed that the percentage of boys with learning difficulties more than the proportion of girls.

Keywords: pupils, a correlation, the measure of myself.

Introduction

In most countries, ignoring all of the social and psychological dimensions of health to a large extent by the officials of the health system and planners (Noorbala, 2011) has ignored many of the officials of many groups of people with learning difficulties. The social roles of the most important factors are that affect the adaptation to the disease. Based on the proposed model of the relationship between the quality of the social role of the mental health (Plach, 2006)

Literature Review

People play different social roles in the community, these roles are the result of the personal and collective efforts to reap the benefits of the accumulated roles and the prevention of social problems, such as the social alienation (Seyedan, 2013) According to this model, the subject of health surveillance and health center are other factors that affect the mental health of (Peng, 2016) due to the development of the society and improve the system, the problem of children who suffer from learning difficulties to a source of concern to the community, teachers and parents (Brandenburg, 2015) (Leonard, 2012) indicate that children's learning difficulties to the weakness in the acquisition or development of learning skills to children of school age who have appropriate learning opportunities, environmental reasons, psychological and quality, which is reflected in the poor academic achievements of recurrent or retain a row gross output (Reis, 2014), the research aims to identify the degree of learning difficulties to grade 5 of primary education, as well as psychological and social adjustment have degrees, and the goal of the search to identify the relationship between learning difficulties and psychological and social adaptation to these pupils. It also impose the presence of a high proportion of people with learning difficulties and rising degree of psychological and social adjustment, and the imposition of a positive correlation between the degree of both measurements.

Methodology

The research community consists of 169 male and female pupils of grade 5 of primary education after the distribution of the measure of learning difficulties appeared that there are 9 students who have learning difficulties and the exclusion of the rest who were low grade or who the part that filled the credibility

Table 1 (a) sample analysis Search

| | Learning Difficulties | The psychological and social adjustment |
|--------|-----------------------|---|
| Female | 49.95 | 201.00 |
| Male | 187.00 | 211.00 |
| Male | 191.00 | 216.00 |
| Female | 178.00 | 199.00 |
| Male | 188.00 | 202.00 |
| Male | 178.00 | 203.00 |

| | | |
|------------------|--------------------|---------------|
| Male | 182.00 | 211.00 |
| Female | £189.00 One | 203.00 |
| Male | 191.00 | 219.00 |
| The total | 9 | 9 |

Note that the number of pupils who have high degrees in the greenhouses Learning (2), and the number of students (7)

The psychological and social adjustment gauge: the gauge consists of two parts.

- *Section I:* Includes data page contains a definition and how to answer the items. Rejoicing for the mother and the openness, honesty in the answer, and to emphasize the confidentiality of data and they will be used in scientific research only, in addition to data on children.
- *Section II:* include the items of the scale (45) An item distributed to two dimensions: first, the psychological adjustment problems among children (25) contains an item, and the second relates to the problems of social adjustment of the child (20) contains an item, and the metric is directed the mother to answer the items, including the conduct of her point of view, correct to give degrees (0-1-2-3-4-5-6-7- 8) relied upon in the response to the assessment of the degree of presence of the problem with the child, ranging from crude grades psychological adjustment problems between dimension (0-200) degree , while crude grades ranging social adjustment problems between (0- 160) degree , ranging from total crude class gauge between (0- 360) degree.

Table 1 (b) Child psychological and social adjustment scale

| No | Phrase | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|----|--|---|---|---|---|---|---|---|---|---|
| 1 | He avoids defending himself when others harass him. | | | | | | | | | |
| 2 | Other children can easily control and guide him | | | | | | | | | |
| 3 | Underestimates the value of his actions and considers them of no value. | | | | | | | | | |
| 4 | Very severely lost to play. | | | | | | | | | |
| 5 | Surrender quickly when facing difficulty while doing the job (when playing or studying | | | | | | | | | |
| 6 | He hesitates to make his decisions. | | | | | | | | | |
| 7 | He Avoids communicating and sharing with others. | | | | | | | | | |
| 8 | He cries quickly | | | | | | | | | |
| 9 | He complains of pain in his body (head, stomach ...) without a real organic cause. | | | | | | | | | |
| 10 | Chaos occurs at home. | | | | | | | | | |
| 11 | He Avoids being alone in the room because of fear. | | | | | | | | | |
| 12 | He seems annoyed when other siblings or colleagues get | | | | | | | | | |

| | | | | | | | | | | | | | |
|----|---|--|--|--|--|--|--|--|--|--|--|--|--|
| | attention or attention. | | | | | | | | | | | | |
| 13 | He Avoids passing alone from a dark room or corridor. | | | | | | | | | | | | |
| 14 | He Seems distracted and unnoticed while addressing him. | | | | | | | | | | | | |
| 15 | There will be a severe reaction if criticized. | | | | | | | | | | | | |
| 16 | He relies on others to do what he can do himself or can learn. | | | | | | | | | | | | |
| 17 | He suffers from poor appetite. | | | | | | | | | | | | |
| 18 | He Bites his nails. | | | | | | | | | | | | |
| 19 | He Wets his bed at night | | | | | | | | | | | | |
| 20 | He spends long periods in front of the television or computer without performing other activities. | | | | | | | | | | | | |
| 21 | Wake up terrified at night | | | | | | | | | | | | |
| 22 | He moves from one activity to another without completing any of them ... reading, drawing). | | | | | | | | | | | | |
| 23 | Eating food voraciously. | | | | | | | | | | | | |
| 24 | He avoids expressing his opinions or feelings. | | | | | | | | | | | | |
| 25 | He suffers from stuttering during speech | | | | | | | | | | | | |
| 26 | He refuses to do what he asks of him if he does not threaten punishment. | | | | | | | | | | | | |
| 27 | He intentionally slows down and procrastinates. | | | | | | | | | | | | |
| 28 | He argues about the home rules and regulations he already knows. | | | | | | | | | | | | |
| 29 | He takes things that are not his. | | | | | | | | | | | | |
| 30 | Tries to control and control other children (his female sisters or younger siblings) | | | | | | | | | | | | |
| 31 | He tells other children (his brothers, his peers). | | | | | | | | | | | | |
| 32 | He does on purpose to reverse what he is asked. | | | | | | | | | | | | |
| 33 | He behaves inappropriately when he gets angry (he closes the doors forcefully, throwing things away). | | | | | | | | | | | | |
| 34 | He lies to evade responsibility for what he did. | | | | | | | | | | | | |
| 35 | He beats other children (his brothers, his friends). | | | | | | | | | | | | |
| 36 | He mocks and mocks others (his brothers, his parents). | | | | | | | | | | | | |
| 37 | He quarrels with others (his brothers, his parents, his friends). | | | | | | | | | | | | |
| 38 | He tries to provoke and harass others (his brothers, his friends). | | | | | | | | | | | | |
| 39 | He shouts at others (from his family or friends). | | | | | | | | | | | | |
| 40 | Lying to harm others (his brothers, his friends). | | | | | | | | | | | | |
| 41 | Cursing and pronouncing bad words | | | | | | | | | | | | |
| 42 | Destroy games or other things at home. | | | | | | | | | | | | |
| 43 | Interrupting others while speaking. | | | | | | | | | | | | |
| 44 | Refuses to cooperate with others (his brothers, his friends). | | | | | | | | | | | | |
| 45 | He grumbles when asked to do something. | | | | | | | | | | | | |

The application of the scale: the researcher distributed the forms of psychological and social adjustment scale to all pupils of primary third grade and agree with them that the mother filling the gauge back to the sports teacher during a period not exceeding two days, taking into account the possibility of delay of some pupils to re-form, was also on the same day the engagement of sports education facilitators on par*) Ensured sustainable resourcing of UNFPA Percentage of d gauge form fear of school after to be broadcast the names of pupils in sequence, wandering about the paragraphs of the gauge and explained the ambiguous paragraphs have certified teachers to gauge form according to the answers to the students. Researcher made exclusion of forms containing extremist answers indicates a lack of parental care to answer in a measure of psychological and social adjustment, as excluding the degree of fear of the school pupils themselves.

The measure of Learning Difficulties: Be the gauge (50) is located in front of each of the five dining options (applies only to a very high degree: 5, applies a high degree: 4, apply moderate: 3, applies to a low: 2, applies a very low degree: 1).

The exploratory experience: the researcher to conduct reconnaissance experience on 23\1\2019m for the purpose of identifying the parameters guides explain and clarify how the standards and the time needed to fill the forms, as well as verbal approval and agreement on the starting date of filling in the forms and the gauge for pupils in the school, for the purpose of creating a kind of commitment and motivation, which makes the school is filling the gauge the answer accurately, the researcher regardless cash reward female teachers who have filling in forms.

Table 1 (c) Learning Disabilities Scale

| No | Phrase | Applicable to a very high degree | Applicable to a high degree | Applicable to a moderate degree | Applicable to a low degree | Applicable to a very low degree |
|----|---|----------------------------------|-----------------------------|---------------------------------|----------------------------|---------------------------------|
| 1 | He lacks the ability to continue working | | | | | |
| 2 | He needs to be constantly monitored by others | | | | | |
| 3 | Unable to focus | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 4 | He finds it difficult to implement instructions | | | | | |
| 5 | He finds it difficult to read in general | | | | | |
| 6 | He finds it difficult to perform calculations | | | | | |
| 7 | He finds it difficult to write words correctly | | | | | |
| 8 | Unread plan | | | | | |
| 9 | Fluctuation in its performance from day to day or hour to hour | | | | | |
| 10 | Slow to do | | | | | |
| 11 | Unable to follow instructions given to him | | | | | |
| 12 | His vocabulary is very limited | | | | | |
| 13 | His understanding is very low | | | | | |
| 14 | Unable to tell a fairy tale concept Difficulty arranging his thoughts in a logical sequence | | | | | |
| 15 | He finds it difficult to express himself in a verbal manner | | | | | |
| 16 | His ability to organize work is low | | | | | |
| 17 | Unable to follow class discussion | | | | | |
| 18 | He does not transmit what he sees correctly, whether from the | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| | book or the blackboard | | | | | |
| 19 | His answer is limited to the question with one word and he is not able to answer in complete sentence | | | | | |
| 20 | He finds it difficult to apply what he has learned | | | | | |
| 21 | It takes a long time to organize his thoughts before he responds | | | | | |
| 22 | Reflects letters and numbers when reading and writing | | | | | |
| 23 | Uses incomplete and grammatical sentences | | | | | |
| 24 | He is constantly late in submitting his homework | | | | | |
| 25 | He needs more time to learn new missions compared to his colleagues | | | | | |
| 26 | Get distracted quickly | | | | | |
| 27 | Impulsive | | | | | |
| 28 | Famous for the folly | | | | | |
| 29 | His behavior is difficult to predict | | | | | |
| 30 | He cannot control himself (he talks without an ear, jumps on a bench, etc.) | | | | | |
| 31 | Stubborn | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 32 | Always rude to others | | | | | |
| 33 | So much motion that he cannot stabilize | | | | | |
| 34 | He is very easily consulted by other children | | | | | |
| 35 | His behavior often does not match the attitude | | | | | |
| 36 | Irritable and irritable | | | | | |
| 37 | Moody | | | | | |
| 38 | Unable to remember the printed word | | | | | |
| 39 | It is difficult for him to recognize letters and numbers | | | | | |
| 40 | He lacks the ability to distinguish sizes | | | | | |
| 41 | Inability to distinguish (right, left, up, down) | | | | | |
| 42 | His ability to balance is very weak | | | | | |
| 43 | He has impaired auditory memory | | | | | |
| 44 | He finds it difficult to distinguish auditory stimuli | | | | | |
| 45 | His kinetic symmetry is generally very weak | | | | | |
| 46 | He has poor visual memory | | | | | |
| 47 | His ability to use his hands is very weak | | | | | |
| 48 | He lacks the skill | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| | in performing motor skills in general | | | | | |
| 49 | He is able to listen, but he does not understand what he hears | | | | | |
| 50 | He has deficiencies in the recovery of simple geometric figures | | | | | |

Measurement before: Author of 50 a paragraph and answer divided into (applies only to a very high degree, applies to a high degree, apply a medium, applies to a low, very low degree applies) and divided by class former sequence (1,2,3,4,5) the researcher distributed learning difficulties to gauge forms guides the rows to be filled by them not to increase the number of forms that are completed by guiding the 4 forms in one meeting per metric ranges from full of between 15 - 20 minutes. Emphasize that this measure for scientific research purposes only and has nothing to do with the requirements of the study, with emphasis on full of carefully measure and accuracy. After getting the gauge and extraction results and the exclusion of non-viable scale forms which are the answers are inaccurate and illogical. It was then unloading the data on a separate form to be processed statistically using the SPSS program.

Results

Table (2)

The calculation shows the standard deviations of psychological and social adaptation and learning difficulties

| | Mean | Std. Their price is always impossible | N |
|--|----------|---------------------------------------|---|
| Difficulties | 183.6667 | 7.48331 | 9 |
| The psychological and social adjustment | 207.2222 | 7.18988 | 9 |

Table (3)

| Correlations | | | |
|---------------------|-------------------------------------|---------------------|-----------------------|
| | | Difficulties | The Adaptation |
| Difficulties | Pearson Correlation monitors | 1 | .636* |
| | Sig. (1-tailed) | | In |
| | N | 9 | 9 |

| | | | |
|--|------------------------------|-------|---|
| The Adaptation | Pearson Correlation monitors | .636* | 1 |
| | Sig. (1-tailed) | In | |
| | N | 9 | 9 |
| *. Correlation monitors is significant at the 0.05 level (1-tailed). | | | |

The relationship between both measurements achieves the goal of imposing the search.

Conclusions

The learning difficulties associated with social adaptation of students as it is an indication of the integration of the individual in society and it is possible to have ties to other link with different psychological factors is worth measured in other research. The researcher has concluded the degrees of learning difficulties to link psychological and social adjustment and could be considered as an indicator of the degree of one of both measurements 120-160 gsm. The results also showed that the percentage of boys with learning difficulties more than the proportion of girls.

References

1. Brandenburg, J., Kleszczewski, J., Fischbach, A., Schuchardt, K., Büttner, G., & Hasselhorn, M. (2015). Working memory in children with learning disabilities in reading versus spelling: Searching for overlapping and specific cognitive factors. *Journal of learning disabilities*, 48(6), 622-634.
2. Leonard, H. C., Bernardi, M., Hill, E. L., & Henry, L. A. (2015). Executive functioning, motor difficulties, and developmental coordination disorder. *Developmental neuropsychology*, 40(4), 201-215.
3. Noorbala A. Psychosocial Health and Strategies for improvement. *Iranian Journal of Psychiatry Clinical Psychology*. 2011; 17(2):151-6.
4. Peng, P., & Fuchs, D. (2016). A meta-analysis of working memory deficits in children with learning difficulties: Is there a difference between verbal domain and numerical domain? *Journal of learning disabilities*, 49(1), 3-20.
5. Plach SK, Stevens PE, Heidrich SM. Social roles and health in women living with HIV/AIDS: A pilot study. *J Assoc Nurses AIDS Care*. 2006;17(2):58-64
6. Reis, S. M., Baum, S. M., & Burke, E. (2014). An operational definition of twice-exceptional learners: Implications and applications. *Gifted Child Quarterly*, 58(3), 217-230.
7. Seyedan F, Hesami S. Assessing the Relationship between Family and Job Roles and Quality of Life of Women Working in Education in Sanandaj. 2013; 4(4):71-104.