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Behavioral problems and academic learning
difficulties for primary school pupils
(analytical reading of some previous studies)

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ABSTRACT

This article presents an analytical reading of a series of studies on the subject of behavioral problems and academic learning difficulties in primary school students. Among them were those who dealt with the variable of behavioral problems in this group of learners alone, and with the variable of academic learning difficulties only in the same category, and those who studied both variables in this segment of pupils. On the other hand, these problems and difficulties are most common among these students according to these studies.

Keywords: behavioral problems; Learning difficulties; developmental learning disabilities; Academic Learning Disabilities

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INTRODUCTION

The problem of learning difficulties poses an explicit threat to the success of the educational process and, in the present era, attention has been increasing as a response to the recent increase in the educational prevalence rate. Samuel Kirk, 1968 is the first to refer to the term learning disabilities as a special disability or deficiency in one or more pronunciations, language and cognition, behaviour, reading, spelling, writing, computational processes, which are the result of the possibility of minor brain dysfunction, emotional or behavioural disorder but are not the result of mental retardation or sensory deprivation (hearing and sight) (kawafha, 2003). According (corsini, 1994,105) learning disabilities are the inability of an individual to take advantage of the normal educational programme, with normal mental abilities, and does not show any manifestations of neurophysiological imbalance and we find it difficult to communicate with others expressively or linguistically in addition to reading difficulty and calculation.

A group of specialists and practitioners classified learning disabilities under two main frameworks: developmental learning disabilities and academic learning difficulties, although learning disability affects the academic side, these difficulties are often accompanied by behavioural problems, manifested in socially undesirable forms of behaviour in terms of their degree of intensity and repetition. Zaghoul (2006) shows that they are anomalous and inappropriate. Such behaviours are inconsistent with social norms of acceptable behaviour and are inconsistent with other expectations and are often immature and disturbing, affecting a pupil's interactions with his or her surroundings, and his or her ability to optimize his or her mental abilities. These behavioral problems are generally seen in external behaviors such as aggression, insults, theft, rebellion violence, excessive activity deviation, distraction and internal behaviors in a sociopolitical manner such as morbid fears, social isolation and selective withdrawal.

In this article, some studies will be presented on behavioral problems, academic learning difficulties and their degree of prevalence, as well as knowledge of behavioral problems that accompany academic learning difficulties at the primary level.

2The importance of the study:

The importance of this study is reflected in the fact that it addresses a very important educational problem so that the most important behavioural problems with students with academic learning difficulties that have become an obstacle to the pupil's life will be highlighted both at the level of his family relations and his relationships with his colleagues, as well as his academic achievement and his future life.

2.Objectives of the study: This study seeks to achieve the following objectives:

_ Identification of the most prevalent behavioural problems in primary schools through previous studies

_ Highlight the most important behavioural problems experienced by those with academic learning disabilities

_ Draw the attention of all relevant parents and teachers by taking into account the psychological conditions experienced by these pupils as primarily affecting them as a result of their persistent frustrations.

3. Definition of study concepts:

3.1 behavioural problems: Behavioural problems can be defined as irrelevant behaviour in the degree of severity and repetition of a child as a result of psychological tensions and frustrations to which he or she is not able to cope, constituting a disability in his or her development and a deviation from the norms of common behaviour that raises the attention and concern of the surrounding community. (Musa Ibrahim, 1999, 113)

3.2 Learning Disabilities: A heterogeneous group of individuals with normal intelligence (average), they show a marked discrepancy between their expected performance and their actual performance in one or more academic aspects of the regular semester and their difficulty may be due to a dysfunction in the functions of the central nervous system with sensory integrity (Audiovisual) and mental and physical integrity not due to emotional disorders or environmental deprivation whether economic, cultural, social (abd alwahid, 2010) is defined by (hallahan & al, 1996.33) as a delay or disorder in one or more speech processes, language, reading, writing,

arithmetic, or other subjects due to the possibility of brain dysfunction, emotional or behavioral disorders and not due to mental retardation, sensory deprivation or cultural or educational factors

3.3 Developmental learning disabilities: The difficulties that deal with pre-academic processes (preacademic processes) are cognitive processes related to attention, cognition, memory, thinking and language, on which academic achievement depends, and form the most important basis for an individual's cognitive mental activity. Thus, any imbalance in one or more of these processes necessarily creates many academic difficulties and therefore it can be determined that developmental difficulties are the origin of the subsequent academic difficulties and the main cause of them. Thus, any failure or delay in identifying, diagnosing or treating developmental learning difficulties necessarily leads to subsequent academic learning difficulties (zayat, 1998).

3.4 Academic learning difficulties: refers to deficiencies in school subjects and pupils receive at school such as those faced in reading, writing, spelling and arithmetic processes (Suleiman al-Sayed, 2008, p. 68)

4. Table 1. shows Algerian studies on behavioral problems and academic learning difficulties

Researcher and the Year	title of the study	educational level	study sample	the most important results
D. Nabil Bahari Yazeed Shweil (2013)	Behavioral problems in students with academic learning disabilities	Primary pupils in years (3rd - 4th - 5th)	The study sample consisted of 215 male and female pupils	The results indicated that there was an inverse relationship between academic learning difficulties (reading-writing-

Behavioral problems and academic learning difficulties for primary school pupils

(analytical reading of some previous studies)

thimouzgha abderrahmani.....*Hayat boudjemline*

				<p>mathematics) and behavioural problems and the results indicated that there were no differences between males and females In academic learning difficulties, there are no differences between males and females in the list of behavioral problems</p>
<p>Asma Khoja (2019)</p>	<p>Behavioral problems of students with academic learning difficulties at the primary level Comparative study of learning disabilities (reading-writing-calculation)</p>	<p>Students of the third year of primary school</p>	<p>The sample consisted of 34 pupils</p>	<p>The findings found that the most prevalent behavioral problem in those with academic learning disabilities (reading-writing-calculation) is the distraction of the first</p>

Behavioral problems and academic learning difficulties for primary school pupils

(analytical reading of some previous studies)

thimouzgha abderrahmani.....*Hayat boudjemline*

				place, followed by excess activity and then withdrawal behavior of the last order aggressive behavior. She also noted that those with writing learning difficulties appear to have more problems followed by reading learning difficulties and then computational learning difficulties.
Atallah Ben Yahya (2018)	Behavioral problems at the primary level	Pupils in the second phase of primary education	The study sample consisted of 110 male and 55 female pupils	This study found that the overall average degree of behavioral problems is 71.60, a high level, and the most widespread problem

Behavioral problems and academic learning difficulties for primary school pupils

(analytical reading of some previous studies)

thimouzgha abderrahmani.....*Hayat boudjemline*

				was academic problems.
PhD Boudali Yamina Professor Maggie Ibrahim(20 21)	The relationship between writing difficulties and behavioral problems among pupils who attend school before school age	pupils who attend the school before school age	The sample consisted of 86 pupils of both sexes	Study results show that there is a statistically significant correlation between writing learning difficulties and behavioral problems in pupils attending school before school age. The results of the study also showed that there were no statistically significant differences between males and females. In writing difficulties and behavioral problems in pupils who attended

Behavioral problems and academic learning difficulties for primary school pupils

(analytical reading of some previous studies)

thimouzgha abderrahmani.....*Hayat boudjemline*

				school before school age
Muhamma d Zayn al-Abidin Zitouni Sadiqi Rahma (2021)	Self-esteem and its relationship to withdrawal behavior among students with academic learning A field study for fourth and fifth-year difficulties primary school students in Laghouat	Fourth and fifth-year primary students	The study sample consisted of 30 pupils	The results of the study indicated a correlation between self-esteem and withdrawal behaviour among students with academic difficulties
Dr. Mansouri Mustafa Balkasem kahloul (2016)	Academic learning difficulties among preschool pupils who attended school	Pupils who entered school before school age	181 pre-school students (males and females) . He attended school	The results of the study revealed that primary pupils attending school before school age had academic learning difficulties (reading, writing, calculation) and that there were statistically significant differences between

Behavioral problems and academic learning difficulties for primary school pupils

(analytical reading of some previous studies)

thimouzgha abderrahmani.....*Hayat boudjemline*

				primary pupils attending school before school age. In academic learning disabilities and for the benefit of males
bechka samah (2016)	Behavioral problems with academic difficulties and their guiding needs	Primary school children in the first and second stages	The study sample consisted of 64 first-stage pupils 66 Phase II	The findings found that the prevailing behavioral problems in the research sample related to my dimension Withdrawal Behaviour The overactive and academic learning difficulties prevailing in the research sample relate to writing. Mathematics and reading.

Behavioral problems and academic learning difficulties for primary school pupils

(analytical reading of some previous studies)

thimouzgha abderrahmani.....*Hayat boudjemline*

<p>D. Zahia Khattar Saadat fadhila (2017)</p>	<p>The reality of behavioral problems among schoolchildrenElementary From the teacher's point of view (Comparative study in the light of some variables)</p>	<p>primary school students</p>	<p>The sample consisted of 50 pupils</p>	<p>The results of the study show that the prevalent behavioral problems in primary schools from the teacher's point of view are overactive behaviour, which is at the forefront of both delinquent social behaviour and rebellion behaviour in school, followed by aggressive behaviour. It is also the returning pupils who exhibit the most aggressive behaviour and indiscipline of the school's internal law compared</p>
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Behavioral problems and academic learning difficulties for primary school pupils

(analytical reading of some previous studies)

thimouzgha abderrahmani.....*Hayat boudjemline*

				to their returning peers.
Qadi Somiya (2016)	Academic learning difficulties at the primary level difficulty of reading-writing-calculation (descriptive study of primary students in the state of Mustaganem),	Primary school children	Sample consisted of 150 pupils And a schoolgirl.	The findings found that there was a discrepancy among primary school pupils in academic learning disabilities at different levels of education, and that reading difficulties were among the most widespread academic difficulties among pupils.
Physio Saleh thafat razika (2015)	Behavioral problems in pupils who are slow to learn Primary Schools	Primary school children	26 Pupils Slow Learning 26 ordinary pupils	Results showed that slow-learning pupils had behavioral problems and established significant gender differences in

Behavioral problems and academic learning difficulties for primary school pupils

(analytical reading of some previous studies)

thimouzgha abderrahmani.....*Hayat boudjemline*

				behavioral problems in slow-learning pupils in favor of females. The study revealed that there were statistically significant differences between slow-learning pupils. Regular pupils In these problems this is for the benefit of slow learning pupils.
kaci salima Saker amira (2021)	Common academic learning difficulties among a sample of primary school students And the means of educational support used	Fourth Year Primary Pupils	Sample consisted of 20pupils And a schoolgirl.	The study found that the most common academic learning difficulties among these pupils was the difficulty of learning to write and then read

Behavioral problems and academic learning difficulties for primary school pupils

(analytical reading of some previous studies)

thimouzgha abderrahmani.....*Hayat boudjemline*

				while the calculation was last
Saad Arabi Jaballah (2019)	The most widespread academic learning difficulties of second and third year pupils in primary education	Primary school children Sixth Grade Pupils	The sample consisted of 20 pupils and schoolgirls	The results of the study found that reading learning disabilities are among the most widespread academic learning disabilities
_ Emad Abdel Hamza Al-Atabi 2020	Counselling needs caused by behavioural problems in students with academic learning disabilities	sixth graders	The sample consisted of 82 pupils	The results of the study showed that members of the sample have academic learning disabilities in all of its journals. They also suffer from behavioral problems and in all of its journals, and eventually presented a set of guiding needs to reduce behavioral

				problems (general, motor, social)
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5. Analysis of previous studies:

By presenting the results of previous studies, we note that the most widespread academic learning difficulties in primary schools according to the study of both "A Saad Arabi Jaballah, 2021" and the study " Qadi Somiya, 2016" are reading difficulties, which are a complex neurological condition in their infrastructure, whose symptoms appear in many aspects of learning and functions. They may be described as a particular difficulty in reading, spelling and written language and affect one or more of the following: Calculation and symbolic skill set may affect the oral language to some extent (ott, 1997,4) It indicates (Laboudi, 2005) that students with reading difficulties show a lack of ability to process audio information, so they do not easily learn how to connect the alphabet letters to their voices and the problem with them becomes clear when asked to read publicly and noticed that they repeatedly stop, mispronounce words and drop other words altogether.

As for the study " kaci salima Saker amira, 2021", I found that the most widespread academic learning difficulties are the difficulties of learning to write, which are the inability of the individual to express meanings and thoughts through a range of primary physical and psychological skills such as attention, audiovisual discrimination, ability to perceive and synergize the eye movement with hand, audiovisual memory force and type used in writing (al qasim, 2000, 119).

Among both al bataniya &al, 2005, children with writing learning disabilities face interrelated problems such as inability to retain and relate ideas or problems with grammatical and dispositive language wording or poor line consistency and misconception of the distances between letters and words, making it difficult to read what is written and leaving a significant impact on their academic achievement and possibly on their professional achievement.

We note through these studies that although they differ in the most widespread academic learning difficulties, they agreed that the difficulty of learning calculation comes in last place. This is shown by the results of the studies. The latter is regarded as a functional disorder in mathematical abilities, originally due to genetic or innate problems. In some parts of the brain whose main pillar is psychological anatomy, Mathematical abilities did not reach the required maturity level (Kosc, 1974,166)

The table also shows that studies have linked behavioural problems to academic learning difficulties with a view to identifying behavioural problems in those with academic learning difficulties. Most studies have found that behavioural problems in this category are:

social isolation: children's lack of interaction with others, which is the result of shame or low educational attainment, and most find them distrusted and anarchists (Abou Shaira, 2015)

Aggressive behaviour: behaviour aimed at harming others or oneself or symbols replacing them. Aggressive behaviour is regarded as compensation for the aggressor's frustration (Badawi, 1977).

low academic performance: This behaviour is to continue to seek help from classmates and their family. In addition, we note that they are unable to finish school duties and may sometimes seem to be quick to complete tasks, but without any accuracy in performance or on the contrary, may be significantly delayed in accomplishing tasks (Nayef, 2007).

Impulsivity: Most children with this behaviour are hasty in their answers, reactions and general behaviours. A child may be tempted to play with fire or jump into the street without thinking about the consequences and may rush to answer the teacher's oral or written questions before listening to or reading the question. And some of them are wrong to answer questions they knew before, all because of impulsivity and recklessness (Khatab, 2006)

Hyperactivity /distraction: which is the difficulty of focusing and staying on the task and is accompanied by excess activity. The latter is defined as a non-purposeful motor activity that is not commensurate with the attitude or mission. This behaviour results in inappropriate actions that impede the good functioning of the pupil at school, which is reflected in his academic performance. (Nayef, 2007) and (Barkely, 2000) indicate that these children have a deficit in adaptive behaviour so that they appear to be overactive through continuous and excessive movements without a clear objective, and

do not adhere to instructions and instructions that make them anarchic, emotionally unbalanced, socially and psychologically incompatible and with poor ability to withstand frustration, and are more vulnerable to emotional disorders and problems.

6. Commentary:

By reviewing previous studies on behavioral problems and academic learning difficulties and knowing their most important objectives and outcomes, we note that behavioral problems as well as academic learning difficulties have occupied many researchers because of their negative educational and social effects and this is reflected in the variation and diversity of study titles

In terms of objectives: we note that some studies have agreed on a common goal of knowing the behavioral problems of those with academic learning difficulties such as the study " Nabil Bahari,Yazeed Shweil ,2013", the study "Asma Khodja, 2019", the study " Emad Abdel Hamza Al-Atabi, 2020" and the study "Samah bechka, 2016" Saad Arabi Jaballah, 2019, kaci salima Saker amira , 2021 and Imad Hamza Al-Atabi, 2020 have also agreed to identify the most common and common difficulties among students. Except studies

- "boudali Yamina, 2021" which aimed to try to uncover the nature of the relationship between writing learning disabilities and the appearance of behavioral problems in children.

The study "Mansouri Mustafa, _ Balkasem kahloul, 2016" attempted to clarify the relationship between children's academic learning disabilities and identifying disparities and differences in the level of academic learning disabilities.

_ The study "Qadi Samia, 2016", which aimed to learn how to deal with students with academic learning disabilities by providing them with the appropriate curricula and teaching methods

_ The study "Attallah Ben Yahya, 2018" aimed at identifying the most common behavioral problems

_ The study " Physio Saleh, thafat razika,2015" aimed at detecting behavioral problems in slow-learning pupils

In terms of sample: all the studies agreed on one sample, the primary education stage, and varied between them in terms of sample size, and the

method of selecting the study sample was most of the studies on the intentional method as a study "Atallah Ben Yahya, 2018" and the study "Mansouri Mustafa, Balkasim kahlou, 2016" and the study "Qasi Salima, Saker Amina, 2021" and the study of a maritime nobleman, " Nabil Bahari, Yazeed Shweil, 2013" and the study "Physio Saleh thafat razika, 2015" and finally the study of Jaballah Saad al-Arabi, 2019", while disagreeing with studies that relied on the cluster sample as a study " Boudali Yamina, Maggie Ibrahim, 2021" and " bechka samah, 2016" so that it selected the non-random sample and selected the target sample, i.e. freely choose the sample and also disagree with the study " Qadi Somiya, 2016" so that she chose the random sample and the study " Emad Abdel Hamza Al-Atabi 2020 selected the non-random sample and selected the intentional sample (Aiming)

In terms of the curriculum used: most studies used the descriptive curriculum as a study " Qadi Somiya, 2016" and the study " Muhammad Zayn al-Abidin Zitouni Sadiqi Rahma, 2021", but the choice lies in the type of descriptive curriculum so that both Mansouri Mustafa, Balkasim kahlou, 2016, and the study " Boudali Yamina

, Maggie Ibrahim, 2021" and Study " Emad Abdel Hamza Al-Atabi " Using the analytical descriptive curriculum while in the study " Atallah Ben Yahya "The survey descriptive curriculum and the study" Khoja names "used the descriptive curriculum (correlative comparison)

In terms of tools: most of the studies mentioned applied a list or measure of behavioral problems, the majority of which share some particular dimensions "Such as distraction, excess activity, aggression, lying, withdrawal" as well as other dimensions depending on each study. Most studies applied the academic learning disability measure but differed in the type of measure used. There were studies that built a questionnaire based on previous studies. "Bashir Maamariyah" and "samah bechka" in terms of statistical methods. Most studies used SPSS, arithmetic average, standard deviation, calculated T, C2 test, Alpha Cronbach variation analysis, Pearson association, "T" test

In terms of results: many studies have agreed that the most prevalent behavioral problems relate to the problem of excess activity, withdrawal behaviour and academic problems

With regard to academic learning difficulties, there are different levels of study, where writing difficulties come to the forefront as " kaci salima, Saker amira 2021" studies.

In terms of differences, the study "Mansouri Mustafa, Balkaceim kahlou" found There are statistically significant differences between elementary pupils attending school before school age and the results of the study have been shown to "It will be in favour of, and desperate excess", the existence of statistically significant differences between the sexes in behavioural problems in slow-learning pupils for the benefit of females. It also revealed that there are statistically significant differences between slow-learning pupils and ordinary pupils in these problems for the benefit of slow-learning pupils.

The "Boudali Yamina, Maggie Ibrahim, 2021" study showed that there are no statistically significant differences between males and females in writing learning difficulties and behavioral problems in pupils attending school before school age.

7. CONCLUSION :

The results of previous studies have shown that both behavioural problems and academic learning difficulties pose such a risk to the pupil that they do not only threaten their academic advancement but also affect their psychological state as these problems affect them primarily as a result of their persistent frustrations. Through this theoretical approach, the researcher suggested some recommendations, including:

- _ The need for primary school education science professionals to develop effective coping skills and methods to alleviate behavioural problems experienced by those with academic learning difficulties, especially within the classroom, in order to achieve the learning process.
- _ Conducting studies based on training programs to alleviate behavioral problems associated with academic learning difficulties.
- _ Design mentoring and educational programs for teachers and parents in how to deal with this category.

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Behavioral problems and academic learning difficulties for primary school pupils

(analytical reading of some previous studies)

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Behavioral problems and academic learning difficulties for primary school pupils

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Behavioral problems and academic learning difficulties for primary school pupils

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