

Level of self-concept among students with learning disabilities from the teachers' point of view

Rana Saad AlYahya

Abstract:

The study aimed to identify the level of self-concept among students with learning disabilities from the teachers' point of view. The study community consisted of learning difficulties teachers in a directorate in the Eastern Province for the primary stage, with a sample size of (117) teachers, including (99) female teachers and (18) male teachers. The descriptive approach was used for its suitability to the nature of the research. The results showed that students with learning disabilities have low self-concept. The study also found a significant correlation between the obstacles facing virtual classrooms and the level of self-concept among students with learning disabilities.

Keywords - Learning disabilities - Self-concept

DOI: 10.7176/JEP/15-13-07

Publication date: December 30th 2024

Introduction:

The manifestations that characterize students with learning disabilities, as mentioned by Al-Samadi and Udaybat (2024), are repeated failure in answers, recklessness, hyperactivity, and distraction. All of these manifestations may lead to the child being rejected by his peers, which leads to a decline in the level of self-concept.

Taabli and Khamis (2013) indicated that there is a direct relationship between the way a student receives education and his self-concept. The student's academic failure or low performance may cause negative attitudes towards himself. Therefore, low self-concept is considered one of the most prominent manifestations of those with learning disabilities, which causes them behavioral, academic, and social problems. The self is the visible part of the student's behavior and distinguishes his performance and determines his personality (Sawaleha, 2013).

There is a direct relationship between self-concept and student behaviors and social skills. Students who have a high self-concept have better academic achievement than their peers. This reinforces that the self-concept of students with learning disabilities is related to the learning process (nglés et al., 2017). Through the above, the importance of a study to identify the level of self-concept of students with learning disabilities from the point of view of resource room teachers emerged.

Research problem:

The low level of academic achievement affects the self-concept of students with learning disabilities, as the student forms a negative image of himself, which makes them feel uncomfortable and drop out of school. Therefore, the self-concept plays an important role in the behavior and personality of the student with learning disabilities; The higher the student's self-concept is, the more able he becomes to adapt to himself and the surrounding environment (Suleiman, 2017). Among Chohan's recommendations (2018), is the necessity of raising the level of self-concept among students with learning disabilities; because of its impact on the student behaviorally and socially.

From the researcher's work as a learning disabilities teacher, she found that the self-concept of students with learning disabilities is affected by the behavioral manifestations of students with learning difficulties To identify the level of self-concept of students with learning disabilities, this is done by answering two study questions:

-1What is the level of self-concept of students with learning disabilities from the point of view of learning resource room teachers?

2- Is there a statistically significant correlation at the significance level (0.05) between the obstacles of virtual classrooms and the self-concept of students with learning disabilities in virtual classrooms from the point of view of teachers?

Research objectives:

The general objective of this study is to identify the obstacles faced by learning difficulties teachers in virtual classrooms and their relationship to the self-concept of primary school students. The research has the following sub-objectives:

-1Identify the level of self-concept of primary school students with learning difficulties from the point of view of learning disabilities teachers.

2- Identify the obstacles faced by students with learning disabilities and their relationship to the self-concept of primary school students with learning disabilities.

Importance of the research

- It highlights the student's self-concept; as one of the most important components of his personality, which affects its integration and social adaptation.
- The results of the research may contribute to developing the services available in virtual classrooms.
- The research provides a questionnaire to help teachers of disabilities to measure the self-concept of students with learning disabilities.

Search terms:

1-Self-concept: It is the individual's attitudes and ideas about himself and his qualities, and what he would like to be characterized by (Al-Zahir, 2010.)

2-Learning disabilities: The definition of the US federal government is those who show a disorder in one or more of the basic psychological processes, understanding and using spoken or written language, and appear in a deficiency in the ability to think, listen, read, write, spell and calculate, and are not due to reasons related to any type of disability or environmental, economic or cultural deprivation (Boutros, 2014.)

The researcher defines it procedurally as primary school students who have been diagnosed by the ministry's standards as suffering from learning disabilities and who are registered in resource rooms in schools

Theoretical Framework:

Manifestations of Learning Disabilities:

-Developmental Difficulties: These include attention, perception, memory, oral language, and thinking processes.

-Academic Difficulties: These include oral and written expression, basic reading skills, reading comprehension, arithmetic operations, and mathematical reasoning.

Although learning difficulties may occur in conjunction with other conditions of disability (such as sensory or mental retardation, emotional disturbance, or in conjunction with external influences (such as cultural differences, insufficient or inappropriate education), they are not the result of these conditions or indicators (Al-Samadi and Udaybat, 2024)

Forms of self-concept:

Al-Samadi and Al-Shamali (2017) classified the concept of self into several forms, which are:

-The perceived self: It is the individual's description of himself as he sees it, which determines the characteristics of his self.

-The academic self: It is the individual's report on his grades in various achievement tests compared to others who perform the same tasks.

-The social self: It is determined by the individual's perception and perception that he believes others perceive of him, and it is represented in interaction with society.

-The temporary self: It is a concept that the individual possesses for a certain period, and then it fades away, and it can be positive or negative, desirable or not, depending on the situations he goes through.

- The ideal self: It is what the individual wishes to be, whether psychologically or physically (Al-Zahir, 2010).

Dimensions of the self-concept:

There are many opinions that mentioned the dimensions of the self-concept, and William James was the first to mention them, which are:

-The social self, which is as others see it.

-The perceived self, which is the self that the individual believes exists in reality.

-The ideal self, which is what the individual wishes to be.

Shavelson (1976) believes that the levels of the self-concept begin with a general self-concept and are then divided into:

-The physical self-concept.

-The emotional self-concept.

-The social self-concept.

- The academic self-concept (Al-Zahir, 2010).

Self-concept features:

Many scholars have mentioned the features of self-concept such as: Shavelson and his colleagues (Shavelson et al., 1976) Shavelson and Bolus (Shavelson & Bolus, 1982) and they have been defined as follows:

- Organized self-concept: The individual's perception of himself through his organization and formulation of the experiences he goes through based on his personal culture.
- Multifaceted self-concept: It is the individual's classification of his experiences that he goes through into many areas, such as mental abilities and social acceptance of school.
- Hierarchical self-concept: meaning that it is in the form of a pyramid, its base is all the experiences and situations that the individual has gone through, and its top is the general self-concept.
- Fixed self-concept: It is characterized by being fixed, especially at the top of the pyramid, and decreases as we go down (Al-Zahir, 2010).

Characteristics of self-concept:

- 1It is acquired and plays a role in building the individual's concepts about himself, through the reactions and judgments issued by the individuals around him.
- 2It affects the academic performance and educational behavior of the individual.
- 3- It adds a special character to the behavior of individuals according to their self-concept (Amer and Al-Masry, 2018).

Theories explaining the concept of self:

1- ROGERS' THEORY OF SELF:

The scientist Rogers conducted studies to reveal the personality of the individual and its components, and his studies are called the theory of individual experience, and he mentioned that the human being is the center of many experiences that are constantly changing, and Rogers believes that the concept of self in the individual is somewhat fixed, but it can be modified through psychotherapy, and that the concept of self affects the behavior of the individual, and thus can change it, as it is what the individual perceives from experiences about himself and about the early social relationships that develop and develop his concept of self.

The self, according to Rogers, has many characteristics, including:

- Its nature is harmonious and coherent.
- The individual takes the methods that suit himself.
- The self develops and changes as a result of learning and maturity.

2- George Mead's Theory of Self GPRGE MEED:

George Mead talked in his theory about self-awareness, and distinguished in his theory between the ego and the social self. According to George, the ego is the individual's disorganized responses or the individual behavior that he follows in his actions, while the social self means the individual's perception of himself under the influence of others, which means that the individual's behavior is directed by social and cultural influence. George Mead believes that the concept of self is a social interaction, as a result of the individual's interest in how others respond, so he stated that the self is something that arises and grows by being influenced by social experiences and activities (Amer and Al-Masry. 2018).

Through what was reviewed from the theories, it became clear that the concept of self focuses on the personal self and the social self, and that each of them affects the other, whether negatively or positively, and that it is subject to modification and development as a result of growth and education, and thus the individual's behavior is affected by the environment in which he lives.

Studies related to self-concept:

Chohan (2018) aimed in her study to know the effect of academic failure on the self-concept of primary school students, and the results of the study revealed that academic failure affects the self-concept of students, especially if it is their first experience, so that they feel shocked, and it may lead to dropping out of school, and also the student's personality is affected by his academic performance, and also the social and economic situation has an effect on the self-concept.

Sulaiman's study (2017) was also conducted on students with learning difficulties, to identify their self-concept and its relationship to some demographic variables, and the results showed an increase in the self-concept trait in general for students with learning disabilities, as well as an increase in the level of physical, psychological and social self-concept in favor of males; This is due to the instilling of confidence by parents in their children, and facilitating the education process and verbal and material reinforcement.

Research Methodology and Procedures:

Research Methodology:

The current research followed the descriptive correlational approach; This is due to its suitability to the study objectives, as it is concerned with collecting information to describe the phenomenon of the study subject, and enables us to predict that there is a relationship between two variables, and explains the strength of this relationship (Al-Khalili, 2012).

Research Community and Sample:

The study community consisted of male and female learning disabilities teachers in the Eastern Province for the primary stage, numbering (298), including (115) female teachers and (183) male teachers.

The study sample was taken in a simple random manner, consisting of (117) male and female learning difficulties teachers in the Eastern Province for the primary stage, including (99) female teachers and (18) male teachers.

Self-concept Questionnaire:

The questionnaire was prepared and designed in its initial form after reviewing previous studies related to the concept of self and self-concept scales. It consisted of three dimensions: cognitive self-concept (6) paragraphs, academic self-concept consisting of (5) paragraphs, and social self-concept consisting of (6) paragraphs, so the total number of scale paragraphs becomes (17) paragraphs.

Construct validity:

Construct validity is one of the instrument's validity measures that measures the extent to which the objectives that the instrument wants to achieve have been achieved, and shows the extent to which each axis of the questionnaire is related to the total score of the questionnaire paragraphs.

The structural validity was verified by calculating the correlation coefficient between the score of each dimension and the total score of the tool. It is clear from Table No. (14) that all the correlation values for the dimensions of the tool ranged between (0.848, 0.951), and they are all very positive and strong correlation values with statistical significance at a significance level of (0.01), which indicates the strength of the relationship between the dimensions and the total score of the tool. Accordingly, it can be said that all the dimensions of the tool are valid for what they were designed for.

Reliability: The overall reliability of the questionnaire was estimated on the survey sample members by using Cronbach's Alpha and Split-Half. The results were measuring the reliability coefficient using Cronbach's Alpha and Split-Half methods on the scores of the survey sample, which numbered (20) male and female teachers. The coefficient of the (self-concept questionnaire) was equal to (0.917, 0.850) using Cronbach's Alpha and Split-Half methods, respectively. It is noted that the values of the reliability coefficients are very high above the minimum acceptance limit of the tool, which is (0.70), indicating that the tool has a high degree of reliability and can be relied upon in field application on the basic research sample.

Presentation and discussion of the research results:

Results of the first question:

What is the level of self-esteem of students with learning difficulties from the point of view of learning disabilities teachers?

This question was answered by extracting the arithmetic means and standard deviations of the estimates of the study sample members on the sub-domains of the self-esteem scale, and the scale as a whole.

The table (1) shows the arithmetic means and standard deviations of the study sample members' estimates on the self-esteem scale domains and the scale as a whole, arranged in descending order according to the arithmetic mean.

Rank	Number	Range	Mean Standard	Deviation
1	4	Cognitive Self-Esteem	2.41	0.95
2	3	Academic Self-Esteem	2.34	1.22
3	2	Social Self-Esteem	2.32	1.18
		Self-Esteem Scale	2.34	1.10

It appears from Table () that the level of self-esteem among students with learning disabilities was average; as the arithmetic mean of the study sample members' estimates of the self-esteem scale as a whole was (2.34) with an average evaluation level, and the arithmetic means of the study sample members' estimates of the sub-dimensions of the self-esteem scale ranged between (2.29-2.41), as the field of "family self-esteem" came in first

place with an arithmetic mean of (2.41) and an average evaluation score, the field of “academic self-esteem” came in second place with an arithmetic mean of (2.34) and an average evaluation score, and the field of “social self-esteem” came in third place with an arithmetic mean of (2.32) and a low evaluation score.

This result can be justified by the difficulty of the social problems faced by students with learning difficulties, which is represented in that some of those with learning disabilities reject their peers with a low self-concept and weakness in their social management. This is evident when they interpret the feelings of others incorrectly and do not realize their behaviors that are unacceptable to others. This makes providing social services to this group of students require cooperation with social specialists in order to overcome the lack of emotional and social growth among students with learning disabilities that resulted from difficulties in motor functional performance. This shows its effect on mental processes such as attention, perception, thinking, learning, and problem solving, all of which hinder the acquisition of social and educational experiences.

The second question: Is there a statistically significant correlation at the significance level (0.05) between the obstacles of virtual classes and the self-concept of students with learning disabilities in virtual classes from the teachers' point of view?

The table (2) Pearson's correlation coefficient at the level (0.05) shows between the obstacles faced by teachers in virtual classes and the self-concept of students with learning disabilities from the teachers' point of view

The relationship between the study variables	Sample N	Mean	Correlation coefficient value R	Significance level
Obstacles faced by teachers in virtual classrooms	117	3.563	.347** -	0.000
Self-concept of students with learning difficulties	117	3.400		
Obstacles faced by students in virtual classes	117	3.706	.439** -	0.000
Self-concept of students with learning difficulties	117	3.400		

To answer this question, the arithmetic mean of teachers' responses to the three tools was calculated, and then the relationship between each tool and the other was calculated by measuring the correlation coefficient at a significance level of (0.05), which clarified the relationship between teachers' responses to the degree of obstacles that teachers face in virtual classrooms. It was found that the value of the correlation coefficient between the obstacles that teachers face in virtual classrooms and students' self-concept is (0.347) at a significance level of (0.05), which is a moderate inverse correlation value and statistically significant, as the significance value is less than (0.001). Accordingly, the hypothesis that states (there is a relationship between the obstacles that teachers face and the self-concept of students with learning difficulties in virtual classrooms from the teachers' point of view) is accepted.

Regarding the relationship between the obstacles facing students and the self-concept of students with learning disabilities, the correlation value between the two tools was (0.439) at a significance level of (0.05), which is a moderate inverse correlation value and statistically significant ($\alpha < 0.01$). Accordingly, the hypothesis that there is a relationship between the obstacles facing students and the self-concept of students with learning disabilities in virtual classrooms is accepted from the teachers' point of view, and based on my observations as a teacher and what teachers and students face while using virtual classrooms. The researcher also believes that this result is due to the fact that the obstacles facing teachers and students lead to a decline in academic achievement among students and thus led to a decline in the self-concept of students with learning disabilities.

References:

- Al-Khalili, Khalil Yousef. (2012). Basics of scientific research. UAE: Dar Al-Qalam.
 Al-Samadi, Ali, Al-Shamali, Sayyah (2017) Modern concepts in learning difficulties, Dar Al-Masirah for Publishing, Amman.

- Al-Samadi, Ali, Udaybat, Saja (2024) Learning difficulties - causes - manifestations - diagnosis, Dar Al-Yazouri for Publishing and Distribution, Amman.
- Al-Zahir, Qahtan Ahmed. (2010). The concept of self between theory and application. 2nd ed. Amman: Dar Wael.
- Amer, Tariq Abdul Raouf Muhammad, and Al-Masry, Ihab Issa. (2018). The concept and esteem of self. Egypt: Dar Al-Ulum for Publishing and Distribution.
- Boutros, Hafez. (2014). Teaching children with learning difficulties. 3rd ed. Amman: Dar Al-Masirah.
- Chohan, B. I. (2018). The Impact of Academic Failure on the Self-Concept of Elementary Grade Students. *Bulletin of Education and Research*, 40(2), 13–25.
- nglés, C. J., Aparisi, D., Delgado, B., Torregrosa, M. S., & García-Fernández, J. M. (2017). Sociometric types and academic self-concept in adolescents. *Psicothema*, 29(5), 496–501.
- Pestana, C. (2015). Exploring the self-concept of adults with mild learning disabilities. *British Journal of Learning Disabilities*, 43(1), 16–23
- Sulaiman, Rania Yousef, and Muhammad, Yahya Haroun. (2017). Self-concept and its relationship to some demographic variables: An applied study on students with learning difficulties (unpublished master's thesis). Africa International University, Khartoum.
- Swalha, Awnia Atta Al-Sheikh. (2013). Self-concept among students with learning difficulties and normal students: A comparative study. *Journal of the Islamic University for Educational and Psychological Studies, Islamic University of Gaza*, 21(2), 219 - 258.
- Taabli, Muhammad Al-Tahir, and Khamis, Abdul Aziz. (2013). The relationship between self-concept and achievement motivation among third-year secondary school students in general and technological education: A field study in some secondary schools in the city of Ouargla. *Journal of Humanities and Social Sciences. Algeria: Journal of Humanities and Social Sciences.*