

"دراسة للفروق بين الأطفال الذين يعانون صعوبات تعلم الرياضيات والأطفال الأسوياء في الأداء على بعض المتغيرات الانفعالية / الاجتماعية "

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Abstract

Title of the STUDY

"The differences between the children suffering from developmental dyscalculia and normal children with regard to some emotional and social variable".

The study tried to achieve the following objectives:

- 1- Recognizing differences between male children with developmental dyscalculia and their female peers with developmental dyscalculia in performing diagnostic tests of developmental dyscalculia.
- 2- Recognizing differences between children with developmental dyscalculia and their normal peers regarding the performance of self-concept (academic self-concept, social self-concept) and performing the test of psychological adjustment according to evaluation of teachers.

This study has used the descriptive method as it identified the relationship between the variables of difficulty of sciences (developmental dyscalculia or difficulties in learning mathematics) and gender (male and female) on the one hand and variables of performing r emotional and social aspects. The design of consistent cross-sections has been used. It creates consistency among the cross-sections in both groups under study on the basis of their similarity in some interfering variable such as the socio-economic standard age, stage level intelligence (verbal, performance, full) other difficulties in learning and gender.

The sample of study consists of two groups.

First group: children with developmental dyscalculia or difficulties in learning mathematics in the fourth and fifth primary – school grades (N=36) at governmental schools.

Second group: Normal children in the fourth and fifth primary – school grades (N=40) at governmental schools of the ministry of education.

Findings have revealed the following:

1. There are no significant difference among male and female children who dace difficulties in learning mathematics in performing diagnostic tests of developmental dyscalculia.
2. There are significant differences between children are significant differences between children with developmental dyscalculia and their normal peers in performing the measurement of psychological adjacent according to evaluations of teachers and no significant differences between the children of both groups on peers Harris scale for self-concept (academic – social)