



Behavioral Problems Among Refugee Students With Learning Difficulties In Jordan And Their Relationship To Some Variables

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ABSTRACT

The study aimed to identify behavioral problems among refugee students with learning difficulties in Jordan, and whether these problems differ according to the child's gender, age, the field of his academic learning difficulties or the duration of the asylum, the study sample consisted of (148) Syrian refugee students with learning difficulties, and to achieve the study objectives, the study followed a descriptive approach, and to achieve the objectives of the study, the researchers developed a tool consisting of (45) distributed equally on three dimensions: emotional behavioral problems, educational behavioral problems, and social behavioral problems, and the researchers verified the indications of its truthfulness and consistency.

The results showed a high level of behavioral problems in all its dimensions, which came after emotional behavioral problems and after educational behavioral problems in the first rank of the responses of the study sample, followed by social behavioral problems in the second place. The results also showed that there were significant differences in the overall degree of behavioral problems depending on the gender variable of students in favor of male students, the age variable in favor of those less than 9 years old, and the duration of asylum variable in favor of those whose asylum period was less than 10 years. The results did not show any significant differences in the dimensions of behavioral problems depending on the variable of the field of learning difficulty, except after educational behavioral problems, where the differences appeared depending on the field of learning difficulty and in favor of those who have learning difficulty in reading.

Keywords: behavioral problems, refugee students, students with learning difficulties.

Introduction:

For many decades, the issue of asylum has been one of the most prominent humanitarian challenges, as many causes, including natural disasters, wars, political and religious conflicts, and persecution, have contributed to exacerbating its spread. Jordan, with its strategic location and as a safe haven for people fleeing conflicts, has received a large percentage of refugees, amounting to 74% of various nationalities Worldwide, Arabs, Palestinians and Iraqis, and recently hosted more than two and a half million Syrians, with 50% of the refugees, the percentage of children under the age of eighteen (41%), the impact of asylum and forced migration on them was great, especially students, as they faced challenges in education and integration into society, which prompted Jordan to provide educational opportunities for Syrian students like Jordanians considering education as a human right and a fundamental pillar of contemporary life (Refugee, Displaced Person, and Forced Migration Studies Center, 2022 yu.edu.jo).

Behavioral issues among refugee students.

The traumatic experiences of seeking asylum, including wars and the accompanying stressful events, lead to behavioral and social problems among refugee children, especially students, affecting their social adaptation and educational integration. This is evident in declining academic performance and school engagement, along with psychological and emotional issues such as anxiety, depression, and feelings of inferiority. The tense family atmosphere for refugees also leads to negative effects, such as psychological distress, developmental delays, post-traumatic stress symptoms, sleep disturbances, outward-directed behaviors such as aggression, defiance, rebellion, and peer problems, as well as inward-directed behaviors like anxiety, severe sadness or depression, social withdrawal, and isolation. These issues reflect on students' academic, psychological, and social performance, increasing their likelihood of behavioral deviation and their lack of commitment to school lessons and assignments (Al-Hawamdeh, 2019; Abu Tarboush, 2014; Schewe, 2008; Salem, 2018).

The results of a study by Al-Ma'ayra et al (2019), which targeted 320 Syrian refugee students in Jordanian government schools, confirmed that the most prevalent challenges facing refugee students are educational and learning difficulties, followed by familial social issues, then economic hardships. Health-related psychological issues were the least reported. The study also revealed statistically significant gender differences in educational, social, and familial domains, with females being more affected. Additionally, the length of stay in Jordan only significantly impacted economic aspects, favoring those staying for more than three years. Furthermore, there were significant statistical differences related to parental education levels and family economic status, with secondary or lower parental education levels being more impactful, and lower economic status exacerbating educational challenges.

The results of the tashtooch & Al-Asmar (2019) study aimed at identifying psychopathological symptoms in (580) Syrian refugee students in Jordanian schools also indicated that there are apparent differences between the answers of Syrian refugee students based on gender variables, length of stay, and loss of a family member. The results showed that psychopathological symptoms were more prevalent among females, and psychopathological symptoms were recorded in correlation with the variables of the loss of a family member, the number of family members and the length of stay.

In a study by Yahyawi, et al (2018) PTSD was the most prevalent among Syrian refugee children, followed by attention problems, stubbornness and OCD. The results revealed statistically significant differences in some behavioral problems based on the gender of the child, as it was in favor of females in anxiety and depression problems, and in favor of males in obsessive-compulsive problems.

A study by Tosten, Toprak, and Kayan (2017) revealed that refugee children are still affected by post-traumatic stress and face difficulties in understanding communication within the classroom, indicating learning problems. In contrast, a study by Abu Al-Ghanam et al. (2016) indicated a moderate level of social adaptation and psychological security among refugee students, with no statistically significant differences based on gender, duration of asylum, or parental presence.

In the aforementioned context, the impact of the challenges faced by refugee children on their academic and behavioral performance becomes apparent. However, this impact is not limited to typical children but worsens when considering refugee students with learning difficulties. Learning difficulties remain enigmatic despite numerous studies conducted to understand their causes and various effects on student learning realities. The characteristics among students with learning difficulties vary, with researchers sometimes finding differences in these characteristics at the individual level, especially concerning academic achievement problems, cognitive characteristics related to cognitive and metacognitive processes, auditory and visual perception disorders, motor disorders, attention deficits, behavioral characteristics, and social problems (Hallahan, Kauffman, & Pullen, 2022). Hence, it's not surprising that students with learning difficulties are described as a heterogeneous group.

In the social context, students with learning difficulties suffer from various behavioral problems, such as difficulty taking personal or social responsibility, lack of self-control, deficits in social cognition, difficulty interpreting others' feelings and reading social cues, leading to disruptive behavior. The impact of their social deficits and behavioral problems varies depending on the type of learning difficulties, their grade level, and their social competence. Alian's (2021) study found a moderate level of behavioral problems among students with learning difficulties and a high level of guidance needs, indicating a positive correlation between behavioral problems and guidance needs for students with learning difficulties.

On the other hand, Khojah's (2019) study revealed that the most common behavioral problems among students with learning difficulties are related to attention deficit. Similarly, Abdul Wahab et al.'s (2018) findings indicated that social, psychological, and behavioral issues are more prominent when students are in regular classrooms compared to special education settings, highlighting the effectiveness of special education classrooms and programs in addressing the needs of students with learning difficulties. Finally, Almakani et al.'s (2014) study pointed out that, according to teachers' and peers' estimates, the most prevalent behavioral problems among students with learning difficulties are associated with hyperactivity accompanied by inattention, followed by withdrawal-related issues, defiance-related problems, and aggression-related issues.

Behavioral problems of refugee students with learning difficulties

Talking about the behavioral problems of Syrian refugee students with learning disabilities in Jordan shows that the situation is even worse; due to the great challenges they face, especially in educational aspects, which necessitates the need to attach them to the learning resources rooms. The fact that students join the resources rooms does not mean that the problem they have is limited to their suffering from learning difficulties, but extends to their suffering from other problems, the most important of which are social problems and low level of social competence. (Almakani, et al, 2014), which may also show many different behavioral problems that would make students with learning disabilities more likely to fail academically and socially (Abdulwahab et al, 2018). These problems may increase in light of low levels of psychological security, as confirmed by the results of a study by Almakani, et al (2021), which indicated a correlation between the level of emotional security and social competence in (161) children with learning disabilities from refugees. This discovery highlights the need for further research on refugee students with learning difficulties and behavioral problems, especially in the Jordanian context, which has not received sufficient attention to this aspect.

Research Problem:

The problem of the study is the lack of research focusing on the behavioral problems of refugee students with learning disabilities in the Jordanian environment, although it is important to understand these problems in the context of their new experiences due to asylum. The study also highlights the need to investigate the level and nature of these problems, and the extent to which they differ based on aspects such as gender, age, the area of learning difficulty, and the duration of asylum, in addition to seeking to determine what research in this area can add to educational and scientific knowledge.

Research Questions:

1. What is the level of emotional, educational and social behavioral problems of refugee students with learning disabilities in Jordan?
2. Does the level of emotional, educational and social behavioral problems of refugee students with learning disabilities in Jordan differ depending on the child's gender, age, area of academic learning difficulty, or duration of asylum?

Significance of the Research:

The importance of the study stems from the importance of its subject, and its theoretical importance lies in helping specialists and teachers in educational institutions to identify the behavioral problems of refugee students with learning disabilities in Jordan, as well as the importance of the results obtained in the effective planning of extension programs and special education programs applied in the rooms of learning resources. It is hoped that the results of this study will help those familiar with its results, especially those interested in the affairs of refugee students and those working with them, the nature of the relationship behavioral problems, in addition to enrich the Arab and foreign library in the field of studies related to refugee affairs. In a related way, the applied importance of the study is evident in the possibility of preparing its results for training programs to address behavioral problems in refugee students with learning disabilities and increase their social efficiency, in addition to the current study provides an developed tool that can be relied upon and used in subsequent studies related to educational, psychological and social behavioral problems in refugee students with learning disabilities.

Method and procedure of study:

The population of the Study and its sample members

The population of the Study consists of all refugee students with learning disabilities enrolled in schools affiliated to the directorates of education in Zarqa and Mafrqa governorates in Jordan, where there are resource rooms for students with learning disabilities, whose number, according to estimates of the Jordanian Ministry of Education for 2023, increases by (2372) students out of the total number of Syrian refugee students in the directorates of education and education of both governorates, amounting to (49650) students. As for the members of the study sample, there were (148) Syrian refugee students with learning disabilities under the age of 12, who were deliberately selected from the study community, where refugee students with learning disabilities enrolled in two schools affiliated to the Zarqa first Directorate of education and education, and two schools affiliated to the Mafrqa governorate Directorate of education and education were targeted, and Table (1) shows this.

Table (1) distribution of study personnel according to its variables

Variable	Category	Number	Percentage
Gender	Male	97	%65.5
	Female	51	%34.5

	Total	148	%100
Age	Less than 9 years	92	% 62.2
	From 9 -12 years old	56	% 37.8
	Total	148	% 100
Area of learning	Reading	78	% 52.7
	Writing	30	% 20.3
	Calculation	40	% 27
	Total	148	% 100
Duration of asylum	Less than 10 years	80	% 54.1
	More than 10 years	68	% 45.9
	Total	148	% 100

Instrument of the Study: Behavioral problem scale for refugee students with learning disabilities.

To develop a scale of Educational, Psychological and social behavioral problems in refugee students with learning disabilities, the researchers referred to the study of Abdul Wahab, et al (2018), and the study of makanin, et al (2014), where a tool was developed to measure behavioral problems consisting of (45) paragraphs evenly distributed over three areas: emotional behavioral problems, educational behavioral problems, and social behavioral problems, and the paragraphs of the scale were distributed on a graduated answer ladder from (0-4) degrees according to the five-digit Likert gradient as follows: (always and given the number (5), often and given the number (4), sometimes and given the number (3), rarely and given the number (2), never and given the number (1), and depending on the foregoing, the values of the arithmetic averages reached were treated as follows according to the following equation:

Upper value – the minimum value of the answer alternatives divided by the number of levels, that is:
 $5-1 \div 3 = 4 \div 3 = 1.33$ and this value is equal to the length of the category, so the levels of behavioral problems are as follows:

- The low score of 1.00 _2.33
- The average score of 2.34_3.66
- High score from 3.67 - 5.00

The authenticity of the behavioral problems scale for refugee students with learning disabilities: after developing the behavioral problems scale in its initial form, the researchers verified its authenticity by following the honesty of the content and the honesty of internal consistency, where the researchers verified the authenticity of the content of the scale through the method of reviewing the arbitrators, where the study scale was presented to ten arbitrators from the faculty members at the Hashemite University to review and arbitrate the paragraphs of the scale and to find out the suitability of the scale for the objectives of the study, and the clarity of the paragraphs and their belonging to the dimensions that fall under it, to achieve the authenticity of the content. The judges were unanimous that all the paragraphs belong to the dimensions to which they develop, and the rest of the observations included the need to reformulate the language of some paragraphs or replace some vocabulary with others to make it easier for children to understand them, and in light of this, the researchers made the necessary adjustments to the scale of behavioral problems to appear in its initial form.

As for the truthfulness of the scale by extracting the internal consistency of the paragraphs of the scale, the researchers verified the consistency of all paragraphs of the scale with the dimension to which they belong, to make sure that the paragraph measures what it was set to measure and does not measure anything else, where the correlation coefficient 'Pearson' was calculated between the degree of each paragraph with the total degree of the dimension and the total degree of the scale and table number (2) shows this.

Table (2). The coefficients of correlation of the paragraphs of the behavioral problems scale with the total score of the dimension and the total score of the scale

Paragraph	Correlation with Dimension	Correlation with the total degree	Paragraph	Correlation with Dimension	Correlation with the total degree
1	.883**	.745**	24	.528**	.451**
2	.839**	.684**	25	.697**	.659**
3	.860**	.686**	26	.737**	.737**
4	.855**	.687**	27	.785**	.798**
5	.802**	.756**	28	.759**	.756**
6	.888**	.807**	29	.782**	.782**
7	.822**	.709**	30	.663**	.528**
8	.792**	.685**	31	.711**	.515**
9	.840**	.662**	32	.801**	.757**
10	.854**	.768**	33	.824**	.801**
11	.742**	.722**	34	.904**	.790**
12	.772**	.711**	35	.855**	.812**
13	.804**	.746**	36	.793**	.701**
14	.904**	.711**	37	.778**	.596**
15	.871**	.614**	38	.737**	.629**
16	.814**	.588**	39	.646**	.510**
17	.853**	.606**	40	.706**	.605**
18	.686**	.366**	41	.746**	.626**
19	.696**	.553**	42	.655**	.660**
20	.796**	.705**	43	.884**	.689**
21	.750**	.615**	44	.911**	.713**
22	.724**	.664**	45	.888**	.671**
23	.803**	.726**			

* A function statistically at the level of (0.05 = α)

It is clear from Table (2) that all the coefficients of the correlation of paragraphs with the total score of the scale are statistically a function at the level of (0.05 = α), where the correlations of paragraphs with the dimension belonging to it ranged between (.528 and .911), and paragraph correlations to the overall scale score ranged between (.366 and .812), and all these values are a function statistically, and this indicates the consistency of the internal structure of the scale, and all these values are a function statistically, and this indicates the consistency of the internal structure of the scale, so the scale of behavioral problems will be from (44) paragraphs in its final form.

Stability of the scale of behavioral problems for refugee students with learning disabilities: to confirm the stability of the scale of behavioral problems among refugee students, the cronbach Alpha equation was used, as the results of the analysis showed high degrees of stability of the scale of behavioral problems, reaching the stability of the scale (0.88), which is an appropriate degree for the application of the scale, and Table No. (3) shows these results.

Table (3). The stability coefficient of the scale of behavioral problems by the method of "cronbach's Alpha"

The scale	Number of Paragraph	Cronbach-Alpha invariance
Educational behavioral problems	15	0.78
Emotional behavioral problems	15	0.84
Social behavioral problems	15	0.81
The total degree of behavioral problems	45	0.88

It is clear from Table (3) that the stability coefficient by the cronbach's Alpha method reached (0.88), the stability coefficient for the dimension of educational problems reached (0.78), the stability coefficient for the dimension of emotional problems reached (0.84), and the stability coefficient for the dimension of social problems reached (0.81). These results indicate that the behavioral problems scale has a good degree of stability and is suitable for application to the basic sample.

Methodology:

The current study is a descriptive study aimed at identifying behavioral problems among refugee students with learning disabilities in Jordan, where arithmetic averages and standard deviations were used to answer the first study question, while to answer the second study question, the researchers calculated the arithmetic averages and standard deviations of the responses of the study sample on the scale of Educational, Psychological and social behavioral problems depending on variables (gender of the child, his age, the area of his academic learning difficulty, and the duration of asylum), where Anova variance analysis was used to find out the significance of differences in the overall score of the scale, and multiple variance analysis was used (MANOVA) to find out the significance of differences in the dimensions of the scale.

Results:

First: the results related to the answer to the first question, which is:

What is the level of emotional, educational and social behavioral problems of refugee students with learning disabilities in Jordan?

To answer this question, the arithmetic averages and standard deviations of the responses of the study sample were calculated on the scale of emotional, educational and social behavioral problems, Table (4) shows this.

Table (4).Arithmetic averages and standard deviations of the responses of the study sample on the scale of emotional, pedagogical and social behavioral problems after a descending order.

Rank	Dimension	Arithmetic Average	Standard Deviation	Degree
1	Educational behavioral problems	4.04	0.59	Elevated
2	Emotional behavioral problems	4.04	0.49	Elevated
3	Social behavioral problems	3.70	0.58	Elevated
	The overall average of behavioral problems	3.92	0.53	Elevated

Table (4) shows that the overall average of the total score of the behavioral problems scale was high with an arithmetic average of (3.92), followed by emotional behavioral problems in the first rank with an arithmetic average of (4.04) and a high degree, followed by the second place after educational behavioral problems with an arithmetic average of (4.04) and a high degree, and came after social behavioral problems in the third place with an arithmetic average of (3.70) and a high degree. The results of the behavioral problems scale by dimensions are presented below.

First: after educational behavioral problems.

To find out the level of educational behavioral problems, the arithmetic averages and standard deviations of the responses of the study sample were calculated after the educational behavioral problems, and Table (6) shows this.

Table (6). Arithmetic averages and standard deviations of the responses of the study sample after pedagogical behavioral problems are ranked in descending order

Rank	Paragraph	Arithmetic Average	Standard Deviation	Degree
1	He doesn't pay attention to details and misses a lot of information.	4.47	1.00	Elevated
2	He is not obliged to sit and be quiet in educational situations.	4.44	1.06	Elevated
3	He complains about the difficulty of the educational content provided to him.	4.31	1.19	Elevated
4	He avoids asking the teacher and peers in educational situations.	4.31	1.28	Elevated
5	He does not rely on himself in carrying out his duties, but assigns them to others.	4.25	1.19	Elevated
6	He does not follow the instructions of those who teach him and does not pay attention to her.	4.12	1.30	Elevated
7	He does not participate in educational discussions directed at him and his peers.	4.09	1.18	Elevated
8	It shows a lack of motivation to learn.	4.07	1.28	Elevated
9	The value of learning is not appreciated.	4.03	1.07	Elevated
10	He refuses to carry out educational duties and assignments assigned to him.	3.89	1.17	Elevated
11	He does not complete the tasks he performs.	3.82	1.29	Elevated
12	He does not adhere to the instructions followed in educational situations.	3.75	1.39	Elevated
13	It is difficult for a child to remember his lessons or what he learned.	3.71	1.33	Elevated
14	The child shows a feeling of boredom, distress from learning and its burdens.	3.68	1.31	Elevated
15	Obstructs activities within educational groups directed at him and his peers.	3.64	1.18	Medium
Educational behavioral problems		4.04	0.59	Elevated

Table (6) shows that the general average of the dimension of educational behavioral problems was high with an arithmetic average of (4.04), while the arithmetic averages of the paragraphs ranged between (3.64 and 4.47), and the paragraph that states "does not pay attention to details and misses a lot of information" came in first place with an arithmetic average of (4.47) with a high degree, followed by the second place the paragraph that states "does not adhere to sitting and calm in educational situations" with an arithmetic average of (4.44) with a high degree, and the paragraph that states "hinders activities within groups educational directed to him and his peers" in the fifteenth and last rank with an arithmetic average of (3.64) with an average score.

Second: After emotional behavioral problems.

To find out the level of emotional behavioral problems, the arithmetic averages and standard deviations of the responses of the study sample were calculated after emotional behavioral problems, and Table (5) illustrates this.

Table (5). Arithmetic averages and standard deviations of the responses of the study sample after emotional behavioral problems in descending order

Rank	Paragraph	Arithmetic Average	Standard Deviation	Degree
1	He gets upset when he talks about the course of events that he experienced.	4.50	1.09	Elevated
2	He seems mentally unstable and quickly moves from one topic to another.	4.48	0.98	Elevated
3	He fears others.	4.46	0.96	Elevated
4	His self-confidence is weak.	4.43	1.09	Elevated
5	It arises for the most trivial reasons.	4.41	0.97	Elevated
6	Sadness and the desire to cry appear for the simplest situations.	4.38	1.21	Elevated
7	He has disturbing thoughts, expecting that something bad will happen to him.	4.36	0.98	Elevated
8	Silence and unwillingness to speak appear.	4.26	1.37	Elevated
9	Capricious moods and emotions.	4.24	1.03	Elevated
10	He pretends to feel pain when exposed to stressful situations.	4.17	1.29	Elevated
11	He shows hypersensitivity to other people's attitudes and reactions to him.	3.97	1.27	Elevated
12	Anxiety and fear of the future appear.	3.80	1.30	Elevated
13	He feels alienated and lonely.	3.34	1.27	Medium
14	He does not accept criticism from others.	3.17	1.76	Medium
15	He Rebels when trying to adjust or direct his behavior.	2.65	1.40	Medium
Emotional behavioral problems.		4.04	0.49	Elevated

Table (5) shows that the overall average for emotional behavioral problems was high, with a mean of (4.04), while paragraph averages ranged between (2.65 and 4.50). The paragraph stating "Gets upset when discussing past events" ranked first with a high mean score of (4.50), followed by the paragraph stating "Appears mentally unstable and quickly switches topics" with a mean score of (4.48), ranking second with a high score. The paragraph stating "Rebels when attempting to control or direct his behavior" ranked fifteenth and last with a mean score of (2.65), indicating a moderate level.

Third: Social Behavioral Problems Dimension.

To assess the level of social behavioral problems, mean scores and standard deviations were calculated for the responses of the study sample regarding the social behavioral problems dimension. Table (7) illustrates this.

Table (7). Mean scores and standard deviations for the study sample responses on the social behavioral problems dimension, arranged in descending order.

Rank	Paragraph	Arithmetic Average	Standard Deviation	Degree
1	He gets upset when he talks about the course of events that he experienced.	4.36	1.24	Elevated
2	He seems mentally unstable and quickly moves from one topic to another.	4.36	1.13	Elevated
3	He fears others.	4.34	1.19	Elevated
4	His self-confidence is weak.	4.23	1.45	Elevated
5	It arises for the most trivial reasons.	4.06	1.25	Elevated
6	Sadness and the desire to cry appear for the simplest situations.	3.89	1.23	Elevated
7	He has disturbing thoughts, expecting that something bad will happen to him.	3.85	1.13	Elevated
8	Capricious moods and emotions.	3.84	1.14	Elevated
9	Silence and unwillingness to speak appear.	3.82	1.67	Elevated
10	He pretends to feel pain when exposed to stressful situations.	3.68	1.51	Elevated
11	He shows hypersensitivity to other people's attitudes and reactions to him.	3.43	1.69	Medium
12	Anxiety and fear of the future appear.	3.29	1.58	Medium
13	He feels alienated and lonely.	2.85	1.70	Medium
14	He does not accept criticism from others.	2.84	1.53	Medium
15	He Rebels when trying to adjust or direct his behavior.	2.55	1.49	Medium
Emotional behavioral problems		3.70	0.58	Elevated

Table (7) shows that the overall average dimension of social behavioral problems was high with an arithmetic average of (3.70), while the arithmetic averages of paragraphs ranged between (2.55 and 4.36), and the paragraph stating "socially withdrawn and avoids dealing with others" came in the first rank with an arithmetic average of (4.36) with a high degree, followed by the second place paragraph stating "does not initiate to share their conversations with others" with an arithmetic average of (4.36) with a high degree, and the paragraph it states that he "verbally or physically assaults others" with the fifteenth and last rank with an arithmetic mean (2.55) with an average grade.

Second: the results related to the answer to the second question, which is:

Do the emotional, educational and social behavioral problems of refugee students with learning disabilities in Jordan differ according to the gender of the student, his age, the area of his academic learning difficulty or the duration of the asylum?

To answer this question, the arithmetic averages and standard deviations of the responses of the study sample on the scale of emotional, educational and social behavioral problems were calculated depending on variables (gender, age, area of academic learning difficulty, duration of asylum), where the analysis of variance (ANOVA) was used to find out the significance of differences in the overall score of the scale, and the analysis of multiple variance (MANOVA) was used to find out the significance of differences in the dimensions of the scale, as described below.

Table (8). Arithmetic averages and standard deviations of the responses of the study sample on the scale of behavioral problems depending on the study variables.

The variable	Category	Number	Arithmetic Average	Standard Deviation
Gender	Male	97	4.22	0.37
	Female	51	3.37	0.29
Age	Less than 9 years	92	4.13	0.46
	From 9 -12 years old	56	3.58	0.46
Area of learning difficulty	Reading	78	4.17	0.52
	Writing	30	3.68	0.40
	Calculation	40	3.63	0.41
Duration of asylum	Less than 10 years	80	4.29	0.32
	More than 10 years	68	3.49	0.38

The results in Table (8) indicate that there are apparent differences in the study sample on the behavioral problems scale depending on variables (gender, age, area of academic learning difficulty, duration of asylum). to find out the significance of the differences, a variance analysis was performed and the results came as shown in Table (9).

Table (9). The results of the Anova variance analysis test to determine the significance of differences in the scale of behavioral problems depending on the study variables.

Source of variability	Total squares	Degree of freedom	Average squares	Value (F)	Level of significance
Gender	4.415	1	4.415	67.089	0.000*
Age	1.523	1	1.523	23.140	0.000*
Area of learning difficulty	0.222	2	0.111	1.689	0.188
Duration of asylum	4.560	1	4.560	69.304	0.000*
The mistake	9.344	142	0.066		
Total adjusted	41.726	147			

* The level of significance ($\alpha=0.05$)

Table (9) shows that there are significant differences in the overall degree of behavioral problems depending on the student's gender variable, where the value of (F) was (67.089) and the level of significance (0.000), and the arithmetic mean of male students was higher than the arithmetic mean of females.

The results showed that there were significant differences in the overall degree of behavioral problems depending on the age variable, with a value of (F) (23.140) and a significance level of (0.000), and the arithmetic mean of students under the age of 9 years was higher than the arithmetic mean of students aged 9-12 years. The results did not show any significant differences in the overall degree of behavioral problems depending on the variable of the field of learning difficulty, where the value of (F) was (1.689) and at a significant level (0.188), which is a non-statistically significant value.

The results also indicate that there are significant differences in behavioral problems depending on the variable of the duration of asylum, where the value of (F) was (69.304) and the level of significance (0.000), and the arithmetic mean of students with less than 10 years of asylum was higher than the arithmetic mean of students with more than 10 years of asylum.

To find out the significance of the differences in the dimensions of the scale, the arithmetic averages and standard deviations of the responses of the study sample were calculated on the dimensions of the scale of behavioral problems depending on the study variables.

Table (10). Arithmetic averages and standard deviations of the responses of the study sample on the dimensions of the scale of behavioral problems depending on the study variables.

Source of variability	Category	Educational behavioral problems		emotional behavioral problems		social behavioral problems	
		Arithmetic Average	Standard Deviation	Arithmetic Average	Standard Deviation	Arithmetic Average	Standard Deviation
Gender	Male	4.38	0.36	4.28	0.35	4.00	0.43
	Female	3.40	0.38	3.58	0.40	3.12	0.33
Age	Less than 9 years	4.24	0.55	4.24	0.37	3.92	0.50
	From 9 -12 years old	3.71	0.51	3.72	0.51	3.33	0.52
Area of learning difficulty	Reading	4.36	0.46	4.21	0.52	3.93	0.60
	Writing	3.65	0.53	3.91	0.33	3.48	0.38
	Calculation	3.69	0.49	3.80	0.41	3.39	0.44
Duration of asylum	Less than 10 years	4.42	0.40	4.37	0.23	4.10	0.34
	More than 10 years	3.59	0.45	3.66	0.44	3.22	0.42

The results in Table (10) indicate that there are apparent differences in the study sample on the dimensions of the behavioral problems scale depending on variables (gender, age, area of academic learning difficulty, and duration of asylum). to find out the significance of the differences, multiple variance analysis was performed and the results came as shown in Table (11).

Table (11). The results of the multiple variance analysis test to determine the significance of differences in the dimensions of the behavioral problems scale depending on the study variables.

Source of variability	Dimension	Total squares	Degree of freedom	squares Average	Level of significance	value (F)
Student gender Hotelling's 0.666 Significance: 0.000	Educational problems	7.917	1	7.917	93.719	0.000*
	Emotional problems	2.314	1	2.314	29.562	0.000*
	Social problems	3.888	1	3.888	43.838	0.000*
Age Hotelling's 0.223 Significance: 0.000	Educational problems	0.418	1	0.418	4.944	0.028*
	Emotional problems	2.432	1	2.432	31.066	0.000*
	Social problems	2.219	1	2.219	25.018	0.000*
Area of learning difficulty Wilks' Lambda 0.748 Significance: 0.000	Educational problems	1.977	2	0.988	11.702	0.000*
	Emotional problems	0.468	2	0.234	2.992	0.053
	Social problems	0.262	2	0.131	1.474	0.232

Duration of asylum Hotelling's 0.567 Significance: 0.000	Educational problems	2.363	1	2.363	27.972	0.000*
	Emotional problems	4.939	1	4.939	63.091	0.000*
	Social problems	6.956	1	6.956	78.428	0.000*
	Educational problems	11.995	142	0.084		
The mistake Total adjusted	Emotional problems	11.116	142	0.078		
	Social problems	12.595	142	0.089		
	Educational problems	51.462	147			
	Emotional problems	35.800	147			
	Social problems	49.390	147			

Table (11) shows that there are significant differences in the dimensions of behavioral problems depending on the gender variable of the student, where the Hotelling value was (0.666) and with a significance level (0.000), the differences appeared in all dimensions of the behavioral problems scale and the arithmetic mean of male students was higher than the arithmetic mean of females.

The results also show that there are significant differences in the dimensions of behavioral problems depending on the age variable, where the Hotelling value was (0.223) and with a significance level (0.000), differences appeared in all dimensions of the behavioral problems scale and the arithmetic mean for the age of less than 9 years was higher than the arithmetic mean for the age of 9-12 years.

The results also show that there are significant differences in the dimensions of behavioral problems depending on the variable of the duration of asylum, where the Hotelling value was (0.567) and the significance level was (0.000), and differences appeared in all dimensions of the behavioral problems scale, and the arithmetic mean of students whose asylum period was less than 10 years was higher than the arithmetic mean of students whose asylum period was more than 10 years.

The results also revealed statistically significant differences in the dimensions of behavioral problems depending on the variable of the field of learning difficulty, where the value of the Lex Lambda was (0.748) and with a significance level (0.000), and the differences appeared in the dimension of educational behavioral problems only, and to find out the source of the differences in the dimension of educational behavioral problems depending on the field of learning difficulty, a Scheffe's test was conducted for dimensional comparisons, and Table 12 shows these results.

Table (12). Scheffe's test for dimensional comparisons in the dimension of educational behavioral problems depending on the type of learning difficulty.

Dimensions	Field of learning difficulties		The difference between the averages (I-J)	Semantics
	I	J		
Dimensions of Educational behavioral problems	Reading	Writing	.7127*	0.000
	Reading	Calculation	.6722*	0.000
	Writing	Calculation	-0.0406	0.846

Table (12) shows that there are statistically significant differences in the dimension of educational behavioral problems between students with learning difficulties in reading and students with learning difficulties in writing and arithmetic. the arithmetic mean of students with learning difficulties in reading was higher than the arithmetic mean of students with learning difficulties in writing and arithmetic, while there were no statistically significant differences between students with learning difficulties in writing and those with learning difficulties in arithmetic.

Discussion:

Researchers attribute the high level of behavioral problems with their emotional, educational and social dimensions among refugee students with learning disabilities in Jordan to several reasons, the most important of which are: (1) asylum trauma: refugee students face difficulties in adapting to the asylum environment to which they migrated, its cultures and different educational methods, which may affect their behavior. (2). Psychological pressures: refugee students often face psychological pressures resulting from the experiences of war, asylum, and the loss of relatives or friends, and this can negatively reflect on their behavior at school, and the matter may reach the extent of psychological and behavioral disorders. (3). The lack of social support, where the absence of social support to be provided to refugee students in the family, school or community, contributes to the aggravation of behavioral problems. (4). Refugee students face additional difficulties in accessing appropriate education, whether due to a lack of educational resources or due to the lack of support to meet their special educational needs. (5). Discrimination and inequality of opportunities: the exposure of refugee students to discrimination and humiliation at school or in society may lead to a decrease in students' self-confidence, which exacerbates the behavioral problems they show, and the feeling of refugee students of unequal opportunities may increase the challenges of school adaptation, which may negatively affect their behavior and increase their behavioral problems, so how if the feeling of discrimination and unequal opportunities exceeds the limit of feeling. (6). Potential effects of poverty: refugees generally face economic difficulties and may be vulnerable to poverty, which can lead to deterioration of living conditions and lack of resources, which increases the likelihood of behavioral problems, especially among children. Such reasons can contribute to an increase in behavioral problems among refugee students, as confirmed by Al-Ma'ayra et al (2019) and Al-Hawamdeh(2019), which calls for the importance of providing a supportive educational environment and appropriate educational resources for refugee students with learning disabilities in Jordan, including providing psychological and social support and allocating resources to meet their special educational needs.

According to the responses of the study sample members to the challenges of education and its different methods and methods, as well as the educational difficulties that appear among refugee students, this result is consistent with the study of Al-Ma'ayra, et al (2019), which targeted the problems of coexistence for (320) Syrian refugee students in Jordanian public schools, the results of which indicated that the most problems experienced by refugee students are educational learning problems.

In the framework of interpretation of the findings of the performance on paragraphs after educational behavioral problems, the researchers explain the coming of the paragraph "he does not pay attention to details in missing a lot of information" at the top of the paragraphs to the nature of learning difficulties, which in most cases is associated with impaired attention accompanied by overactivity, but it is one of the main characteristics that often indicates the presence of learning difficulties, which makes students not committed to calm and sitting in situations, and thus this result is consistent with the results of the Khojah study (2019), and the results of the Yahyawi, et al (2018), each of which indicated that the most common behavioral problems in students with learning disabilities are distraction and then hyperactivity. The researchers also explain the coming of the paragraph that states "hinders activities within educational groups directed at him and his peers" in the fifteenth and last rank to the factors of classroom discipline followed by teachers in school environments, where students are not allowed to hinder educational activities, especially inside the classrooms, and the researchers also due to the disciplined behavior of refugee students, especially in new environments where they have no sources of support and are more committed to instructions, and this can also be explained by the fact that refugee students do not enjoy aggressive behavior, which often results in hindering educational activities, and this is consistent with what was indicated by the results of the study Khoja (2019), which indicated that aggressive behavior is the least common behavioral problems among students with learning disabilities.

In the field of emotional behavioral problems, the researchers explain the high level of emotional behavioral problems according to the responses of the study sample members to the effects of psychological and emotional factors on their behavior and interaction with the educational and social environment, so this result differs from the result of the study Ma'ayra, et al. (2019), in which the psychological problems suffered by refugee students came to a low degree.

In the context of explaining the conclusion of the performance on paragraphs after emotional behavioral problems, the researchers explain the coming of the paragraph stating "he is disturbed when talking about the course of events he has experienced" in the first place to the nature of traumatic experiences as a result of exposure to the events of war and the stressful events accompanying asylum experienced by refugee students and their families during the period of displacement and moving from their homeland to the asylum area in Jordan, in addition to the fact that refugee students may suffer from post-traumatic stress disorder, as indicated by the results of the study by Tustin & Toprak & Kayan (2017) which reviewed the situation of refugee students and experiences inside Turkish public schools and the results showed that students are still under the influence of post-trauma. This is also confirmed by the result of the study Yahyawi, et al.(2018), which aimed to identify

emotional and behavioral problems in (80) Syrian refugee children and indicated that PTSD accounted for (60%) of the most prevalent emotional and behavioral problems among Syrian refugee children. The researchers also explain the coming of the paragraph that states that "he Rebels when trying to control his behavior or direct him" in the fifteenth and last rank to the disciplined behavior of refugee students, especially since they are in different environments from their living environments in their homeland, they are more obedient to abide by instructions and do not conduct behaviors that require teachers to control, and this result differs with what was indicated by the Schewe study (2008), and the Salem Study (2018), the results of each of which indicated that refugee students often engage in forms of deviation behavioral problems such as rebellion, disobedience, misbehavior, lack of self-control and non-compliance with lessons and school duties, which negatively affects the students' school, psychological and social performance and threatens their future. In the field of social behavioral problems, the researchers explain the fact that social behavioral problems ranked last among the dimensions of the study tool according to the responses of the individuals of the study sample to the lack of direct influence of social factors on their behavior compared to psychological, emotional and educational influences, and this result differs with the result of the study Al-Ma'ayra, et al (2019), in which the social problems suffered by refugee students came to a high degree.

Within the framework of explaining the conclusion of the performance on paragraphs after social behavioral problems, the researchers explain the coming of the paragraph that states "socially withdrawn and avoids dealing with others" in the first rank to the shortcoming suffered by students in the field of social relations and their weak possession of social skills, and not having a high level of social competence, and students with learning difficulties may not be able to realize social situations, and when they have to interact with them, they do not have the same skill level as other ordinary peers, and therefore they cannot understand the importance of their social interactions, as the researchers explain this result there is also a lack of social support provided to refugee students and their exposure to discrimination and humiliation at school or in society, which leads to a decrease in their self-confidence, which exacerbates their social withdrawal and lack of adaptation in the school context. This result is consistent with the result of Almakani, et al (2014), whose results indicated that problems associated with the social withdrawal dimension are one of the most common behavioral problems among students with learning disabilities according to teachers' estimates, and the current result is also consistent with the Schewe (2008) and Salem (2018) studies, the results of which indicated that refugee students are often socially withdrawn, while this result differs from the results of Abu Al-Ghanam, et al (2016), which showed that refugee students have an average level of social compatibility, and this indicates their social interactions and not their social withdrawal. The researchers also explain the coming of the paragraph that states "verbally or physically assaults others" in the fifteenth and last rank to the fact that refugee students do not enjoy aggressive behavior, as they are in new environments where they lack someone to rely on, and this is consistent with the results of the study Khoja (2019), which indicated that aggressive behavior is the least common behavioral problem among students with learning disabilities.

As for the existence of statistically significant differences in the overall score of the behavioral problems scale on the one hand, and its dimensions on the other hand depending on the student's gender variable and in favor of male students, the researchers attribute it to the nature of the differences in the gender characteristics of refugee students, Males are more likely to show behavioral problems than females, especially in outward-oriented behavioral problems, and therefore the result of the current study in the field of showing differences depending on the gender variable is consistent with the result of the study Al-Ma'ayra, et al (2019), which indicated that there are statistically significant differences attributed to the impact of gender in the educational, educational, social and family spheres, but differs from it in the context of showing differences in favor of males, The result of the current study is also consistent with the result of the Alian (2021) study, which indicated that there were no differences in the level of behavioral problems among students with learning disabilities depending on gender variables, while the result of the current study differs from the result of the Abu Al-Ghanam, et al (2016) study, which indicated that there were no statistically significant differences in the level of social compatibility and psychological security of refugee students depending on gender difference. The result of the current study in the dimension of social problems is also consistent with the result of the yahyawi et al (2018) study, which indicated that there are differences in social behavioral problems depending on the child's gender variant and in favor of females, with the exception of aggressive behavior, stubbornness and attention deficit accompanied by overactivity, differences appeared in favor of male children.

The researchers attribute the presence of statistically significant differences in the overall score of the behavioral problems scale on the one hand, and its dimensions on the other hand depending on the age variable, and for the benefit of students under the age of 9 years to the difference in the developmental and personal characteristics of students and the different impact of asylum on them, as these effects are reflected most often on young students, and this result differs with the results of the study of Abu Al-Ghanam et al (2016), which indicated that there are no statistically significant differences in the level of social compatibility and psychological security depending on the difference in the duration of asylum, as there are there is a close correlation between the duration of the asylum and the age of the students.

The researchers also attribute the presence of statistically significant differences in the overall score of the behavioral problems scale on the one hand, and its dimensions on the other hand, depending on the variable duration of asylum, and for the benefit of students whose asylum period is less than 10 years to the novelty of forced migration and its stressful effects on refugees in general and students in particular, especially since asylum pays to join new educational environments whose conditions and readiness vary from place to place, and the response of refugee students to it varies from one environment to another, and this result differs with the result of the Abu Al-Ghanam study, et al (2016), which indicated that there are no statistically significant differences in the level of social compatibility and psychological security depending on the difference in the duration of asylum, and the result of the current study also differs with the result of the study of Al-Ma'ayra, et al.(2019), which indicated that there were no statistically significant differences attributable to the time period of stay in Jordan in all fields except the economic and physical field, and the differences came in favor of more than (3) years.

On the other hand, the researchers interpret the absence of statistically significant differences in the overall score of the behavioral problems scale depending on the variable of the field of learning difficulty to the nature of the conditions and pressures experienced by refugee students, which overcome the nature of the learning difficulties they face, and this can also be explained by the students' participation in reading, writing and numeracy difficulties, they are in New learning environments that imposed common challenges on them.

Conversely, the researchers explain that there are statistically significant differences in the dimensions of the behavioral problems scale depending on the variable of the field of learning difficulty, where the differences appeared in the dimension of educational behavioral problems only, and for the benefit of students with learning difficulties in reading with no statistically significant differences between students with difficulty learning to write and students with learning difficulties in arithmetic, the researchers attribute it to the fact that learning difficulties in reading require many skills, the lack of which leads to poor motivation to learn and thus poor achievement, which may lead the refugee student to be more inclined not to pay attention to the Education directed to him, the behavioral problems appear on the other hand, learning to write and calculate is often accompanied by fun activities that push the student to participate actively, so his behavioral problems decrease, and therefore the result of the current study differs with the result of the Khoja study (2019) to the absence of significant differences in behavioral problems depending on the field of learning difficulty.

Conclusion:

The current study dealt with the behavioral problems of refugee students with learning disabilities in Jordan, studying the extent of their impact on the student's gender, age, academic learning difficulties and the duration of asylum. The interest in studying this topic came within the framework of studying the problems facing this category in their daily lives, as the behavioral problems of refugee students with learning disabilities are different from the problems of non-refugee students with learning disabilities, so this study is the first study that addressed the behavioral problems of refugee students with learning disabilities in Jordan.

The fact that the study found a high level of behavioral problems and all dimensions of behavioral problems, the presence of emotional behavioral problems and after educational behavioral problems at the first level calls for the development of guidance programs and propose solutions to reduce these problems and mitigate their effects, and the presence of differences in the overall degree of behavioral problems depending on the gender variable of students in favor of male students, the age variable in favor of those less than 9 years, and the duration of asylum for those less than 10 years requires further research to identify the extent of the impact of these variables and take into account in programs directed to this category.

Recommendations:

In light of the results of the study, the researchers recommend the need to conduct other studies to find out the level of behavioral problems among students with learning difficulties from refugees and their various effects in light of other variables that have not been addressed in the current study, such as the place of asylum, the degree of learning difficulties, the student's grade level, the duration of his enrollment in learning resource rooms, the levels of psychological, educational and social support provided to students, and the health, social and economic conditions of refugee students.

The researchers also recommend, in the applied context, the need to conduct training programs to address the emotional, educational and social behavioral problems of refugee students with learning disabilities, in addition to other training programs to increase their social efficiency through activating and developing the programs of learning resource rooms programs.

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