

# Identifying Behavioral Problems Among Students With Learning Disabilities From Their Teachers' Point View

Dr. Abdullah Abubakr

## Abstract:

*Academic problems faced by students with learning disabilities (LD) have been a focus for both researchers and practitioners over the last decade. However, the behavioral aspects of students with LD, as well as the levels of these behaviors, have rarely been addressed. This study aimed to investigate the behavioral problems of students with LD in public and private schools in the Eastern Province of Saudi Arabia from the teachers' perspectives. A total of 122 teachers, selected from a population of 303 teachers working with students with LD in Saudi's Eastern Province, participated in the survey.*

*The study identified the most prominent behavioral problems among students with LD, as perceived by teachers, including hyperactivity with distraction, sentimental behaviors, behaviors related to strange customs, and social behavior; while<sup>1</sup> impulsive and aggressive behaviors were perceived as the least prominent.*

*Statistically significant differences were observed based on certain variables. Female teachers reported higher awareness of behavioral problems than their male counterparts. Kindergarten teachers and those who had completed professional courses on supporting positive behavior also demonstrated greater awareness. Finally, the study provided recommendations to educate teachers about the behavioral problems and disorders associated with learning disabilities, organize training courses for new teachers on managing these issues, and enhance the role of behavioral analysts.*

**Keywords:** Learning Disability, Problem Behavior.

## Introduction

Learning disabilities (LD) are one of the special education categories that receive wide attention from specialists in the field of education and learning. LD are defined as difficulties related to academic performance, such as reading, writing and arithmetic. People who are identified with a LD have low academic achievement in basic skills, as well as difficulties in mental processes such as attention, concentration and memory. And despite these areas of deficits, their IQ is high, and the focus has always been on the academic aspect of this category (Bryant, Bryant, & Hammill., 2000). LD are one of the special education categories that receive wide attention from specialists in the field of special and general education due to their increasing appearance among students in the pre-school level, and the continuation of academic

challenges in the elementary level. Therefore, some educational specialists were keen to uncover the underlying causes of these problems or difficulties lead directly or indirectly to these disabilities, while identifying the symptoms and effects resulting from them. Early diagnosis and intervention are critical to improving the academic and behavioral performance of students with LD in later life (Dosen et al., 2010). Students with LD usually suffer from multiple problems during their academic and life journey, because they are accompanied by real challenges that are not limited to the academic aspect only, but also affect the behavioral and social aspects. Individuals with LD require specialized educational programs that offer academic and behavioral support tailored to their needs. These programs help students overcome challenges and develop their abilities to adapt and achieve their full potential (Hassan, A. E. H., 2015). Behavior problems in children and adults are classified into two main areas, externalizing and internalizing behaviors. Externalizing behaviors are manifested as defiance, impulsiveness, hyperactivity, and aggression. Internalizing behaviors are manifested as withdrawal, depression, and anxiety. Consistently significant associations have been found between LD and problem behaviors (Sridevi, George, Sriveni & Rangaswamy., 2015).

### **Research Problem**

This quantitative study aimed to measure the prevalence of problematic behaviors among students with LD in schools in the Eastern Province of Saudi Arabia, as perceived by their teachers. It examined the role of various variables, including gender, years of experience, grade level (preschool, elementary, middle, high school), and academic qualifications. Additionally, it explored the impact of professional training and prior knowledge regarding the behavioral aspects of students with.

1. Do students with learning disabilities have behavioral problems, based on their teachers' perspectives? Do students with learning disabilities have behavioral problems, based on their teachers' perspectives?
2. What behavioral problems do students with learning disabilities exhibit, according to their teachers' perspectives?
3. Are the teachers' perspectives of students' behavioral problems differ based on their demographic characteristics (gender, class taught, school type, and qualifications)?
4. Are teacher demographic variables including: (a) teachers' knowledge of the proportion of students with LD who have comorbid disorders, (b) teachers' knowledge of the presence of behavioral problems of students with learning?

### **Research Goals**

The purpose of this study was to identify problem behaviors and assess the severity of these behaviors across five domains among students with LD in Saudi Arabia, as perceived by their teachers. While the academic needs of students with LD are widely emphasized, few studies have focused on the behavioral aspects of these students. This study aims to raise awareness about the less-explored aspects of LD. Understanding the types of problem behaviors that teachers encounter can help inform policy and practice recommendations, leading to more effective and comprehensive services. The study was enriching the research aspect due to the lack of studies and research in the Saudi environment that dealt with behavioral problems among people with LD in schools from the point of view of teachers.

### **Research Limitations:**

Research limits include the following:

- Age limits: This study was limited to school teachers for students with LD.
- Spatial limits: The application of this study was limited to the Kingdom of Saudi Arabia (eastern region).
- Temporal limits: Data collection for this study occurred during the 2024 academic year.

### **Research Delimitations**

The study's limitations include a small sample size and its focus only on teachers of students with LD in the Eastern Province, without considering the severity of the disabilities. One limitation is the timing of data collection: it was limited to a two-week period. Another limitation was related to time. Participants may find it difficult to remain fully focused on the questionnaire for more than 8-10 minutes, which can be seen as a disadvantage in comparison to other research techniques. The methods of distribution utilized in this research could result in partial data and restricted response rates (Dillman, 2014).

### **Definitions of Terms**

**1- Behavioral Problems:** All actions and behaviors that a child repeatedly performs during his interaction with the environment and school, such that they do not conform to the standards of normal behavior that are known and practiced in the surrounding environment.

**2- Learning Disabilities:** They are children who have disorders in one or more of the basic psychological processes involved in understanding and using written or spoken language, which appear in disorders of listening, thinking, speaking, reading, writing (spelling, expression, and handwriting), and mathematics, and which are not due to causes related to mental, auditory, visual, or other disabilities.

**3- Teachers:** He is the one who possesses a certain amount of knowledge and science and conveys it (transfers it) to others and helps students acquire knowledge, competence or virtue.

### **Theoretical framework and previous studies**

#### **First: Literature Review**

First : Learning Disability

LD are disorder in the learning processes, including memory, perception, attention, thinking, and learning strategies, which impact a child's understanding of spoken or written language and ability to do math, but do not indicate a lack of intelligence (Wong, B. 2004).

The causes of LD vary from person to person and can result from a combination of biological, genetic, environmental, and psychological factors. LD detects early in life, but the exact timing of when these difficulties are detected may vary from child to child. are usually detected gradually when a child begins to have difficulty adapting to basic academic skills such as reading, writing, arithmetic or comprehension. However, some LD may be more noticeable at certain ages, while others may be delayed in noticing them (Mizen, L., & Cooper, S. A. 2012).

Darwish et al. (2020) emphasizes the significance of early diagnosis in determining the appropriate type of learning for students with LD and creating a conducive learning environment that facilitates effective learning and overcome obstacles. Additionally, the importance of ongoing assessment of students' development and the need to adjust educational plans to meet their requirements.

The availability of experts to manage various situations, design personalized plans, and establish a supportive emotional and social environment is also deemed crucial.

## Second: Behavioral problems

Behavior is defined as a set of speaking, actions, and responses made by individuals, organisms that can be observed and measured (Watson, J. B. 2017). Problem behavior is defined as a set of patterns or actions that are inconsistent with the social or educational environment or inappropriate for the child's chronological age, leading to a negative impact on the child's life or those around them. These problems may manifest in various forms and affect academic, social, and emotional performance (Melanson & Fahmie, 2023).

A distinction should be noted between behavioral problems and behavioral disorders. Behavioral problems refer to inappropriate or undesirable behaviors that may arise temporarily due to specific factors and can be easily changed or modified if addressed appropriately. These behaviors may be natural reactions to stress, pressure, or lack of guidance and are typically short-lived. Behavioral problems are considered treatable using simple educational and guidance methods and do not require intensive therapeutic intervention (Zupparido et al., 2023).

While behavioral disorders are patterns of behavior that are socially or morally unacceptable, characterized by severity and continuity, and often caused by a psychological or neurological disorder (Granger et al., 2023)

Recognizing the distinction enables caregivers and educators to offer suitable assistance and consult professionals when needed. Intervening early can greatly enhance results for children diagnosed with behavioral disorders (Wicks-Nelson, R., & Israel, A. C., 2003).

## Third: Behavioral Problem and Learning Disability

Psychological literature indicates that a set of behavioral and cognitive characteristics distinguishes individuals with LD from their peers without LD. It has become evident that behavioral manifestations often accompany LD, including poor visual discrimination, poor memory, and difficulty following directions, challenges in understanding classroom discussions, difficulty retaining auditory information, hyperactivity, poor general coordination, poor perception of time, and difficulty with auditory discrimination (Kamel, M. 2005).

Yahya (2017) pointed out that behavioral and emotional problems are generally manifested in externalized behaviors or internalized behaviors, where externalized behaviors are directed towards others such as aggression, cursing, theft, violence and deviance, while internalized behaviors are social introversions such as loss of sensitivity, pathological fears, social isolation and selective withdrawal. Survey results conducted by Maughan et al. (1985) showed that 24% - 54% of children with LD have behavioral problems. Jorm et al (1986) studied a sample of 453 Australian children who were followed over the first three years of schooling. They found that on entering school, students with LD had more behavioral problems.

While Ritter (1989) indicated in his study that targeted 51 adolescent girls with LD, that problem behaviors are high among the group of adolescent girls with LD compared to adolescents without LD.

In a study by Rozario (1991), a girl was found to have many negative feelings about herself due to her poor academic performance. She underwent ten sessions of rational emotive behavior therapy (REBT), which focused on building positive thinking, counseling for parents

and teachers, and achieving significant improvement. Another study found that cognitive behavioral therapy (CBT) improved self-confidence and self-esteem in adolescents and was effective for those with depressive and anxious traits. In the same context, Hassan (2009) conducted a study comparing the social skills of students with learning disabilities (LD) to their counterparts among typically developing students in the elementary stage in Muscat, Oman. The study sample consisted of 120 students, equally distributed between the two categories. The results showed statistically significant differences between the average performance of students with LD and those without LD in the three dimensions of the grading system and its subscales. The findings favored typically developing students in the dimensions of social skills and social competence, while students with LD showed higher scores in the dimension of problematic behavior.

In a study conducted by Almakani et al. (2014), the aim was to identify behavioral problems among students with learning disabilities (LD) and their relationship to social competencies from the perspectives of their teachers and peers. The results revealed that the most common behavioral problems among students with LD, as perceived by teachers, were hyperactivity with attention deficit, social withdrawal, stubbornness, and aggression, with dependency being the least common. Dahle and Knivsberg (2014) found that the comorbidity rate between ADHD and LD ranges from 31% to 45%. They also stated that although ADHD is traditionally known as an externalizing disorder, children with this condition often experience LD and academic challenges in addition to behavioral problems such as impulsivity, oppositional behavior, and conduct issues. These academic difficulties are frequently overlooked as behavioral problems, often associated with impulsiveness, tend to take precedence.

Manoj et al. (2015) reported that approximately 40% of children with LD were diagnosed with comorbid behavioral problems, 30% of which were externalizing behaviors such as aggression, while 10% were internalizing behaviors such as withdrawal. Additionally, many were reported to frequently experience stress. In a similar study, Fernandez, Costa, and Hooper (2020) reported that students with specific LD (SLD) are more likely to exhibit internalizing and externalizing behaviors compared to their typically developing peers. Their study, conducted on 138 students, indicated that students with specific LD displayed a range of external and general behavioral problems.

In a study by Chieffo (2023), it was found that children and adolescents with Specific Learning Disorder exhibit higher levels of anxiety and depression compared to their peers without the disorder. The study also indicated that Specific Learning Disorder has a negative impact on mental health. Similarly, a recent study conducted by Saida (2024), which aimed to identify behavioral problems among elementary school students with Specific Learning Disorder, involved a sample of 119 male and female students. The results revealed that 79% of students experienced hyperactivity, making it the most prevalent issue. Aggressive behavior ranked second, while behaviors related to strange and incomprehensible habits were the least common.

## **Methods and Procedures**

This chapter deals with a presentation of the study methodology in terms of the study population, study sample, study tools, and statistical treatment.

### **Research approach:**

The researcher employed a quantitative approach, specifically using a questionnaire, to identify the behavioral problems exhibited by students with LD in Saudi Arabia. The purpose of a

descriptive survey is to examine a type of hypothesis or goal when it comes to a particularly large group of people regarding their opinions or specific issues (Jackson, 2009). Descriptive surveys are helpful in examining the reactions of various groups towards a particular product or service (Fowler, 2014). Descriptive surveys are a research method utilized to collect quantitative data systematically from a large sample within a specific population (Scheuren, 2004). Surveys utilized in this research are a popular survey research technique that can be available online, allowing a vast number of participants to respond. The teachers surveyed are experienced in filling out electronic surveys and questionnaires, similar the one planned for this study. The online survey is among the surveys that are frequently utilized. The systematic collection of data from a specific group of people is made possible through the online questionnaire, which involves inviting respondents to participate and completing the questionnaire online (Fink, 2003).

### Population and Sampling

The researcher adapted a problem behavior survey from Saidah (2024) for this study. Saidah's survey was originally designed to identify behavioral problems among students with specific learning disabilities (LD) in elementary schools in Jerusalem from the teachers' perspectives. Building on Saidah's behavioral problems survey, the researcher will incorporate additional elements to examine the relationship between various demographic variables—such as gender, teaching experience, teaching certification, and training in Positive Behavior Support—and the level of teachers' perceived knowledge of students with LD who have co-occurring disorders.

The research sample consisted of 303 teachers from both public and private institutions and schools aiding individuals with LD in the Eastern Province of Saudi Arabia. The researcher distributed the survey to specific participants using various social media platforms such as Facebook, Twitter, WhatsApp, etc., targeting teachers of students with learning challenges through teacher groups facilitated by the educational supervisor in the Eastern Province. The researcher utilized a purposeful and diverse sampling technique. The respondents willingly opted to complete the surveys. Out of the 303 teachers, in total of 122 eligible teachers completed the study survey. Exact of 67 (54.9%) were male teachers and 55 (45.1%) were females. As for teaching experience, it was 1-5 years among 31 (25.4%) teachers, 6-10 years among 38 (31.1%) teachers and more than 10 years among 53 (43.5%) teachers. Exactly 106 (86.9%) teachers had bachelor's degree and only 16 (13.1%) had a post-graduate degree. Considering academic specialty, 108 (88.5%) had special education specialty. A total of 107 (87.7%) teachers told that their course materials include topics related to the behaviors of students with LD during their undergraduate study, 51 (41.8%) received professional development (e.g., training courses) in positive behavior support strategies for students with LD during their study, 102 (83.6%) know that there is a percentage of students with LD who suffer from accompanying behavioral problems, and 51 (41.8%) know that the percentage of students with LD who suffer from comorbid disorders ranges between 15-30%. Exact 33 (27%) teach at inclusive classrooms but most of the teachers (71.3%) teach at special classrooms. Also, 88 (72.1%) teachers' teachers at elementary school level, 25 (20.5%) teach at the pre-school level and only 9 (7.4%) teach at intermediate / secondary schools (Table 1).

**Table 1. Demographic Information and work data among study teachers, Saudi Arabia (n=122)**

Demographic	No	%
<b>Gender</b>		
Male	67	54.9%
Female	55	45.1%
<b>Teaching experience years</b>		
1-5 years	31	25.4%

6-10 years	38	31.1%
11-15 years	49	40.2%
> 15 years	4	3.3%
<b>Academic degree</b>		
Bachelor's degree	106	86.9%
Post-graduate degree	16	13.1%
<b>Academic specialty</b>		
Special education	108	88.5%
General education	14	11.5%
<b>In your undergraduate or graduate studies, did your course materials include topics related to the behaviors of students with learning disabilities?</b>		
Yes	107	87.7%
No	10	8.2%
May be	5	4.1%
<b>During your teaching career, have you received professional development (e.g., training courses) in positive behavior support strategies for students with learning disabilities?</b>		
Yes	51	41.8%
No	63	51.6%
May be	8	6.6%
<b>During your university studies, did you know that there is a percentage of students with learning disabilities who suffer from accompanying behavioral problems?</b>		
Yes	102	83.6%
No	11	9.0%
May be	9	7.4%
<b>Through your studies, did you know that the percentage of students with learning disabilities who suffer from comorbid disorders ranges between 15-30%?</b>		
Yes	51	41.8%
No	45	36.9%
May be	26	21.3%
<b>What type of class do you teach?</b>		
Inclusive classroom (both include students with and without learning disabilities)	33	27.0%
Special classroom (includes only students with learning disabilities)	87	71.3%
Others	2	1.6%
<b>What level are you studying?</b>		
Preschool stage	25	20.5%
Primary school stage	88	72.1%
Intermediate / secondary school stage	9	7.4%

### **The study tools**

The questionnaire consists of five areas:

- The first area: is hyperactivity and attention deficit and includes (8) paragraphs.
- The second area: is social behaviors and includes (7) paragraphs.
- The third area: is behaviors related to strange habits and includes (7) paragraphs.

- The fourth area: is impulsive and aggressive behavior and includes (9) paragraphs.
- The fifth area: is emotional behavior and includes (6) paragraphs.

### **Study Procedures**

- The researcher obtained Imam Abdulrahman bin Faisal University Internal Review Board (IRB) permission to conduct the study.
- The survey for this current study consists of Part 1 (Demographics) and Part 2 (Level of problem behaviors).
- Part 2 of the survey is an exact version of Saidah's 2024 questionnaire (Part 2) Part 2 of the adapted survey contains 37 Likert-type items that pertain to Problem behaviors. See Table 2 for a list of items included in the proposed study.
- The five Likert –type scale was chosen because it is often used when measuring opinions, beliefs, and attitudes (DeVellis, 2021).
- The main way data was collected was through an electronic survey, where the computer and internet played a crucial role in distributing the survey to potential respondents and gathering responses from actual participants (Cho & LaRose, 1999).
- To ensure that the study was carried out in an ethical manner (Fowler, 2009), the survey will be sent to the teacher through an electronic link, and a cover sheet will be explaining to outline the survey's purpose. Teachers who agree to take part in the survey will indicate their agreement by clicking on the "next" button and will then start filling out the survey. Teachers will not enter their names in the survey. It will be communicated to the participants that the collected data will be kept confidential. The cover letter provided the researcher's email for potential participants to use in reaching out with questions regarding the study/survey.
- The researcher utilized Google, a safe internet survey platform. Participants were informed that they had the option to withdraw from the study at any point and that their participation was voluntary.

### **Statistical treatment**

The data were collected, reviewed, and then fed to Statistical Package for Social Sciences version 26 (Released 2019. Armonk, NY: IBM Corp). All statistical methods used were two-tailed with an alpha level of 0.05 considering significance if P values less than or equal to 0.05. Regarding different behavioral disorders, the Likert scale for different items ranged from 0 for never to 5 for always. Then the composite mean score for each type of behavioral disorder was calculated which ranged from 0 to 4. As core less than 1.5 was considered with no / mild disorder, 1.5 to 2.9 was for moderate disorder and score 3 to 4 was considered for severe disorder. Descriptive analysis for categorical data was done using frequencies and percentages, whereas numerical data (each disorder score) were presented as mean with standard deviation. Also, the teacher's perception of each behavioral disorder item was tabulated while the overall severity of each domain was graphed. Cross tabulation for showing teachers personal characteristics and its relationship with their point of view about behavioral disorders in students with LD using Pearson Chi-Square test and exact probability test for small frequency distributions.

### **Results and Discussion**

The study's findings were sorted into the following categories:

**The First question:** Do students with learning disabilities have behavioral problems, based on their teachers' perspectives? Do students with learning disabilities have behavioral problems, based on their teachers' perspectives?



The Validity of the study variables was checked as follows:

- Content validity

Saidah's (2024) initial survey was previously discussed. As evidence of content validity Saidah (2024) found that the survey items were chosen through a review of literature and were evaluated by experts in special education in Jerusalem, demonstrating content validity. Furthermore, Saidah (2024) pointed out that three expert raters assessed the relevance of survey items through ratings. Saidah (2024) reported that the specialists had a high level of consensus at 95%. The reliability estimate for the construction was 0.95, calculated using the Cronbach's Alpha coefficient, as reported by Saidah (2024).

Reliability

- Internal consistency.

The researcher reported Cronbach's coefficient alpha for the items in the modified Part 2: Behavior Assessment and Replication Survey. The alpha values exceeded the Salvia Wesseldijk (1991) criterion of  $\alpha = .60$  for internal consistency of the scales used for research purposes.

To answer the first question, the means and standard deviations of the domains in the behavioral problems tool for students with learning disabilities were calculated based on their teachers' perspectives. Table 2 presents these results.

**Table 2. The prevalence and severity of Behavioral disorders among students with LD from their teachers' point of view**

Domain	None/ mild		Moderate		Severe		Mean $\pm$ SD
	No	%	No	%	No	%	
Area of hyperactivity and distraction	13	10.7%	41	33.6%	68	55.7%	2.9 $\pm$ 1.0
The field of social behavior	38	31.1%	43	35.2%	41	33.6%	2.3 $\pm$ 1.1
The field of behavior related to strange customs	37	30.3%	45	36.9%	40	32.8%	2.2 $\pm$ 1.1
The field of impulsive and aggressive behavior	45	36.9%	49	40.2%	28	23.0%	2.0 $\pm$ 1.2
The field of sentimental behaviors	35	28.7%	31	25.4%	56	45.9%	2.3 $\pm$ 1.3
The total							2.34 $\pm$ 0.30

The table shows that the overall mean score for the dimensions of behavioral problems among students with learning disabilities, as perceived by teachers, was **2.34**. Among the domains of behavioral problems, "hyperactivity and distraction" ranked first with a mean of **2.9** and a standard deviation of **1.0**. The domain of "sentimental behaviors" ranked second, with a mean of **2.3** and a standard deviation of **1.3**, followed by "behaviors related to strange customs" in third place, with a mean of **2.2** and a standard deviation of **1.1**. The domain of "social behavior" ranked second to last, with a mean of **1.62** and a standard deviation of **1.05**, while the domain of "aggression and impulsivity" came in last place with a mean of **2.0** and a standard deviation of **1.2**.

The researcher believes that these results are logical, as one of the most significant behavioral disorders associated with students with learning disabilities is attention deficit hyperactivity disorder (ADHD), particularly because it is the most observable and measurable compared to other problems. Moreover, such behaviors impose challenges on the teaching process, especially given the increasing number of students in school classrooms. As for the domain of "aggression," its last-place ranking can be attributed to the fact that most students with learning disabilities are taught in resource rooms by special education teachers, where there are no other students. This means that teachers do not observe these students' interactions with others. Additionally, the high ranking of hyperactivity with inattention and social behavior—both of which came first and second, respectively—indicates that students may avoid aggressive behavior in the classroom due to their inattentiveness or hyperactivity.

These findings align with those of several studies, including those by Michel and Conway (2014), Almadanin et al., Dahle et al. (2014), and Saida (2024), which reported that children with learning disabilities are less capable of social interactions and exhibit more behavioral problems than their peers.

**The Second question:** What behavioral problems do students with learning disabilities exhibit, according to their teachers' perspectives?

To answer the second question, the prevalence levels of each item in each field were calculated based on the participants' responses. Table 3 presents the prevalence of hyperactivity and distraction among students with LD from their teachers' perspectives.

**Table 3. Area of hyperactivity with distraction among students with LD from their teachers' point of view (n=122)**

items	Never		Rarely		Sometimes		Often		Always	
	No	%	No	%	No	%	No	%	No	%
Speaking loudly in the classroom without the teacher's permission	6	4.9%	14	11.5%	29	23.8%	6	4.9%	67	54.9%
He gets out of his seat and walks around among his classmates during the lesson	8	6.6%	10	8.2%	25	20.5%	13	10.7%	66	54.1%

He tampers with his colleagues' books and notebooks and snatches them from their hands	12	9.8%	17	13.9%	13	10.7%	15	12.3%	65	53.3%
He cannot sit regularly for a long time like the rest of his colleagues	7	5.7%	19	15.6%	12	9.8%	21	17.2%	63	51.6%
He taps his hand or pen on his chair loudly and annoyingly.	5	4.1%	16	13.1%	24	19.7%	12	9.8%	65	53.3%
It makes annoying noises during silent reading in the lesson.	13	10.7%	14	11.5%	29	23.8%	10	8.2%	56	45.9%
He constantly hits his feet on the ground.	12	9.8%	18	14.8%	15	12.3%	18	14.8%	59	48.4%
He can't concentrate in class.	4	3.3%	10	8.2%	18	14.8%	26	21.3%	64	52.5%
Mean ± SD (% of maximum)	2.9 ± 1.0 (89.3%)									

Approximately 88.5% of teachers reported that students cannot concentrate in class, while 85.2% stated that students frequently leave their seats and walk around among classmates during lessons. Additionally, 83.6% noted that students speak loudly in class without the teacher's permission, and 82.8% mentioned that students tap their hands or pens on their chairs loudly and annoyingly. Around 77.9% indicated that students make disruptive noises during silent reading sessions, and 78.7% reported that students struggle to sit still for long periods, unlike their peers. Furthermore, 75.4% observed that students frequently tap their feet on the ground, and 76.2% stated that students tamper with classmates' books and notebooks, often snatching them away. The overall mean score for hyperactivity and distraction was 2.9 out of 4, indicating that 89.3% of students exhibited moderate to severe behavioral issues in this area

**Table 4 presents the field of Social behavior among students with LD from their teachers' point of view (n=122)**

Table 4. Items	Never		Rarely		Sometimes		Often		Always	
	No	%	No	%	No	%	No	%	No	%
He hides the things he finds, even if they belong to his colleagues.	20	16.4%	17	13.9%	15	12.3%	15	12.3%	55	45.1%

He seizes his colleagues' tools and refuses to return them.	25	20.5 %	24	19.7 %	10	8.2%	15	12.3 %	48	39.3 %
He tells incorrect stories about his family.	21	17.2 %	16	13.1 %	21	17.2 %	13	10.7 %	51	41.8 %
He tells the teacher everything his or her classmates do.	10	8.2%	24	19.7 %	18	14.8 %	14	11.5 %	56	45.9 %
He claims that his colleagues beat him, although this did not happen	25	20.5 %	24	19.7 %	24	19.7 %	14	11.5 %	35	28.7 %
He resorts to cheating when submitting work papers or tests	27	22.1 %	24	19.7 %	23	18.9 %	13	10.7 %	35	28.7 %
He lies to his colleagues to get punishment.	30	24.6 %	28	23.0 %	23	18.9 %	8	6.6%	33	27.0 %
Mean $\pm$ SD (% of maximum)	2.3 $\pm$ 1.1 (68.8%)									

The field of social behavior among students with learning disabilities, as perceived by their teachers, revealed several significant findings. Regarding social and emotional behavior, 69.7% of teachers reported that students hide items they find, even if they belong to classmates, and tell incorrect stories about their families. Additionally, 76.2% stated that students tamper with their classmates' books and notebooks or snatch them from their hands.

Furthermore, 72.1% of teachers noted that students frequently report to the teacher about their classmates' actions, while 59.8% mentioned that students seize their peers' tools and refuse to return them, often falsely claiming that their classmates have beaten them. About 58.2% of teachers reported that students cheat on papers or tests and lie to classmates to cause them to be punished. Similarly, 58.3% of teachers indicated that students resort to cheating when completing worksheets or tests. The overall mean score for social and emotional behavior was 2.3 out of 4, with 68.8% of students exhibiting moderate to severe social and emotional behavior issues, as reported by their teachers.

**Table 5 presents the field of behavior related to strange customs among students with LD from their teachers' point of view (n=122)**

items	Never		Rarely		Sometimes		Often		Always	
	No	%	No	%	No	%	No	%	No	%
Sucks his finger when he stops motor activity.	24	19.7%	27	22.1%	19	15.6%	15	12.3%	37	30.3%
The habit of biting nails is constant.	19	15.6%	31	25.4%	20	16.4%	12	9.8%	40	32.8%
Anything within his reach he puts in his mouth.	20	16.4%	26	21.3%	18	14.8%	15	12.3%	43	35.2%

He constantly repeats some words or sentences.	15	12.3%	29	23.8%	22	18.0%	13	10.7%	43	35.2%
He moves his teeth and makes an annoying sound by moving his tongue.	25	20.5%	23	18.9%	21	17.2%	8	6.6%	45	36.9%
Sometimes he makes strange noises.	19	15.6%	30	24.6%	22	18.0%	11	9.0%	40	32.8%
Suddenly, for no reason, he shouts at his colleagues.	32	26.2%	32	26.2%	26	21.3%	3	2.5%	29	23.8%
Mean $\pm$ SD (% of maximum)	2.2 $\pm$ 1.1 (69.7%)									

The field of behavior related to unusual habits among students with learning disabilities, as observed by their teachers, revealed notable patterns. Specifically, 58% of students with learning disabilities suck their fingers when they stop motor activity, and 59% have a persistent habit of biting their nails. Additionally, 62% put anything within reach into their mouths, and 63.9% repeatedly say certain words or sentences. Furthermore, 60% of students grind their teeth and produce an annoying sound by moving their tongues, while 59.8% occasionally make strange noises. Only 47.5% of the students were reported to shout at their classmates without any apparent reason. The overall mean score for this category was 2.2, equivalent to 69.7%.

To answer the second question, the researcher also discussed in detail the prevalence of behaviors related to impulsive and aggressive behavior. Table 6 presents these findings."

**Table 6. The field of impulsive and aggressive behavior among students with LD from their teachers' point of view (n=122)**

items	Never		Rarely		Sometimes		Often		Always	
	No	%	No	%	No	%	No	%	No	%
He constantly hits his colleagues for no reason	30	24.6%	28	23.0%	24	19.7%	3	2.5%	37	30.3%
He tears up his books, notebooks, and school supplies.	25	20.5%	22	18.0%	28	23.0%	6	4.9%	41	33.6%
He uses violence to get what he wants.	28	23.0%	25	20.5%	29	23.8%	6	4.9%	34	27.9%
He uses force when he doesn't know what to do.	31	25.4%	23	18.9%	32	26.2%	9	7.4%	27	22.1%
He expresses his anger aggressively.	31	25.4%	30	24.6%	24	19.7%	9	7.4%	28	23.0%
The field of impulsive and aggressive behavior	34	27.9%	28	23.0%	21	17.2%	8	6.6%	31	25.4%

He closes doors and windows vigourously.	21	17.2 %	20	16.4 %	17	13.9 %	19	15.6 %	45	36.9 %
He gets angry quickly and for no reason.	30	24.6 %	28	23.0 %	18	14.8 %	10	8.2%	36	29.5 %
He uses threatening words with his colleagues	31	25.4 %	27	22.1 %	22	18.0 %	9	7.4%	33	27.0 %
Mean $\pm$ SD (% of maximum)	2.0 $\pm$ 1.2 (63.2%)									

Impulsive and aggressive behavior among students with learning disabilities, as perceived by their teachers, revealed several key observations. Specifically, 52.5% of students with learning disabilities were reported to frequently hit their classmates without any apparent reason. Additionally, 61.5% of teachers noted that students tear up books, notebooks, and school supplies, while 56.6% indicated that students resort to violence to achieve their desires, and 55.7% reported that students use force when uncertain about what to do. Half of the students (50%) were observed to express aggression openly, and 66.4% of teachers stated that students often slam doors and windows forcefully. Moreover, 52% of teachers indicated that students use threatening language with their peers. The overall mean score for impulsive and aggressive behavior was 2.0 representing 63.2%.

**Table 7. The field of sentimentality behaviors among students with LD from their teachers' point of view (n=122)**

items	Never		Rarely		Sometimes		Often		Always	
	No	%	No	%	No	%	No	%	No	%
He quickly withdraws from situations and becomes overly involved	25	20.5 %	24	19.7 %	16	13.1 %	24	19.7 %	33	27.0 %
Seems uninterested during important school events or unresponsive to news.	18	14.8 %	22	18.0 %	17	13.9 %	24	19.7 %	41	33.6 %
He suddenly changes the subject or leaves when certain topics are brought up.	20	16.4 %	25	20.5 %	14	11.5 %	24	19.7 %	39	32.0 %
Provides overly detailed explanations on simple or mundane issues.	25	20.5 %	19	15.6 %	13	10.7 %	22	18.0 %	43	35.2 %

He adheres unusually strictly to routine.	28	23.0 %	18	14.8 %	14	11.5 %	20	16.4 %	42	34.4 %
He seeks constant reassurance from others.	17	13.9 %	14	11.5 %	15	12.3 %	29	23.8 %	47	38.5 %
Mean ± SD (% of maximum)	2.3 ± 1.3 (71.3%)									

The field of sentimentality behaviors among students with learning disabilities, as reported by their teachers, revealed significant findings. A total of 59.8% of teachers observed that students quickly withdraw from situations or become overly involved, while 63.1% noted that students abruptly change the subject or leave when certain topics are discussed. Additionally, 67.2% reported that students appear uninterested during important school events or unresponsive to news, and 63.9% stated that students give overly detailed explanations for simple or mundane issues. Furthermore, 74.6% of teachers indicated that students with learning disabilities frequently seek constant reassurance from others, and 62.3% reported that these students adhere unusually strictly to routines. The overall mean score for emotional behaviors was 2.3 out of 4, equivalent to 71.3%

The prevalence and severity of Behavioral disorders among students with LD from their teachers' point of view. A total of 70.5% of the students had moderate to severe hyperactivity disorders, 62.3% had moderate to severe behavioral disturbance, 57.4% had moderate to severe cognitive impairment, 54.9% had moderate to severe lack of interest and 48.4% had aggression. In total, 68% of the students had moderate to severe behavioral disorders as reported by their teachers.

The researcher believes that these results occur because hyperactive behaviors accompanied by poor attention, in all their forms, are directly observed by teachers. These behaviors represent forms of speaking loudly in the classroom without the teacher's permission and leaving their seats to wander among classmates during lessons. The results of the current study align with previous findings (Saida, 2024; Al-Makanin et al., 2014; Sahoo et al., 2015; Dahl and Konigsberg, 2014; Fernandez et al., 2020; Maughan et al., 1985), which indicate that hyperactivity is the most common behavior among students with LD.

In contrast, the researcher attributes the lower ranking of aggressive behaviors in teachers' assessments of behavioral problems associated with LD to the fact that students with LD often spend time in resource rooms during activities and games. This limits their interactions with other students, meaning teachers do not observe patterns of aggressive behavior in these students. This finding is consistent with Al-Makanin (2014) but differs from (Manoj et al., 2015; Saida, 2024) results.

**The Third question:** Are the teachers' perspectives of students' behavioral problems differ based on their demographic characteristics (gender, class taught, school type, and qualifications)?

To answer the third question, the researcher used the Pearson Chi-Square test and exact probability test for small frequency distributions to show the demographic information of the teachers and its relationship to their view of behavioral disorders in students with learning disabilities. Table 9 presents Teachers' demographic information and its relationship with their point of view about behavioral problems in students with learning disabilities.

**Table 9: Teachers personal characteristics and its relation with their point of view about behavioral disorders in students with learning disabilities**

Factors	Overall behavioral disorders						p-value
	None/ mild		Moderate		Severe		
	No	%	No	%	No	%	
<b>Gender</b>							
Male	30	44.8%	26	38.8%	11	16.4%	.002*
Female	9	16.4%	26	47.3%	20	36.4%	
<b>Teaching experience years</b>							
1-5 years	6	19.4%	15	48.4%	10	32.3%	
6-10 years	13	34.2%	18	47.4%	7	18.4%	.555^
11-15 years	19	38.8%	17	34.7%	13	26.5%	
> 15 years	1	25.0%	2	50.0%	1	25.0%	
<b>Academic degree</b>							
Bachelor's degree	37	34.9%	43	40.6%	26	24.5%	.199
Post-graduate degree	2	12.5%	9	56.3%	5	31.3%	
<b>Academic specialty</b>							
Special education	34	31.5%	46	42.6%	28	25.9%	.919^
General education	5	35.7%	6	42.9%	3	21.4%	
<b>In your undergraduate or graduate studies, did your course materials include topics related to the behaviors of students with learning disabilities?</b>							
Yes	30	28.0%	48	44.9%	29	27.1%	.101^
No	5	50.0%	3	30.0%	2	20.0%	
May be	4	80.0%	1	20.0%	0	0.0%	
<b>During your teaching career, have you received professional development (e.g., training courses) in positive behavior support strategies for students with learning disabilities?</b>							
Yes	18	35.3%	25	49.0%	8	15.7%	.025*^
No	16	25.4%	24	38.1%	23	36.5%	
May be	5	62.5%	3	37.5%	0	0.0%	
<b>What type of class do you teach?</b>							
Inclusive classroom (both include students with and without learning disabilities)	5	15.2%	16	48.5%	12	36.4%	.136^
Special classroom (includes only students with learning disabilities)	33	37.9%	35	40.2%	19	21.8%	
Others	1	50.0%	1	50.0%	0	0.0%	
<b>What level are you studying?</b>							.031*^



Preschool stage	3	12.0%	11	44.0%	11	44.0%
Primary school stage	34	38.6%	35	39.8%	19	21.6%
Intermediate school stage	2	22.2%	6	66.7%	1	11.1%

P: Pearson  $X^2$  test

^; Exact probability test

\*  $P < 0.05$  (significant)

The result indicted there was a significant difference in teachers prospection about student behavior disorders among female gender ( $P=.002$ ), those who receive professional development (e.g., training courses) in positive behavior support strategies for students with learning disabilities ( $P=.025$ ), and teachers for pre-school grades ( $P=.031$ ). This means that female teachers are more aware of behavioral problems in students with LD than male teachers. In addition to the preschool teacher and female teachers who received professional development (e.g., training courses) in positive behavior support strategies. This result differed with the findings of Dweikat and Nada (2019) and Saeeda (2024), which indicated no significant differences in teachers' responses to the problematic behaviors of students with learning disabilities in schools based on the gender variable. The researcher attributes this discrepancy to the fact that female teachers in Saudi schools engage with diverse groups of both male and female students across various educational levels with learning disabilities, whereas male teachers primarily work with male students only and in the upper grades of elementary school (fourth to sixth grade) and do not interact with preschool students. These differences stem from the distinct challenges faced by male and female students at different educational levels.

Other factors showed no significant relationship with behavioral disorders. For example, 26.5% of teachers with 11–15 years of teaching experience reported severe behavioral disorders among students, compared to 18.4% of those with 6–10 years of experience ( $P=.555$ ). This result aligns with the findings of Duket and Nada (2019) but differs from Saida's (2024) study, which reported statistically significant differences in the averages of teachers' responses regarding behavioral problems attributed to years of experience.

Similarly, severe behavioral disorders were reported by 31.3% of teachers with a postgraduate degree compared to 24.5% of those without ( $P=.199$ ), and 25.9% of teachers in special education compared to 21.4% in general education ( $P=.919$ ).

Additionally, 27.1% of teachers whose course materials included topics related to the behaviors of students with LD during their undergraduate studies reported severe behavioral disorders ( $P=.101$ ). Similarly, 28.4% of those who are aware that some students with LD have accompanying behavioral problems reported severe disorders, compared to 18.2% of those unaware ( $P=.421$ ). Lastly, 36.4% of teachers in inclusive classrooms reported severe behavioral disorders, compared to 21.8% of those in special classrooms ( $P=.136$ ).

**The Fourth question:** Are teacher demographic variables including: (a) teachers' knowledge of the proportion of students with LD who have comorbid disorders, (b) teachers' knowledge of the presence of behavioral problems of students with learning?

To answer the fourth question, the researcher used the Pearson Chi-Square test and exact probability test for small frequency distributions to show the demographic information of the teachers and its relationship to their view of behavioral disorders in students with learning disabilities. Table 10 presents Teachers' knowledge and its relationship with their point of view about behavioral problems in students with learning disabilities.

**Table 10. Teacher's knowledge and its relation with their point of view about behavioral disorders in students with learning disabilities**

Factors	Overall behavioral disorders						p-value
	None/ mild		Moderate		Severe		
	No	%	No	%	No	%	
<b>During your university studies, did you know that there is a percentage of students with learning disabilities who suffer from accompanying behavioral problems?</b>							.421
Yes	31	30.4%	42	41.2%	29	28.4%	
No	4	36.4%	5	45.5%	2	18.2%	
May be	4	44.4%	5	55.6%	0	0.0%	
<b>Through your studies, did you know that the percentage of students with learning disabilities who suffer from comorbid disorders ranges between 15-30%?</b>							.589^
Yes	13	25.5%	25	49.0%	13	25.5%	
No	16	35.6%	16	35.6%	13	28.9%	
May be	10	38.5%	11	42.3%	5	19.2%	

The results showed no statistically significant differences between the average responses of teachers regarding the behavioral problems of students with learning disabilities (LD), which could be attributed to their knowledge of the behavioral problems and disorders associated with students with LD. Specifically, 28.9% of teachers who knew that 15–30% of students with LD experience comorbid disorders reported severe behavioral disorders, compared to 19.2% of those who were uncertain ( $P = .589$ ). Similarly, 28.4% of teachers are aware that some students with LD have accompanying behavioral problems reported severe disorders, compared to 18.2% of those unaware ( $P = .421$ ).

The study's limitations include a small sample size and its focus only on teachers of students with LD in the Eastern Province, without considering the severity of the disabilities. One limitation is the timing of data collection: it was limited to a two-week period. Another limitation was related to time. Participants may find it difficult to remain fully focused on the questionnaire for more than 8-10 minutes, which can be seen as a disadvantage in comparison to other research techniques. The methods of distribution utilized in this research could result in partial data and restricted response rates (Dillman, 2014).

#### Recommendations:

- Educational recommendations:
  - Involve behavior analysts in Saudi schools and implement behavioral intervention programs to reduce hyperactivity and enhance attention in students with learning disabilities.
  - Provide training sessions for teachers on managing behavioral problems in students with learning disabilities.
- Suggestions for research purposes.

- Investigate the most used strategies for controlling behavior in students with learning disabilities and their effectiveness.
- Study the impact of additional variables, such as familial, social, and economic factors, on behavioral problems.

## References

1. Almakani, Hisham., Alabdallat, Bassam., & Alnjadat, Hussain. (2014) Identifying Behavioral Problems among Students with LD and its Relationship with Their Social Competencies from Their Teachers' and Peers' Point View. *Jordanian Journal of Educational Sciences*, 4 (10) 503- 516.
2. Bryant, D. P., Bryant, B. R., & Hammill, D. D. (2000). Characteristic behaviors of students with LD who have teacher-identified math weaknesses. *Journal of learning disabilities*, 33(2), 168-177.
3. Chieffo, D. P. R., Arcangeli, V., Moriconi, F., Marfoli, A., Lino, F., Vannuccini, S., ... & Mercuri, E. M. (2023). Specific learning disorders (SLD) and behavior impairment: comorbidity or specific profile?. *Children*, 10(8), 1356.
4. DeVellis, R. F., & Thorpe, C. T. (2021). *Scale development: Theory and applications*. Sage publications.
5. Dahle, A. E., & Knivsberg, A. M. (2014). Internalizing, externalizing and attention problems in dyslexia. *Scandinavian Journal of Disability Research*, 16(2), 179-193.
6. Dosen, A., Gardener, W., Griffiths, D., King, R., & Lapointe, A. (2010). Challenging Behaviour: A unified approach. *Clinical and service guidelines for supporting people with LD who are at risk of receiving abusive or restrictive practices*. *Tizard Learning Disability Review*, 15(2).
7. Darwish, A. M., Ahmed Mohamed, Khalil, Naglaa Atef, Al-Ghazawi, & Haidy Abdel Hamid Mohamed. (2020). Learning difficulties in children. *Scientific Journal of the Faculty of Early Childhood Education* 7(1), 58-83.
8. Duket, F & Nada, Y (2019). The effects of behavioral disorders among students with specific learning disabilities in basic government schools in the West Bank on school adjustment from the teachers' point of view. *Palestine Journal of Technical Research*, 7(2) 24-58.
9. Fowler, F. J. (2009). *Survey Research Methods*. (4th ed). Thousand Oaks, CA: Sage
10. Fowler, F. J. (2014). *Survey research methods*. Center for Survey Research, University of Massachusetts, Boston. Fifth edition.
11. Fink, A. (2003). *The survey handbook*. sage. (10 volumes). Thousand Oaks, CA: Sage , Publications. (ISBN#: 978-0761925101).
12. Granger, K. L., Sutherland, K. S., Conroy, M. A., Dear, E., & Morse, A. (2023). Teacher burnout and supporting teachers of students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 31(2), 144-153.
13. Huck, S. W. (2004). *Reading statistics and research* (3rd ed), Pearson Education Incorporated.
14. Hassan, Abdul Hamid. (2009). A comparative study between children with LD and normal children in social skills. *Umm Al-Qura University Journal of Educational and Psychological Sciences*, 1 (1).
15. Hassan, A. E. H. (2015). Emotional and behavioral problems of children with learning disabilities. *Journal of Educational Policy and Entrepreneurial Research (JEPER)*, 2(10), 66-74.
16. Jackson, S.L. (2009). *Research Methods and Statistics: A Critical Thinking Approach*. (3th ed). Belmont, CA: Wadsworth.

17. Jordan, R. L., Fernandez, E. P., Costa, L. J. C., & Hooper, S. R. (2020). Internalizing and externalizing behaviors of children with writing disabilities. *LDResearch & Practice*, 35(2), 72-81.
18. Jorm, A. F., Share, D. L., Maclean, R., & Matthews, R. (1986). Cognitive factors at school entry predictive of specific reading
19. retardation and general reading backwardness: A research note. *Child Psychology & Psychiatry & Allied Disciplines*, 27 (1), 45–54.
20. Kamel, M. M. (2005) *Student Behavior Assessment Scale for Classifying Cases of Learning disabilities*. Cairo, Anglo Egyptian Publications.
21. Meyers, L. S., Gamst, G., & Guarino, A. J. (2006). *Applied multivariate research*. Sage Publications, Thousand Oaks.
22. Sridevi, George, Sriveni & Rangaswamy. (2015). *Learning Disability and Behavior Problems among School Going Children*. 1(1),
23. 4-9, *JOURNAL OF DISABILITY STUDIES*.
24. Saidah, Nafisah (2024). Behavioral problems among students with specific LD in basic schools in Jerusalem from the point of view of their teachers. *Arab Journal for Scientific Publishing*, 66 (2) 81–105 (ISSN: 2663-579).
25. Scheuren, F. (2004). *What is a survey?* Alexandria, VA: American Statistical Association. Retrieved from <http://www.whatisasurvey.info>.
26. Rozario, J. (1991). *Intervention strategies for scholastic backwardness*. Unpublished Ph. D. thesis submitted to Bangalore University, National Institute of Mental Health and Neurosciences (NIMHANS), Bangalore.
27. Jordan, R. L., Fernandez, E.
27. Yahya, Khawla (2017). *Behavioral Disorders*. Dar Al Fikr for Publishing and Distribution, Amman, Jordan.
28. Maughan, B., Gray, G., & Rutter, M. (1985). Reading retardation and antisocial behaviour: A follow-up into employment. *Journal of Child Psychology and Psychiatry*, 26(5), 741-758.
29. Mizen, L., & Cooper, S. A. (2012). Learning disabilities. *Medicine*, 40(11), 619-622.
30. Melanson, I. J., & Fahmie, T. A. (2023). Functional analysis of problem behavior: A 40-year review. *Journal of Applied Behavior Analysis*, 56(2), 262-281.
31. Toro, P. A., Weissberg, R. P., Guare, J., & Liebenstein, N. L. (1990). A comparison of children with and without LD on social problem-solving skills, school behavior, and family background. *Journal of Learning Disabilities*, 23(2), 115-120.
32. Hassan, Abdul Hamid. (2009). A comparative study between children with LD and normal children in social
33. skills. *Umm Al-Qura University Journal of Educational and Psychological Sciences*, 1 (1).
34. Sahoo, M. K., Biswas, H., & Padhy, S. K. (2015). Psychological co-morbidity in children with specific learning disorders. *Journal of family medicine and primary care*, 4(1), 21-25.
35. Cho, H., & LaRose, R. (1999). Privacy issues in Internet surveys. *Social science computer review*, 17(4), 421-434.
36. Wong, B. Y. (Ed.). (2004). *Learning about learning disabilities*. Academic press.
37. Watson, J. B. (2017). *Behaviorism*. Routledge.
38. Wicks-Nelson, R., & Israel, A. C. (2003). *Behavior disorders of childhood*. Prentice Hall/Pearson Education.
39. Zuppardo, L., Serrano, F., Pirrone, C., & Rodriguez-Fuentes, A. (2023). More than words: Anxiety, self-esteem, and behavioral problems in children and adolescents with dyslexia. *Learning Disability Quarterly*, 46(2), 77-91.