The Level of Academic Stress and its Relationship to School Dropout among Students with Learning Difficulties from the point of view of their Parents

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ABSTRACT

The current study aimed to identify the level of academic stress and its relationship to school dropout among students with learning difficulties from the point of view of their parents. The study population consisted of all parents of students with learning difficulties in Irbid Governorate, who numbered (640) parents, and the study sample consisted of (219) parents who answered the study tools objectively, the descriptive correlative approach was followed. To achieve the objectives of the study, the academic stress scale and the school dropout scale were built, and their validity and reliability were verified. The results of the study indicated that the level of academic stress among students with learning difficulties was high; And that the level of school dropout among students with learning difficulties was moderate; And that there are statistically significant differences between the mean scores of the study sample on the academic stress level scale with regard to the dimensions (emotional responses, behavioural responses), and the total degree of academic stress level among students with learning difficulties according to the gender variable, in favour of males, and there are no statistically significant differences In the level of school dropout among students with learning difficulties from the point of view of their parents due to the variable (gender), and there is a positive correlation between the level of academic stress and school dropout among students with learning difficulties from the point of view of their parents. In light of the results of the study, a set of recommendations were presented, including the development of effective counselling units and intervention strategies by school counsellors in order to help students with learning difficulties reduce academic stress and reduce school dropouts.

Keywords: learning difficulties, academic stress, school dropout.

Introduction:

Stress is a part of life regardless of social, economic, ethnic or cultural status. In the modern world, which is said to be a world of achievement, it is also a world without stress. One finds stress everywhere, whether it is within the family, work, school, or any other social or economic activity. Stress may appear in different forms, and for different reasons. Stress is a common part of life at the start of the new millennium, and it's something few of us can completely avoid. It is important to note that stress can have both positive and negative effects on people. This means that stress may be a normal adaptive reaction to a threat. Its role is to signal and prepare individuals to take defensive action. For example, fear of things that pose realistic threats motivate individuals to deal with them or to avoid them. Most psychologists assert that moderate stress motivates individuals to achieve creativity and nourish it, although stress may hinder individuals from performing difficult tasks, and stress is defined as a group of burdens, stresses, anxiety, and fears. Each of us has experienced one or more of these symptoms in our daily life.

Speaking about students today, Al-Alusi (2018) said that they face new challenges in education that call for greater effort. In addition, there are many, complex demands from society on students to play different roles, many of which are undefined, inconsistent and unattainable in the current socio-cultural, economic and bureaucratic contexts in our society, causing severe pressures primarily on students and students with learning disabilities. In particular,

Melhem (2017) indicated that the pressure exerted by parents and teachers on the student in order to improve his academic performance is one of the most common causes of tension and stress. The student often feels very anxious about many things such as schoolwork, exam preparation, and this type of pressure is good when it encourages the student to get better grades in school, but if it affects his cognitive ability, and his mental health, the psychological pressure must be reduced. It, and that the students are directed in a way that limits it. Academic stress is mental stress in relation to some expected frustration associated with academic failure, or even a lack of awareness of the possibility of such failure.
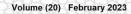
While Youssef (2016) explained that the academic stress of students with learning disabilities is caused by facing many academic requirements, for example, a school exam, answering questions in class, and demonstrating progress in subjects. Understand what a teacher is teaching, compete with classmates, and meet the expectations of teachers and academic parents.

Al-Qabbali (2018) stated that in addition to social problems, family problems, and the problems surrounding students with learning difficulties, they also face pressure, because they sometimes fall into the trap of making decisions that follow rules and orders, or achieving achievements that exceed their abilities and correspond to the expectations of their teachers and parents who They prepare them for competition in the social system as society rushes towards modernization so that they are not left behind. If not managed well, stress may lead to psychological disorders at its inception, and these disorders will lead to more psychological problems for students with learning disabilities in the future if they are not overcome now. In order to ensure

the physical and psychological health of these students, stress becomes an important topic of research and study.

Al-Waqfi stated (2018); Students with learning difficulties show unique social characteristics, the most important of which are: a low level of ability to form effective social relationships with others, social withdrawal behaviors, unwillingness to talk or play with peers, and a high level of aggression and violence.

Al-Ghanimi (2017) stated that negative attitudes towards school, failure to complete homework, lack of adaptation, harmony with teachers and students, lack of comfort and safety in this context is a very important factor in determining the extent of continuity of interaction within this educational educational organization, and leads to At the end of the stage to not obtain the appropriate practical achievement. These are all reasons that push students in general, and those with learning difficulties in particular, to drop out of school.

Also, the lack of coordination between the educational framework in which the student is present, the student himself, and his requirements, his lack of feeling satisfied with his presence within this framework, the failure to perform the duties that are required of him, and the start of interruptions and delays far from school. These attitudes and behaviors should serve as a warning, or an indication that the learner is in the first steps of the final drop out of the school framework in which he is located (Nasrallah, 2019). Low academic achievement and learning difficulties are included among the problems related to study habits, sound methods of study, achievement problems, and their relationship to the learner's readiness and abilities; because these problems lead the learner to be late in his studies, absenteeism from school, and irregular studies. This is what was shown by the study of Kishk (2018) that the absenteeism rate rises among the less intelligent students, and it increases among the repeaters, and those who repeat a class, and it can be reflected on his behavior in his home, as it works to isolate the learner, and his low feeling, and his self-confidence.

This study comes in the midst of studies directed at students with learning difficulties to draw attention to the danger of academic stress, and the importance of raising their level of self-esteem. This category may face many difficulties and problems, and suffer more pressures and psychological anxiety, without having sufficient experience to deal with them. The result is repeated failure, or dropping out of study programs; thus, it requires concerted efforts from educators, teachers, educational policy makers, and specialists to participate effectively in setting plans to reduce the expansion of academic stress and reduce school dropout rates in order to build a new emerging generation capable of construction and development.

The study problem and questions:

Students with learning disabilities are exposed to poor ability to keep pace with their peers in oral discussion, group work, and poor academic performance, in addition to the lack of awareness of officials, academic teachers, and parents of their problems. These frustrations increase the achievement pressure of students with learning difficulties, and expose them to a special risk due to poor achievement, which may be caused by the academic stress that the student is exposed to.
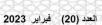
The problem of the study crystallized in the researcher's mind after reviewing the theoretical literature and previous studies that dealt with the study variables represented in academic stress and school dropout. The study of: (Boubaker, 2021; Zaytouni and Rahma, 2021; Beshlaghem and Ben Issa, 2021; Mheedat, 2021; El-Sayed and Altouni, 2021) recommended the need to conduct more studies related to revealing the level of academic stress among other groups of students, and about How students perceive academic stress and how they deal with it on a daily basis, and how they strive to reduce its negative effects on their physical and psychological health, and thus on their academic performance.

Also, stress can lead to serious problems if not managed effectively. Moreover, when a person is exposed to chronic stress, they are likely to experience both physical (including heart disease) and mental (such as anxiety disorders) illnesses, in addition to the high achievement requirements that all students face (Habib & El-Sayed, 2021).

In addition, students with learning disabilities may be subjected to more pressures than others as a result of their difficulty in psychological, educational, and social adjustment with their peers, the curriculum, and teaching and learning methods, which lead to the aggravation of their condition and the emergence of many behavioural problems. We may find that students with learning disabilities are unusually calm, withdrawn from any situation or social interaction, and do not have any friendships, and all these problems, withdrawal from peers and social life lead to the emergence of some disorders along with difficulties such as depression, and laziness Lack of friends, fear of social relations, distress, tension, isolation, and may drop out of school. This is what was indicated by the study of each of: (Khalouh and Shami, 2021; Ammar, Waheedi and Jelloul, 2020, Korhonen, Linnanmaki and Aunio 2020; Abbas, 2019; Omar, 2019; Al-Masry, 2019; Ibrahim and Rahili, Seidel, 2019, Plasman, 2018 Seeborg, 2016).
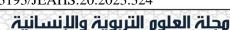
Based on the foregoing, the study came as an attempt to answer the following main study question:

What is the level of academic stress and its relationship to school dropout among students with learning difficulties from the point of view of their parents?

This question is divided into the following set of sub-questions:

What is the level of academic stress among students with learning difficulties from the point of view of their parents?

- What is the level of school dropout among students with learning difficulties from the point of view of their parents?

- Are there statistically significant differences between the mean response scores of parents of students with learning difficulties on the academic stress level scale due to the gender variable?

- Are there statistically significant differences between the mean response scores of parents of students with learning difficulties on the school dropout level scale due to the gender variable?

- Is there a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the mean response scores of parents of students with learning difficulties on

the academic stress scale and the average response scores of parents of students with learning difficulties on the school dropout scale?

Objectives of the study:

The current study aims to:

1- Knowing the level of academic stress among students with learning difficulties.

2- Knowing the level of school dropout among students with learning difficulties.

3- Detecting the existence of statistically significant differences between the averages of the study sample on the scale of the level of academic stress among students with difficulties according to the gender variable?

4- Detecting the existence of statistically significant differences between the averages of the study sample on the scale of the school dropout level among students with learning difficulties according to the gender variable?

5- Revealing the relationship between the level of academic stress and the level of school dropout among students with learning difficulties from the point of view of their parents.

The importance of study:

The importance of the research stems from the following points:

First: Theoretical importance:

- The study contributes to adding scientific research to the Arab Research Library in the field of the level of academic stress and its relationship to school dropout among students with learning difficulties.

- Adding recent enrichment information to human knowledge and scientific libraries, and providing a theoretical framework in shedding light on academic stress and school dropout among students with learning difficulties.

Directing special education teachers in general, and teachers with learning disabilities in particular, to the importance of revealing self-esteem and academic stress, using different teaching methods and methods, to better suit their needs and different characteristics, and in developing their abilities and potentials.

Second: Application Importance:

- The results of this study have practical benefits in the field, especially in the fields of academic stress and school dropout, in order to draw the attention of researchers, and open the way for future research interested in these variables.

It is possible to benefit from the results of the study and its recommendations in preparing counselling programs, and to benefit from remedial programs in preparing remedial programs for students with learning difficulties, and to reduce their academic stress.

- The current study provides a tool to measure the level of academic stress and school dropout, prepared by the researcher, which contributes to improving the awareness of leaders, teachers, and families, and helping them teach by organizing courses and programs that will provide students with different learning methods, as well as reducing school dropouts.

Limitations of the study:

Time limits: The current study was applied during the second semester of 2021/2022.

Spatial limits: The current study was applied in schools affiliated to the Directorate of

Education in Irbid Governorate.

Human limits: This study was limited to parents of students who were classified as having learning difficulties and enrolled in public schools.

Objective limits: represented in identifying the level of academic stress, and its relationship to school dropout among students with learning difficulties.

The results of the study determined the degree of sincerity and stability of the tools used to collect data, the degree of accuracy and objectivity of the response of the sample members to the paragraphs of the tool, and the extent of the sample's representation, and it can only be generalized to the community from which the sample was drawn and similar communities.

Concepts and terms of the study

Academic stress: "The student's feeling of emotional exhaustion, laziness, procrastination and the accompanying physiological changes that affect his performance of academic requirements and tasks." (Al-Habib & El-Sayed 2021, p. 12)

It is defined procedurally: the degree obtained by the parents of students with learning difficulties through their response on the academic stress scale prepared for this purpose and consisting of four dimensions (behavioural, emotional, physiological, and cognitive).

School dropout: It is the student's intermittent or permanent interruption of studies before completing the prescribed period of study and the failure to return to study without self-awareness or a sense of responsibility, which hinders his successful integration into professional life and the achievement of a dignified social life for him (Ibrahim and Bourhili, 2018: 33).

It is defined procedurally: it is the phenomenon of intermittent absence from school, and the transition to complete abandonment of studies due to a factor or group of factors, before completing the school stage. It is also known as the degree obtained by the parents of students with learning difficulties through their response on the school dropout scale prepared for this purpose and consisting of three dimensions (student, family, school environment).

Students with learning difficulties: "Those students who suffer from a disorder in one or more of the basic psychological processes involved in understanding or using language, whether oral or written, and this disorder appears in the form of an inability to listen, speak, read, or Writing, spelling, or arithmetic operations in a way that learning difficulties do not include educational problems that are mainly due to mental, auditory, visual, behavioural, motor, or environmental deprivation. (Kavale, 2019, p207)

Students with learning difficulties are defined procedurally: those students who are classified as having educational difficulties in regular schools, based on the bases of diagnosis and classification used in the Jordanian Ministry of Education, which includes the application of standardized and unregulated tests in addition to methods of collecting information, which include teachers' observations case studies, and family interviews.

Previous studies

The study (Alkenani (2022) aimed to identify the sources of academic stress among students with learning difficulties. The study sample consisted of (300) male and female students with learning difficulties in Irbid Governorate in the Hashemite Kingdom of Jordan. The academic stress scale was used, as well as the descriptive approach. The results of the study indicated that the sources of academic stress come in four dimensions: the emotional dimension, followed by the physiological dimension, then the behavioral dimension, and finally the cognitive dimension, and there were statistically significant differences in the sources of academic stress attributed to gender only in the dimension of behavioral responses in favour of males.

The study of Lowder, Brien, Hancock, Hachen and Wang (2022) aimed to investigate the effect of a learning strategies intervention program called high school success on the performance of students with learning disabilities who show deficits in reading, writing and academic skills. The study sample consisted of (428) students who are at risk of dropping out of pre-secondary school in the United States of America. The study used the quasi-experimental approach, applying a program based on activating reading and writing strategies and academic skills, revealing a chi-square analysis that compares the treatment group (n = 428). Who participated in high school success with a control group of at-risk students who were not exposed to the intervention course (n = 629) had a significant effect on whether students dropped out of high school. The data revealed that students of the experimental group had statistically better achievement and high school graduation rates. These findings provide evidence for the importance of ninth grade and learning interventions as primary strategies to facilitate the transition to high school and increase retention for students with a history of academic difficulties.

The study of Ren and Liang (2022) aimed to reveal the relationship between perceived academic stress and depressive symptoms among Chinese adolescents. The study used the descriptive correlative approach, the study sample consisted of (6566) adolescents, who used the academic stress scale, and the depression scale, as the direct effect of exposure to Adolescents to academic stress on depressive symptoms, and the indirect effects of communication, parent-child interaction, as well as the relationship of this to weight gain, the results of the averages analysis indicated that the academic stress observed in adolescents was positively associated with depressive symptoms, and that there was an inverse relationship between weight gain and stress.
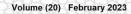
The study of Bruefach and Reynolds (2022) aimed to identify social isolation and its relationship to the completion of students with learning difficulties for the school stages, using the National Longitudinal Study of Adolescents for Adult Health in the United States of America, the study sample consisted of (20,745) male and female students. Learning disabilities are more likely to experience most types of isolation. Students with learning disabilities have fewer friends, and their friends are less educationally ambitious, feel more disconnected and loathed in school and try to drop out, are more likely to avoid friendships, and analyses of averages indicate that the aspect of social isolation contributes more to the LD gap in graduation. From high school is the number of school friends and their educational expectations. And

perceptions of social isolation are also consequential, and together these account for nearly a quarter of the learning difficulty gap at high school graduation.

The study aimed of El-Sayed and Altouni (2021) aimed to know the level of psychological alienation and academic stress, and their relationship to the value system among female graduate students at King Abdulaziz University in the Kingdom of Saudi Arabia. The family's economic level differed, and the study tools were applied to a sample of 85 female students. The study tools included a measure of psychological alienation, a scale of academic stress, a scale of the value system, and the use of the descriptive approach in its two parts, associative and comparative. The results indicated the presence of medium prevalence rates for the study variables among graduate students, and the existence of a negative relationship between the value system, and both psychological alienation, and academic stress. It also concluded that there was no significant effect of the economic level of the family on all study variables.

The study of Eyni and Ebadi (2021) aimed to predict academic stress based on creative thinking, emotional intelligence, and alertness among gifted students in Iran, using the descriptive-analytical approach. The results indicated that there was a significant negative correlation between the variables of creative thinking, emotional intelligence, vigilance, and academic stress among gifted students.

The study of Al-Habib and Khalifa (2021) aimed to reveal the level of academic stress, neurotic perfectionism, and suicidal tendency among a sample of graduate students at King Abdulaziz University in Jeddah, and to reveal the relationship between academic stress and suicidal tendency, in addition to the relationship between neurotic perfectionism and inclination of suicide among the study sample, as well as the differences in academic stress, neurotic perfectionism, and tendency to commit suicide according to the variables (social status, academic specialization, and economic level) in the sample that consisted of (103) female graduate students at King Abdulaziz University in Jeddah. The academic stress scale, the neurotic perfectionism scale and the suicidal ideation scales were used. The results indicated that there was an average prevalence of academic stress, neurotic perfectionism, and a weak prevalence of suicidal inclination among the study sample. The results also showed a positive, significant correlation A statistic between the degree of academic stress and the degrees of suicidal tendency in its two dimensions.

Ferrari (2021) examined differences in online academic procrastination, academic stress, and academic self-efficacy among college students in Chicago with and without LD. In addition, the relationship between these variables was examined. Universities with learning difficulties will lead them to increase levels of academic stress, academic procrastination, and online procrastination The results showed statistically significant differences in the levels of all variables except online procrastination between the 72 students with and without difficulties, and they numbered 98. The results of the study indicated that academic stress and academic self-efficacy mediated the association between learning difficulty, academic procrastination, and the Internet.
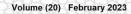
Mohidat (2021) came to reveal the level of perceived psychological stress

management, the level of future anxiety, and the predictive ability of psychological stress management in reducing future anxiety among Yarmouk University students in the Hashemite Kingdom of Jordan. To achieve the objectives of the study, the scale of psychological stress management and the scale of future anxiety, which were developed for the purposes of this study, were used, and the descriptive correlative approach was used. The study sample consists of 1084 male and female students from Yarmouk University, who were chosen by the simple random method. The results indicated that the level of management of perceived psychological stress and the level of future anxiety were within the average level, and the results indicated the presence of a predictive ability to manage perceived psychological stress in reducing the level of future anxiety among Yarmouk University students.

The study of Korhonen, Linnanmaki and Aunio (2020) aimed to investigate the relationship between learning difficulties, academic well-being and school dropout. The aim was to examine academic performance (reading and mathematics) and well-being (academic self-concept, learning difficulties, and school fatigue), and their relationship to school dropouts for middle school students in Finland. The study sample consisted of (1152) male and female students, the descriptive correlative approach was used, the profile analysis was used to identify four groups of students: those with outstanding academic performance and positive well-being profiles, low academic performance and negative well-being profiles, and the results indicated that the third and fourth groups are more vulnerable For school dropouts, students from the high and average performance groups were less likely to drop out. The implications of research in learning difficulties were discussed, as the results showed a strong positive relationship between learning difficulties and negative academic well-being and school dropout.

Jhoselle (2020) aimed to investigate academic stress, academic motivation, and its relationship to the academic performance of high school students in the Philippines. The study sample consisted of 130 high school students. The study used the descriptive correlative approach, the academic stress scale, and the academic motivation scale. The results indicated that stress was average, motivation above average, and there was no relationship between motivation and academic performance.
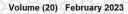
Pajarianto and Kadir (2020) investigated the impact of home study during the covid-19 pandemic and the effect of supporting teachers and parents in reducing academic stress among students in Indonesia. The study sample consisted of 210 students, the opinions of teachers and parents were taken. Issues by answering a questionnaire designed for the purposes of measuring academic stress, in addition to applying the depression and stress scale, the study used the descriptive correlative approach.The results indicated that the follow-up and support of families and teachers had a positive effect in reducing stress, tension, and depression on students. .

The study of Abbas (2019) aimed to identify the problems of school dropout resulting from learning difficulties by identifying the problems of school dropout. Identify problems of social relations. The study was applied to students with learning difficulties in Assiut Governorate, and their number was (485) male and female

students. The results of the study showed that the largest percentage of people with learning disabilities are at the age of 8-12 years, the difficulty of the study materials makes students with learning difficulties unable to understand, the suffering of some students that they have a low memory that hinders them in the process of understanding and comprehension compared to their classmates, the way teachers explain It is difficult for students with comprehension difficulties, students with learning difficulties fear of teacher punishment, students neglect to listen and listen to teachers during the explanation.

Seidel's (2019) study aimed to identify differences in expressed attitudes toward social alienation between 20 LDs and 17 school dropouts. All respondents were males from a large school district in the capital. Two structured survey scales of social alienation were created and administered to all respondents. The results indicate that LD students who leave school feel more socially isolated towards classmates and teachers than LD students who complete school.

Al-Halabi's study (2018) aimed to reduce academic stress among a sample of students of the College of Education who stumbled academically, and to raise their self-esteem by providing a counselling program based on theoretical foundations and applied techniques for selective counselling. The sample consisted of (57) students who faltered academically. In the Department of Psychology, which met the conditions of academic failure, twenty female students who had high scores on the academic stress scale and low scores on the self-esteem scale were selected. To achieve the objectives of the study, the academic stress scale and the self-esteem scale were used. The results indicated a high level of academic stress. The effectiveness of the program in reducing academic stress and a high degree of self-esteem of the experimental group students in the post application was found.

The current study benefited from previous studies in enriching the theoretical framework, determining the appropriate methodology, building study tools, and discussing its findings.
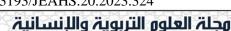

Method and Procedure
In this chapter, the researcher dealt with the methodological procedures that she followed, which include a description of the study community and its sample, a statement of the approach followed, a statement of the steps for building the performance of the study, methods for verifying its validity and reliability, and the statistical methods that were used in data processing and analysis, and the following is a detail of those procedures.

Community of the study:
The study population consists of all parents of students with learning difficulties in Irbid Governorate, who are registered during the academic year 2021/2022 AD, and their number is (640) male and female students.

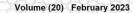**The study sample:**
The study sample consisted of all parents who responded objectively to the study tool, valid for statistical analysis from the total size of the study community, as (600) questionnaires were distributed to parents of students with learning difficulties, from

which (247) questionnaires were retrieved, and when reviewed, they were excluded. (28) A questionnaire is not valid for statistical analysis, and accordingly, the study sample consisted of (219) parents of a student.

Approach of the study:

The current study is based on the descriptive correlative approach to achieve the objectives of the study.

Instruments of the study:

Academic Stress Scale:

The researcher reviewed the previous studies (Ren& Liang, 2022; Eyni & Ebadi, 2021; Al Habib & Al Sayed, 2021; Ferrari 2021; Mahidet 2021; Jhoselle, 2020; Pajarianto & Kadir, 2020; Mulyadia & Rahardjo, 2020; Al Halabi, 2018) to build an academic stress scale that is in its initial form, it consists of (47) paragraphs divided into (4) dimensions.

Scale correction: In front of each item (5) alternatives are given: very often (5), frequently (4), sometimes (3), rarely (2), never (1). The items that measure high academic stress are given 5, and low are 1, which are in order (5-4-3-2-1). And that all statements will be formulated in the same direction, meaning that the higher the score on the scale, the more evidence that the individual is suffering from academic stress.

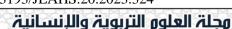## Validity of the Academic Stress Scale:

The validity of the scale depends directly on the validity of its vocabulary, because any increase in the validity of the vocabulary leads to an increase in the validity of the scale. The validity of the vocabulary is measured by calculating the coefficients of its correlation with the scale internally, which is called the internal consistency of the scale, because it measures the extent of vocabulary coherence with its scale. The formative validity of the scale was verified by applying it to a random sample of parents of students with learning difficulties from outside the study sample.

Virtual validity:

The validity of the study tool was confirmed by presenting them to (10) arbitrators with experience and specialization at Ajloun National University, Yarmouk University, Jadara University, Al-Balqa University, annex (5), and taking their notes and amendments, which included language and typographical errors, linguistic, item affiliation to the field, and item relevance, in addition to suggesting any modifications to improve the study tool. And based on the consensus of more than (80%) of the group of arbitrators, the scale became in its final form consisting of (32) items distributed on (4) dimensions: behavioral responses (8) items, emotional responses (8) items, and physiological responses (8) Paragraphs, cognitive responses (8) paragraphs, and thus the study tool was produced in its final form.

Constructs validity (content)

The scale was applied to an exploratory sample from outside the study sample, which numbered (20) parents, and correlation coefficients were calculated between the degree of each paragraph with the total degree of the domain to which the paragraph belongs. Correlation coefficients were also calculated between the score of each domain of the scale with the total score of the Academic Stress Scale. And Table (1)

shows this.

Table (1): Pearson Correlation Coefficients between the domains of the Academic Stress Scale and the Scale as a Whole

total instrument	Cognitive responses	physiological responses	emotional responses	Behavioural responses	Domain
				1	Behavioural responses
			1	0.572**	emotional responses
		1	0.575**	0.533**	physiological responses
	1	0.634**	0.584**	0.565**	Cognitive responses
1	0.719**	0.749**	0.591**	0.610**	total instrument

* Statistically significant at the significance level (0.05).
** Statistically significant at the significance level (0.01).

It appears from Table (1) that the correlation coefficients between the sub-dimensions of the Academic Stress Scale to each other ranged between (0.533-0.749), all of which are statistically significant values.

Reliability of the Academic Stress Scale:

The reliability of the study tool was confirmed using two methods of calculating stability, which are:

A- First method: Test Retest

The scale was applied to an exploratory sample of (20) parents from the study community and outside the main sample. They were asked to answer the paragraphs of the Academic Stress Scale, and then it was re-applied to them two weeks after the first application, and the Pearson correlation coefficient was calculated showing the degrees of parents in the two applications. , and on the four domains of the scale, and Table (2) shows the results of the stability by the repetition method.

b- The second method: the Alpha Cronbach method.

The reliability of instrument was calculated using the Cronbach Alpha equation on the parents in the pilot sample, and Table (2) shows the results.

Table (2): Reliability coefficient by repetition and Cronbach's alpha methods for the academic stress scale

Cronbach's alpha	Test Retest	Domain
0.845	**0.759	Behavioural responses
0.870	**0.791	emotional responses
0.881	**0.712	physiological responses
0.903	**0.702	Cognitive responses
	**0.716	Total

** Statistically significant at significance level $\alpha \leq 0.01$.

It appears from Table (2) that Pearson's repetition coefficients of the Academic Stress Scale, and its sub-domains, ranged between (0.702-0.791). The value of repetition by Pearson's method for the scale as a whole was (0.716), and these values were considered appropriate for the purposes of this study, and the reliability coefficients by Cronbach's alpha method ranged between (0.845-0.903), which are suitable values to achieve the objectives of the study.

The school dropout scale: The scale was developed based on the study's subject, objectives and questions, and through reviewing the related literature and the theoretical framework of the study, where the study of: (Lowder, Brien, Hancock, Hachen and Wang, 2022; Bruefach and Reynolds, 2022; Khalwa and Shami, 2021, Ammar, Wahidi and Jalul, 2020, Abbas, 2019, Omar, 2019, Al-Masry, 2019, Ibrahim and Rahili, 2018, Seidel, 2019, Plasman, 2018, Seeborg, 2016). To develop the school dropout scale, which consists of (30) items, distributed over three dimensions (student, family, school), and the questionnaire items are answered according to Likert quadrant (always, sometimes, rarely, never).

The validity of the school dropout scale:

1- The apparent validity (the veracity of the arbitrators) of the school dropout scale:

The scale was presented in its initial form to a group of arbitrators who are specialized in the field of learning difficulties, who numbered (10) arbitrators on the correctness and appropriateness of the paragraphs, and in terms of the linguistic formulation: clarity, linguistic integrity, the need for modification, clarity of meaning, and the extent to which the paragraph belongs in scale and dimension, presenting any information or modifications they deem appropriate. Based on their suggestions, some linguistic amendments were made in some paragraphs, including the amendment of paragraph (1,8,10) in the student dimension, the amendment of paragraph (4,8) in the family dimension, and the amendment of paragraph (4,7) in the school environment dimension.

The validity of the internal construction of the school dropout scale:

The validity of the construction was confirmed by distributing the school dropout scale to a survey sample of (30) parents from the study community and outside the sample, and then calculating the correlation coefficients between each of the items with the dimension, and the correlation of the items with the scale as a whole, and Table (3). explains it.

Table (3): Correlation coefficients between each statement of the school dropout scale, the dimension to which it belongs, and the total score of the scale

school environment		Number	Family		Number	Student		Number
R			R			R		
Total scale	dimension		Total scale	dimension		Total scale	dimension	
0.409*	0.452*	1	0.656**	0.775**	1	0.467*	0.727**	1
0.601**	0.634**	2	0.621**	0.749**	2	0.359*	0.449*	2
0.454*	0.745**	3	0.727**	0.857**	3	0.626**	0.812**	3
0.457*	0.733**	4	0.703**	0.857**	4	0.665**	0.841**	4
0.330*	0.489*	5	0.670**	0.777**	5	0.525**	0.737**	5

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0.336*	0.738**	6	0.658**	0.775**	6	0.634**	0.771**	6
0.420*	0.837**	7	0.393*	0.451*	7	0.683**	0.860**	7
0.489*	0.471*	8	0.385*	0.563**	8	0.692**	0.824**	8
0.499*	0.595**	9	0.374*	0.390*	9	0.686**	0.826**	9
0.354*	0.596**	10	0.381*	0.452*	10	0.643**	0.782**	10

* Statistically significant at the level of significance (α≤0.05).

** Statistically significant at the significance level (α≤0.01).

The results shown in Table (3) showed the following:

1. The correlation coefficients between the statements of the student dimension and the dimension as a whole ranged between (0.449-0.860), and the correlation coefficients between the statements and the overall degree of the scale ranged between (0.359-0.692), all of which are statistically significant values.

2. The correlation coefficients between the terms of the family dimension and the dimension as a whole ranged between (0.390-0.857), and the correlation coefficients between the phrases and the total degree of the scale ranged between (0.374-0.727), all of which are statistically significant values.

3. The correlation coefficients between the statements of the school environment dimension and the dimension as a whole ranged between (0.452-0.837), and the correlation coefficients between the statements and the overall degree of the scale ranged between (0.330-0.601), all of which are statistically significant values.

The correlation coefficients between the sub-dimensions of the school dropout scale were extracted to each other; Table (4) illustrates this.

Table (4): Correlation coefficients between the sub-dimensions of the school dropout scale to each other

school environment	Family	Student	Dimensions
		1	**Student**
	1	0.508**	**Family**
1	0.543**	0.532**	**school environment**

* Statistically significant at the level of significance (α≤0.05).

** Statistically significant at the significance level (α≤0.01).

It appears from Table (4) that the correlation coefficients between the sub-dimensions of the school dropout scale with each other ranged between (0.508-0.543), all of which are statistically significant values.

The reliability of the school dropout scale:

The reliability of the school dropout scale was confirmed using two methods of calculating the reliability:

C- First method: Test Retest: The scale was applied to an pilot sample of (30) parents from the study community and outside the basic sample, where they were asked to answer the items of the school dropout scale, and then it was re-applied on them two weeks after the first application And the Pearson correlation coefficient was

calculated showing the parents' scores in the two applications, and on the three dimensions of the scale, and Table (5) shows the results of the reliability by the repetition method.

d- The second method: The Alpha Cronbach method: The reliability of a tool was calculated using the Cronbach Alpha equation on the parents in the exploratory sample, and Table (5) shows the results.

Table (5): Reliability coefficient of Test Retest and alpha-cro-nbach methods of the school dropout scale

Alpha Cronbach	Test Retest	البُعد
0.772	0.712**	**Student**
0.755	0.794**	**Family**
0.832	0.694**	**school environment**
	0.753**	**Total scale**

** Statistically significant at the significance level ($\alpha \leq 0.01$).

It appears from Table (5) that the coefficients of the repetition stability of Pearson for the school dropout scale and its sub-dimensions ranged between (0.694-0.794), and the value of the repetition stability of the Pearson method for the scale as a whole was (0.753), and these values were considered appropriate for the purposes of this study. Cronebach's alpha (0.755-0.832), that are statistically acceptable and high values.

Study Variables:

The current study contains the following variables:

- The independent variable: academic stress, with dimensions (behavioural responses, emotional responses, physiological responses, cognitive responses).
- Dependent variable: self-esteem, with dimensions (personal self-esteem, social self-esteem, academic self-esteem, family self-esteem).
- The extraneous variable: Gender: It has two categories (male and female).

Statistical processing:

After unpacking the answers of the study sample members, coding them, and entering them using the Statistical Package for Social Sciences (SPSS) program, using the following statistical treatments:

To answer the first and second questions:

-Arithmetic means and standard deviations, in order to identify the level of academic stress and self-esteem of students with learning difficulties from the point of view of their parents.

To answer the third and fourth questions:

- Applying the Independent Samples T-Test to identify the differences in academic stress and self-esteem due to gender.

To answer the fifth question:

-Extracting a matrix of Pearson Correlation coefficients between the dimensions of the two measures of academic stress and self-esteem among students with learning difficulties from the point of view of their parents.

Steps of the Study:

- The researcher initially identified the study problem, its importance, its objectives, and its variables.

Questionnaires were prepared, judged, and distributed to the survey sample members.
- Addressing the concerned authorities to facilitate the researcher's task, annex (6).
The study tools were applied to the sample, the answer to the tool was clarified, and the relevant data were collected.
- Gathering the tool, and checking it to ensure its suitability for statistical analysis.
- Unpacking the responses of the sample members, then encoding them, and entering the data using the electronic computer, then the researcher processed the data using the statistical package (SPSS).

Findings and Recommendations

This chapter includes a presentation of the results of the study that aimed to identify the level of academic stress and its relationship to the self-esteem of students with learning difficulties from the point of view of their parents, according to the questions it addressed:

4.1 Results related to the first question:

What is the level of academic stress among students with learning difficulties?
This question was answered by extracting the arithmetic means and standard deviations of the study sample's estimates on the sub-domains of the Academic Stress Scale, and the scale as a whole, Table (6) illustrates this.

Table (6): Arithmetic means and standard deviations of the estimates of the study sample on the domains of the Academic Stress Scale, and the scale as a whole arranged in descending order according to the arithmetic mean

Level	S.D	Mean	Domain	Number	Rank
High	1.32	4.21	physiological responses	2	1
High	1.35	4.20	Cognitive responses	1	2
High	1.38	4.03	emotional responses	3	3
High	1.59	3.86	behavioural responses	4	4
High	1.34	4.07	Total		

Table (6) shows that the level of academic stress among students with learning difficulties was high; The arithmetic mean of the study sample's estimates of the academic stress scale as a whole was (4.07) with a high evaluation level. It also appears from Table (8) that the arithmetic means of the study sample's estimates of the sub-dimensions of the academic stress scale ranged between (3.86-4.21) with a high evaluation degree for all fields, as the field of "physiological responses" came in first place with an arithmetic mean (4.21), and came The field of "cognitive responses" came in second place with a mean (4.20), and the "emotional responses" field came in third place, with a mean (4.03), and finally the "behavioural responses" came in fourth place, with a mean of (3.86), and this result can be explained that academic stress expresses on a state of interaction that arises between factors related to the study that the student is doing, and his personal characteristics that make this student subject to a change in his physical and psychological condition and thus perform unusual physical and mental behaviours .
This result agreed with the study of (Alkenani, 2022, Al-Halabi 2018, Youssef 2016) indicated that academic stress in students with learning disabilities results from facing

many academic requirements, for example, a school exam, answering questions in class, and demonstrating progress in academic subjects. e. Understand what a teacher is teaching, compete with classmates, and meet the expectations of teachers and academic parents. This result differed with what was stated in the study of Al-Habib and Al-Sayed (2021) about the presence of a medium prevalence level of academic stress. This result agrees with the study of (Mahidat, 2021; Teimouri; Rezaei & Mohammadzadeh 2020; Jhoselle, 2020, Al-Alousi, 2018; Youssef, 2016) that the academic stress of students with learning difficulties is caused by facing many academic requirements, for example school exam, answering questions in class, demonstrating progress in subjects, and that they are facing new challenges in education that call for greater effort. In addition, there are many, complex demands from society on students to play various roles, many of which are undefined, inconsistent, and unattainable in the current socio-cultural, economic and bureaucratic contexts in our society, causing severe pressures. It differed with Mulyadia and Rahardjo (2020) in academic self-efficacy.

Results related to the second question:

What is the level of parents' appreciation of their children with learning difficulties dropping out of school?

To answer this question, the arithmetic means and standard deviations of the answers of the sample members were extracted about the prevalence of school dropout among students with learning difficulties from the point of view of their parents, Table. (7) illustrates this.
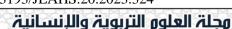
Table (7): Arithmetic means and standard deviations of the answers of the sample members about the level of parents' assessment of the dropping out of their children with learning difficulties from school, arranged in descending order according to the arithmetic mean

Level	S.D	Mean	dimension	Number	Rank
Medium	0.64	2.99	Student	1	1
Medium	0.65	2.96	School Environment	3	2
Medium	0.68	2.88	Family	2	3
Medium	0.56	2.94	Total		

Table (7) shows that the prevalence of school dropout among students with learning difficulties from the point of view of their parents was medium; As the arithmetic mean reached (2.94) with a medium evaluation degree, as Table (7) shows that the arithmetic means of the level of the prevalence of school dropout among students with learning difficulties from the point of view of their parents ranged between (2.88 - 2.99) with a medium evaluation degree for all dimensions ; The order of the sub-dimensions were as follows: the dimension "related to the student" ranked first with an arithmetic mean of (2.99), and it ranked second in the dimension "related to the school environment" with an arithmetic average of (2.96), and came in the third and last rank after "family-related" with an mean of (2.88).
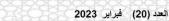
This result can be explained by some negative attitudes that students develop towards teachers, the subject and the school system, and the school is not a neutral situation in

terms of influencing students and their attitudes, because what happens in it affects the student's sense of security, efficiency and self-worth, which are aspects that are linked in a manner Close to the process of forming attitudes towards the school. This result agreed with the study of Ammar, Wahidi and Jalloul (2020), which showed that the bad relationship between the teacher and the students and between the administration and the student and the lack of understanding of their conditions and problems, and this result agreed with the study of Khalwa and Shami (2021) and the study (Larry ,2016).

3-4 Results related to the third question:

Are there statistically significant differences between the mean scores of the study sample on the academic stress level scale for students with difficulties according to the gender variable?

To answer this question, an Independent Samples t-test was applied to the domains of the academic stress level scale, and the scale as a whole according to the gender variable. The results are presented below:

Table (8): Results of applying the Independent Samples t-test on the domains of the academic stress level scale and the scale as a whole according to the gender variable

Sig	Df	T	S.D	Mean	Gender	domains
0.033	217	2.149	0.39	4.38	Male	behavioural responses
			0.69	3.99	Female	
0.035	217	2.124	0.37	4.38	Male	emotional responses
			0.66	4.01	Female	
0.065	217	1.857	0.49	4.19	Male	physiological responses
			0.67	3.84	Female	
0.141	217	1.476	0.75	4.01	Male	Cognitive responses
			0.84	3.69	Female	
0.048	217	1.987	0.42	4.24	Male	Total
			0.64	3.88	Female	

It appears from Table (8) that:

1. There are no statistically significant differences at the significance level $\alpha \leq 0.05$ between the mean scores of the study sample on the academic stress scale with regard to the dimensions (physiological responses, cognitive responses) for students with difficulties according to the gender variable, where the T values reached (1.857)., 1.476), respectively, are non-statistically significant values.
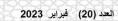
2. There are statistically significant differences at the significance level $\alpha \leq 0.05$ between the mean scores of the study sample on the academic stress scale with regard to the dimensions of (emotional responses, behavioural responses) and the total degree of academic stress level among students with difficulties according to the gender variable, as the values of (T) (2.149, 2.124, 1.987), respectively, are

statistically significant values, and when reviewing the arithmetic means, it was found that the differences are in favour of males, which indicates that the level of academic stress for males is higher than for females. This result can be explained by the nature of the female structure, which tends to be more emotionally sensitive, feeling, and ability to control academic situations, and that females are more committed to instructions, implementation of requirements, tend to organize, and follow-up than males, in addition to the male tendency to play leaving the house, and evading duties, which leads to their accumulation, which exacerbates the problem, and doubles the effort necessary for achievement, and this is what the student does not want. In addition, the family's requirements are usually directed towards males in fulfilling the necessary needs, and the family's view of the male, and hopes for his future, reinforce these pressures. This is consistent with what was reported in Alkenani (2022) study about the presence of statistically significant differences in the sources of academic stress attributable to gender only in the dimension of behavioural responses in favour of males. This result also agreed with the study of Beshlaghem and Ben Issa (2021), and it differed with the study of Mahadat (2021) that there were no differences in academic stress according to the gender variable.

4-4 Results related to the fourth question:

Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores of the response scores of parents of students with learning difficulties on the school dropout scale according to the variable of gender of the student with learning difficulties?

To answer this question, an Independent Samples t-test was applied to the dimensions of the school dropout scale and the scale as a whole according to the gender variable. The results are presented below:

Table (9): Results of applying an independent sample t-test on the dimensions of the school dropout scale and the scale as a whole

Sig	T	Females		Males		dimensions
		S.D	Mean	S.D	Mean	
0.85	0.19	0.65	2.96	0.66	2.95	Student
0.99	0.02	0.66	2.89	0.70	2.88	School Environment
0.66	0.44	0.62	3.01	0.66	2.98	Family
0.81	0.24	0.55	2.95	0.57	2.94	**Total**

- It appears from Table (9) that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the mean scores of the response scores of parents of students with learning difficulties on the school dropout scale according to the gender variable of the student with learning difficulties, where the (T) values were not statistically significant. This result can be explained by the similarity of the school atmosphere and the school environment in male and female schools.

Results related to the fifth question: Is there a statistically significant correlation at the significance level (α≤0.05) between the mean scores of parents' response on the academic stress scale and the mean scores of parents' response on the school dropout scale?

To answer this question, the Pearson Correlation coefficients were extracted between the sub-dimensions of the (school dropout) scale, the scale as a whole, and the sub-dimensions of the Academic Stress Scale, as follows:

Table (10): Pearson Correlation Coefficients between the Sub-Dimensions of the (Academic Stress) Scale and the Scale as a Whole and the Sub-Dimensions of the (School Dropout) Scale

Academic Stress						Dimensions	
Total	Cognitive	physiological	emotional	behavioral			
0.341	0.67	0.580	0.850	0.841	R	Student	School Dropout
0.000	0.000	0.000	0.000	0.000	Sig		
0.588	0.62	0.768	0.570	0.790	R	School Environment	
0.000	0.000	0.000	0.000	0.000	Sig		
0.643	0.62	0.850	0.515	0.510	R	Family	
0.000	0.000	0.000	0.000	0.000	Sig		
0.721	0.60	0.827	0.580	0.781	R	**Total**	
0.00	0.000	0.000	0.000	0.000	Sig		

Table (10) shows that most of the correlation coefficients between the sub-dimensions of the academic stress scale and the scale as a whole and the sub-dimensions of the school dropout scale and the scale as a whole were positive and statistically significant. This indicates the existence of a positive and statistically significant relationship between the level of academic stress and the level of school dropout.

Recommendations:

As a result of the results of the study, the researcher can recommend the following:

- Develop effective counselling units and intervention strategies by school counsellors in order to help students with learning difficulties reduce academic stress and reduce school dropouts.

- Directing those responsible for the affairs of caring for students with learning difficulties to pay attention to the study environment, the curriculum and the study duties; be free from excessive academic stress.

-Understanding stress levels among students; This is to enable policy makers and decision makers to develop strategies to mitigate problems arising from academic stress.

-Spreading awareness and educating the families of students with learning difficulties about the value and importance of education and the dangers of dropping out for their children.

-Involving students with learning difficulties in the school's social, sports, artistic and cultural activities in order to enhance their school affiliation and contribute to reducing their academic stress.

- Conducting further studies on the relationship of academic stress with other variables such as (motivation, achievement, quality of life, psychological adjustment).

-Conducting more quasi-experimental studies based on programs that contribute to reducing academic stress and reducing school dropouts for students with learning difficulties.

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