

A diagnostic view of behavioral disorders among primary school students

Dr. Zaid Hassoun Nasser¹, Nasser Hassoun Nasser², Dr. Mohammad Naama Hassan³

^{1,2} Ministry of Education/General Directorate of Education, Babylon/Iraq.

³ University of Babylon /College of Physical Education and Sports Sciences /Iraq.

*Corresponding author: Zaidsport1983@gmail.com

Received: 18-07-2025

Publication: 25-10-2025

Abstract

The objectives of the research was to identify the reality of behavioral disorders among primary school students from the point of view of their teachers. The population and sample of the research were determined, represented by fourth-grade primary school students in schools affiliated with the General Directorate of Babylon Education - Al-Musayyib Education Department, who numbered (50) students. In order to obtain data for the research, a study was conducted. Relying on the scale prepared by Hajjaj Ghanem (Teacher Appreciation of the Problem Scale (ADHD)), which consists of (22) items. After conducting the scientific foundations for it, these data were then processed statistically using the SPSS statistical package. In light of this, it was concluded that the students in the fourth grade of primary school do not have behavioral disorders to the extent that would indicate that they possess excess energy at a high level. Thus, the researchers recommended paying attention to a very large extent to students in the primary grades and in general. Especially students in the fourth grade of primary school, by monitoring their behavioral behavior and excess energy. Activating the role of the psychological counselor in the school in order to detect and diagnose behavioral disorders.

Keywords:

Behavioral disorders, primary school students.



Introduction

Childhood is one of the most important stages in a person's life, as the experiences that a person goes through at this stage affect his future personality. Childhood, for a long time, receives the attention of medicine, sociology, and psychology, as specialists in various types of these sciences try to understand many of the characteristics of Growth, vital problems, responses and reactions in the lives of young people with the aim of establishing the frameworks and foundations that shape children's lives and their various aspects. This interest is due to the awareness of parents, teachers, and specialists in the study of childhood of the value of this stage and their appreciation of its importance, because its effects reflect negatively and positively on the expected personality of the child.

Hence, the interest of the family and society in children and childhood is a concern for the future, as it is a service to the present and a building and investment in the future. The child may be exposed to several problems that hinder his mental health, such as: lying, stealing, jealousy, fear, shyness, speech disorders, depression, hyperactive attention deficit disorder, compulsive disorders, and aggression. The behavioral problems for children are not limited to At home or school, but rather in outdoor places that are difficult to control, such as restaurants, stores, and places of worship. The child who is characterized by this problem suffers from an unacceptably high level of motor activity, the inability to focus attention for a long time, the inability to control himself, and the inability to establish good relationships with his peers, parents, and teachers. The hyperactive child is always annoying to his peers, teachers, family, and society, and this child He is surprised when his behavior is met with anger and objection from others. At first glance, he seems normal, and no mental or personal difficulties appear, but then these difficulties appear, so hyperactivity truly represents a mystery.¹

The importance of the research lies in the fact that one of the most important criteria by which the progress and development of any society is measured is the amount of interest in studying adolescent children, because it is in fact considered an interest in the future of the entire nation because they are the youth of tomorrow and on their shoulders the building of society will fall to ensure its freedom and independence, so behavioral disorders must be studied. Among students, in order to identify their common behavioral disorders and the level of these disorders.

Research problem

Childhood is one of the most dangerous and important periods of human life, and the disturbances and behavioral problems that occur during it are difficult to correct or modify in the future of the individual's life.

Therefore, this problem is one of the behavioral problems that children suffer from at all stages of their life, and it has received much attention at the global level because it affects one of the most important stages in a person's life, and it also affects the child's social, psychological, health, and educational life. Hence the problem of research emerged in



knowing what characterizes students in terms of the level of disorder accompanied by excessive motor activity, and evaluating this through the teacher.

Research objectives

- Identifying the reality of behavioral disorder among fourth-grade primary school students from their teacher's point of view.

Research field

- The human field: fourth-grade primary students in schools affiliated with the General Directorate of Babylon Education - Al-Musayyib Education Department.
- Time range: 11/15/2020 to 2/15/2021.
- Spatial field: Primary schools affiliated with the General Directorate of Babylon Education - Al-Musayyib Education Department.

Research Methodology

The nature of the problem is what determined the researcher to follow the method used, so the researchers used the descriptive method using the survey method to suit the objectives of the research. Descriptive research is the process of identifying the conditions and relationships between reality and appearance, and the descriptive survey method aims to collect data from members of society to determine the current state of society in Many variables .²

Research population and sample

The research community is defined as (all individuals, events, or things who are the subject of the research problem).³ The research sample included fourth-grade primary school students for the academic year 2020-2021, amounting to (50) students distributed among a number of schools affiliated with the General Directorate of Education in Babylon - Al-Musayyib Education Department.

Tools, devices and means of collecting research information

1. Research tools

- In the current research, the research tools included a scale (behavioral disorders).

2. Research devices

- Electronic calculator.
- Manual calculator.

3. Means of collecting information

- Arab and foreign sources and references.
- Personal interviews.
- International Information Network (Internet).



- Questionnaire form.

Procedures for preparing a behavioral disorders scale

1. **Adopting the standard:** The researchers relied on the teacher assessment scale for the problem of ADHD prepared by (Hajjaj Ghanem),⁴ which consists of (22) items after the validity of the scale items was confirmed, and it was presented to a number of specialists in the psychological and educational sciences and sports psychology to demonstrate its validity in measuring the goal. which was set for a future date, and after the percentage of agreement between the opinions of specialists was found using the (K2) test, the calculated value of (7) appeared to be greater than the tabulated value of (3.84) at a degree of freedom (1) and a significance level of (0.05), which indicates that all The paragraphs are moral and have been accepted.
2. **Exploratory experiment:** Before starting the test, the researchers conducted a small experiment called a reconnaissance experiment, which represents a community sample of the testers, and for the researchers it serves as “scientific” training to determine for oneself the negatives and positives that one encounters while conducting the test in the future. Through it, the extent of the sample members’ understanding and comprehension of the items is determined, as well as the time required to answer the scale. The experiment was conducted on a sample of (10) students, and it was shown that the scale’s instructions and paragraphs are clear to all students.
3. **Scale correction method:** The scale consists of (22) items, and the answer alternatives were threefold, as in Table (1), where the highest score obtained by the student is (66) and the lowest score is (22), while the hypothetical mean reached (44) degrees.

Table 1. Shows the answer alternatives

Alternatives	Often	Sometimes	Scarcely
The weight	3	2	1

4. Psychometric properties of the scale

- **First, honesty:** “Honesty is one of the important characteristics that must be paid attention to, as a valid test is one that is capable of measuring the characteristic and phenomenon for which it was developed.”⁵
 - **Second, stability:** Reliability is one of the basic characteristics of psychological measures, taking into account validity, because a valid measure is considered stable, while a stable measure is not valid. The stable test is “that the test gives the same results if the test is repeated under the same conditions” ,⁶ where the stability was verified by re-applying the scale after two weeks on the exploratory experiment sample, and it was found that the correlation coefficient between the first and second tests was high, reaching 0.85%, which is a degree High stability.
5. **The main application of the scale:** The scale was applied to a sample of 50 students from the fourth grade of primary school from a number of schools affiliated with



the General Directorate of Babylon Education - Al-Musayyib Education Department.

Results and discussion

1. Presentation and analysis of the results of identifying the reality of behavioral disorders among primary school students

In order to achieve the research objectives, the scale prepared for this was applied to the intended sample of (50) students, where the number of items in the scale reached 22 items. Thus, the highest possible score that a student can obtain is 66, and the lowest is 22 degrees. Thus, the hypothetical mean reached 44 degrees. Accordingly, the case If the student obtained this grade or equal to it, this indicates that he has the characteristic of behavioral disorders. As a result of implementing, collecting and analyzing the data, we found that the mean for the sample reached 42.733, which indicates that the students did not have this characteristic, and Table 2 shows this.

Table 2. Shows the statistical description of the variables under study

Sample	Sample volume	mean	STDEV	(t)value	Sig (0.05)	Indication
Male	50	42.733	8.041	1.364	0.177	Non Sig.

Through the table above, which shows the value of the mean and the standard deviation and the two adults (42,733, 8.041), and when comparing the mean of the sample with the value of the hypothetical mean of the scale, which is (44), it became clear that the students do not have behavioral disorders despite the mean being close to the hypothesized mean. In order to know To indicate this, the T value for one sample was used, as the results showed that their value is not significant, as the significance level value is greater than 0.05, which indicates that there are no statistically significant differences.

The reason for this is that behavioral disorders, in general, are the result of societal upbringing, the influence of family, peers, and the environment in which the student lives, which plays a very important and significant role. In order to know the extent of the strength and weakness of the item compared to the other items in the scale, as well as the ranking of these items according to the weighted mean and the percentage weight, the results were presented as in Table (3).

Table 3. Shows the mean and percentage weight of the items of the Behavioral Disorders Scale among primary school students

Paragraph sequence according to scale	Paragraphs	mean	Percentage weight	Paragraph sequence according to weight
15	His books and notebooks are organized and preserved	2.53	84.33	1



19	When the teacher asks a question about the subject matter in the lesson, he raises his hand and tries to answer	2.38	79.33	2
16	He absorbs information as soon as it is explained in the lesson	2.37	79	3
6	He responds quickly to any stimulus that keeps him away from following the teacher's explanation	2.3	76.67	4
18	He is easily provoked by his colleagues	2.28	76	5
11	When we talk to him, he listens until the conversation is complete	2.25	75	6
2	He moves on the seat in class, whether with his legs, hands, or any part of his body	2.16	72	7
21	He seems moody	2.09	69.67	8
8	He speaks while explaining	2.04	68	9
10	He goes to class by running, not walking	2.04	68	10
4	He tries to quickly get out of the seat after the lesson ends	2.02	67.33	11
12	He forgets some of his important tools, such as a notebook, book, and pen	1.97	65.67	12
20	He tries to follow the corners of the classroom with his gaze while the teacher is explaining	1.94	64.67	13
1	He seems distracted while the teacher is explaining the lesson	1.85	61.67	14
14	It seems noisy and disruptive to the lesson	1.73	57.67	15
5	Does not stay in one place at school for a few minutes at most	1.7	56.67	16
13	He tries to leave the lesson during the explanation for unconvincing reasons and in a repetitive manner	1.64	54.67	17
22	He talks excessively	1.58	52.67	18
7	It makes annoying sounds while turning the pages of a notebook or book	1.57	52.33	19
9	Fails to complete any activity assigned to him in the lesson	1.5	50	20
3	He rushes to answer the teacher's questions without thinking	1.45	48.33	21
17	Climbs available places in the lesson or school (drawers, windows, fences)	1.32	44	22

From the table above, the paragraph bearing the sequence 15 came in first place because its percentage weight reached 84.33%, which is considered very good, as this paragraph made clear that the students are able to organize their possessions, and this is a very important thing in this age period because it has an impact and reflection on his future inside and outside school. While the paragraphs bearing the sequences (19-16-6-18-11-2) received a good rating because their percentage weight ranged from (79.33 to 72) and in an order limited to (2 to 7) respectively, as was shown from During this, the students have the ability to assimilate, understand, and perceive information once the teacher explains it through the attention and excitement carried out by the subject teachers. At the same time, they possess the characteristic of being easily aroused by their colleagues, and they have some phenomena that make them unstable in their places, and in this case they need guidance and direction. In order to make it more calm and stable within the lesson, while the paragraphs (21-8-10-4-12-20-1) came with an average rating, since their percentage weight ranged between (69.67 to 61.67), and thus the paragraphs came in the order of (8 To 14) respectively. From this it becomes clear to us that students at this age stage seem to



have mood swings and a lot of movement and talking, which leads him to lose his tools as a result of his mind being distracted, and thus he is not paying attention or has little attention to the teacher's explanation during the lesson. As for the paragraphs (14- 5-13-12-7-9) came with an acceptable rating because their percentage weight was limited to between (57.67 to 50) and came in order (15 to 20).

The students excelled in these paragraphs at a lower rate than the previous ones, even though they were paragraphs with excessive motor and excessive speech, as Their movements, movement, and movement in and outside the lesson, in addition to their speaking in an excessive manner, expressing noise and chaos, and making somewhat annoying sounds. All of these negative phenomena came in a small percentage, while the remaining paragraphs that carry the sequences (3-17) came in a weak rating, as the weight is a percentage. They have a range between (48.33 to 44) and came in the order of (21-22). In this case, this is a positive thing for the students' condition because they do not have a rush in answering questions, and this is an important thing in this age period, so that this condition is activated among the students by taking their time. Answering questions gives them plenty of room to think and understand.

These aforementioned explanations came in conjunction with what was addressed by specialists in that field, where Abdul Aziz Al-Shakhs mentioned that the child who is characterized by this problem suffers from an unacceptably high level of motor activity, an inability to focus attention for a long time, and an inability to control himself to maintain He has good relationships with his peers, parents, and teachers,⁷ and as a result, they are not interested in their work and daily tasks such as textbooks or school assignments, in addition to losing their belongings and suffering from difficulty organizing their school work, and this is what was confirmed and indicated by the Center for Mental Health Services, indicating that the child has distracted attention. Short attention span, not understanding details, making many mistakes, failing to complete things, forgetting quickly, not listening well and disorganized. In addition, hyperactivity is one of the most important behavioral problems that spread among children, and this hyperactivity is widespread among children of this stage. Primary school.⁸ The most important manifestations and complications of this disorder include low academic performance, school achievement, and problems with teachers, colleagues, and school authorities.⁹

Conclusions

1. The tool is valid for detecting and diagnosing cases of behavioral disorders among students
2. It was found that fourth-grade primary school students do not have behavioral disorders to the extent that would suggest they possess excess energy at a high level.

Recommendations

1. Paying great attention to primary school students in general, especially fourth grade students, by following up on their behavioral behavior and excess energy.



2. Activating the role of the psychological counselor in the school in order to detect and diagnose behavioral disorders.
3. Encouraging students to practice sports activity.
4. Applying the scale to girls' primary schools.

References

1. Saad Abdul Rahman: Psychological Measurement, Kuwait, Al-Falah Printing Library, 1997 AD.
2. Sayed Youssef Gomaa: Behavioral Disorders and Their Treatment, Cairo, Dar Gharib, 2000.
3. Ola Abdel-Baqi Ibrahim: Treating hyperactivity in children using behavior modification programs, Cairo, Al-Nahda Library, 1999.
4. Hajjaj Ghanem: Educational Psychology, 1st edition, World of the Book, 2005.
5. Muhammad Abdel Salam Younis: Psychological Measurement, 1st edition, Dar Al-Hamid for Publishing and Distribution, Amman, 2008.
6. Marwan Abdel Hamid: Scientific foundations and statistical methods for tests and measurement in physical education, ed., Amman, Dar Al-Fikr for Printing, Publishing and Distribution, 1999 AD.
7. Abdel Aziz Al-Sayyed Al-Khashab: Research and studies on problems for children: N.Z. scale to identify hyperactivity in children," Journal of the College of Education, Ain Shams University, No. 7, Part 1.
8. Halgin , R. & Whitbourne,S .(1997) : Abormal psychology , Chicago, Times Mirror Higher Education Group,Ine
9. Center of Mental Heath Sirvices(1998) : Attention Deficit Hyperactivity Disorder in children and adolescents " Availiable from : www.mentalbeath.org/publications/allpubs/Ca-0008/adh.htm.

