

## THE LEVEL OF THE FIVE MAJOR PERSONALITY FACTORS AMONG STUDENTS WITH LEARNING DISABILITIES

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### ABSTRACT

**Objectives:** This study aimed to assess the levels of the five major personality factors among students with learning disabilities in the first semester of the 2024/2023 academic year.

**Theoretical Framework:** Grounded in the Big Five personality theory, the research explores how personality traits relate to the experiences of students facing learning difficulties, with implications for educational outcomes and personal development.

**Method:** A descriptive analytical approach was employed, involving a sample of 156 randomly selected students with learning disabilities from Ajloun schools. A validated tool was developed to measure the five major personality factors, ensuring reliability and validity.

**Results and Discussion:** The findings revealed that the mean scores across the five personality factors indicated a low overall degree of personality development. Additionally, no statistically significant differences were observed based on gender in any of the personality domains. These results suggest that students with learning disabilities may experience challenges in personality development, potentially affecting their social interactions and academic performance.

**Research Implications:** The study highlights the need for targeted educational programs aimed at enhancing personality development among students with learning disabilities. Such initiatives could mitigate learning challenges and promote overall well-being.

**Originality/Value:** This research contributes to the limited literature on the intersection of personality traits and learning disabilities, emphasizing the importance of personality development in educational settings.

**Keywords:** big five personality factors, learning disabilities, personality development, quality education, Sustainable Development Goals (SDG)

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## 1 GENERAL FRAMEWORK OF THE STUDY

### 1.1 INTRODUCTION

Learning difficulties are one of the special education categories that are shrouded in ambiguity in terms of definition and reasons. Therefore, this disability is often described as perplexing or hidden. This is the area of learning difficulties from the areas that have preoccupied parents, educators and researchers in the field of special education, especially in Jordan. It deals with studying the distinctive characteristics of a large sector of school students and identifying the nature of these difficulties. It also examines the most appropriate strategies and methods of therapeutic intervention to alleviate these difficulties as much as possible, as learning difficulties are a problem that affects students who suffer from them not only in academic aspects but also in social aspects.

People with learning difficulties are considered a heterogeneous group in terms of characteristics. There may be differences between individuals or differences at the level of the same individual. Learning difficulties are not a unified concept and do not represent a homogeneous group of students, but they include cases that differ from each other and do not unite them, but they do not learn in the ways in which ordinary people learn. However, there are a group of common characteristics to that group of demand, perhaps the most important of which are those characteristics associated with problems of academic achievement and cognitive characteristics associated with impairment in the cognitive process, knowledge behind cognitive and cognitive disorders, auditory, visual, motor and attention disorders, which are characteristic of people with learning difficulties, as well as those characteristics of behavioral and social problems and problems, which are related to impairment in the cognitive process and cognitive impairment. They are not afraid of reading, nor of others(2014).

The Big Five factors originated from personality research, grew from the foundations of the 16 Cattell factors and eventually became the most accepted model of personality to date. This model has been translated into several



languages and applied in dozens of cultures , resulting in research that proves its validity at the international level. These five factors do not provide fully comprehensive explanations of personality , but they are known as the Big Five factors because they include a large part of the terms related to personality. The five factors are not necessarily traits in themselves , but factors in which many relevant traits and characteristics fit (Solaimani, 2017). The Big Five personality model has received great attention among researchers, because they believe that personality-based behavior differences are largely explainable by the Big Five factors such as extraversion, acceptability, conscientiousness, neuroticism, and openness to experience. The Big Five personality factors can develop through the stages of life. The five factors are not the result of one stage only, but the previous stages play a major role in the formation and development of these traits, in addition to the biological factors specific to the individual himself. Individual differences in extraversion appear for the first time in childhood(Dean, 2014).

The importance of the current study is shown by the nature of the topic it deals with, which is related to the research, the level of the five major factors of personality among students with learning difficulties. The importance of the current study is clear by standing at the level of the five major factors of personality among students with learning difficulties, and its importance is also clear by presenting theoretical literature related to the five major factors of personality : The study was applied during the second semester of the academic year 2022-2023.In public schools in the Directorate of Education/Ajloun Governorate. This study included students with learning difficulties in the Directorate of Education/Ajloun Governorate.

## 1.2 STUDY PROBLEM

Learning difficulties are among the problems that threaten the integrity of the learning process, which are due to various reasons, including the student's academic incompatibility, personal, social and professional compatibility, on the one hand, and the high percentage of students with learning difficulties who face various problems related to school subjects and



in all educational stages, as recommended by many previous studies such as Najat and Saud (2022), Al-Arfij and others(2021), and Ali(2015) to the need to study the five major factors of personality among students with learning difficulties. In the presence of this problem among students, the current study came to answer the following questions:

1. What is the level of the top five factors among students with learning disabilities ?
2. Are there statistically significant differences at the level of significance ( $0.05 \leq \alpha$ ) between the mean scores of the study sample on the scale of the five largest factors of personality attributed to the gender variable?

Concepts and terminology of the study:

**The five major factors of personality in terminology:** Goldberg (28, 1993) defined it as a model that aims to group the scattered personality traits into clear and specific categories that include extroversion, neuroticism, openness to experience, physician, and conscientiousness;

**Procedurally defined:** The score obtained by the student on the large five-factor scale of personality that was prepared for the purposes of this study.

**Learning difficulties:** It is a disorder in one or more of the basic psychological processes that include understanding or using speech and writing, and it appears in the ability to listen, think, speak, read, write, and perform calculations, and the term includes manifestations of cognitive disability, brain injuries, minimum dysfunction, dyslexia, and developmental TVA (Al-Batayneh, 2015: 24).

## 2 THEORETICAL LITERATURE AND PREVIOUS STUDIES

### 2.1 THE BIG FIVE FACTORS OF PERSONALITY

The five major factors of personality are defined as five basic factors to describe human personality, each of which represents an abstraction of a set of harmonious traits, reached by scientists and researchers in the field of personality through the scientific evidence of experimental research, namely



(neuroticism, extroversion, acceptability (kindness), conscientiousness, and openness to experience).Zhang, & Huang, 2016:63)

As you know: It is the factors that are derived from the basic factors of the theory of " Cattell " factor analysis. This list aims to measure the five largest factors of personality, which include five factors (neuroticism , extraversion, openness , acceptance , and conscientiousness . (Noftle, & Shaver, 2016:95).

## 2.2 THE BIG FIVE FACTORS CONSIST OF A SET OF ELEMENTS THE BIG FIVE FACTORS OF PERSONALITY

**The first extroversion factor:** This factor refers to an emotional and social state characterized by activity, vitality, and a tendency to socialize, build a network of social relations, show intimacy and friendliness with a high ability to influence and lead, tendency to positive feelings, and interest in the problems and issues of others (Abu Hashim,2015).

**The second factor is neuroticism:** This factor refers to an emotional state characterized by emotional and mood instability, irritability, nervousness, tension, a state of hostile anger, recklessness, a sense of confusion, a sense of inferiority, sadness, a tendency to isolation, and a low ability to deal with stress(Al-Hissah,2018).

**The third factor is openness to experience:** This factor refers to an emotional state of thinking characterized by a love of knowledge, enrichment of experiences, renewal of information and ideas, and a tendency to imagination that leads to creativity, renewal, and intellectual curiosity, and communication with subjective and surrounding values that are ready to be reviewed and discussed (Al-Najadat,2022).

**The fourth factor of kindness:** This factor refers to a social and thinking emotional state characterized by confidence in others, avoiding conflict, sincerity, tolerance, altruism, a tendency to simplicity, and avoiding love of appearance and confrontation without this condition reflecting low self-confidence or self-esteem(Abu Hashem,2015).

**The fifth factor is conscientiousness:** This factor refers to a social thinking emotional state characterized by a tendency to use self-control to



guide and control behavior, a high ability to self-control, the use of self-stimulators for achievement, a sense of self-efficacy, and confidence in the possibility of achievement, while showing determination and will even in the event of difficulties and resorting to moral principles when dealing with different aspects of life (Ali,2015).

Al-Husseini pointed out that the methods of quantifying personality traits and their factors to qualitatively determine these factors and traits are one of the most important ways to discover the five major factors in personality as follows:

Language lexicons: Some personal psychologists have carried out psychological linguistic studies in language lexicons, with the aim of isolating the names of the traits, then summarizing and reducing them, and forming lists for them that are used in the person's appreciation of himself or others who know or mix with him. Measures of appreciation: This trend in determining the five major factors in personality depends on determining the traits by means of measures of appreciation, whether the person's appreciation of himself or his appreciation of others. Intelligence: This trend begins by applying a number of personality intelligence and then calculating the coefficients of correlation between its items, and analyzing these mutual correlations factorically. Observing actual behavior: Identifies traits by observing actual behavior, by collecting the observations of these observers: such as teachers' appreciation of their students. Free self-description of personality: This approach is to ask a sample of examiners to describe their personality, then collect the attributes and delete the duplicate from them, then apply them to a new group, and then analyze the correlation coefficients.

From the above, we see that the Big Five personality model is one of the most important classifications in our time, and this importance lies in its ability to adequately describe the human personality and identify its disorders, as well as a classifiable model that has the ability to predict experimental results with a high level of stability and is characterized by comprehensiveness in terms of its reliance on many studies conducted across multiple civilizations and different situations, as reflected in its ability to predict behavior in general.



## 2.3 THEORIES THAT EXPLAINED PERSONALITY

**First, psychoanalysis:** Sigmund Freud believes that personality consists of three components. It is responsible for all our needs such as nutrition, appreciation, induction, sexual instinct, hatred, love and envy. According to Freud, identity seeks to meet our needs immediately without reference to logic or morality. It is demanding, impulsive, irrational and antisocial. It is also selfish, lust-oriented and the most primitive of our instincts. As for the superego or conscience, it represents morality as well as the standards of society. It contains all the ideals that the individual seeks for and makes us feel guilty if we do not meet these standards(Al-Kubaisi,2017).

**Second, trait theory:** This theory focuses on openness or the extent to which a person is open and wants to try new things, as well as conscience, its credibility, organization and diligence, also extraversion, which is spelled with an "A" in personality psychology, or whether it derives energy from interaction with others. People who get low degrees of extraversion (introverts) gain energy from within themselves, extroverts gain energy from people, they tend to be assertive and have a talent for gossip(Al-Tayeb,2016).

**Third, social cognition theory:** Social cognition theory looks at personality through the lens of our social interactions; so instead of evolving in the black box, our personality traits interact with our environment to influence behavior, This gives a clearer view of the influence of others on our personalities, the pioneer of social cognition theory is psychologist Albert Bandura. He argued that when people see that someone benefits from a certain behavior, they imitate that behavior in order to gain a similar reward, his famous experience saw a child being rewarded with a puppet punch, when the video was shown to other children, they behaved in a similarly aggressive manner to gain a reward, thus character traits can be learned (in this aggressive case) (Mustafa,2015).

**Fourth, mutual determinism:** Social cognition theory has a lot of appeal in public health circles. It is used to explain how past experiences can create and enhance behavior in the present. For example, a child who grew up in an abusive home may pretend to be domineering and aggressive behaviors himself.



This child may also have an expectation of more abuse because this is all he knows. Bandura called this the principle of mutual determinism, which is the idea that all traits, environment, and behavior interact and affect each other. If there is a problem with social cognition theory, it is assumed that changing the environment will necessarily lead to changes in the person. Research tells us that this is not always true. Factors such as biology and hormones may affect personality and behavior. By ignoring these factors, the social cognition approach falls short (Abujadu, 2017).

## 2.4 LEARNING DIFFICULTIES

The term learning difficulties was first coined by the scientist Kirk. The Association for Children with Difficulties has defined that a child with learning difficulties is an ordinary child in terms of mental, sensory and emotional abilities, but he suffers from difficulties in perceptual, thinking and remembering processes, which negatively affect his learning (Al-Khatib and Al-Hadidi, 2014: 204).

Children with learning disabilities have also been defined by the National Consultative Association for Children with Disabilities as those who exhibit disorders in one or more psychological processes involving the understanding and use of written or spoken language, which appear in disorders of hearing, thinking, speech, reading, spelling, and arithmetic, which are due to causes related to brain injury, and which are not due to causes related to mental, hearing, visual, or other disabilities (Melhem, 2016: 52).

Mustafa (2016: 32) defined students with learning disabilities as students who show impairment in one or more of the basic psychological processes necessary to understand or use spoken or written language. These students also appear to have impairment in thinking, speaking, reading, writing, and spelling, originally due to cognitive disabilities, and this difficulty is not due to the first disorder in vision, hearing impairment, motor disabilities, intellectual disabilities, emotional disorders, or to inappropriate environmental, cultural, or economic conditions.



Specialists in the field of learning disabilities classify the latter into two main groups (Jarrar,2018).

**Developmental learning difficulties:** These difficulties relate to brain functions, and to the mental and cognitive processes that the child needs in his academic achievement, and the reason for their occurrence may be functional disorders of the central nervous system. These difficulties affect preacademic processes, such as attention, perception, memory, thinking and language, on which academic achievement depends, and constitute the most important foundations on which the cognitive mental activity of the individual is based.

**Academic learning difficulties:** It means difficulties in academic cognitive school performance, which are represented in reading, writing, spelling, written expression and arithmetic. These difficulties are largely related to developmental learning difficulties. These difficulties include **dyslexia (reading difficulties) ,difficulty writing ,difficulty calculating anddifficulty moving**

## 2.5 RELEVANT PREVIOUS STUDIES

In this field, the most prominent previous studies related to the subject of the study were presented and commented on, and they were presented as follows:

Al-Arfaj, Al-Jaafari, Al-Otaibi and Jawhar (2021) conducted a study aimed to identify the extent to which the five major personal factors can predict the level of psychological problems among talented students according to the gender variable in Saudi Arabia. The experimental approach was used, and the study sample in its total size consisted of (186) talented people, and the Big Five Personality Factor Scale prepared by (Costa & McCrae, 1992) was applied, the Neurotic Perfectionism Scale prepared by (Al-Qureiti *et al.*, 2015), and the Hypersensitivity Scale, based on the Dabrowski theory and prepared by researchers. The results of this study revealed that there were no statistically significant differences in neurotic perfectionism attributed to the gender variable in the dimension of low self-esteem and irrational ideas and in the overall score of the scale, while in the dimension of dissatisfaction with



performance, the results indicated a statistically significant difference attributed to the gender variable in favor of males. On the anaphylaxis scale, the results indicated no statistically significant differences attributable to the gender variable. The results also showed a statistically significant difference in the openness factor in favor of females, and in contrast, the results did not result in statistically significant differences on the other four factors attributed to the gender variable. The results of the Multiple Progressive Regression Analysis also indicated that the Big Five personality factors combined make an essential contribution to predicting neurotic perfectionism in gifted students.

In Ali's study (2015), the current research aims to verify the relationship between the five major factors of personality and professional pressures among special education teachers in Egypt, and the predictability of professional pressures through the five major factors of personality, and to determine what are the differences in professional pressures and the five major factors of personality in light of variables (gender, specialization, and level of experience). The descriptive relational approach was used. To achieve these objectives, the list of the five major factors of personality (Arabization: Abdel Moneim El Dardir, 2004) and the occupational stress scale (prepared by the researcher) were applied to a sample of (64) special education teachers. The results of the research resulted in the following: There is a statistically significant positive relationship between the average scores of special education teachers on the list of the five largest factors and the measure of occupational stress. There are statistically significant differences attributable to the gender variable in favor of teachers. There are statistically significant differences in the volume of work and the overall degree of occupational stress attributed to the specialization variable. There are statistically significant differences in neuroticism, extraversion, and openness to experience.

In the Fayombo study (Fayombo, 2015), which aimed to identify the five major factors (neuroticism, extraversion, openness to experience, acceptability, and conscientiousness) of personality and psychological flexibility, the study sample consisted of (397) high school students in the Caribbean Islands by (192) males and (205) females, using the descriptive and correlational approach. For data collection, the researcher used the five major



factors of personality traits scale prepared by Goldberg et.al, 2006, and the psychological resilience scale of the researcher's numbers. The results of the study found a positive correlation between all personal factors (neuroticism, extraversion, openness to experience, acceptability and conscientiousness) and psychological flexibility, while the relationship was negative with neurotic trait. The results of the study also showed that personality characteristics contributed (32%) of the variation in psychological flexibility, and the higher conscientiousness of the statistical significance was followed by acceptability, neuroticism, and then openness to experience

The study of Karau & Komarraju (2015) aimed to find out the relationship between the five major personality factors and academic motivation in India. The descriptive relational approach was used. The study sample consisted of (172) male and female students at the university level. To collect data, the measure of the five largest factors of personality was used from the preparation of McCrae & Costa 1992 and the academic motivation test prepared by Doyle & Moen (1977). The results of the study revealed a correlation between personality factors and academic motivation in its various dimensions.

## 2.6 COMMENTING ON PREVIOUS STUDIES

From the above, it is clear from previous studies that they focused on different aspects, without other important aspects, and the current study is an attempt to fill the gaps, and complete the successive construction process over the years.

The researcher has benefited from previous studies in writing the theoretical framework of the current study, identifying the problem of the study and formulating it in a scientific research method, enriching its theoretical literature, developing the study methodology, building the study tools, and discussing and interpreting the results.

The current study differs from its counterparts from previous studies, in that it may be the first study conducted in Ajloun Governorate within the limits of research science, to reveal the level of the five largest factors of personality



among students with learning difficulties, as the results of the study are circulated to the study community.

Despite the above, the current study has been distinguished from the previous studies, in its purpose, society, sample, place and time in the educational field, which dealt with the level of the five major factors of personality among students with learning difficulties, and the results of this study are expected to draw the attention of students to research in this field.

### 3 METHOD AND PROCEDURES

**Study Methodology:** The descriptive survey method was used, through which the phenomenon subject of the study can be described, its data analyzed, and the relationships between its components, the opinions expressed about it, the processes it involves, and the effects it produces.

**Study Community:** The study community consisted of all students with learning difficulties in the directorates of education in Ajloun Governorate in the second semester of the academic year (2024/2023), which numbered (320) students distributed (134) students, and (186) students.

**Study sample:** The study sample was selected by the easy random method, as the study sample consisted of (156) students, and Table (1) shows the distribution of the sample according to the gender variable.

**Table 1**

*Distribution of the study sample according to its variables*

Variables	Levels	Number	Percentage %
Gender	Male	64	41
	Female	92	59
Total		156	100

#### 3.1 STUDY TOOLS

After reviewing the theoretical literature and previous studies on the subject of the study, such as the studies of Al-Najat and Al-Saud (2022); the Olayani study (2020); and others, where a tool was developed to identify the five major factors of personality among students with learning difficulties,



where the study tool (the questionnaire) consisted of (35) distributed over five areas each:

### 3.1.1 Identifying the Big Five Factors of Personality:

**Neurotic field:** It includes 8 paragraphs, numbered (1-8). **Extroversion:** Includes 6 paragraphs, numbered (9-14). **The field of the factor of openness to experience:** It included 7 paragraphs, with numbers (15-21). **Field of Acceptance:** Includes 9 paragraphs, numbered (22-30). **Conscientiousness:** Includes 5 paragraphs, numbered (31-35).

### 3.1.2 Validity of the study tool

After the design of the study tool (questionnaire) in its initial form, it was presented to a group of arbitrators and their number ( 10 ) specialized and experienced faculty members in the departments of the faculties of education in Jordanian universities, and the arbitrators were asked to judge the quality of the content of the paragraphs, and to express their opinion on the linguistic wording and its integrity, and the appropriateness of the paragraph to the field under which it fell, and linguistic accuracy, in addition to any other views they may deem appropriate, whether by deletion, addition or merger. The arbitrators made many observations, as some paragraphs were amended linguistically and spelling, such as paragraph (4, 5 , 12, 34).

### 3.1.3 Construct sincerity: The Big Five Factors of Personality

To extract the indications of the construct validity of the scale, the correlation coefficients of each paragraph were extracted between the total score, between each paragraph and its correlation with the field to which it belongs, and between the fields and the total score, in an exploratory sample from outside the study sample consisting of (30) male and female students. The correlation coefficients of the paragraphs with the tool as a whole ranged



between (0.39-0.84), and with the field (0.45-0.85) and the following table shows that.

**Table 2**

*Correlation coefficients between the paragraph, the overall score and the domain to which it belongs*

Item No.	Correlation coefficient with the field	Correlation coefficient with the gadget	Item No.	Correlation coefficient with the field	Correlation coefficient with the gadget	Item No.	Correlation coefficient with the field	Correlation coefficient with the gadget
1	.79**	75	15	.79**	.84**	29	61	65
2	56	51	16	52	51	30	75	.76**
3	.79**	75	17	57	57	31	66	72
4	65	57	18	65	52	32	0.82	66
5	0.80	75	19	69	74	33	56	41
6	0.80	75	20	65	64	34	73	55
7	.76**	.78**	21	0.85	72	35	.76**	61
8	.78**	0.80	22	0.85	72			
9	56	49	23	45	39			
10	.76**	$r^2 = 81$	24.00	75	75			
11	45	52	25	$r^2 = 81$	72			
12	53	41	26	0.82	66			
13	.79**	74	27	68	59			
14.00	.79**	74	28	56	39			

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

\*\* Statistically significant at the level of significance (0.01).

It should be noted that all correlation coefficients were of acceptable scores and statistically significant, therefore none of these paragraphs were omitted.

The correlation coefficient of the field with the total score was also extracted, and the correlation coefficients between the fields are shown in the following table.



**Table 3**

*Correlation coefficients between fields and in the total degree*

	Neurotic factor	Diastolic factor	Openness to experience factor	Acceptance	Conscientiousness	Total
Neurotic factor	1					
Diastolic factor	.912* *	1				
Openness to experience factor	.722* *	.792* *	1			
Acceptance	736 ÷ 4	.721* *	.871* *	1		
Conscientiousness	.627* *	.830* *	.879* *	.870* *	1	
Total	.926* *	.933* *	.903* *	.898* *	.920* *	1

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

\* \* Statistically significant at the level of significance (0.01).

Table (3) shows that all correlation coefficients were of acceptable and statistically significant scores, indicating an appropriate degree of construct validity.

### 3.2 STUDY PROCEDURES

The study was conducted according to the following procedures:

The study tool was developed, then the study tool was presented to arbitrators from university professors, after which the study tool was taken out in its final form., and the study population was identified and sampled. The Directorates of Education of Ajloun Governorate were addressed through a mission facilitation letter from Ajloun University. The study tool was used, within three weeks, on (156) male and female students. After the completion of the study application, the data was stored on the computer. The study questions were answered by presenting, analyzing and discussing the results in light of the theoretical framework and previous studies.

### 3.3 STATISTICAL PROCESSING METHODS

The Pearson correlation coefficients and the Cronbach-Alpha correlation coefficient were used to find the indications of validity and reliability. Arithmetic averages and standard deviations were used to answer the first



question. A single-sex variance analysis test was used to answer the second question.

## 4 STUDY RESULTS AND DISCUSSION

### 4.1 FINDINGS RELATED TO THE FIRST QUESTION:

**What is the level of the top five factors among students with learning disabilities?**

To answer this question, the arithmetic means and standard deviations of teachers' estimates were calculated on areas of the level of the five largest factors among students with learning difficulties shown in Table 4.

**Table 4**

*The arithmetic means and standard deviations of the level of the five largest factors among students with learning difficulties as a whole are arranged in descending order according to the arithmetic means*

Rank	الرقم	Area	Arithmetic mean	Standard Deviation	Level 29
1	2	Diastolic factor	2) 15 x 0 =	.554	Low
2	1	Neurotic factor	11.	.777	Low
3	3	Openness to experience factor	2	.559	Low
4	5	Conscientiousness	1.	775.	Low
5	4	Acceptance	1	624 ÷ 16	Low
		Total	9	.760	Low

Table 4 shows that the arithmetic averages ranged between (1.90-2.15), where the diastolic factor came in first place with the highest arithmetic mean of (2.15), and with a low degree, while the field of acceptance came in last place with an arithmetic mean of (1.90), and with a low degree and the arithmetic mean of the level of the Big Five factors as a whole was (1.9) and with a low degree.

The result of this study was consistent with the results of the study of Al-Arfaj, Al-Jaafari, Al-Otaibi, and Jawhar(2021), which indicated the results of the multiple gradual regression analysis that the five major factors of personality combined contribute substantially to prediction in the weak personal qualities of students.



The results of this study also differed from the results of the study of Fayombo (Fayombo, 2015), which showed that the attribute of higher conscientiousness in statistical significance is followed by acceptability ,neuroticism ,and openness to experience

The researcher explains this result that students with learning disabilities have general psychological traits in which individuals agree, and each of them has traits that distinguish him from others. These traits are frames of reference in regulating behavior and then predicting it in the future. The five major factors of personality are an important starting point for studying personality and interpreting the most important behaviors and reactions issued by individuals. They give us a clear picture of the most important characteristics and features that make the individual unique in his thinking, emotion, self and dealing with those around him.

The researcher explains this result to the fact that students with learning difficulties face pressures and conflicts due to the nature of their difficulties, which affect their personalities through a change in their perceptions, perceptions and expectations, and thus followed by changes in all aspects of their physical, emotional, cognitive and social lives, which makes the quality of a student with learning difficulties represented in employing his mental and creative abilities and enriching his conscience to transcend his emotions and feelings and the value of humanity through the human environment, school and the surrounding community.

The researcher explains this result that the lives of students with learning difficulties are greatly affected by the situations they live, especially negative attitudes and stressful events that change their perceptions and way of thinking. This change affects various aspects of their emotional, social, and physical personality, such as the high rate of stress, anxiety, and psychological conflict that threaten their psychological and physical existence.

The arithmetic means and standard deviations were also calculated on the paragraphs of the five major factor level areas among students with learning difficulties among students with learning difficulties, as follows:



### 4.3 FINDINGS RELATED TO THE SECOND QUESTION

**Table 5**

*Arithmetic means, standard deviations and T-test according to the gender variable on the study to measure the five largest factors of personality in students with learning difficulties*

Domains	Variable(Gender)	Sample	Arithmetic mean	Standard Deviation	Value "C"	Degrees of freedom	Statistical significance
Neuroticism	Male	64	3	0.79	1.	154	0.147
	Female	92	3	58			
Extraversion	Male	64	3 69	0.85	1.	154	0.169
	Female	92	3	71			
Openness to experience	Male	64	3	0.79	1.	154	0.146
	Female	92	3	58			
Acceptance	Male	64	3 69	0.78	1.	154	234, 239
	Female	92	3	59			
Conscience	Male	64	3	0.79	1.	154	0.221
	Female	92	3 69	0.85			
The Big Five Factors	Male	64	3	66	1.	154	111
	Female	92	3	51			

• Statistically significant at significance level  $(0.05) \geq \alpha$

Are there statistically significant differences at the level of significance  $(0.05 \leq \alpha)$  between the mean scores of the study sample on the scale of the five largest factors of personality attributed to the gender variable?

To answer this question, arithmetic means and standard deviations were calculated for the level of students with learning disabilities to possess the five largest factors of personality according to the gender variable (male and female), and to indicate the statistical differences between the arithmetic means, the T-test was used, and Table 5 shows this

Table 5 shows that there are no statistically significant differences  $(\alpha \leq 0.05)$  attributed to gender on all areas of the five major factors of personality among students with learning difficulties as a whole according to the gender variable.

The result of this study is consistent with the result of Al-Suhaili (2015), which showed that there are no statistically significant differences according to the gender and stage variable. The results of this study differed with the



result of the study of Ali (2015), which showed that there are statistically significant differences attributed to the gender variable.

The researcher explains this result to the fact that male and female students of learning disabilities have similar and equal abilities of the five major factors of personality, which are common conditions for both sexes, especially in the basic education stage. Despite the difference between the two sexes, each of them has external internal sources that contribute to the formation of the five major factors of personality, as

Students with learning disabilities have not acquired the necessary experiences and skills that shape their personality traits because of the lack of their continuous interaction in society, whether through playing with peers or interacting with parents and teachers. In addition, students at this stage do not have independence, organization and self-concept formation, as they go through new educational experiences represented by the multiplicity of teachers who teach them, in addition to not being subjected to different educational experiences.

## RECOMMENDATIONS

- Improving the conditions and factors that contribute to raising the level of the five largest personal factors and reducing the learning disability of students with learning disabilities;
- The need to provide educational and pedagogical programs to reduce the learner's deficit through the curriculum;
- Educating teachers of students with learning disabilities about the five major factors of personality and learner disability and how to deal with students with learning disabilities who are at a low level;
- Conducting studies that look at the five major personal factors with other variables such as (academic achievement, self-efficacy).



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