

Academic delay from a psychological and social perspective Retard scolaire du point de vue éducatif et social

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Abstract:

the study aimed at identifying the academic delayed, which is an educational, psychological, social and economic problem that drew the attention of educators and psychologists, they studied its dimensions, causes and treatment methods, where a good class of students suffer from this problem, this cote gory has often become a riot which may adversely affect the educational process that society does not benefit from its energy. Based on this we have addressed several questions as follows: what is general concept of academic retardation ?,what are its type and factors ?, reasons leading to it ?, and what are the characteristics of this category ?,what is the intervention and treatment ?.

All these questions were dealt with carefully in accordance with theoretical demands.

Keywords: *academic delayed.*

الملخص

هدفت الدراسة إلى التعرف على التأخر الدراسي الذي يعد مشكلة تربوية ونفسية واجتماعية واقتصادية لفتت أنظار المربين وعلماء النفس، فدرسوا أبعاده، وأسبابه وطرق علاجه، حيث تعاني فئة لا بأس بها من التلاميذ من هذه المشكلة، وفي كثير من الأحيان تحولت هذه الفئة إلى مصدر شغب مما قد يؤثر هذا على العملية التربوية والى إهدار تربوي قد لا يستفيد المجتمع من طاقاتهم، وانطلاقاً من هذا تطرقنا إلى عدة تساؤلات متمثلة فيما يلي: ما مفهوم التأخر الدراسي؟، وما هي أنواعه وعوامله؟، وما هي السباب المؤدية إليه؟، وما هي سمات هذه الفئة؟، ما هي كيفية التدخل والعلاج؟. كل هذه التساؤلات تناولتها دراستنا بشكل مدقق وفق مطالب نظرية.

الكلمات المفتاحية: التأخر الدراسي.

1. Introduction

Students face one of the most important problems that hinder school life, which is the problem of academic delay, as many students suffer from it, and it is also a source of suffering for the family and teachers alike. Academic delay or the problem of poor achievement is among the problems that have multiple psychological, educational and social dimensions. Hence, they have received great attention from psychologists, education, teachers and parents. The academic delay is an educational psychological problem that all societies suffer from, whether advanced or late, but they differ from one society to another in the form in which they appear, And in terms of the intensity with which it stands out, and so in terms of the ways and methods in which it is treated. Students who are late for school often suffer from complications of academic failure, and are subject to school dropout, which is the main facade of wasting energies and competencies that can contribute to the advancement of various sectors of national production.

The problematic:

One of the most important problems facing parents and workers in the educational field is the problem of academic delay. In light of the competitive and rapid framework in the business world, the world has become overheated with academic excellence, which means obtaining better jobs and a better social milieu. In this context, no one likes to find his son different from the rest of his colleagues, and from here many questions arise, why is my son late? Why is my student late? Why is his achievement low in relation to his colleagues? All questions arise on the social and educational scene, hence this study came to research on:

What is the concept of school delay ?, how does it happen, and why ?, and what are the mechanisms of treatment?

Procedural concepts for research:

Academic retardation: It is a state of delay and a lack of achievement for mental, physical, social or emotional reasons so that the attainment rate falls below the normal and intermediate level, the achievement rate decline clearly in all subjects of the study below the normal level of the student as it was compared to other ordinary people.

2. Academic delay

2.1. The concept:

The issue of academic delay in the minds of teachers and parents collided with misconceptions, such as stupidity and mental retardation, and this ruling is of course a hasty and hasty judgment since the student's academic delay can be understood as a delay in achievement compared to his peers for reasons that may be immediate, and may be justified. The academic delay may be the result of a sensory or physical disability, or a social deficiency, and the fact is that the phenomenon of academic delay is a complex phenomenon, in which environmental factors are mixed with some economic, family and school factors, and may return to the student himself when he suffers some of the problems that result in the academic delay.

The term (late scholars) in educational circles has been subjected to a lot of misuse to the extent that some researchers launched it and wanted a group of weak minds, and it is now expressed in the category of mild mental impairment or special education group, and their IQ ranges between 50 and 70 by repeating The use of standardized measures of intelligence, and some call it the ordinary

group of stupid or retarded children or the group separating the ordinary and the weak minded. (Layla Karam El-Din,2006)

The academic delay can be defined as the student's underachievement in proportion to his or her abilities and preparations for study, which are average compared to his colleagues who correspond to him in chronological age, in other words, if it appears through the application of mental abilities tests and readiness tests to study on the student. His abilities and preparations are good and his school achievement is low, as it is considered a school delay, but if it turns out that his mental abilities are less than the average, and his academic achievement was also, it cannot be counted as a school delay, but it is possible that he suffers from difficulties in education or slow or simple mental disability. (Hisham Hamdan,2003)

Students who are late for school are students who cannot perform school work even if they are in a class below their regular grade level and those who are late for school are those who were unable to absorb the curricula prescribed to them in a class during the time period specified for the length of the curriculum "academic year".(Qadri Hefny,2007)

"Raja Abu" Allam believes that the academic delay is achievement at a lower level than the student's preparations allow.

This academic delay may be general in all subjects, and here is often linked to a student's mental abilities, and his IQ decreases to a range between 75 and 85 and it may also be special in a specific subject or subjects (such as arithmetic, spelling, or language). As the delay here is related to a deficiency in a certain ability, and the academic delay can be estimated based on the achievement age and the age of the individual, through the following formula:

Education Ratio = (achievement age / chronological age) * 100

When the achievement age is less than the chronological age, this means that there is a school delay. (Muhammad Al-Zoghbi,2001)

In the field of differences in cognitive aspects, students can be divided into three groups:

- Academic excellence.
- Academic average.
- Late School Scholarships.

A student is considered late if his level is below average in achievement in one or more subjects.

Some educators see the link between the student's level of achievement and his level of intelligence, and they see that the late academic achievement is the one that achieves the achievement of a level below the level that suits his mental preparations, and the subject of academic (achievement) delay is accurate and sensitive and relates to the future of construction and their social and professional life and their psychological stability or their disorder in childhood and in Young. (Abd al-Rahman Suleiman,2008)

Psychologists have defined it separately, but the common and common definition among countries is: a condition or a lack of achievement for mental, physical, or mental reasons so that the attainment rate falls below the average level by more than two negative deviations.

The problem of academic delay is one of the problems that has attracted the attention and thinking of many educators themselves as an essential source for impeding the growth and progress of a renewed life. (Muhammad Abdullah,2004)

The educational success of students who have difficulties represents a challenge for them and the people surrounding them (parents, teachers, mentoring, administration...), as reaching the goal will

not be possible unless the group of workers in the educational field is committed to helping these students and helping them succeed. (Hamed El-Deeb,2000)

2.2. Types of academic delay:

I. According to the comprehensiveness and generality of the delay:

General academic delay: It is a delay in all subjects, or in some or most of the subjects, and in relationships, the student's intelligence is often below average or within the limits of the dull, where the IQ is between 70 and 80.

Special academic delay: It is the student's delay in some subjects such as mathematics, for example, and is linked to a lack of ability. In this case, the student's intelligence is average or within the limits of the normal.(Hadi Rabei Mestan et al,2009)

II. According to the origin of the delay:

functional academic delay: The student's abilities are good and do not suffer from an organic, nervous, or muscular disorder, but the defect is in the functional aspect where the jobs do not work in harmony, as they lead to a delay in academic achievement.

Non-functional (educational) academic delay: This type of delay is due to the presence of neurological disorders in the student, as is the case of illness, disability, or injury to a specific accident.

III. Depending on the duration and nature of the delay:

Continuous study delay (chronic): It is the delay from previous school years.

temporary (occasional) school delay: This is a delay that does not last long. The student may be late for his colleagues on an examination for certain reasons, but he practices it to improve his situation. (Khair Al-Zrad,1989)

There are other types of academic delay, which are as follows:

Psychological retardation: It is a definite underdevelopment associated with a decrease in the level of intelligence, the student's abilities, preparations, level of ambition, or his motivation for achievement.

False Academic Retardation: It is a non-material underdevelopment due to non-mental or psychological reasons that can be treated.

Endowment academic delay: It is related to specific situations where the student's achievement is less than his abilities due to things that offend him, such as transfer from one school to another, the death of one of his family members, or passing through an acute emotional shock.

2.3. Factors affecting school delay ;

Many of the factors that influence determining the academic delay are interfering, and their impact on students varies. Among these factors are what appear early, some of which are late and some of which appear directly. Among the most important of these factors are the following:

I. Mental factors:

Mental abilities play a crucial role in the student's academic delay, and here are some of the mental abilities that affect mental retardation:

– Intelligence: as it is considered one of the most important mental abilities related to the academic delay, "because the amount of intelligence that the student holds is the first rule in the course of his studies, and if the amount is a little, his course is slow, and this led to his delay. (Naim Al-Rifai,2002)

Some studies have shown that there is a correlation between intelligence and academic delay, including the "Bert" study, which he conducted on a sample of 700 schoolchildren, in which he found a correlation between the overall achievement rate and the IQ rate.

"Super" indicates that there is an important part of the variation in achievement determined by intelligence, as it means that there are many other factors that may play a crucial role in the interpretation of intelligence, intelligence and academic achievement, so the individual with a high level of intelligence may have some characteristics that hinder him from using this ability In academic achievement, for example, it may be lukewarm or absent-minded due to problems. (Youssef Diab,2006)

And what was previously mentioned, does not negate the role of education or school in developing intelligence, but in the event that the amount of intelligence is weak, education cannot provide its services so that the level of intelligence is higher, and that also requires tremendous efforts in this field, if the necessary effects are available In the environment, it may contribute to the development of intelligence, and the absence of this leads to suppression of this ability.

- Sectarian abilities: These abilities have a role in the student's delay in study, as a decrease or weakness of his level in verbal ability, spatial ability, computer or mathematical ability, or ability to focus may lead him to hinder his academic progress.
- Memory impairment: Memory impairment is the reason for student delays in two studies, as this factor negatively affects the achievement process, as the difficulty of remembering and retrieving information leads to a low level of achievement.

II. Physiological and health factors:

Among the most important physiological and health factors associated with academic delay are the following:

- Weak public structure: It has been shown that poor public structure prevents the student's ability to pay attention, focus, and follow-up. (Mustafa kadi,2002)

The weak structure makes him more susceptible to disease, not to mention his constant feeling of fatigue and exhaustion, and this is what negatively affects his academic life, and this appears in his academic delay.

- sensory disability: There is no doubt that the student's suffering from a study of a lack of vision or hearing affects the level of his academic achievement, because the weakness of these senses prevents the student from understanding and following the lessons.

In addition, the weakness of these senses contributes to a decrease in his basic skills such as reading and writing, and all of this clearly affects academic delay.

It is also worth noting the psychological impact that the sensory disability may have on the student, which increases his academic delay, in the absence of care in all its forms.

- impairments: physical impairments have a major role in the student's study delay, as they may make him feel inferior and weaken his confidence in himself, especially if he compares himself with others, which he realizes is different from them, this is what prevents him from focusing on his studies

Also, impairments that are related to speech defects impede the student to sound pronouncement and expression, and this negatively affects the learning process, and this is confirmed by the study "Sanaa Muhammad Suleiman" in saying: that the student's suffering from impairments such as difficulty in speaking and other imperfections of speech prevents his ability to express Correct,

which may make him vulnerable to comments by others and their mockery, and this will affect him and make him feel inferior, which may affect his academic performance. (Sana Muhammad,2006)

In general, deficiencies in the development of the nervous system, poor general health, poor nutrition, disease (especially chronic), impairments, weak senses (hearing and sight) all make it difficult for the student to follow up on the teacher's explanation, especially those who do not use the specific means such as glasses and earphones. (Ehab Al-Balawi,2002)

The absence of the student from studying for health reasons may lead to academic delay, because it is possible that the duration of the absence coincides with some of the lessons in which basic subjects were taught that depended on the student's follow-up of the lessons The following, which leads to the student's inability to understand the following information and facts .., which leads to academic retardation. (Muhammad Hassan Imran,2001)

III. Subjective factors:

It is represented in attitudes of "general emotionalism, such as poor self-confidence and inactivity, hatred of a certain school subject due to its association with a painful situation on the part of the teacher or colleagues, or other different emotional situations that may arise within or outside the classroom.(Abdulaziz Al-Qousi,1952)

"Naim Al-Rifai" believes that the student's psychological state may play an important role in determining the level of his activity and his diligence, and studies have shown that external balance, states of anxiety and nervous disturbance are all factors that may affect students 'actions that require accuracy, focus and attention. Calculation and their line is poor and their work lacks order and order. (Naim Al-Rifai,2002)

The most important personal factors affecting the student's delay in school get rid of the lack of motivation toward the study, and this leads to the failure to exert efforts in the academic work, relying on despair as a result of not insisting on achieving the goal and persevere in it, given the low level of his ambition, and he may be busy with special or emotional issues.

All of these factors contribute greatly to the presence of the student in his body without his mind in the department, which results in a lack of focus, understanding and attention and consequently to his academic delay.

IV. Environmental factors:

Environmental factors have a significant role in the student's delay in terms of study, as follows:

– The negative social trend towards study: It is the negative view that society holds towards the study and its lack of appreciation for the teacher and his pupils, which has a profound effect on the student's motivation to study and indifference to it, and the natural result of this is that he becomes late in his study, and the same thing is due to the mixing of bad companions.

The negative attitudes of parents towards study is an important factor in the student's academic delay, and this is evident through the parents 'preoccupation with other work without providing the slightest interest in studying and encouraging their children, as parents may be able The illiterate of achieving material gains without regard for the value of the study, and this is reflected in its effect on the student and his academic achievement.

– Family factors: The individual's family is defined as the first and most important medium in the process of socialization to a large degree, the pattern of his personality, his regional layout, his directions, his motives for work and success, and his concept of his self within the limits of his capabilities through its social and economic status. (Asma Khuwaylid,2011)

The family is also a basic nucleus for the formation of the individual and the base from which he will proceed to the institutions of the other society.

The family may be an important reason for the student's academic delay, and the effects of the factors in force can be categorized into: family instability, the parents' educational method, the family's cultural level, and the socioeconomic level. (Nabil Abdel-Fattah,2000)

V. School factors:

Such as frequent absenteeism from school or escaping from it and spending its time on the street, and the student may affect the transfer of the teacher that students love and harmonize with, or the absence of a teacher for the teacher or his replacement with a temporary one, or the loss of suspense elements in the teacher's lesson or his agreement about bad companions before him, Or hated the school atmosphere, or his lack of acceptance of the curriculum, or he finds it difficult to understand the answers to his training and issues so he tends to laziness and lethargy which leads to his delay.

These reasons, if many of them meet with the student, will inevitably lead him to failure, and if she is left untreated and has not been eliminated then the student will drop out of school or escape from it whenever the opportunity arises, and its success becomes difficult to achieve as a result of the missed many of the subjects on him and not to memorize and understand him. (Hasan Al-Khamisi,2014)

These are the most important factors of academic delay, and many experiments and studies have been conducted for students who are studying late for studying the most prevalent factors, the result was as follows: weakness in public health, poor eyesight and hearing, speech defects, general intelligence weakness, material poverty of the family, loss of emotional balance, and degeneration The cultural level of the family, and finally lack of attendance at school.

2.4. Attributes and features of the late scholars:

– Attributes and mental characteristics:

A late child in school is generally distinguished by a weakness in his ability to sensory and mental perception from his regular companions, and this is especially evident in his awareness of meanings and symbols. , Not in abstract or moral symbolism. The late child is also characterized by academic weakness in the ability to solve mental problems, weak memory and distraction, lack of focus and disturbance of understanding and the inability to visualize and visualize and perceive the relationships between things and distinguish between them easily, and all this led to their weak ability to achieve academic study, the child is late scholastic We find it generally below average. (Muhammad Abd al-Mumin,1986)

As the percentage of their intelligence lies between 70 and 90 degrees in addition to some of the following mental features: short memory and its weakness, limited ability to focus creatively and collectively, poor attention, poor ability to focus and remember, poor awareness of the relationships between things and the inability to abstract thinking and its use of symbols, weakness Linguistic Outcome.

– Physical features and characteristics:

The physical or sensory deficiency and impotence affects the student and the degree of his adaptation in general. A child who has a dysfunction in one of his eyes has difficulty in learning to read and may suffer from painful headaches. As well as the student who has a hearing deficiency may avoid talking to people as well as he finds Difficulty learning modern skills, In addition to that, behavior and diagnosis are affected by the rate of growth and are clearly related to them, and thus, the most important characteristic of those who are physically late is their growth in relation to the

medium, less than their regular peers, they are less taller than their normal peers and less weight, and malnutrition, poor hearing, taste and eyesight are common among them. There are other characteristics and physical features: the poor vision, lack of activity and vitality, their exposure to organic diseases, poor hearing and poor nutrition.

– Emotional features and characteristics:

They are as follows: disturbed emotion, anxiety and lethargy, dullness and depression, emotional instability, instability, lack of stamina, absenteeism during the lesson and feelings of guilt and imperfection. (Youssef Diab,2006)

– Social features and characteristics:

Among the most important social characteristics of students who are studying late are selfish and lack of responsibility and lack of loyalty to the group and the prevailing customs and traditions, although the late student is a scholar who initiates his colleagues in forming social relations, but his friendship is temporary and volatile and he is less interested in studying, and his absence and flight from school tend to be aggressive and wing, and late Dramatically lacks the innovative leadership personality, It is less adaptable than its ordinary and academic peers, and it is also easy to lead to the deviation in which it has room to breathe as it feels aggressive towards its society and compensate for its lack of it, but there is no direct relationship between academic delay, delinquency and crime, except that the problems of the late child in school Emotionalism increases the susceptibility and tendency to deviation to which the normal child may not be exposed as well, but to varying degrees, if he is subjected to the same conditions as the child who is late in school.

There are also other social features and characteristics that we mention: lack of responsibility, lack of loyalty to the group or customs and traditions, their limited ability to direct themselves, withdrawal from social attitudes, limited ability with adaptation.

– School features and characteristics:

Contains the following: Lack of interest in the school. Creating negative attitudes towards the school, lack of a sense of belonging to the school environment, hatred of the school, postponement or neglect in the completion of his work and duties, weak acceptance of his adaptation to educational attitudes and school work.

2.5. *Methods of intervention and treatment:*

The case of school delay has a wide area among the community of our students, in fact it is impossible for the teacher to practice his profession without facing many cases of this nature, and such cases may exceed his abilities and methods of teaching, drain a lot of his effort and cause him many problems that Reflect negatively on the educational process inside and outside the classroom, Therefore, he is obliged to face these cases to cooperate with the school administration, the family, and the educational counselor. Everyone who can help in dealing with the state of the academic delay is the best way to change the negative psychological attitudes of the scholars late towards education due to the nature of his work inside the school that focuses on caring for students psychologically, scientifically and socially, and thus The interest in this aspect and its follow-up is considered one of the core activities of the educational counselor.

First- Preventive services: The preventive services that the educational supervisor can provide, which revolve around limiting the factors responsible for the academic delay and the most important of these services as follows:

- Scientific guidance: These services aim to surround students' mental and psychological characteristics, and then direct them to the type of education appropriate to their aptitudes and preferences.
- educational services: represented in the teachers' research on the importance of caring for students by taking into account the individual differences that exist between them during education, diversifying teaching methods and using various appropriate teaching aids.
- Health services: These services aim to exceed the students' health conditions periodically and regularly, and to provide those in need with the necessary compensatory means such as glasses or headphones for the hearing impaired.
- Orientation services: is to provide advice and advice to the student to know the most important methods of sound recall and helped them to organize leisure time.
- Psychological counseling services: The service aims to maintain individual conditioning, academic delay often accompanied by manifestations of misalignment such as aggression or flight.
- Providing students with their basic needs: such as the need for love, security and a sense of importance, by respecting the individual, his appreciation and positive interaction with him, the educational counselor can improve the student from the state of school delay.
- Educating teachers about the correct teaching methods: This is especially in the early educational stages, so that the student can understand the basics of the subject. In many cases, it becomes clear that an entire class suffers from a weakness in mathematics, for example, and it turns out that the reason is due to the teacher himself.

Second- therapeutic services: The therapeutic services provided by the educational counselor aim to invest and develop the capabilities of the individual to overcome the obstacles that cause him these problems, and the assistance varies according to the diagnosis of the situation. If the academic delay is general, comprehensive, and old, then there is no doubt that thinking in this case will focus on a general decline in the level of intelligence, and therefore it is better to advise the educational advisor to transfer the student to the institution of intellectual education, and here he needs what is called therapeutic education, in other words, therapeutic education is based on Diagnosing the problem and discovering the weaknesses first and then progressing to the corrected transformers. Therefore, the treatment strategy that the academic delay depends on. (Naim Al-Rifai,2002)

Third- Family therapy: It is represented as follows: working to develop the child's intelligence, caring for him in a healthy way, caring for his nutrition well, working to rid the child of what he suffers from psychological disorders, correcting his relationship with the society and the people around him, and working to purify the family atmosphere in which he lives from disputes and quarrels and develop his feeling Safety and stability. Follow-up of the child by visiting the school and seeing clerks and pamphlets, and standing on his academic level, and finally working to encourage him to study and school and cultivate love for them.

3. Conclusion

We have tried through this theoretical research to know the most important aspects of the academic delay, which is one of the most serious problems that threaten the entity of educational institutions, hardly any school is devoid of them. It has aggravated and spread so widely that it has become a source of concern and fear for those in charge of the educational process and parents, and has become the focus of many studies and educational empirical research, so it is necessary to confront them and put all strategies to eliminate it and reduce its risk, and its impact on the student in the present and the future.

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