

***Teacher's Roles in counselling and reforming the
Academic Delay in pupils of the essential stage
In the Primary School***

Dr. Zakariya Abu –Dabat

Associate Professor

Al-Zaytoonah University

Amman -Jordan

Amman- Jordan

Marj-Alhamam

P.O Box920

Postal Code 11732

Tel. 00962-799265215

Teacher's Roles in counselling and reforming the Academic Delay in pupils of the essential stage In the Primary School

Abstract:

This study is aimed at identifying the role of the teacher in counselling the academic delay among pupils of the essential stage of the primary school in West Amman. It is aimed at showing the effect of the variable, gender and years of experience in reforming the academic delay in the light of the study fields asserted in the content of this paper.

The subject of the study consists of 53 teachers from different schools, twenty five female teachers and twenty eight male teachers in the academic years 2012 - 2013. To achieve the objectives of the study, questionnaire has been prepared and developed which contain (22) paragraphs that are divided in the fields, the first of which is the teacher's ability to conduct counselling for 'the academic delay'. The other is the teacher's ability to deal with the reforming of the academic delay. The capability and the stability of the tool have been examined by using the C.O formula (0. 77). To answer the question of the study, the Arithmetic means the standard deviation (T) test, and the analysis of single differentiation were used.

The researcher has found the means of paragraphs in the first and second fields were nearly equal, the highest arithmetic means for both (3. 32).

There were no statistical differences between the means of the answer of both male and female teachers concerning their attitudes and valuation of their role in counselling the academic Delay pupil. Finally, there are no statistical differences between the teachers' response towards their attitudes and their capacities in counselling the academic delay pupils in the level (0.05).

Key words: Academic Delay, Educational Counseling, Reforming, Essential stage, Educational Process, Educational Strategy

Introduction:

The school is considered to be the second social establishment after the family, in the principle if its effects on the child. It prepares him for his future life by discovering his abilities and offering a him scientific, educational program to evolve those abilities and, provides for the individual self and social security, as it was capable of understanding the condition of scientific technology evolution and educational innovations. It offers knowledge, the modern scientific method, as well as being capable of evolving the sociable level to the point that made it the central to the social and psychology radiator. (Al-Hayani 1989).

The institution tries to make the natural growth of students 'linguistically, mentally, emotional, social, physical and Gnostic aspects easier, but they are facing a variety of difficulties in school experience inequality when it comes to their abilities to accomplish a sound adoption.

Hence, the concern in Educational Counselling in schools was introduced to help the individual make his educational plans that would best suit his abilities and purposeful preferences, to choose the kind of study, curricula and subjects that will help him explore his educational capabilities and aid the success in his own educational program. In addition to this, diagnosing and solving educational problems, and with these problems, the Academic Delay occurs. (Zahran 1988). Academic Delay is considered to be one of the most important problems which create a hiatus to the progress within contemporary schooling. It is considered one of the Educational and cultural setback in ones learning. It is a problem that threatens the learning within society and dispels a lot of its material and wealth to intelligence. It also delays progress, especially in a time when the region needs the efforts and energy to acquire modern life's demands.

It is worth mentioning that the size of this problem remained relatively high for several years. This was confirmed by Cleugh (1961) stating that the teacher is the main problem. A survey was conducted in 1949 but the national Association for Mental Health and the Central Council in USA; found out that 11% of private school students have Academic delays. Also, the studies and research in the USA pointed out that the rate of those who are academically delayed was of a total of 20% of students in various stages of education.

To reduce the intensity of the problem, extensions services came to those who are academically delayed and offered them services, such as: diagnosis, protection, and treatment, early identification of the Academic Delay, finding out causes, trying to amend the case and using the convenient methods of teaching in order to improve the level of academic achievement. It also comprises of other services, such as: putting some cases in special classes to reinforce and take special care of students, counselling parents about avoiding the reason behind Academy Delay and urge them to co-operate with the school to find a solution for it (Zahran 1989) . These services are listed within the Counsellor's duties during Elementary to find a solution for Academic Delay.

Academic delay has been associated with the misconception of, "Mental Retardation", or "stupidity". We might find some teachers who would easily judge an Academic delayed child to have Mental inabilities, as they are perceived to be incapable of comprehending due to slow thinking, or low grades in certain subjects by comparing with normal fellow classmates, even though, the deference between Academic Delay is the delay of achievement in comparison with the average of others , and this is considered to be a temporary disability, and has its roots, social, psychological, academic and health reasons, while mental inabilities is considered to be a flaw in the Nerve system at the years of an early life (Hasan 1990).

Some educators identified academic delays as the achievement of a certain pupils is less than the average of his schoolmates (Bashonos BA. Gawad, 1980), whilst others identified delay as a significant weakness in the pupils study, compared to schoolmates of the same age, (Qadi, 1981)

Zahran refers to Academic Delay before the age of 15 years old to social emotional variables. (Zahran , 1985).

Teachers Roles in counselling and reforming academic delay pupil:

The teacher is required to prepare lessons, complete set tasks and cooperate with certain given circumstances of both the pupils and staff(Maniel&Reynolds2007 P77) . Educational process is considered to contain several misconceptions, one

of which suggests that the teacher should interact with the student and parents, in order to evaluate the student's performance. The second misconception includes the 'group work', where the teacher should meet such a group and cooperate with them. H. Tuba and her colleague R. Tyler (1973) refer to the importance of focusing on teaching strategies that guarantee the terms and conditions of the circumstances of both teaching and treatment. These terms should be considered during the setting of certain teaching strategies, this is achieved by evaluating students work and teacher's strategy of Academic delay treatment (Stones & Morris 1979 p.179). Some education specialists examined the idea of comparing between teaching and treatment. They concluded that each function had its own role; treatment for instance, according to those specialists is the final step of the academic process which originated with the process of studying the case, then later to teach and then ending in evaluating the whole process. On the other hand, teaching strategies and treatment are factors are reconsidered different in there aspects but coordinate functionally. Their goal is to improve the educational system within all aspects (Khatib, I.& Amal,I. 2003. p39)

The Role of Administration in counselling and reforming academic delayed pupils:

It has therefore been established that monitoring a period of treatment is an essential method of the teaching process. The role of the teacher is to firstly produce several teaching techniques to accommodate various levels of competence. Continuous efforts are provided in revising and assessing the teaching strategies that take place. It can therefore be argued that the educational process as a whole plays a significant role above the pupils' achievements, as the teacher's role entails a significant amount of duties. There are three aspects which can be examined for the teachers delay treatment, firstly the role of the teacher on duty and secondly the role of the teacher in the school administration and the teachers personal potentials. Therefore the role of the school administration must accommodate to the variations of skills available by the teacher. The school head master in particular, is an individual who identifies the potentials of the teachers in his school. He can also encourage the students to excel in their creative skills, and provide them with a unique learning experience. According to "the character theory" expressed by (Williamson and Peterson 1965), it is explained that "personality" has a significant role in forming educational achievements. According to this notion, it is suggested that educational strategies and academic delay shapes and forms the student's personality, attitudes and progress in education. It is further suggested that the common element between the development of the personality and treatment is the 'integrative and connective human relationship' (Williamson and Patterson 1965). Educational processes in the school and in the class room coincide with academic delay are considered to be an innate process, which aims to exhibit the human character in order for the teacher to grasp the true nature of the individual. This is a certain strategy that improves the educational process in terms of the 'general codes of education' (Oqaili,S. & others .2001) . As for Dv.Tyson, he produced a correlation between teaching and administration, as it is claimed that both fields require a set of motivated goals within each stage of production. On the other hand (Tesone 2005 p.7), Tesones main concern was

concerned with teaching and enforcing administrative roles and academic delay treatment.(Thomas Sergiovanni and Rober Starrat (2002,p4) differentiated between the teachers role and the teachers function, it was assumed that the role in education before teaching was to cooperate with educational administration and set a comprehensive strategy for teaching processes and concern for special needs treatment, which would guarantee educational goals and objectives to be achieved for the student. But as for such a strategy the co –operation should include parents and medical specialists if required, in order to improve the teacher’s proficiency. This is specifically done by taking notes and observing the strategies within the classroom from an ethnographic perspective. (Sergiovanni & Starrat 2002)

Study Terminology

Academic Delay:

Some teachers and Psychologists disagree on the concept of Academic Delay, according to Petrie (1975) it is mentioned that there is no precise meaning for Academic Delay, although he could agree that Academic Delay refers to a child that doesn't perform or work on a level that allows him to fulfil his maximum potential and reach a level equal to his classmates. As Abd Al-Mounem expresses (Hasan 1990), there is no general agreement between Pedagogues and Psychologists on the concept of Retardation or Academic Delay, as a result of the vague use of the term ‘academic delay’; slow learners are quite difficult to define. Some people associate it with the ability of scoring high grades, memorizing, remembering and a lot more of mental functions which are related to educational attainments.

Some educators and psychologist have used the term ‘backwardness’ instead of delay. The first proponent figure used such term (Burt, 1975), expresses that backwardness is a name given to all those who cannot do the assignment asked from them in class during mind-year. He refers to it as ‘under achievement.’ In the English language, the term ‘academic delay’ is defined as a ‘slow learner’ (oxford dictionary, 2003).

Educational Process:

This definition comprises of the sum of facts, notions, application of knowledge and certain aspects a student must achieve within his academic study (Lewis & Norwish, 2005 p133).

Educational strategies:

Teaching strategies are plans a teacher constructs before they begin lessons, they include all elements of the curriculum such as: inputs, procedures, outputs, feedback, and certain techniques in order to achieve classroom goals (Moon, 2007 p97).

The performance of students is an aspect that is produced as a result of teaching strategies. It is prevailed by the progress presented by the pupils in the classroom, as well as outside the classroom mainly concerning their extra curricular activities and personal flair. (Stones and Morris 1997, P96)

Educational counseling:

The effort paid by the educational counsellor to organise and direct the development of the trainee teachers, individually counselling as well as within groups, in order to grasp a better understanding of teaching more efficiently. This is so they are able to monitor the progression of each student, as well as building a democracy (fairness) within the community at school. (Al-Ibrahim, 2002, p13-14). A certain notion by Tafish ,M. (no date) suggests that educational counselling is an 'art', a cooperative process whereby educational specialist aims to improve both the teaching and learning within an institution. This is achieved in an ethnographical way, the counsellor would observe the processes within the classroom, and analyse. This is also achieved by providing guidance in order to improve their performance in the classroom. In addition, to enhance the improvement on their abilities to participate and socialise by providing them with necessary knowledge, values and habits (Tafesh, M.p70).

Certain educational specialists believe that counselling is a process, by which the individual receives guidance that would enable them to establish a role within their community/society. It is also a process where the teacher can develop new skills, and build up their character within the work force. (Abu Ghazala ,H. p3). Briggs in particular, indicates that counselling has a significant impact on the roles students may have in society. It is also argued that it is an ongoing effort to encourage and direct the self growth of teachers to become more productive in achieving educational goals (Al-Ibrahim,A. 2002 p14)

Essential Stage:

This is defined as the first three years of the primary school, according to Jordanian educational system

Reforming:

Repairing the case, and handling the problem in a practical way and operational process, in other words, reforming is to create change in order for improvement. (oxford dictionary 2003).

The problem and the importance of the study:

There are a number of pupils suffering from Academic Delay in a large number of subjects, but do not receive enough attention from their teachers and school administration or parents.

Therefore, these pupils are unable to fulfil their maximum potential in understanding what affects their working lives and their future.

For those reasons, and other negative side effects, it is important and necessary to deal with their problems, and construct strategies in order to improve them. Moreover, it is of significant to improve their inability to keep up with their colleagues in the study.

The questions to be answered:

- 1 What are the duties of the teacher of the essential stage of the primary school to counsel the Academic Delayed pupils from the teacher's point of view?
- 2 What are the duties of the teacher of the essential stage of the primary school to reform the Academic Delayed pupils from the teacher's point of view?

- 3 Are there any significant differences at the level of (0.05) between the teacher's roles in counselling and reforming of Academic Delay according to gender?
- 4 Are there any significant differences at the level of (0.05) between the teacher's role in counselling and reforming of Academic Delay according to teacher's experience in teaching?

Postulates of the study:

From these questions, the researcher extrapolated the following assumptions:

1-The teacher in the essential stage of the primary school does not counsel the academic delayed pupils.

2- The teacher in the essential stage of the primary school does not treat and reform the academic delayed pupils.

3-There are no significant differences between the performances of the teachers related to the previous duties according to their gender.

4-There are no significant differences between the performances of the teachers related to the previous duties according to their experiences.

Previous studies:

A study conducted by Abu –Alhaiga (1988) to evaluate the reform of school teachers and educational counsellors in Jordan concerning their roles in the treatment of academic delay. The study shows a lack of experience in this field, an inability to exhibit certain teaching strategies, and an inability to construct process required to deal with the problem.

Aqra (1992) studied the relationship between the expectation of the teachers, administrators and the counsellors based on the students' problems in learning and their duties towards such problems. The study exhibited statistical significant differences between the tow variables according to their experience in the field. In addition, the study also shows that there were no statistical significant differences between the expectation and the duties due to gender.

A study carried out by David and Freihat(1996) was aimed at investigating the relationship between the communication skills of the teachers , administrators and the counsellors based on their efficiency in dealing with the students educational problems. A conclusion was made that there is a statistical significant correlation between the skills of communication and the effectiveness in providing extension services to the student's educational problems in the school.

The researcher has conducted a study based on the students' standards in practical teaching in Saudi Arabia. The study asserted the influence of theoretical studies on student's practical performance inside the classroom (Abu-Dabat, Z, 1982).

However according to Zuhdi,M.(1993) it is said that expectations of essential primary school teachers from educational supervisors . The researcher found out that the expectations were higher than the supervisor's performance.

Shawkat ,M.(1978) followed up the development of supervision sector in the educational field in Jordan, however Adnan ,M. &Yosof,M.(1971) managed succeeded to analyze schools teachers in Jordan , the results were positive, as opposed to the previous proposed studies. As for the research conducted, many scholars have produced regional and national conferences, one in particular was carried out by Abed Al Rahim Quasmih in the ‘Educational counselling’ conference held in Irbid 1986.

The main concern was the reality of counselling in Jordan, covering both negative and positive aspects. Mohammad Dwaik had also contributed to the conference with opinions on counselling. However Khaled Al Omari organised a conference held by the ‘ministry of education in Amman, 1979, concerning the connection between counsellors and teachers. This specific talk was closely related to the issues discusses between teacher and counsellor relationships. On the other hand, a study produced by Abdullah Baha Al-Deen and Sihab Sayed form the University of Baghdad, emphasises the positive statistical relationship between the educational choices of students in a certain area of subjects.

In the United States for instance, there is considered to be no connection between counselling and productivity (of both students and teachers). Specialists stress on the direct relationship between the variables, as each one affects each other in periodical and comprehensive ways. Counselling is based on the suggestions made by Tomas Sergiovanni and Robart Starrat, (2002. P266-267). These scholars carried out practical studies on a group of students; they established strong relationships with statistical indications between practical and scientific applications, in terms of the data collected for counselling, cooperation with counsellors and tendency to teaching. Both specialists ensured the two counsellors from the study sample formed a connection with the teachers, the two specialists then concluded that the outcome of the study was positive, and in terms of the progress made by the students and the information provided to teachers. This study demonstrates a positive outcome towards the productivity and success of counselling.

Concerning the academic delay, there are many studies which have been conducted. The study carried out by (Harden, 1987) to effectively teach students suffering from the problem of underachievement in general, but particularly those with literacy inabilities.

Forest (1989) conducted a study based on the problems of social relations and isolation shown in those who have ‘slow learning’. The study aimed to present ways in which the social relationship of students would successfully alter from family members to their local communities.

The results of this study had thus shown, that the students practical application of professional skills in which they have learned, aided this application. The ability to understand lessons in school, were a result of the students interacting with members of the community. The successful social relationships as a result, presented more of an understanding academically.

Hasan Al Manse conducted a study aiming to diagnose the aptitude of students from grade 7-9. The data was collected at the UNRWA schools of Irbid. Students

from varying backgrounds were selected. The results had ultimately shown that the 7-8 graders had a weaker aptitude than the 9th graders in terms of learning. These problems with the 7-8 graders inabilities to learn stem from the psychological responses to education, family, relationships with the institution and certain social factors.

Methodology of the study:

The subject of the study consists of 53 teachers from different schools, twenty five female teachers and twenty eight male teachers in the academic years 2012–2013.

The study was conducted based on a quantitative and qualitative research methods. A questionnaire was firstly created in order to assess the teacher's role on assessing pupil academic delays. A questionnaire was created in its preliminary form, where the number of paragraphs totaled 22 and distributed to two purviews to the role of the teacher.

1. The purview of Diagnosis the school delaying and it contain (9) paragraphs.
2. The purview of treating school delaying and it contained (13) paragraph.

Likert Pentagon standard was used to measure the role of the teacher on treating academic delay in general, the result was: predominantly (5) degrees, occasionally (4) degrees, Sometimes (3) degrees, rarely have (2) degrees and Never has (1) degree, so the range was therefore between (1-5) degree for each paragraph.

To measure the credibility of this questionnaire, it was displayed on an arbitrator's panel from the department of Educational Sciences at Al-zaytoonah private university; and certain specialists in educational psychology, in order for evaluation. The number of members of the committee was 5 people. The Committee was required to express their opinion about affiliation of the paragraph to the purview, as well as the clarity of paragraphs and the language. After considering the members of the committee views, some paragraphs were edited, however none of the questionnaire paragraphs were eradicated. The committee displayed the questionnaire after its final edit, as it was the presented to the members of the study sample. They ensured the stability of the questionnaire data from the study sample, and by using technology and statistical packages of Social Sciences, the reliability coefficient was (0.72), a result which displayed a reliability in the study's methodology.

The independent and dependent variables had been selected. The first of which are, the teacher's gender and experience, from 1-5 years,6-10 years and over. The second variables consist of; the teacher's counseling and reforming of academic delayed pupil.

An arithmetic average, standard deviation and Dawning grades as statistical methods were then used, in order to answer the first question. A (T) test had then been conducted to answer the second and third questions, and finally the single variation analysis (ANOVA) been conducted in order to answer the fourth question.

The study results and its discussion

The main aim of this study was to define the teacher's role on counseling and reforming the academic delay. Moreover, the purpose was to detect the statistical differences according to gender and teacher's experience in academia.

The results have been classified according to the study questionnaire as follows:

Results related to the first and second questions:

1) What are the duties of the teacher to counsel the Academic Delayed pupil from the teacher's point of view?

2) What are the duties of the teacher to reform the Academic Delayed pupil from the teacher's point of view?

An Arithmetic mean and standard deviation has been used.

The Phrases have been organized according to the ranks of the teachers' response.

Table number (1) shows the results.

No.	Paragraph	A.M	S.D
1	I maintain friendly relationship with the pupils who suffer from academic delay.	4.50	0.68
2	I co-operate with other teachers to apply the treatment plan to the pupils who suffer from the same problem.	4.42	0.70
3	I try to change the negative attitudes towards learning and teaching among the pupils who suffer from the same problem.	4.40	0.79
4	I try to help the pupil who suffers from academic delay and correct his studying manner.	4.37	0.74
5	I encourage the academic delayed pupil to participate in school activities.	4.35	0.81
6	I rely on the results of the academic delay pupils to reform his study habits and his activities .	4.30	0.83
7	I refer to the pupil's accumulated report to compare his results year by year.	4.28	0.87
8	I try to persuade the academic pupil that he is a valuable and useful person.	4.23	0.92
9	I have to discover the academic delayed pupil's drive and capability in learning.	4.19	0.76

10	I have to observe the academic delayed pupil in deferent subjects.	4.18	0.93
11	I rely on physical tests to know the growing development history of the pupil.	4.16	0.94
12	I examine the psychological problems that the academic delayed pupil suffers from.	4.12	0.85
13	I examine the way of social adjustment of academic delayed pupil.	4.10	0.93
14	I apply the attitudes and the preferences tests to the academic delayed pupil.	4.09	1.01
15	I meet the academic delayed pupil individually to discuss the problem with him.	4.07	0.70
16	I ask and advise psychologists and educational specialists to study such cases in the class room.	4.00	1.11
17	I use the method of group therapy to treat the cases of academic delayed pupil.	3.98	0.99
18	I try to train the academic delayed pupil how to use his time in reading and learning.	3.94	0.95
19	I take into account the parents' point of view in reforming academic delayed pupil.	3.87	1.12
20	I help the academic delayed pupil to avoid the negative aspects ,such as : shame, anger, isolation....etc.	3.83	1.09
21	I organize leisure trips for the academic delayed pupils.	2.88	1.43
22	I would rather to isolate the academic delayed pupil in a separate room than integrate him with his school mates.	2.08	1.38

A.M Arithmetic Mean

S.D Standard Deviation

Table number (1) displays that the arithmetic averages are greater than the arithmetic mean (3.4) for all the teacher's roles on counseling and reforming academic delay for pupils in the essential primary school. However two roles are exempt, these are, isolated and delayed pupils in special needs classes, and the arrangements of recreational trips for them to change their psychological situation. These two variables on treating the mathematical averages receive less than (3).Showing that the teachers do most of their jobs in the previous two variables.

The table also shows that most of the teachers displayed good relations with the pupils who had academic delay. They had cooperated with their fellow teachers to in order to devise a plan to assist those who are experiencing academic delay. This was achieved by, treating delayed pupils, trying to change the negative attitudes for them, persuade the delayed pupils that they have meaningful value,

assist the pupils in organizing their time, study the psychological problems that may occur and help them to avoid embarrassment. In addition to this, the teacher must request more information from college teachers about the belated pupils, and train them how to use a beneficial and effective form of study. As a result, monitoring the cases of academic delay in deferent subjects, where those results received from (1) to (10), degrees respectively. There for the researcher refuses the first two postulates.

Concerning the third question:

Are there any significant differences at the level of (0.05) between the teacher's roles in counselling and reforming of Academic delay according to gender?

The researcher has used (T) Test to answer this question, table No.2 shows the results.

Genre	No.	A.M	F.D	S. Error	T. Value	S.S
Male	28	3.54				
			38	0.085	1.85	0.31
Female	25	3.75				

A.M Arithmetic Means. F.D Freedom Degrees. S. Error

S.S Statistical Significance < than 0.05

From the previous scale the results shows no S.S in the scopes of the two variables ,counseling the academic delayed pupils and reforming their situation, because the T. test result was 1.85 which is not statistically significant in the level 0.31 and F.D 38 which means that both male teachers and female teachers are aware about the previous variables in different stages .Accordingly the researcher accept zero assumption which reads, there are no significant differences between the performances of the teachers related to the previous duties according to their gender.

Concerning the fourth question:

Are there any significant differences at the level of (0.05) between the teacher's role in counselling and reforming of Academic delay according to teacher's experience in teaching?.To answer this question, the researcher has used (F) Test which has been extrapolated from the analysis of variance ANOVA.

Table No (3) shows the result.

Source of variation	Sum of Squares	Freedom Degree	Variation means	F. Value	S.S
Among the groups	0.30	2	0.15	0.102	0.575
Inside the groups	5.70	40	0.16	_____	_____
Total Variation	6.00	42	_____	_____	_____

The above scale shows no statistical significances in the level of (0.05) between the teacher's role in counseling and reforming of Academic delayed pupils according to teacher's experience in teaching. which means that all teachers are aware of the previous variables in different stages .Accordingly the researcher accept zero assumption which reads, there are no significant differences between the performance of the teachers related to the previous duties according to their experience in teaching.

Discussion of the results:

The study has shown the following results:

1-The most important aspect had evoked teachers' response was the good relationship between them and the pupils whom are suffering from academic delay.

2- Cooperation between teacher and his colleagues in the school especially the head master for counseling and reforming the problem.

3-Referring to the pupil's psychological, social and academic results in order to counsel him and reform his problem in learning.

4-The teacher tries to change pupil's trends in learning habits, and convincing the academic delayed pupil that he is a valuable and useful person, accordingly he should concentrate on his study and home work.

5- The teacher tries to train the pupil who suffers from academic delay to a new pattern of behavior such as avoiding shame, mixing with the hardworking school mates.....etc

6-There are no significant differences between the performances of the teachers related to the previous duties according to their experience in teaching and gender.

7- Such results have agreed with the study operated by Forahet 1996

And disagreed with the studies conducted by others (Al-Aqra and Mancini1992).

Recommendations:

- 1- The teacher should deal with the pupil who suffers from academic delay in deferent ways in respect of curriculum, teaching methods, counseling and reforming.
- 2- The relationship between the teacher and the pupil who suffers from academic delay should be stronger than that with other pupils in the class room in order to acknowledge his problems to handle and reform them in a scientific way.

- 3- The need for cooperation between those who are interested in educational process inside and outside the school to detect the academic delayed pupils to work together in order to solve such problem.
- 4- The need for a closer link with parents to discover and detect academic delayed pupils very early to ease the solution for the problem and not worsen it.
- 5- The need for further research on academic delays in different subjects and use the useful strategies to deal with the problem.

References

- 1-Abu-Dabat,Z. Evaluating Teaching Skills Of Trainee Students At Faculty Of Education. King Abdul-Azeez University (1992). Scientific Magazine for science & Culture. Tunisia. (Arabic Text)
- 2-Abdul- Rahman ,T. Academic Delays' Psychology.(1980) Dar Al-Thakafeh.Cairo.(Arabic Text)
- 3- Abu-Gazaleh, D. Supervision Guide Book, No Date, (Arabic Text)
- 4- Al-Asawi, A.The prpblem of childhood and adolescence.(1993) Dar Aloloom Alarabiya, Bairut (Arabic Text)
- 5- Al-Fikki,H. Academic Delay. Diagnoses and Treatment (1975) Ali-Al-Sabah institution, Kuwat . (Arabic Text)
- 6-Al-Hayati,A. Educational and Psychological Counseling. (1989) Dar-Alkotob, Mosel,Iraq.(Arabic Texe)
- 7- Al-Ibraheem,A.B. Educational .Supervision, Patterns & Methods , (2002) Hamada Establishment, Irbed . First Ed. (Arabic Text)
- 8- Al-kateeb, I.Y. & Amal ,I. Educational Supervision, Methods & Applicable. (2003) . Kandeel Publishers, Amman –Jordan .(Arabic Text)
- 9- Al-Oqaily ,S. & Others , Supervision Evolution & Development . (2002) .King Saud University, Faculty Of Education (Arabic Text)
- 10-AL-Qadi,Y.Psychological Counseling and Educational supervision,(1981)Dar Al-Mareekh,Al-Riyadh,S.A.(Arabic Text)
- 11- Al- Rifae,N. Psychological Health ,A study in Psychological Adjustment.(1963) Damascus University Press ,Seventh Ed. (Arabic Text)
- 12-Al-Sajee , M. Containing Educational Supervision , (1999) An Article in Al-Rai News paper ,Amman Jordan (Arabic Text)
- 13-Bashmoh,S.&Others,PrimaryEducation,(1980)Al-Riyadh Press,(Arabic Text)
- 14-Ann Lewis & Braham Norwich. Special Teaching fore Special Children. (2006) Open University Press, London
- 15-Certo, S.C. Supervision, Concepts & Skills Building, (2003). McGraw-Hill Irwin. New York.

- 16-Daniel Muijs & David Reynolds. (2007) **Effective Teaching, Evidence & Practice**. Sage Publications Ltd. Third ed.London.
- 17-Damanhoory,R. **Socialization and Academic Delay**.(1995) Dar-Maarif Al-Jameeya,Alexandria, (Arabic Text)
- 18-Fether Stone,B.**The Slow Learning**.(1963) Translated into Arabic by Fahmi,M. Dar Al-Nahda, Cairo
- 19-Jenever,A. Moon. **Reflection in Learning & Professional Development**. Theory & Practce (2007).Rutledge falmer. Third, ed. London
- 20-Manci,H.(1992)**The problems of slow learning pupils**, Master Research,Fuculty of educational sciences, Al-Yarmouk University, Jordan
- 21- Patterson, C.H. (1973). **Theories of Counseling & Psychotherapy**. N.Y. Harper & Row
- 22-Oxford Dictionary,(2003) Oxford University Press.
- 23- Sergiovanni, T.J., & Starrat, R.J. (2002). **Supervision, a Definition**, McGraw-Hill, New York, 7th edition.
- 24-Stones, E., & Morris, S. (1976). **Teaching Practice, Problems and Perspectives**, Fletcher and Son Ltd. Norwich.
- 25-Tafesh,M.**Creativity in Educational Supervision & Administration**,(No Date) Dar Al-Forkan ,Irbed, Jordan
- 26-Tesone, D.V. (2005). **Supervision Skills for the Service Industry**. Person, Prentic Hall, New Jersey.
- 27-Williamson, (1965). **Vocational Counseling**. New York, McGraw-Hill.
- 28- Zahran,H. **Psychological Growth** (1985) Alam Al-Kotob,Fifth Ed. Cairo (Arabic Text)
- 29- Zahran, H. **Psychological Counseling and Guiding**, (1988) Alam Al-Kotob, Cairo (Arabic Text)