

## **Role of Teacher in the Identification and Support for Enhancing Learning among the Slow Learners**

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### **Abstract**

*The study explored the role of a teacher in the identification and support for enhancing learning among slow learners. The study is a descriptive survey design. Random sampling techniques were used in this study. The data was collected from 350 primary school teachers teaching in 25 private and public schools in Lahore. The questionnaire had 37 items under three sections. The first section having demographic information, the second section having statements about the identification of slow learners and the third section indicates statements regarding teaching methods for support enhancing the learning of the slow learner. Cronbach Alpha reliability of the questionnaire was 0.83. Results show that teachers play a vital and significant role in the identification and support for enhancing learning among slow learners. Teaching strategies that are mostly mentioned are to be performed by the teachers in the classroom. The study showed that almost all teachers have slow learners in their classrooms.*

**Keywords:** identification, learning, support, slow learners and teachers

### **Introduction:**

Teaching is a challenging task; a teacher must be innovative, courteous, and motivated for the growth of their diverse students in the classroom. Teachers have students with different cognitive and performance levels in their classrooms. Children who need more time to grasp a new idea and need additional support than their peers to complete their coursework are often called slow learners. They do not execute well in class and their academic progress is very slow. They have difficulties in learning new ideas even though they usually do their best. Slow learners' students have limited intelligence and also fight to meet the conventional educational needs of regular schools. Therefore, a good teacher would have the biggest challenge in identifying, guiding, and helping those students for better grades and performance.

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Slow learners define as they are with lower average cognitive capacity but not disabled, who struggle to meet the conventional academic standards in the classroom(Sadiq, 2018). Students having the capability to learn all required academic skills at a slow pace as compared to normal students are called slow learners. The slow learner as being a child with a significantly lower IQ who had considerably slower thought than his/her age standard this infant is in the same fundamental stages of development as others but is much slower(Mohamed, 2018).

Hartini, Widyaningtyas, and Mashlulah (2017) noted that slow students are working at their best levels of skills, but below their grades, which leads to difficulties with their adjustment in general education. They know they are not executing well and normally have low self-esteem. In the end, they may quit completely their studying in the classroom and drop out of school. For slow learners, it is very difficult to learn abstract ideas without relevant backgrounds, they understand easily if the information is given concretely. The instructions are not useful if they are not directly relevant to their daily activities and related to their prior knowledge(Aithal, 2015).

Slow learners, in contrast to quick learners, are very delicate and self-conscious as they know their weaknesses very well. Therefore, the teacher's primary obligation is to establish trust between these pupils and convince them that these are not less than other pupils(Blanchard, 2017). Afrina Afzal, Munir, Khan, and Ali (2021) also indicated that the causes of slow learning are different.it may be due to cognitive ability, because of their environment, some psychological issues, social issues, uneducated parents, or neglect by the parents at their early age.

Dibia and Ajoku (2018) discovered that the early three to four years of the life of children is a crucial period where intellectual potential needs to be achieved and lack of stimulation at that age may cause slow learning. Slow learners are often diagnosed by the score of different intelligence tests with IQs from 75 to 89. During his research, Garnett (2010) found that one in six students of today's classroom is categorized as slow learners and identifying these children in the classrooms is very difficult.

The most noticeable characteristics of slow learners are being extraordinarily poor in creating a relationship between words, using information from the text, rational ideas, and their generalization(Vasudevan, 2017). Chauhan (2011) identified some characteristics of slow learners including short attention and concentration span, poor association in words and phrases, learning new ideas slowly but

forgetting quickly, and low self-esteem and dissatisfaction with school life. According to Kaur, Singh, and Josan (2015) first, they have weak interpersonal skills and a deficit in social skills secondly slow learners. Secondly, they cannot do well to solve multidimensional complex problems with slow reaction time.

#### *Significance of study*

This study is very significant to remove the misconception that the slower learners are dunces and they never perform well in school. It helps the teachers to detect the slow learners and help them to provide support in their learning for achieving their academic goals.

#### *Objective of Study*

Keeping in mind the view that slow learners' students are neglected and not recognized in the schools the major objectives of the study are:

1. To identify slow learners in the classroom and
2. To find out teaching strategies that help teachers to support slow learners' students in enhancing learning.

#### **Methodology**

The study is a descriptive survey design. Random sampling techniques were used in this study. The data was collected from 350 primary school teachers teaching in 25 private and public schools in Lahore.

#### *Instrument*

The questionnaire was designed by the researcher based on an objective, hypothetical framework and literature review and validated by the experts of the field. The questionnaire had 37 items under three sections. The first section having demographic information, the second section having statements about the identification of slow learners and the third section indicates statements regarding teaching methods for support enhancing the learning of the slow learner. Cronbach Alpha reliability of the questionnaire was 0.83. The collected data were tabulated and analyzed with the help of SPSS.

#### **Results**

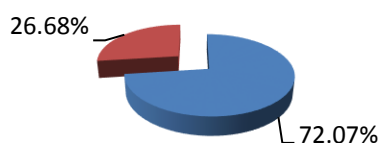
***Table 1: Factor Related to Identification of Slow Learners in Classrooms***

Table: 1 shows the results of the first factor regarding the identification of

No.	Statement	agreed	Disagreed
1	slow learners due to low memory	98.3%	1.7%
2	slow learners due to family background	75%	25%
3	slow learners due to ignored by the parents	93.3%	6.7%
4.	slow learners due to verbal ability	35%	65%
5.	slow learners due to physical disability	45%	55%
6	slow learners due to parents and teachers are not cooperative	70.8%	29.2%
7.	slow learners due to the reading problem	45.8%	54.2%
8.	slow learner's poor in reading and writing	80%	20%
9.	slow learners poor in mathematics and problem solving	60%	40%
10.	slow learners poor in thinking and reasoning	91.6%	8.4%
11.	slow learners poor in hearing processing	4.2%	95.8%
12.	slow learners poor visual processing	16.7%	83.3%
13.	slow learners lack of focusing	97.5%	2.5%
14.	Slow learners grasping new concepts quickly	81.7%	18.3%
15.	slow learners passive and slow to response	76.6%	23.3%
16.	slow learners due to difficulty to maintain friendships	88.8%	11.2%
17.	slow learners poor in self-image	84.2%	15.8%
18.	slow learners poor in goal achievements	56.6%	13.3%
19.	slow learners poor in grammar	88.4%	11.7%
20.	slow learners poor interaction with peer and adults	90.0%	10.0%
21.	slow learners failure to recognize familiar elements	80.2%	19.8%
22.	slow learners lack originality and creativeness	90%	10%
23	slow learners avoid classroom discussion	90%	10%
24.	slow learners emotionally disturbed	90%	10%
	Mean	72.2%	26.68%

the slow learners.24 statements were in these factors which help the teachers in the identification of slow learners in classrooms. The results showed that teachers were agreed with 19 statements and disagreed with only five statements. This indicated that teachers are agreed that most of the statements were helpful in the identification of slow learners in the

classroom. The teachers were in the view that slow learners cannot be identified based on their verbal and physical disability, poor hearing and visual processing, or due to some reading problems as they had disagreed with these statements



**Figure1: Mean of a factor related to identification of slow learners in classrooms**

**Table 2: Teaching strategies to support slow learners for enhancing learning**

No.	Statements	Agreed	Disagreed
1.	Encourage even for a small achievement	74.2%	25.8%
2.	Fixing the goal and prescribing a time table	84.2%	15.8%
3.	Giving memory tips to students	82.5%	17.5%
4.	Giving importance in the classroom	73.3%	26.7%
5.	Improve self-reading methods	69.2%	30.8%
6.	Special guidance beyond school hour	76.7%	23.3%
7.	Trace out the physical and mental problems	65.0%	35.0%
8.	Create confidence level in their interest areas	67.5%	32.5%
9.	Be a friend to the slow learner	77.5%	22.5%
10.	Improving reading techniques	79.2%	20.8%
11.	Analyze the students' performance	82.5%	17.5%
12.	Create safe environment	84.2%	15.8%

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13.	Treats with empathy	81.7%	18.3%
14.	Repeat lesson frequently	88%	12%
15.	Use cooperative learning	82%	18%
16.	Give extra time to understand a lesson	86%	14%
	Mean	78.36%	21.64%

Table: 2 showed the results of the second factor regarding the teaching strategies to support slow learners for enhancing the learning of the slow learners under 12 statements. The results showed that teachers were agreed with all statements as they all help support learning among slow learners. This indicated that teachers accepted that statements mentioned in table 2 were helpful to enhance the learning of slow learners in the classroom.

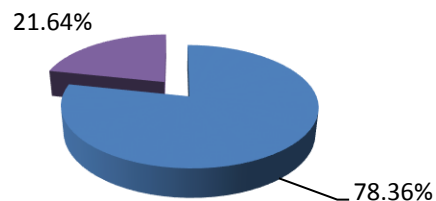


Figure2: Mean of teaching strategies used by teachers to support slow learners for enhancing learning

### Conclusion and Discussion

Results show that teachers play a vital and significant role in the identification and support for enhancing learning among slow learners. Teaching strategies that are mostly mentioned are to be performed by the teachers in the classroom. The study showed that almost all teachers have slow learners in their classrooms. Many teachers said that they repeat their lessons frequently and giving them extra time for a better understanding of such learners. They also mentioned that they monitor their progress regularly with constructive feedback, use cooperative learning, for their classroom involvement. Therefore, the teacher is the first and best one to help slow learners to develop their education goals and accomplish them. From this study, it is clear that teachers have an important role to play in recognizing and helping slow learners in the classrooms.

The essential role of the teacher in the recognition and help of slow learners in classrooms has been visible in this study outcome. Teachers must implement the majority of the initiatives and parents and school advisors are encouraged. Putranto and Marsigit (2018) indicated that teachers must keep the classroom environment safe, healthy, and secure and encourage even for a small achievement of students. Bendak (2018) agreed that teachers should use motivational words to encourage slow learners and give individualized instruction with easy homework assignments to support them. This can lead to good results and teachers can help the slow learners in a better way than a traditional classroom.

Therefore, the teacher considers a child as a slow learner, a thorough assessment must be carried out to determine the child's weakness. Once the slow learners are assessed, they are identified and asked, how they should be handled and taught in the schools, and what kind of classes they require. This is why a successful teacher faces the biggest difficulty in directing and helping those children improve their academic results. The teacher will do many things to support and improve the sluggish behavior.

It was concluded that the student must be properly assessed to recognize the child's limitations if a teacher finds out slow learner in a class. Therefore, a teacher has the biggest responsibility in guiding those learners and helping them strengthen their learning outcomes. A variety of strategies can be done by the teacher to help develop their learning. It can be achieved by building the trust of the slow learners so that they can feel they are not weaker than other pupils and expressing affection.

### *Recommendations*

Slow learners should be given extra consideration. Teachers should also adopt a personalized training schedule to help them learn at their own pace. Teachers should repeat lessons as much as possible because slow learners require repetition of lessons for improving their learning. Teachers must make positive communication, immediate input, empathy to increase the self-esteem of slow learners. This raises their confidence and helps them aspire harder for academic achievement.

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