



IJRASET

International Journal For Research in
Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 9 Issue: V Month of publication: May 2021

DOI: <https://doi.org/10.22214/ijraset.2021.34160>

www.ijraset.com

Call:  08813907089

E-mail ID: ijraset@gmail.com

Teachers' Perceptions towards Slow Learners Academic Achievement and Role of Guidance Services at Secondary School Levels in District Peshawar

Muhammad Shafiq Khalil¹, Dr. Hayat Muhammad²

¹Ph.D. Research Scholar, Department of Education, Qurtuba University of Science & IT Peshawar Campus, Khyber Pakhtunkhwa Pakistan

²Assistant Professor, Department of Psychology University of Peshawar Pakistan

Abstract: *The main purpose of the study is to evaluate the teacher's perception towards slow learners academic achievement and role of guidance services at secondary school levels in district Peshawar. This was a Mixed Method research. Data was collected through administering especially designed questionnaire and used conveniently sample designed for selection of 200 Public and Private secondary schools Teachers/Head Masters, both male and female. Teachers/Head Masters were also asked to write suggestions for the improvement. It is found that positive teacher-student relation is necessary for the academic achievement of the students, especially the slow learners. Most of the teachers agreed that they take interest in the academics of their students and that they know how to teach their subject in a better way. Majority of the teachers responded positively that they can motivate the students for learning and that students feel comfortable in their class and they take feedback during the lesson. Student's opinion is also taken and it is found that most of the students are satisfied with teaching method of the teachers. Teachers suggested that the strength of the class should be less, so that they could give full attention to each and every student. Majority of the teachers/head masters of secondary schools in district Peshawar reported ease of use of guidance and counseling services in their schools. It is also observed that the students have a complex of problems, domestic, personal, psychological, schools related and home centered etc. However, guidance and counseling need in a school required further investigation. The focal strength of character of the study was also exploring guidance services in the secondary schools. The applied significance of this study is to help policy maker in education institution to take care of the suggestion and perception of the teachers regarding slow learners academic achievement. This study will help in making strategies for quality education at secondary levels schools in Pakistan and provide suggestions to overcome the environmental issues and make improvement*

Keywords: *Teachers' Perceptions, Slow Learners, Academic Achievement, Role of Guidance Services*

I. INTRODUCTION

All schools have pupils from a variety of backgrounds and family circumstances and with varied interests, abilities, and personalities. The values, experiences and aspirations of different social classes and ethnic groups are not uniform across the population and this may affect the expectations of both teachers and pupils. Some pupil's home or family circumstances for a number of reasons, may not be school or with homework. During adolescence many pupils experience emotional difficulties of varying degrees, over varying time scales. Hence, in any classroom there may be a wide variety of individual needs (Capel, Leaks & Turner, 1997).

By the time the child enters the secondary school he/she approaches the period of adolescents. At this stage of education, a new patterns of relationships between him and education receiver develop and new associations are formed, new ways of thinking shape themselves and new spheres of concern develop and the students tries to look at education from a more detached stand point. To go to school, or not go to sit in the classroom or not to sit, to attend the class of a particular teacher or not to attend, such are questions which may students ask themselves. Certain likes and dislikes develop and some interests grow. Personality qualities related to successful work are also getting stabilized at this time. All this is determining the student's relationship with his educational environment and affecting his behavior (Dash, 2005).

In this research, relationship of student and teacher in academic aspect has been studied. This relation depends upon social, cultural, psychological aspects. All these factors give the direction to the attitude of the teachers towards slow learners' students. Teachers should know about all these aspects.

Education is responsible for the development of each and every aspects of man's life, therefore, socialization. The development of the balanced personality of the individual to undergo physical, mental, emotional, and social development are the aims of education. Sometimes it is due to their mental ability, aptitude. Sometimes it is due to their background, not conversant parents, traditional and culture glitches, avoiding by the parents in early childhood between ages 2 to 6 years, sometimes it is due to mental disorder. These are dissimilar consequences of the slow learners (Hughes, 1973). According to Hannula (2002) "A gradation of upshot concomitant which shows the state of thoughts or feelings and emotional state".

G.L. Reddy (1987), determined that the knowledge and experience of education confirms that there are a lot of children who are so backward in basic subjects that they need extraordinary assistance. These pupils have some degree of scope for achievement. They have brains/intelligence quotient (I.Q), between 76 and 89 and they set up about 18 % of the total school population. These students do not stand out as very poles apart from their classmates that they are at all times slow on the uptake and are often teased by other pupils/learners for the reason that of their slowness/sluggishness.

Slow learners are those who due to the mediocre/inferior mental tools personality disturbance or environmental inspirations know more than difficulty in learning school resources/wealth. As a group, they are distinguished by the academic retardations and, in numerous schools by behavioral and communicative hitches. They consist of some thirty percent of our public enrollment/signing up until the finishing point of the junior high school when a goodly number give up the pursuit (Donald E. Smith, 1951).

II. REVIEW OF RELATED LITERATURE

According to experts, children who for numerous reasons, fall behind in their school work and have need of special teaching are called (Educationally Sub Normal) E.S.N." Slow learners are children who are doing poorly in school, yet are not eligible for special education; their intelligence test scores are too high for consideration, thought as a child with mental retardation" (Mercer 1996., MacMillan, Bocian, & Lambroht Gresham, 1998). Burt (1937), has accurately pointed out the term "backward" or "Slow learners is held in reserved to deal with the work in general expected of their stage of development group Genson (1980), stated that students with I.Q. 80 to 90 who are traditionally regarded as, labelled dull normal are by and large lower to vicious circle on to whatever is being taught.

There are a lot of means of telling who is a slow learner and who is not. Some students by the time to get into class they know that they are slow learners. A simple I.Q. test for a critical thinking class is not ruthless to give the lecture a general idea of where to start. I.Q. is demarcated as a person's mental age divided/separated by chronological age, multiplied by 100. Mental age is an individual's level of mental development comparative to others (Santrock, 2001).

According to Borah (2013), pupils with below average cognitive abilities whom we cannot tenure as disabled are called slow learners. Learning is understood as a moderately everlasting impact on behavior, knowledge and thinking skills that originate about through experience (Santrock, 2001). While fast learners will move faster than moderate learners, a slow learner may easily be ignored in a class by the teacher as well as peers. Students who are slow are said not to be suffering from failure syndrome, which is having low expectations for achievement and giving up at the first indication of difficulty. Borah (2013), states that slow learners are usual pupils but the problem is that they are basically not interested in studying under traditionally accepted system of education. Right understanding of what is slow learning and a slow learner is a most important stage in the direction of coming up with a strategy to address slow learners problems in class. Muppudathi (2014), describes a slow learner as a student with the ability to obtain all compulsory academic skills, at a degree and depth below that of the average students. Critical Thinking students who are slow learners can therefore accomplish all the learning outcomes, up shots set by Curriculum. Borah (2013), demonstrates that a student might fail to excel in some classes or in some subjects but that does not point towards that they are slow learners. What ought to be acknowledged is that slow learners exist in University classrooms. Quite a lot of students in a class fall under this category but most parents or guardians have a preference to keep on in mute modes, which get worse the situation (Borah, 2013).

Facilitating a slow learner in class attest to good teaching. According to Santrock (2001), being an effective teacher has need of commitment, motivation, and caring, qualities, potentials that take account of having a virtuous attitude. On the other hand, Muppudathi (2014), affirms that a slow learner needs, desires more time, more repetition, and often, more resources from the teachers to be successful. The teacher needs to be convinced that a slow learner can learn. According to Muppudathi (2014), it is conceivable to draw strong academic performance from slow learners through secure application of applied, practical strategies. Muppudathi (2014) observes that although efforts from teacher's end are simple, the results make teacher and student who have overcome their weakness proud. Teachers have to select interventions that work better for their course.

Borah (2013), delivers case in point of interventions for slow learners which touch and trace on surroundings, assignments, assessments, what not to do and as a final point what to raise your spirits/encourage.

On environment, Borah (2013), recommends the reduction of distractions and change of setting to promote attentiveness and have a peer student-teacher even though permitting breaks. On assignments, Borah (2013), recommends shorter, varied, repeated in various forms and more hands-on assignments. Formative assessment, which is assessment for the duration of the course of instruction rather than after it is accomplished, can be a good option for any lecturer. Borah (2013), recommends undersized/shorter tests, viva voce/oral testing, do again/recreating tests, shorter response times and avoidance of competition among students. Borah (2013), discourages supportive, supportive learning that segregates/cut off the students and places him or her in no success circumstances. Borah (2013), asserts that grouping a slow learner with a patient student in beneficial to a slow learner. Teachers cannot be dispensed from the task of learning the interests of their students. Such knowledge can guide how to place slow learners in charge of their learning process while being guided by blooms taxonomy. In the meantime it is by use Tansley & Gulliford (1960), the term 'Slow learner' has been progressively used reference to pupils who are deteriorating in their school work. It is used in this sense by the Department of Education and Science (U.K.) in 1964, to point out 'children of any gradation of ability who are unable to do the work normally done by children of their age' and the term is regarded as substitutable with the term 'backwardness'. Williams (1970), agree to take the term 'slow learners' but then again limits its use to those children who are of some degree of intelligence'. Gulliford (1969) demarcated slow learners as of average or good intelligence but with a noticeable inconsistency/difference between their educational achievements and their ability as judged by intelligence tests or their performance in everyday activities or non-academic characteristics of schooling

Burt (1937), predicated backward pupils to be between 10% and 14% of the school population bring into being on studies conducted from 1917 onward and primarily in London. Hill (1939), stated studies carried out in Southend-On-Sea, which put forward that 10-15% of Secondary Schools pupils were backed to a grade which required more than the setting up/establishment of education in 'C' stream class. In the United States of America, Kirk (1940), appraised that at least 15% of school children were in this classification/group. Educationally, these children were generally 1-3 years under neath children of their age and many on the odd occasion complete Secondary Education.

The goals of the Guidance and Counselling services are comparable to the determinations of education in over-all to support the learners in achieving his/her basic Physiological necessities. Understanding his/her and acceptance of others, developing relations with peers, balancing between progressiveness and controls in the educational, background and setting, realizing achievement, and given that chances to gain emancipation individually (Hayden, 2011). The determinations and drives of guidance and counselling be responsible for highlighting and strong point to the educational program(s). Some particular aims of the school guidance and counselling program take account of the following (Gibson, 2009).

The most important duty of a school's guidance and counselling program(s) is to arrange for broad spectrum personnel services to the student's. These services and facilities comprise students' assessment, the information service(s), placement and follow-up, and counselling help. These four areas, capacities should establish/set up the dominant of any guidance program and should be well thought-out to facilitate the growth and development of all pupils from kindergarten through post high schools proficiencies and abilities (Erford, 2010, & Neukrug, 2011).

Teachers' perceptions towards Slow Learners Academic Achievement and Role of Guidance Services, is a missing phenomenon at all Educational Institutions, Schools, Colleges, and Universities throughout the country. In the meantime, Secondary school Certificate (SSC) level is a transitional and terminal phase/stage at the same time, most of the students due to the absence of proper guidance and counselling pick out an appropriate Career/profession by decide on the subjects which don't match their, aptitude, interest, mindset, personality types and the needs of the hour, while other leave their education after that stage due to very many problems/reasons. Therefore, it is essential to select a problem; such as, area (Slow learners students guidance and counseling) that could benefit students in selecting the right subjects as well as right career path and also learn some skills for joining a vocation/profession or occupation.

Therefore, the study in hand is, "Teachers' Perceptions towards Slow Learners Academic Achievement and Role of Guidance Services at Secondary School Levels in District Peshawar" in order to solve the academic achievements/ performance, Career/Vocational problems of students, especially of slow learners.

A. Objectives of Study

- 1) To find out Teachers' perceptions towards Slow Learners Academic Achievement and Role of Guidance Services, and the psychological effects of student-teacher relationship.
- 2) To explore teachers' views about slow learners.

B. Significance of the Study/ Purpose

The current study give the impression to have some utility for educational programmes to attain better, healthier domino effect from end to end the well-ordered use of existing services by creating pleasant and supportive interpersonal relations between teachers and attitude. Pupils' achievement is affected by a variety of influence together with the families, the school and community. It is look forward to that the findings of this study will benefit to and how teachers behaved in a different way in the direction of their rapid and slow learners.

As of this study, it is look forward to that the learners training programs designers will earnings help and progress such programs which will train the learners in bias free teaching. The study will be significant for Directorate of Curriculum, Teacher Education, Provincial and regional Institutes of teacher education, researchers and education departments, also teachers in the classroom environment, which nurtures out of the students-teacher relationship, is one of the consistent concerns to all teachers. It is observed experiential that many intelligent, brainy students are poor in their performance due to unhealthy relationships with their teachers. It is the matter of experience that further most of the students display, display excellent performance due to their good relationship with the teacher (Wood, 1997).

This study will highlight the problems of Slow Learners students in relation with academic achievements/performance, career/vocational guidance/counseling services at the Secondary Levels schools; such as, mismatch between student's capabilities/attitudes/ aptitudes and the requirement of a particular academic achievements/performance, and career/vocation. Teachers will know about the systematic approach to academic achievements/performance, career/Vocational guidance/counseling services, and consequently, they will be able to guide/counsel the students properly, especially the Slow learners. Management, administration and planners will realize the importance of academic achievements/performance, career/vocational guidance/counseling services in connection with the attitude, perceptions, regarding Slow Learners and role of teacher as career/vocational guide/counselor. Most importantly, the study will suggest establishing guidance/counseling cells/departments at the Secondary Levels Schools throughout the nation state.

III. RESEARCH METHODOLOGY

A. Research Methodology

- 1) *Nature of Study:* The problem under investigation is to explore Teachers' Perceptions towards slow learners academic achievement and starring role of guidance facilities obtainable in the Secondary Schools levels in District Peshawar. This chapter deals with the techniques/approaches, techniques and method that were take on to ways the research project. It refers to in detail the poles apart aspects through which the research process proceeded for pull together/collecting relevant information in order to work out at a reliable conclusion. There are a number of factors, which influence the method/way of studying the problems such as the natural surroundings of the problem, the place where the research has been to conducted and other resources/assets available to the researcher. The present research study is Mixed Method Research in nature, which involves field work. Mixed Method Research consists of collecting, recording, analyzing and interpretation of the existing data related to the research subject matter. The goal, aim and the purpose of the study is to explore and introduce/acquaint with the Guidance and Counselling services to the students in the Secondary Levels Schools of district Peshawar. The need could be determined through asking the opinion of the Teachers/Head Masters (Head Teachers). It concerns itself with the current, contemporary phenomena in terms of conditions, practices/live out, beliefs, procedure relationships or trends, is variously categorized as Mixed Method Research. For conducting Mixed Method Research a questionnaire was administered/designed and prepared by the researcher for the Secondary Levels Schools Teachers/ Head Masters. The questionnaire was distributed among and collected by the researcher himself from the selected Sample of the Population from the Teachers/Head Masters (Head Teachers) of the Secondary Schools to collect the first hand information. The questions are focused on gathering the information about Teachers' Perceptions towards Slow Learners Academic Achievement and Role of Guidance Services in the questionnaire in additional to the information point out above make an effort to explore the teething troubles which the students especially the (Slow Learners) faced in the Secondary Levels Schools, home-based and in the social order/society- teachers questionnaire focused on acknowledged, recognized their needs, wants areas and their domestic, personal/individual, societal, psychological, school and home centered associated problems.
- 2) *Population of Study:* The Research population in this study is Public and Private Secondary Levels Schools Teachers and Head Masters at Secondary Levels from District Peshawar, Khyber Pakhtunkhwa (K.P).

3) *Sample of Study:* Ever since the topic of the study is a challenging pioneering one, therefore, the researcher decided to select such an area in the respondents should have some awareness about the topic in order to bring together the appropriate information. Questionnaire was used for data collection as well as information/facts relevant, pertinent to the teething troubles, difficulties under study from samples. In order to bring together authentic/reliable data, the questionnaire was distributed/spread by the researcher himself in Public and Private Secondary Levels Schools for both boys and girls in district Peshawar. A Convenient sample of 200 Teachers/Head Masters/respondents were selected. In this study, the researcher carefully and sensibly selected Public and Private Secondary Levels Schools for boys and girls. The Sample for the study was taken from Secondary Levels Schools Teachers/Head Masters of district Peshawar. The researcher followed purposive sampling procedure in the case of teachers i.e. the questionnaire was designed for the Secondary Levels Schools Teachers/ Head Masters and was administered upon them. Secondary Levels Schools Teachers/Head Masters of district Peshawar was included in the sample. The sample was delimited to Levels Public Secondary Levels Schools for boys (50), Public Secondary Levels Schools for girls (50), Private Secondary Levels Schools for boys (50), and Private Secondary Levels Schools for girls (50) conveniently selected.

B. Research Instruments/Tools

Questionnaire was used for data collection from teachers/Head Masters serving at different Secondary Levels Schools in District Peshawar. Self-Structured Questionnaire was personally distributed. The researcher personally visited individually schools which were selected to fill Questionnaire in the presence of researcher were groom the groups identified by the concerned Teachers/ Head Masters.

C. Delimitations of the Research Study

This study was delimited to Public and Private Secondary Levels Schools for boys and girls in, District Peshawar, just because of accessibility to schools. It was also delimited to some Teachers/Head Masters, Administrators, Planners, Psychologists and experts at the provincial Khyber Pakhtunkhwa (K.P) and federal level.

In this research the Questionnaire was personally administered to Secondary Levels Schools Teachers/Head Masters. Data was together from both Public and Private Secondary Schools. This is the base for other researchers to conduct further research on these problems. The research work is confined to Guidance Services, and critical problems concern with particular students (Slow Learners) which needs Guidance and Counseling is not investigated.

Secondary Levels Schools Teachers/Head Masters of District Peshawar are included in the sample. The sample was delimited to Public Secondary Levels Schools for boys (50), Public Secondary Levels Schools for girls (50), Private Secondary Levels Schools for boys (50), and Private Secondary Levels Schools for girls (50) conveniently selected. The research has been confined to Public and Private Secondary Levels Schools for boys and girls.

IV. RESULTS OF THE STUDY

Table No 1.

Question	Do you mostly take interest in the academics of your students especially the slow learners?							
	Public							
	Male				Female			
You mostly take interest in the academics of your students especially the slow learners	Public Secondary School Teachers For Male	Yes % Age Number of Respondents	No % Age Number of Respondents	Sometimes % Age Number of Respondents	Public Secondary School Teachers For Female	Yes % Age Number of Respondents	No % Age Number of Respondents	Sometimes % Age Number of Respondents
		32 %	14 %	04 %		08 %	06 %	36 %

You mostly take interest in the academics of your students especially the slow learners	Private						
	Male			Female			
	Yes % Age Number of Respondents	No % Age Number of Respondents	Sometimes % Age Number of Respondents	Yes % Age Number of Respondents	No % Age Number of Respondents	Sometimes % Age Number of Respondents	Private Secondary School Teachers For Female
Private Secondary School Teachers For Male	48 %	Nil %	02 %	44 %	Nil %	06 %	

N= 200

- *Description/ Analysis/Discussion:* Table- 1 shows that, 32% and 08% Public Secondary Schools male and female teachers were in favor of, while 48% and 44% Private Secondary Schools male and female teachers’ responses positively about “Take interest in students’ academic”.

Table No 2.

Question	How is the attitude of other students towards the slow learners?						
	Public						
	Male			Female			
The attitude of other students towards the slow learners	Positive % Age Number of Respondents	Negative % Age Number of Respondents	Normal % Age Number of Respondents	Positive % Age Number of Respondents	Negative % Age Number of Respondents	Normal % Age Number of Respondents	Public Secondary School Teachers For Female
Public Secondary School Teachers For Male	08%	36%	06%	Nil%	44%	06%	

The attitude of other students towards the slow learners	Private							
	Male				Female			
	Private Secondary School Teachers For Male	Positive % Age Number of Respondents	Negative % Age Number of Respondents	Normal % Age Number of Respondents	Private Secondary School Teachers For Female	Positive % Age Number of Respondents	Negative % Age Number of Respondents	Normal % Age Number of Respondents
		04 %	10 %	36 %		08 %	Nil %	42 %

N= 200

- *Description/Analysis/Discussion:* Table- 2 shows that, 36% and 44% Public Secondary Schools male and female teachers were not in favor of, while 36% and 42% Private Secondary Schools male and female teachers support the statement as regards “The attitude of students”.

Table No 3.

Question	How is the attitude of other teachers towards the slow learners?							
	Public							
	Male				Female			
The attitude of other teachers towards the slow learners	Public Secondary School Teachers For Male	Encouraging % Age Number of Respondents	Discouraging % Age Number of Respondents	Normal % Age Number of Respondents	Public Secondary School Teachers For Female	Encouraging % Age Number of Respondents	Discouraging % Age Number of Respondents	Normal % Age Number of Respondents
		14%	26%	10%		Nil%	40%	10%

200

The attitude of other teachers towards the slow learners	Private							
	Male			Female				
	Private Secondary School Teachers For Male	Encouraging % Age Number of Respondents	Discouraging % Age Number of Respondents	Normal % Age Number of Respondents	Private Secondary School Teachers For Female	Encouraging % Age Number of Respondents	Discouraging % Age Number of Respondents	Normal % Age Number of Respondents
		20%	10%	20%		34%	04%	12%

- *Description/Analysis/Discussion:* Table- 3 shows that, 26% and 40% Public secondary schools male and female teachers were not in favor of, while 20% and 34% Private Secondary Schools male and female teachers support the statement as regards “The attitude of teachers”.

Question 4		What do you think that Guidance and Counseling Services help the students to identify their potentials/Skills, Strengths and overcome their weaknesses?								
You think that Guidance and Counseling Services help the students to identify their potentials/Skills, Strengths, and overcome their weaknesses	Public Secondary School Teachers For Male	Yes % Age Number of Respondents	If yes How? (Reason) Nil Respondents explain reasons	No % Age Number of Respondents	If No Why? (Reason) Nil Respondents explain reasons	Public Secondary School Teachers For Female	Yes % Age Number of Respondents	If yes How? (Reason) Nil Respondents explain reasons	No % Age Number of Respondents	If No Why? (Reason) Nil Respondents explain reasons
		28%	Nil Respondents did not explain reasons	22%	Nil Respondents did not explain reasons		50%	Nil Respondents did not explain reasons	Nil 1%	Nil Respondents did not explain reasons

Table No 4.

N= 200

You think that Guidance and Counseling Services help the students to identify their potentials /Skills, Strengths, and overcome their weaknesses	Private Secondary School Teachers	Yes % Age Number of Respondents	If yes How? (Reason) 12 Respondents explain reasons Through guidance Get encouragement Point out their hidden skills Identify their strengths & weaknesses Easily track the career paths They specially work on that	No % Age Number of Respondents	If No Why? (Reason) Nil Respondents explain reasons	Private Secondary School Teachers	Yes % Age Number of Respondents	If yes How? (Reason) 30 Respondents explain reason Don't take interest Through Guidance and Counseling know Right & Wrong concept Achieve goal Able to solve problems via gain information Take interest Motivation Encouragement Identify root cause of problems	No % Age Number of Respondents	If No Why? (Reason) Nil Respondents explain reasons
		50 %	38 Respondents did not explain reasons	Nil %	Nil Respondents did not explain reasons		50 %	20 Respondents did not explain reasons	Nil %	Nil Respondents did not explain reasons

- *Description/Analysis/Discussion:* Table- 4 shows that, 28% and 50% Public Secondary Schools male and female teachers were in favor of it, whereas 50% and 50% Private Secondary Schools male and female teachers as well support the statement as concerns “Identify the students’ potentials/skills”.

V. SUMMARY, FINDINGS, CONCLUSIONS AND SUGGESTIONS/ RECOMMENDATIONS

A. Summary

Most of us have slow learners in our classrooms. They are slow learners for various reasons. One reason is that they are mentally weak in studies. They can be motivated towards studies if the teachers give them extra time and attention and adopt different and innovative techniques and methods of teaching. They should always have encouraging behavior towards them. Most of the teachers and fast learners discourage or reprimand slow learners all the time which has a very bad effect on them. The teachers and classmates must have sympathetic and encouraging attitude towards them. The teachers should also consult their parents and seek their help to improve slow learners study habits.

Another reason is that the slow learners show a lack of interest in their studies. They can be encouraged towards learning by using such interesting ways of teaching which can arouse the interest of the slow learners. The teachers should also arrange meetings with the parents of slow learners to find out causes of slow learning in their children as negligence of the parents in the learning of their children is also a reason for slow learning. The parents should also be encouraged to take interest in the studies of their children since parents’ encouragement and interest plays an vital title role in the learning of a child.

Both of the above mentioned reasons are causes of slow learning. But if the teachers and parents coordinate and take collective steps and pay extra attention to slow learners, the slow learners can be motivated towards learning.

B. Conclusions

Going on the basis of the findings the following conclusion had been made on the subject of this study.

- 1) The data of this study can too be used to conscious parents of children who display symbols of premature disappointment with the schools organism and their peers. Interpersonal relationship to a certain extent significant for the functioning of any organization and the education institutions are no hope and bated breath to it. The a fore mentioned exists looked forward to that it will benefit the teachers to allocate their pupils effort conferring to their aptitude. This Learning is importance in that it presents information concerning teachers' perceptions, attitude headed for slow learners. The results of this study are transformed to chance of pupils' dropping out of schools. These facts might be designed as a defensive or helpful strategy of achievement to support the slow learners despite the fact that they are in elementary, middle, high, as well as secondary school.

C. Suggestions/Reflections/Recommendations

On the basis of conclusions drawn from the analysis of data the following recommendations were made, the above closes lead to the following good words.

- 1) The importance of guidance and counselling services cannot be over sighted therefore; it is felt that these services should be made available to the primary as well as secondary schools.
- 2) These services should be highlighted in the curriculum.
- 3) The number of expert guidance and counselor teachers ought to be greater than before.
- 4) It is suggested that every school should have guidance and counselling cell/unit.
- 5) The government should train at slightest one teacher in guidance and counselling in each school.
- 6) Parents should be involved in solving problems of students.
- 7) Seminars and workshops should be help at appropriate places to make teachers and public conscious of the importance of Guidance and Counselling of the pupils.
- 8) School counsellor should particularly face going on guidance and counseling the learners with serious emotional and social problems.
- 9) It is recommended that all teachers should take practical steps for helping students through their problems.
- 10) Teachers training institutions guidance and counseling have a duty to be the part of the training.
- 11) The teachers should give more individual attention to the students to encourage them to continue his/her/their education.
- 12) Academic achievements of students depend upon the perceptions of the teachers, so it need to be improved.
- 13) Teachers must improve knowledge regarding the subject beyond the book knowledge which they are teaching.
- 14) Knowledge of Psychology be there essential for the teachers to deal with the pupils accordingly, so the teachers should have this knowledge.
- 15) Sympathetic and friendly behavior of a teacher can motivate the students for learning. Therefore, teachers are required to be friendly and sympathetic towards their students, especially for slow learners.
- 16) Teacher should give attention to each and every student, so, every student can feel himself/herself their students.
- 17) Government can facilitate the schools for activity based learning.
- 18) There is a great need to reduce the strength of the classroom.
- 19) Teacher must facilitate learning by using different methods as, demonstration, group learning.
- 20) Teacher should act as role model for their students.
- 21) Teacher must involve the students while teaching.
- 22) Classroom discussion helps in learning process, so that teacher must encourage the students particularly the slow learners to participate in the classroom discussion.
- 23) Special care must be taken while dealing secondary school students.
- 24) As we are Muslims, so Islamic perspective should be the part of mostly subjects where possible.
- 25) Parents should be involved and they should visit the schools regularly.
- 26) Guidance services should be available in the schools.
- 27) There is a need to improve the guidance programme in the schools.
- 28) Every schools should have guidance cell/unit.
- 29) There is need to provide specialist i.e. formal guidance teacher/expert, who are trained to offer guidance services in the schools.
- 30) Further guidance sessions should be held for solving the students especially the slow learners' problems till they are satisfied from the assistance provided by the teachers.

REFERENCES

- [1] B.N.Dash, (2005). Psychology of teaching learning process. Former (1st edition): A.S sainir for dominant publisher and distribution.
- [2] Balodo, C. (2006). Retrieved from <http://www.foundationosa.org/slow.html> on 28-01-2011
- [3] Blair, G.M. (1962). Educational Psychology. New York: the Macmillan Company (P. 434)
- [4] Bolmeier, E.C. (2006). 6 Steps to Pupil Participation in Democratic School Control, Journal of Educational Strategies Issues and Ideas, 79 (P 198-201) <http://eric.education resource information centre.htm>
- [5] Borah, R. (2013). Slow Learners: Role of Teachers and Guardians in Honing their Hidden Skills. International Journal of Educational Planning & Administration, 139-143.
- [6] Burt C (1946) 'The Backward Child 'ULP London.
- [7] Burt, Sir Cyril. The Backward Child, London: University of London Press, 1937.
- [8] Chisholm, (1950) Teacher Counselling.pp.50-51.
- [9] Chisholm, L. (1950). Guidance Youth in Secondary Level, America. American Book Company.
- [10] Chisholm, L. (1950). Guidance Youth in the Secondary School. American Book Company.
- [11] Clark, M. M. Reading Difficulties in Schools, Harmondsworth: Penguin, 1970.
- [12] Dept of Edun& Sc. Edun. Pamphlet No. 46. Slow Learners at School, London: Her Majesty's Stationery Office, 1964.
- [13] Ediger, M. (2002). "Teachers' attitudes in teaching science". Journal of instructional psychology: 68, 221 – 239 Engleman, S. (1999). The benefits of direct instruction: Affirmative Action at Risk Students Educational Leadership: 57 (1) 77 – 79
- [14] Gibson, Mitchel (2006) Introduction to Counselling and Guidance.p.321..
- [15] Gibson, R.L. (2008). Introduction to guidance and counseling. Upper Saddle River, NJ: Prentice Hall. Gysbers, N. C. (2006). Developing and managing your school guidance program. Washington, DC: American Counseling Association.
- [16] Gysber, N.C. (2003). Comprehensive Guidance and Counseling Program, the evolution of accountability. Columbia: Educational School and Counseling Psychology, University of Missouri.
- [17] Gysber, N.C. (2006). Improving School Guidance and Counseling Practices through Effective and Sustained State Leadership. Professional School Counseling (PP 245-247) <http://eric-education resource information centre.htm>
- [18] Gysbers, N. C., & Henderson, P. (1994). Developing and managing your school guidance program (2nd ed.). Alexandria, VA: American Counseling Association.
- [19] Hughes, J. (1973). The slow learner in your class (Nelson's Teacher Texts) London: Cengage Learning Australia.
- [20] Hughes, J. (1973). The Slow Learner in Your Class (Nelson's Teacher Texts).london: Cengage Learning Australia.
- [21] Kelly. (2000). retrieved form <http://teachingenglishzone.blogspot.com/2007/11/top-6-kwys-to-being-successful-teacher.html> on 15-01-2011
- [22] Landy, E. (2006). Guidance in American Education (6th Ed), 3, The Columbia Encyclopedia.
- [23] Larzelare. (2008). retrieved from <http://www.helium.com/iems.638422-the-definition-of-a-Teacher.html> on 02-01-2011 Lehnar&Kube,E. "The Dynamic of Personnel Adjustment" Eaglewood Clitts: Pretice Hall Inc. 1955. Leite, A.F. (1994). The Role of teacher's attitude technological Educational: 22, 34-37
- [24] MacMillan, D. L., Gresham, F. M., Siperstein, G. N., &Bocian, K. M. (1996). The labyrinth of IDEA: Schools decisions on referred students with sub average general intelligence, American Journal on Mental Retardation, 101, 161-174.
- [25] MacMillan, D.L., Gresham, F.M., Bocian, K. M., &Lambros, K. (1998). Current plight of borderline students: Where do they belong? Education & Training in Mental Retardation & Developmental Disabilities, 33, 83-94.
- [26] Mc.Fadden, Mitchell. (2001). Secondary schooling in a changing world: Thomson Learning Australia.
- [27] McDaniel (1965) Guidance in Modern School.p.92.
- [28] McDaniel (1965) Guidance in Modern School. P. 92.
- [29] McDaniel, Henry Bonner. (1956). "Guidance in the Modern School". Holt, Reinhart and Winston Ltd.
- [30] McLeod, J. (Ed) the Slow Learner in the Primary School, Sydney: Ian Novak Publishing Co., 1968.
- [31] Mercer, C. (1996) Learning disabilities definitions and criteria used by state education departments, Learning disabilities Quarterly, 19, 217-232.
- [32] Muppudathi, G. (2014). Role of Teachers on Helping Slow Learners to bring out their Hidden Skills. International Journal of Scientific Research, 3(3), 98-99.
- [33] Muro, J. J., &Kottman, T. (1995). Guidance and counseling in the elementary and middle schools. Dubuque, IA: Wm. C. Brown Communications, Inc.
- [34] Nayak, A.K. (2004). Guidance and Counseling. New Dehli: APH Publish Corporation.
- [35] Neisser, U. (1998). The rising curve. Washington: American Psychological Association.
- [36] Neukrug, R.C. (2011). Counseling theory and practice. Belmont, CA: Brooks/ Cole. Kauchak.
- [37] Ready G.L. (1987) "Slow learner; Their Psychology and Instruction". Heldref Publication, New York
- [38] Rogers, C.R. (1942). Counseling and psychotherapy. Boston, MA: Houghton Mifflin.
- [39] Santrock, J. (2001). Educational Psychology (5th ed.). New York: McGraw-Hill Companies, Inc.
- [40] Scheerenberger, R. C. (1987). A history of mental retardation: A quarter century of promise. Baltimore: Paul Brookes Publishing Co.
- [41] Schonell, FJ and Kee, MM (1981) "Mainstreaming of Children in School" Academic Press, New York.
- [42] Schonell, F.J. Backwardness, in the Basic Subjects, London: Oliver & Boyd, 1942.
- [43] school counselors with and without teaching experience. Counselor Education and Supervision, 33(1), 10-21.
- [44] Secondary Stage for promoting self-employment in India.pp. 160-161.
- [45] Susan Capal, Mariyn Leaks and Tony Truner, (1997). Starting to teach in the Secondary school: Routledge II. New Fetter Lane, London.
- [46] Tansley, E.E. &Gulliford, R. The Education of Slow-Learning Children, London: Routledge & Kegan Paul, 1960.
- [47] Thousand Oaks, CA: Corwin Press. Coy, D.R. (2004). Developmental guidance and counseling in today's schools, Alexandria, VA: National Association of Secondary Schools.
- [48] Tolbart, (1978). An Introduction to Guidance. pp. 56,



10.22214/IJRASET



45.98



IMPACT FACTOR:
7.129



IMPACT FACTOR:
7.429



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089  (24*7 Support on Whatsapp)