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### TO STUDY THE EXTENT TEACHERS, ASSESS AND MEET LEARNING INTENTION AND INTEREST OF LEARNERS

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#### **ABSTRACT**

This is a prerequisite of the productive teaching-learning process to explore learners to find out their needs, their intention map of learning, and interest so that they can be accommodated in the teaching-learning process as per their terms. So the intelligence of learners is explored through different psychological interventions by teachers. To explore the learning intention of learners also requires considering and finding individual needs of learners, individual differences, learners' interests, readiness, and engagement in work. The purpose of this study was to explore the role of teachers to assess the mental abilities, interests, learning profile, readiness, and engagement of learners. The target population was the teachers of five districts of # south Punjab. Data were gathered through a questionnaire from teachers. Participants were more or less agreed that the proper assessment of the learning intention of learner will help the teacher to address the individual needs of learner.. The results reveal that pre-assessment of learners' interests plays a positive role in the teaching learning process.

#### **INTRODUCTION**

Basically, the assessment is the way of collecting data for the purpose of the judgment or evaluation of something. (Appi, 2000; Penta & Hudson, 1999), and this was used for different tests, examinations and other data collection procedures. But as a border view assessment is not so narrow as we made it, it's more about teaching and learning, it helps to assess students have what

potential, we can say diagnostic assessment or assessment for learning, assessment of learning during and after some teaching process, hence assessment can be used in multi ways as per the nature of our requirement. So assessing the student individually, unique and the different need is done through different assessment tools, after a comprehensive assessment the result will be shared with administration and parents that what type of environment the learner need to be placed, what are interests of learners, what is the level of learner, what type of content he/she should be given to read, which teaching methodology suits better.

In the USA the 13 percent of total population is in need of special education services, among those 37 percent have specific learning difficulties, hence that can only be identified through proper assessment. Ninety-five percent of special education school children are enrolled in general education schools in the USA under inclusive education and better assessing of their need and also fulfilling their individual needs through Differentiated Instructions. (United States, Dept. of Edu. 2013).

Statistics indicate that among five a child is suffering from the ADHD, (Kruger 2010, reported by national Academy of sciences).

Also 11 percent of secondary school children have mental disorder by their age of 18 (National Institutes of Mental Health) so the remaining gifted child time suffered because of designing specific activities for slow learners. (National Association for Gifted Children's).

In addition, the learners enter school with issues like lack of interest, motivation, family issues, different traumatic experiences, lesser confidence, attention span issue and another social backwardness, these entire factors affect the teaching-learning process, hence a stronger assessment is needed to first identify the issue of learners, their strengths, and weaknesses. (Loveless, 2013).

### ***Catering For Interest, Learning Profile, And Readiness***

The differentiation is not only considering the four components of differentiation i.e. content, product, process and environment but also some other factor need to be given full consideration while planning a lesson for learners, these factors include learner readiness for that particular lesson, learner interest in that field, topic, or the whole subject, and also the learning style of learner. For all this it is needed to develop a learning profile of each learner which include all details about that particular learner, this will help the teacher to meet the individual need of each and every learner as per their own choice. (Loeser & John, 2018).

As the differentiated model believes that the teacher should respond to the learner as per his/her interest, is a learner ready to learn something or not, the teacher also needs to know the learning profile means learning intention map of the student before teaching him/her. The readiness of learner is a broader term that directs toward an individual efficiency toward some specific piece of information to absorb in mind, ready to know, to comprehend something, and

also have the intention to master some skill. Interest is another term which states someone's choice, a feeling or state of mind where you will comfortable to keep on knowing about some information, the learner interest is dependent upon motivation largely, which also help to improve the level of engagement and comprehension of student in the teaching-learning process. Learning profile is also important as the teacher can easily manage to design teaching material for the learner if having the profile of learner, as profile elaborates the learner traits, how learner interest can be gained, and what learner like or dislike, what is learner previous educational background. So the profile is also a helpful tool in differentiated instruction model implementation (Sousa & Tomlinson, 2011).

Now the readiness level of learner can be different under a different situation, a learner may have a lesser readiness level in the classroom, while the same learner has a very impressive readiness to playing, so a learner with a poor background of educational achievements also feel less motivated in the classroom, he/she need more attention, support, and encouragement for success. Hence a differentiated model help teacher to design task as per learner level of readiness and watch over this plan is it working for learner or need some amendment. To fulfill the learner's need the teacher may include some materials in the lesson plan or classroom activities. The learning process can be made to make it as much as simple and easiest as possible such as from concrete to abstract, simple to difficult and single step to multistep, and structured to open-ended (Dixon, Yssel, McConnell, & Hardin, 2014).

As described earlier, most of learner's population in their secondary and higher education vary in term of their interest, level of competency, learning readiness, and previous educational knowledge retaining. All these factors deeply affect learner educational achievements. (Räisänen, Postareff, & Lindblom-Ylänne, 2016; Vasileva-Stojanovska, Malinovski, Vasileva, Jovevski, & Trajkovik, 2015).

### ***Engaging Students***

To engage the student in the teaching process can be done through deep assessment of student what the student like to read or write, Motivation is also a factor which gives behavior a direction to remain focused or engaged. Motivation gives inner drive to remain focused to complete some task. The assessment process has created a good impact on learner engagement in their work and improved their motivation as proper assessment gives an opportunity to explore learner interest, so the learner engagement is always positive in that particular work what is given to him/her as per their choice (Pacharn, Bay, & Felton, 2013).

Zepke & Leach (2012, p. 170) discussed that a meaningful and energetic learning can only be done through student engagement, so this also results in good educational achievements of learners, the pivotal role in this process is played by the teacher to work for the motivation of learners that may be intrinsic motivation or extrinsic motivation which helps a lot by creating such an environment which favors student to be engaged in work .This motivation can lead toward self-regulation, the practice of choosing ways, improving self

esteem of students in their work, and also building such foundation which helps each and every student as per their own terms. The main role is again of assessment of learners' needs and fulfilling them in a flexible way.

At the same time, the engagement of learner's is different from each other, much learner feel and find engagement in writing, while others find it in reading. In the same way, the learner also need guidance and counseling to make them engaged in some work which they do not like, that may be in the form of some supportive materials or methods. The subject of science can be made more interesting and engaging for students by giving them science toys in primary classes. The science class with equipped physical materials also leads to better educational concept building in an easy way. (Anthony, Tippett, & Yore, 2010).

### ***Learning Styles***

Learners are different from each other in their cognition, they try to follow teachers, generally, or group teaching method, but this does not match every student learning style. Therefore, it's too much important to do learner profiling, where the assessment of each learner done, and their referable learning style is recorded, then the teacher designs specific content, process, and environment matching to the learning style of each learner. (Teach.com, 2018; Hylton, 2017). Differentiated Instruction is the teaching methodology through which learners get knowledge and also get as per their own pace and way. The teacher reaches each learner as per their interest and their own learning style. Because, every learner does not have the same skill, the same abilities and also the same learning styles. Learners have different abilities, different academic levels, and different learning styles so they need differentiated instructions to learner and cope with their unique needs (Singh, 2015).

### ***Individual Differences***

A child is different from another child physically, mentally, socially, and Psychologically Each child comes with their own memories and own academic capacities and abilities, each has its own are of interest, each has different strengths, feelings, attachments, emotions, attitudes, a different way of learning's, each has own native or mother languages, but most important is that despite all these individual difference each one of them can learn. (Gregory, Chapman, 2013) The failure in the application of differentiated instructional strategy to students keeping in view their individual the difference leads to students dropping out of school or their academic failure. The learners with different abilities need to be catered to as per their own pace, if we deal with them in traditional collective teaching methods, ignoring their individual differences, the weaker students become more dull and gifted one also get frustrated by uneven teaching methodology (Caldwell, 2012).

In recent times, the researchers, educationalists and psychologists are interested to measure the cognition abilities of the learner, so, that the detailed individual difference among learners could be found out to meet their individual needs.(Heckman & Kautz, 2014,Stecher & Hamilton, 2014)the other non-cognitive traits are diverse and jointly help in drives areas such as growth,

outlook and self-discipline also leads to good community initiatives like appreciation, EI, Social attachment) and balanced evaluation also helps in making decisions with good faith and sincerity. Research has considered these individual differences powerful and assumed to consider them in academic, social, psychological, and economic development of a child ( Jackson, J. J., Connolly, J. J., Garrison, M., Levine, M., & Connolly, 2015).

### ***Rational And Purpose of The Study***

The efficient teaching and student achievements are the core of our teaching learning process. But all this is possible if the learning interest and intention of learner are known to teacher.

Because of the significant importance of teaching and learning, it has been decided to conduct present research to know that how teachers perceive the concept of exploring learners interest and how much they are using differentiated instruction strategies to meet the individual needs of students from diverse backgrounds

### **OBJECTIVES OF THE STUDY:**

1. To what extent teachers assess and meet learners individual needs on the bases of their mental abilities and interests?
2. To know how teacher assess and meet learner needs through their teaching strategies?

### **MAIN RESEARCH QUESTIONS:**

1. To what extent teachers assess learning intention and interest of the learners?
2. What strategies are adopted by teachers to assess and meet the learner's need?

### **RESEARCH METHODOLOGY**

Researcher selected a quantitative approach for the study.

#### ***Population***

300 teachers are the population of study from five districts of Southern Punjab Multan, Muzaffargarh, Rajanpur, Layyah and Dera Ghazi Khan.

#### ***Sampling***

The nature of study was descriptive and the sampling technique used was simple random sampling for the study. 300 respondents including 150 male teachers and 150 female teachers randomly selected from these five districts elementary, secondary and higher secondary schools. The number of teacher from each district was 30 male teachers and same number of female teachers per districts.

## RESEARCH TOOL

A questionnaire developed to collect the data from teachers.

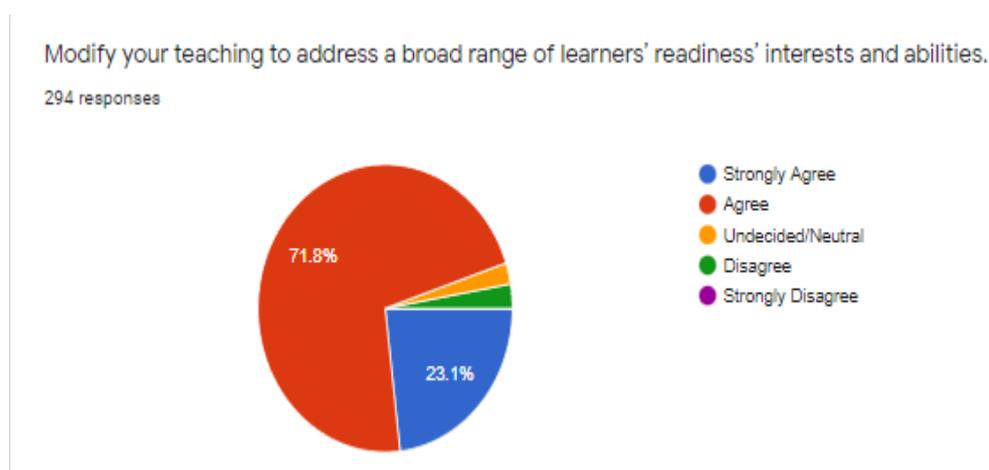
## DATA ANALYSIS

The analysis of data done through descriptive and inferential statistics including mean, median, mode, standard deviation, T -test and ANOVA for group comparison.

### Modify teaching

Level	Value	Frequency	Mean
Strongly Agree	5	69	4.15
Agree	4	215	
Neutral	3	07	
Disagree	2	08	
Strongly Disagree	1	00	

The results shows that teacher modify their content as per learners' interest, his/her readiness and abilities.



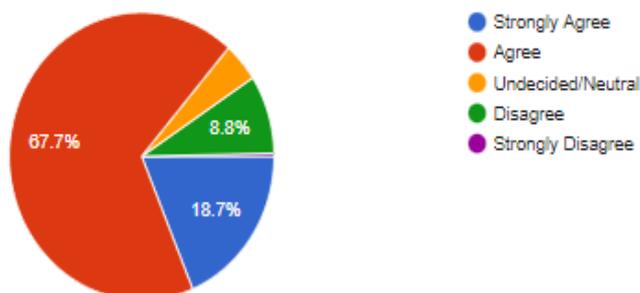
### Sense Of Direction

Level	Value	Frequency	Mean
Strongly Agree	5	56	3.96
Agree	4	203	
Neutral	3	13	
Disagree	2	26	
Strongly Disagree	1	01	

The results indicate that students have clear sense of direction as per teachers' point of view.

Individuals have a clear sense of direction in their work.

294 responses



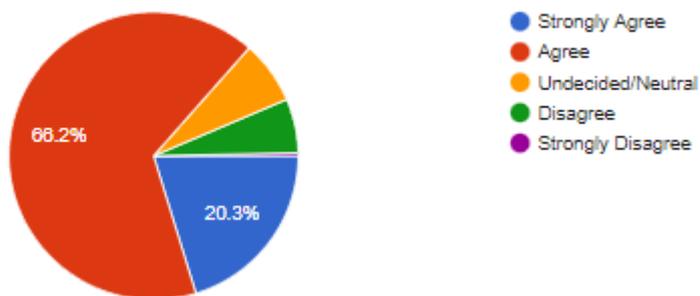
**Confidence In Work**

Level	Value	Frequency	Mean
Strongly Agree	5	61	4.00
Agree	4	199	
Neutral	3	21	
Disagree	2	18	
Strongly Disagree	1	01	

The result shows that the learner are confident in their work.

Learners feel confident in their work.

296 responses



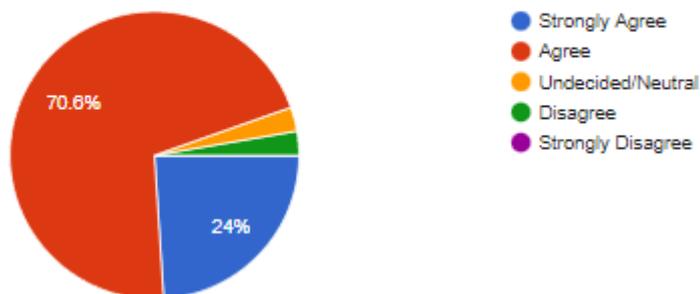
**Sense Of Accomplishment**

Level	Value	Frequency	Mean
Strongly Agree	5	71	4.15
Agree	4	212	
Neutral	3	09	
Disagree	2	08	
Strongly Disagree	1	00	

The above table shows the responses related to a sense of accomplishment of students.

Students feel a sense of accomplishment when they have completed their tasks.

296 responses



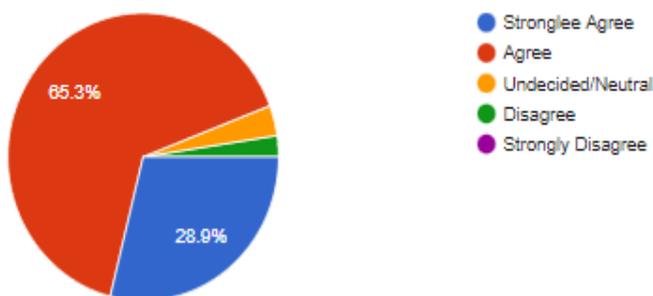
**Learning Opportunities**

Level	Value	Frequency	Mean
Strongly Agree	5	00	3.93
Agree	4	284	
Neutral	3	10	
Disagree	2	06	
Strongly Disagree	1	00	

The above table shows the responses related to the learning opportunities.

Students will learn best when learning opportunities are natural.

294 responses



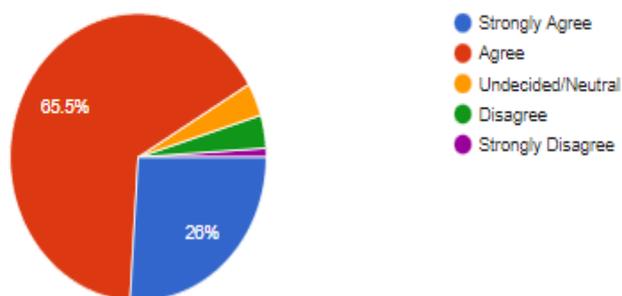
**Readiness To Learn**

Level	Value	Frequency	Mean
Strongly Agree	5	<b>78</b>	4.12
Agree	4	<b>197</b>	
Neutral	3	<b>11</b>	
Disagree	2	<b>11</b>	
Strongly Disagree	1	<b>03</b>	

The above table shows the responses related student's readiness for learning

Students who are the same age differ in their readiness to learn, their interests, styles of learning, their experiences, and their life circumstances.

296 responses



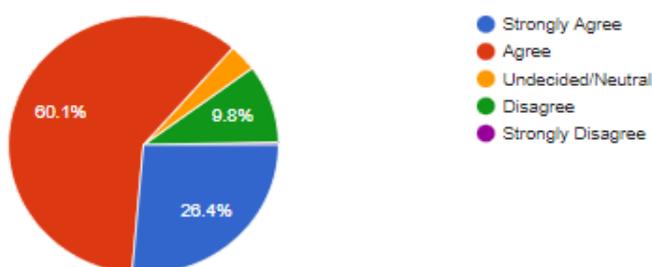
**Individual Differences in Students**

Level	Value	Frequency	Mean
Strongly Agree	5	78	4.02
Agree	4	181	
Neutral	3	10	
Disagree	2	29	
Strongly Disagree	1	01	

The above table shows the responses related to individual differences in students

Differences in students are significant enough to make a major impact on what students need to learn, the pace at which they need to learn it, and the support they need from teachers and others to learn it well.

296 responses



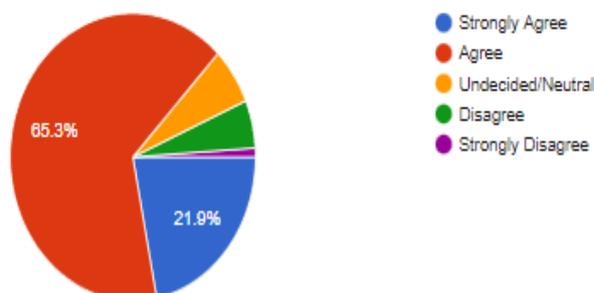
**Scaffolding**

Level	Value	Frequency	Mean
Strongly Agree	5	65	4.02
Agree	4	197	
Neutral	3	19	
Disagree	2	16	
Strongly Disagree	1	03	

The above table shows the responses related to the scaffolding

Students will learn best when supportive adults push them slightly beyond where they can work without assistance.

297 responses



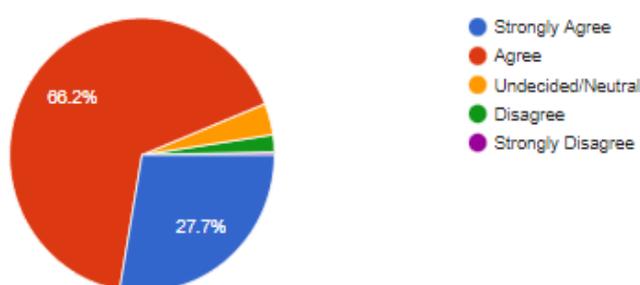
**Sense Of Community**

Level	Value	Frequency	Mean
Strongly Agree	5	83	4.10
Agree	4	199	
Neutral	3	11	
Disagree	2	06	
Strongly Disagree	1	01	

The above table shows the responses related to a sense of community

Students are more effective learners when the teacher creates a sense of community in which feel respected.

296 responses



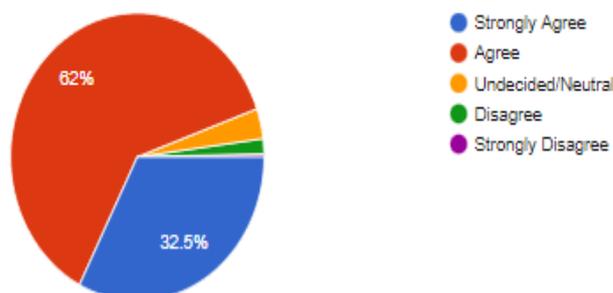
**Connection Between Curriculum and Interest**

Level	Value	Frequency	Mean
Strongly Agree	5	96	4.24
Agree	4	186	
Neutral	3	10	
Disagree	2	05	
Strongly Disagree	1	01	

The above table shows the responses related to the connection between curriculum and interest,

Students will learn best when they can make a connection between the curriculum and their interests.

295 responses



## RESULTS AND DISCUSSION

This study investigated how a teacher assess the learning intention and interest of learners. Researcher used Questionnaires for data collection and used descriptive analysis for quantitative data. Following are key findings from data analysis followed by the conclusive statements.

### FINDINGS:

1. 94.6 % of the respondents were agreed on the statement that “Make your teaching according to learners’ interest, thier readiness and abilities”.
2. 86.2 % of the respondents were agreed on the statement that “Individuals have clear sense of direction in their work”.
3. 86.6 % of the respondents were agreed on the statement that “Learners feel confident in their work”.
4. 94.2 % of the respondents were agreed on the statement that “Students feel a sense of accomplishment when they have completed their tasks”.
5. 94.6% of the respondents were agreed on the statement that “Learners’ will learn best when learning resources are indigenous”.
6. 91.6% of the respondents were agreed on the statement that “Learners of the same age have a different level of readiness, interest, style of learning, experiences, and life circumstances”.
7. 86.3 % of the respondents were agreed on the statement that ““Individual differences in learners are significant enough to make a major effect on what learners need to learn, their pace, and the support of teachers and others”.

8. 87.2 % of the respondents were agreed on the statement that “Learners will learn best by scaffolding (supportive adults push them slightly beyond where they can work without assistance”.

9. 93.9 % of the respondents were agreed on the statement that “Learners are more productive learners, when teacher accepts their community and give them respect”.

10. 94 % of the respondents were agreed on the statement that “the curriculum of students’ interest improves their learning abilities”.

### CONCLUSION AND RECOMMENDATIONS

A teacher is an important participant in the teaching-learning process that implements all educational strategies and projects. The achievement of the school relies on the proficiency and responsibility of the teachers. Few teachers do well in the learning process by using many teaching styles means adopting differentiation and some use the same teaching methodology for the whole class. They need professional training about the assessment of individual needs and finding learning intention and interest of learners. Moreover, we have to admit that as there are many learning styles, same like this there are many teaching styles, each learner learn at a different way, different time and a different pace. So it is needed to accommodate all the learners at their level of understanding and interest.

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