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PROBLEMS FACED BY ELEMENTARY SCHOOL TEACHERS (EST'S) TOWARDS SLOW LEARNERS

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Abstract

Slow learners have attention problems of short memory and they do not remember what they learn. Slow learners face problem to develop the interest towards learning process and get bored easily. This paper investigates problem faced by elementary school teachers toward slow learners. It also indicates opinions of the teachers about teaching slow learners. Moreover, it explores remedial techniques to help teachers in teaching slow learners. Whereas, thirty one elementary schools were taken as sample through lottery method and 150 female teachers were selected as sample for this research through random sampling technique. Self-developed five point likert scale was used as instrument. The result of paper showed that majority of teachers face problem in teaching slow learners. Sample teachers suggest some Remedial techniques for teaching slow learners include maintaining eye contact, being patient and understanding slow learners. It also suggested updating parents about performance of slow learners in classroom.

INTRODUCTION

Slow-learning children are not special in schools, but groups that learn late. Factors of slow learning include culture, poverty, family shortages, discrepancies between parents and various causes, disadvantages and school failure. Therefore, these children need to be well prepared for Normal school. Some of these children were educated in special schools and classes and attended mainstream schools after retirement (Abdullah *et al.*, 2015). Ensuring quality education is a fundamental right for everyone in society. To this end, all countries are working to incorporate the latest

technologies into their educational activities and to improve the effectiveness of teachers and managers (Ahmadi, 2005). Slow learning children are not special schools, but represent academically difficult groups. Factors include culture, poverty, family shortages, discrepancies between parents and various causes, poor school conditions and absenteeism. Therefore, these children need to be well prepared for regular school. Some of these children went to special schools and classes, but after the backlog was cleared, they eventually went to mainstream schools. With the exception of learning delays, the identification of slow learning children is not clear. These children demonstrate thinking, exploring, finding relationships, similarities, familiarity, reasoning, underdeveloped concepts, the concept of language and numbers, and weaknesses in memory. Socio-emotional traits include stability, withdrawal, immaturity, regression, and fantasy (Atik *et al*, 2013).

It is known that all children face school-related problems at some point during their school years. Every day teachers can face problems ranging from aggressive behavior and indifference to study assignments. The causes of these problems range from unfamiliar conflict at home to a simple headache (Ahmadi, 2005). These situations can lead to poor school performance and temporary abusive behavior. Effective teachers can easily solve these problems. However, there is another group of children who have difficulty learning in the long run. A child whose level of education is below the expected average for their age group, most teachers dealing with average or below average students encounter children who do not seem to benefit from general teaching methods and content. The term "delayed" or "slow learner" is used by children, who are unable to meet the expectations of their age group, or by children who are expected to perform less well than in this group to have (Booker, 2004).

In the case of Kirk (1962), the speed of learning is the basis for identifying a child as a slow, intermediate, or talented learner. For Kirk, a slow-learning child is not viewed as a learning disorder because he or she can achieve more modest school grades more slowly than the average child. You will be trained in regular classes with no special rules other than adapting your regular timetable to accommodate slow learning skills (Chauhan, 2011). Some children have slow boundaries while others are minors. People with intellectual disabilities on the border are mixed with the public and can be socially and professionally adapted to proper education. Mild mentally handicapped people who cannot be found in these groups or classes are often referred to as "slow learners". Children, who we call late learners, don't necessarily have to be late or need special education, but they do need a little more time and help in a regular classroom. He can learn anything a normal child can do. This will take some time. In other words, a slow learner is a learner who is or is learning more slowly than average (Booker, 2004).

Statement of the Problem

Slow learners may have more time to help, but they can achieve moderate academic achievement. You will be trained in regular lessons with some adjustments. Adults are autonomous, independent, and socially adaptable. They fail and drop out of school early. The difficulty is that most children go to school and are only diagnosed with slow learners. This requires early identification, diagnosis of learning disabilities, and appropriate educational requirements. Most teachers have worked with these skills for some time. The primary reason for this examination was to get it Problems faced by Elementary School Teachers (EST's) towards slow learners.

Study Objectives

- 1) To analyze problem faced by elementary school teachers towards slow learners.
- 2) To compare views of teachers about the problems faced while teaching slow learners.
- 3) To identify need of teacher training for slow learners
- 4) To suggest some remedial techniques for minimizing problems of elementary school teachers
- 5) To explore need of separate classes for slow learners

Research Questions

- 1) What are the problems faced by elementary school teachers towards slow learners?
- 2) Is there any difference in the views of teachers about the problems faced while teaching slow learners?
- 3) Is there any requirement of teacher training for slow learners?
- 4) What are some remedial techniques for minimizing problems of elementary school teachers?
- 5) Is there any need of separate classes for slow learners?

LITERATURE REVIEW

In the past, slow learning in children has been described in many ways. "Slow learners are the largest group of people with intellectual disabilities." Today, the term "slow learner" has below average learning outcomes or success in one or more subjects. Best represents children and young people. Intellectually, slow learners typically have an IQ of 75-70 between low and medium intelligence (Creswell, 2015). The definition of slow learners and students does not make money or legal services. When late learners receive additional benefits, they typically take regular or therapeutic courses that can be federally funded for the title or program. These adjustment classes are not planned as option educational programs. They offer regular teaching and learning programs. Some slow learners are misnamed because they can enroll in certain special education classes to fund them or fail in regular classes (Dasaradhi *et al.*, 2016).

Slow Learners Definition

"Slow learners are children have below average intelligence. They also develop thinking skill in elder age. Slow learner wants same developmental stages as other, but their progress relatively low" (Wikipedia). "Slow learners be taught faster than others. They have difficulties in learning and lead normal life both inside and outside of classroom but the lessons are challenge" (wiki how). Psychologists and educators utilize various terms to get terrible outcomes. This examination utilizes the term "slow learner", which is **definite** as "a child who goes to school but does not deserve any special education", it is important to distinguish between late and impossible students (Haristaini *et al.*, 2017). Frustration with educational experience, inadequate use of strategy, or lack of attention, The second type of slow learning has been officially diagnosed as "poor learning" by child psychology experts. Our majority of population consisted slow learners. The term "slow learner" or "slow learner" is generally intended for children who are unable to cope with the challenges expected in their age group. "Student rate" as a criterion to identify slow learners, "Slow learners are generally independent, independent, and socially adaptable in adulthood, but this is normal in the early stages due to their slow learning," he said. It was. The term "slow learner" is often used to mean "boring", "slowing down" or "abnormal parenting". It can be limited by one or more factors (Harun *et al.*, 2019).

Common factors observed by every student were the degree of backwardness in research and the factors that contribute to educational disadvantage (culture and poverty, family deficiencies, parental irrationality, etc.). Students in this family may be slow to learn due to their scholarly potential. Old analysts realize that moderate learning is straightforwardly identified with scholarly capacity. Notwithstanding, ongoing investigations show that legacy alone doesn't delay children. However, the environment is a major contributor to the success of children's studies. Later on, students find it slow and difficult to follow their normal schoolwork. It is believed that just maintaining IQ doesn't count in children with mental illness (Malik, 2009). Slow learners are not described in traditional textbooks. Late students are not extraordinary understudies. Slow students get extra help in customary classes, projects, and study. No uncommon training is required, but some full-time students cannot fail. There are no diagnostic or descriptive profiles to identify slow students. Slow students clarify their specific scholarly shortcomings (Nandiyanto *et al.*, 2018). In recent years there has been an increasing interest in training late-stage students, known as hindered understudies, in school. This social affair isn't yet fundamental for any remarkable school gathering, and its viability in the study hall requires prophylactic and prior treatment (Novitasari *et al.*, 2018).

Classification of Slow Learners

People with signs of neurological disorders like brain damage or an aphrodisiac (words can be visualized and read but not spoken, but words can be heard and heard, but I cannot write). I got a positive result. Some children are left-handed or "illiterate" right-handed (ie, the dominance of right-handed people without left-handed people) or differ in the discernment and state of items for the privilege and left eyes. I point out. This is known as the "primary reading disorder" (Harun *et al.*, 2019). Studies show that specific understanding problems (understanding misfortune) are acceptable in around 10-12% of mentally typical understudies. Low confidence, a few youngsters give indications of sadness. There are numerous possibilities. Be that as it may, his perusing abilities were excessively moderate. When all is said in done, this condition is more articulated in young men than in young ladies. These youngsters frequently give indications of strain during general body part manipulation and aggressive behavior. These children can memorize words and numbers while memorizing words and numbers without recognizing spelling and numbers (Oktaviana, 2017). Many children are slow learners and may need special lessons. Children attend special classes and schools, but usually go to school when they don't have backs. There is growing interest in teaching underperforming children in mainstream schools. However, interacting with slow-learning people requires the use of enthusiastic and experienced resources. In addition, each teacher must explain how and how this is done programmatically (Paul, 2016).

The last year of essential and optional training is a significant chance to re-visitation of school. Remedial help is needed to proceed with secondary school instruction. The contrast among normal and moderate students develops with age, so the presentation proportion for moderate students should be 1:20 and the standard educational plan should be somewhat lower. In our educational system we are by and large isolated into areas of a similar class (Sanstoso, 2017). Developmental potential is limited due to emotional disorders and it is impossible to find someone who is underdeveloped. The last group cannot be classified into an ESN class or a slow learner. Many children lead small correction classes, form primary reading groups, and meet. Lookup tables are the first step in avoiding traceability. In the country you will find people who have lost the basics of a special school (Shaw, 2010).

To slowly learn again, children may want to take a kindergarten or high school approach to special classes. Appropriate diagnostic procedures use health assessments, psychological assessments, educational assessments, family social history, and cultural environment (Singh, 2010).

Guidance for Teachers about Slow Learners

Since the students approach them systematically and sensitively, they are given additional time to take care of learning issues. Subsequently, slow students can learn quicker and quicker. Bruner, a psychological analyst, is a gallant face. You can utilize any idea. Custom exercises are particularly helpful for showing moderate students. In coordinated tuition, we adapt the teaching methods and materials to the needs and abilities of each student (Sudhartinih, 2019).

Private Lessons

Student Understudy directing is an individual or individual relationship or circumstance. The kind of circumstance stays as before for individual circumstances like direction, consideration and little gathering time. Therefore, one-on-one or little gathering preparing is known as an exercise. Educators generally go about as instructors, yet experienced cohorts, understudies, and grown-up volunteers can likewise be instructors. More established kids communicate in their own language and can be good role models. Teaching children is not a new idea. It's very popular at home and at school (Trance, 2013) The treatment program includes child care. Orthodontic Education is a great course that covers two kinds of errors: the presence of unfortunate propensities and the nonappearance of good propensities. Legitimate preparing requires an exact determination of explicit issues, or issues on different subjects, prior to preparing starts. Sometimes, slow learning is because of elements other than impedance in scholarly capacity (Triani, 2013). For example, it can be difficult to read due to optical defects. Emotional factors can cause general academic failure. In this case, a meeting with parents and teachers and a brief consultation can help solve the problem. Orthodontic training can be provided by a full-time teacher, a full-time orthodontics teacher, or a family doctor for home visits. Many schools visit hotel therapists on a daily basis to attend different schools and offer therapy preparing to students needing low maintenance work. Collector educators are professional educators who use alternative learning tools, methodologies, audiovisual material, and textbooks in off-curriculum settings. Your child's divorce and an educational program is a tragedy of special treatment. They are rarely placed in special class. Should be related;

- a) Central language and central number
- b) Subject, environment, creative and aesthetic activities, and current issues.

You have to connect the two. The schedule should strike a balance between social and group activities, and core and core issues. Organizations should consider: The smaller the school, the more generous the relationship between teacher and student. There are 20 people in the class. The school is a mix of all age groups. B. The youngest had to create an exciting environment. C. Be careful with other repairs (Abdullah *et al.*, 2015)..

Role of Teacher

As indicated by Atik (2013), it is imperative to be an instructor who plans and applies the start of the school year. The learning atmosphere should be considered in both physical and scholarly space. The class itself is regulated when the educator readies the class for the understudies. Is the room warm and agreeable? Does the learning mentality compare to the instructor's way of thinking? Do the understudies have full admittance to significant archives? Did you eliminate the deterrent from the room?

This inquiry gives data about instructors in the actual space of the study hall. As indicated instructors need to consider the psychological space that is needed for their learning climate. Intellectual space depends on the way toward making an environment of desire and inspiration to show understudies in the study hall. Powerful educators create and execute class the executive's techniques so understudies can go to classes. Two explicit regions of intellectual space that educators remember for their arrangements characterize desires and make an air of inspiration (Ahmadi, 2005). The part of the instructor is significant. Educators who try to fulfill and totally subvert the whims of their students create unrealistic situations and encourage their progress. In this regard, the teacher or student must be a great child. Roles should be interchangeable and everyone should be aware of the unique position and value of different roles. Teachers should act as student guides. The psychological education literature contains numerous references to the importance of attitude (Booker, 2004). A positive, reasonable demeanor towards mindfulness and prize is a basic piece of the mystery of accomplishment. Who energizes, who empowers, who is by and by focused on us, who, who. These aptitudes depend on the uplifting demeanor of the educator. Henceforth, the instructors recommend that the learning cycle should be significant and keen on building great associations with youngsters and their motivation. (Chauhan, 2011).

METHODOLOGY

The present study was descriptive and quantitative in nature. Population of this study was consisted teachers of government girl's elementary schools in district Multan. There were seventy three government girls' elementary schools in Multan. Whereas, thirty one elementary schools were taken as sample through lottery method, which consisted almost one hundred fifty female teachers as sample through random sampling technique. 115 teachers give back filled questionnaires. The response rate was almost 80%. The instrument was developed by researcher; it was five point likert scales which comprises 31 statements. The response options were ranging from strongly agree too strongly disagree. It was divided in to two parts, part a covers demographical information and par b was about survey questions. The researcher personally dispatches questionnaires to all sample teachers. It took almost one month to retrieve questionnaires. Data were analyzed through mean score, standard deviation and frequency of each and every statement was calculated.

RESULTS

Table 1. *Descriptive Analysis*

Statements	Mean	S.D	SA	A	UD	DA	SDA
Speech problems of slow learners are hurdle in teaching	2.47	.551	76	35	1	1	0
Teacher face problems due to students failure in doing homework	1.58	.662	57	51	5	2	0
Lack of "thrill in educational activities of slow learner students is problem for teachers"	2.54	.741	66	39	8	1	1
Teacher face problems due to learning difficulties among some slow learners	1.64	.870	62	40	6	6	1
Teacher face problem in making lesson related to slow learners mental abilities.	1.60	.781	60	46	6	1	2
Immature Social behavior of slow learner disturbs classroom environment	1.81	.847	45	54	11	3	2
Disruptive behavior of slow learner is problem for teachers	1.88	1.036	50	44	10	7	4
Slow learner do not follow teachers	2.07	1.168	43	44	13	7	8

instructions							
Poor memory of slow learner effects teaching	2.08	1.133	42	43	15	9	6
Due to short attendance of slow learners, teacher faces difficulties in teaching	1.98	1.059	43	48	12	7	5
Lack of concern of slow learners in performance of education activities is problem for teachers	2.15	1.154	41	37	19	12	5
"Unawareness of teaching techniques are most effective for slow learners create problems"	2.22	1.176	35	48	10	16	6
Keep slow learners actively involved during lesson is problem.	2.28	1.211	35	43	14	16	7
Teacher face problem in assessing students slow learning	1.21	1.299	12	39	18	34	12
Slow learner feel difficulty in learning by teaching any method	2.35	1.243	33	42	16	15	9

Above mentioned table 1 indicated that highest mean score statement was “Speech problems of slow learners are hurdle in teaching” was strongly agreed by respondent with 90% response rate, where the mean score was 2.47 and standard deviation was .551. Lowest table value of mean score statement was “Teacher face problem in assessing students slow learning” was strongly disagreed by respondent with 46% response ratr, where mean score was 1.21 and standard deviation was 1.299.

Table 1. *Descriptive Analysis*

Statements	Mean	S.D	SA	A	UD	DA	SDA
Slow learner are irresponsible in their behavior	2.42	1.395	37	38	10	15	15
Aggressive behavior of slow learner is problem for teachers	2.27	1.187	33	47	13	15	7
Disorganization of slow learner disturb classroom discipline	2.24	1.196	33	51	9	14	8
Lack of coordination from “parents are problem for teachers of slow learners”.	2.17	1.141	37	44	17	11	6
Lack of excitement of “slow learners generates frustration among teachers”	2.28	1.218	33	48	12	13	9
Poor concentration span of slow learner generate problem for teachers	2.31	1.046	26	46	29	9	5
Due to heavy content “teachers feel difficulty to make it understand for slow learner”	2.13	1.159	18	29	10	7	51
Slow learner do not have stamina to sit in class for long period	2.19	1.115	34	48	15	13	5
The admission of slow learner in regular classes creates problem for teachers	2.18	1.159	38	43	14	15	5
Keeping slow learners motivated is problem face by teachers	2.26	1.085	29	50	17	15	4
Teachers are under mental stress while teaching slow learners	2.42	1.263	32	39	17	18	9
Teacher feel problem in trying to understand the reason behind students weaknesses	2.43	1.214	27	45	20	13	10
Having minimum homework would help slow learners understand learning	2.39	1.175	31	36	26	16	6
Unawareness of psychological needs of slow learners is problem for the teachers	2.47	1.216	27	41	22	16	9
Combine classes of “fast learners and slow learners create problem for teachers”	2.49	1.202	24	47	16	20	8
Teacher face problems in material which helpful for slow learners teaching	2.52	1.273	23	50	15	13	14

Above mentioned table 2 indicated that highest mean score statement was “Teacher face problems in getting such kind of material ad supplies which is helpful for teaching slow learners” was strongly agreed by respondent with 63% response rate, where the mean score was 2.52 and standard deviation was 1.273. Lowest table value of mean score statement was “Due to heavy content teachers feel difficulty to make it understand for slow learner” was strongly disagreed by respondent with 51% response rate, where mean score was 2.13 and standard deviation was 1.159.

CONCLUSION

Slow learners, though in an ordinary class ought to be the minority, just as the gifted students. They want the teacher to accompany them in their journey to success. Every child is God’s Gift, and each one is good in one thing or the other, and no child is beyond hope. Praising and motivating the child at every stage generate wonders and joy in learning. Teacher and parents must help the child to learn even from frivolous success as well as fruitful failure. By extending the showing styles, the instructor can uphold open doors for understudy with various learning styles to expand their learning process. To conclude, it is only in the hands of the individual teachers to follow effective techniques, to support the slow learners and those who need additional help. Teachers are bound to recognize a percentage of students who are restless in class, who takes more time to learn concepts, who disturbs the class, who are noisy, who shy away from participating, who are withdrawn, who does not talk, who answers verbally but refuses to write, who are poor with spellings, who have poor hand writing, who show inappropriate behavior, who present reduced motivation to study and who tend to get into fights frequently. He must analyze their needs in an honest and realistic way –the needs they have now and those they will have in the future. The teacher should concern herself with building up relationship with the child, making her learning procedures appropriate, and with the development of good motivation. The frequently procedures utilized incorporate inspire kids by growing their genuine possibilities, utilize reasonable showing helps, use media and visuals while educating, rehash guidelines, accessible media and showing helps, socio-communication with kids, converse with youngsters in an amiable way, give numerous models and permit kids to utilize different learning objects. The instructor additionally revealed the occasional systems that rehearsed by them towards the youngsters which are moderate students by urge kids to help other people, request that understudy pay considerations, guarantee kids with exceptional necessities to remain at the principal column in a study hall, give additional showing period, rebuff them, give simple schoolwork, restricted assignments for kids with extraordinary requirements, simple issues addressing undertakings and backing kids to complete their works. The instructors likewise once in a while applied the accompanying systems to manage these youngsters in their learning by help kids recorded as a hard copy, help kids in perusing, additional time for kids with exceptional necessities, unique spot for kids with extraordinary requirements, give basic undertakings, request that guardians focus on their kids, examine with guardians, bit by bit direction and give errands as indicated by their levels.

Recommendations

As result of study showed the following suggestions;

- There is need to rethink on pedagogical strategies followed by teachers dealing with slow learners in classroom.
- Arrange training, fresher courses, Seminars and workshops should be done for teachers of slow learners to provide awareness.

- Teachers may look remedial strategies which may be incorporated within the traditional teaching methods.
- Teacher's appointment for tackling slow learners, should be designed professionally.
- Student's potential should also enhance for education with special needs.
- New pedagogical strategies may develop to help teachers in problem solving.

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