



THE ROLE OF TEACHERS AND PARENTS IN ENHANCING LEARNING AMONG THE SLOW LEARNERS

Taiyaba Nazli, Ph. D.

Assistant Professor, Department of Education and Training, Maulana Azad National Urdu University, Gachibowli – Hyderabad--- 32., Email:- taiyabanazlimanuu@gmail.com

Abstract

Slow learners are children who take a little more time than others do to grasp a concept. A child who takes more time and focus to think than others his age is said to be a slow learner. But that does not mean that he/she cannot learn as well as normal children do. Such children will pass through all the developmental stages just like their peers, but at a significantly slower rate. Parents start panicking about their slow a learning child and comment negatively, compare them with other children. This practice is very harmful for children since they are super-sensitive and they depend on feedbacks from parents and teachers. This negativity effects the child's self esteem and the learning process as he begins to believe in his inability to learn. Hence teachers and parents should be very careful and need to refrain from making negative comments. This paper discusses the characteristics of the slow learners, the factors influencing and the strategies to enhance their learning. It emphasises the crucial role of teachers and parents in taking the children to the level of a normal child by cooperating and coordinating with each other for the upliftment of their academic performance.

Keywords:-- Slow Learners, Characteristics, Factors Influencing, Role of Teachers and Parents.



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

INTRODUCTION:--

According to T.N. Birkett “A slow-learning child is one whose capacity for learning what is taught in the ordinary school is limited by some deficit in intellectual capacity. Limited intelligence, however, this may be defined, is the chief characteristic of the ‘Slow learner’ According to experts, children who for various reason, fall behind in their school work and require 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 as a child with mental retardation” (Mercer-1996) (MacMillan, Gresham, Bocian and Lambros-1998). Although slow learners may have special educational needs, they do not fit neatly into the special education system. (MacMillan, Gresham, Bocian and Lambros-1998).

CHARACTERISTICS OF SLOW LEARNERS:--

Depending upon the intellectual abilities children are classified as slow learners, and mentally Retarded children. The IQ of a slow learner ranges from 70-90. Their physical appearance is normal but their academic achievement is low especially in reading, writing and mathematics. Sullivan [1974] has summarized the characteristics of slow learners as follows:

1. Short attention and very less concentration span.
2. Slow reaction time.
3. Limited powers of self direction.
4. Limited ability to work with abstractions and to generalize.
5. Slowness to form association between words and phrases.
6. Failure to recognize familiar elements in new information.
7. Habits of learning very slowly and forgetting very quickly.
8. Very local point of view.
9. Inability to set up and realize standard or workmanship.
10. Lack of originality and creativeness.
11. Inability to analyze, to do problem solving or think critically.
12. Lack of power to use the higher mental processes.

It is clear from the above mentioned characteristics that such children have trouble concentrating and have limited attention spans, unable to recall what they had learnt or repeat without instruction or prompting and need of special attention. They struggle with the simplest of concepts and have difficulty retaining what they learnt. These are the indicators of a child who learns at a slow pace. But rather than focusing on the disability, teachers and parents have to focus upon not making it an issue. If such children are constantly nagged as 'slow learners' and be singled out by the teachers, parents and peers, they become embarrassed, humiliated and demeaned. Their self-esteem and confidence levels suffer tremendously making them withdraw from the surroundings and society which is still more dangerous and alarming.

The Difference Between Learning Disabled and Slow Learners:- The parents should not panic about the slow learning pace of their children and start considering them as learning disabled because there is a difference between these two. A slow learner may be significantly slower in reaching milestones for his age, but his/her development in other aspects is up to the mark. They exhibit lower thinking capacity than the children of their age but possess proficiency in performing other tasks and skills. Though they cannot learn at an average rate from the instructional resources, texts, work books and learning material, they need special instructional pacing, frequent feedback, modified materials under flexible conditions for learning to occur. **Learning:** Slow learners take time to process information, and could grasp concepts only when linked to the previous. They do show proficiency and focus in some subjects or tasks, but may require additional practice to learn new skills.

Under the meticulous guidance and support of parents and teachers slow learners can show significant improvement but children of learning disabilities will exhibit specific difficulty in learning. These children need conducive environment along with the expert assistance to grow and develop to achieve appropriate academic levels. When parents find the problem in the concentration of the child, they should adopt strategies to resolve it. Parents should avoid the arguments in front of the children regarding their problem. It is important for parents to establish trust and friendship with the child. Never try to force study lessons. They are required to be patient, careful, sensitive, and caring to help the child to reach the same pace as others.

Causes of Slow Learning are:

- 1. Developmental:** The child may have speech problems, or underdeveloped language patterns, poor memory and might take a number of repetitive sessions to learn something.
- 2. Social:** Such children feel comfortable with younger age groups, possess immature social behaviour, have poor sense of judgement, being themselves, and show the inability to express.
- 3. Emotional:** A slow learner may get frustrated easily and may display emotions of anxiety, aggression, lower self esteem, and emotional instability.

Factors Influencing the Slow Learning: There are other factors that could cause the process of slow learning which are as follows;

Environment: Children react to their environment in early stages and he learns from the environment in which they grow. In order to reduce the stress on children, remove the things which pose physical threats to them such as unsafe toys, sticks etc. and create a safe

environment for them, avoid abusive language. Studies show the children who have better environment show better confidence in life and in education.

Opportunities of Learning: Opportunities of learning is very important for the development of children's cognitive abilities. Effective learning environment should be provided to children.

Poor Vision: Defective vision is another possible cause of slow learning which hampers the child's ability to function in society and effects self-esteem and confidence leading to depression. Timely treatment at an early stage should be provided.

Parents' Negligence: When parents are busy with their jobs and become negligent towards children, they feel lonely and isolated and cannot share their problems with parents.

Fear: Usually teachers terrify and instil fear among children by resorting to indiscriminate punishments and verbal abuse, due to which some students lose interest in studies completely or become docile with no interest in education and like to spend time aimlessly. Teachers should understand the learning styles of children, "They can support opportunities for students with different learning styles to increase their learning (Friedman & Alley, 1984).

Psychological Problems: Due to unrealistic expectations of their teachers and families and absence of guidance, students experience a lot of psychological stress, which has a retarding effect on their educational development. Slow learners must be allowed to move academically at their own pace. If they are dealt patiently, they will definitely pick up in the later stages.

Communication Gap: Due to the communication gaps between students, teachers and parents, they never come to understand the students and try to impose things upon them. This attitude develop a rebellious nature among children/students, which retards the positive outcomes. Parents and teachers should build up a good rapport with the slow learners so that their inner most fears and inhibitions surface and they learn to communicate their feelings properly and clarify their academic doubts freely.

Responsibilities of Parents:

'Slow Learners' do things slowly but they should not be denied grace and time they need and deserve to reach their potential. Provide them the environment and tools necessary to excel.

Parents Can Assist Slow Learners by:

- 1. Accepting the fact that child is a slow learner.**
- 2. Giving them small assignments and homework sessions.**
- 3. Being present around while they study.**

4. Reading so that they repeat.
5. Being patient with them to create confidence.
6. Not allowing them to leave the work incomplete.
7. Not being overprotective, by not labelling them as slow learners and helping them complete their tasks and remaining connected to their teachers.
8. Appreciating their Efforts to improve accomplishments.
9. Identifying their Interests.
10. Creating a Chart of their activities.

In the contemporary world schools are placed with greater However, good parenting is also involved. Schools can share the responsibilities of a] Remedial classes b] Regular medical check up c] Individual Attention and d] Maintenance of Progress Record e] Guidance and Counselling. An honest attempt by the educational institutions to identify those students who would benefit by professional counselling will surely help the problematic students in a professional manner either through own resources or outside consultants and professionals.

Conclusion:

Attempts have been made here to chalk out the remedial measures and some guidelines for the parents and teachers. A Teacher may be the first person to observe rather than the parent. Educational institutions, psychologists, social workers and state authorities should take interest in researching about and rectifying the causes of slow learning. Parents should be about the advantages of counselling by removing the doubts and being open about the system. “Parents class teachers and counsellors shall work together to create an educational plan where additional ways of learning are devised.

References

Education Poster... Jan-2013

Dasaradhi. K Research Scholar, RTM Nagpur University of Nagpur and Ch Sri Raja Rajeswari, Head Mistres-- M.P. “ 30 Methods to Improve Learning Capability in Slow Learners- www.ijellh.com

Jacob Merew Katamei1 and Gedion A. Omwono2 1. School of Education, Moi University, Eldoret, Kenya 2. School of Economics, Catholic University of Eastern Africa, Nairobi, June 23-2015. “Intervention Strategies to Improve Students’ Academic Performance in Public Secondary Schools in Arid and Semi-Arid Lands in Kenya.”

International Journal of Social Science Studies Vol. 3, No. 4; July 2015 ISSN 2324-8033 E- ISSN 2324-8041 Published by Redfame Publishing URL: <http://ijsss.redfame.com> 107.

M. Pritchard—“ *Philosophy for Children*”.

First published Thu May 2, 2002; substantive revision Tue Feb 27, 2018- *The Stanford Encyclopedia of Philosophy* 2018 Edition

Ranjana Ruhela- Principal J.N.Kaul Institute of Education, Bhimtal

(U.K), India “The Pain of the Slow Learners” July-Aug 2014 ,w w w . o i i r j . o r g – ISSN-2249-9598

6.. Subramanian NCERT. pdf

<http://www.ncert.nic.in/departments/nie/der/publication/pdf/SubramanianNCERT.pdf>

Guidance A nd Counselling- Educational Guidance For Sloe Learners.

Online International Interdisciplinary Research Journal, {Bi-Monthly}, ISSN2249-9598, Volume-
IV, Issue-IV, July-Aug 2014 July-Aug 2014 ,w w w . o i i r j . o r g – ISSN-2249-9598.