

IS THE ACADEMICS OF THE CHILD INFLUENCED BY THE TEACHERS; A CASE OF PAKISTANI SCHOOL TEACHERS

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Abstract

Understanding the needs and interests of the children is a key area that the teacher should focus on. Academic achievement of slow learners demands for a motivating attitude on the part of the teachers. This paper describes the attitude of teachers towards slow learners' academic achievement. The sample was 300 teachers working in Public sector Elementary schools of Lahore district. A questionnaire consisted of 20 items was prepared for the teachers that was used as a basic tool for the collection of data for the study. The collected data was analyzed. Results showed that majority of the teacher agreed that slow learners should be grouped in the class by their abilities and the class size should be small. Data showed that teachers were of the view that slow learners needed interactive teaching methodology and curriculum contents should be meet the needs and interests of the slow learners in the class. Teachers also opined that positive attitude towards slow learners made them active. Slow learners also needed special subjects and their choice should be kept in mind. It is recommended that the strategies need to be changed to bring positive results in the academic achievements of the slow learners.

Keywords: Slow Learners; Academic Achievement; Teachers' Attitude; Behavioral Problems

1 Introduction

The teacher has a pivotal role in the teaching learning process. The profound and longer lasting effect of teacher's attitude left imperishable imprints on the student's personality Teacher should always consider each student as an individual. Students have their own personal needs and must be addresses accordingly. This study assessed the teacher's attitude towards slow learners' academic achievement. Although, a few studies have been conducted to see teacher's attitude towards students of different Socio-Economics, status and student's attitude towards different school subjects, however, this research is unique contribution regarding teacher's attitude towards achievements of slow learners. Teachers' attitude reflects certain characteristics which makes him a successful teacher. These features include sense of humor, positive attitude, high expectations, consultancy, fairness & flexibility. (Kelly, 2000)

According to Ediger (2002) teacher's attitude is highly important and prospective candidates for teaching need to be chosen on the basis of having positive attitude towards subject matter as well as towards student in kindergarten high school setting. Candidates for teacher education should possess an adequate self concept. The concept relates well to knowing and imparting subject matter and skills as well as accepted pupils as learners and as well as human beings. Competency in subject matter knowledge is of utmost importance. Leite (1994) raises question & about how society sees the need for change in teacher's attitude, what are its demands what is considered modern and how do these beliefs influence teachers view and behavior in school.

Social psychologists have defined the term attitude in their own ways attitude is a manner of acting, feeling or thinking that shows one's disposition and opinions etc. Balado (2006) pointed some salient characteristic of slow learners as; they have poor interpersonal relationship feel difficulty to follow multistep instruction are not futuristic having short term goals show on work and having poor self image. Attitude is a feeling or emotion towards something. Slow learner is advance word for "backward" or mentally retarded and "Educationally Sub Normal" (E.S.N). These are different reasons for slow learning.

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Sometime it is due to their mental ability. Sometimes it is due to their background, illiterate parents, cultural problems, avoiding by the parents in early childhood between ages 2 to 6 years, sometime it due to mental illness. These are different outcomes of the slow learner (Hughes; 1973). According to Hannula (2002) "A degree of effect associated which shows the state of mind or feelings". According to Krueger,(1931,p.238) "An attitude is the degree of positive or negative affect associated with some psychological object". According to Krech (1962, p.177). "Attitude is the predisposition of the individual to elevate some symbol or object or aspect of his world in a favorable manner".

Interest in this topic stemmed from to see how the slow learners are behaved by their class teachers. Further it was decided to assess the skills incorporated by teacher and suggest measures to be used to improve the academic achievement of slow learners. A well adjusted teacher regards each child as unique individuals and considers his personal characteristics in relation to total learning situation (Lehner & Kube, 1955). Schools need to provide the necessary planning, support and services for teaching staff to ensure successfully learning on the part of slow learners. Engleman, (1999) Who are persons discuss to learn but learn slowly (Zehzeel, 2007)

Generally, teacher's attitudes are not considered in relation to their effects on students while a great life starts with a great attitude (Atkinson, 2006) Attitudes are the mental and neural representations organized through the experience, exerting a directive or dynamic influence on the behaviors. It is observed that many intelligent students are poor learners due to their unhealing relations with their teachers. Teachers' attitude may be one factor coming this. The present study seems to have some utility for educational manners to achieve better results through the well organized use of existing facilities by creating friendly and supportive interpersonal relations between teachers and attitude. Students' success is affected by a variety of influence including the family, the school and community. Education system are making available learning situation that take children outside the classrooms. System should put emphasis on building the school as a place where students and teachers want to be. (Howe; 2000)

It is hoped that the findings of this study will help to and how teachers behave differently towards their quick and slow learners. From this study it is hoped that the learners training program developers will take assistance and develop such programs which will train the learners in bias free teaching. Teacher is someone who embodies all those qualities that exude the ability to transfer knowledge teaching is a process in which teacher imparts his knowledge to his students Larzelere; 2008 The classroom atmosphere, which grows out of the student teacher relationship, is one of the regular concerns to all teachers. It is observed that many intelligent students are poor in their performance due to unhealthy relationship with their teachers. It is the matter of experience that most of the students show excellent performance due their good relationship with the teacher (Wood; 1997).

The information of the study can also be used to aware parents of children who show signs of premature dissatisfaction with the school system and their peers. Interpersonal relations we quite important for the working of any organization and the education institutions are no exception to it. It is hoped that the findings of this study will help the teachers to assign their students work according to their ability. This study is significant in that it presents information regarding teacher's attitude towards slow learners the result of this study are converted to probability of students' dropping out of school. This information may be designed as a preventive or corrective plan of action to help the slow learners while they are in elementary, middle and high school.

2 Methodology

The study was descriptive in nature. Survey method was used to collect data. The sample of the study was 300 Public sector Elementary school teachers who were selected through convenient sampling technique. The selected teachers were asked to identify slow learners on the basis on their previous achievement scores. Thus five slow learners of 6th grade were identified from each selected school. A questionnaire was used to collect data for the study after a review of the related literature and the focus of the research instrument was to know about attitude of teachers towards slow learners' academic achievement. The questionnaire consisted of twenty items. The questionnaire was validated through experts' opinion and some of the items were modified in the light of the suggestions given by the experts.

3 Data Analysis

Data were analyzed using descriptive statistics of frequencies and percentage. Tables given below showed teachers' responses on various statements:

Table 1. Teachers' opinion about classroom arrangement for slow learners

Statement items	SA	A	UD	DA	SDA	Total
Classroom arrangement with slow learner; grouping by students' ability; reducing the class size	189 (63.00)	73 (24.33)	13 (4.33%)	10 (3.33%)	15 (5.00%)	300 (100)

N=300

Table 1 showed that most of the teachers were of the opinion that students should be grouped by their ability and class size should be reduced for better academic achievement of slow learners.

Table 2. Methodology for slow learners

Statement items	SA	A	UD	DA	SDA	Total
Individual Differences; support from the Head; Interactive methodology	120 (40%)	85 (28.33)	6 (2%)	30 (10%)	59 (19.66)	300 (100)

N=300

Table 2 revealed that majority of the teachers (68.33%) were agreed that individual differences, support from the head and interactive methodology would prove useful for academic achievement of the slow learners.

Table 3. Curriculum for slow learners

Statement items	SA	A	UD	DA	SDA	Total
Curriculum objectives and slow learners abilities; Change of curriculum contents is required.	70 (23.33)	35 (11.66)	3 (1.0%)	17 (5.6%)	175 (58.33)	300 (100)

N=300

Results of table 3 indicated that most of the respondents (63.39%) were disagreed that curriculum objectives and slow learners' abilities were in harmony; and change of curriculum content was required according to the abilities of the slow learners.

Table 4. Behavior for slow learners

Statement items	SA	A	UD	DA	SDA	Total
Same behavior for slow learners; classification by ability; Fairness and equality.	159 (53%)	128 (42.67)	1 (0.33%)	7 (2.33%)	5 (1.67%)	300 (100)

N=300

Table 4 revealed that majority of the respondents (95.67%) was of the opinion that slow learners demanded same behavior, fairness and equality in the class on the part of the teachers.

Table 5. Inclusion and Exclusion of slow learners

Statement	SA	A	UD	DA	SDA	Total
Regular lectures in the class; inclusion affects learning of other students.	128 (42.67)	63 (21.00)	4 (1.33%)	45 (15.00)	60 (20.0%)	300 (100)

N=300

Table 5 showed that most of the respondent held opinion that there should be regular class lecture for slow learner. They also opined that inclusion of slow learners had affects on learning of other students.

Table 6. Teacher's role in academic achievement of slow learners

Statement	SA	A	UD	DA	SDA	Total
Teacher's attitude for slow learners; teacher's time for slow learners.	168 (56%)	32 (10.66)	7 (2.33%)	49 (16.33)	44 (14.66)	300 (100)

N=300

Table 6 indicated that a large number of respondents (66.66%) concurred that teachers' attitude was vital in academic achievement of slow learners. They also agreed that teachers should give more time to slow learners in comparison to the average students of the class.

Table 7. Choice of subjects for slow learners

Statement items	SA	A	UD	DA	SDA	Total
Separate subjects required; Special subjects need to be introduced.	102 (34.0%)	87 (29.0%)	3 (1.00%)	51 (17.0%)	57 (19.0%)	300 (100)

N=300

Table 7 revealed that majority of the respondents (63%) were agreed that slow learners should be given choice of subjects. They also needed separate subjects to meet their special needs and interests. Data also showed that respondents were of the opinion that special subjects should be introduced for slow learners.

4 Conclusion and Discussion

Teacher's attitude affects the slow learners academic achievement, as most of the respondents accepted that slow learners' academic achievement is enhanced by teacher's positive attitude. Slow learners' academic achievements are positively influenced when teacher gives individual attention to them. During the lecture when teacher call their name specifically. Classroom environment influences the slow learners in building confidence. Appraisal at the achievement in the classroom activities let the slow learners show their capabilities. There should be the climate of cooperation and equality in the class. Teacher should also the humors in the classroom to make the classroom environment pleasant.

Inclusion of students with slow learner into regular classes is generally an effective strategy and is also beneficial for the whole class. But slow learner should receive special help to outside the classroom. Teacher should spent great deal of time with slow learner. Teacher is the important factor or measure that affects the students a lot in developing the confidence. The result shows that the teacher acts as a guide and facilitator in the school when he encourages the class to ask questions. He provides real world learning situation. Give motivation and reward the performance of students. Challenges of being in a regular classroom promote academic growth of the slow learner. Maximum class size should be lowered when including slow learners because student's achievement is usually measured by class tests. If the number of students is less than in the classroom teachers will have more opportunities to give extra help to the slow learner toward their achievement in the class test. The goals of curriculum should match with the individual capacities of slow learner. In teachers' view the regular school curriculum is appropriate for slow learners. Teachers mostly have support from their Head/ Principal to try new ideas and implement creative strategies. Teacher keeps a balance and a variety in all activities to meet the diverse learning needs of slow learner.

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