Slow Learner: A Meta Analysis of Researches in India

Narasingappa.H.N
Assistant Professor Hasanamba College Of Education Vidyanagar Hassan Karnataka India

Abstract

Education plays an important role in a country's development. A teacher can make this become true with his teaching efficiency. But sometimes they may fail to do such due to different reasons. There are different types of learners such as fast learners, average learners, and slow learners. This learning difficulty may arise from poor memory, unawareness about the importance of education and lack of fundamental knowledge and psychological factors. If the teacher can bring out the children's inner talents through the use of different conditions, This article To analyze the nature of researches conducted in the area 'Slow Learners' in Indian Context. Meta analysis is used to analyze the results of various studies. Meta-analysis refers to the analysis of analyses. Meta analysis is an approach which combines the results of multiples studies. analyzed both the theoretical and empirical studies in the area of slow learners. Children who are slow learners struggle to cope with the academic demands of the regular classroom. Studies have shown that their academic functioning could be improved by structured individualized training programs.

KEYWORDS; Slow Learner, Meta Analysis, Consolidation

Introduction

A slow learner is a child of below average intelligence, whose thinking skills have developed significantly more slowly than the norm for his/her age. This child will go through the same basic developmental stages as other children, but will do so at a significantly slower rate. According to Borah (2013), students with below average cognitive abilities whom we cannot term as disabled are called slow learners. It is so important to identify the slow learners in a class as opposed to those children with specific learning disabilities. Earlier identification of the problems of slow learners is useful to abstain from dropout at schools. Proper understanding of what is slow learning and a slow learner is a major step towards addressing slow learners issues in class. The characteristics of slow learners are:

- Shows the abilities significantly below grade level
- Cannot do multifaceted or complex problems and work very slowly.
- May have language problems related to speaking and writing
- Immature social behavior and interpersonal relationships.
- Difficulty in understanding various concepts and fail to cope up with the learning situations
- Do not easily master skills that are academic in nature
- Lack of concentration may result in poor memory

- Exhibit an inability to have long-term goals
- Learn at a slower rate and transfer of learning is difficult for slow learners
- may get frustrated easily and display anxiety, aggression and emotional instability
- Has a poor self-image and lower self esteem,

A comprehensive analysis of various studies done in the area will help the educationists, practitioners and administrative authorities to take decisions to implement the programmes for the slow learners. It also helps the investigators to locate the problems in the educational treatment of slow learners and to conduct further research with this regard. The present study attempted to analyze the empirical and research studies from 2010 onwards in the area of slow learners.

Objectives of the Study

- To analyze the nature of researches conducted in the area 'Slow Learners' in Indian Context.

Method

Meta analysis is used to analyze the results of various studies. Meta-analysis refers to the analysis of analyses. Meta analysis is an approach which combines the results of multiples studies. Gene Glass first used the term "meta-analysis" in 1976 and argued that literature review should be as systematic as primary research and should interpret the results of individual studies in the context of distributions of findings, partially determined by study characteristics and partially random. Meta analysis helps to investigate the relationship between various studies, disagreement among the results and similarities in the results. As a first step, various studies published in the journals and magazines in the area of slow learners were located. The investigators identified and reviewed 12 selected studies conducted in India from 2010 onwards which are directly related to the slow learners.

Analysis

The investigators analyzed both the theoretical and empirical studies in the area of slow learners. Analyses of studies reviewed are given below:

Malik (2010) examined the effectiveness of collaborative peer group leaders' learning strategy for improving learning achievement of slow learners. The experimental study on femae students among the slow learners of Government Girls Secondary School, Isa Khel in Punjab revealed that slow learnes significantly performed better when provided oppurtunities for collaborative peer group learning. Slow learners significantly perform well and Gin higher mean score in final term English, Mathematics and in General Science as compared to their mean score in midterm.

Sugapriya and Ramachandran (2010) evaluated the visual memory in slow learners by teaching with computer animated models and assessed their improvement in academics by conducting summative examinations. The sample for the experimental study consisted of 60 slow learners of MBBS programme selected through screening test.

The study suggested that teaching the slow learners with computer animated models is an excellent strategy of teaching compared to verbal instruction.

Chauhan (2011) analyzed the psychology and educational programmes for slow learners. The paper described about various types of slow learners such as the children requiring separation or segregated set-up and the children served in integrated general set-up. The paper also suggested the educational programmes like motivation, individual attention, restoration and development of self confidence, elastic curriculum, remedial instruction, healthy environment, periodical medical checkup etc. The author recommended the use of special methods of teaching such as audio visual instructions, mastery learning strategy, modular instruction, computer assisted instruction, learning contracts and peer tutoring.

Krishnakumar, Jisha,, Sukumaran and Nair (2011) evaluated the effectiveness of an individualized education program (IEP) modeled on resource room training for children who are slow learners. The study pointed that after the intervention, 87% of children showed improvement in either reading , writing or mathematics and 47% had improvement in all three areas. It also suggested that every school should have a resource room with facilities to provide remedial education to children with learning problems.

Subramanian (2012) in his study highlighted that Integrated Intervention strategy in addition to conventional classroom teaching seemed to be very effective in improving the academic performance scores in Biology (Science) and History (Social Science) of slow learning students in grade 9. The study also revealed that experimental group showed a significant improvement in Academic Self-efficacy, substantial level of reduction in Anxious Fearful Behavior and increased Pro-Social Behavior, Sociability and Attentivity dimensions were markedly greater than the control group, increase in Perceived Competence and Effort and significant level of reduction in the Pressure/Tension dimension due to the use of intervention. The author recommended various short term strategies such as graphic organizers, mindfulness meditation, mnemonics training, relaxation techniques, enriching self efficacy and self perception and long term strategies such as mentoring programmes for the improvement of slow learners.

Borah (2013) in a paper presented the role of teachers and guardians in honing the hidden skills of slow learners. The paper discusses characteristics, proven ideas such as Management Team, Individual Educational Plan, repeat on grade levels, non gradedprogrammesetc for to help slow learners and interventions for helping the slow learners.

Rani (2013) studied the the personality of male and female slow learners in terms of wastage and stagnation in government and private secondary schools. The sample for the study consisted of 400 students of male and female slow learner students of 9th class in Sonipet district, Haryana. The study revealed that there were significant differences among the male and female slow learners on eleven dimensions of personality 'Emotionally stable verses emotionally more stable', 'Submissive verses dominant' 'Inactive verses overactive', 'Less intelligence verses more intelligent', 'Introverts verses

extrovert', 'Tensed verses relaxed', 'Poor mental health verses good mental health', 'Poor adjustment verses good adjustment', 'Superstitious verses non superstitious', 'Low creativity verses more creativity', 'Moral ability verses high moral ability'. It also pointed that significant difference was found on the 'secure versus insecure' dimension of personality among the male and female slow learners.

Vijayalakshmi (2013) suggested that Meta cognition strategies such as organization of learning time, self-monitoring and self evaluation to cater some of the needs in learning Basic English language skills

Kannan, Vijayaragavan, Shah, Suganathan and Praveena (2015) analyzed the factors contributing decreased performance of slow learners. The study was conducted on a sample of 250 MBBS students. The authors identified factors such as understanding the language, unable to study on their own, unhappy with the subjects and problem with their classmates . The study suggested that low achievers (slow learners) needs to concentrate on their regularity of attending their classes so that to have a better performance in their subsequent internal examinations.

Madtha (2015) examined the traits of slow learners and indicated few measures to teachers for encouraging the slow learners. The study suggested making lessons concrete, visual and familiar, giving regular home assignments, encouraging students to ask further explanations, providing team building activities and motivating continuously. The paper emphasized that encouragement and motivation can change the whole personality of a child.

Vidhya, ,&Buvaneswari (2015) studied the achievement motivation among slow learners in higher secondary schools in Tiruchirapalli city. The study was conducted on a sample of 320 slow learners identified from VIII, IX and XI standard of ten aided higher secondary schools in Tiruchirapalli city. The study identified that 48percent of the respondents have high level of overall motivation where as 52 percent of the respondents have low level of overall motivation. It also suggested that motivation play a greater role in the well being of the slow learners and they need a good environment which has to be provided by the parents, teachers and society at a large.

Dasaradhi, Rajeswari and Badarinath (2016) in a paper described various methods to improve learning capability in slow learners. The investigators suggested two types of teaching to aid slow learns i.e. compensatory teaching and remedial teaching. The paper also discussed the methods such as encouragement, fixing goal, self reading method, special guidance, training in LSRW Skills, increace confidence level, bridge courses, interact with parents etc to improve the learning capacities of slow learners.

Table 1 Consolidation of Theoretical and Empirical studies in Slow learners

Author	Purpose	Major Findings
Sugapriya and Ramachandran (2010)	Evaluated the visual memory in slow learners by teaching with computer animated models and assessed their improvement in	Suggested that teaching the slow learners with computer animated models is an excellent strategy of teaching compared to verbal instruction.

	academics by conducting summative examinations.	
Malik. (2010)	Examined the effectiveness of collaborative peer group leaders' learning strategy for improving learning achievement of slow learners.	Slow learners significantly performed better when provided opportunities for collaborative peer group learning.
Chauhan (2011)	Analyzed the psychology and educational programmes for slow learners. The paper described about various types of slow learners such as the children requiring separation or segregated set-up and the children served in integrated general set-up.	Recommended the use of special methods of teaching such as audio visual instructions, mastery learning strategy, modular instruction, computer assisted instruction, learning contracts and peer tutoring.
Krishnakumar, Jisha, Sukumaran and Nair (2011).	Evaluated the effectiveness of an individualized education program (IEP) modeled on resource room training for children who are slow learners.	The study pointed that after the intervention, 87% of children showed improvement in either reading, writing or mathematics and 47% had improvement in all three areas. Children identified as slow learners by the class teacher can be given remedial education in the resource room for fixed hours.
Subramanian (2012)	Studied the use Integrated Intervention based experimental study to assess the ways in which a significant gain in academic performance of slow learners can be realized.	Revealed that experimental group showed a significant improvement in Academic Performance, Academic Self-efficacy, and substantial level of reduction in Anxious Fearful Behavior and increased Pro-Social Behavior, Sociability and Attentivity dimensions were markedly greater than the control group, increase in Perceived Competence and Effort and significant level of reduction in the Pressure/Tension dimension due to the use of intervention.
Borah (2013)	Presented the role of teachers and guardians in honing the hidden skills of slow learners.	Stressed the proven ideas such as Management Team, Individual Educational Plan, repeat on grade levels, non gradedprogrammesetc for to help slow learners and interventions for helping the slow learners.
Rani, M (2013)	Studied the the personality of male and female slow learners in terms of wastage and stagnation in government and private secondary schools.	Revealed that there were significant differences among the male and female slow learners on eleven dimensions of personality.
Vijayalakshmi (2013)	Analyzed Meta-Cognitive Strategies to Enhance Slow Learners in English Language Learning	Suggested that Meta cognition strategies such as organization of learning time, self-monitoring and self evaluation to cater some

		of the needs in learning Basic English language skills
Madtha (2015)	Highlighted the role of motivation and encouragement for slow learners	The study suggested making lessons concrete, visual and familiar, giving regular home assignments, encouraging students to ask further explanations, providing team building activities and motivating continuously.
Vidhya, , &Buvaneswari (2015)	Studied the achievement motivation among slow learners in higher secondary schools in Tiruchirapalli city.	Identified that 48percent of the respondents have high level of overall motivation where as 52 percent of the respondents have low level of overall motivation. It also suggested that motivation play a greater role in the well being of the slow learners and they need a good environment which has to be provided by the parents, teachers and society at a large
Kannan, Vijayaragavan, Shah, Suganathan and Praveena (2015)	To find out the factors contributing decreased performance of slow learners.	Identified factors such as understanding the language, unable to study on their own, unhappy with the subjects and problem with their classmates .
Dasaradhi, Rajeswari and Badarinath (2016)	Listed various methods to improve learning capacity of slow learners	Suggested two types of teaching to aid slow learns i.e. compensatory teaching and remedial teaching. The paper also discussed the methods such as encouragement, fixing goal, self reading method, special guidance, training in LSRW Skills, increace confidence level, bridge courses, interact with parents etc to improve the learning capacities of slow learners.

Conclusion

Children who are slow learners struggle to cope with the academic demands of the regular classroom. Studies have shown that their academic functioning could be improved by structured individualized training programs. Instead of abstract learning teachers can adopt concrete learning in order to increase the memory power of slow learners. The teachers may adopt collaborative group leaders learning strategy for bringing improvement in learning achievement of slow learners' learning in all subjects. The use of special methods of teaching such as audio visual instructions, mastery learning strategy, modular instruction, computer assisted instruction, learning contracts and peer tutoring help the slow learners to cope up with the learning task. Theoretical studies clearly describe the role of teachers and parents in bringing up the slow learners. It also suggests various learning and motivation strategies for the slow learners. They need much external stimulation and encouragement to do simple type of work. Through the analysis of various studies it was observed that by giving proper attention slow learners learning achievement improves significantly and they are able solve their learning problems.Teachers must know that the slow learners can learn all that is required in their

course as long as they put an extra effort to help them and therefore be innovative in course management to facilitate their learning.

References

Borah,R.R (2013). Slow Learners: Role of Teachers and Guardians in Honing their Hidden Skills International Journal of Educational Planning & Administration. 3, (2) .139-143.

Chauhan,S.(2011). Slow Learners: Their Psychology and Educational Programmes. International Journal of Multidisciplinary Research. 1 (8),56-62.

Dasaradhi,K, Rajeswari, R and Badarinath, P,V,S. (2016). 30 Methods to Improve Learning Capability in Slow Learners.International Journal of English Language, Literature and Humanities.4 (2).558-570.

Glass, G.V, McGaw, B., & M.L. Smith (1981). *Meta-analysis in social research*. Beverly Hills, CA: Sage.

Krishnakumar,P, , Jisha,A,M, Sukumaran,S,K and Nair,M,C,K . (2011). Developing a model for resource room training for slow learners in normal schools. Indian journal of psychiatry.3(4): 336–339.Kannan,L, Vijayaragavan, V, Shah,B,P, Suganathan. S and Praveena,P.(2015). Factors Contributing Decreased Performance of Slow Learners.International journal of scientific & technology research. 4(3)/ 53-61.

Madtha,L,J. (2015). Motivation and encouragement in teaching slow learners. International Journal of Current Research Vol. 7, Issue, 04, pp.14643-14644.

Malik,K,S. (2010). Journal of Research and Reflections in Education..4(2), 142 - 160http://www.ue.edu.pk/journal.asp

Rani,M (2013). A Study of The Personality Of Slow Learner At Secondary School Levels. *Indian Streams Research Journal,*Vol. III, Issue. XI, DOI : 10.9780/22307850, http://isrj.org/UploadedData/3433.pdf

Subramanian, S .(2012). Assessing the effectiveness of individualized integrated intervention strategies to turn around slow learners: an experimental study.NCERT Sponsered   Project   Report. http://www.ncert.nic.in/departments/nie/der/publication/pdf/Subramanian.pdf

Sugapriya G &RamachandranC .(2010).). Assessing visual memory in slow learners by teaching with computer animated models. International Journal of Biological & Medical Research.2 (1).122-130.

Vidhya, S, &Buvaneswari,M,G. (2015). Achievement Motivation among Slow Learners in Higher Secondary Schools in Tiruchirapalli City.International Journal of Research in Humanities, Arts and Literature. 3(11), 13-18.

Vijayalakshm ,R . (2013). Meta-Cognitive Strategies to Enhance Slow Learners in English Language Learning. International Electronic Journal for English Teachers, 3 (3), 123-130.