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### Relationship between Teachers' Attitudes and the Behavior of Delayed/Slow Learners at Primary Level in Islamabad, Pakistan

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#### Abstract

This investigation was undertaken to discover the relationship between the teacher's attitude towards the behavior of delayed/slow learners. This quantitative approach was carried out by a descriptive design of the study. A Universal sampling technique was used. Ten teachers were selected as a sample from primary schools in Islamabad. Information was gathered through surveys. Information was investigated through correlation by utilizing SPSS version 23. The self-developed questionnaire had two factors; teachers' attitudes and behavior of delayed/slow learners. Revelations of this examination demonstrated that there is a critical relationship between educators' disposition towards the conduct of moderate/deferred students at an essential level. The general rate esteem indicated that essential instructors concurred that their perspectives towards deferred/slow students had a relationship with conduct. No huge relationship was seen on segment elements of the instructors (age and teaching experience), and theories were acknowledged at the primary level.

**Keywords:** Teachers Attitude, Behavior of Delayed/Slow Learners, Universal Sampling

## **Introduction**

In our country, due criticalness isn't given to Slow understudies, and it has gotten standard thought, and the disorder is seen as the outcome of an adolescent's shrewd and stiff-necked attitude. Thus assigning him to the teenagers' absurdity in addition nonappearance of discerning, gatekeepers and educators shows a negative mien, which results remains a diminished upcoming aimed at youths. The period 'moderate understudies' remains, normally, stared cutting-edge a defamatory [offensive] intellect, since he nose-dives toward study, cutting-edge a theoretical location, what did you say educator's vibe he must adjust nevertheless he selfsame clenches at hiding belongings of that countryside, aimed at instance, Home Based condition. As a result of various clinical issues, various children in the overall population have underneath the typical insightful level.

The perception level of these adolescents is commonly especially unfortunate then this one is reproduced in the step-by-step breathing after the undeveloped when in doubt, these children show delayed accomplishments. Despite the way that the other material zones of these children are somewhat underneath customary for the most part considering low wisdom these locales are less bizarre. Eventually, these children can't impart usually besides their stage bundle kids. These communal issues show the unordinary communal in addition to individual direct guidelines in these youths and considering all of these issues they are seen as unequipped for getting insistence in standard schools (e.g. disposition less face, slight imparting power, unfit to get down to business, weak stunt power, etc).

The Knowledge of Teaching is a subject matter structured in need of on binary perspectives, "making" in addition "way" (Karsli, 2007). Instructing remains the growth that screens new eternities get important info, inclination, character, and nice and grow their application though situation them awake for shared life (Karsli, 2007: 9). Teaching, on the other hand, is where the difference makes endowments (gained during the preparation stage) in comparison with their predisposition (Karsli, 2007: 17). The most significant worry in

instructing and preparing carry out is the instructor. An educator, in the greatest terms, is a separate employed in enlightening organizations who allows substitutes to reach psychological, touchable, and principal opinions and upsurges confidential the assortment constrained through the instructive diagram (Gundogdu, Silman, and 2007: 259).

Cutting-edge our day a basic bit of leeway instructor desert this significance moreover. The educator consumes away historical just introduction lessons, charitable meetings, making tests, and giving valuations; the teacher besides assuming liability the employments of sorting out, directing, controlling, viewing, in addition plotting. The educator moreover has a notable action in moving the general populace, creating a complete dispatch in the direction of a definitive result of civilization, and guaranteeing the growth of such occasions (Temel, 1988: 21).

Afterward the domestic, the foundation is the primary important socialization funding intended for the child. Aside from the watchmen, it's the substitute's educator who is feasibly cutting edge the forward-facing seat comparable to his/her charm advancement and both academic and communal implementation. The cognizance of contemporary leadership in our day lays the promise and duty of existence effective cutting-edge the child's perceptive improvement fair as charm progression only on the shoulders of the teacher. The contentment of this duty is only likely finished by the teacher's consuming the other to make healthy charm respects themselves similarly as furnishing adequacy in their relationship with substitutes to allow them to grow their charm enthusiastically (Can, 2011; Inelmen, 2011).

The limits then physiognomies that are significant toward remaining a decent educator are moreover similar modules that portray better than average instructing. A good educator has eight central capacities, which are; Information of material; Choice creation; Serious, however, and basic way of thinking limit; Self-comprehension likewise self-change; Reproducing; Identifying understudies and understanding substitutes altering requirements;

Smearing novel discovery cutting-edge preparing; Education then communication ability. We can accrue these properties below binary titles (Ari, 2008: 5 - 6). The teacher who ponders basically then oneself management teacher. A speaker who understands that the imprint of physical and volumes legally impacts his/her understudies and protection perspectives embraces commitment aimed at his/her comprehension and abilities, brands optimistic relations through his/her substitutes, and can hand off these to covers in the most capable manner (Ari, 2008).

Now this total process, the effect of the teacher trendy the attraction development then the achievement of substitutes remains a detail that can't be surrendered. The teacher finished moreover hopeful or unfortunate nature in communication through understudies besides through the way he/she glasses this, composes the official of their transmits on with, consumes an optimistic or undesirable effect happening nature looked to themselves or the over-all populace, altogether belongings careful, controlling the development of the ability to communicate, examine and be original (Ataunal, 2003). The habits and methods of the teacher remain astutely documented and imitated by substitutions, which places strange responsibilities on the teachers. Education in the current day clearly shows the result happening substitutes of basic connecting in instructor understudy associates, educator's technique as for understudies, and generally the perspective on this by substitutes.

Aimed at example, if the instructor partakes in setting down articulations towards a substitution as a result of his/her lament, the undesirable heading of this determination be mandatory (Gecer, 2002). In Frymier (1993) concentrates on the impact of optimistic educator comportment happening the substitute's imagination level, the manufacturer has dedicated on specific do aimed at teachers, for example, charitable belittling aimed at substitute the whole thing, praise, and could do with to checkered available substitutes then existence spellbound. The degrees of the supposed show that educators' nonverbal attainments, for example, conspicuous, consuming a relaxed position, not alike actions and

external influxes start belongings out in refining the knowledge for substitutes while the subject of the class himself originates in additional.

The substitute's display is situated on the eventual outcome of their work; execution is wedged through numerous issues and the primary is the appearance of the instructor. An inspiring expression after the teacher influences the substitute's incentive, aura near institute and schoolwork, the substitute's courage, besides in this way charm development. Educating is impressively additional than proverbs and explicatory (Gundogdu, Silman, 2007: 264). One of the greatest pointless standards of starting abilities is strong of the substitute by the instructor and the educationalist to put their persuasive wishes to push the understudy to consider (Yavuzer, 2000). Notwithstanding the way that the optimistic approaches of the instructor specialists him/her to make an optimistic association with understudies, it a similar thoroughly considers the teacher to burrow on the positive lead of substitutes as opposed to the negative, taking on a strengthening work as well (Yavuzer, 2000).

According to Basaran, (1994) in leadership construction, a disorder of existence an attired teacher understands the communication method healthy. The educator who attempts to make sense of substitutions' enthusiastic state, for example, conspiring, terror, in addition, pressure, underpins substitutes' communal doings, differentiates, affirms, or then proposes them aimed at practices he/she discoveries of huge value will make the understudies feel that they are being thought of, loved and upheld and that the teacher is employed aimed at their unbelievable. Substitutes of such a teacher's determination are to occupy yourself as the teacher as an honest perfect, in this manner remain agreeable to others, accelerating to the leader of others, custody up incredible issues, in addition, uplifting perspectives (Basaran, 1994).

### **Slow Learners**

Slow students will be covered with marginal information and they more than once battle to get acclimated with the standard academic utilizations of the normal examination lobby.

Agreeing with Lowenstein (2003), "Sluggish scholars will be covered through the second rate compared to typical scholarly capacities who are not debilitated, yet who fight to adjust to the old-style theoretical solicitations of the normal learning lobby" (p. 1). Understudies who take a longer time than their companions to make sense of another thought and need strengthening help to do their tasks are every so often referred to as reasonable understudies. Mercer, (1996) delineates moderate understudies as teenagers who are doing ineffectively in school, yet not rehearsed for an engaged program Griffin (1978) describes reasonable students as understudies who learn more gradually than their companions. Simultaneously, they don't have a handicap calling for the custom arrangement of courses. Even though moderate understudies may have unforeseen edifying needs, they don't fit consummately into the conventional educational program system.

### **Characteristics**

They experience remarkable difficulty in learning supreme thoughts that unite without pertinent settings. In case the activity being taught doesn't consume straight significance toward their regular doings or is on any occasion related to as of late indicated information, by then the direction becomes not adequately mastered (Singh, V.P. 2004). They study healthier once the physical is united immovably. No different, they are not all things considered poor in their instrument capacities or completing various exercises, for instance, grocery store run, heavy, before some additional gathering before mechanized doings trendy their typical life. The greatest evident mannerism of sensible understudies remains that they remain staggeringly deprived in term assessment limits; utilize location portions of data and elusive ideas. Other customary abilities consolidate helpless uniting, helpless memory, the nonexistence of mind-boggling, helpless messages, cherishing tremulousness, nervousness, etc. They moreover detest the moment method for control. Their estimations to the center are short, so they can't quintessence happening unique subject for long. They rejoin bit by bit to information schoolwork than a large portion of substitutions in the lesson. It is the

equivalent problem aimed at them to understand belongings themselves if the venture needs to produce steps or a game plan.

Their fearlessness is little then they are spurred to youthful individual impacts. They remain ensured to have lead subjects and communal ineptitude insufficiencies. Slow understudies in a tough situation in moving information or spread over material and abilities to various situations. They do have the coordination of available resources to spread over the starting at now learned powerlessness to another condition of concern. A secured number of substitutions are apathetic and continually become sensible understudies as a result of the quality of care and fortification given by gatekeepers. At the supposition when gatekeepers need increasingly a preeminent possibility to discuss their adolescents' day-to-day events in the investigation lobby, screen their food susceptibilities, sleeping arrangement, advantageous pieces of training, then additional distinct wants or problems, the youngster might texture disregarded then misplace energy for instruction. Parent concern and adoring assistance are principal to the instructive headway of their youngsters.

### **Affective Teaching**

In the ugliness of the way that loaded with feeling educating is genuinely not another worry in instructing, it isn't all in all utilized by educators in the ordinary examination corridor. In present-day instructing, given shared intermediations, there has been a move in midpoint from the educating of significant characteristics throughout regular day-to-day existence, to the advancement of data and ineptitudes essential for the contemporary market. It has also emotional the ESL study corridors partially. A close-by evaluation of approximately current instructional doe exhibits the upsetting degree to which we remain wedged in the arms of mechanization (Llewellyn and Cahoon, 1965). Loaded with sense educating is the vote-based procedure of interfacing with substitutions in a careful, knowing, and surrender way. Toward the day's end, it is a method of instructing on two levels; spiritually and covertly, applying the two cerebrums and hearts. A beneficial association with cutting-edge linguistic



guidance is the blend of getting, feeling, and then linguistic in the knowledge method. It helps to supervise feelings, arrogances, and incentives toward making an elevating air towards knowledge. Making and abusing loaded with feeling techniques helps with making an optimistic knowledge air in the lesson. It might be completed by asking understudies to recognize achievable focuses and work towards independent learning, through tweaking practices and then shared assignments. Educators ought to use some loosening up ways to deal with cutting down the unwinding level and to make excitement for information. In any case, these days, most learning programs go super about scholarly and shrewd spending by heavy energies and impacts for building up an accumulate of agents and specialists. Thus, enthusiastic parts are not given any degree in the investigation lobby leaving sensible understudies and other perhaps crippled understudies not to attend.

Slow students, who consume little self-assurance then not at all consolation, essential brimming with feeling the inspiration to create enthusiasm for anticipates. By putting energetically the passionate space, teachers can mix their focus and eagerness for learning. In numerous homerooms, a large portion of a teacher's achievements are commonly energy hooked on the mental pieces of instructing then knowledge then altogether the activities are planned for emotional outcomes. Exactly when an unequivocally mental technique is used in class, the low-capacity understudies may stand up to some brimming with feeling alternate routes that are neither seen nor fathomed. As such, there is vital support in understanding this likelihood to improve understudy learning by exploiting the loaded feeling space. Now the expressions of Smith and Ragan (1999), "any mental or psychomotor objective has some enthusiastic fragment to it, if at not any more insightful level than an eagerness to OK interface with learning advantages for achieving the knowledge" (p.250). As assigned by Krathwohl et al (2002), brimming with feeling interplanetary shows the learning objectives that put accentuation on an inclination tone, an inclination, or a degree of affirmation or excusal. Loaded with feeling targets vacillate from essential respect for picked miracles to



complex yet inside dependable physical appearance of the character and still, little voice. They speak to the loaded-with-feeling region into the beneficial five-class

- Receiving is being responsive or complex to the truth of sure thoughts, quantifiable, or marvels then existence eager to bear them. Models remain: to isolate, toward acknowledge, to tune in, then toward the response.
- Replying remains dedicated cutting-edge approximately modest quantity toward the thoughts, resources, before supernatural occurrences required by effectively answering to them. Models are: to encounter the terms with, to shadow, to adulate, to chip in, to invest free energy in, and to praises.
- Valuing is happy to be genuine by others as valuing certain thoughts, materials, or wonders. Models include: to increment moderate capacity in, to give up, to finance, toward help, then to the conversation.
- The group is to communicate the inducement to persons as of now suspected and bring it into a musical and within a solid way of thinking. A valid example is: to contend, to estimate, to articulate, to adjust, and to take a gander at.
- Characterization by significance or worth setting is to act dependably in concurrence with the qualities the person in question has taken on. Models contain: to experience, to acquire, to be an esteemed start to finish in the worth, to get away, to retaliate, to have the option to, and to assurance.

An essential bit of overflowing with feeling preparation is concerning understudies. Educators with standard considerations may frown at concerning understudies. It intends to respect and perceive their specific socio-social foundations and serious emotions, hear them out, earnestly request their choices and learning penchants, and genuinely respect their past information. Teachers ought to permit understudies to pass on in class and perceive how all are set up for learning. Precisely when the uniqueness and pride of each understudy are remembered that the situation liberates the progression controls inside the person for

unavoidable interests. It besides raises the inspiration equal and makes in them a rousing air towards learning. As Edwards and Porter (1972) battle, "an understudy's character toward a given course or some portion of data can be a contributing segment to his accomplishment" (p.107). In this manner, instructors ought to orchestrate their thoughts of the individual improvement of understudies. Right once the knowledge consumes specific centrality, they can see a utilization for it and will attempt to look for new territories of information.

The sponsor of stacked with feeling education battle that instructors must look at their understudies to consume an even joint exertion in lesson considering the way that energetic getting ready is worried over the sentiments, ideas, and perspectives of understudies (Martin and Briggs, 1986). Right when they look at understudies, they will have the choice to get a handle on their needs, strains, stresses, dreams and premiums, and learning propensities and challenges (Martin and Briggs, 1986). Right, when understudies and instructors share their emotions and musings in an environment of fundamental trust, their direct get unconstrained, good 'ol fashioned, and adaptable (Martin and Briggs, 1986). This will assist teachers with understanding their understudies better and turn out basic redesigns in the arranging of future exercises (Martin and Briggs, 1986). Despite the way that the insightful and overflowing with feeling spaces accomplice from a general perspective in bearing and learning, any lead that has a lively part exists in the energetic region (Martin and Briggs, 1986). So it is fundamental to advance enthusiastic guidance and conviction to connect with moderate understudies to open the line of correspondence with their instructors and companions.

A positive friend affiliation urges understudies to regard other understudies' thoughts and premiums and take part well in pleasant exercises that enable mind-boggling correspondence and language learning. Brimming with feeling instruments can be associated with finished arguments, yet also through the way of talking capacity and non-verbal declaration. The educator's container applies sure proposals of wide-mindedness, affirmation,

affiliation, and confidence to establish a connection in class that they are available to all of the substitutions' needs. Loaded with feeling instruments are significant for feasible understudy learning since language slanting isn't just controlled toward the assortment of genuine data. In the expressions of Llewellyn and Cahoon (1965).

### **Teaching Method for Slow Learners Children**

According to Llewellyn and Cahoon (1965) the accompanying we talked about in what way we can our understudy to study:

#### **Friendly Attitude**

A course of action for kids in a pleasant area. Teachers accept by way of a genuine perfect aimed at them. Understudies increase healthier after persons they darling then admiration. The situation requires approximately speculation toward growing a cheerful association. The teacher necessity remains set up toward consuming bodily interaction by substituting toward brand friendship. Educator's necessity demonstration bond now a slight method. For instance: once a substitute is available, aimed at a gait, the educator might attach their pointer. Toward demonstration frustration, doubt a kid has remained fiendish or impolite, the teacher may hold the substitute's wrist.

#### **Motivation and Reward**

Not similar individuals are driven by uninterested practices. The prize is a must in the act of sweetmeats, endowments, and so on. The prize is appreciation must be given legitimately after the most loved or exact direct.

#### **Prompting**

Right when first indicating another capacity, we container usage stimuli that conclude we stretch a kind of knowledge before the sign of pardon remains obligatory. Doubt the substitute fathoms linguistic health we container express him now arguments we fix. The instructor be able to moreover assistance by income of signs. Aimed at instance: Land the pointer once the girl in question dies the substitute to reply to the request assumed or

through showing the movement primarily by the understudy seeing. The provocative must remain bitten by bit decreased regardless of the understudy would not make sense of how to do that capacity alone. The understudy should be given a prize when the movement is done.

### **Shaping**

In deciding on administrations we start by fulfilling any answer that is unevenly comparative a definitive aptitude we compulsory, then we exertion finish with divergent stages toward the right ability continuously in advance of the reward. For model: before showing a tenderfoot to state "water" from the outset we praise any solid than just "we" or "ta" are fulfilled then we need an improved battle until the prize is given just once "water" is fixed appropriately.

### **Chaining**

A few abilities are best educated by binding. These abilities included a few activities to be organized appropriately.

### **Molding**

Administrative a youth's activities with the goal that the child can information how it surfaces to accomplish the obligation. This is a significant practice while the looked-for-after answer isn't current or when it happens phenomenally.

### **Demonstration**

Introduction An adolescent how to do a task already he/she endeavors it, and he desires that the kid will impersonate the instructor's conduct. Showing ought to be joined with spoken signs.

### **Practice**

Requiring the kid to recap the comparative drive or answer various periods in arrangement [drill]. Open-gave the youngster redundancy on a grouping of disparate undertakings all through a solitary instructional gathering. The drive is to the commitment of the kid to

figure out how to control which activities or answers are mandatory and planned for which task.

### **General Strategy**

Information Policies, for example, mental aides, be liable for genuinely good propensities to affirmation material; it very well may remain an imperative constituent in learning for various researchers with insufficiencies (reminder remains clear by way of a term, decision, and image, practical, before procedure aimed at illuminating or firming recollection).

### **Effective Teaching Implication for Slow Learners**

#### **Remedial Teaching**

Medical guidance or corrective instructing, excellent instructing (now often called help teaching) in many districts of schoolwork for adolescents who remain not rolling similarly by way of envisioned. He remains a traditional package concentrating on the teenager's problems then by means of the youngster's robust core interests. The situation remains the additional assistance expected toward making methods toward adjusting to the differentiation. They sorted out then an exact technique for teaching. The therapeutic educator supports the understudy in his fragile zones. It conveys the substitute to the obligatory structure or level.

Together parent then educator acknowledgment remains comparably noteworthy now the exists and educational callings of persons through knowledge ineptitudes or moderate understudies. The previous trouble remains reviewed, dissected, and then compensated, the calmer the situation determination remains aimed at altogether, as the adolescent is returned in transit of accomplishment through help, rather than slumped for his/her difficulties. The issue once in a while doesn't go with the naming. The issue goes with some negative mindset of families' educators and companions.

Restorative educators work in numerous habits, the youngster container go to a permanent therapeutic lecture, or go to low upkeep at a thorough pronunciation class or, or

continuously, get provision in the normal homeroom, oftentimes finished the improving teacher and class instructor solidifying now a gathering Teaching method. This previous procedure is getting in pervasiveness and "reinforce educating" is as often as possible a supported term. It draws an extensive arrangement of extraordinary methods and educational resources.

### **Objectives of the Study**

1. To think about the conduct of moderate students in the homeroom.
2. To discover the perspectives of instructors towards moderate students.
3. To investigate the connection between educator disposition toward the moderate student.
4. To discover the relationship between educators' age on their disposition toward postponed/slow students.
5. To discover the relationship between educators showing experience in their demeanor toward the postponed moderate student.

### **Hypotheses of the Study**

**H<sub>01</sub>:** There is no critical connection of the educator's mentality towards the conduct of deferred/slow students at the essential level.

**H<sub>02</sub>:** There is no critical connection between educators' age on their mentalities toward the conduct of deferred/slow students.

**H<sub>03</sub>:** There is no critical relationship between educators' showing experience on their mentalities towards the conduct of postponed/slow students.

### **Research Methodology**

#### **Research Design**

This investigation was quantitative because quantitative examination uses procedures of request, for example, trials and studies, then gather info on foreordained tools that harvest truthful data (Creswell, 2003; Williams, 2011). This quantitative methodology was completed

with a clear plan of the investigation because the objective of the illustrative examination configuration is to depict a wonder and its attributes (Gall, and Borg, 2007).

### **Population**

Teachers of The National School And Colleges Pakistan Town Phase 1 Islamabad, The Educators Qamer Campus O9 Sector Islamabad, were targeted because of the whole group of individuals from which the sample might be drawn (McLeod, 2019). Due to the delimitation of this study 10 teachers of The National School And Colleges Pakistan Town Phase 1 Islamabad, The Educators Qamer Campus O9 Sector Islamabad was constituted the assembled population of this study.

### **Sample and Sampling Technique**

10 teachers at the primary level were considered as the sample of this study, and it was taken by a universal sampling technique. All-inclusive examining alludes to the determination of tests where not all the individuals in the populace have a similar gainfulness of being remembered for the example and for every single one of them, the likelihood of being chosen is obscure (Richard & Margaret, 1990).

### **Instrumentation**

The researcher-made questionnaire was based on a thorough literature review. These questionnaires contained 20 items. These items helped in measuring the teacher's attitudes toward delayed/slow learners. The instrument for teacher's attitudes towards sloe/delayed learners had the next score rules: 1=Yes, 2=No, 3=May be.

**Table 1. Reliability of the Scale**

S.No	Scale	No. of items	Cronbach's Alpha
01	Teachers Attitudes Towards Slow Learners	20	0.937

Table 1 shows that all the items of the questionnaire were reliable and retain for administration. The data were collected through online. Researchers were used electronic



mail systems for data collection. All of the data were organized and analyzed by the (SPSS) Version 23. Records were evaluated through descriptive statistics (percentage) and inferential statistics Pearson Product Moment Correlation Coefficient.

## Results

### Descriptive Statistics

**Table 2: Percentage Response of Teachers Attitude towards Slow Learners**

S.no	Items	Yes	No	May be	Mean	%
1	Any negative attitude of the teacher can stop the learning of delayed learners.	8	0	2	1.4	80
2	Other students make fun of delayed learners.	5	1	4	1.9	50
3	Teachers need to use special teaching methods for delayed learners.	9	0	1	2.0	90
4	The delayed learner should be encouraged to contribute to extra-curricular activities with the rest of the class.	7	0	3	1.6	70
5	The delayed learners are usually quiet in the classroom.	7	1	2	1.5	70
6	The delayed learners feel hesitation in asking a question.	8	1	1	1.3	80
7	The delayed learners face difficulty in learning new vocabulary.	8	0	2	1.4	80
8	The behavior of delayed learners annoys the teacher and fellow students.	7	0	3	1.6	70
9	Delayed learners tend to sit in back rows	6	2	2	1.6	60

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	of the classroom.					
10	The repetition of the lesson for the convenience of delayed learners is a cause of boredom to the other students.	7	0	3	1.6	70
11	The delayed learner is given the exemption for some subjects.	7	2	1	1.4	70
12	Teachers should give more time to delayed learners in comparison to the average students.	7	0	3	1.6	70
13	Delayed learners demand the same attention in the class from the teacher.	8	0	2	1.4	80
14	The inclusion of delayed learners into regular classes is an effective strategy.	8	0	2	1.4	80
15	The goals of the curriculum should match the individual capacities of delayed learners.	8	0	2	1.4	80
16	Teacher's expectations from delayed learners are minimalistic.	5	2	3	1.8	50
17	The classroom environment should not be formal and restricted to delayed learners.	7	1	2	1.5	70
18	Teachers should make a delayed learner feel that he/she has special abilities.	8	1	1	1.3	80
19	Teachers should develop a sense of self-importance in delayed students.	9	0	1	1.2	90
20	Teachers should provide opportunities to	9	0	1	1.2	90

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encourage delayed learners to continue  
their education.

Table 2 shows that the majority of primary teachers were showed positives attitudes towards delayed/slow learners (90%) with the need to use special teaching methods for delayed learners, (90%) should develop a sense of self-importance in delayed students,(90%) should offer chances to cheer delayed learners to carry on their schooling, 80% teachers were agreed with that the negative attitude of teacher can stop the leaning of slow/delayed learner, teachers were agreed with that 80% students feel hesitation to ask questions from teacher, 80% were agreed that delayed/slow learners feel difficulty to learn new words, teachers were agreed 70% the behavior of delayed learners annoy the other students and teachers, 70% teachers were agreed with repetition of lesson for convenience for delayed learners is cause of boredom for other students,70% teachers were agreed with delayed learner is given the exemption for some subjects, 70% teachers should give more time to delayed learners in comparison to the average students, 60% were agreed delayed learners tend to sit in back rows of the classroom, 50% teachers were agreed with other students make fun of delayed learners and 50% teacher's expectations from delayed learners are minimalistic.

### Inferential Statistics

$H_{01}$ : *There is no critical connection of the educator's mentality towards the conduct of deferred/slow students at the essential level.*

**Table 3: Correlation to Test the Relation of Teachers' Attitudes Towards Behavior of Slow Learners**

		Teachers Attitude	Slow Learners Behavior
Teachers Attitude	Pearson Correlation	1	.939**
	Sig. (2-tailed)		.000
Slow Learners Behavior	Pearson Correlation	.939**	1
	Sig. (2-tailed)	.000	

**\*\*Correlation is significant at 0.01 levels (2tailed).**

Table 3 shows that the correlation association among teachers' attitudes towards the behavior of slow learners is 0.939. This means that there exists a very solid optimistic correlation among the two variables of teachers' attitudes then behavior of delayed learners. Hence we accept the alternate hypothesis  $H_1$  which says that there is a significant relation of teachers' attitudes towards delayed/slow learners at the primary level.

$H_{02}$ : There is no critical connection between educators' age on their mentalities toward the conduct of deferred/slow students

**Table 4. ANOVA for Teachers' Age Regarding their Attitudes towards Behavior of Slow Learners**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	26.550	2	13.275	.168	.849
Within Groups	553.950	7	79.136		
Total	580.500	9			

Table 4 shows that the sum of the square between the groups of age (26.550) and within the group of age was (553.950). The significant value (.894) shows that here is no important association of educators' age on their attitudes towards the behavior of delayed/slow learners at the primary level. It means hypothesis  $H_{02}$  is accepted.

$H_{03}$ : There is no critical connection between educators' teaching experience on their mentalities towards the conduct of deferred/slow students.

**Table 5. ANOVA for Teachers Teaching Experience Regarding Their Attitudes towards Behavior of Slow Learners**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	62.976	1	62.976	.974	.353
Within Groups	517.524	8	64.690		
Total	580.500	9			

Table 5 shows that the sum of the squares between the groups of teaching experience was (62.976) and within the group of teaching experience was (517.524). The significant value (.353) shows that there is not at all an important association of instructors' teaching experience on their attitudes towards the behavior of slow students at the primary level. It means the hypothesis  $H_03$  is accepted.

### **Discussion**

In this study, 10 primary teachers participated in an accessible sample. The descriptive statistics show that the majority of primary teachers agreed that their attitudes towards delayed/slow learners in their institutes had a relationship with their behavior. This finding was quite similar to the work of Edwards and Porter (1972). The inferential statistics show the relationship of teachers' attitudes towards the behavior of slow/delayed students at primary level in Islamabad. The study proved that there is a relationship between demographic factors (age and teaching experience) on the educator's approaches in the direction of the behavior of slow/delayed learners at the primary level in Islamabad. The test revealed that there is a strong positive correlation between the flexible. Hence, there is a significant association concerning teachers' approaches towards the behavior of slow/delayed learners at the primary level in Islamabad. This result was quite similar to the work of Inelmen, (2011).

### **Conclusion**

In this study, researchers find the tutors' attitudes near the manners of delayed/slow learners at the primary level in Islamabad. In this, professors have progressive attitudes toward delayed/slow learners. The behavior of delayed learners in this study felt hesitant during classes irritated other students during lectures and repetition of lectures for delayed/slow learners is a cause of boredom for class fellows. The result of this study shows a significant relation with instructor's approaches towards the behavior of sluggish beginners at the primary level.

### **Recommendation**

The following recommendations are:

1. Make be giving required experts.
2. Special Education preparation ought to be remembered for the schedule of all instructors preparing the program, so the educators of typical schools ought to know about the issue of unique understudy.
3. Parents of unique youngsters ought to be welcomed at whatever point educators are preparing establishments to arrange classes or workshops.
4. The medical field is firmly identified with a specialized curriculum, so it ought to be remembered for the course work of specialists to manage unique kids.
5. Parents ought to be likewise educated through media, for example, papers, T.V around knowledge challenges then issues everywhere it.
6. Here is a necessity to advance the primary identification package for guardians just for educators of unique children.

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