



Analysis of Factors affecting Academic Problems of Slow Learners at Primary Level

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Abstract

Understanding the necessities and interests of slow learners is very important to improve their academic performance. This study was carried out to examine the various factors which influence the academic achievement of slow learners at primary level students in district Bagh Azad Kashmir. The objectives of the study were to identify the problems of slow learners. The participants of this research were 5th grade students (300 male and 300 female). Questionnaire was used for gathering information related to different factors that influence the academic achievement of the slow learners. Frequency and percentage were applied to identify different factors affecting the students' academic achievement. The result of this study indicates overall, the data reveals that both parents' participation in school work is generally minimal, which could negatively affect children's academic performance, motivation, and confidence. It is suggested that notable gaps in student attendance, learning environment quality, access to guidance services, teacher support, and safety—factors that may be hindering academic achievement. The findings indicate that teachers see attendance, active participation, and consistent effort on assignments as key areas needing improvement to enhance students' academic performance. The results reveal shared concerns between teachers and students about inadequate resources, weak student support structures, insufficient safety regulations, and lack of academic recognition systems. These shortcomings likely hinder students' academic progress and well-being. It is recommended that strategies should be revised so as to bring in positive results in academic achievement of slow learners.

Key Words: Academic Problems, Slow Learners, Primary Students



Introduction

Slow learners are not non-learners. They must also be taught and they also want to learn and succeed. According to Nair (2003) by and large, school children of primary level differ from each other intellectually, physically, emotionally, culturally and scholastically. Slow learners can be described as those students who relatively have a lower rate of obtaining academic knowledge and skills to their peers and many times are considered by people as inept, lazy or dull. In addition to this, slow learners tend to lag behind other students not only in the dimensions of academia but, also in psychological, emotional and social well-being as well. The challenge of identifying the needs of slow learners at primary level in primary schools have become a subject of increasing concern amongst various researchers for a past few years (Sing, 2004).

In the past few decades, there have been made numerous researches on slow learners and the factors that impact their performance in an academic environment (Sing, 2004). The term 'slow learner' does not refer to a mentally deficient or mentally retarded child. It is associated with a boy or girl who, because of several reasons and factors, is able to attain little success in academia (Karande & Kulkarni, 2005). Generally, slow learners are those students who are unable to obtain academic success in a normal classroom environment because of different factors like learners' attitude, mental or emotional block, school environment, teacher and peer behavior, differences in background and learning disability (Gonzalez, 1997). The Diagnostic and Statistical Manual of Mental Disorders considers the intelligence of people through IQ test scores. Academically slow learners' intelligence test scores is between 71 and 85 indicates problems that may require clinical attention. However, they are not categorized as mental disorders.

A slow learner is to some extent different from other children in their learning capacity and is unable to meet up the average educational standards. The intelligence test scores of slow learners are also low as compared to the test score of an average child. However, the scores are not too low so that it is included in the criterion for special education programs (Mercer, 1996). Slow learners are students who have a below average cognitive skill level but, are not disabled; however, they tend to struggle so as to cope up with the traditional educational demands of a regular classroom. Their slow learning process typically requires accommodations to ensure their academic success. These students are not eligible to receive special education. As these students tend to learn at a slower pace compared to other students they can be rendered as handicapped in a regular classroom environment with students having average or good learning capabilities.

Low level of intelligence amongst students can be associated with their social and cultural background, school environment, poor parenting, learning disabilities, poor health care, and difficulties in understanding language. Slow learners also have various behavioral issues and deficits in their social skill. As a result, they require additional support for becoming successful and depriving them from extra help can bring in lifelong consequences (Shaw, 2010). Mental condition of a child is greatly dependent upon the background and home environment, the school environment and the society at large. This aspect paves way for parents and teachers in giving major care and attention to students so as to ensure their sound mental health (Karlberg, 2008).

It has been stated by Krashen (2005) that students having educated parental background tend to score higher on various standardized tests in comparison to those whose parents were not educated. This turns out to be a major factor for slow learning



attributes in students. Educated parents' allow students to communicate with peers and other people better, absorb and evaluate work and information taught at school. Educated parents can provide assistance to their children in a much better way and they can participate in school activities more actively and confidently (Fantuzzo & Tighe, 2000).

A common concept is that students learn from their peers more than that from adults (Carrol, 2013). They can be also provided education through tutoring. Tutoring also serves to be a very effective assistance within teaching objectives. Through tutoring, the slow learner is not singled out from the educational environment. They too, can enjoy their participation in making the idea working and successful (Goodlad, 2012). According to Olinya (2007), tutoring is a verbalized attempt made by academicians and instructors which is helpful for slow learners to acquire skills, attitude, knowledge, as well as ideas so that they can improve their worth in life. By providing tutoring to slow learners, the objective is to bring in positive changes in the behavior and the academic achievement of students.

According to Ediger (2002) attitude of teachers' is a very important factor and potential candidates for teaching need to be selected on the basis of having positive attitude towards their subject matter as well as towards student at the primary level education. Teachers that fall within the category of having the right attitude should possess an adequate self-concept. The concept is in relation with understanding and communicating the subject matter along with accepting students as learners and human beings. Competency in subject matter knowledge is of utmost importance. Leite (1994) has raised a question as to how a society is in need for changes in teacher's attitude, what are its current demands what is considered modern and how do these beliefs influence teachers view and behavior in school.

Several social psychologists have explained the term attitude in different ways. They say attitude is a manner of acting, thinking or feeling which presents the disposition and opinions of a person. Balado (2006) pointed some characteristic of students categorized as slow learners as; they lack strong interpersonal relationships, faces immense difficulty in following multiple instructions at the same time, the instructions are not innovative and have short term goals along with having poor self-image. Attitude is a feeling or emotion towards something. Slow learner can be rendered as an advance word for "backward" or mentally retarded and "Educationally Sub Normal".

In the context of District Bagh, Azad Jammu & Kashmir academic environment, there is unfortunately scant empirical evidence that can be useful for academic and educational institutions for identifying slow learners (Aley, Taj, & Ibrahim, 2009) by using objective and standardized measures (scores from IQ tests) (Hussein, 2009) along with developing and implementing special educational criteria and curriculum and make interventions for associated mental health issues (Haider, 2008).

With this background, the purpose of this study is to find out the prevalence of slow learners and factors that contribute to their decreased academic performance. There are several factors that contribute towards poor performance within the academic setting of slow learners and which may also reflect in their career development. The purpose of this study is to find out the prevalence of slow learners and factors that contribute in their decreased academic performance.



Statement of Problem

The reason behind poor or below average performance of students in their academic career are based upon several factors like coping up with the school environment, differences in cultural backgrounds, teachers and peers, as well as learning difficulties or disabilities. There are other factors which contribute towards the poor performance of slow learners such as parents' education, medical problems, and difficulty in understanding the language, personal along with various domestic problems. Moreover, there are no means or resources through which academic institutions can identify slow learners and take steps to help them recovering from such a situation. Understanding of different factors that affect academic performance of students is very important and there are very few researches conducted on different factors that affect the performance of slow learners at primary level. Therefore, there arises a need to study the relationship between the problems of slow learners and their academic performance at primary level. This research will be conducted through analyzing the different factors which impact performance of slow learners and will attempt to serve as a work that will bridge the gap.

Objectives of the Study

The main objectives of the study are to analyze:

1. To identify the problems and academic performance of slow learners at primary level.
2. To find out the factors affecting the academic performance of slow learners at primary level.

Research Methodology

The purpose of this research study was to determine those factors that influence the academic achievement of slow learners at primary level in District Bagh, Azad Kashmir. It is very vital to gain an insight of the experiences of slow learners in a trustworthy manner so as to provide validity and value to this research study. Descriptive and survey study involves the gathering of data which describes events and then organizes, tabulates, depicts and describes data collection. A descriptive, survey research design was chosen for this study. The population is 5th grade students of all the male and female primary schools (public and private). From the population of all 5th grade students 600 hundred students were selected as sample. It was divided into, 150 male students and 150 female students from public primary schools and similarly 150 male students and 150 female students from private schools were selected. Simple random sampling technique was employed for selection of sample. Thus the size of the sample for this study was 600 students divided among 300 male students and 300 female students. The research questionnaire was for students, consisted of closed-ended questions. It took relatively lesser time, easy to fill up, keeps the focus of the respondent on the study topic. It is objective type with yes and no options and is quite easier to tabulate and analyze. Questionnaire was prepared for both students and teachers. The questionnaire prepared for students are divided into different sections like: Home Related Factors, Student-Related Factors, and School Related Factors. All these factors have an effect on the educational performance of the slow learners and which are the major concern of slow learners. The data collection instrument is prepared in English language as the participants are of primary level students but guidance provided by researchers to the students in Urdu Language. In this research study, pilot testing of the instruments was also implemented so as to determine the ambiguities and misunderstanding of every item. The process of pilot testing was to pay attention on instances when participants hesitated in answering or were willing to ask clarification



about the questions. This can serve as an indication that questions are vague, are difficult for the participants to understand or can generate more than one meaning. Noting down such instances also took place. The results obtained from the pilot test was analyzed as well as checked for modification. The improvement was done accordingly. In addition to this, the questionnaire was distributed among the respondents so as to carry out actual research after which it was collected from the participants. All the items within the instruments were examined thoroughly after which incorrect and vague statements were corrected prior to actual usage and Cronbach Alpha value was calculated .873 shows high reliability.

After checking the reliability and validity of the data collection instruments, orientation was conducted to administer the research questionnaires. This task was performed by the researchers. The research questionnaire was administered closely to the randomly selected samples of the research population by the research researchers. At the time of distributing the instruments, orientation was extended in which the purpose of the research study was explained for the knowledge of all the sample respondents collectively or at an individual basis in their respective schools.

Data Analysis

Data obtained from questionnaires are categorized as quantitative data which have been edited, categorized, tallied as well as tabulated. This data, then, was analyzed through implementing an appropriate descriptive statistics. Therefore, percentages and frequency types of different statistical techniques were utilized for data analysis and the data was secured through presenting closed-ended questionnaire.

Percentages have been used to describe the characteristics of the research participants along with presenting the differences in the responses amongst the different groups of research participants.

Table 1: Parents' Involvement in Children's School Work

S. No		Option	F	%
1	Father's involvement in studies	High	35	5.83%
		Medium	100	16.67%
		Low	465	77.5%
2	Mother's involvement in studies	High	35	5.84%
		Medium	75	12.50%
		Low	490	81.67%

Table 1 illustrates the extent of fathers' and mothers' involvement in their children's schoolwork. The results show that parental engagement is predominantly low for both fathers and mothers.

For fathers, only 5.83% of respondents reported high involvement, 16.67% indicated medium involvement, while a significant majority (77.50%) reported low involvement. This reflects a limited contribution from fathers in supporting their children's studies, possibly due to occupational commitments, time constraints, or a lack of awareness about the importance of academic support.

Similarly, mothers show a comparable pattern, with 5.84% indicating high involvement, 12.50% medium, and 81.67% low involvement. Despite the traditional perception that mothers may be more involved in children's daily academic activities, the data suggests that most are not actively engaged—potentially due to household responsibilities, limited educational background, or other socio-cultural factors.



Overall, the data reveals that both parents' participation in schoolwork is generally minimal, which could negatively affect children's academic performance, motivation, and confidence. This indicates a need for strategies that encourage and facilitate greater parental involvement in education.

Table 2: Responses of Students Related to Academic Performance on Different Questions

S. No	Item	Options	Frequency	Percentage (%)
1	Attending classes regularly	Yes	280	46.67
		No	320	53.33
2	Suitability of school environment (school infrastructure)	Very Good	85	14.17
		Good	200	33.33
		Not Good	315	52.50
3	Provision of guidance and counseling service by the school	Yes	145	24.17
		No	455	75.83
4	Teachers' support for improving academic performance (tutorial classes)	Yes	215	35.83
		No	385	64.17
5	Sexual harassment from male students (<i>female students only, N = 300</i>)	Yes	190	63.33
		No	110	36.67
		Active Learner	95	15.83
6	Way of learning	Medium	110	18.33
		Learner	395	65.83

The data in Table 2 presents students' responses to various questions related to their academic achievements and learning conditions. The results reveal several important trends:

1. **Class Attendance:** A slightly higher proportion of students (53.33%) reported not attending classes regularly compared to those who do (46.67%), which may indicate issues with engagement, motivation, or external constraints.
2. **School Environment:** More than half of the respondents (52.50%) rated the school environment as "Not Good," while only 14.17% considered it "Very Good" and 33.33% rated it as "Good." This suggests significant dissatisfaction with infrastructure and facilities.
3. **Guidance and Counseling:** A majority (75.83%) stated that their school does not provide guidance and counseling services, which could negatively affect academic and personal development.
4. **Teachers' Support:** Only 35.83% of students reported receiving teachers' support through tutorial classes, whereas 64.17% indicated they do not receive such assistance, reflecting limited academic support mechanisms.
5. **Sexual Harassment (Female Students):** Alarming, 63.33% of female students reported experiencing sexual harassment from male students, highlighting a serious safety and well-being concern that demands urgent intervention.



6. Learning Style: The largest group of students (65.83%) identified themselves as slow learners, while 18.33% considered themselves medium learners and only 15.83% as active learners. This indicates a need for more effective teaching strategies to improve learning pace and comprehension.

Overall, the findings suggest notable gaps in student attendance, learning environment quality, access to guidance services, teacher support, and safety—factors that may be hindering academic achievement.

Table 3: Teachers' Responses on Different Questions Related to Students' Academic Performance

S.No	Item	Options	Frequency (F)	Percentage (%)
1	Presence-related factors	Yes	9	60.00
		No	4	40.00
2	Efforts of students in completing their assignments and homework	High	–	–
		Medium	5	33.33
		Low	10	66.67
3	School absenteeism	Yes	11	73.33
		No	4	26.67

For presence-related factors, 60% of teachers agreed that these have a significant impact on students' academic performance, while 40% did not consider them influential. This indicates that regular attendance and presence in class are recognized by most teachers as important for academic success.

Regarding students' efforts in completing assignments and homework, none of the teachers rated the effort as high, 33.33% rated it as medium, and a majority of 66.67% rated it as low. This suggests that teachers perceive students as generally putting insufficient effort into their academic tasks outside the classroom, which may hinder their learning progress.

In terms of school absenteeism, 73.33% of teachers reported it as a concern, while 26.67% did not. This implies that absenteeism is viewed as a major issue by most teachers, potentially contributing to gaps in learning and reduced academic achievement.

Overall, the findings indicate that teachers see attendance, active participation, and consistent effort on assignments as key areas needing improvement to enhance students' academic performance.

Table 4: Responses Related to Institutional Factors Impacting Student Academic Performance

S. No	Item	Respondents	F	Very High (%)	High (%)	Low (%)	Very Low (%)
1	Non-availability of teaching material	Teachers	15	15	49	36	–
		Students	600	17	52	31	–
2	Absence of internal regulations protecting student safety and security	Teachers	15	14	28	58	–
		Students	600	12	28	60	–
3	Availability of counseling and guidance	Teachers	15	10	35	55	–
		Students	600	11	37	52	–
4	Rewards for best grade	Teachers	15	12	28	60	–



	scorers	Students	600	–	25	68	7
5	Lack of proper reading place	Teachers	15	8	38	54	–
		Students	600	16	25	59	–
6	Low level of awareness about gender issues	Teachers	15	–	37	48	15
		Students	600	22	47	31	–
7	Non-availability of support system	Teachers	15	51	17	27	5
		Students	600	48	32	20	–

Table 4 highlights teachers’ and students’ perceptions of institutional factors that influence academic performance.

1. Non-availability of teaching material: A large proportion of both teachers (49% high, 36% low) and students (52% high, 31% low) believe the lack of teaching materials is a significant challenge. This shows a consensus on the importance of adequate resources for learning.
2. Absence of internal regulations protecting safety: Most teachers (58% low) and students (60% low) perceive institutional safety and security regulations as insufficient. This indicates a need for stronger policies and enforcement.
3. Availability of counseling and guidance: Over half of teachers (55% low) and students (52% low) rated this factor as low, indicating inadequate support services to address students’ academic or personal issues.
4. Rewards for best grade scorers: The majority of teachers (60% low) and students (68% low) reported that reward systems are lacking. For students, 7% even rated it very low, suggesting that academic recognition is not effectively implemented.
5. Lack of proper reading place: More than half of teachers (54% low) and students (59% low) felt that the school lacks appropriate reading spaces, which may limit effective study habits.
6. Low awareness about gender issues: Teachers’ responses are mixed (37% high, 48% low, 15% very low), indicating uneven attention to gender sensitivity. Students’ responses (47% high, 31% low) suggest better awareness among learners than perceived by teachers.
7. Non-availability of support system: A significant proportion of both teachers (51% very high) and students (48% very high) acknowledged the absence of strong support systems, highlighting this as one of the most critical institutional weaknesses.

Overall, the results reveal shared concerns between teachers and students about inadequate resources, weak student support structures, insufficient safety regulations, and lack of academic recognition systems. These shortcomings likely hinder students’ academic progress and well-being.

Table 5: Responses on Teacher-Related Factors Affecting Students’ Academic Performance

S. No	Item	Respondents	F	Very High (%)	High (%)	Low (%)	Very Low (%)
1	Teachers’ experience in solving students’ academic challenges	Teachers	15	4	40	48	8
		Students	600	9	50	27	14
2	Teachers’ quality and	Teachers	15	7	43	50	–



3	commitment to support students	Students	600	4	42	48	6
	Teachers' emotional and social skills in providing special support	Teachers	15	15	40	45	–
4	Clarity of teachers' presentation	Students	600	22	34	32	12
		Teachers	15	7	42	47	4
5	Existence of role model teachers	Students	600	10	40	29	21
		Teachers	15	25	60	15	–
6	Lack of qualified and experienced teachers	Students	600	23	47	30	–
		Teachers	15	2	49	43	6
		Students	600	35	45	12	8

Table 5 presents teachers' and students' perspective on various teacher-related factors was influencing students' academic achievement.

1. Teachers' experience in solving students' academic challenges: While 44% of teachers rated their own experience as high or very high, a higher proportion of students (59%) recognized teachers' experience positively. However, a notable portion of both groups still perceived this factor as low or very low (teachers: 56%, students: 41%), indicating that experience is not universally perceived as sufficient.
2. Teachers' quality and commitment to support students: Both teachers and students generally rated this factor positively (teachers: 50% high, 7% very high; students: 42% high, 4% very high). However, nearly half of the students (48%) rated commitment as low, suggesting a perceived gap between teachers' self-assessment and students' experiences.
3. Teachers' emotional and social skills in providing special support: Teachers rated themselves moderately high (15% very high, 40% high), but students rated this slightly higher (22% very high, 34% high). Still, 44% of teachers and 44% of students considered these skills low or very low, indicating inconsistent emotional and social support for students.
4. Clarity of teachers' presentation: About half of the teachers (49%) and students (50%) rated clarity as high or very high, but 50% of teachers and 50% of students rated it low or very low. This suggests that teaching clarity is an area requiring significant improvement.
5. Existence of role model teachers: This factor scored relatively high, with 85% of teachers and 70% of students rating it as high or very high. However, 30% of students still rated it low, indicating that while many teachers serve as role models, the influence is not universal.
6. Lack of qualified and experienced teachers: Students were more critical, with 35% rating this issue as very high and 45% high, compared to only 2% and 49% of teachers respectively. This suggests a perceptual gap—teachers may underestimate the extent to which students perceive a shortage of qualified staff.

Overall, the data shows that while certain factors such as the presence of role model teachers are rated positively, significant proportions of both teachers and students identify deficiencies in teaching experience, clarity of presentation, commitment, and availability of qualified staff. This indicates the need for targeted professional development, improved teaching strategies, and better alignment between teachers' self-perceptions and students' learning experiences.



Table 6: Responses on Student-Related Factors Affecting Academic Performance

S. No	Item	Respondents	F	Very High (%)	High (%)	Low (%)	Very Low (%)
1	Self-motivation of students	Teachers	15	–	27	49	24
		Students	600	–	62	28	10
2	Non-positive relation with instructors	Teachers	15	–	41	52	7
		Students	600	5	46	45	4
3	Irregular school attendance	Teachers	15	–	60	40	–
		Students	600	–	65	28	7
4	Non-positive relation with schoolmate	Teachers	15	–	51	42	7
		Students	600	11	45	44	–
5	Limited time spent on educational activities	Teachers	15	–	65	35	–
		Students	600	16	61	20	3
6	Low attendance in supportive/tutorial classes	Teachers	15	–	60	26	14
		Students	600	28	30	42	–
7	Unable to become organized and well planned	Teachers	15	–	58	28	14
		Students	600	17	33	31	19
8	Lack of self-confidence	Teachers	15	3	57	40	–
		Students	600	30	43	27	–
9	Lack of adequate effort or carelessness	Teachers	15	12	51	37	–
		Students	600	18	45	37	–

Table 6 presents the views of teachers and students on student-related factors that affect academic achievement. The responses reveal areas of consensus and divergence between the two groups.

1. Self-motivation of students: Teachers mostly rated self-motivation as low (49%) or very low (24%), while students were more positive, with 62% rating it high and only 10% very low. This shows a gap between how teachers and students perceive students' intrinsic drive.
2. Non-positive relation with instructors: Both teachers (41% high, 52% low) and students (46% high, 45% low) acknowledged the presence of strained teacher-student relationships. While not overwhelmingly negative, the split suggests that relationships could be improved to foster better learning environments.
3. Irregular school attendance: High concern is shared by teachers (60%) and students (65%), confirming that absenteeism is a common and significant challenge affecting academic performance.
4. Non-positive relation with schoolmates: Teachers (51% high, 42% low) and students (45% high, 44% low) provided mixed ratings, indicating that peer relationships are an issue for some but not all students.
5. Limited time spent on educational activities: Both teachers (65% high) and students (61% high) strongly agree that insufficient study time is a key problem, suggesting that time management skills and academic prioritization are lacking.
6. Low attendance in supportive/tutorial classes: Teachers rated this issue highly (60% high, 14% very low), while students' responses were mixed (30% high, 42% low).



- This suggests that teachers place greater importance on tutorial class attendance than students do.
7. Unable to become organized and well planned: Teachers (58% high) and students (33% high) agreed that disorganization is an issue, though teachers see it as a bigger concern. A notable 19% of students rated it very low, showing that some do not perceive it as a problem.
 8. Lack of self-confidence: Both groups see low confidence as a concern, but students (30% very high, 43% high) rated it as a bigger issue compared to teachers (3% very high, 57% high). This suggests that self-esteem problems are more visible from the students' perspective.
 9. Lack of adequate effort or carelessness: Teachers (51% high, 12% very high) and students (45% high, 18% very high) largely agree that lack of effort is a significant barrier to academic achievement.

Overall, the data shows alignment between teachers and students on major issues such as absenteeism, insufficient study time, and lack of effort. However, differences emerge in perceptions of self-motivation, organization, and attendance in tutorial classes—indicating the need for better communication and shared strategies between teachers and students to address these challenges.

Table 7: Responses on Parent-Related Factors Affecting Academic Performance

S. No	Item	Respondents	F	Very High (%)	High (%)	Low (%)	Very Low (%)
1	Socio-economic status of parents	Teachers	15	27	61	12	-
		Students	600	20	42	38	-
2	Parents' educational level of slow learners	Teachers	15	18	62	20	-
		Students	600	27	42	31	-
3	Parental occupation	Teachers	15	19	54	27	-
		Students	600	30	45	25	-
4	Negative attitude towards academic achievement	Teachers	15	27	65	8	-
		Students	600	28	42	30	-
5	Poor parental-child interaction	Teachers	15	11	54	35	-
		Students	600	35	34	30	-
6	Need for extensive use of student labor	Teachers	15	7	68	25	-
		Students	600	35	55	10	-
7	Non-conducive home environment	Teachers	15	14	51	35	-
		Students	600	35	44	21	-

The results in Table 7 show that both teachers and students perceive parent-related factors as significant influences on students' academic achievement. High concern is expressed for socio-economic status (Teachers: 88% "Very High/High"; Students: 62%) and parents' educational level (Teachers: 80%; Students: 69%). Parental occupation is also viewed as



important (Teachers: 73%; Students: 75%). Both groups strongly highlight negative parental attitudes (Teachers: 92%; Students: 70%) and the need for extensive use of student labor (Teachers: 75%; Students: 90%) as detrimental. Teachers emphasize non-conducive home environments (65%) and poor parental-child interaction (65%) more moderately, while students report higher concern in these areas (79% and 69% respectively).

Overall, the data indicate broad agreement between teachers and students, with students generally assigning slightly higher importance to environmental and relational parental factors

Conclusions

1. Parental Involvement in children's studies is generally low, with over 77% reporting limited father involvement and over 81% reporting limited mother involvement. This indicates a major gap in home-based academic support.
2. Student Academic Practices reveal challenges in attendance (53% absent regularly), lack of conducive school environments (53% rate infrastructure as "Not Good"), and limited access to guidance and counseling (76% no access).
3. Teacher Observations confirm low student effort in assignments, high absenteeism, and presence-related challenges.
4. Institutional Factors such as non-availability of teaching materials, lack of safety regulations, absence of reward systems, and insufficient support structures are prevalent, with students and teachers largely in agreement.
5. Teacher-Related Factors show mixed perceptions—while some teachers serve as role models, there are notable gaps in clarity of presentation, emotional support, and availability of qualified staff.
6. Student-Related Factors such as irregular attendance, lack of self-motivation, poor time management, low participation in tutorials, and limited self-confidence are significant barriers.
7. Parent-Related Factors—particularly socio-economic status, educational background, and negative attitudes toward academics—are strongly associated with lower student achievement. The need for student labor and non-conducive home environments further hinder progress.

Recommendations

1. Strengthen Parental Engagement through awareness programs, workshops, and parent-teacher collaboration strategies to increase involvement in schoolwork.
2. Improve School Attendance via attendance monitoring systems, motivational programs, and addressing root causes of absenteeism (e.g., financial constraints, safety issues).
3. Enhance Learning Environment by upgrading infrastructure, ensuring availability of teaching materials, and providing safe, gender-sensitive spaces.
4. Expand Guidance & Counseling Services with trained staff to address academic, emotional, and behavioral issues.
5. Teacher Development Programs focusing on communication clarity, emotional intelligence, and subject mastery to improve classroom engagement.
6. Recognition & Reward Systems for academic performance to boost motivation and healthy competition.
7. Student Skills Development in self-organization, time management, and active learning through structured mentorship and tutorial programs.



8. Address Socio-Economic Barriers by offering financial aid, scholarships, and school-based support for students from disadvantaged backgrounds.
9. Promote Positive Home Environments through community outreach and parental counseling, reducing reliance on child labor and improving parent-child interaction.

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10. Sing, V. P. (2025) Strengthen Parental Engagement through awareness programs, workshops, and parent-teacher collaboration strategies to increase involvement in schoolwork.



11. Improve School Attendance via attendance monitoring systems, motivational programs, and addressing root causes of absenteeism (e.g., financial constraints, safety issues).
 12. Enhance Learning Environment by upgrading infrastructure, ensuring availability of teaching materials, and providing safe, gender-sensitive spaces.
 13. Expand Guidance & Counseling Services with trained staff to address academic, emotional, and behavioral issues.
 14. Teacher Development Programs focusing on communication clarity, emotional intelligence, and subject mastery to improve classroom engagement.
 15. Recognition & Reward Systems for academic performance to boost motivation and healthy competition.
 16. Student Skills Development in self-organization, time management, and active learning through structured mentorship and tutorial programs.
 17. Address Socio-Economic Barriers by offering financial aid, scholarships, and school-based support for students from disadvantaged backgrounds.
 18. Promote Positive Home Environments through community outreach and parental counseling, reducing reliance on child labor and improving parent-child interaction.
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