

TEACHERS' PERCEPTIONS OF ACADEMIC ACHIEVEMENT AND GUIDANCE SERVICES FOR SLOW LEARNERS

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Abstract

The study's primary goal is to assess how teachers in the Peshawar area see the academic performance of slow learners and the function of advisory services at the secondary school level. This study used a mixed method. Data was gathered by distributing a specially created questionnaire and using a convenient sample that was chosen from 200 male and female secondary school teachers and headmasters in both public and private institutions. Additionally, teachers and head masters were requested to offer recommendations for enhancements. Positive teacher-student relationships have been demonstrated to be essential for students' academic success, particularly for slow learners. The majority of educators concurred that they are interested in their students' academic progress and think they are capable of teaching their subjects more effectively. The majority of teachers gave favourable answers, stating that they can encourage pupils to learn, that they feel at ease in their classroom, and that they solicit input from their students while they are in class. When students' opinions are gathered, it is discovered that the majority of them are happy with the professors' methods of instruction. In order to offer each student their undivided attention, teachers recommended that the class size be reduced. The majority of secondary school teachers and headmasters in the Peshawar district said that using the guidance and counselling services at their institutions was simple. Additionally, it is noted that the students have a variety of issues, including those that are home-centred, school-related, psychological, personal, and domestic. However, more research was necessary to determine the need for guidance and counselling in schools. Examining advice services in secondary schools was another of the study's main strengths. This study's practical value lies in its ability to assist policymakers at educational institutions in addressing the opinions and suggestions of teachers regarding the academic performance of slow learners. This study will assist in developing plans for high-quality instruction in Pakistani secondary schools and offer ideas for resolving environmental problems and enhancing.

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BACKGROUND OF THE STUDY

Every school has students with diverse interests, skills, and personalities, as well as a range of family situations and backgrounds. The expectations of both teachers and students may be impacted by the differences in the values, experiences, and goals of various socioeconomic classes and ethnic groups. For a variety of reasons, some students' home or family situations may not be related to school or homework. Many students have emotional challenges of various intensities and durations during adolescence. Therefore, a wide range of individual demands may exist in any classroom (Capel, Leaks & Turner, 1997).

The child is getting close to adolescence by the time they start secondary school. At this stage of education, new associations and patterns of relationships grow between him and the education recipient, new ways of thinking emerge, new areas of concern emerge, and the student attempts to view education from a more detached perspective. Students may ask themselves if they should attend class with a certain teacher or not, whether they should go to school or not, and whether they should sit in the classroom. Some hobbies evolve, while others acquire dislikes and likes. At this period, personality traits associated with successful work are also stabilizing. All of this influences the student's behavior and determines how he interacts with his learning environment (Dash, 2005).

The academic relationship between students and teachers has been examined in this study. This relationship is influenced by social, cultural, and psychological factors. Teachers' attitudes about students who are slow learners are influenced by all of these factors. Teachers ought to be aware of each of these factors. The development of all facets of a person's life, including socialization, is attributed to education. The goals of education are to help people create a healthy personality so they can grow physically, mentally, emotionally, and socially. Schools were given the task of providing formal education by society, and in order to meet the educational goals, a guiding program must be set up.

In the teaching and learning process, the instructor plays a crucial and essential role. Students' personalities were permanently etched with the perceptive and long-lasting results of teachers' attitudes, outlooks, and views. Every pupil should always be considered as an individual by the teacher. It is important to consider the unique and specific needs of each student.

This study assessed the attitudes, outlooks, and views of teachers toward the academic performance of slow learners. Although some research has been done to examine teachers' perceptions and attitudes toward students from disadvantaged socioeconomic backgrounds and students' perceptions and attitudes toward different subjects in school, this study offers a unique perspective on teachers' perceptions and attitudes toward the success of slow learners. Teachers are successful and effective because of their perceptions and attitudes, which reflect specific traits. According to Kelly (2000), these qualities include intelligence, a sense of humor,

optimism and positivity, assertiveness, high standards, consultation, fair-mindedness, liveness, and flexibility.

Ediger (2002) asserts that instructors' attitudes and perceptions are extremely important, and that prospective teachers should be chosen based on their favorable attitudes toward the subject matter and pupils in a kindergarten-high school setting. Candidates for teacher education programs should have a positive self-image. In addition to acknowledging students as learners and human beings, the perception is closely related to understanding and teaching subject matter and abilities. The most important thing is subject-matter competence and expertise. Leite (1994) poses concerns concerning how society views the need for teachers to modify their attitudes and perceptions, what its standards are for what is deemed current, and how these ideas affect teachers' attitudes and actions in the classroom. According to their own definitions, social psychologists define attitude as a style of doing, feeling, or thinking that reveals one's personality, temperament, and opinions, among other things.

Balado (2006) identified several key traits of slow learners, including poor interpersonal relationships, trouble following multi-step instructions, teachings that are not futuristic, short-term goals, poor self-image, and mouth show on work. A sentiment or emotion toward something is called an attitude. "Educationally Sub Normal" (E.S.N.) and "backward" or mentally retarded are advanced terms for "slow learners." These are the opposite of the where-Fores and whys of delayed learning.

Sometimes it's because of their aptitude and mental capacity. Sometimes it's because of their history, non-verbal parents, cultural misunderstandings, parental avoidance during early childhood (ages 2-6), and other times it's because of a mental disease or disorder. The outcomes of slow learners are different (Hughes, 1973). "A gradation of upshot concomitant which shows the state of mind/thoughts or feelings and emotional state," according to Hannula (2002).

"An attitude is the degree of positive or negative have emotional impact allied with some psychological object," according to Krueger (1931). In line with Krech (1962). "A person's attitude is their inclination to positively portray a character, an item, or an aspect of their environment." Curiosity and interest in this topic stemmed from observing how their teachers treat the slow learners. In order to improve the academic performance of slow learners, it was also determined to assess the abilities that teachers include and assign them to someone. A well-adjusted teacher treats every student as an individual and takes into account his unique traits in connection to the overall state of learning (Lehner & Kube, 1955). It is necessary for schools to be in charge of the mandatory preparation, assistance, and services for teaching materials or teaching materials to ensure that slow learners learn beautifully. According to Engleman (1999), people talk about learning, but they do so slowly (Zehzeel, 2007).

A great life begins with a wonderful attitude, yet generally speaking, instructors' attitudes and views are rarely taken into account in regard to their effects on students (Atkinson, 2006). The

well-considered mental and brain representations of familiarities that serve as directive or dynamic impacts on behavior are known as attitudes. It has been noted that many clever kids struggle academically as a result of their unresolved issues with their teachers. One reason or cause of this could be the attitudes and perceptions of the teachers. By fostering cordial and encouraging interpersonal relationships amongst teachers' attitudes and perspectives, the ongoing study appears to have some value for improving domino effects through the efficient use of current facilities. Numerous factors, such as the family, the school, and the civic or community, have an impact on students' academic performance. The educational system or systems are creating accessible learning environments and conditions that allow children to learn outside of the classroom. Building the school as a place where teachers and students need and want to be should be emphasized by the system (Howe, 2000).

It is anticipated that it will be advantageous and that teachers will act differently toward their quick and slow learners. It is believed that the results of this study would help the creators of learner training systems create programs that teach students without bias or previous notions. Teaching is the process by which a teacher imparts knowledge to their students. A teacher is someone who embodies all the potentials and attributes that give out the ability to convey knowledge (Larzelere 2008). One of the common concerns of all teachers is the classroom environment, which is cultivated from the student-teacher connection. It is a fact that many bright and brilliant students perform poorly because of their toxic relationship with their teachers. Experience has shown that the majority of students perform really well, which is consistent with their positive relationship with the teacher (Wood, 1997).

The expertise and experience of education reveal that many students are so behind in basic topics that they require extraordinary support, according to G.L. Reddy (1987). There is some room for success for these students. Their intelligence quotient (I.Q.) ranges from 76 to 89, and they make up roughly 18% of the student body. These pupils are not particularly different from their peers in that they are always slow to pick things up, and other students frequently make fun of them for being slow learning.

Slow learners are people who struggle more than others to learn school resources and wealth because of mediocre or inferior mental tools, personality disorders, or environmental influences. Academic retardations and, in many schools, behavioral and communication issues are what set them apart as a group. They make up around 30% of our public enrollment and sign-ups until the junior high school graduation threshold, at which point a sizable portion of them give up (Donald E. Smith, 1951).

Review of Related Literature

Experts define "Educationally Sub Normal" (ESN) as youngsters who, for a variety of reasons, fall behind in their schoolwork and require additional instruction. According to Mercer (1996) and MacMillan, Bocian, and Lambroht Gresham (1998), "slow learners are children who are performing poorly in school but are not eligible for special education; their intelligence test

scores are too high for consideration, thought as a child with mental retardation." As Burt (1937) correctly noted, the word "backward" or "slow learners" is reserved for dealing with the task that is generally anticipated of their developmental stage. According to Genson (1980), kids with an I.Q. of 80 to 90 who are typically labeled as dull normal are typically lower to vicious circle on whatever is being taught.

According to Bosian, Gresham, MacMillan, and Lambors (1998), slow learners may have unique educational demands, but they do not easily fit into the unique educational system. Individuals who score between 80 and 90 on intelligence tests are considered to have borderline/in question mental retardation (Scheerenberger, 1987). Based on informed guesses from the normal distribution, this group typically makes up or constitutes 16.50% of the population. According to studies, the actual proportion of people having IQ scores in this range is roughly 13.6% (Neisser, 1998).

Approximately 12 times as many people in this community have been diagnosed with schizophrenia in the United States (Shean, 2003). The prevalence of borderline mental retardation is double that of Shortfall Hyperactivity Disorder. With the exception of speech and language impairment (i.e., mental retardation, learning disabilities, visual impairment, hearing impairment, other health impaired orthopedic impairment, autism, traumatic brain injury, and emotional disabilities), which affects 13.3% of US students, the number of school-aged children with borderline mental retardations is as high as the number of children in all special education classifications combined (MacMillan, Gresham, Siperstein, & Bocian, 1996). Children who are unwell or performing poorly in school are considered slow learners and are not yet qualified for special education.

They cannot be classified as having mental retardation because of their high IQ scores. For them to be eligible as a child with learning problems, their IQ levels must be predictable and too low for a significant IQ accomplishment test score disparity (Mercer, 1996). Slow learners do not easily fit into the special education system, even though they may have unique educational requirements (MacMillan, Bocian, Gresham, & Lambros, 1998).

Seeing sluggish learners achieve success and surpass their own expectations and potential. Pupils who are slow learners are frequently left behind schedule in the course of semester is a lecture sticks to an ivory tower and never dares to get close by to students' life span experiences. Before considering how to assist slow learners, it is necessary to understand their needs and preferences.

All undergraduate students at Strathmore University are required to take the common subject Rough Guide to Critical Thinking. Like most other courses, critical thinking classes are characterized by a high student-to-teacher ratio. These pupils possess a range of cognitive skills that can be summed up in terms of intelligence. Since every student is different, it is reasonable to assume that their I.Q. and intelligence will also be unique. The goal of the Critical Thinking course is to assist students in developing their own intellectual habits, beginning with the

innate knowledge and habits they have developed via their upbringing and socialization process.

Courses on critical thinking skills push students to connect their development with a university's goals and move beyond intellectual habits. A university's objectives include creating knowledge, disseminating it, and helping society. Santrock (2001) asserts that intelligence is a sign of challenges, problem-solving abilities, and the capacity to adapt to and gain knowledge from experience. From now on, fostering moral and intellectual habits in students is crucial to fostering intelligence as previously defined, which can aid the university community as a whole in achieving its goals.

There are numerous methods for identifying slow learners and non-slow learners. Some students are aware that they are slow learners by the time they arrive at class. For a critical thinking class, a straightforward I.Q. test is not a brutal way to offer the lecturer a broad notion of where to begin. A person's I.Q. is calculated by dividing their mental age by their chronological age and then multiplying the result by 100. According to Santrock (2001), mental age is a person's degree of mental development in relation to others. Critical thinking lectures and other large classes must now take into account each student's mental age in order to ease or enhance their learning.

Students with below-average cognitive ability who cannot be classified as impaired are referred to be slow learners, according to Borah (2013). The teacher's goal in a critical thinking class is to make sure that learning occurs. According to Santrock (2001), learning is defined as a somewhat permanent influence or impact on behavior, knowledge, and thinking abilities that arises from experience. Although quick learners will progress more quickly than moderate ones, peers and the teacher may overlook a slow learner in a class. It is stated that sluggish students do not have failure syndrome, which is characterized by low expectations for success and giving up at the first sign of trouble.

According to Borah (2013), slow learners are typical students; the issue is that they essentially have no interest in learning within the conventionally recognized educational system. Teachers need to understand that if they put in extra effort to support them, slow learners can learn everything that is needed for their course. To help slow learners as well as moderate, modest, and quick learners, teachers must be creative in their approach to course administration.

A crucial first step in developing a plan to deal with slow learners' problems in the classroom is having a thorough understanding of what slow learning is and what a slow learner is. According to Muppudathi (2014), a slow learner is a student who can acquire all required academic abilities, but to a lesser extent and depth than typical pupils. Slow learners who use critical thinking can therefore achieve all of the curriculum's learning objectives. According to Borah (2013), a student may not perform well in some classes or disciplines, but that does not

necessarily mean that they are a slow learner. It should be recognized that there are slow learners in college courses.

Many pupils in a class are in this category, yet the majority of parents or guardians choose to put their children in silent mode, which makes matters worse (Borah, 2013).

Scholars have established a list of particular characteristics of slow learners in order to prevent mistakes where individuals with other learning issues are labeled as slow learners. Borah (2013) listed five traits that slow learners have in common. First of all, slow learners consistently exhibit immature behavior in their interactions with classmates and perform poorly academically. Second, slow learners operate very slowly and are unable to handle complex, multifaceted, or multilayered situations.

Thirdly, slow learners do not have the ability to keep track of time or convey what they have learned from one work or chore to another. Fourth, academic skills like spelling rules and time tables are difficult for slow learners to master. Last but not least, sluggish learners struggle to set long-term objectives. It should be mentioned that since every learner is different, not all slow learners will exhibit the traits listed by Borah above.

Good teaching is demonstrated by helping a slow learner in the classroom. Being an excellent teacher requires dedication, drive, and compassion—qualities and potentials that consider having a positive attitude, according to Santrock (2001). However, Muppudathi (2014) confirms that in order for a slow learner to succeed, they require more time, more repetition, and frequently more resources from their teachers. A sluggish learner must be persuaded that they can learn. It is possible to get slow learners to perform well academically by using applied, practical tactics consistently, claims Muppudathi (2014). According to Muppudathi (2014), even though instructors' efforts are straightforward, the outcomes make both the teacher and the student who overcame their weakness feel proud. Instructors must choose interventions that are more effective for their course.

In her case study on treatments for slow learners, Borah (2013) discusses the environment, assignments, tests, what not to do, and, finally, how to cheer yourself up. Regarding the atmosphere, Borah (2013) suggests minimizing distractions and altering the location to encourage focus and have a good student-teacher relationship, even if it means allowing for breaks. Borah (2013) suggests that tasks be more hands-on, diversified, shorter, and repeated in different ways. Any professor can benefit from formative assessment, which is evaluation that takes place during the course of instruction rather than after it is over. Undersized/shorter tests, viva voce/oral assessment, retaking/recreating tests, shorter feedback periods, and avoiding student competitiveness are all suggested by Borah (2013).

According to Borah (2013), cooperative, supportive learning that isolates pupils and puts them in unfavourable situations is discouraged. According to Borah (2013), it is advantageous for a slow learner to be paired with a patient student. It is impossible for teachers to avoid learning about their pupils' interests. Using Bloom's taxonomy as a guide, this information can

help put slow learners in control of their education. Tansley and Gulliford (1960) coined the phrase "slow learner," which has since been used increasingly to describe students who are struggling or becoming worse in their academic tasks.

It is considered interchangeable with the term "backwardness" and was used in this meaning by the Department of Education and Science (U.K.) in 1964 to identify "children of any gradation of ability who are unable to do the work normally done by children of their age." Although Williams (1970) accepts the term "slow learners," he restricts its application to kids who possess a certain level of ability. According to Gulliford (1969), slow learners have ordinary or good intelligence but exhibit a noticeable gap between their academic performance and their ability as determined by intelligence tests, daily activities, or non-academic schooling components. He or she may argue that the slow learner attends a regular or conventional school instead of a special or distinctive one, and that the term "slow learner" is different from "Educationally Sub Normal," or E.S.N.

Establishing a benchmark by which the slow learners may be identified is crucial to estimating the number of slow learners in the school population. Educationists have used the ideas created by Burt (1937) to accomplish this. He or she is familiar with the term "educational age," which refers to the results of standardized exams measuring academic performance. Ten-year-old students score between 9.5 and 10.5 on these examinations, whereas nine-year-old students score between 8.5 and 9.5, with an average educational age of nine years. Backward students, according to Burt, are individuals who, in the middle of their academic careers, are unable to perform the class work below what is typical for their age.

A ten-year-old student who is behind in their studies would therefore have an educational age below 8.5 on standardized achievement exams. 'Difference score' is the term used to describe such a criterion/standard. This strategy and method was modified to use a percentage difference formula on the topic of backward students, defined as those whose educational age is 20% or more below their chronological ages (Ministry of Education, U.K. 1946). A student would be considered behind if his educational age was less than 80% of his chronological age based on this criterion/benchmark.

Based on research done starting in 1917, mostly in London, Burt (1937) estimated that between 10% and 14% of students were backward. According to research conducted in Southend-on-Sea, 10-15% of secondary school students were backed to a grade that required more than the setup/provision of education in the 'C' stream class, according to Hill (1939). Kirk (1940) estimated that at least 15% of school-age children in the US fell into this category. In terms of their education, these kids were typically 1-3 years older than other kids their age, and many of them occasionally finished secondary school.

According to a 1946 prediction by the U.K. Ministry of Education, 10% of students would require "special educational treatment." Schonell (1949) conducted several surveys and came to the conclusion that 14-17% of students will be sluggish learners. Morris' 13-year research (1959-

1966) revealed that 19.2% of students were reading at a backward level, while a survey of Kent schools revealed that 14% of students were either non-readers or bad readers. Similarly, Hammond (1963) repeated her earlier research in Brighton and found that 10.5% of boys and 6.2% of girls had reading ages under 8 among students aged 14 and up.

Clark (1970) identified backward readers in Dunbartonshire by testing 1,544 youngsters on the Schonell Graded Word Reading Test using a reading quotient of 85 or less. When retested at age eight, she found that 15.3% of the seven-year-old students were still behind, with 18% of the boys and 12.5% of the girls remained behind. Start & Wells (1972) assessed a sample of 7,150 students in 300 schools during 1970–71. They discovered that 0.4% of the entire sample was illiterate (R.A. below 07 years), 15.1% was semi-literate (R.A. below 09 years), and 9% of eleven-year-olds and 10% of fifteen-year-olds had reading ages below 07 years.

Guidance and counseling services aim to assist students in meeting their basic physiological needs, which is similar to the purposes of education in general. Understanding and accepting others, forming relationships with peers, striking a balance between control and permissiveness in the classroom, recognizing one's own accomplishments, and being given the chance to achieve personal freedom (Hayden, 2011). Guidance and counseling's decisions and motivations are what give the educational program or programs their focus and vigor. The following are some specific goals of the school guidance and counseling program (Gibson, 2009).

Providing students with a wide range of personnel services is the primary goal of a school's guidance and counselling department or programs. These services include counselling support, placement and follow-up, information services, and student assessments. In order to support the growth and development of all students from kindergarten to post-high school proficiencies and abilities, these four areas and capabilities should make up the majority of any guidance program and should be carefully considered (Erford, 2010, & Neukrug, 2011).

Problem Statement

Teachers' opinions on the academic performance of slow learners and the function of guidance services are lacking in all of the nation's schools, colleges, and universities. The Secondary School Certificate (SSC) level is a transitional and final phase/stage at the same time. Without the right guidance and counselling, most students choose a career or profession by choosing subjects that don't fit their aptitude, interests, mindset, personality types, and current needs. Other students drop out of school after that point for a variety of issues. Thus, choosing a problem—for example, the advice and counselling of slow learners—is crucial because it can help students choose the best courses and career paths while simultaneously teaching them the skills they need to enter the workforce.

Secondary school counsellors are qualified educators with a focus on mental health who understand the difficulties posed by the diverse student body of today. Secondary school counsellors are essential to the entire educational curriculum and do not operate in segregation

or isolation. To help the pupils succeed in school, they set up proactive leadership that includes all stakeholders in the program's implementation. The challenges of the students in this study will examine and analyse the methods used by secondary school administrators to address the issues of the students, particularly. In order to address the academic performance and accomplishments as well as the career and vocational issues of students, particularly those who are slow learners, the study under consideration is titled "Teachers' Perceptions towards Slow Learners Academic Achievement and Role of Guidance Services at Secondary School Levels in District Peshawar."

Research Questions

- What are the primary concerns of secondary school students, particularly those who learn slowly, with regard to academic performance and achievement, career/vocational guidance and counselling, and topic choice?
- What part does the instructor play in helping students (slow learners) in secondary schools choose their subjects, do well academically, and receive career/vocational assistance and counselling?

Objectives of Study

- To learn how teachers see the academic performance of slow learners, the function of guidance services, and the psychological impacts of the student-teacher relationship.
- To investigate the opinions of educators regarding slow learners.

Hypothesis

There are very many problems in the education system in Pakistan, despite other areas. From this study it will know that Teachers' Perceptions towards slow learners academic Achievement and Role of Guidance Services, and the problems of slow learners are due to the mental weakness and lack of interest, lack of motivation, lack of guidance and counseling for a proper choices of subjects, career/vocation is a severe one, and in this respect the attitude, perceptions, role of teacher, and career/vocational guidance/counseling services is very important, while selecting a proper career/ vocation in relation by means of. Parents' interest also has effect on the slow learners. It will also help the teachers deal with the slow learners, and will indicate the right choices of subjects, and career/vocational path for joining.

- i. Perceptions/Attitude of Teachers play a vital role in the academic achievement of pupils of slow learners.
- ii. Students (Slow learners) absorb lots in friendly milieu and teachers' optimistic manners, in light of guidance and counseling services.

Significance of the Study/ Purpose

The current study give the impression to have some utility for educational programmes to achieve better, healthier domino effect through the well-organized use of existing facilities by creating pleasant and supportive interpersonal relations between teachers and attitude. Students' achievement is affected by a variety of influence including the families, the school

and community. It is look forward to that the findings of this study will help/benefit to and how teachers behaved in a different way in the direction of their rapid and slow learners. As of this study, it is look forward to that the learners training programs developers/designers will take help and develop such programs which will train the learners in bias free teaching. The study will be significant for Directorate of Curriculum, teacher education, Provincial and regional Institutes of teacher education, researchers and education departments, also teachers in the classroom atmosphere, which nurtures out of the students-teacher relationship, is one of the regular concerns to all teachers. It is observed, experiential that many intelligent, brainy students are poor in their performance due to unhealthy relationships with their teachers. It is the matter of experience that further most of the students display, show excellent performance due to their good relationship with the teacher (Wood, 1997). This study will highlight the problems of Slow Learners students in relation with academic achievements/performance, career/vocational guidance/counseling services at the Secondary Levels schools; such as, mismatch between student's capabilities/attitudes/ aptitudes and the requirement of a particular academic achievements/performance, and career/vocation. Teachers will know about the systematic approach to academic achievements/performance, career/Vocational guidance/counseling services, and consequently, they will be able to guide/counsel the students properly, especially the Slow learners. Management, administration and planners will realize the importance of academic achievements/performance, career/vocational guidance/counseling services in connection with the attitude, perceptions, regarding Slow Learners and role of teacher as career/vocational guide/counselor. Most importantly, the study will suggest establishing guidance/counseling cells/departments at the Secondary Levels Schools throughout the nation state.

Research Methodology

Research Methodology

Nature of Study

The problem under investigation is to explore Teachers' Perceptions towards slow learners' academic achievement and role of guidance services obtainable in the Secondary Schools levels in District Peshawar. This chapter deals with the methods/approaches, techniques and procedure that were take on to ways the research project. It refers to in detail the poles apart aspects through which the research process proceeded for pull together/collecting relevant information in order to work out at a reliable conclusion. There are a number of factors, which influence the method/way of studying the problems such as the natural surroundings of the problem, the place where the research has been to conducted and other resources/assets available to the researcher. The present research study is Mixed Method Research in nature, which involves field work. Mixed Method Research consists of collecting, recording, analyzing and interpretation of the existing data related to the research subject matter. The goal, aim and the purpose of the study is to explore and introduce/acquaint with the guidance and counseling

services to the students in the Secondary Levels Schools of district Peshawar. The need could be determined through asking the opinion of the Teachers/Head Masters (Head Teachers). It concerns itself with the current, contemporary phenomena in terms of conditions, practices/live out, beliefs, procedure relationships or trends, is variously categorized as Mixed Method Research. For conducting Mixed Method Research a questionnaire was administered/designed and prepared by the researcher for the Secondary Levels Schools Teachers/ Head Masters. The questionnaire was distributed among and collected by the researcher himself from the selected Sample of the Population from the Teachers/Head Masters (Head Teachers) of the Secondary Schools to collect the first hand information. The questions are focused on gathering the information about Teachers' Perceptions towards Slow Learners Academic Achievement and Role of Guidance Services in the questionnaire in addition to the information point out above make an effort to explore the teething troubles which the students especially the (Slow Learners) faced in the Secondary Levels Schools, home-based and in the social order/society- teachers questionnaire focused on acknowledged, recognized their needs, wants areas and their domestic, personal/individual, societal, psychological, school and home centered associated problems. The questions, the techniques provide the information and required no for respondents. The research tool was Questionnaire have based on lots of options to be acquainted with the Perceptions of the respondents about the research topic. In order to achieve the designated/chosen objectives of the study, the researcher take on/adopted the following procedure.

Population of Study

The Research population in this study is Public and Private Secondary Levels Schools Teachers and Head Masters at Secondary Levels from District Peshawar, Khyber Pakhtunkhwa (K.P).

Sample of Study

Ever since the topic of the study is a challenging pioneering one, therefore, the researcher decided to select such an area in the respondents should have some awareness about the topic in order to bring together the appropriate information.

Questionnaire was used for data collection as well as information/facts relevant, pertinent to the teething troubles, difficulties under study from samples. In order to bring together authentic/reliable data, the questionnaire was distributed/spread by the researcher himself in Public and Private Secondary Levels Schools for both boys and girls in district Peshawar.

A Convenient sample of 200 Teachers/Head Masters/respondents were selected. In this study, the researcher carefully and sensibly selected Public and Private Secondary Levels Schools for boys and girls.

The Sample for the study was taken from Secondary Levels Schools Teachers/Head Masters of district Peshawar. The researcher followed purposive sampling procedure in the case of

teachers i.e. the questionnaire was designed for the Secondary Levels Schools Teachers/ Head Masters and was administered upon them.

Secondary Levels Schools Teachers/Head Masters of district Peshawar was included in the sample. The sample was delimited to Public Secondary Levels Schools for boys (50), Public Secondary Levels Schools for girls (50), Private Secondary Levels Schools for boys (50), and Private Secondary Levels Schools for girls (50) conveniently selected.

Research Instruments/ Tools

Questionnaire was used for data collection from teachers/Head Masters serving at different Secondary Levels Schools in District Peshawar. Questionnaire was personally distributed to all responsibilities along with the Questionnaire—the researcher also exocrine the filling of Questionnaire personally. The researcher personally visited individually school was selected to fill Questionnaire in the presence of researcher were groom the groups identified by the concerned Teachers/ Head Masters. Questionnaire was administered among Teachers/ Head Masters belonging to the different Secondary Levels Schools in order to make certain the gathering of correct reliable, actual and first-hand information also to collect the relevant data for the research study. This Questionnaire was prepared by studying the review of the related literature and also by discussions sessions with the Research Supervisor. A convenient sample of 200 Teachers/ Head Masters/respondents were selected. In this study, the researcher carefully chosen, selected Public and Private Secondary Levels Schools for boys and girls in district Peshawar with the approval of Research Supervisor.

The researcher fully utilized the materials available in the library of Institute of Education & Research (I.E.R), and also visited the nearby central library of University of Peshawar. The internet was also the source of materials collected by the researcher. The researcher had a number of instruments which could be used for the purpose of assembling, collecting data, because of shortage of time, and observing/spotting to the vastness/hugeness of the topic the researcher took decision to form, and arrange a questionnaire.

For this purpose, the researcher organized a throughout and comprehensive questionnaire for Secondary Levels Schools Teachers/ Head Masters, which enclosed the aspects of the problems under study. Even though the questions were differently asked from the Teachers/ Head Maters (Head teachers), however the focal point was the same connected to research study.

To avoid uncertainty, ambiguity, vagueness the questions were made in simple and clear words. Each and every questions has lots of possible conceivable responses and the Teachers/Head Masters were requested to tick mark (✓) the relevant, and appropriate one. The questionnaire was designed and explained by the researcher in English for the sample Teachers/Head Masters to make their view point clear about the questions asked. The questionnaire was finalized after a thorough discussions, considerations and re-arrangements and after checking its relevancy to the research topic.

To carry out the multi dimensional research work, a tentative questionnaire was go forward made up of 56 items of Yes/No, Open Ended and Close Ended questions. A series, sequences of discussion were completed/made with the research Supervisor to approve the questionnaire. This questionnaire was organized by making a thorough study of the associated literature by the researches then finalizing it by having a thorough discussion with the Supervisor and experts in the field.

Data Collection

Questionnaire was used for data collection. Self-constructed, open ended/close-ended questionnaire was designed covering questions related to the topic of “Teachers’ Perceptions towards Slow Learners Academic Achievement and Role of Guidance Services at Secondary School Levels in District Peshawar”.

The Quantitative data was collected by the researcher by distributing the questionnaire among the respondents, Teachers/ Head Masters. The questionnaire was duly, as expected filled by the respondents and then collected by the researcher. In advance administrating, managing the questionnaire, it was duly approved by the concerned Teachers/ Head Masters. Researcher visited different Secondary Levels Schools personally and meet with Teachers/ Head Masters. Rapport was developed and then requested Teachers/ Head Masters to fill the require questionnaire for the collection of primary data.

Data Analysis

Analysis is the process and course of resolving any badly behaved/problems, difficulties or situations in its components elements. The objective of research answering, come back with question, of research. The research for that reason resort to techniques that decrease the observations not only to a more manageable form even so also to clear interpretation. These techniques and procedures involved classifying and in service on the basis of these statistical measures, the research leads itself to drive certain conclusion or interferences that bear upon question of interest.

The important literature related to the study was reviewed. The data collected through questionnaire was carefully, and sensibly organized, analyzed, and interpreted in terms of tabulation forms in the next chapter. The analysis has been expressed in terms of percentage. Conclusion were drawn on the basis of the received data collection. The research study enables the researcher to make some good word/recommendations regarding the responses of Teachers/Head Masters as concerns research study/subject matter. On the basis of data collection and analysis, tabulated and on the basis of discussion, and findings were drawn and some recommendations were also made in view of that.

Appropriate statistical tests were used for data classification & SPSS, was used for data analysis.

Delimitations of the Research Study

This study was delimited to Public and Private Secondary Levels Schools for boys and girls in, District Peshawar, just because of accessibility to schools. It was also delimited to some

Teachers/Head Masters, Administrators, Planners, Psychologists and experts at the provincial Khyber Pakhtunkhwa (K.P) and federal level.

In this research the Questionnaire was personally administered to Secondary Levels Schools Teachers/Head Masters. Data was collected from both Public and Private Secondary Schools. This is the base for other researchers to conduct further research on this problems. The research work is confined to Guidance Services, and critical problems concern with a particular student (Slow Learners) which needs Guidance and Counseling is not investigated.

Secondary Levels Schools Teachers/Head Masters of District Peshawar are included in the sample. The sample was delimited to Public Secondary Levels Schools for boys (50), Public Secondary Levels Schools for girls (50), Private Secondary Levels Schools for boys (50), and Private Secondary Levels Schools for girls (50) conveniently selected. The research has been confined to Public and Private Secondary Levels Schools for boys and girls.

Table No 8.

Question No 8.	Do you mostly take interest in the academics of your students especially the slow learners?							
	Public							
	Male				Female			
You mostly take interest in the academics of your students especially the slow learners	Public Secondary School Teachers For Male	Yes % Age Number of Respondents	No % Age Number of Respondents	Sometimes % Age Number of Respondents	Public Secondary School Teachers For Female	Yes % Age Number of Respondents	No % Age Number of Respondents	Sometimes % Age Number of Respondents
		32 %	14 %	04 %		08 %	06 %	36 %

N= 200

You mostly take interest in the academics of your students especially the slow learners	Private							
	Male				Female			
	Private Secondary School Teachers For Male	Yes % Age Number of Respondents	No % Age Number of Respondents	Sometimes % Age Number of Respondents	Private Secondary School Teachers For Female	Yes % Age Number of Respondents	No % Age Number of Respondents	Sometimes % Age Number of Respondents
		48 %	Nil 1%	02 %		44 %	Nil 1%	06 %

Description/ Analysis/Discussion

Table- 8 shows that, 32% and 08% Public secondary schools male and female teachers were in favor of, while 48% and 44% Private Secondary schools male and female teachers' responses positively about "Take interest in students' academic".

Table No 10

Question No 10.	How is the attitude of other students towards the slow learners?							
	Public							
	Male				Female			
The attitude of other students towards the slow learners	Public Secondary School Teachers	Positive % Age Number of Respondents	Negative % Age Number of Respondents	Normal % Age Number of Respondents	Public Secondary School Teachers	Positive % Age Number of Respondents	Negative % Age Number of Respondents	Normal % Age Number of Respondents
		08%	36%	06%		Nil%	44%	06%

N= 200

The attitude of other students towards the slow learners	Private							
	Male				Female			
	Private Secondary School Teachers For Male	Positive % Age Number of Respondents	Negative % Age Number of Respondents	Normal % Age Number of Respondents	Private Secondary School Teachers For Female	Positive % Age Number of Respondents	Negative % Age Number of Respondents	Normal % Age Number of Respondents
		04 %	10 %	36 %		08 %	Nil 1%	42 %

Description/Analysis/Discussion

Table- 10 shows that, 36% and 44% Public secondary schools male and female teachers were not in favor of, while 36% and 42% Private Secondary schools male and female teachers support the statement as regards **“The attitude of students”**.



Table No 11

Question No 11.	How is the attitude of other teachers towards the slow learners?							
	Public							
	Male				Female			
The attitude of other teachers towards the slow learners	Public Secondary School Teachers For Male	Encouraging % Age Number of Respondents	Discouraging % Age Number of Respondents	Normal % Age Number of Respondents	Public Secondary School Teachers For Female	Encouraging % Age Number of Respondents	Discouraging % Age Number of Respondents	Normal % Age Number of Respondents
		14%	26%	10%		Nil%	40%	10%

N= 200



The attitude of other teachers towards the slow learners	Private							
	Male				Female			
	Private Secondary School Teachers For Male	Encouraging % Age Number of Respondents	Discouraging % Age Number of Respondents	Normal % Age Number of Respondents	Private Secondary School Teachers For Female	Encouraging % Age Number of Respondents	Discouraging % Age Number of Respondents	Normal % Age Number of Respondents
		20%	10%	20%		34%	04%	12%

Description/Analysis/Discussion

Table- 11 shows that, 26% and 40% Public secondary school's male and female teachers were not in favor of, while 20% and 34% Private Secondary school's male and female teachers support the statement as regards **"The attitude of teachers"**.



Table No 17

Question No 17.		What do you think that Guidance and Counseling Services help the students to identify their potentials/Skills, Strengths, and overcome their weaknesses?								
You think that Guidance and Counseling Services help the students to identify their potentials/Skills, Strengths, and overcome their weaknesses	Public Secondary School Teachers For Male	Yes % Age Number of Respondents	If yes How? (Reason) Nill Respondents explain reasons	No % Age Number of Respondents	If No Why? (Reason) Nill Respondents explain reasons	Public Secondary School Teachers For Female	Yes % Age Number of Respondents	If yes How? (Reason) Nill Respondents explain reasons	No % Age Number of Respondents	If No Why? (Reason) Nill Respondents explain reasons
		28%	Nill Respondents did not explain reasons	22%	Nill Respondents did not explain reasons		50%	Nill Respondents did not explain reasons	Nil 1%	Nill Respondents did not explain reasons

N= 200



You think that Guidance and Counseling Services help the students to identify their potentials/Skills, Strengths, and overcome their weaknesses	Private Secondary School Teachers	Yes % Age Number of Respondents	If yes How? (Reason) 12 Respondents explain reasons	No % Age Number of Respondents	If No Why? (Reason) Nil Respondents explain reasons	Private Secondary School Teachers	Yes % Age Number of Respondents	If yes How? (Reason) 30 Respondents explain reason	No % Age Number of Respondents	If No Why? (Reason) Nil Respondents explain reasons
	For Male	50 %	Through guidance Get encouragement Point out their hidden skills Identify their strengths & weaknesses Easily track the career paths They specially work on that	Nil %		For Female	50 %	Don't take interest Through Guidance and Counseling know Right & Wrong concept Achieve goal Able to solve problems via gain information Take interest Motivation Encouragement Identify root cause of	Nil %	



								problems		
			38 Respondents did not explain reasons		Nil Respondents did not explain reasons			20 Respondents did not explain reasons		Nil Respondents did not explain reasons

Description/Analysis/Discussion

Table- 17 shows that, 28% and 50% Public secondary schools male and female teachers were in favor of it, whereas 50% and 50% Private Secondary schools male and female teachers as well support the statement as concerns “Identify the students’ potentials/skills”.

Summary, Findings, Conclusions And Suggestions/ Recommendations

Summary

Most of us have slow learners in our classrooms. They are slow learners for various reasons. One reason is that they are mentally weak in studies. They can be motivated towards studies if the teachers give them extra time and attention and adopt different and innovative techniques and methods of teaching. They should always have encouraging behavior towards them. Most of the teachers and fast learners discourage or reprimand slow learners all the time which has a very bad effect on them. The teachers and classmates must have sympathetic and encouraging attitude towards them. The teachers should also consult their parents and seek their help to improve slow learners study habits.

Another reason is that the slow learners show a lack of interest in their studies. They can be encouraged towards learning by using such interesting ways of teaching which can arouse the interest of the slow learners. The teachers should also arrange meetings with the parents of slow learners to find out causes of slow learning in their children as negligence of the parents in the learning of their children is also a reason for slow learning. The parents should also be encouraged to take interest in the studies of their children since parents' encouragement and interest plays an important role in the learning of a child.

Both of the above mentioned reasons are causes of slow learning. But if the teachers and parents coordinate and take collective steps and pay extra attention to slow learners, the slow learners can be motivated towards learning.

Conclusions

Going on the basis of the findings the following conclusion had been drawn/made on the subject of this study.

The information of the study can also be used to aware parents of children who show signs of premature dissatisfaction with the schools system and their peers. Interpersonal relationship we to a certain extent important for the working of any organization and the education institutions are no exception to it.

It is looked forward to that it will help/benefit the teachers to allocate their students work according to their ability. This Learning is significance in that it presents information regarding teachers' perceptions, attitude towards slow learners. The results of this study are converted to probability of students' dropping out of schools. This information may be designed as a preventive or corrective plan of action to help the slow learners despite the fact that they are in elementary, middle, high, and secondary school.

Suggestions/Reflections/Recommendations

On the basis of conclusions drawn from the analysis of data the following recommendations were made, the above closes lead to the following good words.

- i. The importance of guidance and counselling services cannot be over sighted therefore, it is felt that these services should be made available to the primary as well as secondary schools.
- ii. These services should be highlighted in the curriculum.
- iii. The number of trained guidance and counselor teachers should be increased.
- iv. It is suggested that every school should have guidance and counselling cell/unit.
- v. The government should train at slightest one teacher in guidance and counselling in each school.
- vi. Parents should be involved in solving problems of students.
- vii. Seminars and workshops should be help at appropriate places to make teachers and public aware of the importance of guidance and counselling of the students.
- viii. School counsellor should particularly face on guidance and counselling the students with serious emotional and social problems.
- ix. It is recommended that all teachers should take practical steps for helping students through their problems.
- x. Teachers training institutions guidance and counselling should be the part of the training.
- xi. The teachers should give more individual attention to the students to encourage them to continue his/her/their education.
- xii. Academic achievements of students depend upon the perceptions of the teachers, so it need to be improved.
- xiii. Teachers must improve knowledge regarding the subject beyond the book knowledge which they are teaching.
- xiv. Knowledge of Psychology is important for the teachers to deal with the students accordingly, so the teachers should have this knowledge.
- xv. Sympathetic and friendly behavior of a teacher can motivate the students for learning. Therefore, teachers are required to be friendly and sympathetic towards their students, especially for slow learners.
- xvi. Teacher should give attention to each and every student, so, every student can feel himself/herself their students.
- xvii. Government can facilitate the schools for activity-based learning.
- xviii. There is a great need to reduce the strength of the classroom.
- xix. Teacher must facilitate learning by using different methods as, demonstration, group learning.
- xx. Teacher should act as role model for their students.
- xxi. Teacher must involve the students while teaching.
- xxii. Classroom discussion helps in learning process, so that teacher must encourage the students especially the slow learners to participate in the classroom discussion.

- xxiii. Special care must be taken while dealing secondary school students.
- xxiv. As we are Muslims, so Islamic perspective should be the part of mostly subjects where possible.
- xxv. Parents should be involved and they should visit the schools regularly.
- xxvi. Guidance services should be available in the schools.
- xxvii. There is a need to improve the guidance programme in the schools.
- xxviii. Every schools should have guidance cell/unit.
- xxix. There is need to provide specialist i.e. formal guidance teacher/expert, who are trained to offer guidance services in the schools.
- xxx. Further guidance sessions should be held for solving the students especially the slow learners' problems till they are satisfied from the assistance provided by the teachers.

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