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"CONSTRUCTION AND STANDARDIZATION OF A STUDY SKILLS INVENTORY FOR SLOW LEARNERS AT THE PRE-SECONDARY LEVEL"

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Abstract : In the process of education, every student has a different learning ability and speed, especially at primary and secondary levels. Some student lag behind in grasping academic concepts. These students are known as slow learners. The major factor responsible for their academic failure is not only intellectual ability, but also lack of effective study skills. These students are required to be guided about how to read, how to take notes, plan their study schedule and use their memory properly. Through the present study an attempt has made to explore the learning habits of slow learners at pre-secondary level education. This study explores the importance of construction and standardization of study skills inventory for slow learners, and various aspects considering while preparing study skills inventory. Apart from this the present study also highlights the usefulness of study skills inventory and the role of teachers in construction, standardization and implementation of study skills inventory for slow learners.

Index Terms **- slow learners, pre-secondary education, study skill inventory, construction, standardization.**

I. INTRODUCTION

Education is a continuous process through which the desired transformation in the behavior of individual occurs. However, each student has a different learning ability, pace and method secondary education level is considered as an important phase in a students' academic performance. It is during this period that the foundation for their future career is laid. In a regular classroom, some students quickly grasp any terms concepts in mathematics or science.

Construction and standardization of study skills inventory for slow learners is a very significant part of educational research. Education is an important factor in human progress, but not every student has the equal learning ability, same grasping power. At the pre-secondary level, where the scope of the curriculum increases and the concepts, terminologies become more complex, the slow learners encounter many challenges. In a general classroom there are some students who have average intellectual ability, but their academic progress is less than expected such students are known as 'slow learners'. The root cause of their academic problems is often due to lack of appropriate study skills study skill are not just about reading or memorizing, but also include information collection time management, concentration, note taking and preparation for examination. If the slow learners are not given proper guidance at pre-secondary education level as the scope of the study increases and concepts become more complex slow learners are more likely to develop inferiority complexities and dropout of school.

Study skills are tools that help to students to manage information, plan their study time and prepare for exams. Lack of appropriate study skills is a major reason of their academic poor performance. Many of the currently available inventories are designed primarily to meet the needs of general students. Hence, there is a need of specialized study skills inventory that can assess the specific needs and limitations of slow learners at the pre-secondary level education. The present study paper deals with the learning habits of slow learners at pre-secondary level education, importance of construction and standardization of study skills inventory various aspects of study skills inventory etc.

II. LITERATURE REVIEW

1) S. N. Islam and Miswar Bello, (2023), have looked at the results of study skills inventory on secondary school students, study habits. Through the study authors have observed that, prevalence of study habit among the students was poor. The findings also explored that study skills inventory had a significant effect in decreasing poor study habits among the students.

2) P. J. Daisy and Radha Krishnan Naire, (2018), have focused on the importance of study skills inventory, process of study skills inventory construction and its standardization. Through the study authors have attempted to give description of the study skills assessment scale. Authors have concluded that, study skills inventory can be used for assessing the skills of the students to assess their strong and weak areas in their studies.

3) A. Korikana, (2020), has discussed about the various types of learners, and specially focused on slow learners. In the opinion of the author, the learning difficulty can arise from poor memory unawareness about the significance of the education etc. Author has focused on causes of slow learning. Apart from this author has discussed on the learning skills inventory tools and educational opportunities to be provided for slow learners.

4) Paresh Thakur, (2015), has aims to construct and standardize the adjustment inventory for the measurement of capacity of adaptability of secondary education students, especially focused on slow learners. Through the study author has attempted to verify the reliability of adjustment inventory meant for slow learners and also attempted to establish the norms of adjustment inventory

III. RESEARCH GAP:

There are many studies concentrated only on the impact of study skills development inventory on the students learning habits. Majority of the available studies do not cover the aspects like importance of construction of study skills inventory for slow learners, various factors that considered while developing study skills inventory, usefulness of study skills inventory for academic excellence of slow learners at Pre secondary level education, and the role of teachers in construction and standardization of study skills inventory for slow learners. The present study covers all these aspects.

3.1 Importance of the study

The present study is important with a view to identify the gaps in the slow learners reading, memorization and time management scientifically assessing the study skills of slow learners at the pre-secondary level is a revolutionary step towards connecting them to mainstream of educational process. The present study is important with a view to know about the learning habits of slow learners, importance of construction and standardization of study skills inventory, various aspects of study skills inventory, its usefulness and to understand about the role of teachers in implementation of study skills inventory for slow learners.

3.2 Objectives of the study

3.2.1 To explore the learning habits of slow learners at pre-secondary level education.
3.2.2 To focus on the importance of construction and standardization of study skills inventory for slow learners at pre-secondary level education.
3.2.3 To explore the various aspects that taking into consideration while preparing study skills inventory for slow learners.
3.2.4 To explore, how learning skills inventory is useful for the academic improvement of slow learners at pre-secondary level education.
3.2.5 To highlight the role of teachers in construction, standardization and implementation of study skills inventory for slow learners at pre-secondary level education.

IV. SCOPE OF THE STUDY –

The scope of the present study is confined mainly to the construction and standardization of study skills inventory for the slow learners at pre-secondary level education.

4.1 Learning habits of the slow learners

The learning habits of the slow learners at pre-secondary level is primarily related with their speed of information processing and grasping ability, concentration power etc. The major learning habits of slow learners are –

4.1.1 Difficulty in remembering information – slow learners need more practice to remember information, for a longer time. They often forget what they learn recently.
4.1.2 Tendency towards concrete learning – Slow learners often find it easy to learn through experimentation than abstract ideas.
4.1.3 Short attention span – Such type of students have a very short attention span, due to which they get distracted easily in the class.
4.1.4 Low self-confidence – Being lagging behind comparatively with other students, it can create inferiority complex among the slow learners, which makes them afraid to ask doubts, or questions to the teachers in the class.
4.1.5 Replying on repetition – They often review the same thing many times to understand and remember the concept.
4.1.6 Use of visual aids --They tend to understand information through visual aids, pictures, charts etc. rather than reading text.
4.1.7 Avoidance of challenges – Due to fear of failure or negative self-talk, they may retreat from complex subjects like mathematics science etc.

4.2 Importance of construction and standardization of study skills inventory –

The construction and standardization of study skills inventory for slow learners at pre-secondary education level is of utmost importance. Because, it helps in understanding the exact academic issues and problems of the students, and it provide guidance to them in the right direction. Every student has a different learning pace. The construction and standardization of study skills inventory helps to prepare educational plan based on the specific needs of slow learners at pre-secondary level education. It is also important to create confidence. When students come to know their mistakes or errors and find the ways to correct them their confidence can be improves. It also helps to their teachers to choose a appropriate teaching methods and for parents to help them at home. Academic progress of slow learners can be tracked regularly by standardization of study skills inventory. It can accurately diagnose in which skills, (like reading writing, memory concentration) slow learners are lacking. By understanding the strengths and weal nesses of slow learners, it becomes easy to plan out the special help that they require at pre-secondary education level. Apart from these teachers can change their teaching methods (for e.g.-application of audio-visual aids, break information into smaller chunks) based on the results of the inventory. The standardization of study skills inventory helps to parents to understand their child's exact difficulties, so that they can help them properly. Standardization of study skills inventory, makes test results reliable and valid. On this background teachers and counselors can create a personal learning plan for every slow learner.

4.3 Various aspects that taking into consideration while constructing study skills inventory for slow learners –

Construction of effective study skills inventory, for slow learners at pre-secondary level is very sensitive process. It primarily takes into account the intellectual limitations of the slow learners and their learning styles. Ability of study, memory level, and concentration ability are some of the basic aspects that are taking into account while constructing study skills inventory for slow learners. The nature of the questions is kept simple, clear and concise, so that the slow learners can easily understand the questions. Reliability and validity is the most significant aspects of standardization. It indicates, whether the results are the same even if the test is repeated is checked by applying Test-Retest method. Validity ensures that the test truly measures study skills of the slow learners. Determination of scoring criteria as per the age group and educational level is also important aspect that taking into consideration.

4.4 How study skill inventory useful for the academic improvement of slow learners –

Learning skills inventory is very effective tool for the educational development of slow learners at the pre-secondary level. Slow learners have slightly lower comprehension, memory ability and poor concentration power than general students. The important advantage of inventory is that it clearly identifies the slow learners' strengths and weaknesses. Study skill inventory proved as useful for the teachers to know whether a student understand and grasps more through reading, visualizing or doing activities, when teachers become aware about the specific learning style of slow learners, they can modify their teaching methods. Apart from this, it helps them to prepare individualized education plan for the slow learners. The social and emotional skills of slow learners are also affected at the pre-secondary level education. The stigma of learning lag can be removed with the application of well-constructed and standardized study skills inventory. Parents also get proper information about their child's academic performance which is proved as a useful for them to provide support to the slow learners at home. The study skill inventory is not just a test, but it is a proper guideline that facilitates the overall progress of slow learners, helping them to connect with main stream of education.

4.5 Role of teachers in construction, standardization and implementation of study skills inventory for slow learners –

Teachers are playing an important role in constructing standardizing and implementing of study skills inventory for slow learners at pre-secondary level education. They are considered as major guide in the educational process of the students, therefore, the construction of study skills inventory cannot be successful without their active involvement. Teachers interact with the students every day, therefore, they are well aware about the exact issues of the students. They are having a key role in identifying issues pertaining to the study habits, concentration ability and the level of memory. Based on this experience, the teachers formulate questions or statements that are appropriate to the mental or intellectual ability of slow learners. After formulation of questions, through validation process they check whether it is really effective. Teachers test the inventory of different groups of students. After analysis of the information collected from the teachers, teacher removes the difficult or confusing questions. This process makes the inventory reliable and valid. During the implementation of inventory in the classroom, teachers act as a guide and as a counselor. They make efforts to create friendly atmosphere in the classroom, with a view that students should not be afraid of exam or tests. Teachers analyze the answers of students and attempt to prepare an individual education plan. They demonstrate effective study techniques like mnemonics, mind mapping etc.

V. INCONCLUSION –

Slow learners are not intellectually disabled, they are just slow in their academic progress. If they are provided the right study skills at the pre-secondary level, they can progress at the same pace as general students. The study skills inventory does not identify their shortcomings, but it also shows the proper way for progress to the slow learners. If educational institutions and teachers apply the standardized study skills inventory no any student in the society will be deprived of education. With the help of proper guidance and skills, even slow learners can scale the heights of academic success.

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