Exploring Teachers' Strategies for Resolving Students' Learning Difficulties at Primary Level

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Abstract

The current study focused on the complex nature of instructional strategies for resolving students' learning difficulties. The aim of this study is to explore the issues and challenges faced by teachers during classroom teaching at the primary school level. To gather relevant data, a sample of sixty teachers from public primary schools was selected using a convenient sampling technique. These teachers were chosen based on their availability and willingness to participate, allowing the researcher to gain insights into the practical difficulties encountered in real classroom settings. Interpretivist paradigm was utilized to determine the issues and challenges of the teachers. Structured interview protocol was used for data collection. All data is interpreted by thematic analyses. The key themes include misconception of ideas in learning, choosing appropriate strategies, lack of motivation, identifying individual needs, shyness, lack of A.V. aids, challenging but fulfilling, acceptance and patience. The study revealed that primary school teachers often demonstrate topic specific strategies in classrooms. Instructional strategies served a variety of goals in response to students' needs. The findings focused upon effective strategies used as pragmatic approach based on problem solving method of teaching, enquiry method, activity-based method. It is concluded that parents' teachers' meetings provide opportunities to the students to express their own learning difficulties. Teachers should have content knowledge for activity-based lesson planning. Use of interactive methods motivates students for learning. To develop a positive learning environment among stakeholders and school management these problems need to be solved precisely.

Key words: *Issues, Challenges, Learning difficulties, Inclusive, Pragmatic.*

Introduction

Teaching is a transition of knowledge. Teaching arises only when learning takes place. Teachers embrace different strategies in which learning occurs. Teachers create those conditions in which students motivate themselves to learn. The past 20 years have been seen for developing strategies for effective teaching. Learning is a complex process. In order to design effective strategies teachers need to understand students learning difficulties. In traditional method students are passive while in

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activity-based method students are actively engaged in learning. Teacher design activities for students related to the topic. Students listen and engage in these activities according to their level of ability and motivation. Students with different intellect levels to cope with learning difficulties. That is the basic reason to effect on their performance. When students are slow in learning, then their class fellow of same age group. Lack of sufficient prior knowledge to understand the concepts, they erroneously believe that they have understood the concepts, but they have not. Students may complete all of the activities effectively but learn nothing from them. Students never ask questions about their misconceptions before the exam. In mathematics class students are fed up and feel bored. Around the world students are facing common learning difficulties like in Pakistan, India, Tanzania and other developing countries. The main purpose of the study is to point out students' leaning difficulties and construct a single framework that teachers can use to improve their teaching strategies. Learning difficulty means strains in the learning process. Students do not have the same intellect level to cope with learning difficulties. Students with different backgrounds and teachers' behavior affect their class adjustment.

According to child psychology, learning is a mental process based on attention and memory. The change in behavior to learn something new. Learning strategies, teacher's behavior, student attention are the main factors that affect learning in actual educational settings. Bain (2004) explains that teaching is not presenting information it is about creating an environment in which students can learn. The focus should not be on how teachers present information but on how they create environments in which the maximum students are able to learn. Effective teaching is about adaptation to change according to the situations. Students come from different backgrounds with expectations, diverse levels of interest and prior knowledge. Teachers must adapt to these varied conditions. The effective teachers include cognitive principles of learning into pedagogical practice. Teachers need to comprehend a student's level of understanding.

Students are facing common learning difficulties around the world including our country, like reading comprehension. English as second language and students in primary level are not in the position to read properly (Kalanje, 2011). The cognitive framework explains if students listening clearly speaking becomes easy, similarly if a student's read effortlessly, he/she will be able to write something easily. It means each skill supports the other. Students find difficulties in the learning process because information is not according to their learning power. Daily reading habits help to improve their vocabulary. Reading and writing assignments help to improve their language skills. (Erviana, 2019). Expert teachers apply interesting strategies and make learning process interesting by involve less motivated students in active learning and developing them into well-informed, profound learners of discipline. It involves creating an atmosphere in which learning becomes important to the student. The number of pedagogical research shows that the application of principles of learning will help teachers to create a conducive learning environment. Different learning

strategies while teaching make learning process interesting and helpful to grab student's attention at primary level.

Hossain (2018) pointed out students speaking difficulties in classrooms due to the lack of trained teachers and communication gap between student teachers. As a teacher, it enables us to create an environment of discussion. Students' learning difficulties is an aspect that can affect success or failure. In the educational process students has close interaction with teachers. Teachers informally mislabeling students as having learning difficulties. This is due to the teacher's limited knowledge and misunderstanding about students' learning difficulties. Teachers must adopt effective ways to resolve these problems. The solutions may vary for different levels of students in different situations. There is no single strategy effective for all students.

Description of challenge:

Nine cognitive challenges that affect students learning. The students' attitudes and health. Professional knowledge of teachers is not helpful to identify early signs of dyslexia in students at primary level. In our country the classrooms are overcrowded teachers are unable to pay attention individually. Due to lack of professional knowledge teachers are not aware of didactic based strategies to help students having these difficulties. Active learning strategies enhance student achievement. Metacognition and self-regulation is a challenge that affects learning. Metacognation help students to plan and monitor their learning. Students have different levels of metacognition. Students' fear and mistrust is another challenge that teachers face at primary level. Students feel fear of sharing their problems with teachers. Teachers have to spend time in discussion with students to help develop understanding about their fears. Teacher friendly behavior helps students grow and learn.

Misconceptions are common in students at foundation level. Misconceptions are resistant in learning new concepts. If the concepts are clear students may resolve questions easily. Explaining the concepts, highlighting key points with daily life examples is a strategy for elaborating and revising students understanding. Peer instruction is valued to promote conceptual understanding in students. Ineffective learning strategies create problems for student's engagement. The practice of class test and self-explanation can be used to improve student learning. Quizzes help to elevate learning. Teachers apply interesting activities to make learning process interactive. However, it is a difficult and elusive goal to achieve with limited time and resources. Most of the students have speaking difficulties in class with teacher and peers. The major reasons of speaking difficulty are native style of talking, poor memory and family background. This is due to the communication gap between students and teachers. Students experience difficulties when basic concepts are not clear due to inappropriate teaching practices. Students are unable to perform well in final exams.

Poor memory is a major difficulty in learning which occurs when the stress of learning exceeds students' cognitive capacities. When students are burdened by

information, they learn little. Overload is common in our education system. Students are unable to focus on a single point when the maximum amount of new information is presented during a class. Teachers speak much faster than students cannot be able to write (Demirdag, 2014). When teachers successfully encounter all challenges, the result is optimal student learning. Optimum learning is a complex process and requires understanding of effective teaching strategies. The strategies that satisfy the diverse needs of students. Teachers often struggle to accommodate unique strategies according to the need and requirements of the students at primary level. The innovative approaches with integration of technology help to bridge the gap between diversity and student's performance. Mogan and Yasin (2020) explain that selecting reading txt, use context clue, re read words, interactive multimedia, and group discussion, summarizing main points are effective for teaching reading skills to students with learning difficulties. Teachers are unable to identify students' learning problems due to their low professional development and poor trainings. Affective learning is not about quantity but quality to learn. Student centered approaches are better than teacher centers to engage students in class activities. Students are more active in activity-based learning. Teachers are not acting as an instructor but facilitate them as a guide (Azungah, 2018).

Dr William H. Kilpatrick introduced a project approach helpful to engage students in group work. As a group students cooperate with group members to complete their projects. Critical thinking skills develop when students actively engage in project work. Students discuss every point about their project with teacher which help to develop decision making skills (Callinan, et al., 2013). Socrates question answer method helps to involve students in class discussions to express their ideas and curiosity to learn. Effective communication skills bridge the gap between students and teachers. At primary level students feel scared with lengthy math lessons due to the lack of use of media. To overcome this, teachers can use interactive learning media and peer tutors. Expert teachers plan lessons based on objectives and select activities according to the topic with daily life examples. Teachers can adopt a variety of strategies for resolving students learning problems (Saputri, Ruqoyyah, & Rohaeti, 2024).

At the primary level students' language difficulties can be overcome using teaching strategies. Sayed, (2013) described teaching tactics as a help to pinpoint language related issues. Brainstorming as a support to deal with academic difficulties. In the demonstration strategy the teacher explains how to do something as they observed. Games serve as incentives for students in learning. Participation in drills and competitions boost their confidence level. The link between frequent play and involvement in certain games such as action and role-playing games helps to improve students' cognitive development. A central goal of primary level education is to develop students' ability to engage in problem solving. Problem Solving is considered an effective strategy for helping students in mathematical understanding. The teacher gave problems and divided the class into small groups. Teacher acts as a facilitator

and provides support to students at the right time. Effective questioning is central to this process. This process encourages all students to learn. (Hourigan, & Leavy, 2023).

A wide range of literature claims that students should engage in problem solving rather than memorizing to develop conceptual understanding. Problem solving is considered a powerful means for mathematical understanding. Professional development of teachers at primary level helps to promote, develop, and refine problem solving strategy in implementation (Hourigan, & Leavy, 2023). In the second quarter of the twenty first century, it is time for main changes to elevate our educational system. The bottom-up changes will help to overcome educational challenges. The children must learn skills to create a more inclusive, cohesive and creative situation. According to Dewey in (1938) Inquiry based learning help students to build higher order thinking skills. The student-centered approach encourages students to ask questions and investigate problems. It is an approach for interrelated activities (a) ideas related to concept (b) engage in activities. The process involves in making observations, posing questions, examining books and other sources of information to see what is already known. Lesson planning help teachers to design activities, explanations of difficult terms with daily life examples. Teacher's interactive activities improve student's communication skills. The inquiry approach focusses on developing critical and logical thinking for alternative explanation.

During observation students learn to pay attention to initial unfolding ideas and use them as a basis to start the science inquiry process. Teachers encourage discussions that focus on making meaning of scientific phenomena that are embedded within specific problems. This strategy helps students in explaining the problems. These aspects transfer student's engagement in problem solving (Ling, & Muhmud, 2023). Education plays a dynamic role in the civilization of a nation. Learning is a continuous interaction between development and life experiences. It is revealed that a teacher teaches students with different approaches to achieve desire learning outcomes. Learning does not happen instantly but proceeds through certain stages. In learning teachers facilitate students with interactive learning strategies so that they can learn well. Project learning approach develops basic thinking skills, decision making skills, creative skills, problem-solving abilities, student's self-management. The Project learning model can be applied to all lesson content in the curriculum. The project-based learning model in elementary schools can improve integrated thematic learning outcomes.

Students' writing skills potentially promoted during project-based learning. Vocabulary grammar, spelling, sentence structure, significantly improve. It is found that students in project-based learning showed significant improvements in content knowledge as compared to students in controlling learning environments. The project-based learning has a positive impact on learning at primary level (Zhang, & Ma 2023). Developing creativity in students is one of the main aims of the 21st century. Creative activities help to prepare students for lifelong learning. Creativity is a key factor for the development of personal occupational, entrepreneurial, social competences, and

the well-being of all individuals in society. Along with imagination, curiosity, critical thinking, collaboration, communication, physical and mental health of students improved by using creativity approach in classroom (Bressane et al., 2024).

Creativity is a potential and capacity to produce perceptible products in specific domains. The creative potential of primary students can be increased with the help of problem-solving techniques such as brainstorming, mind mapping, and developing habits of creative thinking in real life situations. Creative thinking helps students to ask questions. Creative activities include imagination in artwork, dance, drama, and music. These activities are connected with divergent thinking, imagination, as well as personality and motivation of students. According to progressive beliefs students learn through their own experiences. Activity based teaching help to polish student's creative skills at primary level. Class activities with new ideas open potential in students for problem solving, creative activities for creative achievements (Gralewski, 2019).

Learning difficulties in students are listening, speaking, reading, writing, reasoning, or mathematical. These difficulties are central supposed to be due to central nervous dysfunction. A large number of students identified with learning difficulties in schools of India, Pakistan, and in developing countries. Due to lack of professional development teachers are unable to identify these problems. Teachers need to have adequate knowledge of the cognitive, linguistic, neuropsychological, behavioral, problems of the students. So that they are able to select instructional strategies that help to overcome students learning difficulties. Activities according to the unique needs of students is based on teachers' knowledge (Saravanabhavan, & Saravanabhavan, 2010). Teachers with no professional development at primary school level unable to accommodate students with learning problems (Kocsis, 2016).

According to Samarawickrema (2021) Learning designs raising teacher's confidence in turn effects on increasing student's self-esteem. It is difficult to isolate the teacher's role in creative strategies. Both are important for effective learning. Activities and group discussions develop strong connections with peers and breaking down feelings of isolation in students.

Recent studies show that learners' interaction with technology is increasing day by day. They are well equipped with tablets and computers. Game-based learning is a new interactive approach that can change their behavior patterns for learning. Therefore, students have number of educational programs on game-based learning that offer different ways for understanding mathematics, science and arts content (Behnamnia, Kamsin, Ismail, & Hayati 2023). In recent years AI artificial intelligence intervenes in the education system. Game-Based Learning (GBL) has been widely adopted at a primary level. Puzzle games, jigsaw puzzles, robot games, role play games, are the strategies for learning. Students of primary level love to learn with games. The game-based learning motivates students for achievement (Zhan, Tong, Lan, & Zhong, 2024).

The teacher gain experience with digital games and can act as models for their prospective students. Teachers could promote learning with digital games on two different levels. Students can acquire knowledge by playing digital games and learn by observing and adopting teachers' behavior (Barz, Benick, Dorrenbacher, & Perels, 2024). The sudden shift of the educational processes to online learning caused challenges for educational institutes, teachers and students as well. Especially in developing countries like Pakistan where Institutes are not well prepared for knowledge, technology integration. Teacher's technological skills play a major role in effective technology integration at primary level. Teachers' motivation enables them to learn latest technological knowledge. Technology integrated lesson planning help to obtain students' learning outcomes successfully. Use of technology enhances the quality of teaching and learning. It helps students' active participation in class activities. Students develop the habit of exploring and learn. Use of smart boards in classroom, videos on important topics, power point presentation are effective use of technology in classrooms. Due to lack of resources and less professionally trained teachers the class room of public school are not well equipped. To overcome these barriers educational authorities should efficiently formulate effective policies to incorporate ICT in teaching learning practices at primary level and allocate a sufficient budget.

Methodology

The present study used a qualitative research method narrative form of design. The aim of the study is to know about teachers' strategies for resolving students learning difficulties at primary level. The perspective of students with learning difficulties helps for the selection of instructional strategies. In order to examine contemporary real-life situations and provide the basis for the application of learning strategies. In real life situations the perspectives of learning difficulties in primary level students and instruction were examined the narrative form of design is an ideal selection for the study. The focus is on the wholeness of teachers' experience with selection of strategies for students learning difficulties. Interviews of primary teachers were conducted in order to unfold common ideas about selection of teaching strategies.

According to Azungah (2018) qualitative style explain phenomenon in depth. Qualitative design, with interviews being the method of data collection, is one of the frequently used designs. The real-life situation was examined by the teacher's enplane learning difficulties and instructional strategies to overcome these difficulties at primary level. The non-random purposive sample technique was implemented for selection of the sample. The selected teachers are all especially knowledgeable and experienced. All public primary school teachers (PSTs) in tehsil model town district Lahore are accessible population of the study. A total of 746 primary school teachers are working in 136 public primary schools in model town. The data about schools was collected from Deputy District Education Officer Lahore. The sample of the study

was the 20 schools which is 15% of total 136 public primary schools and 60 teachers was selected non randomly 3 teachers from each school. The convenient sampling technique used, and data was collected through interview. A suitable number of participants to obtain meaningful results. The interviews were semi-structured. Interviews are systematic way of conversation and a tool for data collection from individuals (Kajornboon, 2005).

Huang (2018) described the interview format is one which gives in-depth answers of the questions and opens the areas that discussed during interview interactions. The interview questions utilized in order to gather data from the participants are based on the research questions of the study. An interview protocol was developed and validated from three experts having more than twenty years teaching experience. The interview protocol consists of fourteen (14) open ended questions. Each participant was interviewed using the interview protocol. The interviews were recorded with participant approval using the notepad and voice recorder for transcription. A total of sixty interviews were recorded to understand their opinion and experiences about students' learning difficulties. Each interview lasted approximately thirty to thirty-five minutes to gathered information from teachers for the strategies to overcome students learning difficulties. These interviews were conducted in the schools with the permission of principals.

The data were collected from twenty public elementary schools of tehsil model town Lahore. The teachers have educational degrees in different disciplines with professional education. Seventeen teachers were matric with PTC certificates, twenty-five teachers were B.A /B.Ed, fifteen teachers were M.A / M.Ed, and three were M.Phil. / B.Ed. The data analyzed to understand teachers' strategies for students learning difficulties. As data is qualitative and analyzed in narrative form. The data was coded in themes and sub themes of teacher's responses from the recorded interviews. The data analysis software (CAQDAS) NVivo11 software was applied.

The code was according to the trends that emerged in the teacher's responses with repeated words of similar meaning. Ideas of similar information's grouped together and similar groups into categories. Therefore, the data was organized in segments and in categories and label those categories. The open coding process was used for this study. Through this process the data were categorized in a manner that showed similarities in the responses of the participants. All the responses are set in a sequence and carefully matched with research questions. This process made it possible to generate codes for the descriptions of results. The findings were developed on questions exploring the nature of learning difficulties of students of primary school of District Lahore? The second question was. What are the suggested strategies for resolving the learning problems being faced in primary schools of District Lahore? The present study was constructed on the interpretive paradigm that relies on trustworthiness.

All data examined interview transcript carefully. The relationship exists among the codes that were examined. Themes included: (a) Teaching Strategies, (b)

identification of learning difficulties (c) Perception of Teachers. The "Teaching Strategies" include: (a) personal strategies, (b) classroom strategies, (c) Teaching methods. The "Learning difficulties" include: (a) misconceptions/ lack of motivation (b) reading / writing difficulties (c) Classroom environment. The theme perception of teachers includes: (a) Student's behavior (b) Lack of resources (c) Family background. These points are emerged as a result of thematic analysis helped to understand the phenomenon because of the interconnected nature of participant's experience and explanations.

Findings

Three themes were made from the data analysis: The first theme was "Teaching Strategies," which contained three subthemes: (a) Personal Strategies, (b) Classroom Strategies, (c) Teaching methods. Participants spoke mainly about three aspects of those strategies: Personal Strategies, Classroom Strategies, and Teaching methods. Personal Strategies represented the teachers' personal strategies that were adopted for instruction. Every teacher has different philosophical beliefs and follows teaching strategies according to their belief. While every teacher hopes to motivate students for effective learning and be attentive in classroom. As a result of Personal Strategies, the teacher focused specifically on the student who has learning problems. Teachers manage class activities according to the space available in classrooms. Classroom rules clearly explain to students to manage the class discipline. Most of the students are naughty and create problems for teacher and their fellows.

Teachers who have more than fifteen years of teaching have explained strategies to solve this problem. Small group activities are helpful. Mostly students are in the habit of cramming and create difficulties in class. Participants point out only few students have critical thinking and raise important points in class. Seven to eight students quickly understand the lesson, but others are unable to understand and need to explain it twice. Shy children do not participate in classroom activities related to the lesson not even play freely with students in break time.

More than three participants shared another important strategy sounding aloud so that the students sitting in the last row in the class can easily hear teacher questions and reading aloud help students to understand. Participants mentioned that when students read themselves, they found it helpful to highlight difficult words that they do not understand. Participant 11 also noted that sounding aloud, highlighting difficult words, and defining meanings of the words were beneficial to improve their reading comprehension. Re-reading the passage and identifying the importance of the passage through discussion develop comprehensive understanding. Annotating the text is a very helpful strategy for reading comprehension. Underline the facts in the passage was also noted as a helpful strategy for students.

Re-reading a passage is commonly used in classroom to improve student speaking skills. Participants share that most of the stories are difficult for students to understand, teachers have to re-read them for students. Participants discussed the

challenge of an activity-based method. Participants share that they enjoy teaching with activity-based methods of instruction that is very challenging to arrange activities according to the topic and manage resources. As it is helpful for students to understand difficult concepts with daily life examples. Teachers should create a learning environment in the classroom that promotes positive thoughts about reading and writing in all students.

Participants agreed that problem solving methods help to develop critical thinking. Participants are agreed that lack of A.V aid and resource for activities are big herder to implement activity-based methods. Most of the participants share they spend money from their own pocket. Teacher's behavior with students helps to encourage them to learn. Most of the participants agree that students' curiosity for learning is less in lecture-based method as compared to activity-based method. Traditional teaching methods focus on memorization. In direct instructions method the teacher is active, and students are passive. In activity-based teaching, teachers act as a facilitator and students are active. Interactive teaching styles promote an atmosphere of attention and students' participation. Students collaborate with each other. Think pair and share and role play are effective strategies for primary level students to make teaching interesting and exciting. Concept mapping real time reaction and one minute paper are helpful in developing concepts about the topic. It is said telling is not teaching and listening is not learning.

Brainstorming is an interactive strategy performed in small groups. This is helpful for making creative thoughts and ideas about topic. Students share ideas with class and learn together. buzz sessions, question answer sessions are brainstorming strategies (Senthamarai, 2018). All participants emphasized that positive reinforcement facilitates learning. Students' motivation is central to all the learning. Participants of the study shares that project-based learning model (PJBL) that involves students in a collaborative project that integrates various subjects. The focus of implementing PJBL is (a) integrating into the real world (b) make students work in groups with directed manner (c) investigate and solve problems. Through this strategy students' knowledge build around the real world or the environment around students help to sharpen their problems solving skills. Teachers are not very aware of integrative methods at primary level. Teachers face difficulties implementing the PJBL model due to limited facilities and infrastructure, difficulties in adjusting the theme, students are less active in groups, students cannot understand the topic as a whole, or time consuming are basic issues for implementing PJBL at primary level (Dahlia, Hidayet, & Hidayat, 2023).

Project based learning models do not implement in their true sense at primary level due to lack of teachers training. According to the participants schools must provide training for teachers in order to overcome obstacles. Professional training helps teachers to design project-based lesson planning for developing creative minds in their students. The way in which teachers provide basic knowledge for their real actions focused on developing students' creativity. Students share their interest and

identify particular domains in music, visual arts and drama. Teachers focus on artistic domains and help students in their creative initiatives like drawing, painting, writing, playing musical instruments, dancing. Teachers have a strong tendency to help students with creative thinking. All participants agree that students are actively engaged in extra circular activities. Participants point out student's family background effect on their learning motivation. Most of the children come from average families, they are spending their lives on daily wages. Their motivation level is low. Parents do not motivate their children to go to school. Extrinsic motivation plays an important role for students to work hard. Parents' teacher meetings play an important role at primary level. Participants 13 and 55 point out that few of them attend PTM regularly, most of them use to say they have no free time to attend. That's why dropout rate at primary level increase. Parents should attend meetings to overcome students' difficulties. Selection of teaching methods should be according to the learning level of students.

Participants observe that grades in exams play an important role in students learning. It is fact that low grades in exams flag their internal motivation for creative activities. Low levels of motivation may result in the low self-esteem of students and students start avoiding those domains in which they may fail. Teachers must pay attention to the fact that students are not overloaded with a lot of homework. Teachers design lesson plans that help to cover most of the content in class. Participants of the study have consciences that students learn through games. Games serve as an incentive for learning. Students' participations in games, drills, and in competitions boost their motivation level. Teachers and school principals arrange competition within school and out of school. Within class, group games related to practicing verbs, letters identification, letter sounds, math concepts, short questions etc. Students express their high confidence level to face challenges with immediate feedback and help to create fun loving environments in class.

One of the participants discussed a case based on small group discussions. Students actively involved in group discussion about the case study share prior knowledge explore new areas exchange their ideas and develop new knowledge. This strategy helps to develop critical thinking skills. Learning strategies are effective in students' academic performance. The writing skills improve with vocabulary, grammar, and sentence making. Sharing ideas before writing, warmup writing, topic of student's choice, mini write up, sentence starters, are effective writing strategies for primary students. Reading and listening help in writing. Speaking helps in correct pronunciation of difficult words. The affective domains involve in feelings, attitude and emotions of the students. Teacher's appreciation motivates students for learning.

The metacognitive strategies empower students to think about their own and write it in your own words, enplane it to your friends, use real word examples are help students to understand. Motivational strategies could increase learner efforts and improve their emotions. Behavioral strategies optimize the learning experience (Zhang, & Zou, 2024). The curriculum is a challenge developing students' creativity.

Participants complained that they do not have enough time to cover the curriculum within time. They do not have time for proper lesson planning and arranging material for activities. Apparently, the anti-creativity opinions of the teachers also seem to be a problem. Some of the participants are serious about activity-based methods for primary students. The participant's belief about activity-based methods can be changed with the help of professional tannings. A factor is teachers' attachment to traditional methods of teaching restricts them from taking creative action in class. The teachers prefer methods of teaching which give them control over the students and in the teaching process.

Most of the participants are in favor of proper lesson planning and some of them consider it just a waste of time. In fact, lesson planning based on objectives helps teachers to achieve their intended learning outcome. All participants admitted their responsibility to introduce new teaching strategies and few of them are not leaving traditional way of teaching. Learning is a mental process that demands their parents and teachers' attention. Teachers must have knowledge to choose appropriate method according to the level of students. A single teaching method does not work for all subjects. Teachers must adopt the latest strategies to minimize learning difficulties. Teachers must take a step forward to bring technology in classrooms.

Discussion

The study helps with getting to know the beliefs of primary school teachers about strategies for students learning difficulties. Specifically, it helps the better understanding of methods that are in practice as well as strategies used to overcome students' learning difficulties in the school environment. Therefore, a series of in-depth interviews with teachers taught in public primary school was conducted. The teachers' interviews made it possible to answer the research questions of the study. Details of the teachers' beliefs about various practices used by teachers for resolving learning difficulties and ways of supporting students in the school environment. The conclusions of the study provide a coherent picture of students' learning difficulties.

The application of the curriculum transmission of a large body of knowledge and preparations of students for exams have priority over student's development. In this respect teachers are focused on transmitting knowledge. This is because the curriculum is lengthy and have to cover within time. The aims for developing creativity in students. As the social and economic expectations students have to develop skills for practical work. Teachers need to select activity-based teaching to make students effective learners. Teachers prefer activity-based methods after they have gone through the curriculum requirements which are in their opinion more important in terms of preparing students for problem solving skills. Students of primary level have different learning difficulties reading, writing, and speaking.

Students having learning problems it is essential to use strategies of active engagement in class. Students of all ability levels must be taught with interactive strategies for effective learning outcomes. Activity based teaching motivates students

to participate in practical activities independent investigations and problem solving. Activity based learning provides students batter opportunities to not just learn their lessons but also wide range of skills they need in their practical life. Students with learning difficulties require more explicit support than their peers in developing an understanding of the content. According to the nature of the problem the strategy of teaching is to be applied.

Teacher's support is required in making sentences connections. Teachers need to encourage students in discussions with their peers. Sharing dialogue with teacher and peer is a Socratic way of discussion. Reflect, refine, restate, and repeat strategies are used in discussion methods. Teachers' instructional practices develop the link between reading and speaking. Strategies must be made transparent for all students during discussions (Feiker Hollenbeck, 2011).

Learning with teaching is a difficult process due to the duties and responsibilities that teachers must fulfill in schools and classrooms. The diversity in teaching methods and the type of pre-service teacher training receive help from them to select teaching methodology. Teacher being able to select appropriate methods effectively according to learning difficulties of students is one of the difficult tasks. Due to a lack of professional development teachers are unable to give proper feedback on students' performances.

Professional development helps teachers with formal and informal feedback. Teachers' constructive feedback encourages students to be more active in class activities. It helps to uplift students' self-esteem. Teachers' evaluative feedback encourages them to work hard for academic achievements. Teachers need to be very careful while giving written and oral feedback to the students. Shy students feel uncomfortable when teachers share their mistakes in the classroom. Teacher's effective speaking skills help to engage students in conversations. If the teacher has weak speaking skills he will lose the control of class. Effective speaking skills establishing emotional connections with students, friends and family.

Students with speaking difficulties are unable to structure thoughts, put phrases in order, and pronounce words orally. They cannot convey their message correctly. Picture description, role play, storytelling, and drill are effective strategies to improve speaking skills in primary level students. Teachers must allow the students to speak in class normally on different topics. Remember to always encourage students to talk actively and so that they have vocabulary bank.

Students' learning difficulties can be minimized by selecting a variety of teaching methods. Teachers must have knowledge of interactive strategies for student effective class engagements. The 'student-centered method followed the philosophy of constructivism. The main idea of constructivism in which students learn as active participant focus on the learning situation and construct knowledge from their experience. Teachers as facilitator guide students for learning.

The reflection on experience and the sharing of ideas with other learners is help in corrective intervention. Engage, explore, explain, elaborate, and evaluate are

helpful for students to construct knowledge. The focus of training programs for teachers' initial education must include training on pedagogy. The subject matter that the pre-service teacher aims to teach must include subject-specific pedagogy.

During pre-service teachers training education needs to be more focused on activities related to the subjects. Teachers are the most valued resources of the schools. Professional training ensuring that they are prepared with pedagogical skills that are effective in students' developmental and learning needs. As a professional, we will be able to identify students' problems and their solutions at the spot. Effective integration of technology in their lesson planning helps to achieve learning objectives. Professional development initiative that aims to improve teachers' abilities to use ICT tools in classroom effectively. Pre-service teacher's education programs should include instructions on ICT integration to make sure that future teachers have skills they need from the beginning of their career.

Activity based teaching creates an interactive environment for students having learning difficulties. Teachers as role models motivate their students for learning. School is a place to provide quality teaching and learning experiences to the students. The learning needs of students is dependent on quality teaching and organizational structures. On the part of teachers' educational administrators and policy makers to stress teachers professional training on pedagogical strategies at primary level for quality teaching and learning. The environment of the school should be based on a constructivist approach where each student learns and constructs knowledge. The constructivist approach helps to improve student problem solving abilities, as well as their critical thinking capabilities.

Limitations

The present study is delimited to primary public-school teachers of tehsil model town Lahore. The findings of the study will help to improve teachers' educational and professional development on the one hand. On the other hand, to develop strategies according to the need and learning difficulties of the students at primary level. Quantitative study with large sample may provide effective size to establish the importance of different factors that impact on student's learning difficulties. Focused and quantitatively verifiable analysis of the interrelationship between the individual components are needed to strength the understanding of learning difficulties, would be very helpful for unified framework of primary level teaching.

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