AWARENESS OF PRIMARY SCHOOL TEACHERS TOWARDS CHILDREN WITH LEARNING DIFFICULTIES IN MATHEMATICS

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ABSTRACT

This study examined the relationship between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics. This study adopted normative survey method of research participants were 150 Primary School Teachers randomly selected from various schools in Tiruvallur District. The Research Instruments used for data collection was Awareness of primary school teachers towards learning difficulties in mathematics prepared by Abimelacu (2011). tested at 0.05 and 0.01 level of significance. It is found that there exists significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Monthly income. Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics is Moderate.

Keywords: Learning Difficulties, Primary School Teachers, Mathematics, Awareness, Gender, Sampling, Survey, Random Sampling Technique.

INTRODUCTION

Education is an all round drawing out of the best in child and man body, mind and spirit-Mahatma Gandhi Education promotes all round development of the child, which unites the soul, body and mind of an individual and helps in transmission of entire values. Education is increasingly being perceived as capable of modifying the economic scenario and transforming the dreams of millions of human beings for a better and higher quality of life into a reality. It is an effective system resulting in the development of learner's potentials, competencies, interest, attitude and values. In the past this potential and educational rights were denied to the disabled children. Mean while the students with learning difficulties are ignored by the teachers and they become the drop out children.

MATHEMATICS

Mathematics is the study of quantity, structure, space, and change. Mathematicians seek out patterns, and formulate new conjectures. Mathematicians resolve the truth or falsity of conjectures by mathematical proofs, which are arguments sufficient to convince other mathematicians of their validity. The research required to solve mathematical problems can take years or even centuries of sustained inquiry. However, mathematical proofs are less formal and painstaking than proofs in mathematical logic. Since the pioneering work of Giuseppe Peano, David Hilbert, and others on axiomatic systems in the late 1800s, it has become customary to view mathematical research as establishing truth by rigorous deduction from appropriately chosen axioms and definitions. When those mathematical structures are good models of real phenomena, then mathematical reasoning often provides insight or predictions.

AWARENESS

Concise oxford Dictionary (1990) explains that aware is conscious not ignorant, having knowledge, well informed Awareness is noun of aware. In the present study, awareness is defined as having knowledge or being fully aware of or well informed about the concept of learning difficulties in mathematics by the primary school teachers.

PRIMARY SCHOOL TEACHERS

Primary school teachers are the persons who provide education for pupils (children) from Standard I to Standard V in Thiruvallur.

LEARNING DIFFICULTIES

Learning involves acquiring knowledge and skill. So while imbibing some concepts proper perceptual shifts should be headed over to assimilate it so this is called as the difficulties in learning. In the present study, learning difficulties refers to bottleneck, obstruction and difficult to understand the basic mathematical concept among the primary school students by the teachers.

STATEMENT OF THE PROBLEM

The statement of the problem in the present study is entitled as A Study on “Awareness of primary school Teachers towards Children with learning difficulties in mathematics in Tiruvallur District”.

OBJECTIVES OF THE STUDY

a) To find out level of Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics.

b) To find out significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their
Gender.

c) To find out significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Location.

d) To find out significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Medium of Instruction.

e) To find out significant difference among Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Type of school.

f) To find out significant difference among Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Type of Management.

g) To find out significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Status of the Family.

h) To find out significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Teachers Education Qualification.

i) To find out significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Teaching Experience.

j) To find out significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Monthly income.

HYPOTHESIS OF THE STUDY

1. The level of Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics.

2. There is no significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Gender.

3. There is no significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Location.

4. There is no significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Medium of Instruction.

5. There is no significant difference among Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Type of school.

6. There is no significant difference among Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Type of Management.

7. There is no significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Status of the Family.

8. There is no significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Teachers Education Qualification.

9. There is no significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Teaching Experience.

10. There is no significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Monthly income.

RESEARCH DESIGN

METHODOLOGY

The study was through normative survey method of research and it is most suitable for the present study.

SAMPLE

The investigator used Multi-Stage Stratified Random Sampling Procedure for the present study. The investigator has selected 150 samples of Primary school teachers for the present study.

RESEARCH TOOL


STATISTICAL TECHNIQUES USED IN THE STUDY

The investigator applied both Descriptive Statistics and Inferential Analysis of Statistics to test the Objectives as well as Hypotheses and to find out the results of the data collected. The following are the statistical techniques employed in the present study.

1. Percentage analysis
2. t-test
3. ANNOVA
4. Correlation

TABLE – 1

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Remarks</th>
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Showing the Frequency and Percentage for the Variable Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics
Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics (N=150)

<table>
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<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
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<td>12.6</td>
<td>9</td>
<td>64.6</td>
<td>3</td>
<td>22.6</td>
</tr>
</tbody>
</table>

**GRAPH SHOWING THE FREQUENCY FOR THE VARIABLE AWARENESS OF PRIMARY SCHOOL TEACHERS TOWARDS CHILDREN WITH LEARNING DIFFICULTIES IN MATHEMATICS**

**MAJOR FINDINGS**

1. Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics is Moderate.

2. There is no significant difference between the Male and Female Teachers on their Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics mean scores.

3. There is no significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics mean scores based on the Rural and Urban area.

4. There is no significant difference between the Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics with respect to their medium of instruction.

5. There is no significant difference among Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Type of Management.

6. There exists significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Status of the Family.

7. There exists significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Teacher’s Education Qualification.

8. There is no significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Teaching Experience.

9. There exists significant difference between Awareness of Primary School Teachers towards Children with Learning Difficulties in Mathematics based on their Monthly income.

**EDUCATIONAL IMPLICATION**

Mathematics learning is like acquiring a new language and it can be difficult for some children. Mathematics has its own set of vocabulary and symbols that convey meanings best understood within its own context. In learning to read, the key component underlying early reading development is phonological awareness. In the same way, in learning to count and compute, the concept of number sense plays a similar role – like that of phonemic sense in reading – in Mathematics learning (Gersten & Chard, 2001).

Chan (2009) has encouraged Mathematics teachers to take time to reflect and ponder why there are children who continue to fail learning Mathematics despite extra remedial lessons and provision of learning support for Mathematics. In this way, the teachers must observe and/or examine that the errors these children have committed, misconceived or responded in certain ways when working out sums or mathematical problems. During observation or examination of error patterns, the teacher can actually learn more and thus, become better equipped to manage the various learning difficulties children encounter in their Mathematics learning. In order to build the basic in Mathematics and enhance the mathematical knowledge among the children, the primary school teachers have an awareness and positive attitude towards the following dimension of the learning difficulties in Mathematics:

1. Concept of learning difficulties
2. Understand the causes and characteristics of children to learning difficulties in Mathematics
3. Identify and assess the children with learning difficulties
4. Understand and implement the Teaching and training
methods for the children with learning difficulties.

5. Guidance and counseling to the children with learning difficulties as well as parents and community.

6. As the children with learning difficulties need more care than the clever children, a teacher should show his/her concern towards children with learning difficulties.

7. In service training programme must be incorporated to inculcate the attitude and develop the knowledge among the teachers to identify and understand the children with learning difficulties.

8. Separate lessons for understanding the learning difficulties of the children must be kept in the Educational Psychology subject during their course of study both in D.T.Ed and B.Ed.

CONCLUSION

To conclude, teachers are the backbone for developing the knowledge among the students in all the subjects. When the teachers are aware of the difficulties of the students in understanding the concepts, contents or linguistic problems, responding to the commands or difficulties in expressing the answers or wrongly doing the mathematical sign and symbols, they may definitely pay personal attention to rectify those problems. Hence, the in-service training program me must be incorporated in understanding the students with learning difficulties and to inculcate the attitude of showing care and concern of the young minds among the teachers. Thus, the study revealed that when there is a high level of awareness among the teachers towards learning difficulties.

REFERENCES


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