

TEACHERS' PERCEPTION ON CERTAIN CLASSROOM RELATED VARIABLES OF UPPER PRIMARY MATHEMATICS EDUCATION

Asha Paul*

* Senior Research Fellow,
Department of Education,
University of Calicut, Malappuram, Kerala-INDIA
Email id: ashashyamjith@gmail.com

DOI: 10.5958/2277-6621.2021.00009.8

ABSTRACT

Mathematics is a subject of beauty and accuracy. Mathematics knowledge is so important for a student; he can learn other subjects only if he has a good base in mathematics. Even though Mathematics has a lot to do with our daily life, some struggle to learn mathematics. For mathematics teachers, it is usual to teach such students who paralyze both teaching and learning. We cannot say that all students fear this subject, but for sure some students have negative attitude, fear and hatred. This paper deals with the perceptions of Upper Primary teachers in the mathematics Education. Semi Structured interview was the tool used to gather data from 40 Upper Primary teachers. More than 60% of the teachers opined that the syllabus is flooded with content and they don't get enough time to thorough the content to the pupil. Failure in learning the basic concepts of mathematics in the lower classes leads to a permanent withdrawal to that subject. The researcher excerpts a recent study to supplement this research paper. A study conducted in Kozhikode district shows that Class X students are poor in mathematics (Kumar, 2016). Teachers should be very careful that, higher levels of learning may become inaccessible if the pupil skips relatively simpler preliminary stages since he may be lacking in requisite previous knowledge.

KEYWORDS: *Mathematics Achievement, Teachers' perspective and Mathematics syllabus*

REFERENCES

1. Bynner, J. and Parsons, S. (1997). Does Numeracy Matter? London: The Basic Skills Agency.
2. Dowker, A. (2004). What works for children with mathematical difficulties? Research Report No 554. Nottingham: Department for Education and Skills.
3. Kozhikode district shows that Class X students are poor in mathematics (2016, October 8). Mathrubhumi daily P.2.
4. National Council of Educational Research and Training (2006). *National focus Group on Teaching Mathematics*. New Delhi: NCERT
5. Marks in Mathematics (2017, June 8). Malayala Manorama daily P.2.
6. Ramanujan.(2012). Mathematics education in India- An Overview, Institute of Mathematical Sciences, Chennai
7. Sushmitha, S. (2012). A Study of Mathematics Curriculum for School Education since Last Two Decades and its Implementation. Presentation on National Meet on Mathematics Celebration of National Year of Mathematics -2012.