



Problems of Secondary School Teachers towards Teaching Mathematics

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Abstract: *The teaching of Mathematics is a challenge to teachers because of its wide utility in all developmental programmes of mankind. This shows not only the importance of learning Mathematics but also the need for revolutionizing the teaching of Mathematics in schools. This study aim to unvesigate the problems of secondary school teachers towards teaching Mathematics. For the present study, the researcher selected a sample of size 100 secondary school teachers in and around rural and urban Vijayawada. The researcher had chosen Stratified random sampling technique to select sample. A self-prepared questionnaire was used by investigator to study the problems of Secondary Schools Teachers towards teaching of Mathematics. The statistical techniques used included, percentages, means, SD, and C.R(critical ratios), This study revealed that there was no significant difference between the opinions of Male and Female Teachers Urban and Rural Teachers, Govt and Private Teachers and also English and Telugu medium school teachers*

Key words *Secondary school teachers, Teaching of Mathematics*

1. Introduction:

The National Policy on Education, 1986 has considered the importance of Mathematics in general education and suggests that Mathematics should be visualized as the vehicle to train the child to think, reason, analyse and articulate logically. Attainment in Mathematics is very much based on the mastery of fundamental skills. The present school curriculum demands rapid learning and clear understanding of frequently changing syllabus and new curriculum. It is very essential for the teachers as well as students to have frequent and appropriate feedback of their learning.

In modern world, Mathematics is being increasingly used

in science, technology, industry, education, economics etc., with the use of computer and other devices there is more emphasis on man. Though the world is more mathematically inclined, the students in schools feel it as more abstract. The teaching of Mathematics is a challenge to teachers because of its wide utility in all developmental programmes of mankind. This shows not only the importance of learning Mathematics but also the need for revolutionizing the teaching of Mathematics in schools.

Every profession has problems. Some students are more talented than others. Some are more educationally privileged than others. But everyone all have the capacity to



be great. Greatness comes with recognizing that your potential is limited only by how one can choose, how one can use their freedom, how resolute one can be in short, by their attitude. And one can be free to choose our attitude. It is not position but the deposition that makes the life worth being.

Patience is a virtue. If at first one doesn't succeed, try and try again with improved methods. "Great works are performed not by strength but by Perseverance".

Teachers should be positive in their approach. One should learn and commit and they should do. The greatest battles of life are fought out daily in the salient chambers of soul. That which we persist in doing becomes easier-not that the nature of the task has changed, but our ability to do well has increased.

The aim of education is to well adjust with the surroundings. In other words it is termed as character formation. The students should develop self-learning, good personality self-control, self-respect, self-dependence, etc. These qualities will help in the formation of good future. Education helps to overcome all the hurdles in life and to solve them. Present study is aimed to study the problems of Secondary Schools Teachers towards teaching of Mathematics. .

2. Objectives of the Study:

1. To study the level of opinions of teachers towards teaching Mathematics
2. To study the level of opinions between male and female teachers

3. To study the level of opinions between rural and urban teachers
4. To study the level of opinions between Govt. and private teachers
5. To study the level of opinions between English medium and Telugu medium teachers

3. Hypothesis:

For the present study the researcher selected and framed the following Null Hypothesis.

1. There is no significant difference between the Government and Private Teachers opinions
2. There is no significant difference between the Rural and Urban Teachers opinions
3. There is no significant difference between the Male and Female Teachers opinions
4. There is no significant difference between the EM and TM Teachers opinions

4. Methodology:

For the present study, the researcher selected a sample of size 100 secondary school teachers in and around rural and urban Vijayawada. The researcher had chosen Stratified random sampling technique to select sample. A self-prepared questionnaire was used by investigator to study the problems of Secondary Schools Teachers towards teaching of Mathematics. The statistical techniques used included, percentages, means, SD, and C.R(critical ratios),

5. Delimitations of the study:



1. This study is limited to secondary school teachers only
2. This study is limited to mathematics teachers only
3. This study is limited to secondary school teachers of urban and rural vijayawada city only.

6. Finding:

Hypothesis – 1 There is no significant difference between the Male and Female Teachers opinions.

Table-1 showing comparisons of Male and Female Teachers

Variable	Sample	Mean	S.D	S _{ED}	CR
Male	48	36.16	3.02	0.75	0.973
Female	48	36.89	4.31		

As per the above table the calculated value of Critical Ratio was less than the tabulated value of Critical Ratio. Hence the null hypothesis is accepted. It states that, There is no significant difference between the opinions of Male and Female Teachers.

Hypothesis: 2 There is no significant difference between teachers working in Rural and Urban areas.

Table-2 showing comparisons of Rural and Urban Teachers

Variable	Sample	Mean	S.D	S _{ED}	CR
Rural	48	36.16	3.63	0.75	0.973
Urban	48	36.89	3.80		

As per the above table the calculated value of Critical Ratio was less than the tabulated value of Critical Ratio. Hence the null hypothesis is accepted. It states that, "There is no significant difference between the opinions of Urban and Rural Teachers.

Hypothesis: 3 There is no significant difference between teachers working in Govt and Private schools

Table-3 showing comparisons of Govt and Private schools teachers

Variable	Sample	Mean	S.D	S _{ED}	CR
Govt	48	37.58	4.20	0.72	2.93
Private	48	35.47	2.83		



As per the above table the calculated value of Critical Ratio was greater than the tabulated value of Critical Ratio. Hence the null hypothesis rejected. It shows that, "There is significant difference between the opinions of Govt and Private Teachers.

Hypothesis: 4 There is no significant difference between teachers working in English medium and Telugu medium schools.

Table-4 showing comparisons of English medium and Telugu medium

School Teachers

Variable	Sample	Mean	S.D	S _{ED}	CR
English	48	36.29	2.99	0.75	0.64
Telugu	48	36.77	4.34		

As per the above table the calculated value of Critical Ratio was less than the tabulated value of Critical Ratio. Hence the null hypothesis is accepted. It states that, "There is no significant difference between the opinions of English and Telugu medium Teachers.

7. Conclusion:

This study revealed that there was significant difference between the opinions Govt and Private Teachers but was found no significant difference between the opinions of Male and Female Teachers, Urban and Rural Teachers and also English and Telugu medium school teachers.

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