

**A STUDY OF PRIMARY TEACHER’S COMPETENCIES
TOWARDS MATHEMATICS TEACHING**

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1. 1 Introduction:-

The quality of education depends upon the quality of the teachers. So the role of teacher is key position in education. We must acknowledge that work of primary school teacher is very important and desire of the whole society. Primary teachers have a huge responsibility Primary teacher need to be competent for above Programme. We know that mathematics is valued as a part of school curriculum across the world both for its practical utility and for the culture of logical thinking that it fosters.

“Mathematics should be taught on compulsory basis to all pupils as apart of general education during the first ten years of schooling”-Kothari Commission.

There are Problems and Challenges of Mathematics Education:-

- 1) Fear of mathematics and feeling of failure among students.
- 2) Range and diversity of capabilities among students.
- 3) Limited assessment tools and methods that promote mechanical learning procedures.
- 4) Lack of competency and confidence among teachers.
- 5) Lack of recreation aspect in teaching –learning process.

The Curriculum has been designed to meet these challenges. Challenges No.4 is Critical. If the teacher feel that every student can get mastery in mathematics, mathematics can be enjoyable then, it is possible to get rid of fear from students mind.

Hence, the aspect of teacher preparation must be continually and centrally addressed in the curriculum and learning material.

2.NEED OF THE RESEARCH:-

The researcher wants to find out how much competencies are acquired by Primary Teachers. The Primary Teacher has been teaching mathematics subject, at primary level. Now the researcher wants to find out, which problems are faced by primary teachers while teaching mathematics subject? How they solve their problems? How they teach mathematics subject? The researcher wants to search all the problems in mathematics teaching and know the attitude towards mathematics teaching of Primary teachers.

The researcher is working as a Primary Graduate Teacher, from 14 years in zilla parishad Marathi medium primary school of solapur district. The researcher is also working as resource person in various training programmes at state level, district level and block level.

It is now recognized that the primary teacher holds the key position in national development. Teacher creates pillars of the nation. Which are the competencies in the primary teachers? What is the attitude of the primary teachers about mathematics teaching? The researcher wants to find. What is the correlation between these? These are some of the questions: the investigator is in search for answers, through research.

1.3. SIGNIFICANCE THE RESEARCH:-

- 1) This research is important for the teachers, Headmasters, and educational administrators. For better achievements in teaching-learning process of mathematics at primary level.
- 2) The finding of the research are useful, for the extension service centers attached to colleges of education. To organize the Primary teachers Training programmes of mathematics teaching.
- 3) The research is useful for the teacher training colleges like D.T.Ed., DIET and B.Ed. and will help these centers for giving pre-service training to the teachers of mathematics at primary level.

1.4 RESEARCH TITLE:-

**A STUDY OF PRIMARY TEACHER'S COMPETENCIES TOWARDS
MATHEMATICS TEACHING**

1.5 OBJECTIVES OF THE RESEARCH

- 1) To study the Competencies towards mathematics teaching of Primary Teachers
- 2) To study the correlation between competencies towards mathematics of male and female Primary Teachers.
- 3) To comparative study of competencies towards mathematics teaching between male and female primary Teachers

1.6 HYPOTHESIS OF THE RESEARCH:-

- 1) There is no significant difference in competencies between male and female Primary Teachers.

1.7 RESEARCH METHOD :

The researcher used the Survey method of research.

1.8 RESEARCH TOOLS :

The researcher used the tools primary teacher's mathematics teaching competencies scale . Data was gathered using mathematics teaching competencies scale and attitude towards mathematics teaching scale. The “ Attitude towards Teaching Mathematics, has 20 items required Likert scale responses. The instrument was developed by the researcher. in English.

1.9 SAMPLE SELECTION:-

100 Primary teacher were selected as a research sample by Lottery Random Sampling procedure of Probability Sampling Method.

1.10 RESULTS :

1. The teachers with high competencies towards mathematics teaching are 28.20%. The teachers with average competencies towards mathematics teaching are 36.40%. The teachers with below average competencies towards mathematics teaching are 36.40%. The teachers with very low competencies towards mathematics teaching are 11.60%.
2. The percentage gender wise level of teaching competency. It is inferred that 38.20% male and 12.40% female were low teaching competency towards mathematics teaching of Primary Teachers. 24.60% male and 48.50 % female were medium teaching competency towards mathematics teaching of Primary Teachers. 27.20% male and 39.90% female were high teaching competency towards mathematics teaching of Primary Teachers.

3. The percentage age wise level of teaching competency. It is inferred that the age below 30 years the teachers are 37.20% teachers' competency is low, 22.80% are medium competency and 40.00% are high competency.
4. The age between 31-40 years the teachers are 28.40% teachers' competency is low, 36.50% are medium competency and 35.10% are high competency.
5. The age between 46-50 years the teachers are 32.20% teachers' competency is low, 37.60% are medium competency and 40.20% are high competency.
6. The knowledge and understanding area have high competency . In the area of skill , evaluation teachers have low competency.
7. The mean scores of teaching competency of male and female primary school teachers are 38.46 and 42.98 respectively. The t- value comes out to be 2.93, which is significant at 0.05 level of significance. So, it can be concluded that there is significant difference between the teaching competency of female and male primary school teachers. Thus, null hypothesis stating “There exists no significant difference in teaching competence of male and female secondary school teachers” is **rejecteted**.

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