

LEARNING PROBLEMS OF STUDENTS IN MATHEMATICS AND REMEDIATION THROUGH INSTRUCTIONAL METHOD OF THE STUDENTS AT THE SECONDARY LEVEL

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Abstract- There are various remedies of learning problems in Mathematics. Some remedies are poor attendance, lack of understanding; lack of concentration, lack of motivation of the students causes learning problems/weakness. Students couldn't clear the concepts of Mathematics if earlier ideas are not related with after ideas. Concept of Mathematics will not be clear unless and until the student practice Mathematics properly. They do not remembering actual concept due to lack of practices. It occur learning problems in Mathematics if the students bear cerebral disturbance and physical weak point. Commonly the understudy became fulfilled accomplishing normal execution because of extreme memory and insight and easy is seen continuously. Thus interest on Arithmetic decline and doesn't accomplish effectiveness in Science. Unwillingness of many Mathematics teachers is found many problems of students. The teacher demonstrate only theoretical portion in front of the students. The Mathematics became one sided and not fulfill clear the topic to the students. They make lesson plan about presenting topic to mean students but not to all. Hence these students fall at the back. The learner became backward in Mathematics due to lack of perfect teaching method in the class. Thus the student needs remedies to repair above weakness in Mathematics. Remedies are not provided to the weaker students in the school. If remedies provide for these students, it must solve these problems. I.e. Researcher concludes that solving for these remedies take steps by using some instructional method. So learning problems of mathematics of the students solved through the remediation. Total problems of the students are collect and resolved by the remedies.

Keyword: Learning Problems, Identification, Remedies, Remediation, Instructional Method Secondary Level.

INTRODUCTION

Mathematics is a serious subject. In fact, the meaning the word Mathematics is the subject in which calculations is unique. Mathematics express itself everywhere, in almost every faced of life these are as under – In nature: The sequence of number can be found in many natural patterns like pineapples, sunflowers, facetious and pinecones. In games and Puzzles: Many games require mathematical logic and deduction. This is uses for enjoy and excitement of various popular games and puzzles and solving them, to motive and engage the visitors to felling this enjoyment and games. Calculus: Calculus is the study of change and it is one of the most important fields in mathematics. Calculus helps us to know about slopes, tangent, integration and differentiation.

NEED OF MATHEMATICS:

Science communicate itself thoughts all over, in pretty much every looked of life these are as under -

- i) In nature: The arrangement of number can be found in numerous regular examples like pineapples, sunflowers, facetious and pinecones.
- ii) In games and Riddles: Many games require numerical rationale and derivation.
- iii) In time and the Sky: Arithmetic was created to figure out the patterns of nature as seen in the season. Old individuals comprehend the need to characterize time according to divine developments for farming, cosmic, prophetic and navigational reasons.
- iv) Calculus: Analytics is the investigation of progress and it is perhaps of the main field in science. Math assists us with being familiar with slants, digression, incorporation and separation.

LEARNING VERBAL / WORD PROBLEMS IN MATHEMATICS OF SECONDARY SCHOOL STUDENT:

Verbal problems includes in Mathematics syllabus of the school subject. Sometimes, Verbal problems indicate to as story, Verbal problems consist of a language presentation of different real incident which can be solved through the use of elementary methods. In few cases the numerical tasks are challenging to recognize because of unexpected or special language, particularly in the most developed verbal issues.

MATH ANXIETY

Anxiety means as arises to tension and anxiety which increase heartbeat for the solving of Mathematical problems, understanding the Geometrical figure and also understanding the Verbal Problems of Arithmetic & Algebra. There are three types of Math anxiety. The symptoms are as follows:-

- (a) Physical anxiety
 - (i) Nervousness
 - (ii) Beating heart
 - (iii) Rapid breathing
 - (iv) Gaseousness
 - (v) Upset stomach
 - (vi) Increase Tensions
 - (vii) Increased blood pressure
- (b) Psychological anxiety
 - (i) Feelings of fear
 - (ii) Lack of concentration
 - (iii) Feelings of disjunction
 - (iv) Barriers of mentally thinking
 - (v) Memory loss
 - (vi) Lack of self-reliability
- (c) Behaviors anxiety
 - (i) Avoid Math class
 - (ii) Mathematical home task is undone till the last moment
 - (iii) Discontinuous study

REVIEW OF RELATED LITERATURE

Review of related literature is a significant aspect of any research work to know, what other have learned from similar research situation. Researchers have been reviewed and presented in chronological order. The investigator has thoroughly gone through a number of references. All the studies conducted in India and abroad have been written separately.

K. Fatema P. (2015) study conducted that Barrier in Teaching Learning Process of Mathematics at Secondary Level: A Quest for Quality Improvement. The review uncovers that the much proof of variables that are influencing showing educational experience of math is revealed. Precise, cultural, academic hindrances are assuming fundamental part in showing growing experience straightforwardly or by implication. As showing growing experience straightforwardly mirrors the nature of instruction, these hindrances trouble the improvement of auxiliary training quality for understudies. Moreover, this instrument can be utilized for additional examination to investigate these boundaries in the Provincial and Metropolitan region and to illuminate the quality improvement of optional training.

Arief Karunia Putraa.et.al (2017) The Study Conducted on Mathematical Disposition of Junior High School Students Viewed from Learning Styles. The study concludes that the different classes of understudies numerical demeanor. Understudies by means of diagram education fashion have bigger numbers than understudies by means of education fashion of hear-able and sensation. So understudies with diagram education fashion have a numerical demeanor better than understudies with hear-able and sensation education fashion, While understudies with sensation learning style have preferred numerical demeanor better over understudies with hear-able education fashion.

Dr. Heri Retnawati, Janu Arlinwibowo, Eny Sulistyaningsih, (2017) the study conducted that the students' difficulties in completing geometry items of national examination. The consequences of the review showed that the understudies' hardships in finishing calculation test things were the understudies' absence of calculation idea authority, the understudies' concerns in mathematical idea partner to other people, the understudies' concerns in tackling through calculation strategy and the understudies' constraints in performing numerical perception and portrayal.

Study conducted outside India:

Anastasia Sofroniou and Konstantinos Poutos (2016) study conducted on "Investigating the Effectiveness of Group Work in Mathematics". Found out that to assess the viability of executing bunch work in a college level math module, with regards to understudy execution and understudies view of this pedantic type of learning. Notice the gathering cooperation and the gathering's answers of the understudies, it is feasible to gathering work education assisted with extending students' comprehension of the material.

Fatima Mushtaq (2013) Study on the Mathematics achievements among high school students in Afghanistan. The study reveals that the boys have higher mathematics achievements compared to girls. The study also found out the project confirms the global evidence in the context of Afghanistan as girls' achievements are less than boys achievements in mathematics. There are many questions which need deep thinking and research to understand the patterns.

Norhatta Mohd (2011) conducted study on Factors that influence students in mathematical achievement. The review reasons that the understudy's disposition towards critical thinking in science was not impacted by orientation variety. The review figured out that the degree of tolerance assumes a significant part in science accomplishment. The concentrate likewise uncovers that the backings the speculation that there is no massive distinction among certainty and eagerness towards critical thinking and their numerical accomplishment. Then again, the review figured out that there is huge connection between demeanor towards critical thinking and numerical accomplishment.

STATEMENT OF THE PROBLEM

Title of the study stated as **Learning Problems of Students in Mathematics and Remediation through Instructional Method of the Students at the Secondary Level**

Objectives of the Study

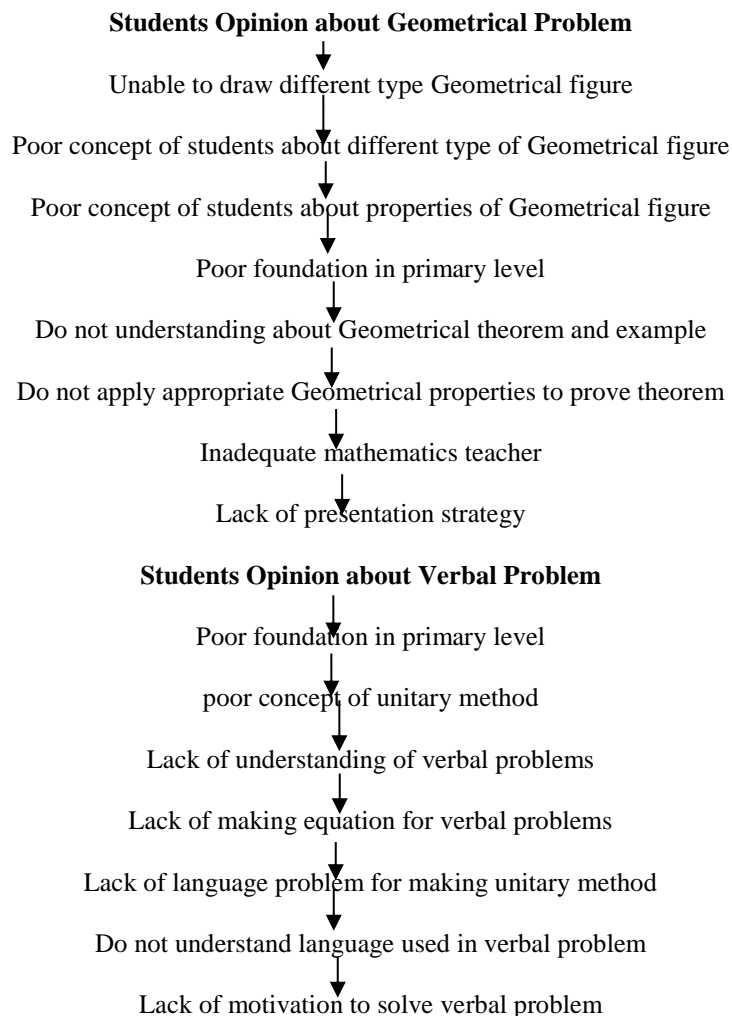
To find out different types of Learning Problems faced by the Students in Geometry & Verbal Problems of Arithmetic & Algebra at the Secondary Level.

Type of Research: Survey type of research used for identification of the Learning Problems.

Sample: Students (boys & girls) of class IX and X of Secondary School under WBBSE Boards are selected. 100 students are selected from four Secondary schools.

Tools: Questionnaire for Students to find out the areas of difficulties in Learning Problems of Geometry and Verbal Problems of Arithmetic and Algebra.

Analysis: Identify the Learning Problems of Students in Mathematics:



REMEDIATION THROUGH INSTRUCTIONAL METHOD

The following instructional method has been made for remediation of the learning problems of the students in mathematics:

- 1. Using simple method:** The method of learning Maths use to very simple so that where students could understand very easily.
- 2. Maturation:** Since Maturation of the secondary school students remain too below level then teaching learning process is very smooth and deeply discuss about learning matter.
- 3. Backwardness in Mathematics:** Generally maximum students remain backward in Mathematics. Such a lot of formula of Mathematics is used for improving from backwardness of the students. Therefore alert should be given on the backwardness in mathematics.
- 4. Increasing the practice:** Aware the all students to each math separately two or more times practice and give Mathematics for practice at home.
- 5. Improving Mathematics library & laboratory:** Gathering books in the library and increasing mathematical instrument different types of teaching aids in the laboratory. Therefore we should provide developing library and laboratory to increase interest in mathematics.
- 6. Increase academic ability:** we should increase self confidence and tendency to solving mathematics and also students academic abilities increase through the teaching learning process.
- 7. Creation of interest to Mathematics subject & intention to learn mathematics:** We should create interest to the learners to the subject mathematics in a natural way and they have to think that mathematics problems solving is nothing but it an interesting play.

They have to solve the mathematics problems in play way manner.

8. Creation attention and motivation: The teaching of mathematics should be in a proper manner or proper method that is based on psychological aspects for the effective teaching of mathematics to create attention and changing motivation of the mathematics learns.

9. Resources teachers and materials to teach and learn mathematics: Available resources teachers and material must have to be provided to teach and learn mathematics and it should not only be in respect to secondary school students but also in primary, higher secondary, college and even university level of mathematics education.

CONCLUSION

Then these were examined to find what bearing these had upon the study in questions, whether there was any methodological weakness, if the interpretations were adequate and if results of different studies showed any contradiction. The researcher might be identified if there was any gap of knowledge or if further works were implied in the conclusions.

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