"A study to assess the mathematics skills of 6th standard children at selected urban and rural primary schools in Davangere Taluk".

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ABSTRACT:

The goal of primary education is to identify students who are at risk academically and behaviorally and address their problems before they progress into the upper grades. Primary schools tend to have smaller classes and have more staff that are trained to note learning problems and help students overcome.

Objectives:

1. To assess the mathematics skills of 6th standard children.
2. To compare the mathematics skills of 6th standard children with gender and location of school.

Methods:

A descriptive design was adopted to accomplish the objectives of the study. A sample of 100 6th standard children was selected by using simple random sampling technique. The mathematics skills of 6th standard school children were determined by using structured questionnaires.

Results:

Findings of the study revealed that majority69% of the subjects had grade C, 10% of them had Grade B and 11% of them had Grade B+ in regard to Mathematics skills. The mean mathematicsskills scores of the primary school children is 16.78 with standard deviation of 1.905.

Conclusion

From the study findings, it is revealed that there was significant difference in the mathematics skills of boys and girls of 6thstandard children. Also there was a significant difference in the mathematics skills of rural and urban school children.

Key words: 6th standard children; Mathematics skills;

INTRODUCTION

India is one of the developing nations of the modern world. It has become an independent country, a republic more than a half century ago. During this period the country has been engaged in efforts to attain development and growth in various areas such as building infrastructure, production of food grains, science and technology and spread of education.

In the modern world sending children to school is the primary responsibility of the parents. Education is the fundamental need of the child that helps him/her to develop into an able citizen of a country. Therefore going to

school and completing secondary school as become the order of the day. Now a days, even children in villages have started attending school and the Government of India is making a herculean effort to bring all children to school.

In the modern society mastery of basic mathematics skills is a necessary pre-requisite for success in both school and employment setting and in society at large. A large percentage of children suffer from learning disabilities or learning difficulties and therefore do not master or partially master-these required mathematics skills. Not surprisingly, each one learns differently. Most of us have our own "learning difficulty", to cope with. Some people don't do well with numbers, others have difficulty in writing. Some people feel they have to discuss a new idea before they understand it; others need to mull it over in privacy.

NEED FOR THE STUDY:

It is generally noted that in developing countries more and more children are brought into the school system; but at the same time every section of the school is likely to have around 15-20% of students who are not able to maintain satisfactory collateral progress which is often the result of some kind of maladjustment at school or home.

Early learning standards tell us in a general sense what all youngsters should know and be able to do. The next step for early educators is to determine what to teach to whom (curriculum), and to measure whether or not children are learning and developing to expectations. A guide to assessment in early childhood can provide valuable information and resources to a variety of early childhood professionals.

Schools play a crucial and formative role in the spheres of cognitive, language, emotional, social and moral development of children. There is now a growing recognition that schools have a significant role in promoting mental health. Teachers are powerful groups who have in their process of education studied the nature of individual growth. This has equipped them to be in a position to shape and reshape behaviors that are warranted.

Younger children present some complex challenges and require flexible procedures for gathering meaningful and useful assessment information. Constitutional variables such as fatigue, hunger, illness, and temperament can easily overshadow the abilities of a young child. Time of day, setting, testing materials and other situational factors also affect performance. The younger a child, the more likely he or she is to fall asleep, become distressed, and refuse to comply with directions, or be distracted from assessment activities. Professionals should be prepared to modify activities, explore alternative procedures, and/or reschedule rather than risk gathering faulty information that compromises assessment results.

OBJECTIVES

1. To assess the mathematics skills of 6thstandard children.
2. To compare the mathematics skills of 6thstandard children with gender and location of school.

HYPOTHESIS:

H_1: There will be significant difference between the mathematics skills of boys and girls of primary school at 0.05 level of significance.

H_1: There will be significant difference between the mathematics skills of rural and urban primary school children at 0.05 level of significance.

METHODOLOGY

Research Design: The research design selected for study was descriptive design.

Sampling technique:Simple random sampling technique

Sample: sample size was 1006thstandard children

VARIABLES

Dependent variable: mathematics skillsof the 6thstandard children.

Demographic variables:gender and location of school.

SETTING

The present study was conducted in Sri.Jnanabharathi convent, kodaganuru and MDRS school.

RESULTS

Section 1: Selected personal variables of the 6th standard children.

TABLE 1: Frequency and percentage distribution of 6th standard children in selected demographic characteristics

n = 100

Demographic Characteristics of samples		Frequency	Percentage
Gender	Boys	45	45.0
	Girls	55	55.0
Location of school	Government school	45	45.0
	Private school	55	55.0

Section 2: Assessment of mathematics skills of 6th standard children.

Table2: Mathematics skills of 6th standard children

n = 100

Mathematics skills	Frequency	%
Grade A+	1	1.0
Garde A	9	9.0
Grade B+	11	11.0
Grade B	10	10.0
Grade C	69	69.0
Total	100	100

Table 3: Mean, mean % and standard deviation of reading and writing scores of 6th standard students

n = 100

Variables	Mean	Median	SD
Mathematics skills	16.78	17	1.905

Section 3: Comparison of mathematics skills between gender and location of primary school

Table 4: Comparison of mathematics skills of boys and girls of primary school

Type of school	Mean	SD	SE	t value	P Value	Remarks
Boys	17.02	1.953	1.696	4.175	0.044	S
Girls	16.49	1.476				

Table 5: Comparison of mathematics skills of boys and girls of primary school

Type of school	Mean	SD	SE	t value	P Value	Remarks
Rural	14.11	2.056	2.355	15.233	0.000	S
Urban	18.96	1.308				

There was a significant difference in the mathematics skills of boys and girls of primary school at 0.05 level and hence the hypothesis H1 is accepted. It also reveled that there was a significant difference in the mathematics skills of rural and urban primary school children at 0.05 level.

Conclusion:

- The findings of the study revealed thatmajority 69% of the subjects had grade C, 10% of them had Grade B and 11% of them had Grade B+ in regard to Mathematics skills.
- It also revealed that the mean mathematics scores of the school children is 1.905 with standard deviation.

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