## CONTENTS

### CHAPTER I  INTRODUCTION

1.1 Teaching of mathematics at primary school level  

1.2 Content knowledge of teachers  

1.3 Pedagogical knowledge of teachers  

1.4 Attitude towards teaching mathematics  

1.5 Teaching learning process – a model  

1.6 The scenario of mathematics teaching at primary level in Andhra Pradesh  

1.7 The statement of the problem  

1.8 Need and importance of the study  

1.9 Objectives of the study  

1.10 The hypotheses of the study  

1.11 Operational definitions of the terms used influence  

1.12 Resume of the succeeding chapters  

### CHAPTER II  REVIEW OF RELATED LITERATURE

2.0 Introduction  

2.1 Studies related to cognitive performance of teachers  

2.2 Studies related to pedagogical knowledge of teachers and students achievement  

2.3 Studies related to teacher classroom performance and students achievement
2.4 Review related to attitude towards teaching profession 49
2.5 Studies related to students achievement 56
2.6 Conclusion 61

CHAPTER III METHODOLOGY

3.0 Introduction 62
3.1 Objectives of the study 62
3.2 The hypotheses of the study 63
3.3 Design of the study 65
3.4 Variables of the study 65
  3.4.1 Variables related to the teacher 66
    3.4.1.1 Independent variables 66
    3.4.1.2 Demographic variables 66
  3.4.2 Variables related to the students 68
    3.4.2.1 Dependent variable 68
    3.4.2.2 Demographic variables 69
3.5 Sample and sampling procedure 70
3.6 Description of tools used for data collection 73
  3.6.1 Preparing criterion referenced achievement test in mathematics 73
  3.6.2 Criterion-referenced achievement test in methodology of teaching mathematics 79
  3.6.3 Construction of classroom performance scale in mathematics for primary school teachers 85
3.6.4 Attitude scale towards teaching mathematics

3.6.5 Criterion referenced achievement test in mathematics for V standard students

3.7 Sample for the study
3.7.1 Distribution of sample
   3.7.1.1 Sample related to teachers
   3.7.1.2 Sample of the students

3.8 Data collection
3.8.1 Administrations of achievement test in content of mathematics
3.8.2 Administrations of achievements test in pedagogy of teaching mathematics
3.8.3 Performance in teaching Mathematics
3.8.4 Administration of attitude scale
3.8.5 Administration of the achievement test for V standard students

3.9 Scoring
3.9.1 Achievement test in content of mathematics for primary school teachers
3.9.2 Achievement test in pedagogy of teaching mathematics
3.9.3 Classroom performance of primary teachers
3.9.4 Attitude scale
3.9.5 Achievement test in mathematics for V standard students
CHAPTER IV ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

4.1 Analysis of teachers achievement in content of mathematics of teachers

4.1.1 Sexwise comparison

4.1.2 Comparison of teachers based on their age

4.1.3 Comparison of teachers based on their caste

4.1.4 Comparison based on experiences

4.1.5 Comparison of teachers based on their management

4.1.6 Comparison of teachers based on their locality

4.1.7 Comparison of school teachers based on type of school

4.1.8 Comparison of teachers based on their optional subject studied at intermediate level

4.1.9 Comparison of teachers based on their degree qualification

4.1.10 Comparison of teachers based on their PG qualification

4.1.11 Comparison of content achievement of teachers based on their mathematics subject studied at any level
4.1.12 Comparison of teachers based on their diploma in education

4.1.13 Comparison of teachers based on their methodology studied in diploma in education

4.1.14 Comparison of teachers based on their professional qualification

4.1.15 Comparison of teachers based on their methodology of teaching studied in B.Ed. mathematics

4.1.16 Comparison of teachers based on their pedagogy of mathematics studied at any level

4.2 Analysis of teachers achievement in methodology of teaching mathematics

4.2.1 Sexwise comparison

4.2.2 Comparison of teachers based on their age

4.2.3 Comparison of teachers based on their caste

4.2.4 Comparison based on the experience

4.2.5 Comparison of teachers based on the management of school

4.2.6 Comparison of school teachers based on location of school

4.2.7 Comparison of teachers based on type of school

4.2.8 Comparison of teachers based on optional subject studied at intermediate level

4.2.9 Comparison of teachers based on their degree qualification
4.2.10 Comparison of teachers based on PG qualification

4.2.11 Comparison of achievement in methodology of teaching mathematics based on their mathematics subject studied at any level

4.2.12 Comparison of teachers based on their diploma in education

4.2.13 Comparison of teachers based on their mathematics methodology studied in diploma in education

4.2.14 Comparison of pedagogical competence of teachers based on their professional degree

4.2.15 Comparison of teachers achievement in methodology of teaching mathematics based on their methodology of teaching subject studied in B.Ed.

4.2.16 Comparison of achievement in methodology of teaching mathematics based on their pedagogy of mathematics studied at any level

4.3 Analysis of teachers classroom performance in teaching mathematics

4.3.1 Sexwise comparison

4.3.2 Comparison of teachers based on their age

4.3.3 Comparison of teachers based on their caste

4.3.4 Comparison based on the experience

4.3.5 Comparison of teachers based on the management of school
4.3.6 Comparison of school teachers based on location of school

4.3.7 Comparison of teachers based on type of school

4.3.8 Comparison of teachers based on optional subject studied at intermediate level

4.3.9 Comparison of teachers based on their degree qualification

4.3.10 Comparison of teachers based on PG qualification

4.3.11 Comparison of teachers classroom performance based on their mathematics subject studied at any level

4.3.12 Comparison of teachers based on their diploma in education

4.3.13 Comparison of teachers classroom performance based on their methodology of teaching subject studied in diploma in education

4.3.14 Comparison of classroom performance of teachers based on their professional degree

4.3.15 Comparison of teachers classroom performance based on their pedagogy of teaching subject studied in B.Ed.

4.3.16 Comparison of teachers classroom performance based on their pedagogy of mathematics studied at any level

4.4 Analysis of overall competence of teachers

4.4.1 Sexwise comparison

4.4.2 Comparison of teachers based on their age
4.4.3 Comparison of teachers based on the caste

4.4.4 Comparison based on the experience

4.4.5 Comparison of teachers based on the management of school

4.4.6 Comparison of teachers based on locality of school

4.4.7 Comparison of school teachers based on type of school

4.4.8 Comparison of teachers based on optional subject studied at intermediate level

4.4.9 Comparison of teachers based on their degree qualification

4.4.10 Comparison of teachers based on PG qualification

4.4.11 Comparison of teachers overall classroom competence based on mathematics studied at any level

4.4.12 Comparison of teachers based on their diploma in education

4.4.13 Comparison of teachers overall teaching competency based on their methodology of teaching subject studied in diploma in education

4.4.14 Comparison of overall competence of teachers based on their professional degree

4.4.15 Comparison of teachers overall teaching competency in mathematics based on their methodology teaching subject studied in B.Ed.
4.4.16 Comparison of overall competence of teachers based on their pedagogy of mathematics studied at any level

4.5 Attitude towards teaching mathematics

4.5.1 Sexwise comparison of attitude

4.5.2 Agewise comparison

4.5.3 Castewise comparison

4.5.4 Experience wise comparison of attitude

4.5.5 Managementwise comparison

4.5.6 Locality wise comparison

4.5.7 Comparison of attitude of teachers working in monograde and multigrade schools

4.5.8 Comparison of attitude of teachers categorised based on their optional subjects at intermediate level

4.5.9 Comparison of attitude based on their degree qualification

4.5.10 Comparison of attitude of teachers based on PG qualification

4.5.11 Comparison of attitude of teachers mathematics studied at any level

4.5.12 Comparison of attitude of teachers based on their professional diploma in education

4.5.13 Comparison of attitude of teachers based on their methodology of teaching subject studied in diploma in education
4.5.14 Comparison of teachers attitude based on their professional degree qualification

4.5.15 Comparison of teachers attitude towards teaching mathematics based on their methodology of teaching subject studied in B.Ed.

4.5.16 Comparison of attitude of teachers based on pedagogy of mathematics studied at any level

4.6 Relationship of the achievement in content; achievement in methodology of teaching; classroom performance; and attitude towards teaching mathematics

4.6.1 Achievement in content and achievement in methodology of teaching mathematics

4.6.2 Achievement in content and classroom performance in mathematics

4.6.3 Achievement in content and overall competence in mathematics

4.6.4 Achievement in methodology of teaching and classroom performance in mathematics

4.6.5 Achievement in methodology of teaching Vs. overall teaching competence in Mathematics

4.6.6 Classroom performance vs. overall teaching competence in mathematics

4.6.7 Attitude towards teaching vs. achievement in content of mathematics

4.6.8 Attitude towards teaching vs. achievement in methodology of teaching mathematics
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6.9 Attitude towards teaching and classroom performance in mathematics</td>
<td>217</td>
</tr>
<tr>
<td>4.6.10 Attitude towards teaching vs. overall competence in mathematics</td>
<td>217</td>
</tr>
<tr>
<td>4.7 Interpretation of student’s data</td>
<td>218</td>
</tr>
<tr>
<td>4.7.1 The genderwise comparison of achievement in mathematics</td>
<td>219</td>
</tr>
<tr>
<td>4.7.2 The castewise comparison</td>
<td>219</td>
</tr>
<tr>
<td>4.7.3 Comparison of students based on fathers' education</td>
<td>220</td>
</tr>
<tr>
<td>4.7.4 Comparison based on mothers’ education</td>
<td>222</td>
</tr>
<tr>
<td>4.7.5 Comparisons of students based on the management of school</td>
<td>223</td>
</tr>
<tr>
<td>4.7.6 Comparison of students based on location of school</td>
<td>224</td>
</tr>
<tr>
<td>4.7.7 Comparison of students based on type of school</td>
<td>225</td>
</tr>
<tr>
<td>4.8 Prediction of academic achievement of students</td>
<td>226</td>
</tr>
<tr>
<td>4.8.1 Content competence as predictor of academic achievement of students</td>
<td>226</td>
</tr>
<tr>
<td>4.8.2 Pedagogical competence as predictor of academic achievement of students</td>
<td>227</td>
</tr>
<tr>
<td>4.8.3 Classroom performance as predictor of academic achievement of students</td>
<td>228</td>
</tr>
<tr>
<td>4.8.4 Overall competence as predictor of academic achievement of students</td>
<td>229</td>
</tr>
<tr>
<td>4.8.5 Attitude towards teaching as predictor of academic achievement of students</td>
<td>230</td>
</tr>
</tbody>
</table>
CHAPTER V SUMMARY OF THE STUDY

5.1 Statement of the problem 232
5.2 Need and importance of the study 233
5.3 Objectives of the study 234
5.4 The major hypotheses of the study 235
5.5 Review of related literature 236
5.6 Design of the study 237
5.7 Sampling procedure 237
5.8 Variables of the study 238
5.9 Tools used for the study 238
5.10 Statistical techniques employed 239
5.11 Delimitations of the study 239
5.12 Findings of the study 239
  5.12.1 Achievement in content of mathematics 239
  5.12.2 Achievement in pedagogy of teaching mathematics 241
  5.12.3 Performance in classroom teaching 243
  5.12.4 Overall teaching competence in mathematics 245
  5.12.5 Attitude towards teaching mathematics 247
  5.12.6 Correlations 249
  5.12.7 Results of students achievement in mathematics 249
  5.12.8 Prediction of academic achievement of students 250
5.13 Discussions 250
  5.13.1 Findings related to teachers 250
  5.13.2 Findings related to learners Achievement 253
5.14 Educational implications, suggestions and recommendations 255
  5.14.1 Achievement in content of mathematics 255
5.14.2 Achievement in pedagogy of mathematics  257
5.14.3 Classroom performance  259
5.14.4 Attitude towards teaching mathematics  260
5.15 The summary of educational implications of the study  262
5.16 Suggestions for further research  263

BIBLIOGRAPHY  264

ANNEXURES

ANNEXURE I : Request letter for teachers (English Version)  I
ANNEXURE II : Request letter for teachers (Telugu Version)  II
ANNEXURE III : Personal information of teachers (English Version)  III
ANNEXURE IV : Personal information of teachers (Telugu Version)  IV
ANNEXURE V : Achievement Test in Content of Mathematics for Primary School Teachers (Final Study Tool) (English Version)  V
ANNEXURE VI : Achievement Test in Content of Mathematics for Primary School Teachers (Final Study Tool) (Telugu Version)  X
ANNEXURE VII : Final Study Key  XV
ANNEXURE VIII : An Achievement Test in Pedagogy of Teaching Mathematics (Final Study Tool) (English Version)  XVI
ANNEXURE IX : An Achievement Test in Pedagogy of Teaching Mathematics (Final Study Tool) (Telugu Version)  XX
ANNEXURE X : Final Study Key  XXVII
ANNEXURE XI : Classroom Observation Schedule for Teaching Mathematics at Primary Level  XXVIII
ANNEXURE XII : Attitude Towards Teaching Mathematics (Final Study Tool) (English Version)  XXX
ANNEXURE XIII : Attitude Towards Teaching Mathematics (Final Study Tool) (Telugu Version)  XXXII
ANNEXURE XIV : An Achievement Test in Content of Mathematics for V Standard Students (Final Study Tool) (English Version)  XXXVI
ANNEXURE XV : An Achievement Test in Content of Mathematics for V Standard Students (Final Study Tool) (Telugu Version)  XLVI
ANNEXURE XVI : Final Data Key  LVI
ANNEXURE XVII : The Memories of Research  LVIII