ABSTRACT

The whole process of education is shaped and molded by the human personality called the teacher, who plays an influential role in any system of education. Whatever reforms we pursue and whatever standards we set, we count on teachers to go into classrooms and deliver the service. The preparation of such an important functionary must get the highest priority. Only those teachers who are adequately prepared and have good teaching aptitude, good teaching competency, and attitude towards their subject can shoulder the heavy responsibilities of nation building. The present position of achievement in Mathematics of eighth class students is very poor. Teacher’s attitude towards Mathematics, his teaching aptitude and teaching competency has a great impact on achievement in Mathematics of students. In order to collect the information about different aspects of teaching of Mathematics at elementary level in Punjab and to study the different aspects of the Mathematics teacher at elementary level such as teaching aptitude, his attitude towards Mathematics and teaching competency as well as the achievement in Mathematics of elementary students, the given problem titled “An Analytical Study of Teaching of Mathematics at Elementary level in Punjab” was selected to work upon. Six objectives were framed and nine hypothesis were made. After finalization of research tools and selection of sample, the investigator personally visited each school with prior intimation to the school regarding the purpose of visit i.e. data collection. The selected government middle schools were requested to give information on all the questions written on research tool titled “Information schedule for status of Mathematics Teaching at Elementary level in Punjab”. Before the administration of the tests, the purpose of the investigation was briefly explained. Then the government elementary school Mathematics teachers were requested to respond to Teaching Aptitude Test Battery and Attitude Towards Mathematics Scale. When the mathematics teachers were teaching in the class, their classroom teaching observation was done on the Teaching Competency Scale by the Investigator himself. During classroom teaching of Mathematics teachers, the investigator observed carefully the skills used by the teacher and gave rating on the nine different skills on the Teaching Competency Scale. The data were collected from all the suitable subjects in all the visited schools. The environment, procedures and testing situations were kept as similar as to have true and correct information. The data so collected was given statistical treatment. The analysis was done in the form of different tables and charts. The conclusion were drawn from data. The recommendation for improvement in teaching of Mathematics at elementary level and suggestions for further research were given.