How Teachers can Overcome Unease of Math and Achieve Learning Success

Zahra Hosseini (Zari), MEDL 550, hosseinizahra764@gmail.com
Dr. Bonnie Davidson

Purpose of the Study

Find solutions that contribute to students overcoming mathematics learning difficulties. The present study focus on the math teachers of secondary schools in School District 68 (SD 68).

Justification of the study

Willingham (2014) did not like mathematics. stated many students in every country are worried about math according to International evaluation of high school students. Di Martino and Zan (2010) discussed that many students have negative attitude toward math in Italian schools. Papanastasiou (2002) demonstrated that 19.4% of the students from Hong Kong, and 19.0% of the students from U.S dislike mathematics. But only 0.3% of the students from Cyprus

Research Question and Hypotheses

How do current secondary school teachers in SD68 report as the contributing factors of students’ unease in learning math?

If technology is used as a tool for education, then the result of the study would be positive. Moreover, being friendly and concerned about the teachers by teachers will provide the positive passionate and motivate in learning.

Definition of Terms

Unease, Learning Goals, Overcome

Research Design

The present study can help students not to suffer from difficulty of math and achieve learning goals especially in SD 68. The method in the present study is interviews.

Description of the Participants

(a) be math teachers
(b) teach in secondary school
(c) be a teacher in SD 68
(e) willing to participate in the interview of the present study

Description of the Instruments Used

What are some techniques you use to get all of your students engaged in an activity, both students who are at ease with learning math, and those who are not at ease with learning math?

Have you change your methodology?

Can you talk about a time when your students were uneasy about learning math and what kind of methodology did you use to engage these students?

Do you use any educational tools in Math class that helps them overcome difficulties with math concepts?

Is there a method that you want to try and you cannot?

Do your students like technology in math class?

How do you build relationships with your students?

Explanation of the Procedures Followed

The interview will be in a safe and comfortable environment like the office of school after the school time finishes. For the interview voice recorder or take some notes. The audio recording will be deleted when the present thesis is completed and accepted.

Discussion of Validity

The method is qualitative data through interviews. The strength of this interview

A. Real and accuracy.
B. Keep the teachers focused throughout the interviews.
C. Ask for clarification and more examples.

Limitation of interview

Relate to time that the teachers may not have time to finish. Therefore, the author will wait after the school time finishes.

Ten math teachers in SD68

A. To get many responses and different methodologies.
B. Which methodology is most effective.
C. If the participants report the same methodology

Data Analysis

The participants will report their methods, in order to categorize teaching methods, therefore the qualitative method will be used. The qualitative data will be recorded, collected, and analyzed. The responses of open-ended interview questions will be compared among each other to seek and define cohesions and tendencies.