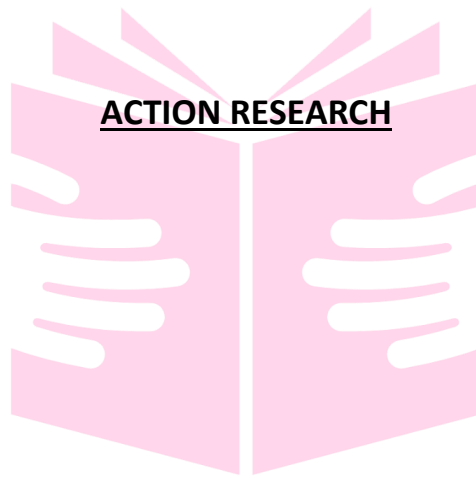


Topic on

**“ATTENTION PROBLEM IN LEARNING GENERAL
MATHEMATICS AMONG THE CLASS VII STUDENTS”**

COURSE NO- BED 40102

COURSE TITLE- PRACTICUM-IV: TEACHER DEVELOPMENT ACTION RESEARCH



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SUBMITTED BY:

XXXXXXXXXX

ACKNOWLEDGEMENT

This project is the result of contribution, guidance and cooperation received from a number of people, both implicitly and explicitly. Never would this be able to report be asserted as an individual exertion and no measure of words composed will be sufficient and satisfactory to recognize every one of the general populations who have offered their assistance and backing.

At the very outset, we would like to take the opportunity of acknowledging our grateful thanks towards our Principal Mr. Gobin Ch. Borah Sir and concerned subject teacher Prof. Trinayan Dutta Sir for allowing us to undergo this project work, which will definitely encourage us for research work in future.

Moreover, we are also very thankful to Mrs. xxxxxxxx, the Head Mistress of N.L. Town High School, who in his busy schedule of working hours provide us to the various information and cooperation in conducting the research regarding the project.

We would like to thank all the students, the teachers, who helped me by giving their opinion during the study. I am also indebted to all those not mentioned above helped me and encouraged me directly or indirectly in the entire period of this project work.

Finally, once again we would like thank our Project Supervisor Prof. Trinayan Dutta Sir for her valuable guidance and supervision throughout the project.

XXXXXX

PREFACE

The action research entitled “**ATTENTION PROBLEM IN LEARNING GENERAL MATHEMATICS AMONG THE CLASS VII STUDENTS**”

This Report is presented in four chapters, each dealing with certain topics----

Chapter 1- INTRODUCTION

Chapter 2- METHODOLOGY

Chapter 3- ANALYSIS AND INTERPRETATION OF DATA

Chapter 4- FINDING AND CONCLUSION

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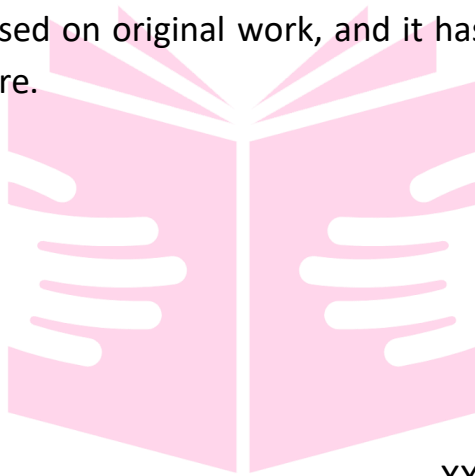
BIBLIOGRAPHY and **APPENDICES** are presented in a systematic order at the end.

CERTIFICATE

TO WHOM IT MAY CONCERN

This is to Certified that this Action Research entitled, "ATTENTION PROBLEM IN LEARNING GENERAL MATHEMATICS AMONG THE CLASS VII STUDENTS", prepared by Sri XXXXXXXX ,trainee of B.Ed. program (session 2017-2019), XXXXXXXX, Dibrugarh University submitted under my supervision and guidance.

This Action Research is based on original work, and it has not been submitted before for any such degree anywhere.



Date.....

Lakhimpur

Supervisor

XXXXXXXXXXXXXX

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- 1.1. Introduction
- 1.2. Title of the study
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- 1.7. Hypothesis of the study

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- 2.3. Sample
- 2.4. Tools
- 2.5. Techniques
- 2.6. Procedure of collection of data
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Chapter 3- ANALYSIS AND INTERPRETATION OF DATA

- 3.1. Procedure of analysis of data
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CHAPTER 1- INTRODUCTION

1.1. INTRODUCTION

Attention is focused concentration it is a concept studied in cognitive psychology that refers to how we actively process specific information in our environment. But it is not just about centering your focus on particular things, it also involves ignoring a great deal of competing for information and stimuli. Attention allows you to 'tune out' information, sensations and perceptions that are not relevant at the moment and instead focus your energy on the information that's important.

Attention is the first step in the learning process. We can't understand, learn or remember that which we don't first attend to

According to eminent psychologist and philosopher William James---

"Attention is the taking possession by the mind , in clear and vivid form, of one out of what may seem several simultaneously possible object or trains of thought..... It implies withdrawal from some things in order to deal effectively with others." _ "The Principles of psychology ,"1890.

According to John Ratey (2001) , attention is more than just noticing incoming stimuli. It involves a number of processes including filtering out perceptions , balancing multiple perceptions and attaching emotional significance to these perceptions.

1.2. TITLE OF THE STUDY

A STUDY ON “ATTENTION PROBLEM IN LEARNING GENERAL MATHEMATICS AMONG THE STUDENTS OF CLASS VII,” NORTH LAKHIMPUR TOWN HIGH SCHOOL, LAKHIMPUR.



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1.3. SIGNIFICANCE OF THE STUDY

The investigator did this research mainly to evacuate the attention problem in learning General Mathematics among the students of class VII. They must be energized and commended in General Mathematics class to learn General mathematics for their best success. The investigator needed the dimension of support of understudy in the class to ascend from once in a while decent to consistently incredible on the grounds that to get accomplishment in any area each understudy must be increasingly genuine mindful normal and cognizant about his study. Students who get their work done routinely and focus in the study hall show better execution in their outcome.

The essential objective of investigator or researcher in this present study to advance consideration in the study of the General Mathematics and to motivate students to learn General Mathematics and further more to mindful them about the significance of General Mathematics for improvement of the maximum capacity of each individual, groups and network in the society.

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1.4. OBJECTIVES OF THE STUDY

The study will focus on the following objectives---

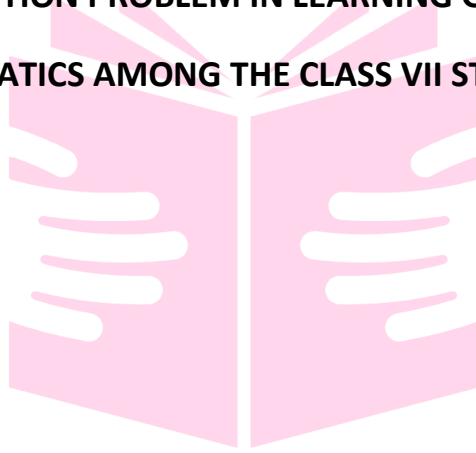
- 1) To discover the causes behind the consideration issue in Mathematics among the class VII students.
- 2) To assess the attention in regard of their reacts to their provided questions.
- 3) To build up the system for expanding the consideration dimension of the understudies.
- 4) To empower the students to make models , graphs, venture identified with mathematics.
- 5) To make the students interested by the consideration dimension of the understudies.
- 6) To develop curiosity to ask questions during teaching learning process.
- 7) To make them to understand the significance of the subject General Mathematics.

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1.5. STATEMENT OF THE PROBLEM:

When I went to teach the General Mathematics subjects in VII of North Lakhimpur Town High School, Lakhimpur, 5 students out of 65 students were not attentive in the classroom. I saw that other students were get disturbance for that student. So, I decided to prepare an Action Research Work on this topic.

**“ATTENTION PROBLEM IN LEARNING GENERAL
MATHEMATICS AMONG THE CLASS VII STUDENTS”.**

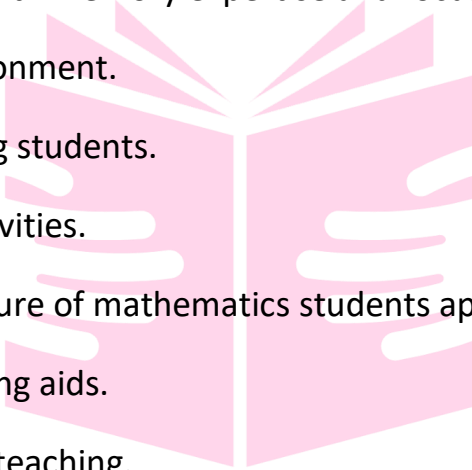


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1.6. PROBABLE CAUSES OF THE PROBLEM:

The investigator had listed the following PROBABLE cause of the attention problem of the students while teaching General Mathematics—

1. Attitude of the students towards the mathematics subject isn't effective.
2. Improper method of teaching.
3. The students have issue with memory expertise and focus.
4. Due to lack of lively environment.
5. Lack of cooperation among students.
6. Lack of freedom doing activities.
7. Because of theoretical nature of mathematics students appear to be absent minded.
8. Lack of appreciated teaching aids.
9. By using faulty method of teaching.
10. Cannot be co-relate numerical point with life.
11. Cannot be take an interest any mathematical activity.



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1.7. HYPOTHESIS OF THE STUDY:

If the problem are due to “attitude” of the students towards the mathematics subject is not effective”, “cannot be co-relate mathematics topic with life” , “cannot be participate any mathematical activity” , it can be minimize and ultimately they will be able to pay attention in the mathematics subject.

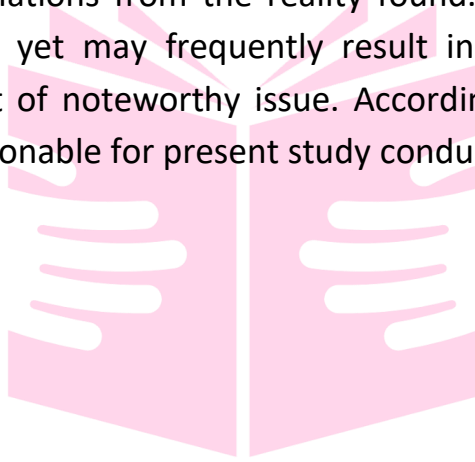


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CHAPTER 2- METHOLOGY

2.1. METHODOLOGY:

So far as the present study concerned it is a descriptive type of study. So as to direct this study descriptive survey method was chosen as the proper one for this reason. Elucidating exploration studies have been intended to get relevant and exact data concerning the present status of wonder and at whatever point conceivable to reach legitimate general determinations from the reality found. Distinct research isn't just limited to actuality finding yet may frequently result in the detailing of significant standards and arrangement of noteworthy issue. Accordingly unmistakable technique was observed to be the reasonable for present study conducted.



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2.2 POPULATION

All the students of class VII were the population of study i.e. 65

2.3 SAMPLE

From the 65 students of class VII, 5 students were selected for the study

List of students for sample collection:

Sl. no	Name of the students	Roll. NO
1	Bhargav Boruah	2
2	Nipu Guwala	10
3	Irfan Husain	26
4	Tonuja Das	30
5	Sarat Chutia	58

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2.4 TOOLS

1. Observation
2. Pre-test and post-test
3. Interview

2.5 TECHNIQUES

We use quantitative techniques are- Percentage and Average

2.6. PROCEDURE OF DATA COLLECTION

Collection of data is major activity of the research work. In this case the Headmistress of N.L. Town High School left us freely to collect the data from the students. The present study was limited to the students of class VII of the school. In this study systematic procedure was followed in the collection of data.

In the very beginning of the practice many problems are found in the classroom but major problem among the students of class VII was student's attention problem in learning mathematics. In order to deal with that issue an attempt was taken.

In the first phase for collection of data pre achievement test has been conducted which was taken by oral process by questioning on the basis of class topic. Out of 65 students 5 students did not answer the questions. After collecting the sample an interview had been conducted among the 5 students. A question paper was set in order to look into the Attention Problem.

After one month, to collect improvement data again a post- test taken by questioning which was conducted by oral process among the 5 students on the basis of another class topic.

2.7 TIME PERIOD

The time period of the study from 11th March to 15th May 2019.

2.8. ACTION RESEARCH DESIGN:

The design of the present study is-----

Observation-----Pre test-----Interview-----Intervention-----Post test

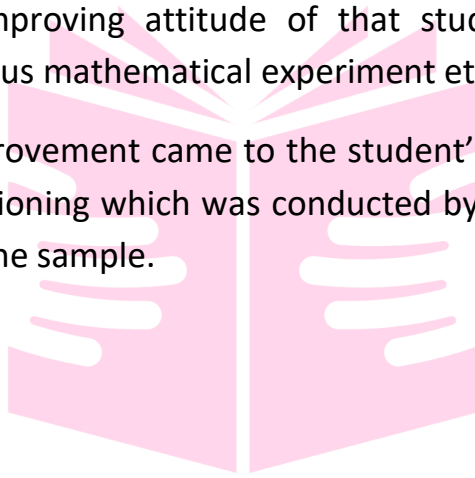
Observation procedure was used. Then a pre-test was conducted on the population using oral question on the basis of class topic. Then an interview was conducted among the problem faced students. After that intervention was implemented on the sample to eliminate the most probable causes for one month. After one month, a pre test was conducted on the sample using oral question on the basis of another class topic.

2.9. ACTION PROGRAMME:

During my internship teaching General Mathematics subject at North Lakhimpur Town High School in class VII, it was found that some students were inattentive in classroom. So, I decided to take action to overcome the problem.

At first, I observed the students who faced the attention problem. Then to collect the data, a pre-test taken by questioning which was conducted by oral process on the basis of class topic among all students. After collecting the sample, an interview was taken in order to detect the causes of Attention problem. Then I took some measures for overcome that. For e.g.-improving attitude of that students towards Mathematics subject, involved them various mathematical experiment etc.

For this action taken, improvement came to the student's attention. It detected from the posttest taken by questioning which was conducted by oral process on the basis of another class topic among the sample.



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CHAPTER 3-ANNALYSIS AND INTERPRETATION

3.1. PROCEDURE OF ANALYSIS OF DATA:

An interview was conducted among the 5 students which are inattentive in the class. The question paper of the interview shown in the last page.

Quantitative method is used in analyze the data. Appropriate statistical tool and table were used to present the data in an organized way.

1. Tabulation of response of interview.
2. Presentation of the data with the help of bar diagram showing their response in interview.

In the section of **Analysis and Interpretation of Data**, data were systematically presented to reflect the response of the students in interview.



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3.2. ANALYSIS AND INTERPRETATION OF DATA:

Table:- Number of respondents answered 'Yes/No' in the interview-----

SL NO.	Subjects of questions	Students responding Yes		Students responding No	
		No. of students	Percentage (%)	No. of students	Percentage (%)
1	Goes to school regularly	4	80	1	20
2	Like the school environment	5	100	0	0
3	Like the subject General Mathematics	2	40	3	60
4	Fear of Mathematics	2	40	3	60
5	Understand whenever Mathematics teacher teach	4	80	1	20
6	Doing activity by Mathematic teacher	5	100	0	0
7	Understand the activity shown the Mathematic teacher	3	60	2	40
8	Mathematics textbook is attractive	3	60	2	40
9	Mathematics subject is useful in day to day life	4	80	1	20
10	Participate in Mathematics activity like fair, seminar and the else	1	20	4	80

Graphical Representation of the above Data:

Bar diagram of student's response---

BAR DIAGRAM:

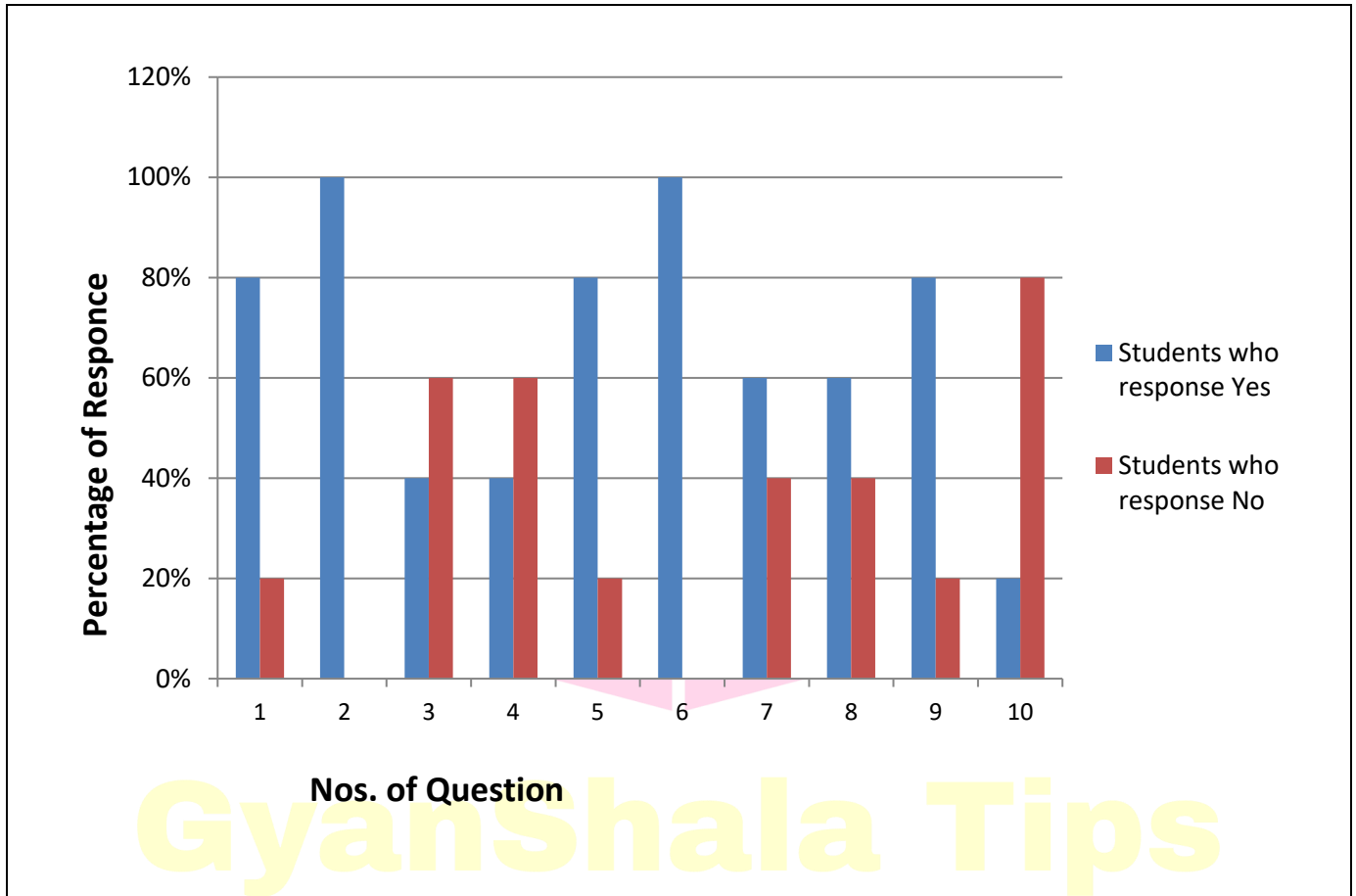
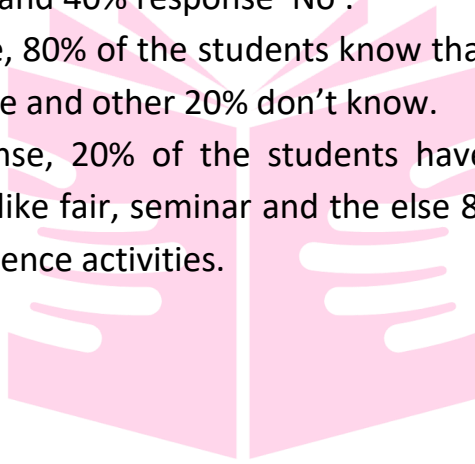


Figure 1 - BAR DIAGRAM OF STUDENTS RESPONSE

From Table and Bar Diagram, we found that-----

1. From the 1st response, among the 5 students, 80% goes to school regularly, while 20% do not go to school regularly.
2. From the 2nd response, 100% like the school environment and nobody dislike the school environment.
3. From the 3rd response, 40% of them like the subject General Mathematics, but 60% dislike it.

4. From the 4th response, 40% of students have fear of Mathematics, while 60% have not.
5. From the 5th response, 80% students understand whenever their Maths teacher teach and other 20% don't understand.
6. From the 6th response, 100% students response 'Yes' to their Mathematics teacher doing activity.
7. From the 7th responses, 60% of the students understand the activity shown the Mathematic teacher and 40% are not.
8. From the 8th response, 60% students response 'Yes' that their Mathematics textbook is attractive and 40% response 'No'.
9. From the 9th response, 80% of the students know that the Mathematics subject is useful in day to day life and other 20% don't know.
10. From the 10th response, 20% of the students have not taken participation in Mathematics activity like fair, seminar and the else 80% of the students have not participated in any Science activities.



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CHAPTER 4- FINDING AND CONCLUSION

4.1. FINDINGS OF THE STUDY

1. From the above bar diagram, it is found that out of five students 3 students don't like the Mathematic subject, they have fear of Mathematics because their attitude towards the Mathematic subject is not effective.
2. It is also found that out of 5 students only 1 student have participated in Mathematical activity like seminar and the else, rest 4 are not because they cannot correlate mathematic topic with life.
3. In this research it was found that after taking remedial measures with well equipped TLMs, audio-visual aids, and drill and classroom activities has shown a good achievement level of student's performance.
4. From the study, when I compared the average percentage of pre and post achievement test of the samples taken, it was found that this percentage have shown massive improvement.

From the above result it was proved that the action hypothesis is true and valid.

4.2. ACTION TAKEN ON THE FINDINGS OF THE STUDY:

To minimize these problems I have taken some measures-----

1. We have used proper teaching aids to motivate the students towards Mathematics.
2. Quick corrections while they mistakes should practically done.
3. We gave significance on individual difference and tried to satisfy the requirements of the understudies however much as could be expected.
4. The researcher always helped the students personally to solving their problem in Mathematical problem.
5. The researcher always ensured the classroom atmosphere is conducive to learning.

4.3. SUGGESTION:

Attention problem in a classroom is an important problem. In the Mathematics class, to overcome this problem I suggest that teacher should motivate the students towards Mathematical topic with various life related questions. This step help students to know that Mathematics is related to our day to day life. Teacher should used various teaching aids like Mathematical model, chart etc to attract the students and activities also do in the class. I suggest the students to take participation in the Mathematical activity like fair, seminar etc.

4.4 CONCLUSION:

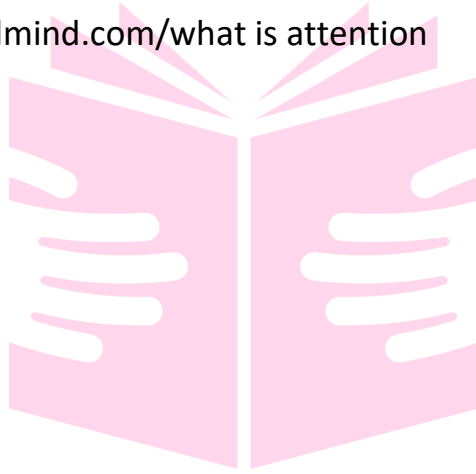
There is clear evidence to suggest that action research is a valuable exercise for teacher to understand student's problem. It offers teachers a systematic collaborative and process of inquiry that actively seeks to address the issue.

Through the study attempt had been analyses the specific and immediate problem faced by a pupils of VII and the factors responsible for particular problem. The study had been undertaken by understand whether the teaching strategies has been specifically designed or if any social, environment and economic factors are responsible for the cause of the specific problem.

Thus, the study aimed to activity participate in the underlying situation and resolve immediate action to minimize the difficulties while simultaneously conducting the research.

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4. <https://www.verywellmind.com/what-is-attention>



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Appendix–1

Question Paper

(Pre-Test)

Chapter—Integers

1. What is integer?
2. Zero is an integer or not?
3. Give an example of positive integer.
4. Give an example of negative integer?
5. What is the result of sum of two positive integers?
6. What is the result of sum of one positive integer and one negative integer?
7. What is the result of sum of two negative integers?
8. Add the following-
 - (a) $(-9)+(+4)$
 - (b) $(+7)+(+6)$
 - (c) $((-8)+(-10))$
9. Which one is greater (-11) Or 9 ?
10. What type of integer is -22 ?

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Appendix -2

Question paper

(Interview)

Name of the school-

Name of the student-

Class-

Date-

Gender-

Tick the correct Answer—

1. Do you go to school regularly?
(a) Yes (b) No
2. Do you like the school environment?
(a) Yes (b) No
3. Do you like the subject General Mathematics?
(a) Yes (b) No
4. Have you fear of Mathematics?
(a) Yes (b) No
5. Do you understand whenever maths teacher teach?
(a) Yes (b) No
6. Do your maths teacher doing activity?
(a) Yes (b) No
7. Do you understand the activity shown the math teacher?
(a) Yes (b) No
8. Is your mathematical textbook attractive?
(a) Yes (b) No
9. Do you know the mathematics is useful in day to day life?
(a) Yes (b)
10. Have you taken participation in mathematical seminar, science fair and the else?
(a) Yes (b) No

Appendix – 3

Question Paper

(Post Test)

Chapter- Fraction

1. What is fraction?
2. Give an example of fraction?
3. How many types of fraction are there and what are they?
4. What is proper fraction?
5. Give an example of proper fraction.
6. What is improper fraction?
7. $\frac{5}{8}$ what type of fraction is this?
8. Give an example of improper fraction.
9. What is mix fraction?
10. Give an example of mix fraction.

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