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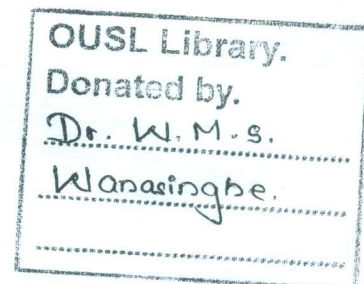
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Strengthening Algebraic Skills of Mathematics in

Year 9 Students

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Abstract

The purpose of this study is to identify the drawbacks in algebraic skills of a group of students in Key Stage 3 level and to provide treatment to overcome these drawbacks in classroom level.

The study adopted an action research method using qualitative as well as quantitative data. The sample consisted of 20 students purposively selected from grade nine which included girls and boys, selected from the marks obtained for the term test paper.

Pre-test and post-test papers were administered at the beginning and at the end of the intervention programme and in addition to these online pre-tests and post-tests for each cycle were used as research instruments. The intervention programme was divided into three cycles and students were observed using the observation schedule during the third week of each cycle.

As suggestions to overcome the negative attitude towards learning algebra; use of activity based approaches at lower grades, teacher working closely with students and developing a more positive attitude in motivating students, relating lessons with day to day practices where ever possible and showing the importance of creating a logical and sequential approach in every activity students perform, prepare lessons giving concrete to abstract examples in a cyclical manner, to give exercises to be completed with a time limit and training teachers to improve their guidance and counseling aspect so that they can be role models for students, were identified.