

## **Problems of Teaching Mathematics to the first cycle of Basic Education in Thafar as Perceived by teachers of Mathematics. (A Field study)**

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### **Abstract**

This study aims at studying the factors affecting the appearance of mathematical learning disabilities with pupils of the first cycle of basic education from the viewpoint of the female teachers of basic education science, and ways to solve them. It also aims at defining to which extent the qualification of these teachers affect the ways they teach such pupils. This study also opens horizons of knowledge to deal the pupils properly.

This study uses the analytical descriptive method to investigate the reality of mathematical learning disabilities facing pupils of the first cycle of Basic Education, as well as studying the factors casing the rise of this phenomenon with such population and how to avoid them. The sample (N=183) was randomly selected from the female teachers of basic education , science.

The researchers designed a 40-item questionnaire based on Lickhart's 5-step design with responses of "strongly agree", "agree", "do not know", "objecting" and "Strongly objecting". There were also three open-ended questions. This questionnaire was presented to a jury (N=10) of staff members in Salalah College of Education to judge its validity. Their remarks were fully considered and the questionnaire was put in its final

form. For reliability, the questionnaire was administered to a sample (N=28) of female teachers of Basic Education Science, then re-administered 14 days later for test-re-test calculation of Pearson reliability co-efficient. Correlation co-efficient was 0.77

Data analysis revealed the following:

- 1- The teachers see that there are school factors causing the rise of mathematical learning disabilities.
- 2- There is little co-operation between the families of these pupils and the school to solve such problems.
- 3- There are no mean differences between the responds of the sample teachers to the questionnaire items related to teachers' abilities to diagnose and treat cases of learning disabilities in accordance with years of experience and level of qualification.

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For the paper in Arabic see pages (135-177)