FACTORS INFLUENCE MATHEMATICS ACHIEVEMENT AND SOLUTIONS AMONG SEKOLAH JENIS KEBANGSAAN TAMIL (SJKT) SCHOOL STUDENTS IN SENTUL DIVISION

USHA MURUGAYAN

SULTAN IDRIS UNIVERSITY OF EDUCATION

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USHA MURUGAYAN

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Date

PROFESOR DR. SUPPIAH NACHIAPPAN
Jabatan Pengajian Pendidikan
Universiti Pendidikan Sultan Idris
35900 Tanjong Malim, Perak
Hp : 012-5270801

Signature of the Supervisor

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ABSTRACT

The purpose of this study was to examine factors influence Mathematics Achievement and Solutions among Sekolah Jenis Kebangsaan Tamil (SJKT) students in Sentul Division. The instrument of the study is based on the distribution of research questionnaires. Semi structured questions and interview questions was employed to 10 of standard six students and 2 Mathematics teachers in 5 different Tamil Schools in Sentul Division. The Hermeneutic method was used to interpret the students' written texts on the factors influence the mathematics achievement. The finding of this study indicated that poor teaching strategies by the teachers in teaching mathematics subject are factors that influence mathematics achievement. Where else, the solutions that have been identified to improve the achievement in Mathematics among Tamil school students are guiding the teachers in improvising mathematics pedagogy and develop the teachers skill in giving clear instruction. In conclusion, teachers need to use effective methods and techniques in their teaching so that the interest in learning mathematics subject will increase among students which will lead to a better achievement in mathematics subject. As implication, the school administration should provide support and guidance to help teachers and students in identifying best methods to improve in teaching and learning Mathematics subject. Ministry of Education should put continuous effort in providing effective courses on teaching and learning Mathematics. Moreover, text and reference book writers have to play vital role to publish best guided mathematics books which considerably influence Mathematics achievement among SJKT student.

FAKTOR-FAKTOR YANG MEMPENGARUHI PENCAPAIAN MATEMATIK DAN PENYELESAIANNYA DALAM KALANGAN MURID SEKOLAH JENIS KEBANGSAAN TAMIL (SJKT) DI ZON SENTUL

ABSTRAK

Tujuan kajian ini adalah untuk mengkaji faktor yang mempengaruhi pencapaian matematik dan penyelesaian dalam kalangan murid Sekolah Jenis Kebangsaan Tamil (SJKT) di Zon Sentul. Instrumen kajian terdiri daripada soalan kajian . Soalan kajian yang berbentuk soal selidik separa struktur dan soalan temu bual telah diedarkan kepada 10 orang murid tahun enam dan 10 orang guru yang mengajar matapelajaran Matematik di 5 buah sekolah Tamil di Zon Sentul. Data dianalisis menggunakan kaedah Hermeneutik yang berbentuk interpretasi teks yang berkaitan dengan faktor yang mempengaruhi pencapaian matematik. Dapatan bagi kajian ini menunjukkan bahawa pencapaian matematik di Sekolah Jenis Kebangsaan Tamil dipengaruhi oleh strategi pengajaran matematik yang lemah oleh guru matematik. Manakala penyelesaian yang telah di kenal pasti adalah seperti guru matematik perlu dibimbing untuk meningkatkan pengetahuan dalam pendekatan pedagogi Matematik dan kemahiran memberi arahan yang jelas dalam penyelesaian masalah. Sebagai kesimpulan, guru boleh menggunakan pendekatan dan teknik pengajaran yang berkesan, dimana ini dapat menarik minat murid terhadap matapelajaran matematik dan ini akan membantu murid untuk mencapai keputusan yang cemerlang dalam Matematik. Implikasinya, pihak pentadbiran sekolah perlu membantu guru dan murid untuk mengenal pasti teknik yang boleh digunakan oleh mereka dalam pengajaran dan pembelajaran matematik. Kementerian Pendidikan pula perlu mencadangkan kursus-kursus yang membantu memantapkan proses pengajaran dan pembelajaran matematik secara efektif. Disamping itu, penulis buku teks dan rujukan perlu memainkan peranan penting untuk menerbitkan buku rujukan yang berkualiti bagi meningkatkan pencapaian Matematik dalam kalangan murid SJKT.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter presents the background of this study for readers to appreciate what are the factors that influence mathematics achievement among Tamil Medium Primary School students is all about. The chapter highlights the statement of problem, the research questions and its objectives, the significance of the study and definition of terms used contextually. Also, the theoretical and conceptual theories relating to the study are among the issues discussed here.

1.2 Research Background

Issues on academic achievement among the students have been always highlighted by parents, teachers and the societies. Quality of academic organization are valued through student achievement in academic field. The effectiveness of schools' administration are indicated through overall student achievement in public examination. Nevertheless, achievement in mathematics subject looked as something interesting and vital in all the schools (Noraini, 2002).

The Trend in Mathematics and Science Study TIMSS (2011) international database is a resource for investigating students' attitudes, behavior, anxiety, problem solving skills, school and classroom which will be factors that influence mathematics achievement (Mullis, Martin, Minnich, 2012). Using TIMSS 2007 data, Choi., Choi. and McAninch (2012) found that high achieving students have self confidence in learning mathematics and value mathematics more than their peers without high achievement in mathematics.

According to school system, success of students are evaluated through their achievement in mathematics (Curriculum Development Centre, 2000). A student need to think and make decision using appropriate strategies to solve mathematic problem (Effendi & Normah, 2009). Patton et al., (1997) propose that solving problem is a fundamental objective in learning mathematics and other problem solving mathematics, as problems are inevitable fact of life. They add that students' success in achieving their goals encourage them to develop positive attitudes towards mathematics and other

problem solving activities. Positive attitudes are assumed to have significant relationship with students' achievement.

According to Mullis, Martin, Foy and Arora (2012), students' engagement has been established as a predictor of student achievement in many studies and is a component of the TIMSS 2011 assessment framework. According to Bobis (2004), the primary school years, are the time when pupils learn to like or dislike mathematics. The learning of mathematics is a complicated and dynamic process linking to the interaction between previously acquired levels of understanding to the conceptualization and incorporating of new materials. Most modern views of mathematics education acknowledge that children do not simply take in mathematical knowledge that is transmitted to them, no matter how well it is organized and structured.

In general, students have set up their mind that mathematics is a difficult and critical subject to score. These are the reasons why we have students with higher and lower grade, even though the topics are simple. This shows, there are students with different capabilities to understand and learn mathematics.

Learning process start to take place when the child is in primary school. Confidence and momentum to study begin to develop at this time. The children learn to adapt the school environment and start communicate each other in order to build their self-efficacy and gradually learn the skill of problem solving. During lesson, students are being tested their cognitive level. These cognitive abilities are measured and evaluated throughout multiple teaching and learning processes. According to (Bransford, Derry, Berliner, Hammemess & Beckett, 2005; Middleton & Jansen, 2011),

student beliefs regarding mathematics tend to be stable, long-term, and generally set by about the seventh grade of school. In Malaysia, students achievements in mathematics are able to be evaluated and analyzed wholly in standard six (UPSR).

Mathematics is believed as one of the important subjects that led to embark the children cognitive e skills. According to American Psychology Association (2014), cognitive theories focus on internal state such as attention, decision making, judging, knowing, language, memory, problem solving, reasoning and thinking. According to Piaget (1952), through the intellectual development of children, each child has a scheme and the learning process takes place based on the individual scheme. The development of ideas occurs when a child is able to assimilate new information to fit the existing scheme. Cognitive skill is of the main factor that contributes achievement and problem solving in mathematics. It is important to sharpen and enhance the cognitive skill among children at primary school itself. This will ease the child to carry out life-long learning without any hurdles and obstacles Heckman, J & Yona, R. (2001).

According to Heckman et al., (2001), most of the students in school are facing problems in learning mathematics. This is because the students are not thought the actual method or techniques to learn mathematics. According to Johnson, Berg and Donaldson (2005); Lee and Smith (1993) instruction and student learning can be improvised through collaborative co-planning of lessons. Teachers' collaboration in planning and implementing lessons has a positive relationship with improvement of instruction, stronger self – efficacy, greater job satisfaction and improved student achievement.

According to Ding and Carlson (2013); In Japan, mathematics teachers collaboratively prepare a detailed lesson plans compared to United States, where teachers typically develop mathematics lesson plans quickly and individually. In this finding, teachers' role plays a vital role in student achievement in mathematics. According to Baumert et al. (2010), effects of teachers' content knowledge in mathematics and pedagogical content knowledge on quality of instruction and student achievement in mathematics. The mathematics teachers must aware and have a deep understanding on the skill that they are expected to teach. The teachers must be ready to use multiple approaches to solve the mathematics problems.

In this study, orientation learning is also considered as a factor that contributes towards achievement in mathematics. As we aware that each child have different method to learn which will influence the ability of a child to gather information, communicate with their friends and teachers as learning experience. Theoretically, non-cognitive ability plays a vital role in child achievement in mathematics

The purpose of the study will cover the search on factors that influence achievement in mathematics produced by National Vernacular schools compared to other vernacular schools in Zone Sentul. This study will also detect affective abilities such as attitude, anxiety, habit, problem solving behaviour and learning environment. The relationship between affective ability and cognitive ability can be seen in Aros Model (Figure 1). Aros Model explain in detail on students effectiveness influence learning process in Mathematics. Findings by Arsaythamby (2006) reveals that attitude, anxiety and habit are the main affective abilities which help in learning mathematics. Affective ability embark the inquiry thoughts among students to learn mathematics and

encourage cognitive ability to stimulate a reaction to solve the mathematic problem. An effective way of problem solving helps the students to achieve greater marks in mathematics. Nevertheless, affective abilities among students helps to trigger the memory and influence cognitive abilities towards increasing achievement in mathematics.

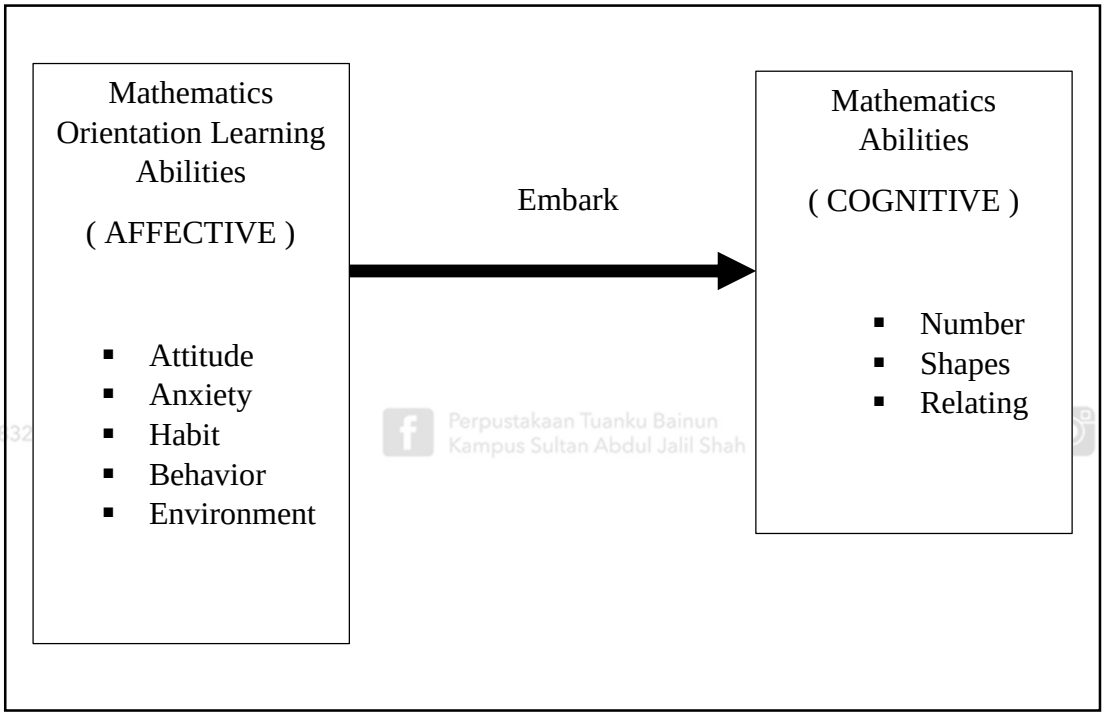

Figure 1.1. ARos Model (2006)

According to ARos Model (2006), successful students' emotions and thoughts about mathematic subject, as it is predicted are positive because they like mathematic subject in general and they enjoy problem solving and calculations. Students who found mathematic subject enjoyable said that when they understand and solve the problem, they feel interesting. These following finding are similar to what Albert Ellis says: 'Our behavior affects our emotions'. Teachers' well approaches in teaching mathematics promotes students ability to solve the problem by themselves and

successful calculating are factors that makes the students to find mathematic as an interesting subject. Students unable to solve the problem, when they do not understand the topic, and when the instruction is boring the students find that mathematic is boring.

Poor grading from exams also kills the intrinsic motivation to learn mathematic. The students start hating mathematic when the teacher punish the students when they do not understand the topic or lesson. This obviously shows that students' behavior and thought affect students' emotion.

According to Kattou (2013), the ability to solve mathematical problems in numerous and distinctively different ways by applying mathematics knowledge in a creative way to find original solutions. According to Polya (1957; 1973), students are guided to follow four phases to solve mathematic problem. Understanding the problem statement, outline the problem solution method, solve the problem and finally check the answers. These four phases are vital to understand the problem solution method according to mathematic field.

In Malaysia, the education system designated according to Malaysian Education Policy (2013) and PPPM (2013-2025). Aligned with the Malaysia Education Policy every student will cater the knowledge, thinking skills, leadership skills, bilingual proficiency, ethics and spirituality and national identity. These entire skills will eventually develop a holistic individual with critical and creative thinking with innovative mentality. The design of the National Standard based Preschool and Primary School Curriculum indicates six supportive elements that will elevate an individual in becoming critical, creative and innovative thinker.

Mathematic Curriculum Framework in Malaysia produced a new thoughtful learning by subjecting learning area, attitude and value, skills and process. Higher distinction level and satisfaction will not be achieved by just teaching and learning the content of the syllabus. A skill full teaching are needed to enhance the interest, confidence that will intrinsically motivate the individual to become a skill full learner in mathematics. The teacher not only have to be concern on emitting an effective teaching method but also have to think ways to influence the student to build their attitudes and values in reasoning and problem solving in mathematic lesson.

Early teaching of mathematics stresses the learning of facts or laws and teachers often try to create respect for mathematic by pointing to its exactness, truthfulness, and fallibility. Mathematic teachers are expected to teach mathematic as a reasoning system which stems from postulates. Of the many ways in which experience can change the pupil, the most generalized is that it can equip the student with new methods of learning and problem solving. Techniques of memorizing, studying for meaning, and critical reasoning all can carry over to new assignments and new areas.

1.3 Problem Statement

Teachers' high level of motivation and students attitudes towards Mathematics is seen as an essential precursor to success in modern society. In Malaysia, recent results on UPSR 2018 set by the Ministry of Education revealed that Sekolah Kebangsaan (SK) and Sekolah Jenis Kebangsaan Tamil (SJKT) students did not perform as expected compared to Sekolah Jenis Kebangsaan Cina (SJKC). Of course it cannot be denied that

Mathematics is concern as one of the subject that are cross – curricular and are used in daily life. In mathematics, results showed that there was an improvement in mathematics performance by Sekolah Jenis Kebangsaan Cina (SJKC) 2017 to 2018.

Table 1.1

Average Gred Achievement in Mathematics Subject in UPSR 2017 – 2018

Year	Average Gred In Mathematics Subject in UPSR (Sentul Division) / Gred Purata Matapelajaran (GPMP)					
	Sekolah Kebangsaan		Sekolah Jenis Kebangsaan (C)		Sekolah Jenis Kebangsaan (T)	
	Average Gred	Number of Canditates	Average Gred	Number of Canditates	Average Gred	Number of Canditates
2017	3.35	2634	2.02	2719	2.77	184
2018	3.36	2685	1.97	2637	2.91	198

Referring to the above figure shows that the average achievement in Mathematics subject by (SK) and (SJKT) school still need to concern. These results encourages the researcher to develop the research on (SJKT) that seeks to characterize and understand different variables which may influence student performance in mathematics.

Meanwhile, attitudes can be seen as more or less positive. A positive attitude towards mathematics reflects a positive emotional disposition in relation to the subject and in a similar way, a negative attitudes towards mathematics reflects to a negative emotional disposition. This is also consider as one of the factor that influence mathematics achievement. Another factor that threaten mathematics achievement is

mathematic anxiety that occurs among the students. (MA) is an emotional reaction that is increasingly recognized in psychology and education. It has been defined as "a feeling of tension and anxiety that interferes with the manipulation of numbers and solving of mathematical problems in ordinary life and academic situations. 'MA' ranges from feelings of mild tension to a strong fear of mathematics (Ros McLellan, 2013). These feelings of anxiety do happen among students while in classroom learning and in exams too.

Mathematics anxiety happens at any age of any people. Ineffectiveness in teaching, unequipped on basic fundamental skills of mathematics, poor motivation and poor in giving instruction will be the cause of having mathematic anxiety among the primary students. Another major source of maths anxiety is the teaching approach of "explain – practice - memorize" (Steele & Alfred, 1998). Math anxiety also happen when parents failed to counsel and motivate the child when they came out with poor grading. To achieve a better result in mathematics subject, the students must be catered with highly intrinsic motivation. The attitudes that being built motivationally will help the students to solve the mathematics problems by themselves (Perkins & Tishman, 2010).

According to Skemp (2008) , encouragement from the parents and teachers will help to reduce the exam stress and maths anxiety. Teachers also have to play an effective role to tackle the students' interest towards the mathematics subject. When a student admires the teacher, this positive attitude will make them to do well in that particular subject. So a teacher not only have to play the role to teach but also must plant the interest among the students to continue the internal inquiry and always

motivates the students to do their best in that subject. A teacher also have to be a bridge to parents and students in creating the awareness on mathematics so that it will help the both side well updated with needs of the education systems.

Another issue that teachers face in teaching mathematics subject is problems in the implementation of HOTS; and this effort had only brought limited success (Ministry of Education, 2013). Accordingly, the cultivation of thinking skills at primary school level is important in the context of the current development. Efforts to promote and develop thinking skills should begin at the primary school level because this level is considered as the best time to cultivate the basic foundation for further education (Ikhsan and Norlia, 2005; Mohamad and Nasruddin, 2008). However, the findings on the implementation of thinking skills in teaching and learning still indicated that teachers lacked knowledge in thinking skills and were unskilled in applying thinking skills (Zamri and Jamaludin, 2000; Zulkarami, 2011). Teachers also lacked practice in creative thinking skills, graphic management, asking high-level open questions and teaching for HOTS on the whole (Sukiman, 2013).

Therefore, to realize the aspiration of Education Blueprint 2013-2025 and to improve teaching and learning processes to ensure that pupils can develop HOTS required in-depth analysis of the current practices in teaching and learning. In fact, teachers faced multifaceted challenges during teaching and learning sessions. They needed to explain, analyse and adjust what were outlined in curriculum produced by the Ministry of Education; including the importance of objectives and the implementation of curriculum standards and themes related to teaching thinking. What is more, primary school teachers were burdened with non-teaching tasks that took up

40% of their time (Effendi & Normah, 2009). The first step to rectify problems in teaching for HOTS is to identify and understand the real and biggest challenges faced by teachers because any solution would be not effective without understanding this phenomenon at the real setting.

Therefore, this study also will find out challenges faced by primary school teachers in order to have a comprehensive understanding of the challenges so that it may provide an illustration of the broader issues in teaching for HOTS especially in SJKT primary school students to achieve better result in mathematics subject.

1.4 Objectives of the study

This research will be able to achieve the following objectives :

a) To identify the problems faced by the teachers in conducting mathematics lesson in SJKT schools.

b) To identify the problems faced by the students during mathematics lesson in SJKT schools.

c) To investigate possible solutions to teachers in enhancing the teaching process in Mathematics in SJKT schools.

d) To investigate possible solutions to students in enhancing the learning process in Mathematics.

e) To identify how teachers interpret every challenge in teaching and learning for HOTS in mathematics subject.

1.5 Research Questions

a) What are the problems faced from the aspect of teachers of SJK(T) in teaching mathematics in Sentul Division?

b) What are the problems faced by students of SJK(T) in learning Mathematics in Sentul Division?

c) What are the solutions to enhance teaching Mathematics among SJKT teachers in Sentul Division?

d) What are the solutions to enhance learning Mathematics among SJKT students in Sentul Division?

e) What are the challenges in teaching and learning for HOTS in mathematics subject among SJKT teachers and students?

1.6 Significance of the study

Findings through this study focused in mathematics achievement among SJKT primary school students. This study will help to detect the actual problems that faced by the teachers during teaching and learning process of mathematics and help them to improve their teaching method for mathematics subject. This study will also find some effective ways to solve the problems faced by the teachers through discussions. Through this study, we also hope that teachers will intrinsically motivated to modify their teaching skills which is suitable and interesting to the student in SJKT schools in delivering mathematics contents. Findings through this study can be cater as a source for the

teachers' reference in identifying best alternatives to conduct the lesson according to the students' cognitive level and enable to accelerate the interests and achievements in Mathematics subject in SJKT schools.

This study will improve the school climate condition that will be beneficial for the students. A favorable school climate condition may serve as students' motivation in improving their academic performance in mathematics subject. The motivating factors that will start from the initiative of the school principal may help the students to be more enthusiastic in learning process.

This study will also help the school administration to play a vital role in creating effective school climate. The effort taken by the administration in monitoring and associating the teachers in their teaching process will reflect the students' achievement in examination. Lack of guidance and ignorance will malfunction the development of the school and also decreases teachers' motivation in teaching. School administration must have a consistent observation on teachers teaching method that will help the teachers to sustain their professional development.

School administration in SJKT schools, also must have the awareness on socioeconomic status by the students in the school. To foster student achievement in mathematics, school administrators should provide a positive school climate aligned with their mathematics content and effective curricula, teachers' collaboration, effective instructional practices and appropriate tools and technology for teaching and learning mathematics.

The findings of this study will also benefit the Education Department in helping them to identify the needs of the SJKT schools and to plan for the support system that the administration of the school need to prioritize when it comes to students' achievement in mathematics. It can also identify the critical gaps and weaknesses of the 15 Tamil schools in Kuala Lumpur state. At the same time, findings from this study will help the future researchers to conduct the most vital part of the school progress in terms of academic achievement in mathematics subject in SJKT schools.

1.7 Limitation of the study

This study answered the factors influence students achievement in mathematics subject in Year End Exam. This research involved Tamil Medium Primary schools that comes under Kuala Lumpur state. There are 15 Tamil Medium Primary schools and this study focus on 5 Tamil Medium Primary schools in the Sentul Division. The major task of this research is to answer the specific questions presented in the statement of the problem. This is limited to its complete reliance on the self-made questionnaire of the researcher as the primary instrument for answering the factors related to students' achievement in mathematics subject. Beside that, in this study researcher only choose the population among Mathematics teachers' that teaches Year Six, so other subject teachers are not involve as the respondent. This shows that, overall questionnaires are only answered by mathematics teachers. The number of teachers participants in this study are ten (10) this includes; teachers who teaches Mathematics in Year 6 classes and fifteen (15) student respondents from Year Six classes in the Sentul Division.

The schools that involved in this study are equipped with normal facilities and also considered as ordinary based school. The result of this study will be limited on the fifteen students and ten teachers from Sentul Division namely; SJKT A, SJKT B, SJKT C, SJKT D, and SJKT E. This research reflects 2 teachers and 3 students from each primary schools that are from Year Six classes.

1.8 Conceptual Definitions

In carrying out this investigation, precise clarification and understanding on certain theories are fully needed in order to achieve the objective of this study.

1.8.1 Primary School Mathematics

The aim of the primary grade mathematics is to enable the child to acquire mastery in the basic skills and that these skills are to be applied constantly to the child's real life experiences. Problem solving is emphasised throughout the curriculum. It is important to note, as stated earlier, that at the end of the sixth-year of schooling (age 12 years) are required to sit for a national examination in 4 basic subjects; mathematics, English, National Language and science. Although all students are allowed to continue their education at the secondary level regardless of the results they obtain, doing well in the examination can be used as passport for entry into selected schools. (Ministry of Education, 2016). In this study, factors that influence mathematics achievement

foremost important to train the brain to think logically and systematically in problem solving and decision making.

1.8.2 Mathematics Achievement

Experts of educationists define the achievement in different ways. According to Rothney.J (2010) “Achievement is defined as the whole sole learning in the end of course”. Supper has defined the term as “achievement describe as what and how much has been learned in a subject and what specific abilities or skills have been developed”. John. E. Horrocks explained accordingly “Achievement is used to describe the status or level of person’s learning and his ability to apply what he has learnt? So, the term refers to the performance of students, which is determined at the end of a course. The score of students in the final examination can be taken as the performance or achievement score.

1.8.3 Hermeneutic Analysis

According to Carina and Norm (2012), understanding hermeneutic as a research method requires the definition and discussion of terms that may initially appear daunting – beginning with the phrase “hermeneutic phenomenology”. According to Suppiah (2016), hermeneutic approach will also help to eccelerate the cognitive development among the students. A research by using Hermeneutic Analysis and data was collected in the form of written essays. This investigation help to see about students

academic activities after school that help their cognition development and it will lead to their success in academic. The method of this research is refer to the analysis of the qualitative method that involved the interpretation of texts as means of transmitting experience. Beliefs, and judgements from the participants' perspective and point of view in learning and teaching Mathematics subject.

1.9 Operational Definitions

In this investigation, precise statement of procedures or operations used to define the variables in order to achieve the objectives of this study.

1.9.1 Mathematics Achievement

The mathematics achievement in this area is indicated that ability of the students to transfer the knowledge they have learnt in primary school assessment.

1.9.2 Factors Influence Mathematics Achievement

Mathematic teachers are the main factors that influenced success or failure in teaching Mathematics. Thus, this study is to explore the challenges faced by teachers and students in teaching and learning Mathematics subject in the classrooms.

1.9.3 Solutions to Improvise Mathematics Achievement

Methods and strategies that can be utilise by mathematics teachers to effectively meet the learning needs of students to master mathematics.

1.10 Conceptual and theoretical framework

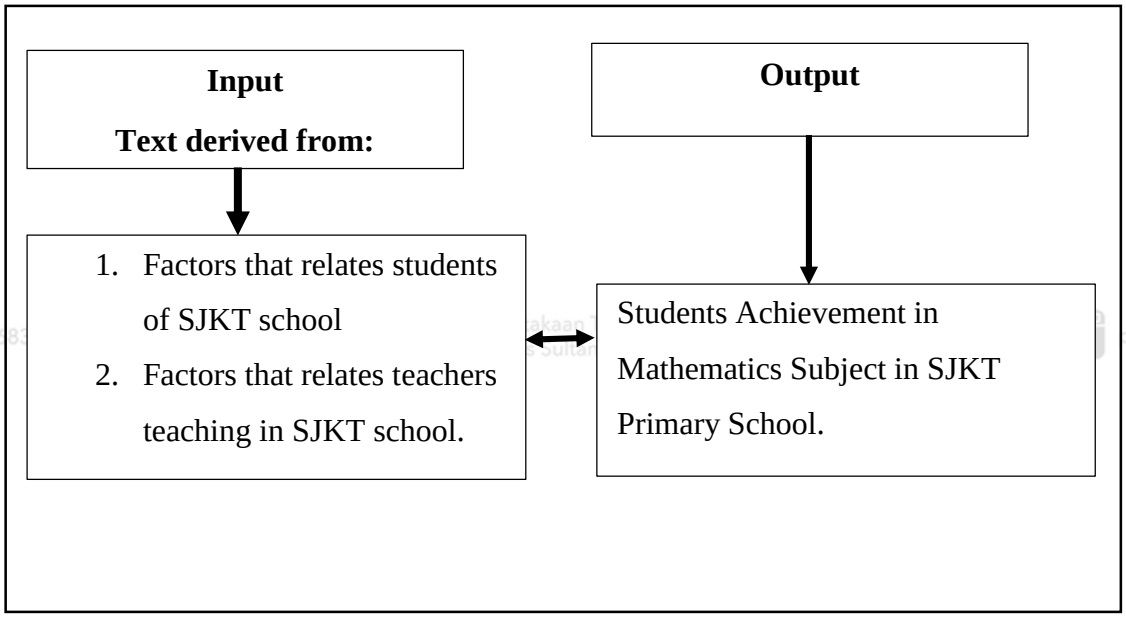

Figure 1.2. Conceptual framework

Figure 1.2, it stated that, in this investigation, teachers, students, school administration and parental support are factors that considered as input and influence in mathematics achievement by the students are considered as output.

In this study, researcher identified teachers from Sentul zone to provide their experience as mathematics teacher. Adaptation of this survey, focused more about teachers feelings and motivation level towards teaching mathematics subject. And at

the same time, students' self-efficacy level also being investigated as one of the factors that conclude the achievement of the students in mathematics. Meanwhile, the role of the school administration are also being integrated in this study. This is because, the school administrators are responsible to monitor the teachers behavior towards the subject that the teachers are teaching and also students achievement in all the subjects which will indicate the schools overall performances.

This conceptual framework in detail will explain the teachers, students' factors that will help in achieving better result in their mathematics subject. This study will give better suggestions and ideas to the teachers and parents in developing their method in handling their children in becoming better problem solver in mathematics.

The theoretical framework of Hermeneutics Analysis in this study shows in figure 1.3. John Oller 2015, stated that evidently there is a tendency for the order of constructions in discourse to conform to the orderly arrangements of things in experience. Episo. Episodic organization not only to be more comprehensible, easier to recall, easier to learn from, and in all ways easier to process, but also more authentic, more genuine, and more ecologically valid when used as measures of any sort. All the processing keep repeating until the solution acquired.

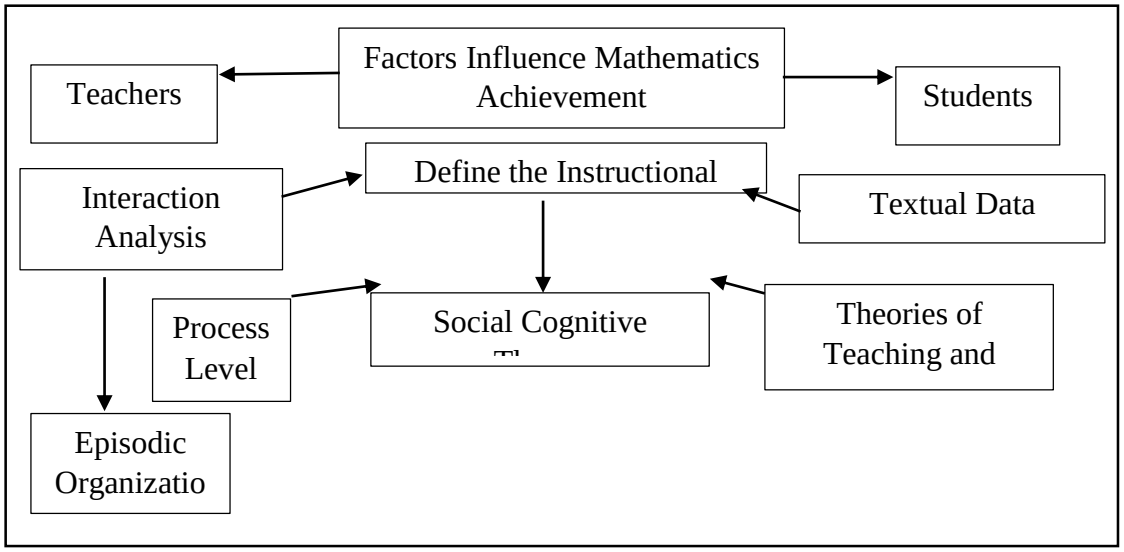

Figure 1.3. Theoretical framework of Hermeneutics Analysis In this study.

1.11 Conclusion

This chapter discussed about introduction, research background, problem statement, objectives, research questions, significance of the study, limitation, operational definition which relates with mathematics subject as well as Mathematics Curriculum Framework, Hermeneutic analyzing and conceptual framework. Focus of this investigation are more towards the factors that influence mathematics achievement in primary schools.