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An Analysis of Secondary School Students' Difficulties in Mathematics at Tehsil Timergara

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ARTICLE DETAILS	ABSTRACT
<p>History:</p> <p>Received: January 18, 2023 Accepted: March 19, 2023</p>	<p>This study aimed to investigate the mathematical challenges experienced by secondary school pupils. The primary inquiry for this study was "how do secondary school pupils in Tehsil Timergara feel about mathematics?" Students in 9th and 10th grades from six different high schools in tehsil Timergara, district Dir lower, made up the study's populations. One hundred and thirty students were chosen using a multistage cluster sampling approach. A questionnaire was used for data collection, prepared on a five-point Likert scale. After establishing the validity and reliability of the research instrument, the data was collected from the sample population. The data were analyzed using percentage, mean score, and chi-square tests. Findings indicated that most students are unable to understand the concepts taught during math Class and show no interest in math Class. Students have weaknesses in math basics as a reason for not understanding math. And they have no access to/knowledge about the latest trends and learning tools for solving math problems, they are not regularly practicing math problems. Based on these findings it was recommended teacher should understand the concept and important of mathematics and focus on the primary classes in mathematics to strong their basic, and access to/knowledge about latest trends and learning tools of solving math problems. Students are trying regularly practicing math problems, while answer questions considering it logic, schools provide sufficient facilities and math Laboratories. Students do not show negative attitude towards mathematics. Schools have culture of asking questions and of asking questions and group discussion.</p> <p>© 2021 The Authors, Published by WUM. This is an Open Access Article under the Creative Common Attribution Non Commercial 4.0.</p>
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1. Introduction

Mathematics is an unmistakable subject and it is a central piece of the school educational plan. It is an instrument for the improvement of any remaining sciences. Purposely or unconsciously, we are utilizing Math in each feature of life. Math is perhaps the most critical subject for understudies. Nearly every understudy examines math during their scholarly life. In any case, the vast majority of the understudies typically get some information about the significance of math. We realize that math is a fundamental piece of the world.

It is nearly all over, like design, science, and innovation. Researchers and designers can't do anything without the utilization of math (Zeb et al., 2019; Ahmad et al., 2021). They use it for investigating information, design acknowledgment, and proof chasing. It offers a way that is very useful for understudies to comprehend complex data. As the analyst referenced before that math is wherever it applies in pretty much every profession field. Hence math is very fundamental to learning at schools and universities. Indeed, you can likewise discover the significance of math in our day by day life. Each and every snapshot of our life requires information on math. In any case, the greater part of the understudies is not seriously approaching math in their secondary schools. The explanation is they don't discover science very intriguing (Jolibongo, 2012). Plus, rudimentary school understudies think that it is irritating, just as upsetting. An examination done by Dr. Tanya Evans at Stanford University demonstrated that the understudies who tackle mathematical questions in their everyday life have higher sensible abilities than those understudies who don't tackle the issues. Aside from that, the understudies likewise tackle numerical statements for their mind workouts. To make our bodies stay fit, we do work out. Similarly, to remain our cerebrum solid and dynamic, we need to do mind work out. There are a lot of approaches to mind practice yet the best and robust approach to cerebrum practice is to keep up with math rehearses. Be that as it may, a greater part of understudies worldwide is the aversion to math.

1.1. Research Question

What are students' approaches toward Mathematics in secondary schools in Tehsil Timergara?

1.2. The purpose of the study

The main purpose of the study is to consider the approach of students toward Mathematics in secondary schools in Tehsil Timergara.

2. Students Approach

2.1. Students' approach and commitment

According to Anderson (2011), a child who has an inspirational perspective toward what he learns will be tremendously energetic to participate in activities that advance adapting, which will ultimately foster a positive self-idea that is corresponding to the all-out teaching environment. This was proven by observing children in classrooms. The input of understudies is very probably one of the most important factors for further enhancing performance. When we talk about "contribution," we're referring to the amount of time, effort, and overall effort that students put into the learning process. A number of studies have shown a modest but undeniable connection between certain educational elements and points of view (Anderson, 2011). Cooper (2009) provides evidence to support the claim that some aspects of the learning environment in the study hall are strongly associated with scientific points of view.

In this sense, mentalities are synonymous with the way in which we behave or react, and the way in which we carry out our reasoning (discernments) is the thing that ultimately results in our mentalities. Our viewpoints, in turn, determine the actions that we engage in. There is as of now a decent arrangement of research proof to propose that the additional time and endeavors understudies put resources into the learning interaction and the more strongly they take part in their schooling, the more noteworthy will be their development and accomplishment, their fulfillment with their educational experiences, and their consistency in school, and the more probable it is that they will proceed with their learning (Cooper, 2009), the understudies. According to Cooper, D. (2009), disposition may be defined as a

psychological state of readiness that is coordinated via encounters. This applies a course or dynamic influence over the individual's attitude to everything and everything that it is related to. In this way, the mentality is fundamental to the fundamentals of practices and determines the extent to which an understudy learns. According to Jolibongo (2012), if a student has a positive attitude toward science, he will not only enjoy thinking about it, but he will also determine fulfillment from the information on numerical ideas he gains. This is a conclusion that can be drawn from the fact that the student will enjoy contemplating it. According to Jolibongo (2012), who provides more clarification, if a student has an inspiring viewpoint on science, he will be interested in its teaching and learning. According to Munn (2009), the majority of science teachers do not make the teaching of mathematics understandable and exciting, and this leads to students developing a negative attitude about mathematics as a subject. According to researchers (i.e., Ali, 2017a; Ali, 2017b; Ali et al., 2017; Munn, 2009), the key enhancements for enlivening, and keeping up with the student's interest in mathematics, are the components of peculiarity, convenience, and plain scholarly curiosity. With genuine attitude adjustment, sustained interest, and consistent challenge, mathematics would at this stage not look to the students as a subject that is laborious, fruitless to actual situations, and gradually incomprehensible but rather as a topic that will be desired. According to the expert, it would be beneficial for teachers of science in Ghanaian middle schools to have access to such an examination. It is a well-known fact that effective teaching strategies may have a positive effect on students' attitudes about the academic topics they are studying (Munn, 2009).

2.2. Students' Approaches towards Mathematics

It is most reasonable that understudies' mentalities towards science impact the endeavors they put into comprehension and rehearsing numerical ideas and abilities. This will thus influence their accomplishments in the subject. On the off chance that for instance, an understudy accepts that science is difficult to the point that without a doubt, not many understudies can learn it, and he/she isn't one of them, then, at that point, he/she won't sit around in taking care of numerical issues. The ramifications are additionally something very similar if the understudy accepts that it doesn't have any down to earth reality applications and thus it is doubtful that he/she will prevail in math. Concurring to researchers (i.e., Khan et al., 2023; Munn, 2009), a larger part of individuals hold arithmetic as a dry and troublesome subject brimming with conceptual things. Understudies' sentiments are significant and firmly influence the measure of work, exertion put forward and the discovery that is procured. Consequently, mentalities decide the work an understudy is liable to place in his learning of a subject. For instance, an understudy who likes arithmetic is liable to invest more energy in learning the subject and simultaneously increment the possibility of performing admirably in the subject than the extremely subject understudy (Munn, 2009). Understudy's mentalities towards math have been observed to be positive in the early long periods of essential tutoring, yet decrease as they progress to high societies. It is, hence, essential for arithmetic educators to endeavor and support uplifting perspectives toward science for great execution in privileged societies (Munn, 2009).

3. Methodology

3.1. Nature of the study

The design of the current study will be survey type research and quantitative. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations.

3.2. Population of the study

The population for the current study will consist of 9th and 10th class students having 2500 numbers from the selected secondary Schools of Tehsil Timergara according to IMU (EIMS) data.

3.3. Sample size

According to the Independent Monitoring Unit (IMU) Timergara There are six higher secondary schools of boys in tehsil Timergara in which approximately 2500 students of classes 9th and 10th. As per Krejcie & Morgan table (1970) for a population of 2500, a total of number 300 students will be used as the sample size.

3.4. Instruments

Different research instruments are being used for different samples of the population groups depending on the nature of the population and the nature of the required information. Keeping in view the nature of my study and population, for this purpose a questionnaire will be designed in the light of dimensions' order to get the responses from students of 9th and 10th class regarding the importance of mathematics, interest, teaching methodology, learning facilities and parents' assistance. The questionnaires will be prepared on five point Likert scale.

3.9. Analysis of Data

After the collection of data, the next step is its analysis. The data collected will be ordinal Keeping in view its nature, chi-square test will be used as a tool for its analysis by Using Statistical Package for the Social Sciences (SPSS). The data collected through above mentioned instrument were organized, arranged, tabulated, analyzed and interpreted. For analysis of the data Percentage and chi square tests were used.

Table 1: Data analysis according to the research questions.

Research Question	Scale of Measurement	Data Analysis
1. What is the approach of students towards Mathematics in secondary schools in Tehsil Timergara?	Ordinal	Chi square test/ SPSS-26

4. Results

4.1. Analysis of Research Questions

Research Question – What is the approach of students towards Mathematics in secondary schools in Tehsil Timergara?

This section of the research question was meant to identify the approach of students towards mathematics existence among secondary school students in the study area. The students were given questionnaires and requested to express their views. Their responses were recorded in table 2.

Table 2: Approach of students towards Mathematics in secondary schools in Tehsil Timergara.

Statements	SA	A	N	SD	D	Mean
I am unable to understand the concepts taught during math Class	168(55.8%)	14(4.7%)	35(11.6%)	51(16.9%)	33(11.0%)	2.23

I often show no interest in math Class	129(42.9%)	102(33.9%)	5(1.70%)	35(11.6%)	30(10.0%)	2.12
Usually, I remain Absent during math period	18(6.0%)	44(14.6%)	17(5.6%)	140(46.6%)	82(27.2%)	3.74
I have no liking for math's assignments/tasks or problems	181(60.1%)	34(11.3%)	23(7.6%)	23(7.6%)	40(13.3%)	2.03
I am not confident about my mental abilities about math problems	123(40.9%)	120(39.9%)	22(7.3%)	17(5.9%)	19(6.3%)	1.97
Majority of students of our class show interest and do more activities in math class	37(12.3%)	27(9.0%)	47(15.6%)	53(17.6%)	137(45.5%)	3.75

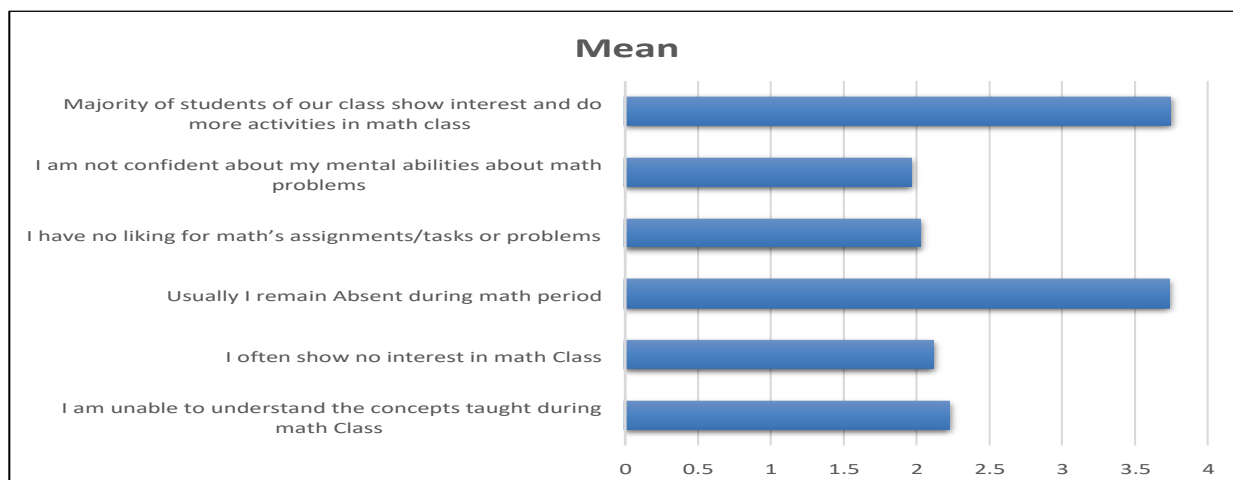


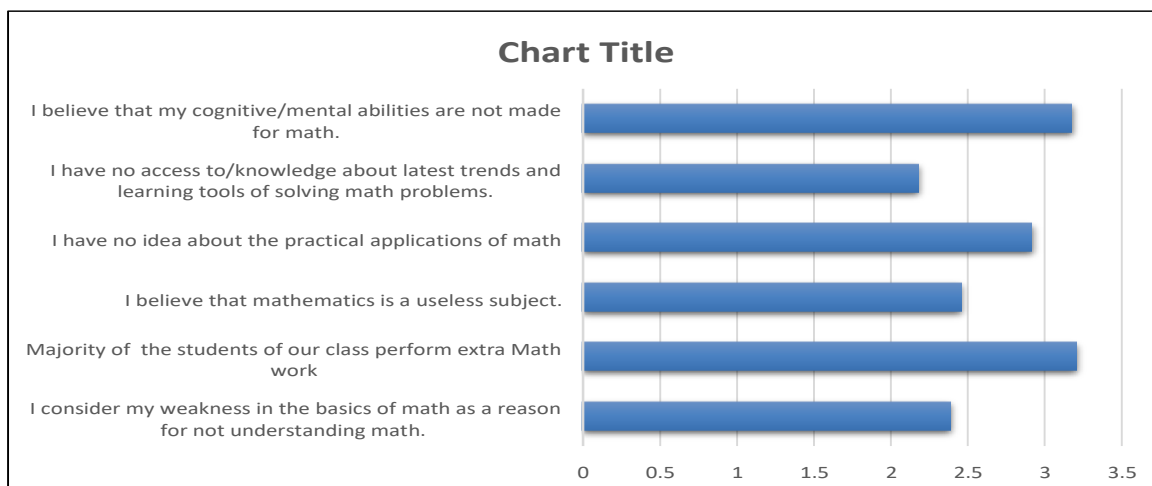
Table 2 above shows the respondents' views on the approach of students towards Mathematics in secondary schools in Tehsil Timergara. The students were asked if they are unable to understand the concepts taught during math Class (e.g., Ali, 2017). With this statement, 168 of the students representing (55.8%) strongly agree, 14 (4.7%) agree, 35 (11.6%) stayed neutral, 51 (16.9%) strongly disagree and 33 (11.0%) disagree. The mean score of 2.23 implies that average the students strongly agreed that they are unable to understand the concepts taught during math class. I wanted to find out that students have no interest in math Class so 129 of the students representing (42.9%) strongly agree, 102 (33.9%) agree, 5.0 (1.70%) stayed neutral, 35 (11.6%) strongly disagree while 30 (10.0%) disagrees. The mean score of 2.12 fell in the category of agree. This implies that average students don't show their interest in math class.

Moreover, I wanted to find out that usually students are absent during math period. 18 of the students represents (6.0%) strongly agree, 44 (14.6%) agree, 17 (5.6%) stayed neutral, 140 (46.6%) strongly disagree, and 82 (27.2%) agree. The mean score of 3.74 fell in the category of strongly disagreed. This implies that average, the students are present in mathematics class. The students further asked, no liking for math assignments/tasks or problems. 181 (60.1%) students strongly agree, 34 (11.3%) agree, 23 (7.6%) are neutral, 23 (7.6%) strongly

disagree, and 40 (13.3%) disagree with this question. The mean score of 2.03 fell in the category of agreed. This implies that average, the students are not liking home work in math (Niqab et al.,2015). Further asked students confident about their mental abilities in math problems. 123 (40.0%) students are strongly agree, 120 (39.9%) are agree, 22 (7.3%) neutral, 17 (5.9%) strongly disagree, and 19 (6.3%) disagree. The mean score of 1.97 fell in the category of the agreed statement that I am not confident about my mental abilities in maths problems. The students asked that, Majority of students in our class show interest and do more activities in math class. 37 (12.3%) students strongly agree, 27 (9.0%) agrees, 47(15.6%) neutral, 53 (17.6%) strongly disagree, and 137 (45.5%) disagree. The mean score of 3.75 fell in the category of disagree.

Table 3: Descriptive analysis of the responses.

Statements	SA	A	N	SD	D	Mean
I consider my weakness in the basics of math as a reason for not understanding math.	131(43.5%)	42(14.0%)	41(13.6%)	54(17.9%)	33(11.0%)	2.39
The majority of the students in our class perform extra Math work	39(13.0%)	30(10.0%)	108(35.9%)	77(25.6%)	47(15.6%)	3.21
I believe that mathematics is a useless subject.	54(17.9%)	132(43.9%)	61(20.3%)	32(10.6%)	22(7.3%)	2.46
I have no idea about the practical applications of math	46(15.3%)	105(34.9%)	48(15.9%)	31(10.3%)	71(23.6%)	2.92
I have no access to/knowledge about the latest trends and learning tools for solving math problems.	104(36.6%)	128(42.5%)	2(0.7%)	44(14.6%)	23(7.6%)	2.18
I believe that my cognitive/mental abilities are not made for math.	60(19.9%)	67(22.3%)	17(5.65)	74(24.6%)	83(27.6%)	3.18



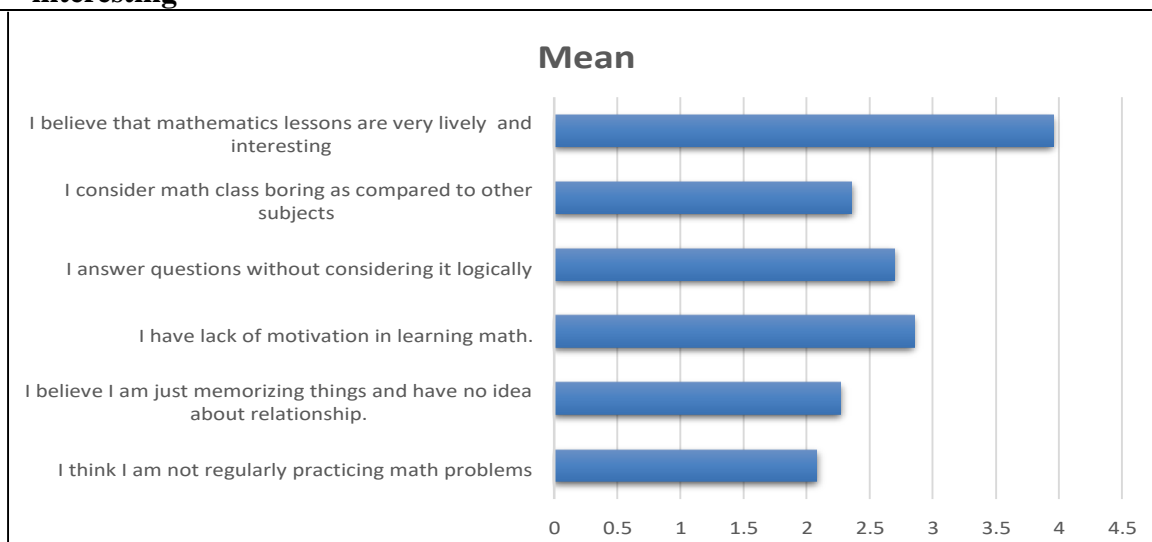
Moreover, asked that I consider my weakness in the basics of math as a reason for not understanding math. 131 (43.5%) students are strongly agreeing, 42 (14.0%) agree, 41 (13.6%) are neutral, 54 (17.9%) strongly disagree, and 33 (11.0%) disagree. The mean is 2.39 means students are average agreeing. Further, I wanted to find out from the students that the Majority of the students in our class perform extra Math work. 39 students representing (13.0%) strongly agree, 30 (10.0%) are agree, 108 (35.9%) neutral, 77 (25.6%) strongly disagree, and 47 (15.6%) disagree. The mean score is 3.21 means students remain neutral. Asked by students, I believe that mathematics is a useless subject. 54 (17.9%) students are strongly agreeing, 132 (43.9%) agree, 61.0 (20.3%) stay neutral, 32 (10.6%) strongly disagree, and 22 (7.3%) disagree. The mean score is 2.46 so students agreed that math is a useless subject. I have no idea about the practical applications of math, with this statement 46 (15.3%) students are strongly agreeing, 105 (34.9%) agree, 48 (15.9%) neutral, 31 (10.3%) strongly disagree, while 71 (23.6%) disagree. The mean score is 2.92. The next question asked by students is that I have no access to/knowledge about the latest trends and learning tools for solving math problems. 104 (34.6%) students are strongly agree, 128 (42.5%) agrees, 2 (0.7%) neutral, 44 (14.6%) strongly disagree, and 23 (7.6%) disagree.

The mean score is 2.18. Further, ask, I believe that my cognitive/mental abilities are not made for math. 60 (19.9%) students are strongly agree, 67 (22.3%) are agree, 17 (5.6%) neutral, 74 (24.6) strongly disagree, and 83 (27.6%) disagrees. The mean score is 3.18.

Table 4: Descriptive analysis of the responses

Statements	SA	A	N	SD	D	Mean
I think I am not regularly practicing math problems	137(45.5%)	97(32.2%)	15(5.0%)	10(3.3%)	42(14.0%)	2.08
I believe I am just memorizing things and have no idea about the relationship.	100(33.2%)	123(40.9%)	11(3.7%)	30(10.0%)	37(12.3%)	2.27
I have lack of motivation in learning math.	56(21.6%)	79(26.2%)	20(6.6%)	10936.2%)	28(9.3%)	2.85

I answer questions without considering it logically	74(24.6%)	95(31.6%)	9(3.0%)	93(30.9%)	30(10.0%)	2.7
I consider math class boring as compared to other subjects	96(31.9%)	108(35.9%)	28(9.3%)	32(12.3%)	37(12.3%)	2.36
I believe that mathematics lessons are very lively and interesting	16(5.3%)	31(10.3%)	26(8.6%)	107(35.5%)	121(40.2%)	3.95



I think I am not regularly practicing math problems this question was asked by students. 137 (45.5%) strongly agree, 97 (32.2%) agree, 15 (5.0%) remain neutral, 10 (3.3%) strongly disagree, while 42 (14%) disagree. The mean score is 2.08. Further asked, I believe I am just memorizing things and have no idea about the relationship. 100 (33.2%) students are strongly agreeing, 123 (40.9%) agree, 11(3.7%) remain neutral, 30 (10.0%) strongly disagree, and 37 (12.3%) disagree. The mean score is 2.27. The next question asked the students, I lack motivation in learning math. 65 students representing (21.6%) are strongly agree,79 (26.2%) agree, 20 (6.6%) neutral 109 (36.2) strongly disagree. While 28 (9.3%) disagree. The mean score is 2.85. The students were asked that answer questions without considering them logically. 74 (24.6%) are strongly agree, 95 (31.6%) agrees, 9 (3.0%) neutral, 93 (30.9%) strongly disagree, and 30 (10%) disagree.

The mean score is 2.70. I consider math class boring as compared to other subjects, with this statement. 96 (31.9) students strongly agree, 108(35.9%) are agree, 28 (9.3%) neutral, 32 (10.6%) strongly disagree, and 37(12.3%) disagree, the mean score is 2.36. The last question asked from the students about their approach is, I believe that mathematics lessons are very lively and interesting.16 (5.3%) strongly agree, 31 (19.9%) agree, 26 (8.6%) remain neutral, 107 (35.5%) strongly disagree, and 121 (40.2%) agree. The mean score is 3.95 showing that the majority of students disagreed. In conclusion, the majority of students are unable to understand the concepts taught during math Class and they show no interest in math Class.

Students strongly agreed that they have weaknesses in the basics of math as a reason for not understanding math. And they have no access to/knowledge about the latest trends and learning tools for solving math problems, they are not regularly practicing math problems, and they answer questions without considering them logically and consider math class boring as compared to other subjects.

Table 5: Chi-Square Analysis

		Usually, I remain Absent during math period					Total
		Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	
I often show no interest in math Class	Strongly Agree	2	1	1	17	10	31
	Agree	0	22	0	0	9	31
	Neutral	0	0	0	5	0	5
	Strongly Disagree	1	8	10	73	22	114
	Disagree	15	13	6	45	41	120
Total		18	44	17	140	82	301

Table 6: Analysis for students interest in mathematics

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	130.590 ^a	16	.000
Likelihood Ratio	120.251	16	.000
Linear-by-Linear Association	.593	1	.441
N of Valid Cases	301		

Tables 5 and 6 show that no interest in math class and absence in math class have an association with each other. We can conclude that if the students not taking interest in mathematics they will prefer to be absent from math class/period due to no interest.

Table 7: Descriptive analysis for sstudents interest in mathematics

I often show no interest in math Class * I am not confident about my mental abilities in math problems Crosstabulation		
Count		
	I am not confident about my mental abilities about math problems	Total

		Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	
I often show no interest in math Class	Strongly Agree	12	7	2	0	10	31
	Agree	0	8	7	5	11	31
	Neutral	4	0	1	0	0	5
	Strongly Disagree	16	1	12	54	31	114
	Disagree	1	11	0	1	107	120
Total		33	27	22	60	159	301

Table 8: Result of Chi-Square test for students interest in mathematics

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	228.980 ^a	16	.000
Likelihood Ratio	237.911	16	.000
Linear-by-Linear Association	57.860	1	.000
N of Valid Cases	301		

Table 7 and 8 show that no interest in math class and I am not confident about my mental abilities regarding math problems having association with each other. We can conclude that if the students not taking interest in mathematics they will be not confident about their mental abilities.

Table 9: Response for the comparison of mathematics to the other subjects

I often show no interest in math Class * I consider math class boring as compared to other subjects							
Crosstabulation							
		I consider math class boring as compared to other subjects					Total
		Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	
I often show no interest in math Class	Strongly Agree	2	10	0	7	12	31
	Agree	18	9	0	4	0	31
	Neutral	4	0	1	0	0	5
	Strongly Disagree	52	46	11	5	0	114
	Disagree	20	43	16	16	25	120

Total	96	108	28	32	37	301
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Table 10: Chi-Square test for the comparison between mathematics and other subjects

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	96.482 ^a	16	.000
Likelihood Ratio	116.790	16	.000
Linear-by-Linear Association	.015	1	.903
N of Valid Cases	301		

Table 9 and 10 shows that I often show no interest in math Class because I consider math class boring as compared to other subjects having association with each other. We can conclude that if the students not taking interest in mathematics they consider that math class is boring as compared to other subjects.

5. Findings Conclusions and Recommendations

5.1 Key Findings

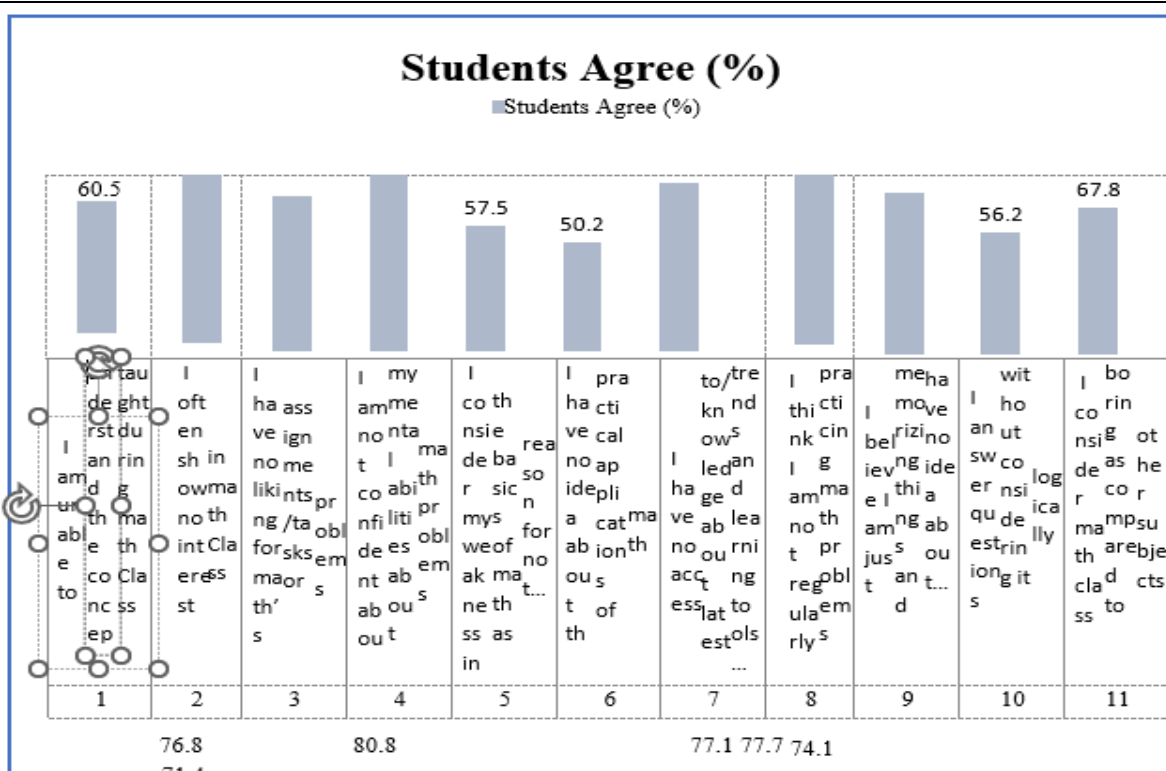
The following findings were arrived at in the present study:

The research question sought to find out the approach of students toward Mathematics in secondary schools in Tehsil Timergara. The study revealed that the majority of the students strongly agreed that they have weaknesses in the basics of math as a reason for not understanding math. And they have no access to/knowledge about the latest trends and learning tools for solving math problems, as well as they are not regularly practicing math problems, while they answer questions without considering them logically and consider math class boring as compared to other subjects.

Table 11: Students' Approach towards Mathematics

S.No	Approach of students toward mathematics	Students Agree (%)
1	I am unable to understand the concepts taught during math Class	60.5
2	I often show no interest in math Class	76.8
3	I have no liking for math's assignments/tasks or problems	71.4
4	I am not confident about my mental abilities about math problems	80.8
5	I consider my weakness in the basics of math as a reason for not understanding math.	57.5

6	I have no idea about the practical applications of math	50.2
7		77.1
8	I have no access to/knowledge about latest trends and learning tools of solving math problems.	77.7
9	I think I am not regularly practicing math problems	74.1
10	I believe I am just memorizing things and have no idea about relationship.	74.1
11	I answer questions without considering it logically	56.2
11	I consider math class boring as compared to other subjects	67.8



5.2. Conclusion

This present study was aimed at surveying the factors responsible for students' difficulties in mathematics in secondary school at tehsil Timergara. The study revealed that the majority of students are unable to understand the concepts taught during math Class and they show no interest in math Class. Students strongly agreed that they have weaknesses in the basics of math as a reason for not understanding math. And they have no access to/knowledge about the latest trends and learning tools for solving math problems, they are not regularly practicing math problems, and they answer questions without considering them logically and consider math class boring as compared to other subjects. The majority of the students strongly agreed that they have insufficient facilities and math Laboratories. They consider class timing has a major role in understanding math, as well as they consider that most of the students have a negative attitude toward mathematics. They also presume that no extra activities are highlighting the importance of math and they believe that many schools have

no culture of asking questions and having group discussions. that average students think that most teachers do not assign homework, and the Discipline of students plays a key role in learning math, as well as Math teachers having insufficient teaching resources in schools. And most of the Teachers treat all the students as of equal mental caliber. The teaching method of most teachers is non-activity based.

5.2. Recommendations

Keeping in view the findings of the study, the following recommendations are being offered. From the observations made in the course of this study, teachers should understand the concepts to students during math Class, And students show interest in math Class They should attend math period regularly and do their math assignments/tasks or problems Students show interest and do more activities in math class, teachers should focus on the basic of students in math classes and understand them the practical applications of math Schools should access the students to/knowledge about latest trends and learning tools of solving a math problem, .students regularly practicing math problems not just memorizing things but understand the idea about relationship; teachers could give motivation in learning math.

Students answer the questions to understand them logically they don't consider math class boring as compared to other subjects. The government provide qualified and professional math teachers; teachers have proper knowledge about math contents school should decrease overcrowded due to students concentrating effectively. Schools could provide sufficient facilities and math Laboratories and focus on class timing has a major role in understanding math. The teacher should focus on the communication gap between students and math teachers causes ineffective math learning. Students do not show a negative attitude towards mathematics and teachers do not present it as a dreaded/terrible subject. The design of math textbooks could be on the mental level of students. Teachers use math AVIDs/tools for understanding math and giving math homework regularly to students, and doing extra activities about highlighting the importance of math. There must be a culture of asking questions and having group discussions and do not aim to finish courses and get marks. Teachers do not have a negative attitude toward Mathematics students; teachers should be motivating and guiding students properly about math. Teachers should be well prepared for the lessons and committed to their work using modern techniques and tools for teaching math, teachers treat all the students as of equal mental caliber teaching method of teachers is activity based. Teachers should be trained regularly and manage class timings for solving math problems and maintain the discipline of students in class. Teachers should assign homework regularly and use different teaching methods for teaching math.

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