

**ABSTRACT****An Assessment of a Numeracy Programme  
at the Standard Three Level in County Victoria**

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This study was undertaken to assess the extent to which the Numeracy Programme was implemented in primary schools in County Victoria.

The Ministry outlined four general objectives to be fulfilled by this programme. Objective three (3) "to explore approaches and resources that will best effect the learning of mathematics at the Primary level" was operationalized in measurable terms.

Related literature and empirical studies were used as substantiation and terms of reference for identifying objectives, and instructional planning and instructional procedure with respect to the use of:-

- (1) sequencing
- (2) concept-teaching
- (3) instructional aids
- (4) activity-oriented learning
- (5) problem-solving skills in the teaching of mathematics.

An instrument (questionnaire - perceived) and observational schedule (actual) were used to identify the degree of implementation.

The study was undertaken in County Victoria, which is subdivided into educational districts A, B and C. A random sample of 24 subjects was chosen (eight from each district) for the study. A sub-sample of six subjects was

chosen for the observation schedule.

Means, grand means, Pearson-Product moment correlation coefficient (r), t-test of significance for independent samples and chi-square, ( $X^2$ ), significance test were the statistical analyses utilised.

The findings on subjects perceived practice revealed the following:-

- (1) Sequencing was only implemented at the planning stage and this was most times.
- (2) The other variables were perceived to be implemented sometimes by subjects. These are:
  - (1) concept-teaching
  - (2) instructional aids
  - (3) activity-oriented learning
  - (4) problem-solving skills

In addition to these findings, reports on the observational scheduled disclosed that pupils were exposed to solving mainly one-step problems, expository methods and whole-class teaching was the norm.

It is recommended that sequencing, concept-teaching, instructional aids and activity-oriented learning, be necessary components in the acquisition of problem-solving skills with concept-teaching the fundamental component.