

# Find out the reasons for the mathematical subjects to be difficult during the study of Class IX and to apply it

Sachidanand S.Zaware\*,Mangal S.Zaware\*\*

\*Nanasaheb sahadu kadu patil vidyalaya,satral,Tal. Rahuri,Dist.ahamadnagar

\*\*Bhausahab gunjal patil sahyadri Jr. college,sangamner,Tal.Sangamner, Dist. .ahamadnagar

DOI: 10.29322/IJSRP.9.06.2019.p9074

<http://dx.doi.org/10.29322/IJSRP.9.06.2019.p9074>

**Abstract-** In this research, the students of Class IX studied the reasons for the difficulties of mathematics to find and apply it. The students of Class IX took pre-test and post-test. From this, I used to remember the use of knowledge, constructivism and practice in nature, in memory of the mathematical symbols Activity, tables and Formula rule properties.

**Index Terms-** process, add, table

Sr.No.	found reasons for mathematical difficulties.	Number of students vots	percentage
1	Sign convention process	47	46.08%
2	Tables problem	22	21.57%
3	Formula-rules	18	17.65%
4	others	15	14.70%

## I. INTRODUCTION

Students of Class IX are continually confuse in the formulas of the mathematical marking process. To reduce the confusion, To remove the fear of mathematical marked actions, To create the interest of mathematical symbols, To remove fears of tables, In order to keep the Formulas, rules memorized and to make the learner's interest in the subject of mathematics, knowledge based on knowledge and practice of nature becomes more profitable.

## II. OBJECTIVES

1. To overcome the fear of mathematical operations.
2. Instant knowledge of the actions of mathematical symbols.
3. To make calculation actions better.
4. Removing the fear of table.
5. Remember the formula rules forever.
6. Strengthening the foundations of mathematics.
7. Perfect solutions of mathematical examples.
8. Creating a Mathematical Approach.

## III. METHODOLOGY

Nanasaheb Sahadu Kadu Patil Vidyalaya, Satral taluka-Rahuri, district-Ahmednagar here the students of class IX A first started discussions with them and found reasons for mathematical difficulties. In this, 74 students of the class registered their participation by registering 102 votes

After this, they were guided and studing student in the usual way after taking the above incidents. then took unit test no 1. After eight to ten days, students have given an example of marriage arrangement for the sum of rules. Marriage is a combination that means gathering and joining is the sum. Now the people come together and they sit together and they get similar caps.

It is related to mathematical action.  
similar people:-Number with the same sign as  
Get together:-To add  
Sit together:-Add it  
Similar caps:-Give a similar sign  
Example:- $12+15=27$   
 $(-12)+(-15)=-27$

The same marriage comes from different people. (Example leader) They come to the same marriage but there is a difference between them.

The Differentiation is difference and the difference is subtraction. in this case the respect is given to Reputed person, In this regard, the mathematical sign is added to the action.

Different people:-Numbers with different Sign.  
get together:-to add  
Difference in that :- To subtract  
Respect to reputed person:- Sign of large number given to the answer.

Example:  $(-12)+15=3$   
 $12+(-15)=-3$

To multiply friends and enemies are told to use the relation between them. In this situation told them that '+' symbol is given for Friend and '-' for Enemy.

1. Friends Friend is our Friend

- eg.  $12 \times 5 = 60$
- 2. Enemy's Enemy is our Friend  
eg.  $(-12) \times (-5) = 60$
- 3. Enemy's Friend is our Enemy  
eg.  $(-12) \times 5 = -60$
- 4. Friend's Enemy is our Enemy  
eg.  $12 \times (-5) = -60$

9	81	873	63
---	----	-----	----

In this case  $47 \times 97 = (388+67)9 = 4559$

$$\begin{array}{r}
 47 \\
 \times 97 \\
 \hline
 679 \\
 3880 \\
 \hline
 4559
 \end{array}$$

In this way we use this for 1 and 10 table .The information is given for inverse table of 9 .When they perfectly knew table upto 2 to 8 then how to make the two digit table easy are informed to them ,According to the below Table

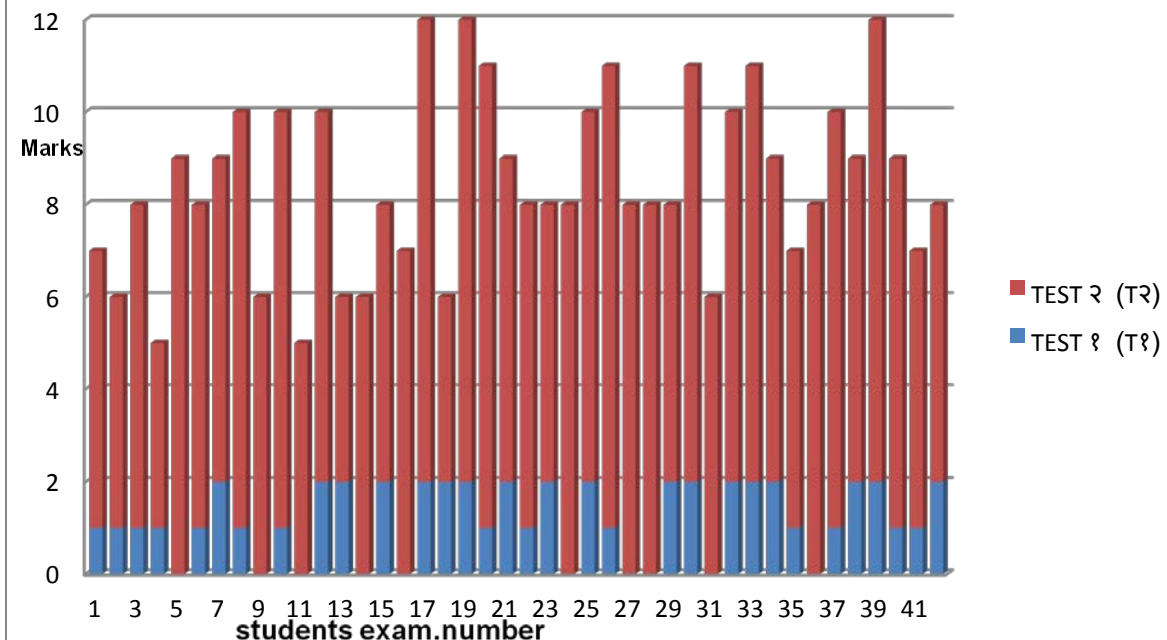
Number tables	in	First table	Table produce	Second table
1		9	97	7
4		36	388	28
7		63	679	49

For the formulas and rules, the use of the knowledge based system was used.After that, take the post-test 2.The graph draws the comparison between test 1 , test 2 and the total Average points.

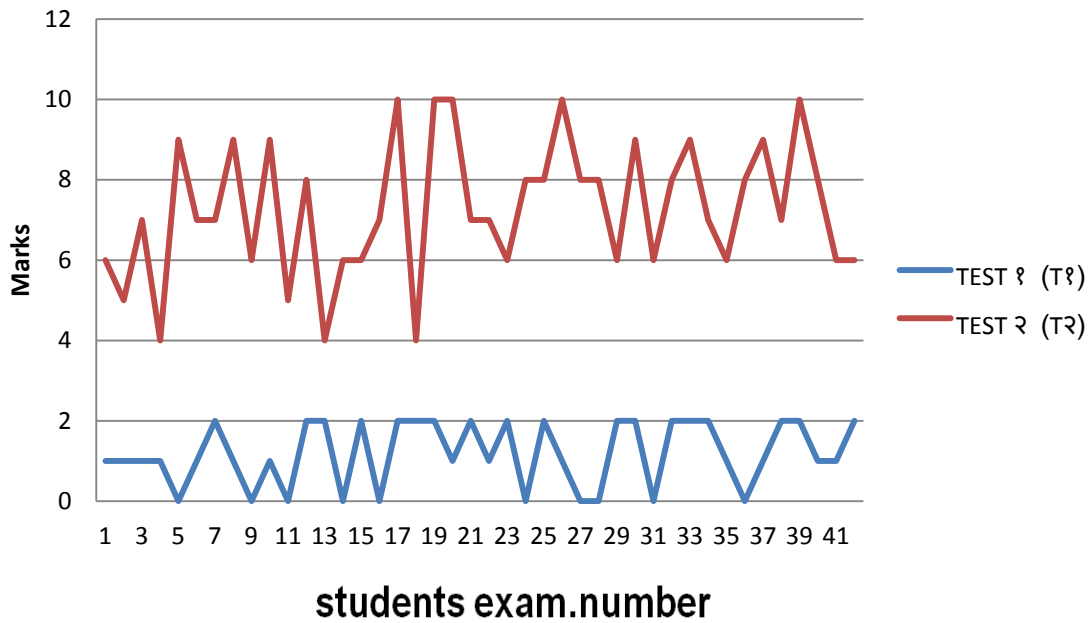
SR.NO.	STUDENT NAME	TEST 1 (T1)	TEST 2 (T2)	diff.= T2-T1
1	Bhinhare Pranav Sachin	1	6	5
2	Dighe Aditya Changdev	1	5	4
3	Dighe Sarthak Subhash	1	7	6
4	Dighe Sujit Somnath	1	4	3
5	Dhepe Pramod Tukaram	0	9	9
6	Dukre Bhushan Dattatraya	1	7	6
7	Dukre Rohan Ramesh	2	7	5
8	Dukre Tushar Ashok	1	9	8
9	Harde Shubham Bhausahab	0	6	6
10	Harde Shubham Sunil	1	9	8
11	Harde Vishnu Vijay	0	5	5
12	Hundare Sameer Nandkishore	2	8	6
13	Kadu Pavan Sanjay	2	4	2
14	Kadu Prajval Tatyasaheb	0	6	6
15	Kulkarni Gaurav Sunil	2	6	4
16	Londhe Tejas Rajendra	0	7	7
17	Musmade Arjun Gokuldas	2	10	8
18	Shinde Harshal Babasaheb	2	4	2
19	Sinare Kruishna Bhaskar	2	10	8
20	Sinare Dnyaneshwar Gopinath	1	10	9
21	Sinare Prashant Popat	2	7	5
22	Sinare Satyam Rajendra	1	7	6
23	Vani Nitin Dnyandev	2	6	4
24	Anap Onkar Sudhakar	0	8	8
25	Antre Chetan prashant	2	8	6
26	Ghodekar Rushikesh Dattatraya	1	10	9
27	Gite Rohan Raibhan	0	8	8

28	Gite Sanket Dattatraya	0	8	8
29	Hajare Rohit Ashok	2	6	4
30	Nidhane Subodh Rajendra	2	9	7
31	Sajan Ritesh Raju	0	6	6
32	Shinde Gaurav Manohar	2	8	6
33	Shinde Jay Bhausaheb	2	9	7
34	Shinde Prathamesh Sampatrav	2	7	5
35	Shinde Shubham Bhagunath	1	6	5
36	Tathe Ashvin Satish	0	8	8
37	Shingote Mahesh Bharat	1	9	8
38	Kahar Kartik Santosh	2	7	5
39	Pandure Aditya Manish	2	10	8
40	Khilari Onkar Pandharinath	1	8	7
41	Vadge Shubham Bhaskar	1	6	5
42	Repale Swapnil Ajit	2	6	4
<b>Total</b>		<b>50</b>	<b>306</b>	<b>256</b>
<b>Avg.</b>		<b>1.19</b>	<b>7.29</b>	<b>6.1</b>
<b>Persent</b>		<b>11.9</b>	<b>72.9</b>	<b>61</b>

**Bar chart of marks distingwish between test 1 and test 2**



### Bar chart of marks distingwish between test 1 and test 2



### Pie chart of marks distingwish between test 1 and test 2

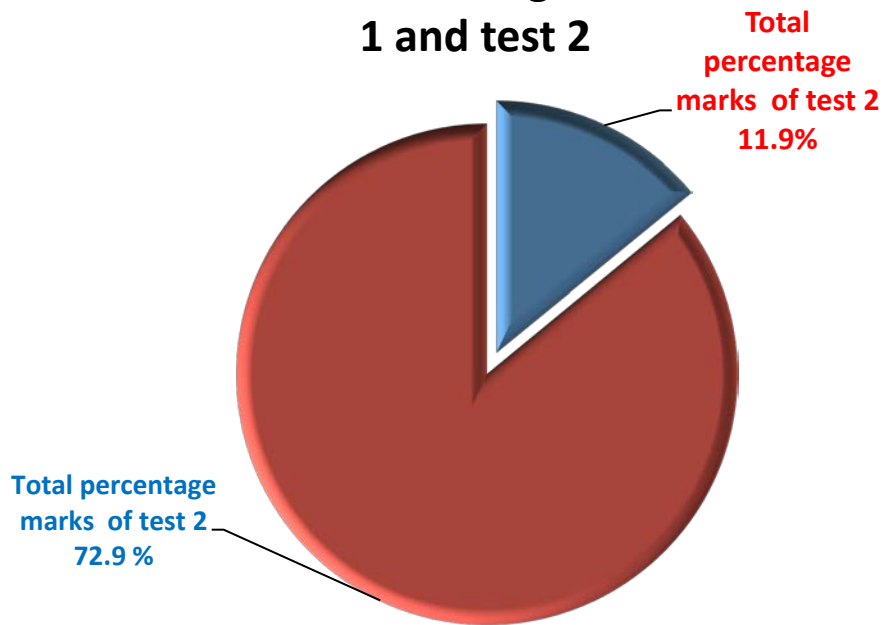




Figure Experimenting with children under the guidance of researcher.

#### IV. CONCLUSION

The above experiment revealed that,It is interesting and Lasting forever to study the nature of mathematics rather than teaching the subject using the traditional method of study of knowledge and the practice of trials.

#### SPECIAL THANKS

Thanks to the Rayat Science Council for allowing me to prepare this research paper, I am thankful to the Rayat Science Council.The north zone Ahmednagar had taken workshops from time to time, so I could publish this Research Essay.Therefore, I sincerely thank all the office bearers of Ahmednagar area of North Zone.Nanasaheb Sahadu Kadu Patil Vidyalaya's Headmaster Gosavi D.B sir, Supervisor Gosavi B.B Sir ,English Teachers Pawar P.R sir and my total staff I Thanks to everyone who guided this research from time to time to betterment.Thanks to my wife Mangal,Children Niranjan and Kartik, I received the gratitude, thanks to all the honorable Mr.Shelke sir,Mr Sanap

Sir,Mr.jaywant thakare sir,Mr.khandagale sir for his valuable guidance.

#### REFERENCES

- [1] Class IX textbook.
- [2] zaware and Kandekar wedding ceremony date is 2017.
- [3] Fifth to eighth mathematical textbooks.
- [4] Maths tricks- Google web.

#### AUTHORS

**First Author** – Sachidanand Sitaram Zaware, M.Sc. B.Ed., Nanasaheb Sahadu Kadu Patil Vidyalaya,Satral, Rahuri, email: szaware834@gmail.com

**Second Author** – Mangal Sachidanand Zaware, M.Sc.B.Ed, Bhausahab gunjal patil sahyadri Jr. college, sangamner, email-mangal.zaware71@gmail.com