



**UNIVERSITI TEKNOLOGI MARA**

**FACTORS THAT CONTRIBUTING TO THE POOR PERFORMANCE  
OF SUBJECT MATHEMATICS AMONG PUPILS YEAR 5: A CASE  
STUDY  
IN SEKOLAH KEBANGSAAN ST THERESA PADUNGAN, KUCHING,  
SARAWAK.**

**SYRIPAH AZIZAH BINTI WAN IDRUS**  
2011476594

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## **ABSTRACT**

This study was conducted to identify problems learning mathematics in Year Five to find out why Mathematics scores are very low compared with other main subjects in Year 2014 in final exam. Actual a case study was involved 40 respondents. Namely, that is, consists of 20 pupils in Year Five, 10 Mathematic's teachers and 10 also a parents. The school is SK ST Theresa Padungan, Kuching Sarawak. A case study done by using the instrument of the questionnaire. The analysis made in the form of the number and percentage. The study was to examine the attitude and behaviour, environment, family's background, education, socioeconomic and strategies to overcome them.

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## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

Mathematics is one of a very important subject that involved in the study of many field faced, especially if that involves science technology. The teaching of 3Rs include the aspect of reading, writing and arithmetic, so too the same principles are applicable in the finer rudiments of mathematical understanding. A basic knowledge of mathematics is necessary in this world where everything has to do with numbers. But nowadays, many students are unable to master the subject, and some of them are very phobia at this subject

The researcher is doing the action research in SK ST Theresa Padungan, Kuching, Sarawak. Mathematics is a very poor mark in examination, if compare with other main subject. The result of the examination is always as a yardstick to determine the pupils level and also the schools performance in Mathematics subject.

Many factors contributed to the level of performance of pupils in Mathematics. Other than learners, variables, such as motivation, attitude, learning style and exposure, factors like school environment, classroom environment, teachers teaching style and resource centre facilities also influence students' level of proficiency in Mathematics. In this context, studies have to be carried out to determine to what extent these factors contribute to the low performance of Mathematics among students Year 5.

## CHAPTER TWO

### REVIEW LITERATURE

#### 2.0 Introduction

This chapter will provide a review of related literature relevant to this study. This review of related literature will be discussed under three subheadings corresponding to the two major areas of interest in the study.

#### 2.1 Literature review

Most of the pupils have two main educators in their lives – their parents and their teachers. Parents are the prime educators until the child attends an early years setting or starts school and they remain a major influence on their children's learning throughout school and beyond. The school and parents each has very important roles to play. Parents involvement with children from an early age has been found to equate with better outcomes (particularly in terms of cognitive development). What parents do is more important than who they are for pupil's early development – i.e. home learning activities undertaken by parents is more important for children's intellectual and social development than parental occupation, education or income.

During schools, families, and community groups cooperation to support learning, children tend to do better in school, stay in school longer, and like school more.” That's the conclusion of **A New Wave of Evidence**, a report of Southwest Educational Development Laboratory (2002). The kinds of parent involvement investigated by telephone and written