

**ASSESSING PERFORMANCE LEVELS OF THIRD YEAR BACHELOR OF EDUCATION (PRIMARY)
STUDENTS IN ARITHMETIC AT CHALIMBANA UNIVERSITY, ZAMBIA**

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Abstract

The study aimed at assessing performance levels of third year Bachelor of Education (primary) in Arithmetic. The study further sought to establish whether Arithmetic Test Scores and gender taken as independent variables are significant factors in the performance levels of students in Arithmetic Performance Test (APT). The study employed a survey design; by stratification and simple random sampling, 30 male and 30 female students were adopted and the sample consisted of 60 participants who were subjected to a 40 – items four optional multiple choices Arithmetic Performance Test (APT). Two hypotheses were tested for significance using the two tailed t-test; the calculated t – value was great than the critical value of the t – distributions at $\alpha = 0.05$ level; which showed that performance levels were significant while gender differences were insignificant when Arithmetic Performance Test scores were compared between male and female students, based on the findings, it was recommended that: 1. Government through the ministry of General Education should review the syllabus and the curriculum of mathematics to determine the relevance of mathematical methods for Bachelor of Education –primary. 2. The Ministry of General Education should balance content for Bachelor of Education-primary and mathematical content. 3. Lecturers of the University should concentrate on building unique insight of the subject matter instead of teaching factual and procedural knowledge.

Keywords: Performance, Third year students, Arithmetic.

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