

## **PRE-SERVICE TEACHERS' EXPRESSED ATTITUDE TOWARD TEACHING OF FRACTIONS AND SOME CONCEPTS OF FRACTION**

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### **ABSTRACT**

The main intent of this study was to investigate the college of education pre-service teachers' disposition toward the teaching of fraction and concepts of the fraction as a consequence of the Institute of Education mathematics chief examiners' reports that have oftentimes raised concerns about the continuously low performance by pre-service teachers on items on the fraction. The study mainly investigated what these would-be teachers considered as difficult or easy of the concepts in fraction that would impact their teaching of the topic. The study was conducted in a college of education of the Republic of Ghana with a sample of twenty-six pre-service teachers using the qualitative case study design. The questionnaire was used to collect the data. The results indicated that almost all the participants found the addition of fractions quite easy; however, the whole concept of fraction algorithms was seen as abstract in nature and hence, appeared difficult to them. Those who saw themselves as not good at working fractions, attributed this to weak foundations at the basic schools due to non-availability of qualified teachers teaching them. Those who perceived themselves as good in the topic attributed this to personal likeness for the topic and what they considered as 'good' teachers' intervention. The implication of this is that subjects like mathematics need to be taught at whatever level possible by those who are well versed in it. It was recommended that specialist mathematics teachers be turned out to teach it as subject-teachers from basic one (first-grade).