

Chapter-9

DOI: <https://dx.doi.org/10.22159/ED.c9>

Prevalence of Dyscalculia: Grade 10 Learners in Secondary Schools

Tibane Carlit Casey and Mafa-Theledi Olivia Neo

Department of Mathematics, Science & Business Education, Faculty of Humanities, Tshwane University of Technology, South Africa

Abstract

A high number of Grade 10 learners in secondary schools tend to break away from mathematics, as reported by the South African Institute of Race Relations, and some schools no longer offer mathematics. This is due to a lack of awareness and instruments to determine the prevalence of dyscalculia among Grade 10 Mathematics learners. This chapter aimed to determine the prevalence of dyscalculia among Grade 10 learners in two Soshanguve Secondary Schools. The paper-based Dyscalculia standardized test was used to determine the prevalence of dyscalculia among Grade 10 learners. This standardized test was used to determine the prevalence of dyscalculia on language ability, visuospatial ability, cognitive ability, numeracy, and mathematical operational signs. Seventy-four Grade 10 learners of the two Soshanguve Secondary Schools participated in the administration of the paper-based Dyscalculia standardized test. Five (5) of the learners (6.75 percent) out of the seventy-four were found to have language ability, Visual-Spatial ability, and cognition problems. These learners were the learners determined/diagnosed as pure Dyscalculics. This study recommends that the paper-based standardized dyscalculia test be used in secondary schools to assess the prevalence of dyscalculia among Grade 10 learners.

Keywords: Dyscalculia, Mathematical skills, Paper-based Dyscalculia standardized test, Prevalence of Dyscalculia, Soshanguve Secondary Schools.
