

respondents feel supported by school administration in using innovative teaching methods. The high neutrality rate (36.36%) may reflect uncertainty or inconsistency in administrative encouragement or communication. Limited support could discourage experimentation with modern teaching techniques that may be especially beneficial for SC students, who often rely more heavily on effective classroom instruction.

Item No. 4: “Do you use performance data to inform your teaching practices?”

Results show that 27.27%, 31.82%, 22.73%, 9.09%, and 9.09% of teachers strongly agree, agree, are neutral, disagree, and strongly disagree, respectively. A combined 59.09% of teachers report using student performance data to guide their teaching. However, 22.73% neutral and 18.18% negative responses reveal that a considerable portion of teachers may lack either the tools, training, or time to analyze and respond to assessment data. This limitation may hinder efforts to support underachieving groups, such as SC students, with tailored instruction.

Item No. 5: “Are there additional interventions or resources needed to improve SC students' performance in mathematics?”

Results show that 54.55%, 27.27%, 13.64%, 4.55%, and 4.55% of teachers strongly agree, agree, are neutral, disagree, and strongly disagree, respectively. A significant majority (81.82%) of teachers agree that SC students require additional academic support. This consensus emphasizes the shared awareness among educators of existing achievement gaps. It also underlines the need for systemic efforts such as remedial teaching, resource allocation, and targeted interventions to promote equitable learning outcomes.

Finding: Teachers express confidence in their training and access to some development opportunities, yet concerns persist about administrative support and the use of data for instructional improvement. Most significantly, there is strong agreement on the need for additional interventions for SC students, indicating a shared awareness of achievement disparities and a call for systemic support. Addressing these areas can directly impact the mathematics achievement of SC learners and help bridge the performance gap with their Non-SC peers.

Mathematics achievement was influenced by the quality of teaching and institutional support, and that targeted interventions are necessary to improve outcomes for SC students and reduce achievement disparities.

4.4.0 METHODS EMPLOYED BY TEACHERS FOR TEACHING MATHEMATICS

The third objective of the present research was to study the methods employed by the teachers for teaching mathematics to Class VIII students. To collect relevant data for this

objective, the researcher developed a structured questionnaire consisting of specific items related to teaching methods and strategies. The questionnaire was administered to a group of 22 mathematics teachers. The items in the questionnaire focused on various pedagogical strategies, including constructivist approaches, use of real-world examples, group activities, scaffolded instruction, differentiated teaching, critical thinking development, and inquiry-based learning. The responses were categorized under five response levels: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

The data were analyzed using percentage distribution, and the results reflecting the frequency of different teaching practices employed by teachers are presented in Table 4.6.

The below table 4.6 shows the responses related to the questions included in the Teachers' Perceptions of Methods Employed in Mathematics Teaching. Item-wise/Question-wise analysis of the responses are presented, below:

Table 4.6: Percentage Distribution of Teachers' Responses on Methods Employed in Mathematics Teaching

QUESTIONNAIRE	% OF STRONGLY AGREE	% OF AGREE	% OF NEUTRAL	% OF DISAGREE	% OF STRONGLY DISAGREE
Do you regularly use constructivist teaching approaches to help students build their understanding of mathematical concepts?	18.18	13.64	31.82	31.82	4.55
Do you incorporate real-world examples to make mathematical problems more relatable?	4.55	31.82	31.82	22.73	9.09
How often do you organize group activities for collaborative problem-solving in mathematics?	31.82	54.55	9.09	-	4.55
Do you provide scaffolded instruction for complex mathematical topics?	40.91	54.55	4.55	-	-
Do you differentiate teaching methods to address varying levels of student ability in mathematics?	13.64	4.55	45.45	36.36	-
Do you include activities that develop critical thinking and problem-solving skills in mathematics?	-	22.73	36.36	31.82	9.09
Is there an emphasis on inquiry-based learning in your teaching methods?	18.18	27.27	4.55	27.27	22.73

Item No. 1: "Do you regularly use constructivist teaching approaches to help students build their understanding of mathematical concepts?"

Results show that 18.18%, 13.64%, 31.82%, 31.82%, and 4.55% of teachers strongly agree, agree, are neutral, disagree, and strongly disagree, respectively. These figures indicate that only 31.82% of teachers use constructivist approaches regularly, while a considerable portion (36.37%) do not, and nearly one-third remain uncertain. This low adoption rate suggests that many teachers may not actively employ strategies that support conceptual understanding through student-centered learning. The lack of constructivist practice could particularly