

Perceptions of High School Learners' Difficulty with Kinematics Graphs

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Abstract

Learners in schools seem to have difficulty with conceptual understanding and problem-solving in kinematics graphs. The study investigated what are the learners' perceptions on the teaching and learning of kinematics graphs, and to find out from them what could make them enhance their learning and performance. A purposeful and random study was done with Grade 11 learners doing physical science and mathematics using a questionnaire. Descriptive and statistical analysis was done. The results indicated that learners only learnt to pass kinematics without conceptual understanding and struggled to relate it to algebra.

Keywords: Conceptual Understanding, Problemsolving-Solving, Performance, Teaching and Learning, Algebra