RELATIONSHIP OF CHILDREN'S ABILITY TO CONSERVE NUMBER AND QUANTITY TO THEIR ACHIEVEMENT IN ARITHMENTIC AND TO AGE AND SEX

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ABSTRACT

The study aimed at finding relationship of children's ability to conserve number and quantity to their achievement in arithmetic and to age and sex. The sample consisted of 189 first and 2nd grade children. The Result showed that the ability to conserve number and quantity was not sex dependent. A significant relationship existed between ability to conserve number and chronological Age. The relationship of ability to conserve number and quantity and achievement in arithmetic although not significant was very near to the significant level.

INTRODUCTION

Piaget (6) has discribed cognitive development in terms stages. He distinguishes four stages in the development intelligence: first the sensorimotor period before the appearan of language; Second, from about two to seven years of age, th preoperational period; Third, the period from seven to twel years of age, the period of concrete operations, and fourth aft twelve years of age, the period of formal operations.

According to piaget, one of the most important component transition from preoperational to concrete operational thought the acquisition of various conservations, that is, the cogniti that certain quantities (mass, number, length, etc) rema invariant in the face of certain transformations. Piaget h theorised that the development of conservation of number a quantity follows a definite pattern and that the development this ability results more from maturation than from trainin Many piagetions like Flavell (1), Overholt (4), Williams Jr (7