

correct solution without knowing the underlying conceptual facts. As proven by the findings of this study, the pupils in the sample were unable to provide conceptual reasoning even though they were able to provide correct answers. Eventually, this will lead them to memorise algorithms and apply them to solve problems without fundamental understanding.

Conclusions

Educators and policy makers should begin to look into this issue. Professional development should be given to teachers to show how to build on students' emerging knowledge of numbers and operations to help them engage with the ideas of algebra (Schifter et al., 2008). Teachers and good classroom instruction play a crucial role in infusing algebraic thinking in primary schools. They also should know how to assess the emergence of algebraic thinking in class. Failure to identify the algebraic thinking elements by teachers may hinder the development of algebraic thinking in primary school.

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