

Attitude towards Mathematics of Male and Female High School Students in Vellore District

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Abstract: This study was conducted to find out, "Attitude towards Mathematics of High School Students in Vellore District". The Present study consists of 200 High School Students in Vellore District. The Sample was selected by using Random - Sampling Technique. The finding shows that there is a significant difference among Government, Aided and Private Students with regard to attitude towards Mathematics.

Keywords: Mathematics, Random Sampling Technique

1. Introduction

- Attitude towards mathematics plays a crucial role in the teaching and learning processes of mathematics. It affects students' achievement in mathematics. The teaching method, the support of the structure of the school, the family and students attitude towards school affect the attitudes towards mathematics. Students success in mathematics depends upon attitude towards mathematics. It also influences the participation rate of learners.
- Attitudes can be seen as more or less positive. A positive attitude towards mathematics reflects a positive emotional disposition in relation to the subject and, in a similar way, a negative attitude towards mathematics relates to a negative emotional disposition.

2. Need and Importance of the Study

One of the factors that affect students' math achievement is students' attitude. Finding out students' attitude does not solve all problems. We should know the factors that affect our attitude. At that time we can manipulate/interfere the factors and as a result we can change their attitude towards positive. Though it may affect our behavior, our attitude shows our tendencies not directly our behavior.

Title of the study

This research has been titled as "A study of attitude towards Mathematics of male and female high school students in Vellore district"

3. Objectives of the study

The following are the major objectives of this study:

- To find the difference in the attitude towards Mathematics between Male and Female Students
- To find the difference in the attitude towards Mathematics between Rural and Urban School Students.

Hypotheses of the study

Based on Objectives of the study and theoretical perspectives

- There is no significant difference between Male and Female Students with regard to attitude towards Mathematics.

4. Method

The investigator adopted the *Descriptive survey method* for the present study. The tool used for the present study was attitude towards Mathematics inventory constructed and Standardized by *Martha (1996)*. In the present study, the high school students in Vellore District was taken as the sample and the size of the sample is 200.

5. Analysis of Data

- Descriptive Analysis – Mean and SD and
- Differential Analysis – 't' test F test.

Table 1.1

S. No	Samples	Sub -Samples	N	Mean	S. D
1	Entire Sample		200	301.5	44.481
2	Sex	Male	59	281.1525	44.6499
		Female	141	308.3404	43.2862

6. Major Findings of the Study

Following are the findings that have emanated from this study:

- A majority of students (60%) are female.
- A majority of sample respondents (50.5%) are studying in Rural Schools.

Table 1.2: The Significance of the Difference in Attitude towards Male and Female

S No	Sub Sample	N	MEAN	S D	't' value	Significance at 0.05 Level
1	MALE	59	285.1525	44.6499	3.37	Significant
2	FEMALE	141	308.3403	43.2862	3.37	Significant

Findings

- There is no significant difference between Male and Female Students with regard to attitude towards Mathematics.
- Both Male and Female students are allergic towards Mathematics.

7. Conclusion

The students' confidence towards learning mathematics in a sporting context was associated with developing mathematical thinking. The findings from this study show

that the sporting context may have allowed students to express their mathematical ideas more comfortably giving them more confidence. With an increase of five percent in the percentage of students seeing the usefulness of mathematics outside of school, it can be stated that the sporting context made it possible for these students to think of ways in which mathematics can be used outside of school.

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