

STUDY ON TYPE OF ATTITUDE TOWARDS LEARNING MATHEMATICS AND ITS RELATIONSHIP WITH ACADEMIC ACHIEVEMENT AMONG NINTH STANDARD STUDENTS

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Abstract: *Learning mathematics does not only involve thinking and reasoning, it is dependent on the attitudes of the learners towards learning and mathematics. The affective component of attitude is the feeling or emotions of the individual associated with learning mathematics. Thus, the affective component is the source of driving the engagement of students towards mathematics. Furthermore, the affective aspect is also influenced by the belief formed from the cognitive component of attitude, which creates a mindset that becomes constant over time and influences the feelings of the students towards learning mathematics. Students feeling confident in doing mathematics is linked with being successful in mathematics, which is regarded as a positive behaviour. The present study intended to study the type attitude towards learning mathematics and relationship between academic achievement and attitude among ninth standard students. The sample of the study was 100 ninth standard students from two schools. A standardized tool namely Sodhi's Attitude Scale was administered and collected data was analysed by statistical techniques namely mean, SD, 't' test and Karl Pearson's product moment correlation. The major findings of the study: 14% of the students showed positive attitude towards learning mathematics, 59% of the students showed neutral attitude and 27% of the students showed negative attitude towards learning mathematics. There is no significant difference between the academic achievement of boys and girls of ninth standard students. Study also revealed that there is a strong relationship between attitude towards learning mathematics and academic achievement of ninth standard students. Implications of the study suggested in detail in the study.*

Keywords: *Attitude towards learning mathematics, academic achievement, mathematics.*

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401.0.0 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 attitude towards mathematics. Usually, the way that mathematics is represented in the class room and perceived by students, even when teachers believe they are presenting it in authentic and context dependent way stands to alienate many students from mathematics (Barton, 2000; Furinghetti and Pekkonen, 2002). Researchers concluded that positive attitude towards mathematics leads students towards success in mathematics.

1.1.0 Need for the study It was found that the various factors hindering students' learning of mathematics constituted student characteristics, teacher characteristics and class/school administration factors which are consistent with the academic achievement. Students' characteristics involve the lack of seriousness, fear of mathematics, fear of the teacher being angry, and fear of failing. The paper sought to investigate students' attitudes towards learning mathematics. It specifically sought to find the relationship between attitudes towards learning mathematics with academic achievement.

1.2.0 Statement of the Problem A study on type of attitude towards learning mathematics and its relationship with academic achievement among ninth standard students Kozhikode city in Kerala in relation to their Gender.

1.3.0 Operational definitions of the key terms

Attitude Attitudes are general evaluations that people hold regarding a particular entity, such as an object, an issue, or a person or a subject. An individual may hold a favourable or positive attitude toward a particular subject, and an unfavourable or negative attitude toward another subject. These attitudes reflect the individual's overall summary evaluations of each subject. In the present study attitude towards learning mathematics was assessed by standardized tool.

Academic Achievement: Academic achievement is the capability to achieve academically. It is reflected by the percentage of marks obtained in Class 8th and 9th examination conducted by Kerala state board.

High Achievers: High achievers are those whose scores academic performance is above average