



ATTITUDE TOWARDS GENERAL CONCEPT OF MATHEMATICS AMONG B.Ed. STUDENTS

Education

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ABSTRACT

In the present study the investigator has analyzed the attitude towards concept of mathematics among B.Ed., students in and around Karaikudi. The objectives of the study are 1) to find out the level of attitude towards general concept of mathematics among B.Ed. students with respect to gender. 2) To find out whether there is any significant difference in attitude towards general concept of mathematics among B.Ed. students. Normative survey method was used for collecting the data for the present study. The attitude of teachers towards general concept of mathematics scale (2014) was developed by the investigator. The researcher has taken 300 B.Ed., students from in and around karaikudi.

KEYWORDS

Attitude, Mathematics, B.Ed., Students, General concept, Orientation programme.

INTRODUCTION

Mathematics curriculum contains specialized knowledge which needs certain attitudes frame of mind analytical and logical thinking and efforts on the part of learner. (Ellis 2011, Rajan 2008) unfortunately in many government and private schools, teachers usually fail to instill and nature these critical abilities in students. Teachers try to transmit the knowledge to students that is prescribed in textbooks, assess students learning through getting that to define or apply rules in a prescribed way (Animal and Halai 2010 Mohammed 2002) reports, "Mathematics learning consists mainly of memorization of rules for solution of textbook problems, students memorize rules without understanding why they are doing any of it".

The practice some of the basic principles of the conceptual learning in mathematics. These principles include teaching general knowledge or generic concepts in the subject and helping students in overcoming the difficulties they face while learning mathematics concept. Teachers can use a wide variety of activities and techniques such as discussion, stories, songs, role play, visual illustrations patterns seeking, using examples from real life use of analogy and explanations to help build prerequisite knowledge and strengthen connections between what students already know about a concept what they need to know more about it.

SIGNIFICANCE OF THE STUDY

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by National council for teacher education (1998) in quality concerns in secondary teachers education. The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage.

OBJECTIVES

1. To find out the level of attitude towards general concept of mathematics among B.Ed. student with respect to gender.
2. To find out whether there is any significant difference in attitude toward general concept of mathematics among B.Ed. students.

Hypothesis

There is no significant difference between the mean scores of attitude towards general concept of mathematics among B.Ed., students in and around karaikudi.

METHODOLOGY

Descriptive survey method was adopted in the present study.

Sample

The sample of the present study was 300 and drawn from 10 B.Ed. college students from in and around karaikudi. The selection of the colleges was made on the basis of convenience and availability.

Tool used

Attitude of Teachers towards general concept of Mathematics scale was developed by the investigator.

Analysis of Data

Objective

To find out the level of attitudes towards general concept of mathematics among B.Ed. students with respect to gender.

Table - 1

Level of attitudes towards general concept of Mathematics among B.Ed., students with respect to Gender

Variable	Gender	Low		Average		High	
		Count	%	Count	%	Count	%
Attitude towards general concept	Male	16	26.7	26	43.3	18	30
	Female	77	32.1	97	40.4	66	27.5

It is inferred from the above table - 1 indicate 26.7% of male students have low level, 43.3% of them have average level and 30% of them have high level of attitude towards general concept with respect to male. 32.1% of students have low level, 40.4% of them have average level and 27.5% of them have high level of attitude towards general concept with respect to female.

Hypothesis

There is no significant difference between the mean scores of attitude towards general concept of mathematics among B.Ed., students with respect to Gender.

Table - 2

't' test showing the significant difference between the mean scores of attitude towards general concept of mathematics among B.Ed., students with respect to Gender

Variable	Gender	N	Mean	Standard deviation	Calculated 't' value	Table value	Remarks
Attitude towards general concept	Male	60	42.71	4.94	0.405	1.96	N.S.
	Female	240	42.42	4.91			

It is inferred from the above table – 2 that the calculated 't' value (0.405) is lesser than table value (1.96) at 5% level of significance. Hence the null hypothesis, "There is no significant difference between the mean scores of attitude towards general concept of mathematics among B.Ed. students with respect to Gender" is accepted. It shows that there is no significant difference in attitude towards general concept of mathematics among B.Ed., students.

FINDING

There is no significant difference between the mean scores of attitude towards general concept of mathematics among B.Ed., students with respect to Gender.

CONCLUSION

Gender has not significantly influenced the attitudes of mathematics

among B.Ed. students towards general concept. It show that the mathematics of B.Ed., students have lack of knowledge in general concepts. For that the B.Ed., college arrange orientation programme on general concepts of mathematics to the mathematics among B.Ed., students every year.

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