

EFFECTS OF ATTITUDE ON THE PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN MATHEMATICS

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ABSTRACT

The study was structured to provide basic knowledge relating to students attitudes and how positive attitude can be developed in student towards the learning of Mathematics. The study was done using descriptive survey. The population consisted of all students in Senior Secondary School. The sample comprised of 100, SSS Two students drawn from the population through random sampling. Data were collected through the use of questionnaire and Mathematics Performances Test (MPT). MPT was used to check the performance of students in relations to their attitudes toward Mathematics. Analysis of the study were done using diagram to draw statistical instrument which include: mean, score, t-value and Pearson Product Moment Correlation. The instruments were used to test the research hypothesis at 0.05 alpha level of significance. The instrument was used to draw conclusion of the study and inferences. Finding indicated that the null hypothesis is rejected that means $SIG = 0.000$, $p > 0.05$ at the correlation level of 0.839, and it shows that attitude is significant on the performance of students. The second research hypothesis result showed that $SIG = 0.329$, $p > 0.05$ at the correlation level of 0.699 for school type and students attitudes, 0.329 an $d0.099$ is greater than 0.05 alpha level at significances. The null hypothesis was rejected and this means school types is not significant on the attitude and performances of students. From the research, it was recommended that the use of vares instructional strategies by the teachers, the students should be encouraged to apply the taught knowledge and stale through feedback and assignment.

Introduction

Mathematics as one of the core subjects in the Basic Education and Post Basic Education of Nigeria Educational System cannot be overemphasized for any student

that want to proceed on his/her Education to the tertiary level. One of the major problems that students faced in Basic Education and Post Basic Education level is having a level is having differs performance in Mathematics.

The importance of Mathematics could

also be justified by the fact that the use of Mathematics is the everyday life of people (Mohammed and Waheed, 2011). It is for this reason that competence in Mathematics is essential in a society as it is a tool that could be used to overcome barriers in the daily lives of people (Mensah, Okyere & Kurachie, 2013) and Mathematics is used in many fields (Zakaria, Chin & Daud, 2013). Furthermore, as one of the aims of policy statement states, its purpose, is equipping learners irrespective of their socio-economic background race, gender, physical ability with the skills and values necessary for self-fulfillment and meaningful participation in society as citizen at a free country. (Department of Basic Education, 2011, P4).

Most of the studies have been carried out worldwide noted that attitudes in Mathematics play a significant role in the teaching and learning of Mathematics (Mubeen, Darmawar & Lyich, 2013; Osman & Majeed, 2017, Mensah, Okyere & Kuronchie, 2013). Attitudes toward Mathematics Learning can be seen in all areas of learning level in the academic sector which include Junior Level (Primary students and Senior level secondary) students. According to Laney K, 2019 stated that the relationship between attitude toward Mathematics and learning outcomes is bidirectional, and he stated that a positive attitude toward Mathematics can lead to higher achievement and high achievement can result in more favourable attitudes.

The purpose of the study is to determine the effect of attitude on the performance of secondary school students in Mathematics.

The study specifically;

1. examine the effect of attitude on Mathematics, when determining student's performance in

Mathematics.

2. examine the correlation between students confidence (students factor in affecting their attitudes) to their performance in Mathematics Performance Test.
3. examine the correlation between school type to students attitudinal scale and performance.
4. examine the correlation between the scale attitudes of students in relation to their age.

Research Questions

The following hypotheses were generated for the study;

- (1) Will attitude affect students' performance in Mathematics?
- (2) Will school type affect the attitude and performance of students in Mathematics?
- (3) Will students' age affect his/her attitude in Mathematics?

Methodology

Descriptive survey design were used for the study, such design are efficient methods of collecting descriptive data, regarding the characteristics of populations, current practices and conditions or needs. This instruments were developed by the researcher Mathematics performance Test and Questionnaire and this questionnaires are used to collect important information about the population. The population of the study consisted of both male students and female students from 4 senior secondary school in Ila Local Government Area. The sample of 100 SS two students was selected by using proportional stratified random sampling technique. The choice of SS two students was considered appropriate because they had been exposed to basic Mathematics concept. The instrument was Mathematics

Performance Test, this consist of 20 items. The instrument was validated by experts in Mathematics evaluators. Based on their comments and suggestions the items were modified. Split half test was used to determine the reliability coefficient of the instrument. Pearson Product Moment Correlation were used to answer the research question while T-test was used to test the hypothesis results.

Research Question 1

Will attitude affect students' performance in MathematicsE

Table I: Correlation of the attitude dimensions with Mathematics Performance

| | |
|-------------------------|--------|
| Correlation | |
| Pearson Correlation | .839** |
| Significance (2 tailed) | .000 |
| N | 100 |

** Correlation is significant at the 0.01 level (2 tailed) Table 1, the table shows the Pearson Product Moment Correlation of attitude of the comparison to their MAT score, the Pearson Correlation of MAT score the respondents in relation to the attitudinal scale of the respondent of .839.

It is revealed that, the attitudes of the respondent has effect on the MAT scores of the respondents. According to the SIG of their MAT score in .000, $P > 0.05$ and this shows that MAT score that is the performance of the respondent is significant in relation to their attitudes towards Mathematics learning. Therefore, the null hypotheses was rejected and this affirm that attitudes has a huge effect on the performances of students in Mathematics learning

Research Question 2

Will school type affect the attitude and performance of students in MathematicsE

Table 2: Correlation of the students' school type to their attitudinal scale and Performance Correlation

| | | |
|------------------|-------------------------|-------|
| Attitudinal Sale | Pearson Correlation | .099 |
| | Significance (2 tailed) | 0.329 |
| MAC Score | Pearson Correlation | 0.013 |
| | Significance (2 tailed) | 0.902 |
| N | | 100 |

Table shows the Pearson Product Moment Correlation of school type of the respondent in comparison to their MAT score and the attitudinal scale of the respondents. The Pearson Correlation of MAT score and attitudinal scale of the respondents in relation to the school type of respondents are 0.013 and 0.09 respectively.

It is revealed that, the school type of the respondents does not affect their MAT scores and the attitudinal Mathematics learning.

Therefore the null hypotheses was rejected and their affirm that school type does not affect the attitude and performance of students.

Research Question 3

Will students' age affect his/her attitude in MathematicsE

Table 3: T-table showing the analysis of attitude in relationship to the correlation statistics of age of the respondent

| Age of Respondent | N | Mean | S.D | S.F | T | df | Sg | R |
|-------------------|----|-------|-------|------|-------|----|--------|----|
| 13-15 years | 54 | 30.68 | 14.94 | 2.03 | | | | |
| 16yrs & above | 46 | 30.93 | 30.93 | 2.27 | -0.82 | 98 | -0.935 | Ns |

From the table 4, the total number of the 13-15 years respondent is 54 which makes it 54% of the total number of respondents, likewise the total number of 16yrs and above respondents that the part in the study is 46 (i.e. 46% of the total number of respondent(s). from the analysis the possible relationship between the attitude at students in relation to their ages, this results show that the mean of both 13-15 years and 16 years and above were 30.68 and 30.93 respectively and obtain t-value df(98), $t(-0.82)$ and $SIG = 0.935$, $P > 0.05$, it said that there is no significant difference on response of different age group of students.

Therefore the null hypothesis was rejected and this affirm that the age of the students does not affect their attitude towards Mathematics learning.

Discussion

From the results of the finding that were done above, it was revealed that the performance of students is dependent on their attitude toward Mathematics and this result is in line with the finding of Joseph (2013) and Mzomwe, etal (2019). The attitude at students was seen as part of students' factor affecting Mathematics learning which also on line with the finding of Alphine C. (2015) and Vusumuzi, N. (2017). The self confidence of the students is

revealed to affect the students' performance on the Mathematics Performance Test (MPT) and this shows that students tends to perform more in their test and they will have more positive attitude towards Mathematics learning. If tier confidence is increased.

Furthermore, the finding also revealed that the school type does not have effect on the performance and attitude of the students in Mathematics learning. The Age of the students were also seen not to be a factor that affects the performance and the attitude of the students in SS 2.

Conclusion

Based on the results of the finding of this study, it can be concluded that attitude have much effect on the performance of Senior Secondary School 2 students in their Mathematics learning.

Recommendation

Based on the finding and outcome of the study, the following recommendations were made:

- (1) The attitude of students should be paid attention to and teachers, principal, state government all other stakeholders in education should give priority on enhancing students attitude toward Mathematics.
- (2) Usefulness of Mathematics to our daily lives should be taught in all schools, so that students will have self confidence toward Mathematics learning.
- (3) Teacher, school board, government and other stakeholder should take it as a point of duty to provide Instructional materials and other infrastructural materials that will make students to have positive attitude toward Mathematics.

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COVID-19 PANDEMIC, AND PHARAONIC ERA EPIDEMIC IN THE BIBLE: A COMPARATIVE ANALYSIS

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ABSTRACT

The study of Biblical history and contemporary happenings as it relates to epidemic, is especially appropriate at this point in time when Biblical history seems to be repeating itself. The fact can hardly be disputed, that we live in a world and in a nation where little attention is being paid to the sovereign dealings of God with His created world. It is from this standpoint that this paper appraises the Covid-19 pandemic ravaging the world including the Nigerian nation. This is done from the perspective of biblical pharaonic era epidemic, with a view to examining its implications for societal precautions. We employed a simple descriptive research methodology for this study. This involve the gathering of data from the Bible, texts, journals, newspapers e.t.c. The findings show that, the atmosphere of divine dealings with the nations of the world, is succinctly captive in the outbreak and scourge of the Covid-19 pandemic globally. The paper concludes that, the panorama of Global experience relative to the Covid-19 pandemic and Biblical account is the fulfilment of God's great pronouncement that all, kings shall fall down before Him and all nations shall serve Him (Psalm 72:11).

Keywords: Covid-19; Epidemic, Societal Precautions

Introduction

The story of man as told in biblical histories and prophecy is the most exciting drama ever written. It is the story of the omnipotent God unfolding His purpose for all nations of the world in measured movements designed to demonstrate His sovereignty and power. The world was to be the divine stage and man the actor, but there can be no question that the destiny of man and of the nations remains in the hands of the unseen God, even if at times He seems to work behind the scene.

We do not lose sight of the fact that Biblical truth has had realistic application only to a small segment of the world population. It therefore has not materially influenced the policies of nations of the world, including the Nigerian nation whether in politics, economy or educational areas of national activity.

The present global crisis with particular reference to the Covid-19 pandemic, is not a result of one factor, but a concurrence of causes and effect which combine to provoke the anger of God against His created world. Badejo (2020) agrees