

THE PERCEPTIONS OF FORM FOUR STUDENTS TOWARD THE LEARNING OF ADDITIONAL MATHEMATICS

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ABSTRACT

This study was designed to describe the perceptions of Form Four students toward the learning of Additional Mathematics. The perceptions was measured using the revised Fennema-Sherman Mathematics Attitude Scale (Fenneman & Sherman, 1976). Findings from the study describe the perceptions of students based on seven main scales: confidence in learning mathematics, usefulness of mathematics, attitude toward success in mathematics, mother's scale, father's scale, teacher's scale, and mathematics anxiety scale respectively. The participants consisted of 206 Form Four students from four randomly selected schools in the state of Wilayah Persekutuan during 1997. A survey study was conducted and data were collected using the Malay language translation questionnaire of the revised Fennema-Sherman Mathematics Attitude Scale. Data were summarized descriptively by mean, standard deviation, frequency counts and percentage and reported in tabular form. Findings from the study indicated that, on the average, the participants possessed positive perceptions toward the learning of Additional Mathematics. A majority of the respondents showed favorable perceptions toward Additional Mathematics especially on the areas of attitude toward success in Additional Mathematics and the usefulness of Additional Mathematics. The study also showed the lowest score that the students possessed were on the scale regarding mathematics anxiety as well as confidence in learning Additional Mathematics. In the study, it was also found that the

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students perceived positively their parents' and teachers' support in their learning of Additional Mathematics respectively.

LITERATURE REVIEW