Achievement in Mathematics of Adolescents in relation to Parental Involvement Classroom Environment and Attitude towards Mathematics

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Summary of Thesis

Mathematics is one of the compulsory subjects of secondary education. Students’ success in mathematics depends upon a number of variables. The present study was conducted to study mathematics achievement of ninth class adolescents in relation to parental involvement, classroom environment and attitude towards mathematics. The sample comprised 925 (453 government and 472 private) adolescents from 10 government and 10 private schools of Chandigarh. In the present study the descriptive exploratory research was employed. The investigator has used two stage random sampling technique for the selection of the present sample. Parental Involvement Scale, Attitude towards Mathematics & Mathematics Achievement test (all developed by the investigator) and Classroom Environment Scale by Moos & Trickett (1987) were used to collect data. Descriptive statistics, Inferential statistics, Bivariate Correlation coefficients, Multiple Correlation and Multiple Regression techniques were employed. Major findings (for the total sample i.e. 925 adolescents) include a significant and positive correlation of achievement in mathematics with parental involvement, classroom environment and attitude towards mathematics. Parental involvement has the maximum contribution to the prediction followed by classroom environment and then attitude towards mathematics to achievement in mathematics of ninth class adolescents. Significant mean differentials have been found between government and private school adolescents with regard to their achievement in mathematics, parental involvement, their perception of classroom environment except (involvement, teacher support, order and organization, and rule clarity dimensions) and their attitude towards mathematics except (usefulness, and enjoyment dimensions).