



Attitude of the prospective teachers towards teaching of mathematics

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Abstract: This study investigated about the attitude of the prospective teachers towards teaching of mathematics. Unlike other subjects mathematics is a very important and leading subject. At the same time this is a difficult one also. If the mathematics teachers are not having good attitude towards teaching mathematics, then it is very difficult for students to learn. So, to improve the quality in teaching mathematics, it is better to know the attitude of prospective teachers towards teaching of mathematics.

Introduction

In modern world mathematics is being increasingly used in science technology, education, economics etc. with the use of computer and other devices there is more emphasis on mathematics. Through the world mathematically inclined the students in schools take it as more abstract. The teaching of mathematics is challenge to teachers because of its wide utility in all developmental programmers' of man hind. The power of critical thinking, logical, reasoning process of induction and generalization establishment of relationship between different components can be developed through the teaching of mathematics.

Hence this study is intended to find the attitude of the prospective teachers towards teaching of mathematics. A teacher as supposed to understand the child when he teaches pedagogy demands that the teacher should know the subject as well as the child. An untrained teacher would be at a loss to undertake this responsibility. Therefore, training is needed perform this task successfully. Education of teachers is of utmost importance to make teaching an

interesting process. In the hands of untrained teacher, education degenerated into formal instruction. He follows the un psychological and unscientific teaching method consequently education becomes dull and uninteresting. Training prepares the teacher for his job and makes him competent.

If the attitude towards teaching is good and desirable it will make the learning effective. Even a dull student can also develop interest to read well through the positive attitudes of teacher. Similarly an attitude towards learning process will have an effect on teaching and make adjustment of a teacher and also improve the level of teaching. Some teachers may have subject knowledge only, but they can not the able to impact that knowledge or inspire their students. Training can be given to increase the communication skill of the teachers. The need of this study is to find the real attitude of the prospective teachers towards teaching of mathematics. The aim of the study is develop positive attitude in teaching towards their profession .



Objectives of the Study:

- 1.To study the attitude of the prospective Teachers towards Teaching of Mathematics.
- 2.To find out the significance of difference in the attitude of the prospective Teachers towards teaching of mathematics based on the variation in their Gender.
- 3.To find out the significance of difference in the attitude of the prospective teachers towards teaching of mathematics based on the variation in their areas.
4. To find out the significance of difference in the attitude of the prospective teachers towards teaching of mathematics based on the variation in their Government and Private colleges.
5. To find out the significance of difference in the attitude of the prospective teachers towards teaching of

mathematics based on the variation in their age.

6. To find out the significance of difference in the attitude of the prospective teachers towards teaching of mathematics based on the variation in their education qualification.

7. To find out the significance of difference in the attitude of the prospective teachers towards teaching of mathematics based on the variation in their parental literacy.

Scope and limitations of the study:

The intention of the study is to study the attitude of the prospective teachers towards teaching of mathematics.

The present study was limited to prospective teachers of Krishna district of Andhra pradesh only.

The present study was further limited to two D.Ed. colleges in Krishna district only.

Variable wise Details of sample distributions:

S.No	Variable	Sub group	Number	Total
1	Gender	Males	21	100
		Females	79	
2	Locality	Urban	28	100
		Rural	72	
3	Management	Government	50	100
		Private	50	
4	Educational qualification	Under graduate	93	100
		Graduate	7	
5	Parental literacy	Literate	40	100
		Illiterate	60	
6	Age	<25	95	100
		>25	5	

Tools used in the study:-

A research tool plays a major role in research. It is the sole factor in determining the sound data in arriving at perfect conclusions about the problem

study in hand which ultimately, helps in providing suitable remedial measures to the problem concerned.

A standard questionnaire was adopted and was used to study the Attitudes of



the prospective teachers towards Teaching of mathematics.

Hypothesis: - 1 (GENDER)

There is no significant difference between the attitude of Male and Female prospective teachers towards teaching of mathematics.

To test the validity of above hypothesis the mean value, S.D t-test were calculated and the results were tabulated as follows

Table showing attitude of male and female prospective teachers towards teaching of mathematics

Variables	Sample size	Mean	S.D	t-test
Male	21	104	9.17	2.10
Female	79	108	7.68	

* Significant at 0.05 level

The above table shows that the calculated value of 't' (2.10) is greater than the table value (1.98 at 0.05 level)

Hence, the hypothesis is that "There is a significant difference between the attitude of Male and Female prospective teachers" towards teaching of mathematics".

Hypothesis: 2(LOCALITY)

Table showing comparison of the attitude of Urban and Rural prospective teachers towards teaching of mathematic.

There is no significant difference between the attitude of Urban and Rural prospective teachers towards teaching of mathematics.

To test the validity of above hypothesis the mean value, S.D 't'test, were calculated and the results were tabulated as follows.

Variables	Sample size	Mean	S.D	t-test
Urban	28	107	8.35	.391
Rural	72	107	8.11	

* Not Significant at 0.05 levels

The above table shows that the calculated value of 't'test (0.391) is less than the table value (1.98 at 0.05 levels). Hence the hypothesis that "There is no significant difference between the attitude of Urban and Rural prospective teachers" towards teaching of mathematics", was accepted.

Hypothesis: 3(Management): There is no significant difference between the attitude of Government and Private prospective teachers towards teaching of mathematics.

To test the validity of above hypothesis the mean value, S.D, M.D 't'test were calculated and the results were tabulated as follows.

Table showing comparison of the attitude of Government and Private prospective teachers towards teaching of mathematics

Variables	Sample size	Mean	S.D	t-test
Government	50	108	6.61	.982
Private	50	106	9.43	

*Not Significant at 0.05 levels



The above table shows that the calculated value of 't'test (.982) is less than the tabulated value (1.98 at 0.05 levels). Hence the hypothesis that "There is no significant difference between the attitude of Government and Private prospective teachers towards teaching of mathematics", was accepted.

Hypothesis:4 (AGE)

There is no significant difference between the attitudes of prospective teachers towards teaching of mathematics with respect to their age. To test the validity of above hypothesis the mean value, S.D, and t-test were calculated and the results were tabulated as follows.

Table showing comparison of the attitude of prospective teachers towards teaching of mathematics with respect to their age.

Variables	Sample size	Mean	S.D	t-test
<25years	95	105	8.19	.370
Or =25	5	106	7.79	

*Not SignificantThe above table shows that the calculated value of 't'test (0.53) is less than the table value (1.98 at 0.05 levels). Hence the hypothesis that "There is no significant difference between the attitude of Urban Male and Rural Male prospective teachers towards teaching of mathematics", was accepted.

Hypothesis: 5 EDUCATIONAL QUALIFICATIONS:

There is no significant difference between the attitude of graduate and under graduate prospective teachers towards teaching of mathematics.

To test the validity of above hypothesis the mean value, S.D, and t-test were calculated and the results were tabulated as follows

Table showing comparison of the attitude of graduate and under graduate prospective teachers towards teaching of mathematics

Variables	Sample size	Mean	S.D	t-test
Under graduates	93	107	8.10	.328
Graduates	7	106	9.25	

*Not Significant at 0.05 levelsnt at 0.05 levels

The above table shows that the calculated value of 't'test (0.328) is less than the table value (1.98 at 0.05 levels). Hence the hypothesis that "There is no significant difference between the attitude of Urban Female and Rural Female prospective teachers towards teaching of mathematics", was accepted.

Hypothesis: 6 PARENTEL LITERACY

There is no significant difference between the attitudes of prospective teachers towards teaching of mathematics with respect to their parental literacy.



To test the validity of above hypothesis the mean value, S.D and t-test were calculated and the results were tabulated as follows.

Table showing comparison of the attitude of prospective teachers towards teaching of mathematics with respect to their parental literacy.

Variables	Sample size	Mean	S.D	t-test
Illiterate parents	40	106	7.13	.998
Literate parents	60	108	8.75	

* Not Significant at 0.05 levels

The above table shows that the calculated value of 't'test (.998) is less than the table value of (1.98 at 0.05 levels). Hence the hypothesis that "There is no significant difference between the attitude of Urban Male and Rural Female prospective teachers towards teaching of mathematics", was accepted.

Summary and Conclusions

Education is an essential human virtue without it man ages has pleaded slave reasoning savage. It is to humanize him, men becomes man through education. He is what education makes him man is an animal, both from his passions and his reason. Education fashions and models him for society. There are generally two aspects of human life one is biological and the other one is social or cultural or spiritual. Man concerned in terms of this biological existence alone is not better than an animal. His biological existence is secured through foods, shelter and reproduction. But human life can never be reduced to its biological existence. His life can only be glorified through education and it is only the cultural or social aspect of human life which signifies his supreme position and thus constitutes the noblest work of God.

The study of mathematics help us to develop all our intellectual powers like power of imagination, memorization, observation, invention, concentration,

originality, creativity, logical thinking and systematized reasoning. Every problem in mathematics is an open challenge to the faculties of the mind and a systematic and organized exercise for one's mental health. Hirsch has rightly remarked that mathematics is like a whetstone and by its study one learns to think distinctly, consecutively and carefully. Study of mathematics is helpful in having constructive discipline.

The term attitude has been used by psychologists in several connotations and there are a number of agreed definitions of the terms. It is a familiar word and is used freely to express one's way of thinking feeling or behaving. .

The researcher had stated the problem as "Attitude of the prospective teachers towards teaching of mathematics".

In modern world mathematics is being increasingly used in science technology, education, economics etc. with the use of computer and other devices there is more emphasis on mathematics. Through the world mathematically inclined the students in schools take it as more abstract. The teaching of mathematics is challenge to teachers because of its wide utility in all developmental programmers' of man hind.

If the attitude towards teaching is good and desirable it will make the learning effective. Even a dull student can also



develop interest to read well through the positive attitudes of teacher.

Hence this study is intended to find the attitude of the prospective teachers towards teaching of mathematics.

The researcher framed the following objectives for the study.

1. To study the attitude of the prospective Teachers towards Teaching of Mathematics.
2. To find out the significance of difference in the attitude of the prospective Teachers towards teaching of mathematics based on the variation in their Gender.
3. To find out the significance of difference in the attitude of the prospective teachers towards teaching of mathematics based on the variation in their areas.
4. To find out the significance of difference in the attitude of the prospective teachers towards teaching of mathematics based on the variation in their Government and Private colleges.
5. To find out the significance of difference in the attitude of the prospective teachers towards teaching of mathematics based on the variation in their age.
6. To find out the significance of difference in the attitude of the prospective teachers towards teaching of mathematics based on the variation of graduates and under graduates.
7. To find out the significance of difference in the attitude of the prospective teachers towards teaching of mathematics based on the variation of parental literacy.

The present study was delimited to Krishna district. Altogether D.Ed colleges were selected for the present study on prospective teachers.

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