

A STUDY ON THE ACHIEVEMENT IN MATHEMATICS OF 9TH STANDARD STUDENTS IN SANGAREDDY, MEDAK DISTRICT

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Abstract

Mathematics plays an important role in growth and development of the individual and of society. The major purpose of the study is to know the patterns of achievement in mathematics. Survey method was used for this study. The researcher selected 40 students studying in 9th standard both from rural and urban schools. The tool used to collect data for the present study "Achievement -test" in mathematics. Data was analysed and interpreted. Findings were discussed and drawn conclusion.

Keywords: Mathematics, Achievement, Secondary stage.



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Introduction:

The study of mathematics plays an important role in growth and development of the individual and of society. Mathematics exists to certain human needs and desires. For any activity of verbal, written or any other form of communication, one thing a person uses is mathematics.

Mathematics as a logical body of knowledge which can be used as a guide for arriving at precise results. If the precise results are expansible in term of numbers , the calculator nature of mathematics becomes evident biologists and sociologist now else the latest ideas in mathematics to carry out research studies that would be impossible otherwise. Businessmen use modern mathematics to tell them where to place warren houses and factories, how to control products and their quality. the businessmen cannot do their work Without the help of modern mathematics until very recently these people found little need for higher mathematics in order to be successful in their Careers.

Objectives of teaching mathematics at the secondary stage:

The objectives of teaching mathematics at the secondary stage may be

Classified as under:-

- A) Knowledge and understanding.
- B) Skill.

- C) Application.
- D) Aptitude
- E) Appreciation and interest.

Need of study:

One of the most important and meaningful areas of research today is that of mathematics education. The reasons are the following. Almost every child all over the world in the age group of 5 to 16 for these Children mathematics education is important as they are quick in grasping

And their cognitive ability will be rapidly taking place.

The feature of all physical biological, social and management sciences and of technology is very much dependent on the mathematics education today. All available evidence shows that research in this area can provide large Dividends in the form of considerable improvements in mathematics science and technology and thus can contribute the welfare of mankind.

Central government spending about 10,000 cores of rupees every year on Teaching mathematics to students on account of over out dated methods Of teaching about 50% of this money goes waste by spending 10% of this Money on research in mathematics education, we can avoid all this great wastage.

There is a general dissatisfaction with the results of mathematics instructions. In spite of our pedagogic progress in spite of the strenuous efforts of our Teachers these results are in general unsatisfactory. Although the apparent results are measured by examiners are often excellent, they are usually not Lasting students fail to grasp the spirit of the subject and are rottenly utterly Unable to apply their knowledge to advanced work or to a particular Problem. The convention that the teaching of mathematics is greatly in need reform, Seem to be almost general. The purpose of present study is to focus upon the achievement of 9th standard students in mathematics in the rural and urban Schools .the teachers of mathematics must be cooperative with other Subjects and try to enrich their own knowledge of other subjects.

Review of Related Literature:

V. Thangamawii (1982-84), Investigated into the difficulties faced by High school students of Mizoram in learning mathematics. Some of the objectives of the study were.

1. To find out the difficulties faced by High School students of Aizwal in learning mathematics.

2. To make suitable suggestion for helping the students to overcome their difficulties in learning mathematics.

Some of the importance results obtained in the study;

- i. A vast majority of the students have a difficulty in understanding mathematics taught in their classes.
- ii. Lack of encouragement from the school towards learning of mathematics, class rooms being over worded and noisy have been identified as a difficulty in learning mathematics by a majority of students.

Rajpur (1984), Studied the academic achievement of students in mathematics in relation to their intelligence achievement motivation and socio-economic status. Finding of the study where,

1. intelligence affected the achievement of students in mathematics significantly at three levels that is high average and low.
2. the achievement of students in mathematics was not affected by there achievement motivation.
3. The Socio-economic status of the children affected the achievement of students in mathematics.

Statement of the problem:

The problem of the present study is entitled as “A study on the achievement in Mathematics of 9th standard students in Sangareddy, Medak District Andrapradesh.”

Ojectives of study:

The present study as the following objectives:

1. To investigate the achievement of 9th standard telugu medium students in Mathametics in the rural and urban schools.
2. To investigate the achievement of boys and girls of 9th standard.
3. To investigate difference between the achievement of boys and girls of 9th Standard.

hypothesis:

The following hypothesis have been formulated for the present duty.

- 1)there is no significant difference between rural and urban students in their Achievement of 9th standard in mathematics.

2)there is no significant difference between the achievement of boys And girls of 9th standard .

Method

Descriptive survey method was used for this study.

Population:

In the present study population is 9th standard students of **SANGAREDDY**Mandal, MEDAK District.

Sample:

Through purposive sampling technique, the researcher selected 40 students studying in 9th standard both from rural and urban schools and these students were divided into two groups, each group containing 20 students from urban schools and rural Schools and these students were divided into two groups each group containing 10 Boys 10 girls.

VARIABLES:

For the present study the investigator has used the following variable.

Independent variables:

“The Rural and Urban locality”

Dependent variable:

“Achievement in Mathematics”

RESEARCH TOOL:

The tool used to collect data for the present study “Achievement -test” in mathematics.

COLLECTION OF DATA:

- The investigator went personally to both Rural and Urban schools concerned and talked with the head of the institutions to apprise them of the research study under taken and to seek their co-operation in the collection of the needful data.
- 10 students were randomly chosen from 9th standard students of each Rural and Urban school.
- The achievement test was then distributed and the students were asked to give their responses strict instructions were given no to consult with their ends.
- 60minutes time limit was time imposed for answering the achievement test.It was found that most of the students required full 60 minutes to answer.

Following those steps in all the 2 schools, I have given achievement test and collected the data.

Statistical techniques used for the analysis the data were mean, standard deviation and 't' test i.e. test significant for finding out the achievement 9th standard students in Rural and Urban schools.

INTERPRITATION OF DATA:

Hypothesis-1

There is no significance difference between Rural and Urban students in their mathematics achievement of 9th standard.

Table-4.1

Urban	N	Mean	SD	‘ t ‘ value	Theoretical value
Rural	20	54	18.8	0.50*	

*Significant at 0.05 level with d.f 99.

Interpretation:

The performance level of Achievement in Rural and Urban schools students are 20 and 54 respectively. The S.D's are found to be 18.8 and 18.6 respectively. The 't' value is found to be 0.50. It is significant at 0.05 level.

Here calculated 't' value is greater than the table value. Hence it is inferred that Null Hypothesis is reject and form an Alternative Hypothesis as "There is no significant difference between Rural and Urban students in their mathematics achievement of 9th standard.

Hypothesis-2

There is no significance difference between Boys and Girls .their achievement in mathematics of 9th standard.

Table No.4.2

	N	Mean	S.D	‘t’ value	Table Value is
Boys	20	58	19	0.18*	
Girls	20	57	16		

*Significance at 0.05 levels with d.f 99.

INTERPRITATION:

The mean performance level of achievement in Boys and Girls are 58 and 57 respectively. The S.D.'s are found to be 19 and 16 respectively. The 't' value is found to be 0.89 It significance at 0.05 level.

Here calculated 't' value is greater than the table value. Hence it is inferred that Null hypothesis is reject and form an Alternative Hypothesis as "There is no significant difference between Boys and Girls in their achievement in mathematics of 9th standard.

Educational implications:

- 1) The present study helps the Rural and Urban students to have knowledge of different types of achievement in mathematics.
- 2) The present study helps the classroom teachers to know the different types of achievement in mathematics in the Rural and Urban school students.
- 3) It helps the classroom teachers to undertake remedial measurement to solve students problems in learning mathematics.

Conclusion:

In the study it is that when we compare the achievement of Urban and Rural school students, Urban students have better performed than Rural school students similarly when we compare the Literate parent students and Illiterate parent students with that of boys and girls have performed better than Boys and also from the study it was found that there is a significant difference between Urban and Rural and also between Literate parent students and Illiterate parent students of 9th standard students.

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