

# Relationship Between Mathematical Attitudes and Achievement

Khin Pyone Yi<sup>1</sup> and Khin Khin San<sup>2</sup>

## Abstract

The purpose of this study is to investigate the relationship between students' attitudes and their mathematics achievement, as well as the correlation between the attitude with the variables of gender and age, and mathematics achievement. A sample of (84) Grade 11 students were selected from B. E. H. S (1), Sanchaung in this study. In order to assess students' attitude toward mathematics, an instrument consisting (48) items was translated into Myanmar language on the basis of mathematics Attitude Questionnaire (MAQ) and mathematics Attitude Scale as modified from the Fennema – Sherman Attitude Scales. The attitude subscales used in this study were Personal Confidence (PC), Usefulness (U), Enjoyment (E), and Motivation (M). The instrument was designed with short and direct statements with a five-response Likert-type scale. The results showed that Mathematics achievement and the attitude were not varied by Gender. With multiple correlations, mathematics achievement is highly correlated with attitudes toward mathematics. Age significantly correlated with attitude and mathematics achievement. Age has significant mean difference in attitude (confidence & motivation) and mathematics achievement.

**Key words:** Mathematics achievement, Student attitudes

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1. Associate Professor/ Head, Dr., Department of Educational Psychology, Yangon University of Education  
2. Junior Assistant Teacher, Basic Education High School (Branch), Kun Taung, Ponnakyun Township, Rakhine State