

ABSTRACT

STUDENTS' PERCEPTIONS OF STUDENTS', PARENTAL AND PEERS' MATHEMATICS ANXIETY: EFFECTS ON MATHEMATICS ACHIEVEMENT

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This study aimed to identify the relationships between students' perceptions towards mathematics anxiety, students' perceptions of parental mathematics anxiety, students' perceptions of peers' mathematics anxiety and students' mathematics achievement. Besides, this study also aimed to determine differences in students' perceptions towards mathematics anxiety, students' perceptions of parental mathematics anxiety, students' perceptions of peers' mathematics anxiety and students' mathematics achievement based on race. The respondents were three hundred Form Four students from four secondary schools in Kuching and two secondary schools in Sibü. In this study, the instrument used was the 10 items Mathematics Anxiety Rating Scale-Revised (MARS-R, Plake & Parker, 1982, cited in He, 2007). The mathematics scores of the three hundred Form Four students represented the measure of mathematics achievement in this study. In particular, the Pearson product-moment correlations were used to determine the relationships between students' perceptions towards mathematics anxiety, students' perceptions of parental mathematics anxiety, students' perceptions of peers' mathematics anxiety and students' mathematics achievement. One-Way Analysis of Variance (ANOVA) tests were used to determine the differences in students' perceptions towards mathematics anxiety, students' perceptions of parental mathematics anxiety, students' perceptions of peers' mathematics anxiety and students' mathematics achievement based on race. The findings of this present study indicated that there were negative relationships between students' perceptions towards mathematics anxiety, students' perceptions of parental mathematics anxiety, students' perceptions of peers' mathematics anxiety and students' mathematics achievement. Besides, the study also shown that there were significant differences in students' perceptions towards mathematics anxiety, students' perceptions of parental mathematics anxiety, students' perceptions of peers' mathematics anxiety and students' mathematics achievement based on race.

ABSTRAK

PANDANGAN PELAJAR TERHADAP PENGARUH PELAJAR, IBU BAPA DAN RAKAN SEBAYA DALAM KERESAHAN MATEMATIK: KESAN DALAM PENCAPAIAN MATEMATIK

Tan Fong Min

Kajian ini menyiasat hubungan antara pandangan pelajar terhadap keresahan matematik, pandangan pelajar terhadap keresahan matematik ibu bapa, pandangan pelajar terhadap keresahan matematik rakan-rakan dan pencapaian pelajar dalam matematik. Selain itu, kajian ini menentukan perbezaan antara pandangan pelajar terhadap keresahan matematik, pandangan pelajar terhadap keresahan matematik ibu bapa, pandangan pelajar terhadap keresahan matematik rakan-rakan dan pencapaian pelajar dalam matematik berdasarkan kaum. Responden dalam kajian ini terdiri daripada tiga ratus Tingkatan Empat pelajar dari empat sekolah menengah di Kuching dan dua sekolah menengah di Sibiu. Dalam kajian ini, alat ukur yang digunakan ialah Mathematics Anxiety Rating Scale-Revised (MARS-R, Plake & Parker, 1982, dalam He, 2007) yang terdiri daripada 10 item. Pencapaian para pelajar dalam matematik pelajar-pelajar ini mewakili pencapaian pelajar dalam kajian ini. Korelasi Pearson telah digunakan untuk mengukur hubungan di antara pandangan pelajar terhadap keresahan matematik, pandangan pelajar terhadap keresahan matematik ibu bapa, pandangan pelajar terhadap keresahan matematik rakan-rakan dan pencapaian pelajar dalam matematik. Analisis varians satu hala (ANOVA) telah digunakan untuk mengukur perbezaan antara pandangan pelajar terhadap keresahan matematik, pandangan pelajar terhadap keresahan matematik ibu bapa, pandangan pelajar terhadap keresahan matematik rakan-rakan dan pencapaian pelajar dalam matematik berdasarkan kaum. Dapatan kajian menunjukkan hubungan yang negatif antara pandangan pelajar terhadap keresahan matematik, pandangan pelajar terhadap keresahan matematik pelajar, ibu bapa, pandangan pelajar terhadap keresahan matematik rakan-rakan dengan pencapaian pelajar dalam matematik. Dapatan kajian juga menunjukkan terdapat perbezaan antara pandangan pelajar terhadap keresahan matematik, pandangan pelajar terhadap keresahan matematik ibu bapa, pandangan pelajar terhadap keresahan matematik rakan-rakan dan pencapaian pelajar dalam matematik berdasarkan kaum.