

EAC
copy

DE LA SALLE UNIVERSITY

THE RELATION OF MATHEMATICS ATTITUDES, LOCUS OF CONTROL,
AND GENDER WITH THE MATHEMATICS ACHIEVEMENT OF
CATHOLIC HIGH SCHOOL SENIORS
IN METRO MANILA

000243

A Thesis
Presented to the
Faculty of the
College of Education
De La Salle University

In Partial Fulfillment of the Requirements in the
Degree of Master of Science in Guidance and Counseling

Submitted by

JOHN JAWORSKI N. ADEFUIN

MAY 8, 1992



ABSTRACT

This study investigated the relationship of mathematics attitudes, locus of control and gender with mathematics achievement of catholic high school seniors in Metro Manila.

The study employed descriptive-correlational and comparative methods as its research design. The study involved 260 male and female high school seniors from three catholic schools in Metro Manila namely: Colegio de San Agustin, Saint Scholastica's College and San Beda College as its respondents. The instruments used for data gathering were a) Mathematics Achievement Test, b) Mathematics Attitude Inventory and c) Locus of Control Scale.

The results showed that males ($M = 42.00$) and females ($M = 41.83$) students fell within the average category of the mathematics achievement. The mathematics attitudes of males ($M = 110.46$) and females ($M = 105.69$) students fell within the positive category. The males ($M = 11.78$) and females ($M = 11.68$) students' locus of control was average. Meanwhile, there was no significant differences in males' and females' mathematics achievement ($t(258) = 0.19, p > .05$), mathematics



attitudes ($t(258) = 1.81, p > .05$) and locus of control ($t(258) = .171, p > .05$). On the other hand, there was a low but significant positive relationship between mathematics attitudes and mathematics achievement ($r = .315, p < .01$); a significant but low negative correlation between locus of control and mathematics attitude ($r = -.203, p < .01$) and no correlation between locus of control and mathematics achievement ($r = -.067, p > .05$). Eventually, the best predictor of mathematics achievement is mathematics attitudes ($\bar{R}^2 = .099$), although it has a minimal contribution. At the same time, it was found that gender is not a moderator variable in the relationship between mathematics attitude and mathematics achievement, locus of control and mathematics achievement, mathematics attitudes and locus of control.

In conclusion, gender does not play a role in the mathematics achievement and mathematics attitudes of males and females. That mathematics attitudes predicts mathematics achievement to some extent but locus of control and gender do not. Finally, other variables may be more predictive of mathematics achievement than mathematics attitudes, locus of control and gender.

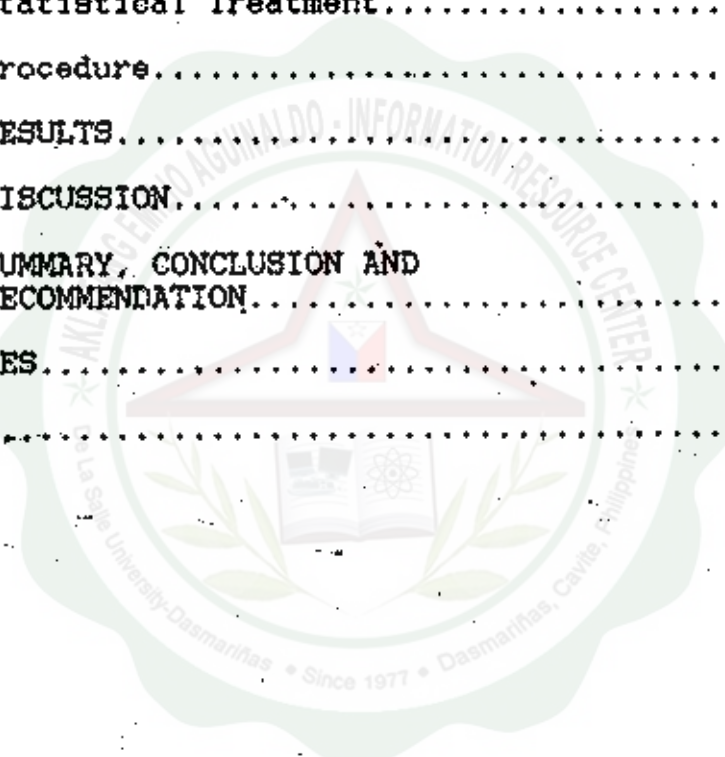


TABLE OF CONTENTS

	Page
ABSTRACT.....	i
ACKNOWLEDGMENT.....	iii
DEDICATION.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	ix
CHAPTER	
I	
INTRODUCTION.....	1
Review of Related Literature.....	3
Gender and Mathematics Achievement.....	5
Gender and Mathematics Attitudes.....	7
Mathematics Attitudes and Mathematics Achievement.....	10
Locus of Control.....	12
Synthesis.....	13
Conceptual Framework.....	15
Paradigm.....	17
Statement of the Problem.....	18
Hypotheses.....	19
Significance of the Study.....	20
Scope and Limitation.....	22
Definition of Terms.....	23



II	METHOD.....	25
	Research Design.....	25
	Respondents.....	26
	Instruments.....	27
	Statistical Treatment.....	32
	Procedure.....	33
III	RESULTS.....	36
IV	DISCUSSION.....	41
V	SUMMARY, CONCLUSION AND RECOMMENDATION.....	50
	REFERENCES.....	54
	APPENDIX.....	59



LIST OF TABLES

Tables		Page
1	Profile of the Students' Mathematics Achievement, Mathematics Attitudes and Locus of Control.....	36
2	Difference between Male and Female Respondents on Achievement, Mathematics Attitudes and Locus of Control.....	37
3	The Relationship of Mathematics Attitudes and Mathematics Achievement: Locus of Control and Mathematics Attitudes of Senior High School Students in Catholic Schools in Metro Manila.....	39
APPENDIX		
A	The Mathematics Attitudes, Locus of Control, and Mathematics Achievement Scores of Male Senior High School Students.....	59
B	The Mathematics Attitudes, Locus of Control, Mathematics Achievement Scores of Senior Female High School Students.....	63
C	Mathematics Achievement Test Direction.....	67
D	Mathematics Attitude Inventory Directions.....	69
E	Locus of Control Directions.....	70
F	Correlation and Stepwise Regression.....	71

