

CHAPTER 2: REVIEW OF RELATED LITERATURE

Al Shabibi, A., & Alkharushi, H. (2018) conducted a study to see the significant difference in mathematical problem solving skills of students for gender. The sample of the study was 90 randomly selected from the school of the governorate in the Sultanate of Oman. The descriptive research design was employed in the study. Findings revealed that there was no significant difference in the meta-cognitive skills between male and female students. But there was a statistically significant difference in mathematical problem solving concerning gender.


Simegn, E.M., & Asfaw, Z.G. (2017) conducted a study to see the influence of attitude towards mathematics on the achievement of students in relation to comparison of male and female students. A total sample of 367 students was considered for the study in which 240 10th grade & 127 12th grade students of general secondary and preparatory school in Wolkite town was taken. In the study a stratified random sampling technique was used. Attitude Towards Mathematics Inventory (ATMI) was used. In this study descriptive survey design was used. Findings revealed that female students' attitude level for each component of attitude was less than male counterparts. The achievement of girls was poor as compared to boys. There was a positive correlation between attitude of students and achievement in mathematics.


Ramana, M.V. (2016) conducted a study to make a comparison of attitude towards the mathematics of private school students concerning gender. The sample of the study was 400 students of primary and higher classes from private recognised schools of Telengana state in Hyderabad city. Findings revealed that no significant difference was observed in attitude towards mathematics among boys & girls.

Kundu, A. & Ghose, A. (2016) conducted a study on higher secondary school students to see the effect of attitude towards

mathematics on achievement in mathematics. The sample consisted of 784 students of class IX selected from the school in the southern district of west Bengal. Modified Fenma-Sherman mathematics attitude scale was used to measure the attitude towards mathematics. Pearson's product-moment correlation was employed in order to see the relationship between attitude towards mathematics and mathematics achievement. Findings revealed that high association was found between attitude towards mathematics and achievement in mathematics both for boys and girls. Attitude to mathematics was greater in girls than boys. The achievement of girls was better than boys.

B.Senthamarai, C. Sivapragasam& R. Senthilkumar(2015) conducted a study to see the attitude of secondary school students towards mathematics in Palani Educational District of Tamilnadu, India. It was conducted on 200 samples of IX standard students which were taken from 3 types of schools i.e. Government, Government-Aided and Self-finance secondary schools through random sampling technique. The tool used was Attitude Scale towards Mathematics (ASTM). The investigator has adopted the normative survey method. Findings revealed that

 There is a significant difference between Government and Self-finance secondary school students attitude towards mathematics.

 The secondary school female students have a better attitude towards mathematics than that of male students.

Nicette, N.Ganal, & Marissa, R.Guiab(2014) studied on problems and difficulties encountered by students towards mastering learning competencies in mathematics. The study employed the descriptive survey design to identify and analyse the data. The major findings of the study were that the poor achievement in mathematics is

caused by problems such as student's ability and attitude towards the subject.

Mhanta, Sabita and Islam Motidul,(2003) conducted a study on attitude of secondary students towards mathematics and its relationship with achievement in mathematics in the study. The study was conducted upon 553 male and 504 female students in kamrup district of Assam and found that achievement and attitude towards mathematics is highly correlated and boys show positive attitude towards mathematics than girls.

Kaur, S.(2014) conducted a study on 370 secondary school students of Jalandhar district to identify the influence of attitude towards mathematics, gender and their interaction on achievement in mathematics and academic stress. Tools used for the data collection were achievement test for mathematics by Jaiswal& Hassan. Mathematics attitude scale by Yadav(1984), Academic stress scale by Bisht(1992). Significant influence of positive or negative attitude towards mathematics on achievement in mathematics and academic stress was observed. Boys and girls were not found to be different concerning achievement in mathematics and academic stress. There was no influence of interaction between gender and attitude towards mathematics on achievement in mathematics.

The researcher reviewed the various studies and realized the attitude towards mathematics is affecting the achievement in mathematics. Also most of the researches came to the conclusion that there is a significant difference between the attitude of girls and boys. But the researcher could not find sufficient researches where the management of school is the variable. So the researcher felt the need to undertake a research where the type of school i.e. Government & Private schools affect the attitude towards mathematics. The researcher could not find

many researches in the Balangir district, Odisha area. Therefore she felt the need for studying the attitude towards mathematics in secondary school students. Therefore this present study aims to address this gap in the literature.