

Relational Effect of Parent Interest, Basic School Attended, Gender, and Scare of Basic School Mathematics Teacher on Student Interest in Mathematics

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Abstract : Interest in subject specific is very essential in the quest to ensure effective teaching and learning. In building interest in subject specific areas requires certain factors and strategies well-spelled out. The factors such as the gender of the student, the type of basic school attended, the parent interest as well as the scare of the basic school mathematics teacher is very important to consider. The relational effect and the contribution these above mentioned variables on student have not been fully investigated and this paper address the effect of these factors on the student interest. In the attainment of this goal, the current paper addresses the effect of parent interest, the type of basic school attended, the scare by basic school mathematics teacher and its effect on student's interest in mathematics. A cross sectional data collected from two hundred and sixty post-secondary school student were analyzed using descriptive and inferential statistical methods by aid of SPSS version 16. The study found that parent interest and value for mathematics significantly influenced students interest and joy in solving mathematical problems. Moreover, we also observed that the fear imposed by basic school mathematics teachers was found to significantly influence students' interest. The study further found that the type of basic school attended and gender are factors that do not influence students' interest in mathematics. In addition to concluding that a student's interest is influenced by both parent interest and the fear of basic school mathematics teacher, the study also showed that the type of basic school attended and gender does not affect the students' interest in mathematics.

Keywords : gender, mathematics interest, teacher interest, teacher interest, student interest

Conference Title : ICHE 2016 : International Conference on Higher Education

Conference Location : Boston, United States

Conference Dates : April 25-26, 2016