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Relationship between Socio Epistemological Beliefs of Mathematics Teachers on Interest of Secondary School Students towards Mathematics

DURGA PRASAD BOMMADEVARA
Research Scholar, Education Department,
RKDF University, Bhopal (MP)

Prof. (Dr.) M.S. Pawar
HOD, Education Department,
RKDF University, Bhopal (MP)

ABSTRACT:

Present study aimed to identify the relationship between Socio epistemological Beliefs of Mathematics Teachers and Interest of Secondary School Students towards Mathematics. For the present study 50 Teachers, 50 girl and 50 boy students of State Board of Hyderabad District were taken, for the Assessment of Socio epistemological Beliefs the "The Epistemological Belief Scale" was used and Interest measured by Attitude towards Mathematics Instrument by Jennifer blackwair was used and Pearson Product-Moment Correlation Analysis were employed for the data analysis.

Results indicate that the correlation between Socio epistemological Beliefs of Mathematics teachers and Interest of Secondary School Girl and Boy's Students towards Mathematics of Students studying in Schools affiliated to State Board are positive. Means there is significance correlation shown between Socio epistemological Beliefs of Mathematics teachers and Interest of Secondary School Students towards Mathematics.

Keywords: Socio-epistemological beliefs and Interest, Teachers, Students, State Board of Hyderabad

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INTRODUCTION

In the realm of human development, through various civilizations over centuries in the past education has played a very important role in transforming a human being into a useful citizen. In every society education make life both for the individual and the community happy, Prosperous and enjoyable. The society's progress and development depends of upon how its children are transformed and trained in different branches of knowledge. The social functions of education include the transmission of culture value and beliefs, and of skills and experience as well as the transmission of system of working in life.

Educators are one of the significant partners during the time spent instructing and learning. They impact understudies' learning in more than one way. Their teaching methods and conduct in the study hall isn't just influenced by their insight into the topic yet additionally their origination about the subject, about the understudies, about learning or all in all their conviction frameworks in general. There are various investigates demonstrating that instructor convictions in a few way impact their instructional arrangement and instructional practice (Nespor, 1987; Pajares, 1992; Abd-El Khalick, Bell and Lederman, 1998; Lederman, 1992; Lederman, 1999). Besides, effect of educators' convictions don't confine to their instructive practices yet additionally have a course on the nature of understudy perception (Maor and Taylor, 1995) and even understudies' close to home builds. Henceforth, it isn't simply essential to focus on what goes on in the homeroom; however, what goes on in the students' head and furthermore what the instructor makes out of it. To like this point, it is important to investigate instructors' observations and translations of the connections inside the homeroom. In this way,

there is a need in exploration to unwind instructors' convictions about what can be considered information, where information is found, and how information builds (Schraw and Olafson, 2008) - for example their epistemological direction.

Mahatma Gandhi, Swami Vivekanand and many more other Educational Thinkers have been said that education should bring out the best in child's body, mind and spirit.

The human behavior is controlled; directed and modified through certain reference motives. When a person is hungry he searches for food, or made shelter for safety. We will always be able to trace some such elements which imitate his activities, guide them and modify his behavior in the light of his success and failure.

Every new research evolves from the existing knowledge of that particular concept. The result, theories and accepted outcomes of the already conducted studies related to any specific topic ought to be under stood in depth to reach new conclusions. The researcher has critically analyzed the previous studies related to the topic of education concerning motivation. An intensive and exhaustive survey of related literature has done before selecting the present study this offered a fascinating experience.

YingTienWu & ChinChungTsai (2010), studied and found that significantly correlated student's beliefs about the justification of scientific knowledge were with their reasoning quality; cognitive structures as well as their usage of the information processing mode, 'comparing,' were positively correlated with their reasoning quality. **Kudret Ozkal, et al** (2017) studied and found that failed to indicate any relationship between father work-status, buying daily newspaper and epistemological beliefs. In addition, Multivariate Analysis of Variance indicated that boys more

likely to have tentative beliefs compared to girls. **UlrichTrautweinOliverLüdtke (2007)** viewed on fourteen principles by which one will become successful, happy and effective person. Clarity of goals and purpose in life is one by which one important principle would use creative faculty to develop strategies in achieving the aim and to be a successful it is important to have an aim to defmiteness of purpose of which a person can be motivated.

METHODOLOGY (a) Sample Techniques-Sample for the present study consists of 50 Teachers, 50 Girl and 50 Boy students randomly selected from State Board of Hyderabad, State Telangana.

(b) Tool used- The Epistemological Belief Scale was used and Interest measured by Attitude towards Mathematics Instrument by Jennifer blackwair

(c) Data Analysis- The data analyzed with the help of Pearson Product-Moment Correlation.

(d) Objective of the Study

- To Study Correlation between Socio epistemological Beliefs of Mathematics teachers and Interest of Secondary School Girl's Students towards Mathematics
- To study Correlation between Socio epistemological Beliefs of Mathematics male teachers and Interest of Secondary School Boy's Students towards Mathematics

(e) Hypothesis of the study

I. There is no significant Correlation between Socio epistemological Beliefs of Mathematics teachers and Interest of Secondary School Girl's Students towards Mathematics

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II. There is no significant Correlation between Socio epistemological Beliefs of Mathematics male teachers and Interest of Secondary School Boy's Students towards Mathematics

INTERPTATION

Hypothesis 1: There is no significant Correlation between Socio epistemological Beliefs of Mathematics teachers and Interest of Secondary School Girl's Students towards Mathematics

TABLE - 1
Socio epistemological Beliefs of Mathematics teachers and Interest of Secondary School Girl's Students towards Mathematics

Variable	Number	r	nature	significance
Socio epistemological Beliefs of Mathematics teachers	100	0.546	positive	significant
Interest of Secondary School Girl's Students towards Mathematics				

(Table value at the df=99/0.01 level is 0.354)

Inference-1

Above table reveals that coefficient of correlation of Socio epistemological Beliefs of Mathematics teachers and Interest of Secondary School Girl's Students towards Mathematics (n=100) is 0.546, whereas the table value of coefficient of correlation is 0.354, which is less than calculated value, so there is significant correlation between Socio epistemological Beliefs of Mathematics teachers and Interest of Secondary School Girl's Students towards Mathematics. Therefore the null hypothesis, "There is no significant Correlation between Socio epistemological Beliefs of Mathematics teachers and Interest of Secondary School Girl's Students towards Mathematics" is rejected.

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Hypothesis 2: There is no significant Correlation between Socio epistemological Beliefs of Mathematics teachers' and Interest of Secondary School Boy's Students towards Mathematics.

TABLE - 2

Socio epistemological Beliefs of Mathematics male teachers and Interest of Secondary School Boy's Students towards Mathematics

Variable	Number	R	nature	significance
Socio epistemological Beliefs of Mathematics teachers	100	0.789	positive	significant
Interest of Secondary School Boy's Students towards Mathematics				

(Table value at the df=99/0.01 level is 0.354)

Inference-2

Above table reveals that coefficient of correlation of Socio epistemological Beliefs of Mathematics teachers and Interest of Secondary School Boy's Students towards Mathematics (n=100) is 0.789, whereas the table value of coefficient of correlation is 0.354, which is less than calculated value, so there is significant correlation between Socio epistemological Beliefs of Mathematics teachers and Interest of Secondary School Boy's Students towards Mathematics. Therefore the null hypothesis, "There is no significant Correlation between Socio epistemological Beliefs of Mathematics teachers and Interest of Secondary School boy's Students towards Mathematics" is rejected.

CONCLUSION

Results indicate that the correlation between Socio epistemological Beliefs of Mathematics teachers and Interest of Secondary School Girl and Boy's Students

towards Mathematics of Students studying in Schools affiliated to State Board are positive. Means there is significance correlation shown between Socio epistemological Beliefs of Mathematics teachers and Interest of Secondary School Students towards Mathematics.

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