

Comparative Analysis Of Positive And Negative Attitudes Toward Statistics

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ABSTRACT

Many statistics lecturers and statistics education researchers are interested to know the perception of their students' attitudes toward statistics during the statistics course. In statistics course, positive attitude toward statistics is a vital because it will be encourage students to get interested in the statistics course and in order to master the core content of the subject matters under study. Although, students who have negative attitudes toward statistics they will feel depressed especially in the given group assignment, at risk for failure, are often highly emotional, and could not move forward. Therefore, this study investigates the students' attitude towards learning statistics. Six latent constructs have been the measurement of students' attitudes toward learning statistic such as affect, cognitive competence, value, difficulty, interest, and effort. The questionnaire was adopted and adapted from the reliable and validate instrument of Survey of Attitudes towards Statistics (SATS). This study is conducted among engineering undergraduate engineering students in the university Malaysia Pahang (UMP). The respondents consist of students who were taking the applied statistics course from different faculties. From the analysis, it is found that the questionnaire is acceptable and the relationships among the constructs has been proposed and investigated. In this case, students show full effort to master the statistics course, feel statistics course enjoyable, have confidence that they have intellectual capacity, and they have more positive attitudes then negative attitudes towards statistics learning. In conclusion in terms of affect, cognitive competence, value, interest and effort construct the positive attitude towards statistics was mostly exhibited. While negative attitudes mostly exhibited by difficulty construct.

KEYWORDS: Learning; Researchers; Statistical analysis; Undergraduates

DOI: [10.1063/1.4907447](https://doi.org/10.1063/1.4907447)