

## Abstract

This study was designed to examine the attitude of grade eleven students towards mathematics, in the different school types. It sought to find out if there was any relationship between their attitude, social economic background, gender, school location, school type and their performance in mathematics. A random sample of 120 students from six schools, two technical high, two traditional high and two upgraded high were utilized. One school of each type was selected from the urban area of Kingston, Jamaica and the others from the rural parishes.

A questionnaire consisting of four sections was administered to the students. A performance profile of each student was taken and a mathematics test was also administered to each student. The research uses a non-experimental correlational design utilizing descriptive statistics, 't' test, 6 way ANOVA, Scheffe test and Parsons Correlation Coefficient. In addition, qualitative analysis of teachers of mathematics and principals administrative strategies and policies were conducted.

The results were analysed and the findings show that students in the sample had a positive attitude towards mathematics, students in urban area performed at a higher level than their counterparts in the rural area and that students from high social economic background and technical high school performed at a higher level than those from low social economic background and the other school type. The findings also indicate that administrations' ranking of mathematics impact on students' performance, and parents have the greatest influence on students forming their attitude towards mathematics.