The Planning and Attention Processes in Relation with Mathematics Achievement

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Abstract

This research was conducted to identify the planning and attention cognitive processing in relation with mathematical achievement among students of form 4 from SMK Seksyen 7 Shah Alam. Planning and attention cognitive processing are some of the important components for students in relation to mathematics achievement. This study compared such components with the gender of school students in SMK Seksyen 7, Shah Alam. The study involved 50 respondents consist of 25 male students and 25 female students. The research instrument was Cognitive Assessment System (CAS).The students' mathematics achievement was determined using their midyear mathematics exam results and recommendations of teachers. Data was analysed by using descriptive statistic, t-test and Pearson correlation. The research finding pointed out that the planning and attention cognitive processing of the students was low. Overall, there were significant relationship between planning and attention cognitive processing on mathematics achievement. There were no significant differences for mathematics achievement, planning and attention processing by gender. The level of planning and attention cognitive processing was very weak among the students. The research findings bring some meaningful implications to the understanding for low mathematics achievement with regard to the deficits in certain cognitive processing.