

The Effect of Realistic Mathematics Education Approach on Academic Achievements, Retention and Attitude of 9th Grade Students

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Abstract

The aim of this study is to examine the effect of the Realistic Mathematics Education (RME) approach to the success, the retention and the attitude of 9th grade students of secondary education on "Equation and Inequalities" on mathematics lesson. Research data was obtained with these 73 students. Semi-experimental design was used in the research. Equation and Inequalities Achievement Test (EIAT) 1, 2 and 3, Attitude Scale towards Mathematics Course (ASM) were used as data collection tools. EIAT1 and ASM pre-attitude tests was analyzed One-Way ANOVA; EIAT2, EIAT3 and ASM post-attitude test data was analyzed ANCOVA. The EIAT 2 scores of the experimental groups were found to be statistically significantly higher in favor of the experimental group compared to the EIAT2 scores of the control groups. Also, when the EIAT3 scores were compared, the difference was found to be marginally significant in favor of the experimental group. However, no statistically significant difference was found in the comparison between the two groups in the findings of the ASM. Realistic Mathematics Education is more effective in increasing students' academic achievement and retention compared to the education provided by the current curriculum.