

Abstract

Attitude towards Mathematics is an important factor that may influence learners' engagement with the subject and their academic performance. This study examined the relationship between attitude towards Mathematics and academic performance among girls in public secondary schools in Mwingi Central Sub-County, Kitui County, Kenya. The study was guided by the Theory of Planned Behaviour. A descriptive research design was adopted. The target population consisted of Form Three girls in public secondary schools in the sub-county. A sample of 300 girls was targeted, out of which 285 completed and returned the questionnaires, representing a response rate of 95%. Mathematics teachers were also involved in the study to provide complementary information. Data were collected using students' questionnaires, teacher interviews, and documentary analysis of students' Mathematics performance. Descriptive statistics and Pearson product-moment correlation were used to analyse the data. The findings showed that a majority of the girls demonstrated low attitudes towards Mathematics, with 180 (63.3%) respondents falling within the low-attitude category. The study also found a moderate positive relationship between attitude towards Mathematics and academic performance, with a correlation coefficient of $r = .58$. The study concludes that more positive attitudes towards Mathematics are associated with better academic performance among girls. The study recommends that schools, Mathematics teachers, parents, and education stakeholders should implement strategies that promote positive attitudes towards Mathematics among girls.