

THE RELATIONSHIP BETWEEN THE NUMBER OF YEARS OF
MATHEMATICS TAKEN IN LAKELAND HIGH SCHOOL
(BEGINNING WITH ALGEBRA) AND SAT-M
SCORES WITH APTITUDE DIFFERENCES
TAKEN INTO ACCOUNT

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for the
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AN ABSTRACT OF THE RELATIONSHIP BETWEEN THE
NUMBER OF YEARS OF MATHEMATICS TAKEN
IN LAKELAND HIGH SCHOOL BEGINNING
WITH ALGEBRA AND SAT-M SCORES
WITH APTITUDE DIFFERENCES
TAKEN INTO ACCOUNT

In this study the hypothesis was: There will be a statistically significant relationship between the number of years of mathematics taken in high school beginning with algebra and SAT-M scores, even after aptitude differences are taken into account. The subjects were 376 students from Lakeland High School from the graduating classes of 1976, 1977 and 1978 for whom SAT-M scores and DAT-N percentile scores were available. The following variables were compared for their relationship to SAT-M scores: DAT-N Percentile Scores, Sex, Number of Years of Mathematics, and Year of Graduation. The interaction variables: DAT-N and Sex; Number of Years of Mathematics and Sex; DAT-N and Number of Years of Mathematics; Number of Years of Mathematics, DAT-N Scores and Sex, were also investigated.

Five statistical tests were carried out: 5x3 analysis of variance employing the unweighted means technique for unequal and disproportional cell sizes, multiple linear regression, partial F test, correlation and partial correlation. As a result of all five statistical analyses, the hypothesis was accepted.

Beyond the acceptance of the hypothesis, it seems that the number of years of mathematics taken in high school may have

a greater influence on SAT-M scores than do any of the other variables investigated, and that no one aptitude level benefits more than the others from additional mathematics courses.

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