

Conceptions of the Aesthetic Values of Mathematics by University Undergraduates: Case Study of University of Ilorin, Nigeria**M. F. Salman¹, S. K. Ameen² and C. O. Adeniyi³***¹Department of Science Education, Faculty of Education, University of Ilorin, P.M.B.1515, Ilorin, Nigeria**²Departments of Mathematics, Kwara State College of Education, Ilorin, Nigeria**³Departments of Mathematics, College of Education Oro, Kwara State, Nigeria***KEYWORDS** Academic Performance. Learning Process. Descriptive Research

ABSTRACT The study examined the aesthetic values of mathematics as conceived by the undergraduates of University of Ilorin, Nigeria. A total of 513 students (mean age = 23.3 males = 279, and females=234) were selected using stratified sampling technique. However, only 470 respondents participated in the study. The participants responded to a researcher-prepared questionnaire titled "Conceptions of the Aesthetic Values of Mathematics Questionnaire. (CAVMQ). Influences of students' gender, education level and faculty on participants' responses were sought. A group means comparison using t-test and analysis of variance revealed significant differences in participants' conception of the aesthetic values of mathematics based on gender and faculty. Students' education level had no significant influence on respondents' conception of the aesthetic values of mathematics. The post-hoc analysis on faculty shows that the direction of the differences was observed in faculties of Sciences, Agriculture and Engineering. It is, therefore, recommended that learners of mathematics, right from the elementary level of education should be adequately engaged in creative, innovative and inventive activities that would provide them aesthetic experiences of mathematics.