BOOSTING STUDENTS’ CONFIDENCE IN MATH

by:

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With all due respect, every subject is indispensable for all students and educators, however, Mathematics learning and teaching functions a broad function of the academe to hone individual’s well-being.

Mathematics transforms individuals to be innovative and accountable. It empowers students to attain public demands for sufficiently experienced and flexible or workable people.

Math is a subject which is grounded on querying when students ask inquiries, the problem which they encounter may be clear or else all part of the subject might be like a mystery which creates the learning environment with less attentiveness in Math.

Most often than not, self-confidence is a severe concern for students. Those learners who have assurance in their capability may take them to a state which does not benefit them when they encounter with complications (Dweck, 2000). At the same time, competitive classroom happenings embolden learners, but it also has a adverse impact on some students’ Math accomplishments. Additionally, collaborative activities are more impactful for students. Interactive activities are beneficial for Math learners. It supports them to study Math and molds them to be self-governing learners. It entails they could unravel mathematics inquiries collaboratively than they may be able to resolve it all by themselves. However, the learners varied performance in Math depends on the role that students play in the classrooms.
Meanwhile, teachers’ noble connection with the learners boosts student’s confidence in Math (Halai, 2010). Teachers must uphold grander involvement of students in Math undertakings because there is substantial connection between math achievements, conviction, and aptitude. Educators must assist students to boost their level of confident and support them to estimate their capabilities in Math.

Furthermore, Math teachers need to be updated about the innovations on Math so that they become a moving know-how about the subject. They should accomplish achievement assessment among learners persistently as well as unceasing professional growth. So then, by this practise, they assess advancement and math accomplishments in among learners and among themselves.

As an offshoot, best students are products of best teachers. To make students to be more confident in Math, teachers must be empowered and oozing with confidence, too, before anything else because that confidence radiates and would be passed on to their students.

References: