FACTORS’ INFLUENCE THE ACADEMIC PERFORMANCE OF PUPILS IN MATHEMATICS:
A SYSTEMATIC REVIEW OF RELATED LITERATURE

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Mathematics is an essential subject in basic Education Curriculum and it is important in daily living as well as dealing with other learning areas. However, as stated by Saritas & Akdemir (2009), one of the major challenges and concerns for the teachers who are the front liner of the implementation of the curricula is to produce the quality of teaching and learning Mathematics.

This article provides several theorists, studies, and related literature to explain some factors that influence the Academic performance of Pupils in Mathematics.

Vygotsky’s Social Development Theory, that social interaction plays a fundamental role in the process of cognitive development. Cognitive development is essential in developing critical thinking which is important in solving mathematical problems. Some people can be conceptualized as the “The More Knowledgeable Other or (MKO)”. MKO refers to individual differences (Mangaoang, 2013). Teachers need to identify the individual differences of their students because their differences can assess what appropriate strategies could be fitted to their potential and abilities.

Garcia (2017) stressed that several factors are affecting the pupil’s academic performance in mathematics. When it comes to school factors, the relationship between the teacher and the students, how math teachers encourage their students to learn their subject. Furthermore, it is important for students to feel that their teacher is knowledgeable enough to teach this kind of lesson. The teacher's abilities and proficiencies also affect the
performance of the students in their studies. Their expertise in teaching mathematics and knowledge in the different concepts of mathematics are substantial.

Graetz (1995, as cited by Garcia in 2017) stated that student educational success depending on the social status of their parents. Furthermore, the parents’ income can positively affect the student’s performance in the school.

Mondal (2010), stated that teacher who is the front liner of implementing the curricula contributes to the success or failures of the learners. Moreover, another factor that may affect the academic performance of pupils is environmental factors, in the school and at the home, the conditions for learning must be favorable and adequate if teaching if teachers want to produce the desired result. Success mathematics teachers are innovative and resourceful.

Singh (2016) stressed that the performance of the students is affected by economic, social, personal, and environmental factors. Furthermore, even the demographic location of schools and students are great factors in the academic performance of students in mathematics. Undeniably, some remote schools in the Philippines continuously experiencing a scarcity of learning resources. In such a case, students could have limited resources in their lessons.

According to Jarvis, (2011 as cited by Moola in 2015), several factors affect adult learning in any particular situation and may cause adults to behave more or less closely to the core principles. It was supported by Moola, I. N. (2015), There are various factors inside and outside school that contribute to the quality of academic performance of students. This study only focused on some of the factors within the school that influence the student’s achievement scores.

According to Higher Foundation, Internal and external factors affect the student's academic performance. These full mass of reasons is at work when society refuses to take responsibility and when children themselves behave wrongly or fail to meet the required
There probably are as many factors as there are struggling students such as students, teacher, school, and family-related factors.

Despite these explanations, teachers require to do everything just to address the needs of their learners regardless of their differences and origin. Mathematics is one of the toughest subjects but with the help of teachers, it will become the easiest one.

References:

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