INCREASING MOTIVATION TO LOVE MATHEMATICS

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Mathematics has been referred by pupils as a difficult subject. It is often seen as a subject to be endured rather than to be loved and enjoyed. Based on the research conducted by Gafoor and Kurukkan (2015), 88% of the pupils-respondents selected mathematics as the subject they hated while only 6% reported to like Mathematics.

Moreover, Scarpello (2007) added that most of the Americans had stayed away from many careers that related to mathematics. This result showed that majority of the students do not like the subject. With this view, teachers must create and come up with innovative ideas to motivate the learners to love mathematics.

Middleton (1995) found out in his study that teachers has a little idea about the motivational beliefs of their students and that teachers’ anticipation on the motivation of their students largely depends on teachers’ personal conception of intrinsic motivation than their beliefs. However, Pantziara and Philippou (2013) revealed that there were factors such fear of failure, self-efficacy beliefs, and achievement goals which influenced the students’ performance and their interest in mathematics.

Understanding the different factors that affect the motivation of learners to love Mathematics would be a big leap in helping them conquer their fear in the subject. In addition to this, teachers may do home visitations relevant to pupils’ studies for motivational purposes. Teachers must be active during the discussions on mathematics concepts with their learners and and encourage learners to study hard in mathematics. Furthermore, teachers must create a significant contact with the learners in order for them to know their pupils and their individual abilities in mathematics.
Novak (2009) suggested ways on how to address the gap between fear of mathematics and fun. One of these is to study music because it is intimately connected with math. Children love singing and math concepts can be easily learned if incorporated with music. He also mentions that solving puzzles is a math activity that creates fun. Having mental math randomly also opens a door to every learner to like the subject. It excites them especially when doing it in some daily activities.

References:


