LOW INTEREST IN MATHEMATICS

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Without a second thought, few students love Mathematics!

It is a communal familiarity that Mathematics has been considered as a one of the core subjects because arithmetic and logical reasoning are the basis of science and technology. In this very intention, academic administrators highlight learner’s aptitude in computational and problem-solving competency.

However, the existence of a significant percentage of low-achieving students occurs and this is mainly attributed to teacher-led instruction, which still dominates mathematics classrooms in most Asian countries. It is worth to ponder that pupils in in each class contain diverse capabilities and henceforward demonstrate different achievements. Regrettably, in teacher pioneered class instruction, majority of students are obliged to absorb knowledge from their instructor in the same way at the same pace (Hwang et al. 2012).

Poor achieving learners, with deficient time, are mandated to accept knowledge submissively. Consequently, it is imperative for poor achieving learners to obtain extra chances to study Mathematics at their individual bound. Additionally, they can obtain instantaneous advice from their Math educator straightaway, which funds their personalized learning dynamically and prolifically. Accordingly, this may offer more chances for assisting poor achieving learner’s progress their success academically.

The poor motivation concern for majority of the learners is generally complemented by poor enthusiasm. Additionally, learners with constantly poor
academic standing in Mathematics may in due course lose their concentration and reject to learn more. This entails intricate concern: to arouse pupils to indulge themselves to learn.

In this very reason, math teachers should resort to motivational activities that will boost students’ interest to learn Math. These are actions are offshoot to rewarding and get involved scholastic understandings. Teaching pedagogy with the aid of games may aid learners’ acquisition of knowledge in ways of interest boosting and learning effects, spatial capabilities and attentiveness, context learning, and problem-solving (Li and Tsai 2013).

Anticipating these affirmative aftermaths, it is yearned that appealing and enjoyable activities can enrich and sustain the student’s interest in learning Mathematics.

References: