STUDENTS’ ATTITUDE IN MATHEMATICS CLASSROOMS

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It is frequently accepted that math is difficult, obscure, and of little interest to certain people. The study of mathematics subjects carries with it a stigma and individuals who are talented in math are often treated as though they are quite normal. Mathematics has importance over and above the application of basic numeracy skills. It is also the leading vehicle for increasing student’s logical thinking and higher-order cognitive skills.

The complexities of application that mathematics contributed in various fields adds to the stigma on why people found it to be taxing to learned with. This notion is commonly attributed to the fact that mathematics entails a lot of higher competencies in order to perform its various tasks. Since the development of higher order thinking skills takes through years of practice and expertise, grasping concepts in mathematics may also associated to the learner’s intellectual readiness and aptitude. Hence, boosting learners’ interest and motivation on the concepts of mathematics play a pivotal role in retaining and sustaining their inclination towards the subject that they typically deemed difficult to comprehend, especially the computation and solving parts.

Varying factors may affect student’s attitude towards mathematics. Such factors may encompass poor self-efficacy and even anxiety towards the subject. The influence of mathematics fretfulness varies based on each individual student. Students who suffer from different levels of mathematics anxiety typically cultivate negative attitudes and sentiments toward mathematics. By the time students participate in mathematics, their attitudes toward mathematics are reasonably stable; those students with mathematics anxiety are more likely to escape taking mathematics. The lower level of articulacy in turn decreases students’ successes in mathematics and likely contributes to negative attitudes toward mathematics.
Such poor inclination that may be resulted to poor study habits may hamper students’ performance and execution of skills needed in order for them to scaffold their understanding on the concepts of mathematics. For it is through active participation in drills and exercises that attitude and skills may be developed. Since, mathematics required board works, drills, and critical analysis, it entails students to establish focus and attention in every activity, particularly to problem solving and situational analysis. By doing so, students’ achievement may be increased significantly.

It is for such reasons that prodded to leverage on the determination of the level of students’ attitude towards the subject and the measures applied by teachers in addressing such negative attitude. Negative attitudes developed on the students may lead them to isolation and the development of anxiety and depression. Measures in such negative effects may be delineated through appropriate intervention and remediation programs that address the said issues.

References:


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