TEACHER’S BEHAVIOR AND STUDENT’S ACHIEVEMENT

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Be careful how you behave and what you say as a Math teacher because it may break or make your students achievement in Mathematics.

Teacher conducts as he/she handles her class can dictate the direction of the learner’s capability to learn Math. Educators necessitate to have discrete corroboration of enhancement without apprehension and dynamically include in pupil credence that math is bearable. They also need to give satisfactory time and reason for students to absorb Math lesson.

These circumstances can be reinforced in the Math classroom through educators’ behaviors, whatever the curriculum implemented may be. Pupils who are not getting the required backing may not be indicating the success needed to pass math classes and advance to the higher grade level.

The manner of educators and what comes out from their mouth play a vital role in the creation of perception with what is expected from the learners. Bear in mind that what the students thinks of themselves is crucial to attain success in Math.

The enthusiasm of learner’s math acquisition is impacted by previous and current teacher actions. One year of undesirable experiences in mathematics can have an influence on diminishing the student’s conviction that math learning is attainable and that everybody is adept of learning math. Pupils experience can brighten the upshot of previous manner and actions have had on the student’s accomplishment in mathematics. Lending an ear to student voices defines what is happening in the classroom can support
in generating instructional practices supporting student achievement in mathematics (Smith, 2002).

At the end of the day, even though how much a Math teacher proclaims that she did her best for the student to pass or perform well in Math class, there must be a reflection whether her behavior in instruction is in congruent to attain the common good of every student.

References: