

FACTORS AFFECTING GRADE 6 LEARNERS IN STUDYING MATHEMATICS

by:

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The journey of learning mathematics for sixth-grade pupils can be influenced by various factors that play a pivotal role in shaping their understanding, engagement, and success in this subject. These factors encompass a wide spectrum, ranging from individual characteristics to external elements within their educational environment.

Firstly, individual differences significantly impact a student's grasp of mathematics. Cognitive abilities, such as logical reasoning, problem-solving skills, and spatial awareness, greatly influence how well a student comprehends mathematical concepts. Some pupils may naturally excel in these areas, making math learning more intuitive for them, while others might require additional guidance and practice.

Moreover, a student's attitude and motivation towards mathematics play a crucial role. Intrinsic motivation, driven by personal interest and curiosity, often results in better performance compared to extrinsic motivation solely based on rewards or fear of failure. A positive mindset and belief in their capabilities can enhance a student's confidence and willingness to tackle mathematical challenges.

Family support and socio-economic background are influential factors as well. A nurturing and supportive family environment that values education and provides resources like educational materials, tutoring, and a conducive study space can significantly contribute to a child's mathematical development. Conversely, financial constraints or lack of parental involvement may hinder access to additional support and resources, impacting a child's learning experience.

The quality of teaching and the learning environment within the school also play a pivotal role in shaping a student's mathematical journey. Experienced and skilled teachers who can communicate mathematical concepts effectively, adapt teaching methods to suit diverse learning styles, and provide individualized attention can positively impact students' understanding and interest in the subject. Additionally, access to modern teaching aids, technology, and a supportive peer group can create an environment conducive to learning mathematics.

Curriculum design and educational policies also influence the mathematical learning experience of sixth-grade pupils. A well-structured curriculum that focuses on conceptual understanding, promotes critical thinking, and provides opportunities for hands-on learning can enhance students' engagement and proficiency in mathematics. Adequate allocation of instructional time and resources dedicated to mathematics within the broader educational framework is also critical.

Furthermore, societal stereotypes and cultural perceptions surrounding mathematics can shape students' attitudes and confidence in the subject. Prevailing stereotypes that label math as difficult or suitable only for certain groups can negatively impact students' self-perception and hinder their motivation to excel in mathematics.

In conclusion, the journey of sixth-grade pupils in studying mathematics is influenced by a myriad of interconnected factors, encompassing individual characteristics, family support, teaching quality, educational policies, and societal perceptions. Recognizing and addressing these factors can play a crucial role in fostering a positive and conducive learning environment that supports students in their mathematical journey, enabling them to develop a strong foundation and appreciation for the subject.

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