

Difficulties Encountered by Grade 10 – Honest Students in Mathematics in Pedro A. Paterno National High School

Luisa De Leon*

Teacher III, Department of Education, Batangas Province, Philippines

*Corresponding author: emelia.aytona001@deped.gov.ph

Abstract: This study embarked on Difficulties Encountered by Grade 10 – Honest Students in Mathematics in Pedro A. Paterno National High School. Respondents of this study were 31 students of Pedro A. Paterno National High School during school year 2018-2019. The problem aimed to assess the difficulties encountered by Grade 10 Honest students in studying Mathematics subject. The problem focuses on the reasons why some students of Grade 10- Honest hate math and the activities that may be given to students to enhance their knowledge and mastery in Mathematics. The proposed strategies/solutions which the researcher had made could be an essential factor to lessen the difficulties encountered by the students. The researcher used descriptive quantitative research design since it dwells on particular situation about present condition. The main objective of the study is to describe the nature of situation as it exists at the time of the study and explore the causes of particular phenomena. Basically, the data were gathered from 31 students of Pedro A. Paterno National High School wherein the researcher herself has been working as a classroom teacher. Self-constructed questionnaire was distributed to the respondents. The proposed action research was introduced to the researcher's immediate supervisor and immediately after his approval; the action research proposal was submitted to the District Research Committee for approval. The data obtained was carefully tabulated, evaluated and analyzed using a non-parametric statistic.

Keywords: Difficulties, Encountered, Mathematics, Students.

1. Rationale

It is commonly accepted that Mathematics is difficult and of little interest to certain people. Mathematics has importance over and above the application of basic numeracy skills. It is also the prime vehicle for developing student logical thinking and higher-order cognitive skills.

Based on Edward A. Silver mathematical problem posing in Mathematics classes all levels of schooling in all countries of the world, students can be observed solving problems, the quality and authenticity of these Mathematics problem has been the subject of many discussions and debates in recent years. Much of this attention has resulted in a rich, more diverse collection of problem beings incorporated into school Mathematics circular. Although the problems themselves have received much scrutiny, less attention has been paid to

diversifying the sources for the problems that students are asked to consider in school. Students are almost always asked to solve only the problems that have been presented by a teacher or a textbook. Students are rarely, if ever given opportunities to pose in some public way their own Mathematics problem.

On the other hand, contemporary constructivist theories of teaching and learning require that acknowledge the importance of student, generated problem posing as a component of instructional activity.

Problem posing has been identified by some distinguished leaders in Mathematics and mathematics education [e.g. as an important aspect of Mathematics education. (e.g., Freudenthal, 1973, POYLA, 1954). And problem posing has recently begun to receive increased attention in the literature in circular and pedagogical innovation in Mathematics Education.

Mayer (1998) suggests that successful problem solving depends on three components – skill, metaskill, and will – and that each of these components can be influenced by instruction. This accords with the belief that effective support of metacognitive skills need to recognise the interaction of cognitive, metacognitive and affective components of learning (Gourgey, 1998).

Teaching mathematics from a problem-solving perspective entails more than solving non-routine but often insolated problems or typical textbooks types of problem. It involves the notion that the very essence of studying mathematics is itself an exercise in exploring, conjecturing, examining, and testing on all aspects of problem solving. Task should be created and presented that are accessible to students and extend their knowledge of mathematics and problem solving. Students should be given opportunities to formulate problems from given situation and create new problem by modifying the condition of a given problem.

Mathematics is an essential discipline in today's world. It is powerful tool for understanding the world around perspective of the important issues facing as individuals, families, businesses, and nation. Math surrounds us; Math skills and capabilities were use every day-form balancing check books to advertising agencies to doctors; from retailers to builders, lawyers and accountants. Everyone needs some level of specific

mathematics knowledge. Most professions use math to perform job better and to get ahead in the world.

2. Action Research Questions

1. What difficulties were encountered by Grade 10 - Honesty students in Mathematics?
2. What are the reasons why some students of Grade 10- Honesty hate math?
3. What activities may be given to students to enhance their knowledge and mastery in Mathematics?

3. Proposed Innovation, Intervention and Strategies

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The proposed strategies/solutions which the researcher had made which she believed could be an essential factor to lessen the difficulties encountered by the students.

- Survey form

Construct questions to address the difficulties encountered by the Grade 10 –Honesty Students in mathematics.

4. Action Research Methods

A. Participants and/or other sources of data and information

This study embarked on Difficulties Encountered by Grade 10 – Honesty Students in Mathematics in Pedro A. Paterno National High School. Respondents of this study were 31 students of Pedro A. Paterno National High School during school year 2018-2019.

B. Data Gathering Methods

The researcher used descriptive quantitative research design since it dwells on particular situation about present condition. The main objective of the study is to describe the nature of situation as it exists at the time of the study and explore the causes of particular phenomena. Basically, the data were gathered from 31 students of Pedro A. Paterno National High School wherein the researcher herself has been working as a classroom teacher. Self- constructed questionnaire was distributed to the respondents. The proposed action research was introduced to the researcher’s immediate supervisor and immediately after his approval; the action research proposal was submitted to the District Research Committee for approval.

C. Data Analysis Plan

The data obtained was carefully tabulated, evaluated and analyzed using a non-parametric statistic to identify the factors that led students to bullying in Pedro A. Paterno National High School. The data and information gathered was analyzed using the following tools:

1. *Frequency*: It is defined as the arrangement of data shows the frequency of different values or group of values of variables.
2. *Percentage*: This was used to indicate the frequency of the sample wherein scores fall into specific group.

5. Results and Discussions

After the administration of the data gathering procedures, the following data was obtained by the researchers.

Table 1

Difficulties Encountered by Grade 8 SSC students in Solving Mathematical Problems	Frequency	Percent
Doing activities	6	19.35
Answering questions	3	9.68
Doing homework	5	16.13
Multiplying and dividing numbers	0	0
Solving and analyzing problems	17	54.84
TOTAL	31	100

Table 1 shows 17 or 54.84% of the students agreed that Solving and analyzing problems is one of the most common difficulties encountered by the Grade 10 - Honesty students in Solving mathematical problems, while 6 or 19.35% of the students agreed the second common difficulties they encountered was doing activities.

Table 2

Reasons why students hate mathematics	Frequency	Percent
Misunderstanding instruction	18	58.06
Lack of stimulation	4	12.90
Negative attitude of students	5	16.13
Student self-expectation	1	3.23
Teacher assumption	3	9.68
TOTAL	31	100

Table 2 shows 18 or 58.06% of the students agreed that Misunderstanding instruction is the most common reasons why students hate mathematics, and those students prove that. As we all know if we can’t understand the instruction, we can’t do our activities or tasks properly. And even those simple tasks that our teacher give, we even do that because we can’t understand the instruction properly. If the teacher can give as the instruction that can understand properly, we can easily make our task.

6. Conclusions and Recommendations

A. Conclusions

1. Solving and analyzing problems is one of the most common difficulties encountered by the Grade 10- Honesty students in solving mathematical problems
2. Doing activities was second common difficulties they encountered.

B. Recommendations

1. Provide different activities/problems which help the students to enhance their knowledge and skills.
2. State instructions clearly that the students can be understood easily, so that they can perform the task properly.

7. Action Research Work Plan and Timeline

Activity	Objectives	Persons Involve	Time Frame
Data gathering	To address the problem encountered by the students	Grade 10 Honesty students Subject teacher	Year round

8. Cost Estimates

Ink	450
Folder	124
Bond paper	180
Total	754

9. Plans, Disseminations and Utilization

The researcher would like to present this action research on school based to serve as guide of the other teacher.

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