

Causes of poor performance of the students in learning mathematics essay sample



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BACKGROUND OF THE STUDY

This study aims to know the reason why students are having a hard time learning the subject Mathematics, and to hopefully give some ways on how they can improve their mathematical skills.

STATEMENT OF THE PROBLEM

This study aims to know the causes of poor performance of the students in learning Mathematics . Specifically, it seeks to answer the following questions:

1. What are the reasons why students are having a hard time learning the subject Mathematics?

- a. Tardiness
- b. Lack of interest in the subject
- c. Poor teaching skills of the teachers
- d. The influence of his/her peers
- e. The influence of his/her environment

2. On what ways does this listed person below help the students in coping with the difficulties in learning Mathematics?

- a. Parents
- b. Teachers
- c. Friends
- d. Schoolmates

3. How can we improve our mathematical skills?

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SCOPE AND DELIMITATIONS OF THE STUDY:

This research covers all levels from elementary, highschool and college, because I personally believe that getting the needed information from this three different types of students will help me know the causes of poor performance of the students in learning Mathematics.

SIGNIFICANCE OF THE STUDY:

This study will be a great help to all the people involved. It is also beneficial to the following people:

Students. To let them know the reason why they are having a hard time coping with the subject, also for us to understand the reason that may have and specially for them to help themselves so that they may able to understand the essence of learning the subject.

Parents. For them to better understand their children and somehow they may know how they can help their children cope with the difficulties in learning the subject.

Teachers. From them to know what techniques they should do for their students to learn more and get more interested in learning the subject.

v. Definition of terms

a. Conceptual Definition

Definitions of mathematics

Main article: Definitions of mathematics

Aristotle defined mathematics as “ the science of quantity”, and this definition prevailed until the 18th century.[28] Starting in the 19th century, when the study of mathematics increased in rigor and began to address abstract topics such as group theory and projective geometry, which have no clear-cut relation to quantity and measurement, mathematicians and philosophers began to propose a variety of new definitions.[29] Some of these definitions emphasize the deductive character of much of mathematics, some emphasize its abstractness, some emphasize certain topics within mathematics. Today, no consensus on the definition of mathematics prevails, even among professionals.[7] There is not even consensus on whether mathematics is an art or a science.[8] A great many professional mathematicians take no interest in a definition of mathematics, or consider it undefinable.[7] Some just say, “ Mathematics is what mathematicians do.”[7] Three leading types of definition of mathematics are called logicist, intuitionist, and formalist, each reflecting a different philosophical school of thought.[30] All have severe problems, none has widespread acceptance, and no reconciliation seems possible.[30]

An early definition of mathematics in terms of logic was Benjamin Peirce’s “ the science that draws necessary conclusions” (1870).[31] In the *Principia Mathematica*, Bertrand Russell and Alfred North Whitehead advanced the philosophical program known as logicism, and attempted to prove that all mathematical concepts, statements, and principles can be defined and proven entirely in terms of symbolic logic. A logicist definition of

mathematics is Russell's "All Mathematics is Symbolic Logic" (1903).[32] Intuitionist definitions, developing from the philosophy of mathematician L. E. J. Brouwer, identify mathematics with certain mental phenomena. An example of an intuitionist definition is "Mathematics is the mental activity which consists in carrying out constructs one after the other." [30] A peculiarity of intuitionism is that it rejects some mathematical ideas considered valid according to other definitions. In particular, while other philosophies of mathematics allow objects that can be proven to exist even though they

cannot be constructed, intuitionism allows only mathematical objects that one can actually construct. Formalist definitions identify mathematics with its symbols and the rules for operating on them. Haskell Curry defined mathematics simply as "the science of formal systems".[33] A formal system is a set of symbols, or tokens, and some rules telling how the tokens may be combined into formula. In formal systems, the word axiom has a special meaning, different from the ordinary meaning of "a self-evident truth". In formal systems, an axiom is a combination of tokens that is included in a given formal system without needing to be derived using the rules of the system

Sources: <https://www.google.com.ph/search?q=mathematics>

<http://en.wikipedia.org/wiki/Mathematics>

Chapter 2:

A. Conceptual Framework:

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The conceptual framework explains the process, flow and direction of the study.