The Attitude Towards Mathematics:
Reasons Why Students Like or Dislike College Algebra*

Lourraine R. Botor
High School Mathematics Department
and
Yumi Vivien C. Valenzuela
Department of Mathematics
Ateneo de Naga University
Naga City, Camarines Sur, Philippines

Abstract

This study determined the attitude of the students of Ateneo de Naga University towards mathematics, its factors why student like or dislike college algebra, and the association of these factors to the performance of students in the subject. Specifically it aims to identify the factors that affect the performance of students, determine the difference in the proportion of students responding “yes” to the different indicators considered as factors affecting their attitude on the subject. Furthermore, the study evaluates the association and correlation between factors affecting the attitude of the students and their academic performance in the subject. The research design used was a descriptive-correlational method. Students currently taking up College Algebra this 2nd semester s/y 2010-2011 were the respondents of the study, they were chosen through stratified random sampling. The instrument used was a questionnaire answerable by yes or no. Descriptive measures such as frequency and percentages were used for profiling. Z-test on one proportion, phi-correlation and chi square test of independence were utilized to analyze the results. All statistical analyses used the Simplified Statistics for Beginners (SSB) software. The result showed that there is no significant association between the performance of student with gender, classification of school where they graduated and number of times college algebra was taken. There exist a significant difference on the proportions responding “yes” to the different indicators of 5 factors (teachers’ style, classroom environment, student perception, subject content and math performance) considered as affecting the attitude towards college algebra. Also, there exist a significant association between student’s perception and their academic performance.

*Presented at the 2014 Bicol Mathematics Conference held at Ateneo de Naga University on February 7–8, 2014