

Beliefs in Mathematics of Senior High School Teachers

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Abstract—There is a common notion that male students perform better in mathematics because of their inclination toward analysis, while females attribute to being diligent in submitting requirements in mathematics subjects. This study determined the beliefs in mathematics of all senior high school teachers regardless of their field of specialization. A quantitative-descriptive research design was used, and 56 of 60 senior high school teachers were selected as respondents. Findings revealed that teachers have some beliefs in Mathematics, particularly that Mathematics has its role and function in teaching, the significance, and competence in teaching Mathematics, Mathematics as a social activity and a domain of excellence. Beliefs in Mathematics of teachers have no difference according to their gender.

Keywords—Senior High School Teachers, Beliefs in Mathematics, Basilan National High School, MBRQ.

I. INTRODUCTION

In education, gender equity can be thought of as the socialization of men and women [11]. The nature of beliefs and their influence on a person's actions arouse some social psychologists to study human beliefs since the beginning of the first century [20]. Particularly in mathematics education, a researcher focused on teachers' beliefs and their interaction in teaching and learning mathematics [15].

Nisbett and Ross [14] defined beliefs as explicit propositions about the characteristics of objects. Dewey [5] described belief as the third meaning of thought, something beyond itself that asserts something about the matter of fact or principle. Rokeach [17] argued that beliefs have a cognitive component that represents knowledge capable of arousing emotion, which cannot be measured but inferred from what people say, intend, or do.

Human belief is a complex and dynamic system that is changeable based on individual evaluation and assessment from their experiences which is continuously improving [19]. Some researchers agreed that beliefs could be acquired and fostered through schooling, informal observation of others, or cultural information [1]. Beliefs in mathematics evolve and develop over time through an individual's socialization process in the daily interaction with other members of society [1].

According to Elmesky [6], in the educational context, beliefs have become a priority for the development of studies that focus on understanding interactions between teachers and students such as the influence of these beliefs on the learning process.

Research suggests that teachers' beliefs about the teaching and learning of mathematics influence how their students are likely to view the understanding of mathematics [4]. A significant positive relationship has also been found between teachers' beliefs, teachers' knowledge, and students' problem-solving achievement [16]. Because of the positive relationship between teachers' beliefs and students' learning outcomes, to improve the quality of mathematics teaching and learning, we should begin with an understanding of the conceptions held by the teachers and how these are related to their instructional practices. According to Thompson [19], failure to recognize the role that the teachers' conceptions might play in shaping their behavior is likely to result in misguided efforts to improve the quality of mathematics instruction in the schools. Often, teachers are not fully aware of their beliefs [9]. By helping them to define their implicit theories, they may become more reflective [10]. If teachers have a chance to reflect upon their own beliefs and behaviors, then most likely, the teachers will be able to remember and provide decisions that affect the learning of their students [12].

Ernest [7] describes five educational ideologies in mathematics while claiming that teachers' views on mathematics affect their teaching and student learning processes. The five ideologies started at first with mathematics as a set of truths and rules, then as an unquestioned body of sound knowledge, and further followed as a body of pure structured understanding. After the three stages, the teaching process will be characterized by which teachers facilitate personal exploration and try to prevent failures. Lastly, teaching involves discussions of cognitive conflicts and questioning the content and teaching pedagogy.

The belief of teachers in Mathematics may provide a contextual remedy for the learners' learning. Quiliban and Arriola [21] found out that senior high school students have some belief in mathematics. From this perspective, the present investigation was conducted to identify the beliefs of teachers in mathematics.

II. METHODOLOGY

A descriptive-quantitative research design was used and the target population is the senior high school teachers in Basilan National High School (BNHS), Isabela City, Basilan Province, Philippines. There are 60 senior high school students assigned under the department, of which 56 were selected as respondents. Using a Mathematics-Related Belief Questionnaire (MBRQ) which was formulated by Op't Eynde

Mathematics For High School Teachers

**Margaret (Peg) Smith, Michael D.
Steele, Miriam Gamoran Sherin**



Mathematics For High School Teachers:

Styles and Strategies for Teaching High School Mathematics Edward J. Thomas, John R. Brunsting, Pam L.

Warrick, 2010-08-10 One key to raising achievement in mathematics is to recognize that all students have preferred styles of thinking and learning. By rotating teaching strategies you can reach learners through their preferred styles as well as challenge students to think in other styles. Styles and Strategies for Teaching High School Mathematics provides a set of powerful research-based strategies to help high school teachers differentiate mathematics instruction and assessment according to their students' learning styles. Presenting four distinct mathematical learning styles: Mastery, Understanding, Self-Expressive, and Interpersonal, this book offers classroom-tested instructional strategies that can be mixed and matched to reach all learners. Compatible with any curriculum or textbook, the book explains how the strategies address NCTM process standards and students' learning styles. Includes step-by-step directions, examples, and planning considerations for each strategy. Provides reproducible forms for implementing the strategies. Offers variations and ways to adapt each strategy to meet a variety of instructional demands. With assessment components woven throughout, this invaluable guide helps high school mathematics teachers effectively reach and teach today's adolescents.

Mathematics for High School Teachers

Zalman Usiskin, 2003 For algebra or geometry courses for teachers, courses in topics of mathematics capstone courses for teachers or other students of mathematics, graduate courses for practicing teachers or students who want a better understanding of mathematics. Filling a wide gap in the market, this text provides current and prospective high school teachers with an advanced treatment of mathematics that will help them understand the connections between the mathematics they will be teaching and the mathematics learned in college. It presents in-depth coverage of the most important concepts in high school mathematics: real numbers, functions, congruence, similarity, and more.

Mathematics for Secondary School Teachers Elizabeth G. Bremigan, Ralph J. Bremigan, John D. Lorch, 2011 Mathematics for Secondary School Teachers discusses topics of central importance in the secondary school mathematics curriculum, including functions, polynomials, trigonometry, exponential and logarithmic functions, number and operation, and measurement. Acknowledging diversity in the mathematical backgrounds of pre-service teachers and in the goals of teacher preparation programs, the authors have written a flexible text through which instructors can emphasize any of the following: Basics, exploration of key pre-college topics from intuitive and rigorous points of view; Connections, exploration of relationships among topics using tools from college-level mathematics; Extensions, exploration of college-level mathematical topics that have a compelling relationship to pre-college mathematics. Mathematics for Secondary School Teachers provides a balance of discovery learning and direct instruction. Activities and exercises address the range of learning objectives appropriate for future teachers. Beyond the obvious goals of conceptual understanding and computational fluency, readers are invited to devise mathematical explanations and arguments, create examples and visual representations, remediate typical student errors and misconceptions.

and analyze student work Introductory discussion questions encourage prospective teachers to take stock of their knowledge of pre college topics A rich collection of exercises of widely varying degrees of difficulty is integrated with the text Activities and exercises are easily adapted to the settings of individual assignments group projects and classroom discussions Mathematics for Secondary School Teachers is primarily intended as the text for a bridge or capstone course for pre service secondary school mathematics teachers It can also be used in alternative licensure programs as a supplement to a mathematics methods course as the text for a graduate course for in service teachers and as a resource and reference for in service faculty development

High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice Robert Q. Berry III, Basil M. Conway IV, Brian R. Lawler, John W. Staley, 2020-03-09 Empower students to be the change join the teaching mathematics for social justice movement We live in an era in which students have through various media and their lived experiences a more visceral experience of social economic and environmental injustices However when people think of social justice mathematics is rarely the first thing that comes to mind Through model lessons developed by over 30 diverse contributors this book brings seemingly abstract high school mathematics content to life by connecting it to the issues students see and want to change in the world Along with expert guidance from the lead authors the lessons in this book explain how to teach mathematics for self and community empowerment It walks teachers step by step through the process of using mathematics across all high school content domains as a tool to explore understand and respond to issues of social injustice including environmental injustice wealth inequality food insecurity and gender LGBTQ and racial discrimination This book features Content cross referenced by mathematical concept and social issues Downloadable instructional materials for student use User friendly and logical interior design for daily use Guidance for designing and implementing social justice lessons driven by your own students unique passions and challenges Timelier than ever teaching mathematics through the lens of social justice will connect content to students daily lives fortify their mathematical understanding and expose them to issues that will make them responsive citizens and leaders in the future

Empowering the Beginning Teacher of Mathematics in High School Michael F. Chappell, Jane F. Schielack, Jeffrey Choppin, Jenny Salls, Sharon Zagorski, 2004 Those beginning their journeys as teachers of mathematics will encounter challenges both inside and outside the classroom These volumes have been compiled to help new teachers reach their full potential as mathematics educators thereby improving the mathematics learning of their students The resources in these books highlight six broad categories professional growth curriculum and instruction classroom level assessment classroom management and organisation equity and school and community This book s ideas and advice from experienced educators are designed to help beginning high school teachers reach their full potential thereby improving the mathematics learning of their students The authors address the complex issues of classroom management assessment questioning equity and more that high school teachers face daily with their students

Your Mathematics Standards Companion, High School Frederick L. Dillon, W. Gary

Martin, Basil M. Conway IV, Marilyn E. Strutchens, 2018-02-06 Transforming the standards into learning outcomes just got a lot easier In this resource you can see in an instant how teaching to your state standards should look and sound in the classroom Under the premise that math is math the authors provide a Cross Referencing Index for states implementing their own specific mathematics standards allowing you to see and understand which page number to turn to for standards based teaching ideas It's all here page by page The mathematical progression of each conceptual category starting with modeling as a unifying theme and moving through number and quantity algebra functions geometry and statistics and probability building from eighth grade standards The mathematics embedded in each conceptual category for a deeper understanding of the content How standards connect within and across domains and to previous grade standards so teachers can better appreciate how they relate How content standards connect with the standards for mathematical practice with a focus on modeling as a unifying theme Example tasks progressions of tasks and descriptions of what teachers and students should be doing to foster deep learning Your Mathematics Standards Companion is your one stop guide for teaching planning assessing collaborating and designing powerful high school mathematics curriculum in any state or district [Exemplary Practices for Secondary Math Teachers](#) Alfred S. Posamentier, Daniel Jaye, 2007-03-15 Every year new secondary mathematics teachers take up positions in middle and high schools The luckiest novices receive assistance from a coach or mentor a master mathematics teacher who makes constructive comments models effective approaches and illuminates other practical aspects of teaching secondary math But many new teachers don't have this advantage and must further their development on their own If you are one of these teachers this is the book you need In these pages veteran mathematics educators Alfred S Posamentier Daniel Jaye and Stephen Krulik present a treasure chest of ideas to guide new secondary math teachers through the challenging first few months and also provide more experienced teachers with interesting alternatives to familiar methods The topics covered include The most effective instructional practices The best uses of the textbook Designing successful lessons Creating homework that promotes learning Incorporating challenge Teaching reasoning and problem solving Strategies for assessment and grading Specific innovative ideas for teaching key concepts Options for extracurricular activities Long term professional enrichment and growth It's during the first few years of a teacher's experience that he or she develops the habits methods procedures and techniques that tend to define a career Exemplary Practices for Secondary Math Teachers provides both a foundation for excellence and a touchstone for years to come Note This product listing is for the Adobe Acrobat PDF version of the book *The Five Practices in Practice [High School]* Margaret (Peg) Smith, Michael D. Steele, Miriam Gamoran Sherin, 2020-02-26 This book makes the five practices accessible for high school mathematics teachers Teachers will see themselves and their classrooms throughout the book High school mathematics departments and teams can use this book as a framework for engaging professional collaboration I am particularly excited that this book situates the five practices as ambitious and equitable practices Robert Q Berry III NCTM President 2018-2020 Samuel Braley

Gray Professor of Mathematics Education University of Virginia Take a deeper dive into understanding the five practices anticipating monitoring selecting sequencing and connecting for facilitating productive mathematical conversations in your high school classrooms and learn to apply them with confidence This follow up to the modern classic 5 Practices for Orchestrating Productive Mathematics Discussions shows the five practices in action in high school classrooms and empowers teachers to be prepared for and overcome the challenges common to orchestrating math discussions The chapters unpack the five practices and guide teachers to a deeper understanding of how to use each practice effectively in an inquiry oriented classroom This book will help you launch meaningful mathematical discussion through Key questions to set learning goals identify high level tasks anticipate student responses and develop targeted assessing and advancing questions that jumpstart productive discussion before class begins Video excerpts from real high school classrooms that vividly illustrate the five practices in action and include built in opportunities for you to consider effective ways to monitor students ideas and successful approaches for selecting sequencing and connecting students ideas during instruction Pause and Consider prompts that help you reflect on an issue and in some cases draw on your own classroom experience prior to reading more about it Linking To Your Own Instruction sections help you implement the five practices with confidence in your own instruction The book and companion website provide an array of resources including planning templates sample lesson plans completed monitoring tools and mathematical tasks Enhance your fluency in the five practices to bring powerful discussions of mathematical concepts to life in your classroom *Embracing Reason* Daniel Chazan, Sandra Callis, Michael

Lehman, 2009-12-16 This book tells a single story in many voices about a serious and sustained set of changes in mathematics teaching practice in a high school and how those efforts influenced and were influenced by a local university It includes the writings and perspectives of high school students high school teachers preservice teacher candidates doctoral students in mathematics education and other fields mathematics teacher educators and other education faculty As a whole this case study provides an opportunity to reflect on reform visions of mathematics for all students and the challenges inherent in the implementation of these visions in US schools It challenges us to rethink boundaries between theory and practice and the relative roles of teachers and university faculty in educational endeavors **The Common Core Mathematics**

Companion: The Standards Decoded, High School Frederick L. Dillon, W. Gary Martin, Basil M. Conway IV, Marilyn E. Strutchens, 2017-09-12 Your User's Guide to the Mathematics Standards When it comes to mathematics standards aligned is achievement aligned In the short time since The Common Core Mathematics Companions for grades K 2 3 5 and 6 8 burst on the scene they have been lauded as the best resources for making critical mathematics ideas easy to teach With this brand new volume high school mathematics success is at your fingertips Page by page the authors lay out the pieces of an in depth explanation including The mathematical progression of each conceptual category starting with modeling as a unifying theme and moving through number quantity algebra functions geometry and statistics and probability building from the 8th grade

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