factors affecting Mathematical Ability among senior high school students

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Abstract

The study was conducted to find out what factors significantly predict mathematical ability. Specifically, it established the relationship among teachers’ competence, classroom environment, learning styles, and mathematical ability. Descriptive, correlational and causal comparative designs were utilized in this study. The data were gathered from senior high school students. Moreover, sets of adopted survey questionnaires were used as instruments to obtain information from the participants. Mean, pearson product moment correlation and multiple regression analysis were the statistical tool used. The findings revealed that reflector and activist learner and role of students/peers found to be significant predictors of mathematical ability. Thus, teachers handling mathematics subjects may integrate or use student reflections in their mathematics class. Reflection may provide an opportunity for the students to realize when to ask and receive help, contribute to the teaching-learning environment, and as a result students will learn the materials of the course. Mathematics classes may project an environment that encourages students to share (orally and in writing) what they learned in the previous lessons. This activity may help develop students to become reflective learner.

*Keywords:* Mathematics Education, Teachers’ Competence, Classroom Environment, Learning Style, Mathematical Ability