



TEACHERS' ATTITUDES TOWARDS MATHEMATICS SUBJECTS IN THE DIVISION SCHOOLS OF NUEVA ECIJA

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Abstract

The study investigated the personal attributes and attitudes of Mathematics teachers toward teaching Mathematics. The study used 141 Mathematics teachers from 21 public high schools in the Congressional District IV of Nueva Ecija during school year 2016-2017. The descriptive research and correlation method of research were used by with the questionnaire as the main tool in the data gathering. Specifically, the study answered questions on the profile of the mathematics teacher-respondents, their attitudes in Mathematics and the significant relationship and difference between the given variables. Most of the respondents were between 33-42 years old and females; married; have only their bachelor's degree and not pursue graduate studies; with between 6 – 10 years in service and are all licensed professional teachers; experienced to handle one year level only and teach Mathematics subject. This study suggested that regardless of the profile of a teacher, one can be as effective and efficient with the help of positive and right attitudes.

Keywords:

attributes; attitudes; enjoyment; anxiety; motivation; value; self - confidence

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1. INTRODUCTION

Students' learning is the result of teachers' attributes and knowledge in mathematics and instructional skill. The teachers' personal attributes are inherent personality traits that all teachers possess, and exhibit to varying degrees (Cruickshank, et. al. 2006).

One of the teachers' attributes most closely links to desirable outcomes is enthusiasm. Enthusiastic teachers convey to students that they are confident, that they enjoy what they are doing, that they trust and respect students, and that they teach a valuable and enjoyable subject (Ellis, 2001). Enthusiastic teaching helps students persist at task, motivates them and leads to increased learning and satisfaction.

The National Council of Teachers of Mathematics (NCTM) (2000) Standards emphasizes that effective teaching involves observing the students, paying close attention to the thoughts and explanations of students, having mathematical objectives and using knowledge when taking instructional decisions. Teachers using these practices motivate their students to mathematical thinking and reasoning and provide learning opportunities for students at every level of understanding that will challenge them (NCTM, 2000: 19). Therefore, the PCK of a teacher is one of the concepts that have to be considered as first priority when it comes to supporting/developing students' mathematical thinking.

Maligalig and Albert (2008) claimed that the low achievement rates of both elementary and secondary

school in the National Achievement Tests are indicative of the low quality of basic education. A contributing factor to the low quality of basic education is the lack of competent teachers who are the primary resource for elementary and secondary students in lieu of books and other learning materials.

Review of Related Literature

The Teacher

A key factor in effective math education is teacher competency. Schulman's work on Mathematical Knowledge for Teaching (MKT) advances the concept that Mathematics teachers should develop their Subject Matter Knowledge (SMK) and Pedagogical Content Knowledge (PCK), to effectively facilitate Mathematics learning of students.

Teachers are the key to improving mathematics education. The preparation, certification, ongoing professional development and attitude of teachers define the outcome of their teaching experience on their students.

Teacher Quality in the Philippines

The Philippine Professional Standards for Teachers (PPST) defines teacher quality in the Philippines which was stated in DepEd Order No. 42, s. 2017. The standards describe the expectations of teachers' increasing levels of knowledge, practice and professional arrangement. At the same time, the standards allow for teachers' growing understanding, applied with increasing sophistication across broader and more complex range of teaching-learning situations.

The following describes the breadth of 7 domains that are required by teachers to be effective in

the 21st Century in the Philippines. Quality teachers in the country should possess, secure or monitor the following: (1) Content Knowledge and Pedagogy, (2) Learning Environment, (3) Diversity of Learners, (4) Curriculum and Planning, (5) Assessment and Reporting, (6) Community Linkages and Professional Involvement and (7) Personal Growth and Professional Development. Indicators were also set to measure the extent of the teachers' performance in relation to the different domains.

Quality teachers in the Philippines need to possess the following characteristics:

Teachers recognize the importance of the mastery of content knowledge and its interconnectedness within and across the curriculum areas coupled with a sound and critical understanding of the application of the theories and principles of teaching and learning. They apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. They display proficiency to facilitate teaching and learning process, as well as exhibit the needed skills in the use of communication, strategies and technologies to promote high – quality learning outcomes.

Teachers provide learning environments that are safe, secure and supportive in order to promote learner responsibility and achievement. They create learning – focused and efficiently manage learner behavior in a physical and virtual space. They utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards attainment of high learning standards.

Quality teachers respect learners' diverse characteristics and experiences as inputs to the planning and design of learning opportunities.

Interaction with national and local requirements and translate curriculum content into learning activities that are relevant to learners and based on the principles of effective teaching and learning.

Application of variety of assessment tools and strategies in monitoring, evaluating and reporting learners' needs, progress and achievement and use variety of ways to inform and give feedbacks to stakeholders.

Teachers establish school – community partnerships aimed at enriching the learning environment as well as the community's engagement in the educative process.

Value personal growth and professional development and exhibit high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity is embodied in the PPST for quality teachers.

With this regard, the researcher focused the study on some of the domains stated in the Philippine Professional Standards for Teachers (PPST).

Teacher Beliefs and Attitudes

Beswick (2006) makes a distinction between beliefs and attitudes by describing beliefs as non-evaluative ideas a person regards as being true while attitudes are evaluative in nature. In addition, attitudes are the "consequence of belief but there is not a one-to-one correspondence between beliefs and attitudes". The difference between beliefs and knowledge is described by Snider and Roehl (2007) who indicate that beliefs are based on judgment and evaluation. Beliefs, unlike knowledge, are personal and do not require validation.

Saha (2007) conducted a study on gender, attitude to Mathematics, cognitive style and achievement in Mathematics. It was found that all the three contribute to statistically significant difference in achievement in Mathematics. Thomas (2006) conducted a study to determine the Attitude towards Mathematics and achievement by combining co-operative learning strategies with instruction delivered using an Integrated Learning System (ILS).

Even though Mathematics is generally regarded as important, many people have a disposition towards the subject, either positive or negative. Attitudes form a central part of a person's identity. It is quite normal to love, hate, like, dislike, favour, oppose, agree, disagree, argue and persuade. All these are evaluative responses to an object. Hence, attitudes can be defined as a summary evaluation of an object (Bramlett & Herron, 2009).

Eshun (2004, p. 2) defines an attitude as "a disposition towards an aspect of Mathematics that has been acquired by an individual through his or her beliefs and experiences but which could be changed." Schenkel (2009) maintains that attitudes towards Mathematics represent a like or dislike of the subject and they embrace beliefs, abilities and views on the usefulness of mathematics. It is interesting to note that Schackow (2005) regards beliefs as rational in nature, with attitudes stemming from beliefs.

According to Snider and Roehl (2007), the importance of teacher beliefs is increased due to a lack of consensus regarding "empirically based teaching practices" (p. 873).

Liljedahl, Rolka, and Rösken (2007) suggest the importance of considering the beliefs that are held by new teachers and caution that if beliefs are not addressed, novice teachers are likely to revert to a "method of teaching that is more reflective of their own experiences as students than of their experiences as prospective teachers. Barlow and Reddish (2006) agree with this idea and state, "Beliefs impact practices because beliefs affect how teachers see their students, how they view the practices of other teachers, and how they accept the ideas given to them to develop practice". Importantly, attempts to change the practice of teachers must involve change in their beliefs.

McCleod said that attitude toward Mathematics is related to Mathematics success in the classroom. Conversely, student's achievement can influence a student's attitude as well. Thus, it is important for teachers to improve student work to make a positive change in their attitude toward Mathematics (Ma & Xu, 2004). Hannula stated that attitudes can change in a short period of time, and sometimes dramatically (2002). Many students, especially those that are younger and less established students, their attitude toward a particular subject is proportional to their recent success in the class. A good day can sway the attitude to the positive side and conversely a bad day can swing the attitude toward the negative side. Although, in Hannula's research, an attitude is fairly stable and only minor changes occur based on successes and failures when established (2002). This is where teachers can have a great impact on the shaping of this attitude: "Teachers can reinforce the idea that Mathematics is an interesting subject, used in other disciplines, and is an admission ticket for colleges and careers." (Anderson, 2007 p. 12).

objectives of the study

- To study the profile of respondents under study

To study the respondents' attitude towards teaching Mathematics

2. METHODOLOGY

A sample consisting of 141 teachers who are handling Mathematics subject in the Junior High School of the big schools in the fourth Congressional District of Nueva Ecija for the school year 2016-2017.

Data collection sources

Primary data

A questionnaire is administered to the 141 respondents and primary data is extracted by this method.

Secondary data

Secondary data is collected through articles, websites etc.

Limitations of the study:

- Sample size is limited
- Locale of the study is limited
- Time is a major constraint

3. RESULTS AND DISCUSSION

Table: 1

Age of the respondents

23-27	28-32	33-37	38-42	43-47	48-52	53-57	58-62	63-67
11	17	24	24	20	19	19	6	1

From the above table, it is evident that out of 141 respondents one or 0.71% is between 63-67 years old, six or 4.26% are between 58-62 years old, nineteen or 13.48% are between 53-57 years old, also, nineteen or 13.48% are between 48-52 years old, twenty or 14.18% are between 43-47 years old, twenty-four or 17.02% are between 38-42 years old, twenty-four or 17.02% are between 33-37 years old, seventeen or 12.06% are between 28-32 years old and eleven or 7.80% are between 23-27 years old. This implies that most of the mathematics teacher-respondents are between 33-42 years old.

Table: 2

Gender of the respondents

Male	Female
27	114

From the above table, it is found that from the total of 141 respondents most of them are female with 80.85% and male are 19.15%. This implies that most of the mathematics teachers in public high school in Congressional District 4 of Nueva Ecija are female and more females are interested and predominant to the teaching profession than males. This finding is similar to the previous study conducted by Abrami and Appollonia (1999). They stated however that teachers' gender characteristics may not influence student's learning. This observation is supported by Centra and Caubatz (2002) and Kite (2001). This finding is also in line with Kong (2008) who declared that no research has connected test results to teacher gender.

Table: 3

Civil Status of the respondents

Single	Married	Widowed
33	105	3

From a total of 141 respondents, thirty-three or 23.4% are single, one hundred five or 74.5% are married and three or 2.10% are widowed. This implies that most of the mathematics teacher-respondents are married. General impression is that married teachers are more patient in teaching than unmarried ones. On the factor of marital status, students' achievement was significantly influenced by teacher marital status. However, the difference between the scores of the students was not significant, but the difference between the scores of the unmarried and married teachers on one hand and divorced on the other hand, was significant. Thus, the separated and divorced teachers negatively impacted on the students' academic achievement in English language, while the single and married teachers positively impacted on students' academic achievement. This finding is supported by Kong (2008), who observed that unmarried teachers are more vigorous and dedicated to their job. However, Ayeop (2003) posited that married teachers have higher satisfaction in their job.

Table: 4

Highest educational attainment of the respondents

Bachelor's Degree	Masteral Undergraduate	Masteral Graduate	Doctoral Undergraduate	Doctoral Graduate
63	54	20	1	3

From the above table, it is evident that sixty-three or 44.7% of the respondents are bachelor's degree holder only, fifty-four or 38.3% are masteral undergraduate, twenty or 14.2 are masteral graduate, only one or 0.7% is doctoral undergraduate and only three or 2.1% of the respondents are doctoral graduate. The data implies that teachers are still in the early steps of their education. They still have time ahead of them to gain more knowledge and grow professionally.

Table: 5

Years of teaching experience

1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years	31-35 years	36-40 years
20	38	23	22	14	13	10	1

Twenty or 14.2 of the respondents are between 1-5 years in teaching, thirty-eight or 27.0% are between 6-10 years in teaching, twenty-three or 16.3% are between 11-15 years in teaching, twenty-two or 15.6% are between 16-20 years in teaching, fourteen or 9.9% are between 21-25 years in teaching, thirteen or 9.2% are between 26-30 years in teaching, ten or 7.1% are between 31-35 years in teaching and only one or 0.7% is between 36-40 years in teaching. This suggests that most of the mathematics teachers in Congressional District 4 of Nueva Ecija are teaching between 6-10 years. On the study of Unal (2012), the impact of years of teaching experience on the classroom management approaches showed that in attitudes toward classroom management are based on the years of teaching.

Table: 6

Eligibility of the respondents

LET/PBET	LET/PBET and CSC/Engineering Board
136	5

It is shown by the table that one hundred thirty-six or 96.55% of the respondents are licensed professional teachers and only five or 3.5% are licensed professional teachers and Civil Service professional or registered engineers at the same time. This implies that all of the mathematics teacher-respondents are qualified to teach the subject. Since they are all qualified to teach the subject, they are expected to perform their teaching functions effectively and efficiently.

Table: 7

Year level taught of the respondents

One year level	Two-year levels	Three-year levels	Four-year levels
103	29	6	3

Out of 141 respondents, one hundred three or 73.0% taught one year level only, twenty-nine or 20.6% handled two-year levels, six or 4.3% taught three-year levels and three or 2.1% handled four-year levels. This implies that most of the mathematics teachers in Congressional District 4 of Nueva Ecija handled only one year level. This also implies that they are more focused on the content of the curriculum guide for the year level they handled.

Table: 8

Subjects handled by the respondents

Mathematics Only	Mathematics and other subjects
116	25

From the total of 141 respondents, one hundred sixteen or 82.3% are handling Mathematics subject only and twenty-five or 17.7% are handling Mathematics along with other subjects. This data suggests that most of the mathematics teachers in Congressional District 4 of Nueva Ecija are handling the subject they majored in their bachelor's degree and able to focus on the subject itself.

Table: 9

Attitudes Toward Teaching Mathematics in Terms of Value

Attitude Statement	Mean	Verbal Interpretation	Rank
1 Mathematics is important in everyday life.	4.96	Strongly Agree	1
2 Mathematics is one of the most important subjects for people to study.	4.87	Strongly Agree	2
3 I can think of many ways that I use math outside of school.	4.62	Strongly Agree	3
4 I feel math is the most important subject I teach.	4.52	Strongly Agree	4
<i>Average Mean</i>	<i>4.74</i>	<i>Strongly Agree</i>	

It is shown in the table that the respondents have a high value on the subject with 4.74. It is viewed that Mathematics is important in everyday life with a highest mean of 4.96. It is also revealed in the table that the respondents consider Mathematics as an important subject to study with a mean of 4.87. Respondents also strongly agreed that Mathematics is useful even outside the school with mean 4.62 and It is the most important

subject that anyone can teach with a mean of 4.52. It implies that Mathematics teachers have a high regard and value to the subject they are teaching. It suggests that respondents strongly agreed that mathematical skills are worthwhile and necessary.

Schenkel (2009) maintains that attitudes towards Mathematics represent a like or dislike of the subject and they embrace beliefs, abilities and views on the usefulness of mathematics. It is aligned with the present study that teachers had a high regard on the usefulness and importance of Mathematics.

Table: 10

Attitudes Toward Teaching Mathematics in Terms of Enjoyment

Attitude Statement	Mean	Verbal Interpretation	Rank
1 I have usually enjoyed studying Mathematics in school.	4.55	Strongly Agree	1.5
2 Mathematics is dull and boring.	1.87	Disagree	14
3 I like to solve new problems in Mathematics.	4.21	Strongly Agree	11
4 I would prefer to do Math than to write an essay.	4.30	Strongly Agree	9
5 My friends always come to me for help in Mathematics.	3.80	Agree	13
6 I really like Mathematics.	4.45	Strongly Agree	4
7 I am happier in a Math class than in any other class.	4.35	Strongly Agree	7
8 Mathematics is a very interesting subject.	4.55	Strongly Agree	1.5
9 I plan to take as much Mathematics as I can during my education.	4.09	Agree	12
10 The challenge of Math appeals to me.	4.23	Strongly Agree	10
11 Math is my favorite subject to teach during the day.	4.48	Strongly Agree	3
12 I am enthusiastic when teaching Math.	4.42	Strongly Agree	6
13 Generally I feel secure about the idea of teaching Mathematics.	4.30	Strongly Agree	9
14 Time passes quickly when I'm teaching Mathematics.	4.43	Strongly Agree	5
<i>Average Mean</i>	<i>4.15</i>	<i>Agree</i>	

Respondents agree that the subjects brought enjoyment to them with the over-all mean of 4.15. Mathematics was viewed as interesting and enjoyable subject by the respondents as evident to its mean of 4.55. They also have enthusiasm, feel secured and happy in teaching the subject. Respondents also strongly agree

that Math is their favorite to teach during the day. They disagree that the subject is dull and boring.

This data implies that mathematical problem-solving and challenges are enjoyable. Studies and qualitative interviews indicate a relationship between teacher's enjoyment of teaching and student's enjoyment in learning process. In addition, teacher's passion in teaching affects student's interaction with the lesson, and increases the enjoyment during class time (Witt, Wheelless, & Allen, 2004). However, there is paucity in research that demonstrates the relationship between the teacher's enthusiasm and enjoyment of teaching and students' passion toward learning. It is generally believed that if you enjoy what you are doing, you are able to do it efficiently and effectively.

Table:11

Attitudes Toward Teaching Mathematics in Terms of Self - Confidence

Attitude Statement	Mean	Verbal Interpretation	Rank
1 Mathematics does not scare me at all.	4.09	Agree	7.5
2 I have a lot of self-confidence when it comes to Mathematics.	4.04	Agree	10
3 I am able to solve Mathematics problems without too much difficulty.	3.84	Agree	17
4 I expect to do fairly well in any Math class I take.	4.10	Agree	5.5
5 I learn Mathematics easily.	3.98	Agree	14
6 I am confident that I could learn advanced Mathematics.	4.01	Agree	12
7 I am willing to take more than the required amount of Mathematics.	4.35	Strongly Agree	1
8 I am comfortable expressing my own ideas on how to look for solutions to a difficult problem in Math.	4.08	Agree	9
9 I am comfortable answering questions in Math class.	4.10	Agree	5.5
10 I believe I am good at solving Math problems.	3.87	Agree	16

11	I am confident in my understanding of the material I teach to my class.	4.18	Agree	2.5
12	I have always done well in Mathematics classes.	4.03	Agree	11
13	I am quite good at Mathematics.	3.96	Agree	15
14	I have generally done better in Mathematics courses than other courses.	3.99	Agree	13
15	Teaching Mathematics doesn't scare me at all.	4.11	Agree	4
16	I am confident about the methods of teaching Mathematics.	4.18	Agree	2.5
17	It wouldn't bother me to teach a lot of Mathematics at school.	4.09	Agree	7.5
<i>Average Mean</i>		4.06	<i>Agree</i>	

Mathematics teachers agree that they are confident enough to teach the subject with over-all mean of 4.06.

It can be gleaned from the table that item no. 7, "I am willing to take more than the required amount of Mathematics" has the greatest mean of 4.35 and item no. 3, "I am able to solve Mathematics problems without too much difficulty", has the lowest mean of 3.84 but still, the result suggests that respondents are confident about teaching Mathematics. They also agree that their methods of teaching and their understanding on mathematical concepts are quite good in class with a mean of 4.18. The data implies that Mathematics teacher-respondents believe and are confident that they are capable of teaching the subjects. Teachers' expectations about doing well and how easily Mathematics is mastered have a high extent.

Some studies do provide insight into the relevance of self-confidence for teaching and teacher development. In one study, two teachers, who were given the lowest rating by students in a law school, were interviewed and observed before and after a program for improving instruction (Hativa, 2000). Low self-confidence in teaching ability was outlined as a key trait of one of the teachers in the study. However, the findings can only be considered as being preliminary due to the use of only two participants from the same subject area and teaching context.

Äkerlind (2003) identified one way that development was experienced was as an increase in comfort, confidence and ease of teaching. This provides a slightly different perspective on the role of confidence in teaching, but it does indicate that confidence is an

important dimension for development regardless of an individual's conception and approach to teaching. Therefore, the aim of the current study was to assess and determine the level self- confidence of Mathematics Teacher-respondents upon the teaching process and Mathematics instruction.

Table: 12

Attitudes Toward Teaching Mathematics in Terms of Motivation

Attitude Statement	Mean	Verbal Interpretation	Rank
1 I want to develop my mathematical skills.	4.70	Strongly Agree	1
2 I make a conscientious effort to make Math fun for my students	4.40	Strongly Agree	2
3 I find many mathematical problems interesting and challenging.	4.35	Strongly Agree	3
<i>Weighted Mean</i>	4.48	<i>Strongly Agree</i>	

It can be shown in the table that the motivation of the respondents to develop their mathematical skills is great with a mean of 4.70. They also exert effort to make learning Mathematics fun and enjoyable to students with mean 4.40. Respondents also find mathematical problems interesting and challenging with mean of 4.35. This implies that once they are challenged, they are willing to learn and do more to be able to surpass the challenge that Mathematics gives them. The desires to learn more about Mathematics and to teach the subject to their students are their motivations as they pursue teaching career.

motivated and qualified workforce is crucial to increase productivity and the quality of the organisational services in order to achieve organizational objectives. The challenge and dilemma for many managers is how to create this type of motivation (Dieleman, 2006).

Motivation is significant because even people with the required knowledge, skills, and abilities will perform poorly if they are not motivated to devote their time and effort to work (Milapo, 2001)

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Satisfied and motivated teachers also improve students' motivation and attainment (Nguni, Slegers, &Denessen, 2006) and make it more likely that educational aims and work goals are achieved.

Table:13

Attitudes Toward Teaching Mathematics in Terms of Success

Attitude Statement	Mean	Verbal Interpretation	Rank
1 I get a great deal of satisfaction out of solving a Mathematics problem.	4.25	Strongly Agree	5
2 Mathematics helps develop the mind and teaches a person to think.	4.53	Strongly Agree	2
3 I think studying advanced Mathematics is useful.	4.56	Strongly Agree	1
4 I believe studying Math helps me with problem solving in other areas.	4.45	Strongly Agree	3
5 A strong Math background could help me in my professional life.	4.43	Strongly Agree	4
<i>Weighted Mean</i>	4.44	<i>Strongly Agree</i>	

Mathematics teachers strongly agreed that the subject brings success with over-all mean of 4.44.

Studying advanced Mathematics is one of the priorities of the respondents to gain success in their career as they rated it with a mean of 4.56. Studies have shown that teachers' beliefs about Mathematics teaching and learning are mostly formed during their own schooling and are developed as a result of their own experiences as Mathematics students. Their conception about Mathematics and how the subject should be taught are deeply rooted and are difficult to change.

They also think that the subject develops their thinking and helps them in solving problems in other areas or fields. They also believe that a strong Math background could help them in their professional life as it is evident by a mean of 4.43. Lastly, the respondents get a great deal of satisfaction out of solving a mathematics problem with a mean of 4.25.

Results suggest that Mathematics can bring out success in any other fields or areas. Math is a part of people's daily lives. Understanding how a car functions or interacts with fractions while making a favorite recipe involves Math, yet Tobias, (1993) stated "people who don't know what Math is don't know what Math isn't.

Therefore, fear of Math may lead them to avoid all manner of data and to feel uncomfortable working with things”.

Table: 14

Attitudes Toward Teaching Mathematics in Terms of Anxiety

Attitude Statement	Mean	Verbal Interpretation	Rank
1 Mathematics is one of my most dreaded subjects.	2.42	Disagree	1
2 My mind goes blank and I am unable to think clearly when working with Mathematics.	2.14	Disagree	2
3 Studying Mathematics makes me feel nervous.	2.13	Disagree	3
4 Mathematics makes me feel uncomfortable.	1.85	Disagree	5
5 I am always under a terrible strain in a Math class.	1.99	Disagree	4
6 When I hear the word Mathematics, I have a feeling of dislike.	1.64	Strongly Disagree	13.5
7 It makes me nervous to even think about having to do a Mathematics problem.	1.84	Disagree	6
8 I am always confused in my Mathematics class.	1.67	Strongly Disagree	11
9 I feel a sense of insecurity when attempting Mathematics.	1.74	Strongly Disagree	9
10 I would like to avoid using Mathematics in college.	1.57	Strongly Disagree	17
11 Mathematics makes me feel inadequate.	1.64	Strongly Disagree	13.5
12 I'm not the type of person who could teach Mathematics very well.	1.66	Strongly Disagree	12
13 I do not enjoy having to teach Mathematics.	1.56	Strongly Disagree	18
14 I'm not sure about what to do when I'm teaching Mathematics.	1.59	Strongly Disagree	16
15 I have hesitated to take courses that involve Mathematics.	1.60	Strongly Disagree	15
16 I would get a sinking feeling if I came across a hard problem while teaching	1.79	Strongly Disagree	7

	Mathematics.			
17	I have trouble understanding anything that is based upon Mathematics.	1.74	Strongly Disagree	9
18	I never do well on tests that require mathematical reasoning.	1.74	Strongly Disagree	9
	<i>Average Mean</i>	1.80	<i>Disagree</i>	

Anxiety is considered as one of the negative attitudes or beliefs in terms of Mathematics. Respondents disagree that they feel anxiety towards teaching Mathematics as evident to low means given to the eighteen statements for anxiety.

It was derived from the result that the respondents disagree that Mathematics is a fearful subject with a mean of 2.42. They also do not feel nervous, confused, uncomfortable and insecure in dealing with the subject. The data also give a strong proof that the teachers really love the subject that is why they chose to pursue the teaching of the subject. The respondents gave the lowest mean for this attitude in item no. 13, “*I do not enjoy having to teach Mathematics*”, with a mean of 1.56. This suggests that the respondents really enjoy teaching Mathematics and do not feel anxious or negative in teaching the subject.

Ashcraft and Kirk (2001) stated that before a student is able to feel success in Mathematics, he must believe in his ability to understand the subject matter and be able to construct meaning of numbers. The opportunity of learning the basics of Mathematics takes place around adults in the home environment and then progress in the school environment as they see their teachers doing Mathematics. As for the findings, teachers with low level of anxiety are likely to influence their students to feel anxious also.

Table: 15

Summary of Attitudes Toward Teaching Mathematics

Attitude In terms of:	Mean	Verbal Interpretation	Rank
1 Value	4.74	Strongly Agree	1
2 Enjoyment	4.15	Agree	4
3 Self confidence	4.06	Agree	5
4 Motivation	4.48	Strongly Agree	2
5 Success	4.44	Strongly Agree	3
6 Anxiety	1.80	Disagree	6
	<i>Average Mean</i>	3.94	<i>Agree</i>

It can be gleaned from the table that value has the highest mean of 4.47 and anxiety has the lowest mean of 1.80. This means that Mathematics teacher-respondents have a high regard on the usefulness and importance of the subject. Motivation and success also follow with high means of 4.48 and 4.44, respectively. This suggests that teachers are highly motivated to learn. They teach Mathematics because they believe that it brings success not only to their profession but also to their students. Teacher-respondents also gave a high

mean of 4.15 to enjoyment and 4.06 to self-confidence. It implies that teachers find enjoyment in teaching the subject as they deal with mathematical problems and challenges.

This result can somehow show that teacher-respondents value personal growth and professional development. They also exhibit high personal regard for the teaching profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect and integrity which is one of the domains stated in the Philippine Professional Standards for Teachers (PPST).

I. Conclusion

The study found that out of 141 respondents, twenty-four or 17.02% were between 38-42 years old, twenty-four or 17.02% were between 33-37 years old and only one was between 63-27 years old. Most of them were female with 80.85% and male were 19.15%. A total of one hundred five or 74.5% were married and three or 2.10% were widowed. Sixty-three or 44.7% of the respondents were bachelor's degree holder only and only one was doctoral undergraduate.

In years of service in teaching profession, thirty-eight or 27.0% were between 6-10 years in teaching only one or 0.7% was between 36-40 years in teaching. All of the mathematics teacher-respondents were licensed professional teachers only and five or 3.5% were also Civil Service professional or registered engineers.

In terms of the loading schedule, one hundred three or 73.0% taught one year level only and three or 2.1% handled four-year levels and one hundred sixteen or 82.3% were handling Mathematics subject only and twenty-five or 17.7% were handling Mathematics along with other subjects.

The Mathematics teacher-respondents showed a high regard and gave stronger value to the subject they are teaching with over-all mean of 4.74. It suggests that respondents strongly agreed that mathematical skills are worthwhile, important and necessary.

The Mathematics teacher-respondents agreed that the subject is enjoyable with over-all mean of 4.15. They enjoyed studying, doing and teaching the subject as they agreed to pursue their Mathematics education. They agreed that mathematical problem-solving and challenges are enjoyable. Mathematics is not really a dull and boring subject and it interesting and enjoyable one.

The result suggested that respondents are confident about teaching Mathematics with over-all mean of 4.06. They also agreed that their methods of teaching and their understanding on mathematical concepts are quite good in class. Teachers' expectations about doing well and how easily Mathematics is mastered have a high extent.

The Mathematics teacher-respondents strongly agreed that they are motivated to deal with the subject with over-all mean of 4. They are willing to learn and do more to be able to surpass the challenge that Mathematics gave them.

The result proved the belief of Mathematics teacher-respondents that Mathematics can bring out success in any other field or area with mean of 4.44. They had a great satisfaction and studying mathematics for them is useful.

The result gave a concrete proof that Mathematics subject does not make a person anxious evident to a low mean of 1.8. Respondents disagreed that

they feel anxiety towards teaching mathematics as evident to low means given to the eighteen statements for anxiety.

The teacher-respondents possess necessary attitudes like value, enjoyment, self-confidence, motivation, success and comfort towards teaching Mathematics that will greatly contribute to the transference of Mathematics knowledge and skills.

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