

Mathematical Beliefs, Attitudes, and Performance of Freshman College Students

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Abstract : This study aimed to describe the mathematical beliefs and attitudes in relation to the mathematics performance of freshman college students. The descriptive design using the correlational study was used to describe the relationship among mathematical beliefs, attitudes, and performance of freshman college students. This study involved one hundred fifty (150) freshman college students of Philippine Normal University during the third trimester of school year 2015-2016. The research instruments used to gather the information needed in the study are the beliefs about Mathematics Questionnaire, the KIM-Project Questionnaire, and the ACT Compass Mathematics Test. The data gathered were analyzed using the percentages, mean, standard deviation, and Pearson r-moment correlation. The results of this study have shown that although students believe that Mathematics is significant in their lives, the overall result on their beliefs and attitudes are positively low. There is a significant relationship between the students' mathematical beliefs and mathematics performance. Likewise, their attitudes in mathematics have significant relationship to mathematics performance.

Keywords : attitudes, diligence, interest, mathematical beliefs, mathematical performance, self-confidence

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