

Factors Affecting the Students Non-Participation During Mathematics Lessons

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ABSTRACT

This study was about factors affecting the student's non-participation during Mathematics lessons. Factors like student's personal factors includes interest and motivation, self – efficacy and Mathematics anxiety also teacher factors and environmental factors. There were sixty (60) respondents of this study. The data gathered was analyzed using the frequency and percentage distribution, weighted mean and Pearson moment correlation and Chi square at 5% significance. This study used descriptive – correlation research design to identify the relationship between the respondent's profile in terms of age and gender to their academic grade in Mathematics, as well as the students' personal factors in terms of interest and motivation, self-efficacy and Mathematics anxiety, also teacher factors and environmental factors. The results show that the majority of the respondents are male, and most are at the age of 19 years old. The results further showed that the respondents' factors in non-participation during Mathematics lessons in student's personal factors in terms of interest and motivation, self-efficacy, Mathematics anxiety and environmental factors are less encountered, but they are moderately encountered in teacher factors. However, majority of them got fairly satisfactory in their academic grade in Mathematics in the first semester. The findings indicated no significant relationship between the respondents' age, gender, and teacher factors. However, their gender is related to their academic grade in Mathematics. Moreover, factors such as interest and motivation, self-efficacy, Mathematics anxiety, and environmental influences contribute to students' poor performance in Mathematics lessons. Thus, the researchers recommend conducting similar studies with a larger number of respondents and in different areas to obtain more comprehensive outcomes.

Keywords: Factors, Affecting, Non-Participation, Mathematics Lessons

INTRODUCTION

The vital academic subject of Mathematics, students learn crucial analytical abilities that they rarely use while participating in class learning activities. A major concern is that there is no student participation and active engagement is still very important in Mathematical concepts as students tend to do well in school. Students who do not engage in learning Mathematics do not take the opportunity to help them overcome confusion and grow their abilities and self-assurance consequently developing unfavorable attitudes towards Mathematics.

In Mathematics students show their ability and capabilities in answering Mathematics problems etc. It also describes, explains phenomena, predicts, analyzes and recognize the role of Mathematics in the world. Positive attitude towards mathematics significantly correlates with higher academic achievements of the students, with external factors like teaching quality and resources also playing crucial role (khaiwal et al., 2025).

Student engagement in mathematics learning is a form of active student participation in mathematics learning, both learning activities in mathematics class and outside mathematics class. Several studies state that student engagement consists of cognitive, behavioral, emotional, and contextual aspects. The significant psychological factor that affects students' non-participation in mathematics. It is characterized by feelings of tension and fear that interfere with Math performance. This anxiety can lead to avoidance behaviors, where students deliberately disengage from Math-related activities to alleviate their discomfort. Such avoidance can cause students to avoid

math lessons, affecting their performance and overall well-being (Kirkland et al., 2024). Student non-participation in Mathematics lessons is a multifaceted issue influenced by psychological, social, and instructional factors. One of the most significant psychological barriers is Mathematics anxiety, which manifests as feelings of tension and fear that inhibit students' willingness to engage in Math activities (Ramirez et al., 2022).

As Mathematics major, the researchers were interested in learning more about why some students do not participate in Mathematics lessons. They wanted to understand what causes this lack of participation and find the answers and solutions. The researcher also talked about how important Mathematics is and how certain factors might affect students' involvement in class. Also, research was conducted to identify the factors affecting students non-participation in Mathematics lessons, particularly in Mindanao State University- Sultan Naga Dimaporo.

Research objective

The main objective of this study was to investigate the factors affecting the students non-participation during Mathematics lessons. Specifically, this study aimed to determine the factors affecting the students non-participation during Mathematics lessons; relate the respondents' profile and the factors in terms of students' personal factors, teacher factors, and environmental factors and their academic grade in Mathematics; and make an implication based on the result of the study.

Hypothesis

The null hypothesis states that there is no significant relationship between the respondents' profile to their academic grade in mathematics and there is no significant relationship between the factors affecting the student's non-participation during mathematics lessons to their academic grade in mathematics.

Theoretical framework

The researchers relied on theories that were connected and relevant to support their investigation. These theories helped explain the rationale for formulating this study. The theories are: Self- Efficacy Theory by Albert Bandura (2006) and Expectancy- Value Theory by Eccles and Colleagues (1982). Self-Efficacy Theory. Bandura's theory (2006) provides the essential aspects needed to understand why students avoid participating in Mathematics classroom activities. The belief that people hold regarding their ability to succeed in specific activities makes up the concept known as self-efficacy. The concept stands apart from self-esteem and self-concept because it exclusively focuses on confidence regarding tasks of the students. Student self-efficacy beliefs determine their classroom motivation and persistence along with effort while actively participating in Mathematics lessons. The theory enables the study of behavioral patterns dependent on ability perceptions for students who face Math difficulties. Expectancy-Value Theory. Eccles and Colleagues (1982), provides a comprehensive framework for understanding the motivational factors affecting the students' non-participation in academic settings, including Mathematics lessons. According to this theory, two primary constructs expectancy for success and subjective task values determine individuals' motivation to engage in a task. Expectancy for success refer to a student's belief in their ability to succeed in each task, while subjective task values encompass the perceived importance, utility, interest, and cost associated with the task. Together, these constructions explain why students may avoid participating in Mathematics lessons.

METHODOLOGY

Research Design

This study used descriptive-correlation research design method to determine the relationship between respondents' profile in terms of age, gender as well as the factors that can affect the students non- participation in Mathematics lessons in terms of interest and motivation, self-efficacy, Mathematics anxiety, also the teacher factors and environmental factors .

Population and Sampling

The respondents of this study were the of 1st year BS–Information Technology students at Mindanao State University – Sultan Naga Dimaporo (MSU –SND) officially enrolled during school year 2024-2025. The researchers have a total of sixty (60) students as respondents of the study. The researcher used purposive sampling. It is a non-random sampling method of choosing samples which is based on certain criteria and rules laid down by the researcher.

Research Instruments

This research utilized a survey questionnaire as the primary tool for data collection. The questionnaire was structured into two parts:

Part I of the questionnaire contained information regarding the respondents' demographic profile including age and gender.

Part II of the questionnaire was about factors affecting the students' non- participation during Mathematics lessons in students' personal factors in terms of interest and motivation, self-efficacy, and Mathematics anxiety of the respondents and as well as the teacher factors and environmental factors.

Scoring Guidelines: The questionnaire used a five-point Likert Scale for the responses of the respondents to every statement.

Content Validation

The instrument underwent content validation by two subject-matter experts, consisting of:

- a Master Teacher (Mathematics), and
- a PhD. Teacher (Mathematics),

Each validator possessed at least a master's degree and extensive experience in mathematics instruction and curriculum evaluation. And this validation is part of getting the CREC.

Reliability Testing

Reliability testing was conducted through pilot administration involving 40 students of College of Education. who were not part of the actual study sample. Using Cronbach's alpha, the instrument yielded a reliability coefficient of 0.79 in Interest and motivation, 0.75 in self-efficacy, 0.82 in mathematics anxiety, 0.86 in teacher factors and lastly 0.78 in environmental factors, which indicated high internal consistency and suitability for research use.

Data Collection Procedure

The researchers first sought and obtained approval from the Campus Research Ethics Committee (CREC) to ensure that all ethical standards and guidelines were strictly followed. After receiving ethical clearance, the researchers proceeded with the pilot testing, which served as a rehearsal for the main study. This pilot test aimed to ensure that the survey questionnaire was reliable, valid and effective in gathering the intended data. The researchers prepared and sent a formal permission letter to request approval to conduct the actual study. This letter was addressed to the Dean of Instruction, the College Chairperson, the Department Coordinator, and the Thesis Adviser. Upon approval of the request, the signed permission letter was then endorsed to the class adviser to ensure the cooperation and participation of the student-respondents.

Once all permissions were secured, the researchers personally conducted the study. They first provided orientation and essential information to the respondents regarding the purpose and scope of the research. After the orientation, the questionnaires were distributed, and the responses collected were then consolidated for statistical treatment and analysis.

Treatment of Data

The statistical tools employed in computing and interpreting the data gathered in this study include the use of the JAMOVI application, user-friendly and open-source statistical software that allowed the researchers to perform various analyses efficiently and accurately, thereby facilitating a deeper understanding of the relationships between the variables under investigation. Appropriate statistical tools were employed to analyze the data in relation to the research objectives. The mean score was used to determine the factors affecting the student’s non-participation during mathematics lessons.

To address the research objective, the researcher uses Frequency and Percentage Distribution, Weighted Mean, and Pearson Moment Correlation. All statistical tests were conducted at the 0.05 level of significance.

Scoring Guidelines: The questionnaire used a five-point Likert Scale for the responses of the respondents to every statement.

The five-point Likert Scale used in the study is adopted from Garcia (2021).

| Response Option | Weights | Range Intervals | Interpretation |
|-----------------|---------|-----------------|------------------------|
| Always | 5 | 4.21 – 5.00 | Highly Encountered |
| Often | 4 | 3.41 – 4.20 | Encountered |
| Sometimes | 3 | 2.61 – 3.40 | Moderately Encountered |
| Seldom | 2 | 1.81 – 2.60 | Less Encountered |
| Never | 1 | 1.00 – 1.80 | Not Encountered |

Students’ academic grades in Mathematics were treated as follows; The scoring scale used in the study is adopted by Brookhart, S. M. (2019).

| Grading Scale | Remark |
|---------------|---------------------|
| 1.00 - 1.25 | Outstanding |
| 1.50 - 1.75 | Very satisfactory |
| 2.00 - 2.25 | Satisfactory |
| 2.50 - 2.70 | Fairly satisfactory |
| 3.00 | Did not meet |

Ethical Considerations

The researchers first sought and obtained approval from the Campus Research Ethics Committee (CREC) to ensure that all ethical standards and guidelines were strictly followed. The researchers prepared and sent a formal permission letter to request approval to conduct the actual study. This letter was addressed to the Dean of Instruction, the College Chairperson, the Department Coordinator, and the Thesis Adviser. Upon approval of the request, the signed permission letter was then endorsed to the class adviser to ensure the cooperation and participation of the student-respondents.

Research findings

Demographic Profile of the Respondents

Age of the Respondents

Table 4.1 presents the data to indicate that the majority of the respondents (50.00%) are 19 years old, followed by (23.30%) who are 18 years old and (20.00%) who are 20 years old. This distribution suggests that most of the participants are within the typical age range for undergraduate students, particularly those in their first year

of college. This age concentration implies a relatively uniform level of educational exposure, cognitive development, and possibly shared learning environments in Mathematics, which can enhance the coherence of their responses. However, the very low representation of older students such as only one respondent aged 23, or (1.70%) indicates limited generational or experiential diversity among participants. This could affect the general liability of the study’s findings to older or non-traditional students and should be taken into consideration in the interpretation and application of the results.

This demographic trend ensures a level of homogeneity in the respondents' cognitive and academic experiences, which supports the reliability of data in studies focusing on learning attitudes and classroom participation. However, as emphasized by Lim and Santos (2023), the limited representation of older students can restrict the diversity of perspectives, thus affecting the broader applicability of the study’s conclusions.

Age influences student Mathematics performance, with comprehensive Mathematics and working memory having greater impacts, while attention and self-regulation decline with age. Fluency in both Mathematics and reading, as well as working memory, has greater impact on subsequent Mathematics performance, with age and time lag playing moderating roles (Lin et al., 2021).

This implies that students must be encouraged to develop strong foundational skills in both reading and Mathematics early on, and educators should be mindful of the cognitive changes that come with age. Enhancing self-regulation strategies and supporting working memory can help older students maintain performance. Recognizing these factors allows both teachers and learners to adapt study habits, instruction, and interventions to meet developmental needs effectively.

Table 6.1 Frequency and Percentage Distribution of the Respondents’ Profile in terms of Age (n=60)

| Age | Frequency (f) | Percentage (%) |
|-----|---------------|----------------|
| 18 | 14 | 23.30% |
| 19 | 30 | 50.00% |
| 20 | 12 | 20.00% |
| 21 | 3 | 5.00% |
| 23 | 1 | 1.70% |

Gender of the Respondents

Table 6.2 presents the gender distribution shows that a slightly higher proportion of the respondents are male 34 or (56.70%) compared to female 26 or (43.30%). This suggests that male students are more represented in the study, which may influence the overall responses, particularly if gender plays a role in attitudes, confidence, or participation in Mathematics. The male majority could reflect enrollment trends in the specific program or institution studied and may affect how generalize the findings are across more balanced or female-dominated groups. It is important to consider gender-related factors in analyzing the results, especially in areas such as math anxiety, participation, or motivation, where previous research has shown possible gender differences.

In addition, the gender distribution may have implications for self-perception and self-regulation, as studies suggest that male and female students often differ in how they view their abilities in Mathematics. These differences in self-efficacy and confidence could influence not only participation but also academic performance, making it essential to explore how gender impacts internal factors that shape learning behaviors.

Research has shown that gender differences can impact students’ attitudes and engagement in Mathematics. For example, studies indicate that male students may be more likely to exhibit confidence in Math-related tasks, while female students may sometimes exhibit lower self-efficacy despite comparable or higher achievement

levels (Alqahtani, 2023). Understanding these differences helps in identifying participation gaps and tailoring interventions.

Furthermore, gender-based perceptions of Mathematics can influence how students interact during lessons. Female students might face societal or internalized stereotypes that affect their willingness to participate, particularly in subjects traditionally perceived as male-dominated (Agyeman and Laryea, 2022). As such, analyzing the gender distribution helps provide context when examining patterns of non-participation.

Table 6.2 Frequency and Percentage Distribution of the Respondents' Profile in terms of Gender (n=60)

| Gender | Frequency (f) | Percentage (%) |
|--------|---------------|----------------|
| Male | 34 | 56.70% |
| Female | 26 | 43.30% |

Factors Affecting the Students Non-Participation during Mathematics

Lessons of the Respondents

Students' Personal Factors

Interest and Motivation

Table 6.3 shows that the respondents' mean in terms of interest and motivation as the factors affecting the students' non-participation during Mathematics lessons. Along with, the grand weighted mean of the indicators concerning the factors affecting the students' non-participation during Mathematics lesson is 2.13 interpreted as "Less Encountered".

As reflected in the table, the weighted mean of the respondents' answers is interpreted as "Less Encountered" in the indicators: *I prefer solving math problems on my own rather than speaking in class (2.43)*. *I feel confident about my Mathematical skills during class (1.88)*. This indicates that the respondents' interest and motivation can affect their academic grade in Mathematics.

This implies that while these factors are present, they are not strongly experienced by most students. However, it also suggests that students may not be fully aware or willing to acknowledge their own lack of interest or motivation as a personal factor affecting their non-participation. This highlights the importance of self-awareness and self-regulation, as students' recognition of their own attitudes and behaviors can significantly affect their engagement and performance in Mathematics.

Interest and Motivation positively impact student achievement in Mathematics, with both jointly predicting academic achievement (Asanre et al., 2024).

Table 6.3 Factors Affecting the Students Non- Participation during

Mathematics lessons in Students Personal Factors in terms of Interest and Motivation (n=60)

| Indicators | Weighted Mean | Verbal Interpretation |
|--|---------------|-----------------------|
| 1. I find Mathematics lessons interesting. | 1.95 | Less Encountered |
| 2. I am motivated to participate in Mathematics class discussions. | 2.08 | Less Encountered |

| | | |
|--|-------------|-------------------------|
| 3. I feel confident about my Mathematical skills during class. | 1.88 | Less Encountered |
| 4. I prefer solving math problems on my own rather than speaking in class. | 2.43 | Less Encountered |
| 5. I approach math questions thoughtfully to ensure I provide clear and accurate answers. | 2.32 | Less Encountered |
| 6. I enjoy solving Math problems during lessons. | 2.03 | Less Encountered |
| 7. I feel that positive feedback about my Math performance increases my motivation to participate. | 1.97 | Less Encountered |
| 8. I ask question when I don't understand a Math topic. | 2.15 | Less Encountered |
| 9. I feel more motivated to participate when Math topics are presented at an appropriate difficulty level. | 2.27 | Less Encountered |
| 10. I find ways to stay engaged in Mathematics to enhance my learning. | 2.20 | Less Encountered |
| Grand Weighted Mean | 2.13 | Less Encountered |

Self-Efficacy

Table 6.4 shows that the respondents' mean in terms of students' personal factors in self-efficacy as the factors affecting students' non-participation during Mathematics lessons. Along with, the grand weighted mean of the indicators concerning the factors affecting the students' non-participation during Mathematics lesson is 1.91 interpreted as "Less Encountered".

As reflected in the table, the weighted mean of the respondents' answers is interpreted as "Less Encountered" in the indicators: *I try to solve Math problems even if it seems difficult (2.13)*. *I think I can perform well in Math tests and quizzes (1.85)*. Moreover, the weighted mean of the respondents' answers and interpreted as "Not Encountered" are in the following indicators: *I participate in Math related discussion in the classroom (1.75)*. *I feel capable of answering Math questions during class.(1.73)*. *I attempt to learn from my mistakes when solving math problems (1.68)*. This indicates that the self-efficacy of the respondents can affect their academic grade in Mathematics. It means that the respondents are having less encountered in their Mathematics lesson by itself, and it affects their academic grade in Mathematics. This implies that self-efficacy is recognized as a factor, it is not frequently experienced by most students. Nevertheless, low self-efficacy can still significantly hinder student engagement, suggesting that students who doubt their ability to succeed in Mathematics may choose not to participate. Thus, it is important for educators to help students build confidence and a positive mindset toward learning Mathematics. Self-efficacy is a strong influence that shows students' self-confidence, where the effectiveness of self-efficacy in elementary school students in solving problems in mathematics learning can be seen from the results obtained when self-efficacy is good (Sihite et al., 2023).

Table 6.4 Factors Affecting the Students Non- Participation during

Mathematics lessons in Students Personal Factors in terms of Self- Efficacy (n=60)

| Indicators | Weighted Mean | Verbal Interpretation |
|--|---------------|-----------------------|
| 1. I feel confident solving Math problems on my own. | 1.92 | Less Encountered |

| | | |
|---|-------------|-------------------------|
| 2. I think I can perform well in Math tests and quizzes. | 1.85 | Less Encountered |
| 3. I feel capable of answering Math questions during class. | 1.73 | Not Encountered |
| 4. I feel confident sharing my Math answer to my classmate. | 2.08 | Less Encountered |
| 5. I try to solve Math problems even if it seems difficult. | 2.13 | Less Encountered |
| 6. I attempt to learn from my mistakes when solving math problems. | 1.68 | Not Encountered |
| 7. I seek help from my teachers or classmates when I don't understand a Math topic. | 1.87 | Less Encountered |
| 8. I believe I can improve my Math skills practice. | 2.02 | Less Encountered |
| 9. I participate in Math related discussion in the classroom. | 1.75 | Not Encountered |
| 10. I share my ideas when my teacher asks volunteers in Math lessons. | 2.05 | Less Encountered |
| Grand Weighted Mean | 1.91 | Less Encountered |

Mathematics Anxiety

Table 6.5 shows that the respondents' mean in terms of students' personal factors in Mathematics anxiety as the factors affecting the students' non-participation during Mathematics lessons. Along with, the grand weighted mean of the indicators concerning the factors affecting the students' non-participation during Mathematics lesson is 2.19 interpreted as "Less Encountered".

As reflected in the table, the weighted mean of the respondents' answer is interpreted as "Moderately Encountered" in the indicators: *I see myself explaining Math solutions in front of the class to strengthen my skills (2.62)*. Moreover, the weighted mean of the respondents' answer is interpreted as "Less Encountered" in the indicators: *I trust my mathematical abilities and contribute thoughtfully during discussions (2.27)*. *I focus on staying calm and attentive during Math lessons to improve my learning (1.83)*. This indicates that the Mathematics' anxiety of the respondents can affect their academic grade in Mathematics.

This implies that while these factors are present, they are not frequently experienced by most students. However, the presence of Mathematics anxiety still highlights the importance of addressing students' internal struggles. Students must recognize their own feelings of anxiety and take proactive steps to manage them, such as seeking help, practicing self-regulation strategies, and building confidence in Mathematics. This self-awareness and initiative can lead to improved participation and better academic outcomes.

Recent studies support the idea that Math anxiety negatively influences students' classroom behavior and academic outcomes. According to Ramirez and Lee (2021), students experiencing high levels of Math anxiety often display avoidance behaviors, such as reluctance to participate in discussions or solve problems publicly, which may lead to weaker skill development and lower performance. Similarly, Cruz and Mateo (2022), found that Math-anxious students often have reduced self-efficacy and find it difficult to stay mentally focused during lessons, further impairing their learning.

In a 2023 study, Villanueva and Santos emphasized that students who score low in attentiveness and confidence during Mathematics lessons are more likely to experience performance-related stress, which directly correlates with decreased academic success. These findings align with the responses in the current study, where

respondents demonstrate reduced classroom participation and calmness, highlighting the broader impact of math anxiety on their educational experience.

Considering these findings, the data from this study reinforces the importance of addressing emotional and psychological barriers in the Mathematics classroom. Interventions aimed at reducing anxiety such as confidence-building activities, peer support, and anxiety-sensitive teaching strategies may help students engage more meaningfully and perform more effectively in Mathematics.

Table 6.5 Factors Affecting the Students Non- Participation during

Mathematics lessons in terms of Students Personal Factors in terms of Mathematics Anxiety (n=60)

| Indicators | Weighted Mean | Verbal Interpretation |
|--|---------------|-------------------------|
| 1. I stay engaged and try to contribute during math lessons whenever I can. | 2.15 | Less Encountered |
| 2. I approach solving Math problems on the board as a chance to build confidence. | 2.23 | Less Encountered |
| 3. I ask questions in class to deepen my understanding of math concepts. | 2.10 | Less Encountered |
| 4. I focus on staying calm and attentive during Math lessons to improve my learning. | 1.83 | Less Encountered |
| 5. I embrace mistakes as learning opportunities and participate actively in Math class. | 2.20 | Less Encountered |
| 6. I see myself explaining Math solutions in front of the class to strengthen my skills. | 2.62 | Moderately Encountered |
| 7. I trust my mathematical abilities and contribute thoughtfully during discussions. | 2.27 | Less Encountered |
| 8. I participate confidently, knowing that sharing my ideas helps me and others grow. | 1.97 | Less Encountered |
| 9. I take challenging Math problems as opportunities to think creatively and learn. | 2.30 | Less Encountered |
| 10. I focus on positive progress and growth in my Math performance during lessons. | 2.18 | Less Encountered |
| Grand Weighted Mean | 2.19 | Less Encountered |

Teacher Factors

Table 6.6 shows that the respondents’ mean in terms of teacher factors as the factors affecting the students’ non-participation during Mathematics lessons. Along with, the grand weighted mean of the indicators concerning the factors affecting the students’ non-participation during Mathematics lesson is 3.14 interpreted as “Moderately Encountered”.

As reflected in the table, the weighted mean of the respondents’ answers is interpreted as “Moderately Encountered” in the indicators: *My teacher offers additional help to my classmates who have difficulties in understanding Math concepts (3.35). My teacher provides timely and constructive feedback on my Math assignment and test (3.02).* This study indicates that teacher factors can affect the academic grade in Mathematics of the respondents. It means that all the respondents are moderately encountered by the teacher factors.

This implies that while teacher factors are present, they are not overwhelmingly problematic but are still significant enough to impact student engagement. The results suggest that teachers should reflect on how they teach, manage their classroom, and communicate with students. By doing this, they can help create a more inclusive and active learning environment. When teachers understand their important role in the classroom, they can better support their students and help reduce the reasons why some students do not participate in Mathematics lessons.

According to Lopez and Villareal (2023), found that the frequency and quality of feedback significantly affect students' academic self-concept and motivation in Mathematics. Teachers who consistently offer guidance and reinforcement contribute to reducing Math anxiety and increasing student achievement.

According to Yang (2024), engaging students as active participants in Mathematics classroom discussions has great potential to promote student learning. Less well understood is how teachers can promote beneficial student participation, and how teacher-student interaction relates to student achievement.

Table 6.6 Factors Affecting the Students Non- Participation during

Mathematics lessons in terms of Teacher Factors (n=60)

| Indicators | Weighted Mean | Verbal Interpretation |
|--|---------------|-------------------------------|
| 1. My Mathematics teacher shows enthusiasm and passion when teaching the subject. | 3.15 | Moderately Encountered |
| 2. My teacher utilizes instructional materials (e.g., charts, models, fractions, graphs, etc.) to enhance understanding during Math lessons. | 3.05 | Moderately Encountered |
| 3. My teacher employs diverse teaching methods to cater to the different learning styles in Math class. | 3.13 | Moderately Encountered |
| 4. My teacher provides timely and constructive feedback on my Math assignment and test. | 3.02 | Moderately Encountered |
| 5. My teacher encourages us to ask questions during Math lessons. | 3.20 | Moderately Encountered |
| 6. My teacher connects Mathematics concepts to real-life situations to make lessons more engaging. | 3.25 | Moderately Encountered |
| 7. My teacher offers additional help to my classmates who have difficulties in understanding Math concepts. | 3.35 | Moderately Encountered |
| 8. My teacher maintains an organized and focused classroom environment during Math lessons. | 3.32 | Moderately Encountered |
| 9. My teacher uses reinforcement to motivate students in Math class. | 3.15 | Moderately Encountered |
| 10. My teacher participates in going professional development to improve their Math teaching skills. | 3.13 | Moderately Encountered |
| Grand Weighted Mean | 3.14 | Moderately Encountered |

Environmental Factors

Table 6.7 shows that the respondents’ mean in terms of environmental factors as the factors affecting the students’ non-participation during Mathematics lessons. Along with, the grand weighted mean of the indicators concerning the factors affecting the students’ non-participation during Mathematics lesson is 2.17 interpreted as “Less Encountered”.

As reflected in the table, the weighted mean of the respondents’ answers is interpreted as “Less Encountered” in the indicators: *I stay focused on Mathematics lessons despite distractions around me (2.6). I stay focused and participate actively, even in a crowded Mathematics classroom (1.92)*. This study indicates that environmental factors can affect the Mathematics grade of the respondents. It means that all the respondents moderately encountered the environmental factors.

This implies that while environmental factors are present, they are not frequently experienced by most students. The findings suggest that students should learn to be more aware of themselves and take responsibility in dealing with small challenges around them. This highlights the importance of taking the initiative, having self-discipline, and staying motivated to improve their participation and performance in Mathematics.

According to Shandy (2024), factors such as student cooperation, learning facilities, and teaching quality significantly create a supportive and effective learning environment. While factors with lower percentage values, such as study habits and additional activities, are also important, they may require further attention to enhance overall learning readiness. Understanding and improving all these factors can help create a better learning environment and prepare students to face academic challenges.

Table 6.7 Factors Affecting the Students Non- Participation during

Mathematics lessons in terms of Environmental Factors (n=60)

| Indicators | Weighted Mean | Verbal Interpretation |
|--|---------------|-----------------------|
| 1. I stay focused and participate actively, even in a crowded Mathematics classroom. | 1.92 | Less Encountered |
| 2. I make the most of the Mathematics resources available to support my learning. | 2.27 | Less Encountered |
| 3. I concentrate well and stay engaged, even with limited classroom lighting. | 2.18 | Less Encountered |
| 4. I stay focused on Mathematics lessons despite distractions around me. | 2.60 | Less Encountered |
| 5. I maintain focus and motivation in Mathematics lessons, regardless of classroom conditions. | 2.15 | Less Encountered |
| 6. I maximize my learning by using the technological resources available during Math lessons. | 2.07 | Less Encountered |
| 7. I seek creative ways to enhance my Mathematics studies, even with limited library access. | 1.97 | Less Encountered |
| 8. I stay focused during Math lessons, even when the environment is challenging. | 2.25 | Less Encountered |

| | | |
|---|-------------|-------------------------|
| 9. I stay positive and engaged in Math lessons, contributing to a better classroom environment. | 2.03 | Less Encountered |
| 10. I collaborate effectively and stay engaged, regardless of seating arrangements. | 2.28 | Less Encountered |
| Grand Weighted Mean | 2.17 | Less Encountered |

Academic Grade in Mathematics of the Respondents

Table 6.8 shows that twenty-seven (27) or 45.00% of the respondents got fairly satisfactory, and two (2) or 3.40% of the respondents got outstanding performance in their Mathematics lessons. It means that most of the respondents are fairly satisfactory in their Mathematics performance.

This implies that students may need to exert more effort, develop better study habits, and improve their self-regulation skills to achieve higher academic performance in Mathematics. Recognizing their current level of performance can motivate them to take responsibility for their own learning and strive for improvement.

Mathematics grades are a measure of a student’s ability to show their capabilities in answering Mathematics problems, etc. It also describes, explains phenomena, predicts, analyzes and recognize the role of Mathematics in the world. Positive attitude towards mathematics significantly correlates with higher academic achievements of the students, with external factors like teaching quality and resources also playing crucial role (khaiwal et al., 2025).

Table 6.8 Academic Grade in Mathematics of the Respondents (n=60)

| Grade Scale | Frequency (f) | Percentage (%) | Remarks |
|-------------|---------------|----------------|---------------------|
| 1.00 – 1.25 | 2 | 3.40% | Outstanding |
| 1.50 – 1.75 | 4 | 6.60% | Very Satisfactory |
| 2.00 – 2.25 | 21 | 35.00% | Satisfactory |
| 2.50 – 2.75 | 27 | 45.00% | Fairly Satisfactory |
| 3.00 – 5.00 | 6 | 10.00% | Did not meet |

Relationship between the Profile of the Respondents and their Academic

Grade in Mathematics

Relationship between the Respondents Age and their Academic Grade in Mathematics

Table 6.9 shows the relationship between age and their academic grade in Mathematics. The result shows that the p- value (0.879) is greater than the level of significance 0.05 with 16 degrees of freedom. Therefore, the null hypothesis is accepted. This indicates that there is no significant relationship between the respondents’ age and their academic grade in Mathematics.

This means that age does not affect how student does in Mathematics. Personally, this shows that students of any age can do well in Math if they get the right help, stay motivated, and use good ways of studying. It also shows that working hard, having good study habits, and a positive attitude are more important than age. So, students should not feel bad or held back because of their age. Instead, they should build their confidence, stay focused, and believe they can improve in Math.

Age influences student Mathematics performance, with comprehensive Mathematics and working memory having greater impacts, while attention and self-regulation decline with age. Fluency in both Mathematics and

reading, as well as working memory, have greater impacts on subsequent Mathematics performance, with age and time playing moderating roles (Lin et al., 2021).

Table 6.9 Relationship between the Respondents Age and their Academic Grade in Mathematics (n=60)

| p-value | Degree of Freedom | Level of Significance |
|---------------------|-------------------|-----------------------|
| 0.879 ^{ns} | 16 | 0.05 |
| ns= not significant | | |

Relationship between the Respondents Gender and their Academic Grade in Mathematics

Table 6.10 presents data on the relationship between the gender and their academic grade Mathematics. The results show that the p- value (0.054) is greater than the level of significance 0.05 with 12 degrees of freedom. Therefore, the null hypothesis is accepted. This indicates that there is no significant relationship between the respondents’ gender and their academic grade in Mathematics.

This result means that doing well in Mathematics does not depend on whether a student is a male or a female. What matters more is how much effort a student puts in and how they study, and how motivated they are. Both male and female can do well in Math if they have a good attitude, ask for help when needed, and use good ways of learning.

This also shows that students should take charge of their own learning. They should try to overcome personal struggles like fear of failure or not believing in themselves. If students understand that gender does not decide their success in Math, they can focus more on improving their own skills and building a better attitude toward the subject.

According to Kanyongo (2021), the finding that gender does not significantly impact academic performance in Mathematics suggests that gender-based assumptions or biases may not be a valid explanation for non-participation. This has critical implications for educators and policymakers: interventions aimed at improving student participation should focus on other influencing factors such as teaching methods, student motivation, and self-efficacy rather than relying on gender-based generalizations.

Table 6.10 Relationship between the Respondents Gender and their Academic grade in Mathematics (n=60)

| p-value | Degree of Freedom | Level of Significance |
|---------------------|-------------------|-----------------------|
| 0.054 ^{ns} | 12 | 0.05 |
| ns= not significant | | |

Relationship between the factors affecting the Students Non-Participation during Mathematics Lessons and their Academic Grade in Mathematics

Relationship between the Students Personal Factors in terms of Interest and Motivation and their Academic grade in Mathematics

Table 6.11 shows the relationship between the personal factors in terms of interest and motivation and their academic grade in Mathematics. Since the p-value (0.019) with the degrees of freedom (8) which is lesser than the level of significance at 0.05. Therefore, the null hypothesis is rejected. It indicates that there is a significant relationship between the students’ personal factors in terms of interest and motivation to their academic grade in Mathematics.

This result means that students who are more interested and motivated in learning Math usually get better grades. It shows that how a student feels and thinks about learning is very important. If a student has a good attitude, is motivated, and takes part in class, they are more likely to do well in school. That’s why it is important for students

to know themselves and try their best to stay focused and interested. Setting small goals and understanding why Math is useful can help them feel more confident and do better. Teachers also have a role in helping students stay motivated by making lessons fun and easy to understand.

Motivation is a strong predictor of Mathematics achievement. Studies show that motivation positively impacts student performance, and when combined with interest, it can predict academic success in Mathematics. Both interest and motivation together have a significant impact on Mathematics achievement. They jointly predict academic success, suggesting that fostering both can improve student outcomes in Mathematics (Asanre et al., 2024).

Table 4.11 Relationship between the Student’s Personal Factors in terms of Interest and Motivation and their Academic Grade in Mathematics (n=60)

| p-value | Degree of Freedom | Level of Significance |
|--------------|-------------------|-----------------------|
| 0.019* | 8 | 0.05 |
| *significant | | |

Relationship between the Students Personal Factors in terms of Self-Efficacy and their Academic Grade in Mathematics

Table 4.12 shows the relationship between the factors in terms of students personal factors in self-efficacy and their Mathematics grade. Since the p-value (0.044) with the degrees of freedom (8) which is lesser than the level of significance at 0.05. Therefore, the null hypothesis is rejected. It indicates that there is a significant relationship between the personal factors in terms of self-efficacy to their academic grade in Mathematics.

This means that students who believe in themselves and their ability to do well in Math usually get higher grades. Self-efficacy means how much a student believes they can succeed. When students believe they can do well and they try harder, stay motivated, and don’t give up easily when Math gets hard. They also join class activities more and keep trying even if they make mistakes. Because of this, they often do better in school. So, helping students feel more confident by giving support, encouragement, and proper guidance can help them improve their Math performance.

This result aligns with recent studies highlighting the positive role of self-efficacy in fostering academic engagement and success. According to Lee and Stankov (2023) found that self-efficacy consistently correlates with higher achievement and engagement across various cultural and educational settings.

Table 6.12 Relationship between the Students Personal Factors in terms of Self- Efficacy and their Academic Grade in Mathematics (n=60)

| p-value | Degree of Freedom | Level of Significance |
|--------------|-------------------|-----------------------|
| 0.044* | 8 | 0.05 |
| *significant | | |

Relationship between the Students Personal Factors in terms of Mathematics Anxiety and their Academic grade in Mathematics

Table 4.13 shows the relationship between the factors in terms of students personal factors in Mathematics anxiety and their Mathematics grade. Since the p-value (0.047) with the degrees of freedom (8) which is lesser than the level of significance at 0.05. Therefore, the null hypothesis is rejected. It indicates that there is a significant relationship between the personal factors in terms of Mathematics anxiety to their academic grade in Mathematics.

This finding means that personal feelings, especially Math anxiety, can strongly affect how well a student does in Math. When students feel very nervous or scared about Math, they may try to avoid it, have trouble solving problems, and lose confidence in themselves. This can lead to low grades in the subject. That’s why it is important for students to understand their own feelings and find ways to deal with their anxiety. Some helpful ways include deep breathing, thinking positively, or asking for help from teachers or classmates.

Personally, this shows that students need to work not only on their thinking and Math skills but also on how to control their emotions and handle stress. Teachers, parents, and school counselors also have an important role. They can help by creating a friendly and supportive environment where students feel safe, understood, and encouraged to do their best in Math.

According to Fennema and Sherman (2021) reinforced the notion that emotional responses to math can predict disengagement and academic underachievement.

This analysis makes a strong contribution to educational practice by empirically linking emotional well-being with academic performance. By quantifying the impact of math anxiety, it encourages educators to adopt supportive interventions such as growth mindset strategies, anxiety-reducing techniques, or differentiated instruction to foster a more inclusive and participatory learning environment. It also supports school administrators in developing mental health programs tailored to academic contexts.

Table 6.13 Relationship between the Students Personal Factors in terms of Mathematics Anxiety and their Academic Grade in Mathematics (n=60)

| p-value | Degree of Freedom | Level of Significance |
|--------------|-------------------|-----------------------|
| 0.047* | 8 | 0.05 |
| *significant | | |

Relationship between the Teacher Factors and their Academic Grade in Mathematics

Table 4.14 shows that there is no significant relationship between the factors in terms of teacher factors and their Mathematics grade with 8 degrees of freedom and the p-value (0.581) which is greater than the level of significance at 0.05, this indicates that the null hypothesis is accepted.

This means that students should not depend only on how their teachers teach to do well in Mathematics. Instead, they should take responsibility for their own learning. This includes making good study habits, staying motivated, using their time wisely, and practicing Math regularly. The result shows that students need to be more active in their learning. Doing well in Math does not just depend on the teacher it also depends on the student’s own effort, attitude, and willingness to improve.

Similarly, in a 2023 study by Abdurrahman, Ismail, and Latif, it was emphasized that students' attitudes toward mathematics, their previous experiences, and the classroom culture significantly affect their willingness to engage. Thus, the statistical insignificance of teacher factors in this study aligns with recent scholarly evidence, reinforcing that the root causes of non-participation must be explored beyond just instructional delivery.

Table 6.14 Relationship between the Teacher Factors and their Academic Grade in Mathematics (n=60)

| p-value | Degree of Freedom | Level of Significance |
|---------------------|-------------------|-----------------------|
| 0.581 ^{ns} | 8 | 0.05 |
| ns= not significant | | |

Relationship between the Environmental Factors and their Academic Grade in Mathematics

Table 6.15 shows that there is a significant relationship between the factors in terms of Environmental factors and their Mathematics grade with 8 degrees of freedom and the p-value of (0.040) which is lesser than the level of significance at 0.05, this indicates that the null hypothesis is rejected.

Environmental factors such as classroom setting, noise levels, access to learning materials, peer support, and home study environment can substantially impact a student’s ability to engage during lessons and perform academically. The significance shown here affirms that the physical and social learning environment plays a critical role in shaping students’ mathematical outcomes.

According to Ibrahim and Omodan, (2023) students identified classroom overcrowding, limited access to learning tools, and unsupported home environments as key deterrents to their participation in math lessons. These environmental deficiencies contribute directly to reduced attentiveness, lower confidence, and diminished academic achievement.

This result validates broader educational theories that stress the ecological systems influencing student learning. It supports the move toward inclusive, safe, and well-equipped classrooms, as promoted by UNESCO’s 2023 Global Education Monitoring Report. The significance of this relationship also serves as a call for school administrators and policymakers to invest in the structural and interpersonal components of learning environments, rather than focusing solely on curriculum and teaching methods.

Table 6.15 Relationship between Environmental Factors and their Academic grade in Mathematics (n=60)

| p-value | Degree of Freedom | Level of Significance |
|--------------|-------------------|-----------------------|
| 0.040* | 8 | 0.05 |
| *significant | | |

DISCUSSION

The findings of this study demonstrate the factors affecting the student’s non-participation during Mathematics lessons. Like student’s personal factors includes interest and motivation, self – efficacy and Mathematics anxiety also teacher factors and environmental factors. This study used descriptive – correlation research design to identify the relationship between the respondent’s profile in terms of age and gender to their academic grade in Mathematics, as well as the students’ personal factors in terms of interest and motivation, self-efficacy and Mathematics anxiety, also teacher factors and environmental factors. However, beyond knowing these factors, it is important to examine the factors why in affect the academic grade of the students in mathematics.

The study found that the self -efficacy theory by Albert Bandura provides the essential aspects needed to understand why student avoid participation in mathematics classroom activities. The people who have ability to succeed in specific activities make up the concept known as self-efficacy. The teacher can assess the students in solving mathematics problems in an effective way to boost the confidence of the students and active during mathematics lessons.

Moreover, the Expectancy Theory by Eccles and Colleagues also provides a comprehensive framework for understanding the motivational factors affecting the students’ non-participation in academic settings, including mathematics lessons. The students who have high Expectancy belief that they are going to succeed in each task, while subjective task values encompass the perceived importance, utility, interest, and cost associated with the task. And this explain why some students may avoid participating in Mathematics lessons. .

Overall, the Self-Efficacy Theory by Albert Bandura and Expectancy - Value Theory by Eccles and Colleagues has a big contribution of this study. When the students read and understand this theories they will their strength and weaknesses.

CONCLUSION

Based on the findings, that the respondents' profiles such as age and gender has no significant relationship with the factors influencing their non-participation during Mathematics lessons, as well as with their academic performance in Mathematics. However, since the relationship was not strong enough to be statistically significant in all cases, the null hypotheses are accepted. This means that age and gender do not have a significant impact on students' participation and performance in Mathematics based on the data gathered.

There is a significant relationship between the factors affecting students' non-participation during Mathematics lessons specifically personal factors such as interest and motivation, self-efficacy, and Mathematics anxiety, as well as environmental factors and their academic grades. Therefore, the null hypothesis is rejected.

There is no significant relationship between teacher factors affecting students' non-participation during Mathematics lessons and their academic grades. Therefore, the null hypothesis is accepted, indicating that teacher factors do not have a measurable impact on students' academic performance in Mathematics based on the data gathered.

Overall influencing students' non-participation during Mathematics lessons can greatly improve their academic grades. Students who are participate actively in Mathematics and valuing the essence of Mathematics performance will get a high grade in Mathematics.

Suggestion

- **Teachers.** Play a crucial role in shaping students' engagement and performance in Mathematics. To improve students' academic outcomes, teachers should actively motivate students to participate in class discussions and mathematical activities, as increased participation is often associated with better understanding and higher achievement in the subject. One effective way to encourage this is by creating a positive and supportive classroom environment where students feel safe to express their thoughts and make mistakes without fear of judgment.
- **Students.** Play an active role in their own learning process, especially in a subject as skill based as Mathematics. To improve their performance, students should develop effective strategies for solving Math problems and focus on mastering fundamental concepts through consistent practice. Additionally, students should make a conscious effort to enhance their knowledge and skills by actively engaging in lessons, seeking help when needed, and utilizing available learning resources such as tutorials, peer study groups, and educational tools.
- **School Administrators.** It is recommended that school administrators take an active role in supporting and enhancing Mathematics instruction. The head of the school may advise Mathematics teachers to adopt more dynamic and engaging teaching approaches to capture students' attention and foster greater participation during lessons. Furthermore, the administration should consider offering professional development programs and training workshops focused on innovative and student-centered teaching strategies.
- **Future researchers.** Encouraged to conduct similar studies with a larger and more diverse group of respondents to obtain broader insights and more generalization results regarding students' non-participation in Mathematics lessons. Expanding the sample size may reveal additional patterns and factors that were not evident in the current study. Moreover, future studies may explore alternative learning strategies and interventions aimed at increasing student engagement in Mathematics.

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APPENDICES

Ethical Clearance Certificate

Letter for Pilot Testing



Republic of the Philippines

MINDANAO STATE UNIVERSITY
LANAO DEL NORTE AGRICULTURAL COLLEGE
Ramin, Sultan Naga Dimaporo, Lanao del Norte
College of Teacher Education



March 05, 2025

PROF. INDIHRA B. DIMAPORO-TAWANTAWAN, PhD
Campus Head / Superintendent II

Thru: **ELIZA E. REDONDO, PhD**
Dean of Instruction

Greetings of Peace!

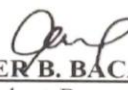
The undersigned are the third-year students from Mindanao State University-Lanao Norte Agricultural College, Ramin, Sultan Naga Dimaporo, Lanao del Norte who are currently working their research entitled “FACTORS AFFECTING THE STUDENTS NON-PARTICIPATION DURING MATHEMATICS LESSONS” in partial fulfilment of the requirements for the degree of Bachelor of Secondary Education-Mathematics.

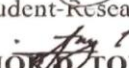
In this regard, the undersigned would like to ask permission from your good office to allow them to conduct an actual pilot testing in a group of students from the Department of Teacher Education who have already done taking the subject related to Mathematics, to gather data needed in the said study. This will be a great help to the success of the study. Rest assured that all information gathered for this research will be kept strictly confidential.

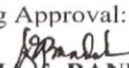
They are anticipating your support and cooperation. Thank you and God bless!

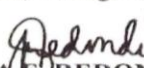
Respectfully yours


HERLENE P. PAHAMTANG
Student-Researcher


ELMER B. BACARON
Student-Researcher

Noted:

MELCHOR D. TOYLO, MAEd
Thesis Adviser

Recommending Approval:

GLORIA E. BANDALA, PhD
Chairperson, College of Teacher Education

Approved: 
ELIZA E. REDONDO, PhD
Dean of Instruction

LETTER FOR RESPONDENTS

SURVEY QUESTIONNAIRE

Part I.

Respondent's Profile

Direction: Please write the answer on the appropriate space provided.

Name: _____

Age: _____

Gender: _____

Math Grade: _____

Part II.

Students Non-Participation during Mathematics Lessons

A. Students' Personal Factors

Test I. Interest and Motivation

Instructions: Please read and understand carefully the following statements. Please indicate an honest response. Put a check mark (✓) on the appropriate box. Use the following scale.

| Response Option: | Scale |
|-------------------------|--------------|
| Always | 5 |
| Often | 4 |
| Sometimes | 3 |
| Seldom | 2 |
| Never | 1 |

| INDICATORS | 5 | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|----------|
| 1. I find Mathematics lessons interesting. | | | | | |
| 2. I am motivated to participate in Mathematics class discussions. | | | | | |
| 3. I feel confident about my Mathematical skills during class. | | | | | |
| 4. I prefer solving math problems on my own rather than speaking in class. | | | | | |
| 5. I approach Math question thoughtfully to ensure I provide clear and accurate answer. | | | | | |
| 6. I enjoy solving Math problems during lessons. | | | | | |
| 7. I feel that positive feedback about my Math performance increases my motivation to participate. | | | | | |
| 8. I ask question when I don't understand a Math topic. | | | | | |
| 9. I feel more motivated to participate when Math topics are presented at an appropriated difficulty level. | | | | | |
| 10. I find ways to stay engaged in Mathematics to enhance my learning. | | | | | |

Test II. Self-Efficacy

Instructions: Please read and understand carefully the following statements. Please indicate an honest response. Put a check mark (✓) on the appropriate box. Use the following scale.

| Response Option: | Scale |
|-------------------------|--------------|
| Always | 5 |

| | |
|-----------|---|
| Often | 4 |
| Sometimes | 3 |
| Seldom | 2 |
| Never | 1 |

| INDICATORS | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. I feel confident solving Math problems on my own. | | | | | |
| 2. I think I can perform well in Math tests and quizzes. | | | | | |
| 3. I feel capable of answering Math questions during class. | | | | | |
| 4. I feel confident sharing my Math answer to my classmate. | | | | | |
| 5. I try to solve Math problems even if it seems difficult. | | | | | |
| 6. I attempt to learn from my mistakes when solving math problems. | | | | | |
| 7. I seek help from my teachers or classmates when I don't understand a Math topic. | | | | | |
| 8. I believe I can improve my Math skills practice. | | | | | |
| 9. I participate in Math related discussion in the classroom.. | | | | | |
| 10. I share my ideas when my teacher asks volunteers in Math lessons. | | | | | |

Test III. Mathematics Anxiety

Instructions: Please read and understand carefully the following statements. Please indicate an honest response. Put a check mark (✓) on the appropriate box. Use the following scale.

| Response Option | Scale |
|-----------------|-------|
| Always | 5 |
| Often | 4 |
| Sometimes | 3 |
| Seldom | 2 |
| Never | 1 |

| INDICATORS | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. I stay engaged and try to contribute during Math lessons whenever I can. | | | | | |
| 2. I approach solving Math problems on the board as a chance to build confidence. | | | | | |
| 3. I ask question in class to deepen my understanding of Math concepts. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 4. I focus on staying calm and attentive during Math lessons to improve my learning. | | | | | |
| 5. I embrace mistakes as learning opportunities and participate actively in Math class. | | | | | |
| 6. I see myself explaining Math solutions in front of the class to strengthen my skills. | | | | | |
| 7. I trust my Mathematics abilities and contribute thoughtfully during discussions. | | | | | |
| 8. I participate confidently, knowing that sharing my ideas helps me and others grows. | | | | | |
| 9. I take challenging Math problems as opportunities to think creatively and learn. | | | | | |
| 10. I focus on positive progress and growth in my Math performance during lessons. | | | | | |

B. Teachers Factors

Instructions: Please read and understand carefully the following statements. Please indicate an honest response. Put a check mark (✓) on the appropriate box. Use the following scale.

| Response Option | Scale |
|-----------------|-------|
| Always | 5 |
| Often | 4 |
| Sometimes | 3 |
| Seldom | 2 |
| Never | 1 |

| INDICATORS | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| 1. My Mathematics teacher shows enthusiasm and passion when teaching the subject. | | | | | |
| 2. My teacher utilizes instructional materials (e.g., charts, models, fractions, graphs, etc.) to enhance understanding during Math lessons. | | | | | |
| 3. My teacher employs diverse teaching methods to cater to the different learning styles in Math class. | | | | | |
| 4. My teacher provides timely and constructive feedback on my Math assignment and test. | | | | | |
| 5. My teacher encourages us to ask questions during Math lessons? | | | | | |
| 6. My teacher connects Mathematics concepts to real-life situations to make lessons more engaging. | | | | | |
| 7. My teacher offers additional help to my classmates who have difficulties in understanding Math concepts. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 8. My teacher maintains an organized and focused classroom environment during Math lessons. | | | | | |
| 9. My teacher uses reinforcement to motivate students in Math class. | | | | | |
| 10. My teacher participates in going professional development to improve their Math teaching skills. | | | | | |

C. Environmental Factors

Instructions: Please read and understand carefully the following statements. Please indicate an honest response. Put a check mark (✓) on the appropriate box. Use the following scale.

| Response Option | Scale |
|-----------------|-------|
| Always | 5 |
| Often | 4 |
| Sometimes | 3 |
| Seldom | 2 |
| Never | 1 |

| INDICATORS | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. I stay focused and participate actively, even in a crowded Mathematics classroom. | | | | | |
| 2. I make the most of the Mathematics resources available to support my learning.. | | | | | |
| 3. I concentrate well and stay engaged, even with limited classroom lighting. | | | | | |
| 4. I stay focused on Mathematics lessons despite distractions around me. | | | | | |
| 5. I maintain focus and motivation in Mathematics lessons, regardless of classroom conditions. | | | | | |
| 6. I maximize my learning by using the technological resources available during Math lessons. | | | | | |
| 7. I seek creative ways to enhance my Mathematics studies, even with limited library access. | | | | | |
| 8. I stay focused during Math lessons, even when the environment is challenging. | | | | | |
| 9. I stay positive and engaged in Math lessons, contributing to a better classroom environment. | | | | | |
| 10. I collaborate effectively and stay engaged, regardless of seating arrangements. | | | | | |