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Students' Adversities Inversely Productive

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Abstract:- In this study students were found reluctant in participating classes' discussion yet their instructor influenced them and made some extent strategies that transformed their personalities to be participative and responsive using project-based-outcomes-based in the teaching-learning-process. Technically, results viewed that students' perspective were differed from their teacher's pedagogies but then along the way this scenarios prepared them to be more confident, friendly-cooperative with their peers, adoptive on their teacher's will.

Keywords:- *Classmates, Teaching-Methods in Math, Students' Personalities, Cooperation, Responsibilities.*

I. INTRODUCTION

Statistics is a branch of mathematics dealing with the collection, analysis, interpretation, and presentation of masses of numeral data. It is an important context where both students and instructor come into contact to share information in their quest for knowledge. The case of Bachelor of Science in Agroforestry (BSAF) of Surigao State College of Technology (SSCT) - Mainit Campus, Magpayang, Mainit, Surigao del Norte, Philippines the students were observed during their participation in class, their attitude or behavior, the classroom environment (hot and noisy place) on how it affects their studies, and their hesitations, reasons of not participating were considered as if it is impacted the academic performance of student. This emphasized by Fassinger (1995) and Gomez et.al (1995) that low level of self-confidence, do not make preparation before class, this is why students has failed to show their intelligence while in the classroom, emotionally it confused them which resulted to be passive, thus becoming less engaged in classroom discussions. This is also supported by Siti Maziha et.al (2010), who found that students become passive in classroom discussion due to their self-limitations, such as cannot focus during lecture or learning time and feared to commit mistake.

Students in BSAF is too participative and leads to investigate their schoolmates' participation during the learning-process, their abilities in the process and their adversities were considered. Objectively, the study identified level of participations and examined factors that influenced students to actively participate in the classroom. Wherein this study focuses to investigates the students' reasons, ideas and personalities during class discussions. This study also enlighten that learning is a process of acquiring new or modifying existing knowledge, skills or behaviors. Thus, learning is defined as quest for knowledge, skills or behaviors, as it is expected that students need to be active and participative during classes. It is also anticipated that students should be proactive to seek knowledge by seeking and receiving information in an outside and inside the classroom. Nevertheless, students' behaviors in classroom may range from passive to active, as they sit quietly, taking notes, listening, doing this rightly, or asking questions, giving opinions, or answering questions posed (Abdullah, Bakar & Mahbob, 2012); (Hussein, 2010); (Bas, 2010).

Liu (2001) elaborated four types of student's behaviors in the classroom as full integration, participation in the circumstances, marginal interaction, and silence observation. In full integration, students engage actively in the class discussion, know what they want to say and what they should not say, their participation in class is usually spontaneous and occurs naturally (Sayadi, 2007). Participation in the circumstances occurs when students influenced by factors, such as socio-cultural cognitive, affective, linguistic, or the environment and these often lead to student's participation and intersection with other students and instructors become less and speak only at appropriate time, in fact students participation were afflicted by circumstances as stressed by Roberts, Golding, Towell & Weinreb (1999) that those students with poorer mental health was related to longer working hours outside the university and difficulty in paying bills, those students who had considered abandoning study for financial reasons had poorer mental health, lower levels of social functioning and vitality, and poorer physical health as indicated they were also heavier smokers, they're significantly associated with their knowing people involved in prostitution, crime, or drug dealing to help support themselves financially. On the other hand, marginal interaction, examined the effects of question prompts and peer interactions in scaffolding undergraduate students' problem-solving processes in an ill-structured task in problem representation, developing solutions, making justifications, and monitoring and evaluating (Ge & Land, 2003). And the last is silence observation, this process is an anthropological traditions, this issue provided insights into the possibility that underpinning the process of observation was symbiosis, this is not subjective but conventional or "Bounden" (Armstrong, 2007).

Those literatures, are too conclusive to prove that being active in classroom discussion, students can learn more, Davis (2009) on his point of view forecasted that student's enthusiasm and willingness to participation in a classroom through this verbal engagement will create a conductive classroom environment thus, students with high

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self-efficacy showed better academic achievement and participating more in the classrooms (Parajes, 1996 & Schunk, 1995).

In this study their instructor motivates them to: enhance their skills, their ability in mathematics by applying statistics and engaging in problem-solving, decision making through descriptive research. This study is merely significance to the students who took a Bachelor of Science of Agroforestry (BSAF) courses and by then they have chances to learn on how to use statistics thru research-based teaching methods and this profoundly redound to benefit the following:

PARENTS, they would be more considerate to the situation of their child. They have more chances to support, motivate, encourage, and accept their child completely;

STUDENTS, they would discovered their adversities, difficulties, weaknesses and strengths in class discussions;

TEACHERS, they will be able to discuss the measurement of mathematics in the modern world using statistics from their students; and

RESEARCHERS, this study will provide baseline information to them and to have basis in research proposal to those who conducted the same study.

II. METHODS AND MATERIALS

Students' participation were investigated probably during classes' discussion, learning-process on how they achieve the given instructions of their teacher. Eventually, the researchers made a questionnaire related on the study that possibly suffice those target questions.

Gathering of data were simplified through purposive convenience sampling since the researchers choose the exact respondents for the study, conveniently those students were considered respondents if available during their time of survey (Tongco, 2007); (Patton, 2007).

Imposed simple mathematical logical interpretation through percentages (Lorenzo-Seva, U., 2013); (Robertson & MacLowry, 1974).

III. RESULTS AND ANALYSIS

This chapter presents the results and analysis of the data gathered as it answers the statement of the problem of the study. The analysis is presented through the table with the appropriate interpretation and classified numerical value within the table.

- Question 1. After each test, does your teacher help you in understanding ways to improve your grades?

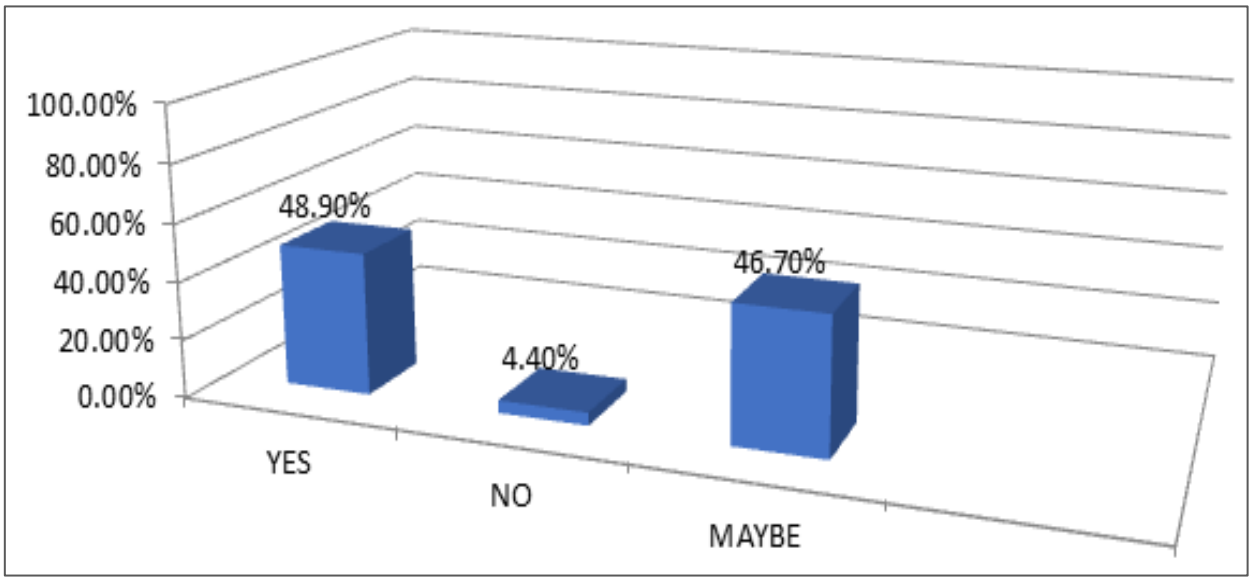

Fig 1

Answers for question 1 shows that "YES" gets the highest frequency with 48.9% based on the respondents' responses. Then, "MAYBE" with a frequency rate of 46.7% and the lowest frequency which is "NO" having a rating of 4.4%. This conspired that though students were confused but then majority still believed that their teachers helped them to be more progressive.

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➢ Question 2. If you were given one thing you could change in the class, what would that be?

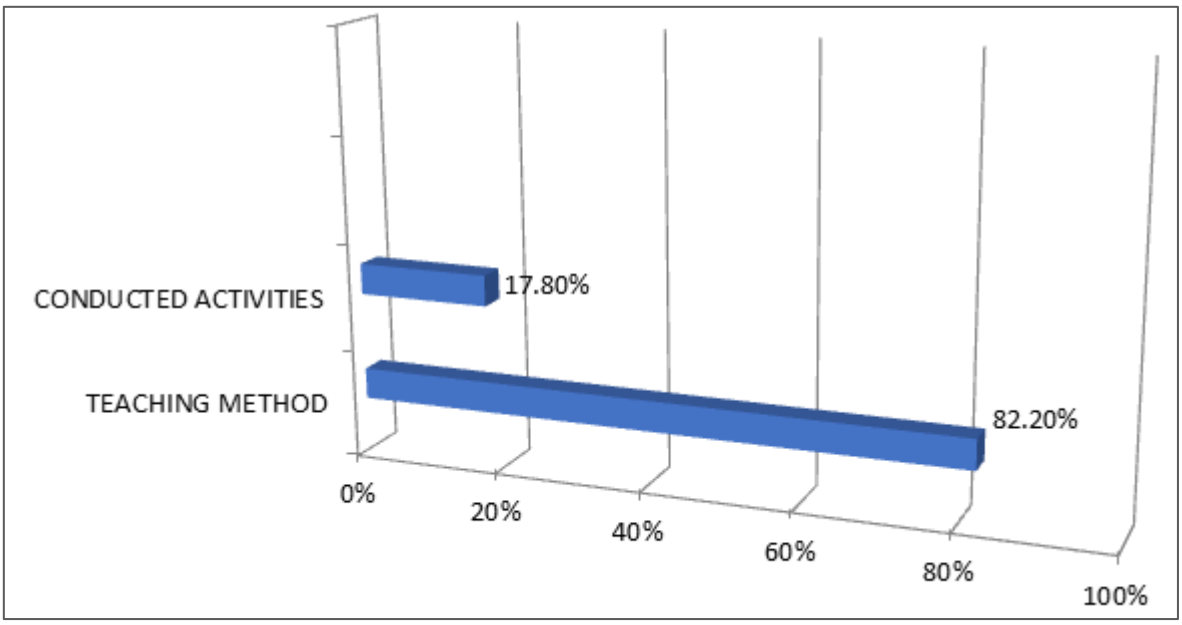

Fig 2

Answers for question 2 shows that "TEACHING METHOD" got the highest frequency which is 82.2% and a frequency rate of only 8.8 % for "CONDUCTED ACTIVITIES" this result implicates that students tends to be decisive and negates their teachers' teaching strategies though they're not complaining against to the instructions provided by their teachers.

➢ Question 3. Do you have supportive classmates?

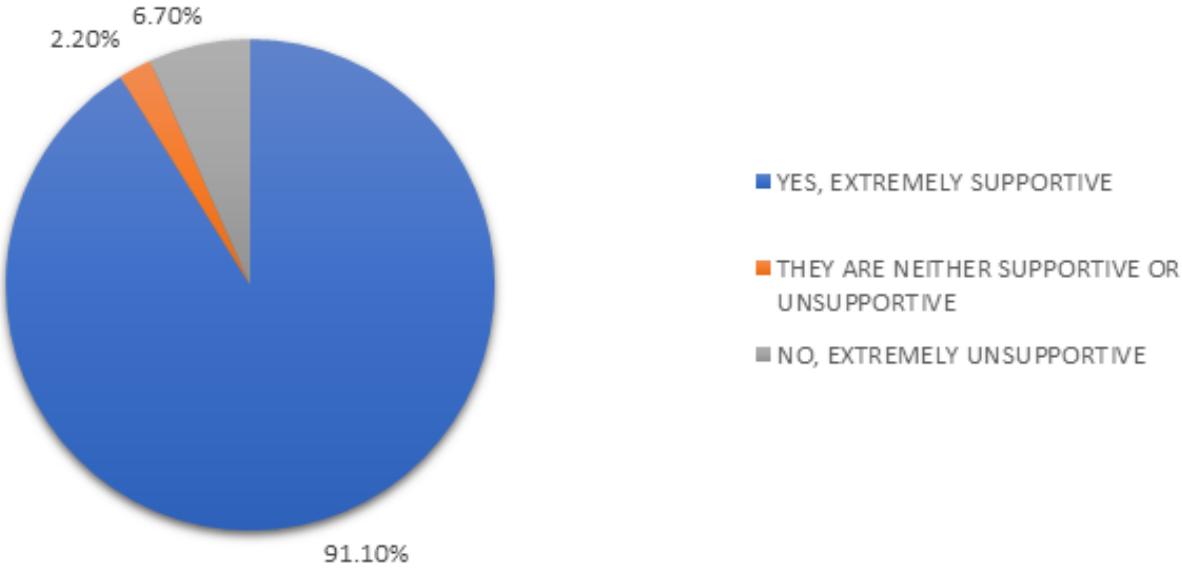

Fig 3

Answers for question 3 displayed ratings of 91.1%, 6.7 % and 2.2 % respectively for "YES, EXTREMELY SUPPORTIVE", "NO, EXTREMELY UNSUPPORTIVE", and "THEY ARE NEITHER SUPPORTIVE OR UNSUPPORTIVE. This simply expound based on results that students' inter-relations skills and socio-empowerment were totally boosted and this extremely emphasized that students were transformed to be more proactive in participations. Thus, this study reflects good exhibits on how students were motivated and be more participative, responsive during classes.

➢ Question 4.What are the reason of the students why they did not participate in discussion?

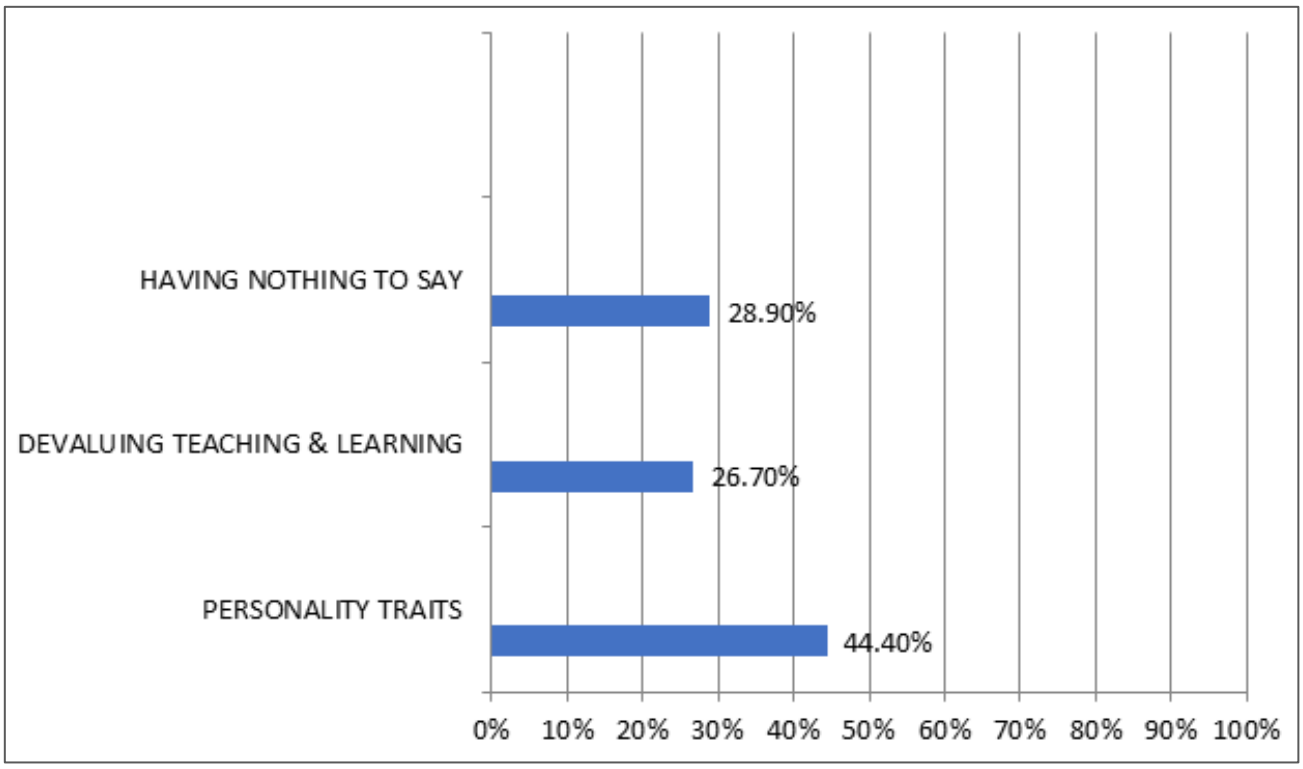

Fig 4

Answers for question 4 shows that "PERSONALITY TRAITS" has its highest frequency that constitutes a total percentages of 44.4% or with 45 respondents' answers. Followed by "HAVING NOTHING TO SAY" the frequency 28.9% and then the lowest frequency is 26.7% which is 'DEVALUING TEACHING & LEARNING". In this subsection it reflects that students problem in participating classes is precisely about their personal traits, more likely students were more respectful with their teachers.

IV. CONCLUSION

The study has revealed that students personal traits hindered their will to participate though their teachers provided activities on how to set them more proactive in participating discussion, besides this scenarios boosted their social relationship among their classmates being helpful and socially empowered. Students inclined to be more decisive on their personal views as to teaching methods, this quite alarming to teachers yet options were at stake they should plan strategies and employ proper techniques to create a responsive discussion. Being that, the students will be alert and active to apply their skills and ability to understand the situation. Therefore, it is also wise for the instructors to encourage all students to speak up or share their ideas as means of motivations and so students weaknesses are determine and for them to be directed.

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