

Motivational beliefs and Grade 10 Students' Faces of Identity in Mathematics

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ABSTRACT

Characterizing students' capability in dealing with mathematics played an essential role in setting a more productive learning space among learners. Despite the low level of mathematical proficiencies revealed by national and international assessments, mathematics teachers ensure that they can still prepare junior high school students for higher mathematical skills competence. In response to this, mathematics learners should not just focus on developing their numerical ideas and abilities but also try to figure out their identity to become problem solvers in math. This study described the motivational beliefs and faces of identity in mathematics of grade 10 students. The use of descriptive and correlational research designs resulted in the study's objectives being met for 2020-2021, with forty-five (45) grade 10 junior high school students who answered an adapted-modified motivational belief assessment and researcher-made survey questionnaire on faces of identity. The result shows a significant positive relationship between the motivational beliefs on self-efficacy, task-value, and extrinsic goal orientation to engagement, imagination, alignment, and nature, and the intrinsic goal orientation to engagement, imagination, and alignment of the students' faces of identity in mathematics. Furthermore, a model shared in the result suggests that the task-value and extrinsic goal orientation of motivational beliefs significantly predict the faces of identity. The study recommends that students determine their identities, which will significantly fit learning spaces conditions to unfold more excellent opportunities in becoming a mathematically inclined individual.

Keywords: Goal orientations, Mathematical Identity, Motivational beliefs, Self-efficacy, Task-value