

The affective domain in learning mathematics

**Nuria Gil-Ignacio, Eloísa Guerrero-Barona
and Lorenzo Blanco-Nieto.**

University of Extremadura.

Spain

eloisa@unex.es

Abstract

Introduction. The present work set out to analyze the beliefs, attitudes, and emotional reactions that students experience in the process of learning mathematics. The aim was to be able to demonstrate that the existence of positive attributes, beliefs, and attitudes about themselves as learners are a source of motivation and expectations of success in dealing with this subject.

Method. We used a sample of 346 students of the second cycle of Obligatory Secondary Education (ESO) of high schools in Badajoz. The participants responded to a questionnaire on beliefs and attitudes about mathematics.

Results and Discussion. It was found that students' gender did not influenced their beliefs about their self-concept of mathematics.

Keywords: beliefs, attitudes, emotions, mathematics self-concept, secondary, gender and mathematics learning.