

© *Indian Journal of Psychology and Education*

July 2017, Vol.8, No.2, pp 163-180

**Grade Eleven Students' Beliefs in Mathematics Education in West Arsi
Zone, Ethiopia**

Mulugeta Atnaфу Ayele* and Tesfu Belachew Dadi**

Abstract

The general objective of this research was to investigate grade eleven students' beliefs in mathematics education in West Arsi Zone. To address this objective, quantitative and qualitative methods were employed. The data were collected from four schools in West Arsi Zone using multistage sampling. Consequently, this study indicated that there were a significant number of students had neutral, positive and negative beliefs about mathematics education; about mathematics learning and problem solving; about self; and contexts support in mathematics education. Some of the findings indicate that most of the students believe that mathematics is difficult; they got insufficient services from parents, mathematics teachers and schools. In order to improve students' belief in mathematics education, it is better to sensitize students to understand mathematics is useful and important for daily activities. It is also to motivate students to build the culture of working hard and good time management, and the habit of helping each other, to support with tutorial and provide the necessary learning resources.

Keywords: Beliefs, mathematics education, mathematics learning, problem solving, self, contexts support