



De La Salle University – Dasmariñas

GRADUATE PROGRAM

**FACTORS AFFECTING MATHEMATICS AND SCIENCE ACHIEVEMENT
OF LETRAN GRADE SCHOOL PUPILS 2009 – 2010:
INPUTS IN THE MATHEMATICS AND SCIENCE
PROGRAM ENHANCEMENT**

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Major in Educational Management

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ABSTRACT

Title of the Research : **FACTORS AFFECTING MATHEMATICS AND SCIENCE ACHIEVEMENT OF LETRAN GRADE SCHOOL PUPILS 2009 – 2010: INPUTS IN THE SCIENCE AND MATHEMATICS PROGRAM**

ENHANCEMENT

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This descriptive study was conducted to find non – cognitive factors that affect the academic achievement of grade school pupils of Colegio de San Juan de Letran - Calamba, and to provide inputs in the science and mathematics program enhancement. The theoretical framework evolved from the idea that various factors affect the achievement of grade school pupils. By understanding how the independent variables affect the dependent variable, inputs can be made to enhance the mathematics and science program of the school. It utilized a nine (9) - part questionnaire which contained self – made and revised questions to suit the study. The main source of data is the responses of a total of 225 pupils and their parents who were selected through purposive sampling.



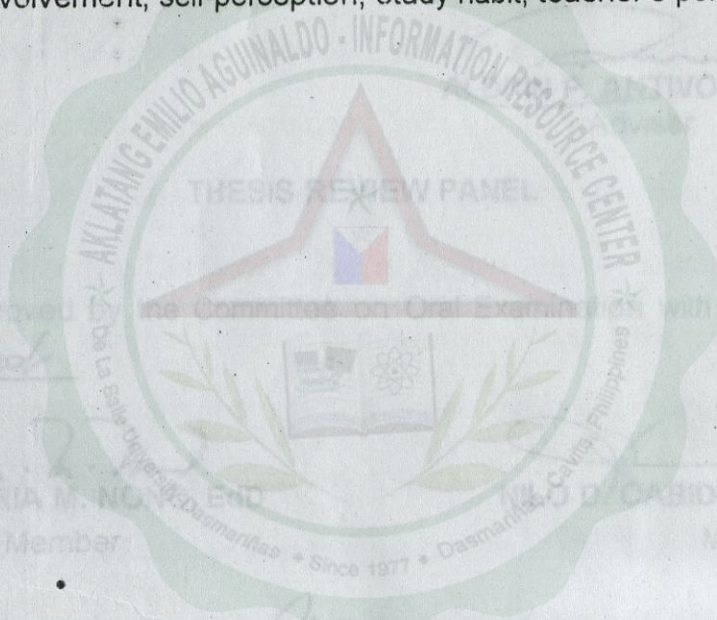
Findings from the study showed that age, gender, self – perception of personal mathematics and science competence, attitudes, study habits, perception of teacher’s performance and parental involvement affect the mathematics and science achievement of grade school pupils. Age, gender and parental involvement which are factors that are not controlled by the pupils, create certain effect on other non – cognitive factors.

These findings imply that better self – perception of personal competence, attitudes, study habits, perception of teacher’s performance and parental involvement can ensure better mathematics and science achievement. It also implies that change in the independent variables mentioned have corresponding effect on the mathematics and science achievement of the pupils. As parental involvement affects achievement, it also affects the other variables such as self – perception, attitudes and study habits. Pupils who receive better parental involvement develop better perceptions, attitudes and study habits as well as mathematics and science achievement. It further implies that in order to maintain better mathematics and science achievement, remediation must be conducted early on to minimize age and gender differences in achievement. The study concludes also that creating ways to develop better perception, attitude and study habits, developing a community that promotes stronger parental involvement, and addressing age and gender difference could help to further improve achievement.



This present study thereby recommends that administrators, curriculum planners, teachers, guidance counselors and parents work collaboratively to promote better perceptions, attitude and habits and to address age and gender difference.

Keywords: achievement, age, attitude, program enhancement, parents, parental involvement, self-perception, study habit, teacher's performance



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The increasing complexity of daily life requires a citizenry that is mathematically and scientifically literate. Raising the quality of mathematics and science education is a critical step towards economic development in all parts of the globe. Economic training and development of the human resources is a strategic tool in national development. Economic development depends largely on the quality and size of the professional work force. This results to widespread interest in improving the levels of mathematics achievement in schools. All citizens need to achieve a certain degree of scientific and mathematical literacy to enable them to boost their country's research capability and participate effectively as citizens in modern societies. Studies indicate many of our learners are not attaining this kind of literacy, without which, they will find it too difficult to meet the challenges posed by our rapidly changing world.

In the last three Trend for International Mathematics and Science Studies (TIMSS) conducted by the International Association of Educational Achievement particularly in the years 1995, 1999 and 2003, the Philippines performed way below the performance of other Asian countries. In science, the country ranked 41st out of 42 participating countries in 1995, 36th out of 38 participating countries in 1999 and 42nd out of 45 participating countries in