

ABSTRACT

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Title of Thesis : Attitudes, Problems and Achievement
in Math of Dacanlao Gregorio
Agoncillo National High School Their
Relationship SY 1994-1995

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Objectives :

A. General :

To assess the relationship of attitudes, problems
and achievement in mathematics of Dacanlao Gregorio
Agoncillo National High School, SY 1994-1995.

B. Specific :

1. Find out the respondents' attitude towards
mathematics
2. Find out the respondents' level of seriousness
of problems encountered in the study of mathematics
3. Find out the respondents' mathematics achievement
during the school year
4. Determine the differences of the respondents
attitude towards mathematics when they are grouped
according to sex, year level, parents' academic

background, parents' attitude towards mathematics, teachers' academic qualifications and teachers' attitude towards mathematics.

5. Determine the differences of the respondents' level of seriousness of problems in the study of mathematics when they are grouped according to sex, year level, parents' academic background, parents' attitude towards Mathematics, teachers' academic qualifications and teachers' attitude towards Mathematics

6. Determine the differences of the respondents' mathematics achievement when they are grouped according to sex, year level, parents' academic background, parents' attitude towards Mathematics, teachers' academic qualifications, and teachers' attitude towards Mathematics

7. Determine the differences of the respondents' mathematics achievement when they are grouped according to attitude towards mathematics

8. Determine the differences of the respondents' mathematics achievement when they are grouped according to level of seriousness of problems in the study of mathematics in terms of student-related factors, teacher related factors and environment related factors.

Scope and Coverage :

This study included the 173 or 20% of the total population of 990 high school students from first year to fourth year level, 21 teachers of DGANHS and 20% of parents.

Methodology

The study used the descriptive method.

Major Findings

The mean of 3.15 shows the students had lukewarm attitude towards Math; the mean of 3.19 shows students had moderately serious problems in the study of math; and the mean of 82.72 showed that the students had good performance in math.

The t-ratio of 2.4286 showed that females had better attitude towards math; the F-ratio of 2.24 showed no differences in attitude towards math among the 4 year levels; parents' academic background and attitude with F-ratios of 3.7091 and 69.52 respectively, significantly affected their children's attitude while teachers' academic qualification and attitudes did not affect their student attitude towards this subject.

The t-ratio of .05515 means no differences in level of seriousness of problems in the study of math between the sexes; the F-ratio of 11.1470 showed differences

among year levels; parents' academic background affected very much their problems while parents attitude did not; teachers' academic qualifications and attitude likewise did not have anything to do with their students' problems in the study of math.

Mathematics achievement was the same for both sexes (t-ratio = .009) and for year levels (F-ratio = 2,6132). It differed in relation to parents' academic background (F= 16.7653) while in relation to parents' attitude, students performed similarly (F = .2504). Teachers' academic qualifications affected students' achievement significantly as shown by F-ratio of 32.3695 while teachers attitude did not with an F-ratio of .6278. Students attitude was not a factor affecting their math achievement (t-ratio = .495); in spite of problems they still got good grades in math.

Conclusions

1. Most of the students had only moderate liking for mathematics subjects, had moderately serious problems in the study of math, but had good mathematics performance.

2. Attitude towards math of students was not affected by year levels, teachers' educational qualifications and attitude towards math, but sex,

parents' academic background and attitude affected students' attitude towards the subject.

3. Seriousness of problems did not differ between sexes, according to parents' attitude, teachers educational qualification and their attitude; it differed among year levels and according to parents' academic background.

4. Both male and female were good in mathematics but their achievement were affected significantly by parents' academic background and teachers' academic background although parents' attitude and teachers' attitude towards the subject had no relation with students' math achievement.

5. Students' attitude and problems in the study of Math were not significant factors in their math achievement.

Recommendations

1. Math teachers should exert greater efforts in making the subject fun, interesting and creative by using innovative strategies that will challenge the students' capabilities.

2. Teachers have to make sure their students understand the basic math ideas before going into more complex ones through sequential procedures.

3. Math is a self-contained system where logical reasoning reigns, where one wrong step leads to greater errors. Students should be encouraged to reason out, to work on assignments with more dedication, to practice on difficult exercises and to be more self-reliant so as to improve on their math performance.

4. Meetings or communication for parents on their childrens' progress in school work particularly math could change their attitude to a positive one.

5. Seminars in Math should always have demonstration teaching by model/master teachers.

6. Parents should strive to provide a place of study for their children.

7. Administrators and teachers should make the school environment more conducive to learning.