



**De La Salle University - Dasmariñas**  
**GRADUATE PROGRAM**

**Effects of Intensive Mathematics on the Academic Achievements**  
**in College Algebra of DLSU-Dasmariñas**  
**Freshman Students**

**A Master's Thesis**  
**Presented to the Faculty**  
**of the Graduate School of Education, Arts and Sciences**  
**De La Salle University-Dasmariñas**  
**Dasmariñas, Cavite**

**In Partial Fulfillment**  
**of the Requirements for the Degree**  
**Master of Arts in Mathematics**

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**ABSTRACT**

**NAME OF INSTITUTION** : De La Salle University- Dasmariñas  
**ADDRESS** : Bagong Bayan, Dasmariñas, Cavite  
**TITLE:** : Effects of Intensive Mathematics on the  
Academic Achievements in College Algebra  
of DLSU-D Freshman Students

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**COST** : P15,000.00

**DATE STARTED** : June, 1998

**DATE COMPLETED** : February, 1999

**OBJECTIVES OF THE STUDY:**

**A. GENERAL:**

The study aimed to determine the effects of Intensive Mathematics on the academic achievements in College Algebra of DLSU-Dasmariñas freshman students.

**B. SPECIFIC:**

1. To determine the significant difference between the pretest and posttest mean scores of freshman students
  - 1.1 in College Algebra with Intensive Mathematics.
  - 1.2 in College Algebra without Intensive Mathematics.



2. To determine the significant difference between the academic achievements of freshman students in College Algebra with Intensive Mathematics and those without Intensive Mathematics.

**SCOPE AND COVERAGE:**

The study was conducted at DLSU-D during the first semester of the school year 1998-1999. The samples of the study were limited to 76 matched freshman students from the College Algebra classes taught by the researcher.

**METHODOLOGY:**

A quasi-experimental research with the Matching Pretest-Posttest Only Control Group Design was used in the study. The freshman students used as samples were from statistically equated groups using the pretest results and were further matched using the mathematics scores in the university admission test as the matching variable.

The instrument used to measure the academic achievements of the samples was a 25-item test, which was content validated by a group of mathematics instructors and professors of DLSU-D. The mean and t-test for dependent and independent samples were utilized.

**MAJOR FINDINGS:**

1. The posttest mean score of the students with Intensive Mathematics and the posttest mean score of the students without Intensive



Mathematics were higher than their pretest mean scores. Both differences were shown to be significant at 0.05 level.

2. The academic achievement mean score of the experimental group was higher than the academic achievement mean score of the control group. This difference was found to be significant at 0.05 level.

#### CONCLUSIONS:

The researcher concluded that the Intensive Mathematics (drill-and-practice) course was generally effective in improving the academic achievements in College Algebra of DLSU-D freshman students.

#### RECOMMENDATIONS:

The researcher recommends the following:

1. Intensive Mathematics course should be offered not just to selected students but to all freshman students of DLSU-D.
2. Drill-and-practice should be considered for more frequent use in any mathematics classrooms.
3. Similar studies may be conducted using a larger sample so that more general conclusions can be made regarding Intensive Mathematics course.