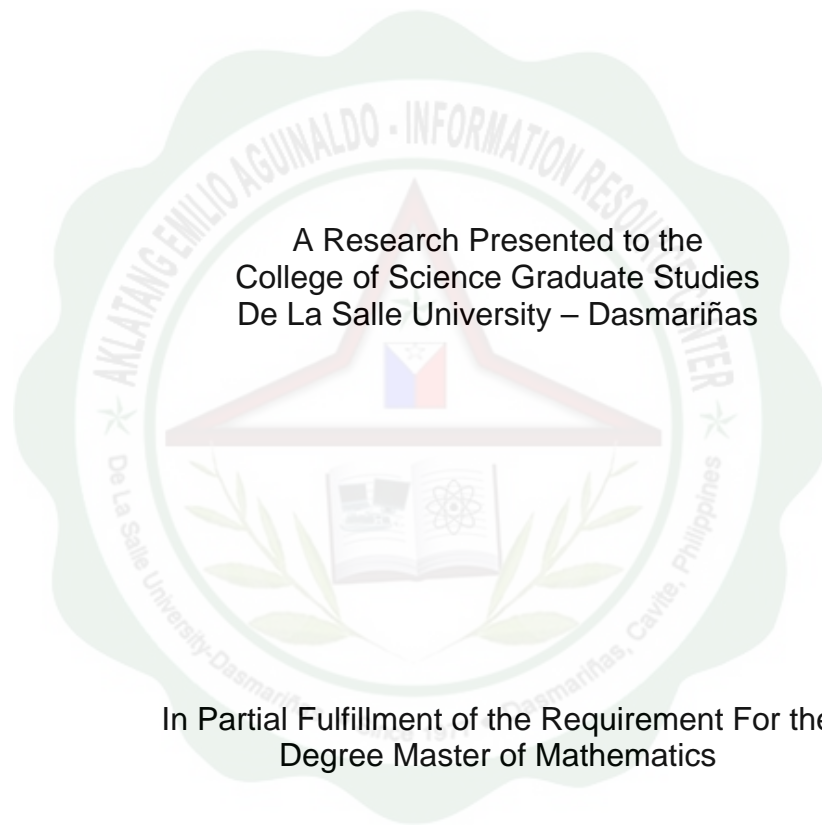


THE LEARNING STYLE PREFERENCES OF SELECTED FRESHMAN
STUDENTS OF DASMARIÑAS NATIONAL HIGH SCHOOL AND
THEIR PERFORMANCE IN MATHEMATICS I: AN ANALYSIS



A Research Presented to the
College of Science Graduate Studies
De La Salle University – Dasmariñas

In Partial Fulfillment of the Requirement For the
Degree Master of Mathematics

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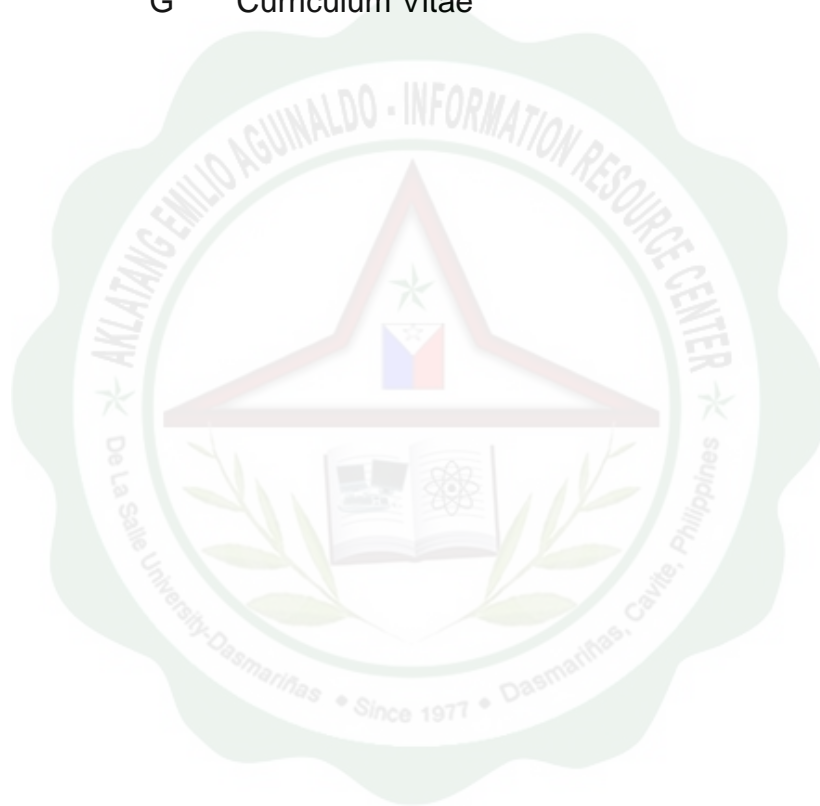
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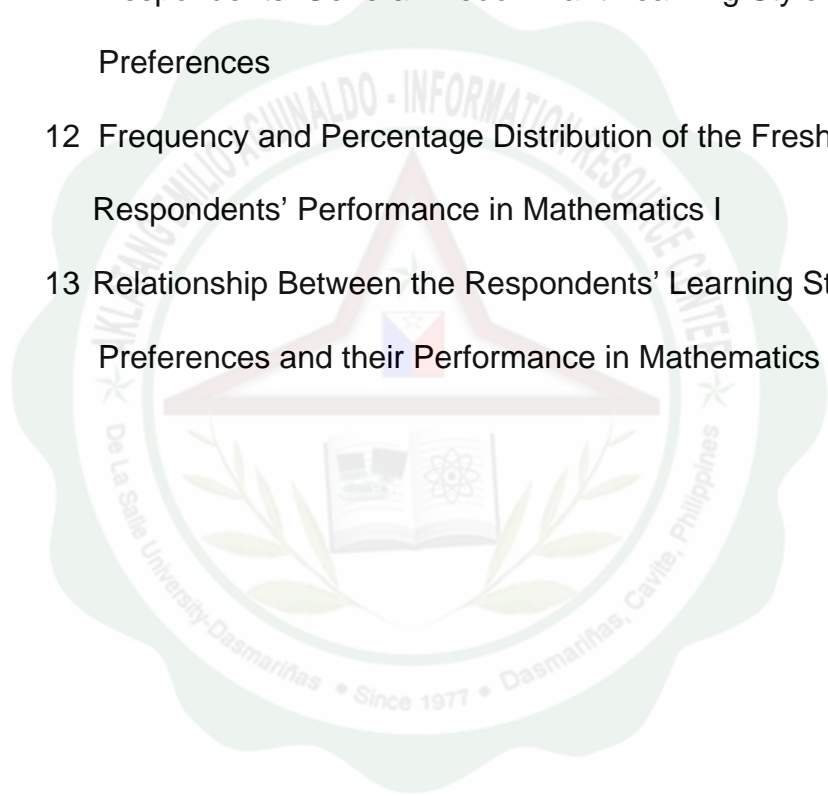


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ABSTRACT

This study determined the predominant learning style preferences, performances in Mathematics I, and the significant relationship that existed between the two variables.

This study employed the descriptive-correlational method of research. It utilized the Learning Style Inventory which was the data gathering instrument in identifying the learning style preferences of the respondents. The instrument was originally made by Dunn and Dunn (1998) but was modified by Cariaga (2005). The final grade served as the performance of the respondents in Mathematics I. Using equal allocation sampling technique, a total of 379 freshman respondents participated in the study for the S.Y. 2007-2008 at Dasmariñas National High School.

Data were gathered and interpreted using valid statistical software. It was found out that the respondents have a much preferred level on Psychological, Sociological, Physiological and Environmental Preferences. Only Attitudes Preference falls on preferred level. It was also revealed that the Mathematics performance of the respondents was on the good level. The respondents Predominant Learning Style Preference is Psychological however, both Sociological and Physiological learning style preferences that appears to be significantly related to the performance in Mathematics.

Mathematics teachers therefore, should know their teaching style so that they can use the findings in matching their teaching style to the identified Learning Style Preferences.

