



**De La Salle University – Dasmariñas**

**GRADUATE PROGRAM**

**Difficulties in Learning Fractions of Grade 7 Students of  
Parents for Education Foundation (PAREF) – Southridge  
School Year 2008 – 2009: An Analysis**

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

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

**Dann Michael A. Barcelona**

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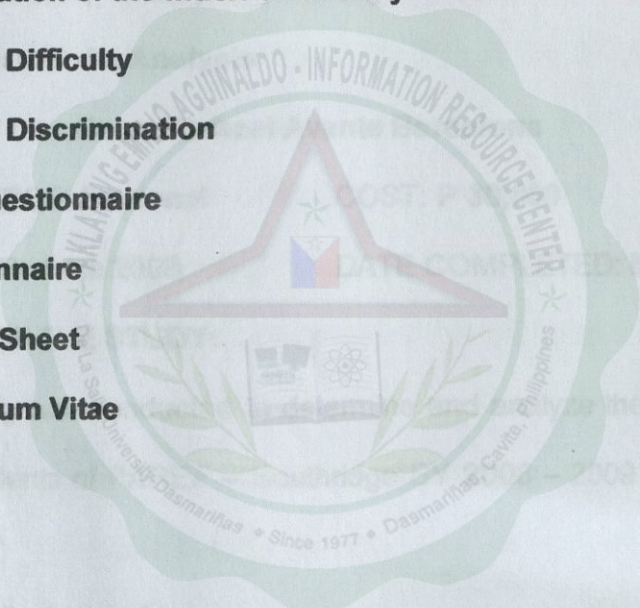
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### ABSTRACT SHEET

**INSTITUTION** : De La Salle University – Dasmariñas  
**ADDRESS** : DBB-B, Dasmariñas, Cavite, Philippines 4115  
**TITLE** : Difficulties in Learning Fractions of Grade 7  
students of Parents for Education Foundation  
(PAREF) – Southridge School Year 2008 – 2009:  
An Analysis

**AUTHOR** : Dann Michael Avante Barcelona

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#### OBJECTIVES OF THE STUDY:

This study was conducted to determine and analyze the difficulties of Grade 7 students of PAREF – Southridge SY 2008 – 2009 in learning fractions.

Specifically, it aimed to:

1. describe the profile of the Grade 7 students:
  - 1.1 Average grade performance in Mathematics
  - 1.2 Average grade performance in English
2. describe the learning difficulties of the Grade 7 students in:
  - 2.1 Fraction Concepts
  - 2.2 Operations on Fractions



### 2.3 Applications of Fractions

3. enumerate and analyze the causes of these difficulties in fractions.

#### **SCOPE AND LIMITATION OF THE STUDY.**

This research was confined to the grade 7 students of PAREF-Southridge school year 2008 to 2009. All the grade 7 students were used as subjects in the study.

The research instrument is a researcher-made questionnaire that has two parts. Part one is the test itself that covers the following topics: Fraction Concepts, Operations of Fractions with Like and Unlike Denominators, and Application of Fractions. Part two is a descriptive questionnaire containing the reasons that contribute to the difficulty of the students. Validation of the research instrument was made by 5 experts.

#### **METHODOLOGY:**

The descriptive method was used in this study. The respondents were the grade 7 students of PAREF-Southridge. One hundred per cent of the total population of the grade 7 students was used. The researcher-made questionnaire was the main instrument, and simple percentage was used in the study. The index of mastery and item analysis were also used in the study.



**FINDINGS:**

After the analysis of data, the following are the results of the study:

1. The respondents' grades in Mathematics are similar to the grades in English. The respondents got very high average grades in both Mathematics and English in Grade 5 and high average grade in Grade 6.

2. Based on the indices of mastery, Fraction Concepts got 82.99%, Operations of Fractions got 85.34% and Applications of Fractions got 71.95%. It can be said that the grade 7 students of PAREF – Southridge School for Boys have difficulties in Applications of Fractions.

3. Students were asked if they are having a hard time answering questions in math particularly in fractions. Eighty - five students or 73.28% said that they were having difficult time answering math problems particularly in fractions. Out of 116 students, only 31 students or 26.72% said that they were not having difficult time in answering math problems particularly in fractions.

4. For those students who answered they were having difficult time answering math questions particularly in fractions, the most prevalent reason is: "I'm having a hard time to remember basic mathematical facts ranks first with a frequency of 36 or 42.35 per cent." This means that there were greater number of students having a hard time answering



mathematics questions particularly in fractions since it is more difficult to remember mathematical basic facts.

**CONCLUSION:**

After the analysis of the findings, the following conclusions were drawn:

1. Students' average grades in Mathematics are similar to their grades in English.

2. Grade 7 students find Applications of Fractions are difficult. The reason given was the respondents could not understand the problem properly. They did not know what was the problem needed to be solved.

3. In general, referring to the causes of answering math problems particularly in fraction because they easily forgot basic mathematical facts. The respondents could not see the importance of the abstract ideas taught to them by their teachers.

**RECOMMENDATIONS:**

1. The students should exert more effort to have good grades in mathematics.

2. The teachers should give exercises from time to time to check if the students can still remember basic mathematical facts such as four operations, number facts, etc.





3. The teachers should not only give onto questions but they should give more application problems.
4. The teachers should reteach the lessons if they notice that the majority of the students do not understand the lessons.
5. The teachers should give remedial classes to the students who are failing.
6. The faculty should discuss among themselves and to the academic council the causes of learning difficulties to help the students.

