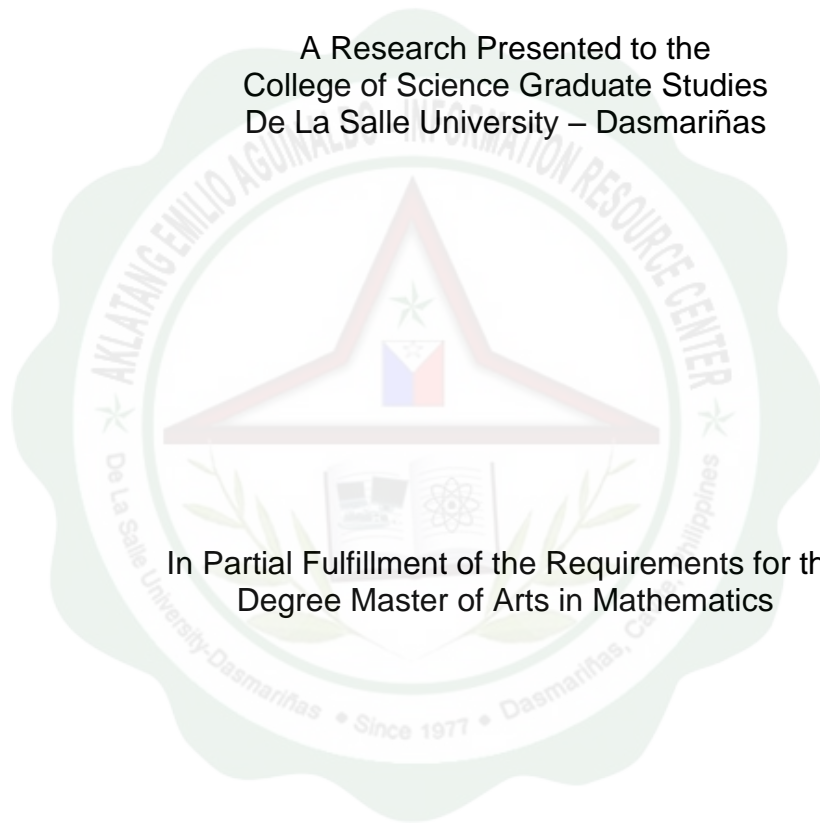


**EFFECTS OF USING ALGEBRA TILES IN TEACHING SPECIAL PRODUCTS
AND FACTORING POLYNOMIALS ON STUDENTS' MATHEMATICAL
ACHIEVEMENT AND ATTITUDES TOWARD MATHEMATICS**

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ABSTRACT

This quasi experimental study was conducted to determine the effects of using algebra tiles in teaching Special Products and Factoring Polynomials on student's mathematical achievement and attitudes toward mathematics. The study involved two intact classes of first year students of Bacoor National High School – Molino Annex during the school year 2011-2012. The pretest results were compared and found to be significant at 0.05 level suggesting that the control group had higher prior knowledge than the experimental group. The posttest results were compared using ANCOVA and found to be not significant at 0.05 level. Significant difference was found in the pretest and posttest of both groups which means that learning occurred among the respondents. The results of the pretest and posttest of Attitudes Toward Mathematics Inventory showed that the experimental group maintained positive attitudes but there was a notable increase in self confidence and enjoyment as their mean gains were found significant. There was a change on the attitudes of the students in the control group, but the decline of scores was not significant. The results of the posttest achievement and Attitudes Toward Mathematics Inventory of the two groups were compared and found to be not significant. The researcher concluded that the traditional instruction and instruction using algebra tiles were both effective in teaching Special Products and Factoring. The use of algebra tiles, however, led to more favorable attitudes toward mathematics specifically in promoting self confidence and enjoyment.

TABLE OF CONTENTS

	Page
Title Page	1
Approval Sheet	2
Abstract	3
Acknowledgments	4
Table of Contents	6
List of Tables	8
List of Appendices	9
Chapter	
1 INTRODUCTION	10
Objectives	13
Significance of the Study	14
Scope and Limitations of the Study	15
2 MATERIALS AND METHODS	16
Research Design	16
Respondents of the Study	17
Research Instrument	18
Data-Gathering Procedure	20
Statistical Treatment	22
3 RESULTS AND DISCUSSION	23
4 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	32
Summary	32

Findings	33
Conclusions	34
Recommendations	35
REFERENCES	36
APPENDICES	39



LIST OF TABLES

Table Number		Page
1	Distribution of the Respondents	17
2	Comparison of the Control and Experimental Groups as Regards their Grade Six Grades	23
3	Pretest Mean Achievement Scores of the Control and Experimental Groups	24
4	Pretest and Posttest Mean Achievement Scores of the Control and Experimental Groups	25
5	Pretest Results of the Attitudes Toward Mathematics Inventory of the Control and Experimental Groups	26
6	Pretest and Posttest Results of the Attitudes Toward Mathematics Inventory of the Control and Experimental Groups	27
7	Posttest Mean Achievement Scores of the Control and Experimental Groups	28
8	Analysis of Covariance (ANCOVA) for Posttest Mean Achievement Scores	29
9	Posttest Results of the Attitudes Toward Mathematics Inventory of the Control and Experimental Groups	30

LIST OF APPENDICES

Appendix	Page
A. Letter of Request to the Schools Division Superintendent	40
B. Letter of Request to the Principal	41
C. Sample Letter of Request to the Validators	42
D. Letter of Request to Use the Instrument	43
E. Teacher-made Test Subject for Validation	44
F. Item Analysis	54
G. Table of Specifications	55
H. Validated Teacher-made Test	56
I. Certificate of Validation	62
J. Result of Kuder-Richardson Formula-20	63
K. Attitudes toward Mathematics Inventory	64
L. Scoring Guide of the Attitudes Toward Mathematics Inventory	66
L. Curriculum Vitae	67