

**COMPARING THE EFFECTIVENESS OF THREE STRATEGIES IN TEACHING
SELECTED TOPICS IN MATHEMATICS ON THE STUDENTS' ACHIEVEMENT
IN AND ATTITUDE TOWARD MATHEMATICS**

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TABLE OF CONTENTS

	PAGE
TITLE PAGE	1
APPROVAL SHEET	2
ACKNOWLEDGEMENT	3
TABLE OF CONTENTS	6
LIST OF TABLES	8
LIST OF APPENDICES	9
ABSTRACT	11
CHAPTER	
I INTRODUCTION	12
Objectives	19
Significance of the Study	20
Scope and Limitation of the Study	21
II MATERIALS AND METHODS	23
Research Method	23
Statistical Treatment	23
Data- Gathering Procedure	24
III RESULTS AND DISCUSSION	27
VI SUMMARY, CONCLUSIONS AND	
RECOMMENDATIONS	38
Summary of Findings	39

Conclusion	41
Recommendation	42
REFERENCES	43
APPENDICES	47



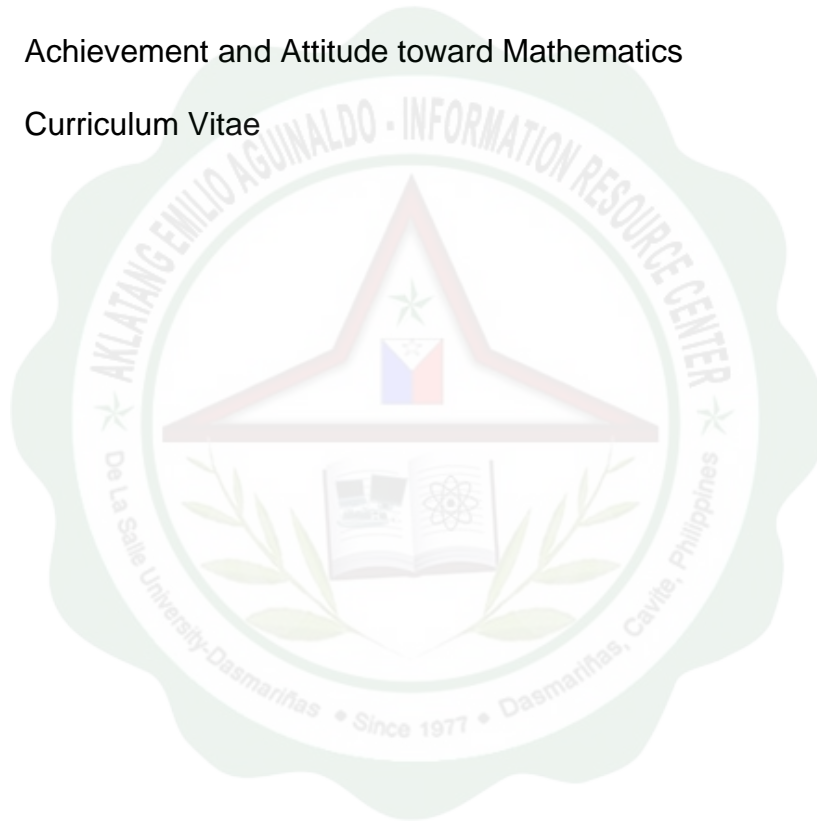
LIST OF TABLES

TABLE		PAGE
1	Descriptive Statistics for the Achievement in Mathematics of the Three Groups	27
2	Comparison of Pretest Mean Scores Achievement in Mathematics of the Paired Groups	28
3	Analysis of Covariance (ANCOVA) for Pretest Achievement in Mathematics of Paired Group UBD & Traditional	29
4	Comparison of the Pretest and Posttest Mean Scores Achievements of the Three Groups	29
5	Comparison Between the Posttest Mean Scores Achievements of the Paired Groups	30
6	Descriptive Statistics for the Attitude toward Mathematics of the Three Groups	31
7	Comparison of the Pretest Attitude Scores of the Paired Groups	32
8	Comparison of the Pretest and Posttest Mean Scores Attitudes of the Three Groups	33
9	Comparison of the Posttest Attitude Scores of the Paired Groups	36

LIST OF APPENDICES

	PAGE
A Letter of Request to the Principal of the Respondents' School	48
B Letter Asking Permission from Assistant Schools Division Superintendent of the Respondents' School	50
C Endorsement Letter from the Assistant School Division Superintendent of the Respondents' School	51
D Letter Asking Permission to Use the Attitude Scale	52
E Letter Allowing the administration of Attitude Scale	53
F Letter of Request for the Validation of the Achievement in Mathematics	54
G Budget of Work in Mathematics I	57
H Researcher's Budget of Work and Schedule	58
I Table of Specification for the Achievement Test in Mathematics I	59
J Achievement in Mathematics I	60
K The Attitude Scale	62
L List of Positive and Negative Items in the Attitude Scale	63
M List of Questions Grouped According to the Three Categories of the Attitude Scale	64

N	Interpretation of the Students' Responses to the Attitude Scale	65
O	Criteria for the Interpretation of Mean Score of the Achievement and Attitude toward Mathematics	66
P	Curriculum Vitae	67



ABSTRACT

An experiment was conducted to compare the effectiveness of three strategies in teaching Mathematics to First Year students of LPNHS-Main during the Third Grading Period, SY 2011-2012. Specifically, this study sought answers to the following objectives: (1) Identify the achievement in and attitude toward Mathematics of the respondents in each group before and after the experiment; (2) Determine if significant difference exists between the pretest/posttest mean scores of the three paired groups in terms of their achievement/attitude toward Mathematics; (3) Determine if significant difference exists in the pretest and posttest mean scores of the students in each group in terms of their achievement in/ attitude toward Mathematics. Likewise, Quasi- Experimental design was used to compare the effectiveness of the three strategies. The data were analyzed by using descriptive statistics, the independent and dependent sample t-test and ANCOVA to test for significant difference of the pretest and posttest means of the three groups. Findings revealed that there is a significant difference in the pretest and posttest mean achievement scores of each group. The group exposed to the manipulative materials obtained the highest mean gain. Also, after the treatment using the three strategies, none of the groups indicated a favorable change in their attitude toward Mathematics. The findings led to the conclusion that teacher should use manipulative materials more often for the students to better understand mathematical concepts and processes in Algebraic Expressions, Special Product and Factors, and Factoring Polynomial.