



**De La Salle University - Dasmariñas**

**GRADUATE PROGRAM**



**DETERMINANTS OF THE MATHEMATICS PERFORMANCE OF GRADE 7  
STUDENTS OF FIAT LUX ACADEME: SY 2013-2014**

**A Masters' Thesis  
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### ABSTRACT

The main purpose of this study is to identify the Determinants of the Mathematics Performance of the Grade 7 Students of Fiat Lux Academe for School Year 2013-2014.

The descriptive-correlational design was employed in this research study. The respondents were all Grade 7 students of Fiat Lux Academe for school year 2013-2014 consisting of 140 female and 114 male students. The statistical tools utilized in this study were frequency counting, percentage, mean, Pearson  $r$ , and regression analysis.

The independent variables were students' Grade 6 Mathematics performance, students' attitudes toward Mathematics, students' Mathematics beliefs, and students' perceptions about their Mathematics teacher. The dependent variable was the Mathematics performance of Grade 7 students.

The results of the study showed that most of the respondents were aged 12 – 13 years old, graduated from private elementary schools and having 80 – 84 final rating in Grade 6 Mathematics.

The attitudes of the students toward Mathematics was “slightly favorable” with “moderate” Mathematics beliefs and “good” perceptions about their Mathematics teacher.

It is concluded that the Grade 7 students of Fiat Lux Academe for school year 2013-2014 are of different personal profile in terms of sex, age, type of elementary school graduated from and socio-economic profile in terms of



highest educational attainment, income, and occupation of parents. They also manifest varied self-confidence, success orientation, and defense orientation in Mathematics. The Mathematics performance of Grade 7 students is significantly related to Grade 6 Mathematics performance, attitudes toward Mathematics, Mathematics beliefs, and perceptions about their Mathematics teacher. The Grade 6 Mathematics performance, attitudes toward Mathematics, success orientation, and personality of the teacher appear as determinants or predictors of Mathematics performance of Grade 7 students.

It is then recommended that the school administrators and Mathematics teachers should collaborate to strengthen the students' foundation in Mathematics subjects and to increase students' desirable attitudes and beliefs in Mathematics. The following suggestions are recommended: constantly search for some innovations in teachings and be updated with the new trends and strategies in teachings that will suit the needs of the students by attending trainings and seminars, cover the content standards of Mathematics in each class starting from elementary levels of education enable for the students not to miss any of the competencies in Mathematics subjects at each level and as contained in the curriculum set forth by the Department of Education, and strengthen parental involvement.