




**MATHEMATICS READINESS OF GRADE 7 STUDENTS  
OF NEW ERA NATIONAL HIGH SCHOOL  
S.Y. 2014 – 2015**



A Master's Thesis  
Presented to  
The Faculty of the  
College of Science and Computer Studies  
Graduate Studies  
De La Salle University - Dasmariñas

In Partial Fulfilment of the Requirements for the Degree  
of Master of Arts in Mathematics

**JOEL V. FABABAER**

March 2015



## TABLE OF CONTENTS

	Page
TITLE PAGE	1
APPROVAL SHEET	2
ACKNOWLEDGEMENTS	3
TABLE OF CONTENTS	5
LIST OF TABLES	7
LIST OF APPENDICES	9
ABSTRACT	10
CHAPTER 1 INTRODUCTION	11
1.1 Significance of the Study	20
1.3 Scope and Limitation	21
1.4 Objectives of the study	22
CHAPTER 2 MATERIALS AND METHODS	
2.1 Research Design	23
2.2 Selection of the Subject	23
2.3 Instruments	25
2.4 Data-Gathering Procedure	27
CHAPTER 3 RESULTS AND DISCUSSION	30
CHAPTER 4 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
4.1 Summary	56
4.2 Conclusions	57



4.3	Recommendations	58
	REFERENCES	59
	APPENDICES	
A	Letter of Request for the Validation of the Instrument	61
B	Letter of Request to the Principal of New Era National High School	65
C	Letter of Request to Test the Instrument	66
D	Letter of Request to Use the Instrument	68
E	Index of Difficulty, Discrimination, and Mastery	69
F	The Instrument	70
G	Data Obtained From the Respondents of the Study	79



### LIST OF TABLES

Tables		Page
1	Percentage Distribution of the Respondents' Mistakes in Performing Operations of Whole Numbers, Fractions, and Decimals	31
2	Index of Mastery in Performing Operations on Whole Numbers, Fractions, and Decimals of Different levels of Proficiency	34
3	Index of Mastery in Performing Operations on Whole Numbers, Fractions, and Decimals	36
4	Distribution of Respondents According to their Scores in the Test	37
5	Index of Mastery of Different Level of Proficiency in Performing Fundamental Operations	40
6	Over-all Index of Mastery of the Students in Performing Fundamental Operations	41
7	Misconceptions and Errors in Performing Fundamental Operations in Mathematics	42
8	Motivation and Persistence of the Students in Studying Mathematics	46
9	Study Techniques of the Students in Mathematics	47



10	Students' Attitudes in Performing Operations on Whole Numbers, Fractions, and Decimals	50
11	Students' Language Preference and Learning Supports	51





### LIST OF APPENDICES

Appendix		Page
A	Letter of Request for the Validation of the Instrument	61
B	Letter of Request to the Principal of New Era National High School	65
C	Letter of Request to Test the Instrument	66
D	Letter of Request to Use the Instrument	68
E	Index of Difficulty, Discrimination, and Mastery	69
F	The Instrument	70
G	Data Obtained From the Respondents of the Study	79



## ABSTRACT

The purpose of this study was to determine the mathematical readiness of Grade 7 students of New Era National High School (NENHS) in performing basic computations on whole numbers, fractions, and decimals of the school year 2014 – 2015. It also aimed to identify the common errors of the students in performing basic computations and describe the factors that affect students' mathematical achievements.

The descriptive method was used. A two part researcher-made questionnaire was utilized to measure the capability of the respondents in performing basic computations and their attitudes towards mathematics.

The gathered data were analyzed using mean, simple percentage, and index of mastery. Based on the results, the respondents were found to be weak in performing the operations on whole numbers, fractions, and decimals and had difficulties in performing multiplication and division, thus many of the respondents were not ready for high school mathematics. Respondents were motivated to learn mathematics because they were persistent and had positive attitudes toward the subject.