



ABSTRACT

This paper documents the result of a study on the effects of math e-blended instruction on Grade 10 students' performance in and attitude towards geometry at Trece Martires City National High School, Cavite basis for installation of Math-E blended clinic. The research sought to find out if there was no significant difference between the profile of the Grade 10 students exposed to E-blended Instruction and those who are not in terms of performance in geometry; if there was also no significant difference between the profile of the Grade 10 students exposed to e-blended instruction and those who were not in their attitude towards geometry in terms of pre-test and post test results; and if there was no significant degree of difference between performance and attitude in geometry of those exposed and not exposed after adjusting for reading comprehension. The dependent variables were performance and attitude; co-variate was reading comprehension, and the factor was exposure to an e-blended instruction. An experimental research method was used in this study.

Findings showed that the variables have differences with their mean and standard deviation on the respondent's performance in their pre-test and post-test; a degree of differences



in attitude in geometry of those exposed and not exposed after adjusting for reading comprehension. It was concluded that an injected e-blended instruction has positive effects on the performance of the students. Therefore, installation of a Math E-blended clinic to the research environment was highly recommended.

