

**MATHEMATICS IMPEDIMENTS, COPING STRATEGIES AND THE ACADEMIC
PERFORMANCE OF GRADE 8 STUDENTS**

A Bachelor's Thesis

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J.H. CERILLES STATE COLLEGE DUMINGAG CAMPUS

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Degree Bachelor of Secondary Education

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ABSTRACT

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Summary

This study was undertaken to determine the Mathematics Impediment, coping strategies and academic performance Grade 8 students towards Mathematics. It involved students enrolled in San Jose National High School, San Jose, Mahayag, Zamboanga del Sur, during the School Year 2018-2019.

This study used quantitative correlational design with the questionnaire-checklist as the main instruments in gathering the data needed from the student-participants.

The results of the study revealed that the student participants were mostly females. The Mathematics impediments of the student-participants was in the category on memory difficulties as supported by the overall mean of 3.21. Meanwhile, both of them have less difficulty on the "Impact on Life Skills and Impact on Self Esteem as supported by the overall respectively. means of 3.13 and 3.11

Thus, Mathematics impediments coping strategies of both male and female students were reading the text in detail; enable to understand Math and talk about it with their friends and other students and carefully check or redo as many problems to master the topic as supported by the overall means of 3.79, 3.73 and 3.56 respectively.

Moreover, the student-participants' academic performance in Mathematics were assessed as "Satisfactory". There was no substantial difference between male and female on Mathematics impediments. There was no significant difference between male and female in coping strategies. Furthermore, there was no significant relationship exist between the students Mathematics impediments and their academic performance.

Finally, the study recommends that the Mathematics teachers would give enrichment activities that corresponds to the attention and care of the student-participants' interest; that the Mathematics teachers would give enrichment activities that corresponds to the attention and care of the student-participants' interest to make learning permanently embedded as lifelong skills; that the Mathematics teachers should have daily monitoring and evaluation to their students! behavior and learning performances; that the Mathematics teachers should develop strategies and techniques to make the Mathematics lessons easy to learn and enjoyable through cooperative learning and peer tutoring; that the Mathematics teachers should give a real-life applications that are related to Mathematics which lead to the students internalize the Mathematical concepts that results to reduce their memory difficulties.