DIVERSE PERSONALITY: IT'S EFFECT IN THEIR

PERFORMANCE IN LEARNING MATHEMATICS

Submitted in partial fulfillment of the requirement for the

Degree of Bachelor of Secondary Education

Major in Mathematics

College of Education

Partido State University

Goa Camarines Sur

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March 2015

ABSTRACT

Title: **DIVERSE PERSONALITY: IT'S EFFECTS IN THE PERFORMANCE IN LEARNING MATHEMATICS**

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Type of Document:	**Unpublished Undergraduate Thesis**
Host/Accrediting School:	**Partido State University**
	Goa, Camarines Sur
Subject Area:	**Mathematics**
Keywords:	**Personality, Learning Style,**
	Academic Performance

This study investigates the first pair of personality (introvert-extrovert) of the respondents with relation to their academic performance in Mathematics. Descriptive type of research was adopted for this study. Moreover, learning styles of the students with diverse personality were also investigated. The respondents of this study were the Grade VII students of Lagonoy High School, Sta. Maria, Lagonoy, Camarines Sur.

The two sections of Grade VII (apitong and yakal) were used as respondents of this study. The particular samples of this research are composed of 75 students.

After the data underwent statistical treatment, the results were analyzed thoroughly. The researchers found out that 39 or 52% were extrovert.

In terms of the learning style, the researchers found out that 39 or 52% of the respondents that introvert and extrovert were visual, 42 or 56% were random-intuitive, 51 or 68% were

closure-oriented, and 42 or 56% were analytic learners. Using different instructional materials and approaches that suited to their learning styles were recommended. For the students' academic performance, it was found out that the respondents have an overall mean rating of 82.08. This implies that the level of proficiency of the respondents is approaching to Proficiency.

Further, the researchers found out that there is no significant relationship between the personality and academic performance of the respondents with a chi-square computed value and tabular value of 0.233 and 5.991 respectively.