

**EFFECTIVENESS OF TUTORIAL IN ENHANCING THE SKILLS
IN MATHEMATICS**

**Submitted in partial fulfillment of the requirement for the
Degree of Bachelor of Secondary Education**

Major in Mathematics

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ABSTRACT

Title: Effectiveness of the Tutorial in Enhancing the Skills in Mathematics

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This study aimed to determine the effectiveness of tutorial in enhancing the skills of secondary students in Mathematics of Grade VII students of San Ramon Pilot National High School, San Ramon, Lagonoy, Camarines Sur for the A/ Y 2014 2015. Specifically, this study sought to answer the following questions:

1. What is the academic performance of the students in mathematics with and without tutorial?
2. Is there a significant difference between the performance of the students in mathematics with and without tutorial?
3. What are the effects of tutorial in the academic performance of the student in mathematics?

This study used experimental research design to achieve the desired objective accurately and experimentally. The data was gathered through the tutorial sessions conducted, pre-test and post test, observation, and unstructured interview. The data was treated through the use of mean or average, ranking, weighted mean, t-test and standard deviation.

It was found out that the academic performance of Grade VII students in mathematics without tutorial was beginning proficiency with the mean of 72.96 and a standard deviation of 4.75, emphasized that the grades of the students were relatively near from each other, while the academic performance of Grade VII students with tutorial were in the developing level of proficiency with the mean of 78.88 and standard deviation of 11.42 emphasized that the grades of the students were relatively far from each other.

These findings entailed that the academic performance in mathematics of the students with tutorial is better than the academic performance of the students without tutorial. Meaning, the tutorial session to enhance the skills in mathematics.

The T-computed value for the pre-test of the students with and without tutorial was 1.495 while the critical or tabular value was 1.708 at 5 percent level of significance with 25 degrees of freedom. Since the T-computed value is less than the T-critical value, it shows that there is no significant difference between the performance of the students in mathematics with and without tutorial. For the post-test of the students with and without tutorial, the T-computed value was 1.754 while the T-critical value was 1.708 at 5 percent level of significance with 25 degrees of freedom. Since the T-computed value is greater than the T-critical value, it shows that there is a significant difference between the performance of the students in mathematics with and without tutorial.

Through the conducted interview and observation, the following are the effects of tutorial in academic performance of the students in mathematics: a) the students who attended tutorial sessions participated more in the classroom discussions; b) The students who attended tutorial sessions have a longer retention of the lessons discussed; c) the students who attended tutorial sessions boost their interest in mathematics; d) the students who attended tutorial sessions boost

their self-confidence; e) the students who attended tutorial sessions improved socialization; f) the students who attended tutorial sessions has no time with their family; and g) the students who attended tutorial sessions lack time in helping household chores. There are positive and negative effects of tutorial sessions, but most of it was positive. This implies that tutorial session contributed to the academic performance of the students in mathematics and to the behavior of the students inside and outside the classroom.

The result of this study will serve as guide for the enhancement of the mathematical skills of the students. It is vital to know the needs of our students and guide them to understand more the lesson they are undertaking.

It was recommended that the school administrators may conduct tutorial sessions in mathematics in order for the students to understand well their lessons in mathematics, to get higher results, and enhance the mathematical skills of the students.