

MENTAL ABILITY, GENDER AND READING COMPREHENSION IN RELATION TO PUPILS' ACHIEVEMENT IN MATHEMATICS

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The Problem

The study aimed to determine the relationship of mental ability, gender and reading comprehension on the pupils' performance in Mathematics.

Conducted at Holy Name University, Tagbilaran City, school year 2003-2004. The research participants were the Grades IV and V pupils of the said school. The null hypothesis was tested that mental ability, gender and reading comprehension do not correlate significantly with the pupils' academic performance in Mathematics. Descriptive statistical procedures included taking frequency counts, percentages, means and standard deviations. The Pearson r and t -tests were computed to determine the relationships between variables.

Findings

Based on the statistical analysis of the data the research yielded the following findings:

- The mental ability profile, most of the Grade IV and V pupils have average mental ability equivalent to 70.7 percent. Ten percent have average IQ and only .5percent has superior IQ. Meanwhile, 17.7 percent have below average IQ and 1 percent has low IQ.
- Most of the respondents have average reading comprehension skill, but there are also few of them who have poor reading comprehension skill.
- The collated grades in Mathematics of the pupils revealed that 45 percent of the respondents have good grades in the subject, the other 30 percent have fair grades and the remaining 25 percent have poor grades.
- The computed Pearson " r " value showed that there is a significant relationship between the variables.

Conclusion

Mental Ability and reading comprehension skills are so vital; the academic performance in all subjects specially mathematics.

Based on the result of this study gender is not a factor that sets a significant difference; the pupils performance in mathematics.