

# Statistics

## Case Study

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Submitted to:  
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## **Introduction**

In the course of our student life, we are always faced with different endeavors which call for our own different skills and abilities. Some may be easy to deal with, while some may be considered as a 'nuisance'; one of these 'mind-boggling' subjects we encounter is one which needs profound patience and analysis—Mathematics.

We are Accountancy students conducting a research on Students' perceptions about the causes of low grades in mathematics. It could be the teacher factor, the student factor or the influences of the family and / or other reasons. Our respondents are MAII students from the College of Business and Accountancy here in USLS. Throughout the study one will discover what Math is for some students and what makes them like or hate math. We are getting only a sample from the whole population; thus we are conducting this study on randomly selected Management Accounting II students only.

## **Methodology**

We, the researchers, listed different topics that we would like to have a research on. After we, with the aid of our teacher, had finally chosen one topic, we jotted down questions that might be of help in our study. Together with the letter to the respondents, we structured, and then printed out our questionnaire which was evaluated by our teacher. We, then, gave out the approved questionnaires to randomly selected Management Accounting II students.

After getting the answered questionnaires, we tallied their respective answers and thought of ways on how to present the given results. Subsequently, we had our own analysis and interpretation of the gathered answers, and finally, basing from the overall collected data, we, the researchers, made our conclusion and some recommendations regarding our study. Hoping that our study has been a considerable one, we would like to think that the whole process of what and how we had gone through with this undertaking has been indeed worthwhile.

# Data Analysis

Here are the data that we've gathered and below each given data is an analysis. The participants were composed of 13.33% male and 86.67% female. So with this we can conclude that majority of our respondents are female.

## 1. Do you like math?

Yes	No
76.67%	23.33%

\*If yes, what makes you like Math?

20.69%	I love analysis.
20.69%	I get high grades in Math.
31.03%	The teacher is interesting.
20.69%	I believe that I inherited the passion of dealing with Math problems.
6.90%	The subject is interesting.

\*If no, why don't you like Math?

25%	I hate dealing with numbers or analysis.
37.5%	I find Math difficult.
37.5%	The teacher is not interesting at all.
-	I believe that I come from a family that is not that good in Math.
-	I find Math boring/uninteresting.
-	Other

Based on the above data majority of the MA II students like Math and only 23.33% have little or no interest in the subject. Majority of the participants like the subject because the teacher is interesting and majority of those who said no don't like the subject because they find Math difficult and their teacher is not interesting.

## 2. When did you start liking or hating Math?

56.67%	Elementary
30%	High School
13.33%	College
-	Others

Our research showed that 56.57% of the participants started to like or hate math during their elementary years, 30% during high school and 13.33% during college. At an early age, most of them already hated Math.

### 3. Have you experienced getting a failing grade in Math?

Yes	No
3.33%	96.67%

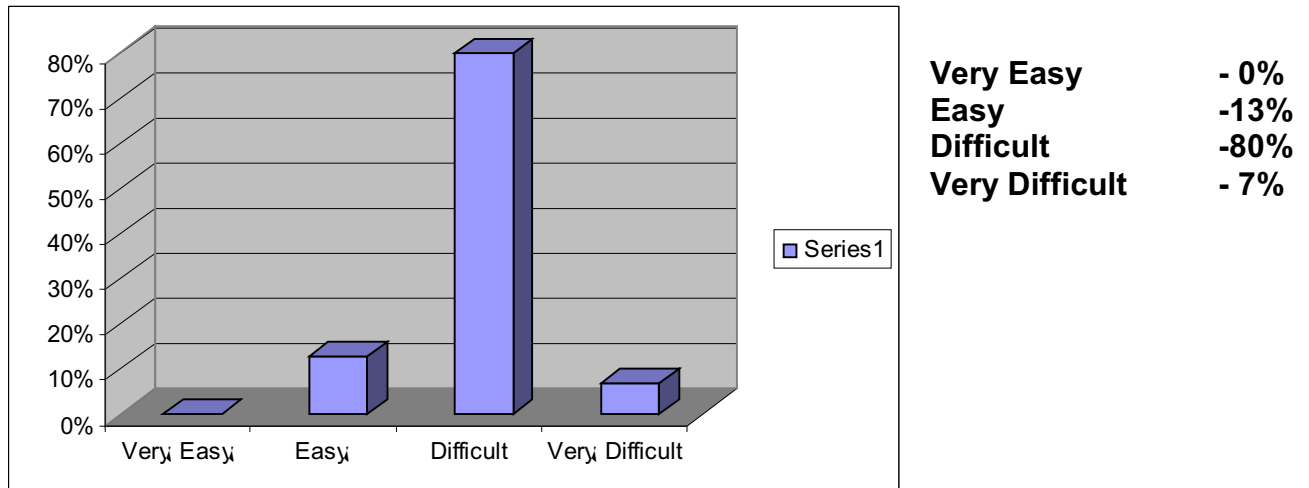
Based on the results, our research showed that 96.67% of MA II students haven't experienced getting a failing grade in Math which leaves us with 3.33% who have experienced otherwise. With this data we can conclude that Math is not that difficult for most MAII students. MAII is not an easy course and it requires that the student under this course is capable enough to cope up with the difficulties in dealing with numbers.

### 4. The lowest and highest grade in Math since elementary.

7	5 8 9 9 9	= 9%
8	0 1 1 1 2 2 3 4 4 4 5 5 5 5 6 6 7 8 9 9	= 36%
9	0 0 0 0 0 1 4 4 5 5 5 5 6 6 6 6 7 7 7 7 7 8 8 8 8 9 9 9 9	= 53%
10	0	= 2%

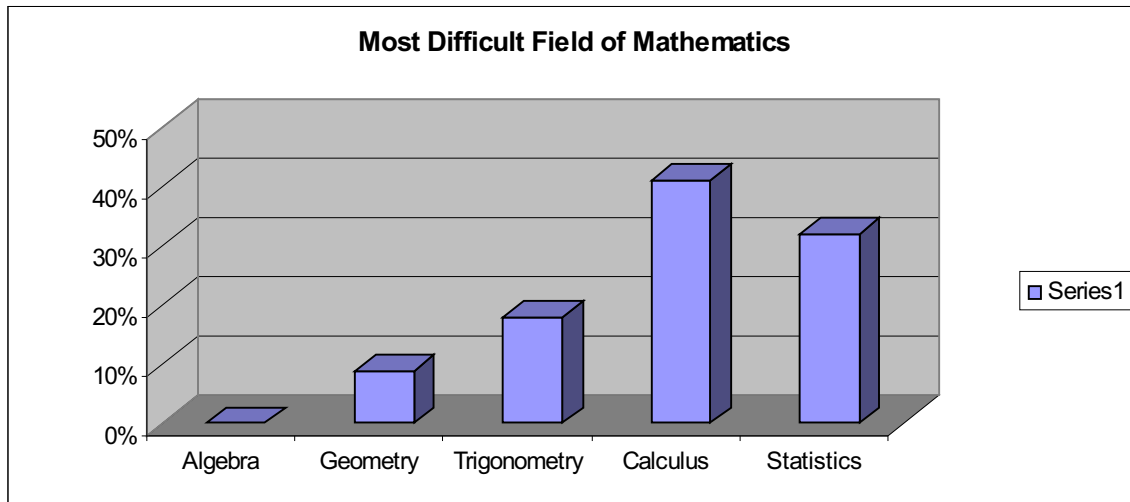
Based on this data, the median of the respondents' grades in Math is 90. The data is positively skewed or skewed to the right.

### 5. Regarding the question on how difficult Math is:



Based on the illustration above, majority stated that Mathematics is difficult. Nobody answered that it is very easy. One of the previous question concluded that at an early age most of them already hated math and therefore concluding that Math is difficult. We can't deny the fact that math is difficult but there are some students who really think that Math is easy. These students have gifted abilities in Math. We are wondering why nobody answered that Math is very easy. It is very much acceptable if only 1% of the sample answered that Math is very easy.

6.



<b>Algebra</b>	<b>56%</b>
<b>Geometry</b>	<b>16%</b>
<b>Trigonometry</b>	<b>9%</b>
<b>Calculus</b>	<b>0%</b>
<b>Statistics</b>	<b>19%</b>

More than half of the respondents marked Algebra as the easiest field of Mathematics. While no one thinks that Calculus is the easiest math subject. Actually of all the choices, algebra is the most basic. It is the foundation of all the choices given.

## Conclusion

Our last two questions made conclude that the major reason for hating math is the fact that Math requires analysis. Majority of them answered straightly that they do not like analysis. Many of them answered that they find it hard to deal with problems that need a lot of analysis and with that, they end up losing their interest in dealing with numbers. Moreover, the second major reason why they think math is difficult also concerns the teacher (teacher factor). They find some teachers boring and not interesting in discussing some lessons. They also see some teachers having lack of techniques to let the students enjoy the subject with the way they introduce and tackle the subject matter. Some answers also revealed that their laziness to study their lessons affects their capacity to cope up with the subject.

Their mental capacity to comprehend and understand some problems is also one of the reasons why they get low grades and find math as a difficult subject. Lastly, summing up all of their answers, they said that Math itself is not the one that is difficult, it is with the students themselves who make it even harder because they lack personal interest, love for the subject, and some external factors like peer pressure which lead them to find Math as one of the most difficult subjects in the course of their student life.

## **Recommendation**

To cope up with the difficulties in Math, First is to develop the interest and learn to love Math as part of the curriculum. The students acknowledge that indeed they need to study more and have constant practice in solving problems in order for them to have an ease with the subject. More time to spend in scanning their notes and understanding it would greatly help them with the difficulties in analyzing the lessons tackled. The second solution they think in order for them to cope up with the difficulties with Math subject is learning to accept the teacher. Learning to be comfortable with each other would iron-out some problems that rise up with regards to the lessons.

Being open to one another may let each other express their feelings and opinions and can let them adjust with the difficult situations. Lastly, with the help of their friends or other people who know more or can understand better the lesson, the students believe they can cope up with the difficulty in the said subject. Majority of them stated that “I would ask for help from friends to help me understand more the lesson.”