



MATHEMATICS LEARNING STYLE AND PROBLEM-SOLVING PERFORMANCE IN MATHEMATICS OF GRADE 11 STUDENTS

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ABSTRACT

Problem-solving is an important 21st-century skill essential in the workplace. There has been a growing concern that students around the world are not adequately prepared to meet the problem-solving challenges of the workplace. Learning style is a preferred mode, through which a student likes to master learning, solve problems, thinks, or reach in a pedagogical situation. An awareness of the learning styles of the students is indispensable for the teacher to match his or her strategy in teaching mathematical problem-solving. This study was conducted to determine the association of students' learning style and problem-solving performance in mathematics when the students were classified as to sex, academic strand, type of junior high school, parent's educational attainment, and family monthly income. Differences in learning style and in problem-solving performance were also ascertained. The study involved 75 randomly selected Grade 11 students. Data were gathered with the use of standardized Mathematics Learning Style Inventory and the researcher-devised problem-solving test. Results revealed that students have visual learning style and fairly satisfactory problem-solving performance except for those who are enrolled in the HUMSS strand whose performance is poor. A significant difference existed in the learning style of male and female students. Students in the STEM strand performed better in problem-solving than those in the ABM and HUMSS strands. Problem-solving performance in mathematics is not significantly associated with students' learning styles. Students have the same problem-solving performance regardless of their preference in learning mathematics.

Keywords: mathematics, problem-solving skills, senior high school learning style, Philippines