

ABSTRACT

This study was conducted during the second semester of the school year 2016-2017 to ascertain the relationship of mathematical problem solving perception and performance of grade 9 students in Jamindan National High School during the S.Y 2016-2017.

Respondents of the study were the 193 students out of 373 students selected through simple random technique. A questionnaire, mathematical problem solving perception assessment scales was the main instrument used in the collection of data for the study.

Descriptive statistics such as frequency count, percentage, standard deviation and mean; and inferential statistics such as Pearson Product Moment of Correlation were the statistical tools to analyze and interpret the results. Level of significance was set at 0.05 alpha.

Results of the study revealed that respondents' had generally high level of mathematical problem solving perception and had an "average" performance in mathematics. In like manner, their level of perception in terms of relations to real world, need to understand formulas or procedures, dependence on procedures, confidence, exploration in problem solving and independence in learning were found to be "high".

Mathematical problem solving perception and mathematics performance of the respondents were found not significantly related.

Moreover, the study also found out that there is no significant difference in mathematical problem solving perception when grouped according to sex and class size.

Results also showed that there is significant difference in performance of the respondents in math when grouped according to sex and class size.