PERCEIVED RELATIONSHIP WITH THEIR FILIPINO MATHEMATICS TEACHER AMONG NEW YORK CITY HIGH SCHOOL STUDENTS': IT'S INFLUENCE ON THEIR ACADEMIC PERFORMANCE

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ABSTRACT

This study was conducted to find out the New York City High School students' perceived relationship with their Filipino Mathematics teacher and its relationship on their academic performance in mathematics. This study also investigated if there is a significant difference in their perceived relationship with their Filipino mathematics teacher when classified according to their age, sex, grade level, ethnicity, and length in the U.S. It also determined the students' academic performance in mathematics and whether or not there is a significant difference in their academic performance when classified according to age, sex, grade level, ethnicity, and length of stay in the U.S. In addition, this study tried to ascertain whether or not students' perceived relationship with their Filipino mathematics teacher is significantly related to their academic performance in mathematics.

The respondents of the study consisted of 51 New York City high school students taking mathematics C under a Filipino mathematics teacher during the school year 2006-2007. They were administered a ten-item questionnaire about their perceived relationship with their Filipino mathematics teacher and their perceptions were compared according to age, sex, grade level, ethnicity and length of stay in the U.S. Likewise, their academic performance in mathematics was determined and they were being compared according to

the aforementioned variables. Statistical tools that were employed were frequency counts, percentages, means, standard deviations and coefficient of variation for descriptive statistics, t-test and ANOVA test both set at 5% level of significance, for the test of difference between means and Chi-square and Pearson r correlation to test the relationship between variables and the perceived relationship with their Filipino mathematics teacher.

The findings of this study revealed that there are an equal number of male and female students in the class. The majority of them belong to the younger group. The respondents were all minorities but have stayed in the U.S. for over 10 years. The result also showed that the majority of the students had favorable responses in all ten items describing their perceived relationship with their Filipino mathematics teachers. Result also revealed that the perceived relationship of New York City high school students with their Filipino mathematics teacher does not vary when they were classified according to sex, age, grade level, ethnicity, and length of stay in the U.S.

The data indicate that the students' age, sex, grade level, ethnicity, and length of stay in the U.S. is not significantly related to their perceived relationship with New York City high school students with their Filipino mathematics teacher. The academic performance of New York City high school students during the school year 2006-2007 is passing. Although the mean grade of the students varied when classified according to the aforementioned variables, their difference in performance is not significant. Finally, findings revealed that New York City High School students perceived relationship with their Filipino mathematics teachers has nothing to do with their academic performance in mathematics.