

LEARNING EXPONENTIAL-LOGARITHMIC EQUATIONS THROUGH VALUES-DRIVEN INTERVENTIONS

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Mathematics is, undeniably, a fundamental skill that a learner should acquire and master. Its purposes cannot be overemphasized. The learners should explore independently the intricacies of the subject; hence, a constructivist approach is advocated. In constructivism, learners construct new ideas based upon their current or past undertakings.

This study covered the performances of selected College students in learning exponential-logarithmic equations. The results revealed that pre-test and post-test performances had different average. The null hypothesis of no significant difference between the two performances was **rejected**. The hypothesis stating that the interventions used had equal influence on post-test results was **accepted**. The most predominant behavioral changes were determination, organization of thoughts, self-confidence, and humility. All interventions used were assessed as effective.

The research concluded that a significant difference exists between the two performances and that the interventions have equal influence over the post-test performances.