UTILIZATION AND SATISFACTION OF GRADE 7 STUDENTS IN “HAVE FUN IN LEARNING MATHEMATICS” (H-FILM) IN BANSUD NATIONAL HIGH SCHOOL – REGIONAL SCIENCE HIGH SCHOOL FOR REGION IV – MIMAROPA

Arvin G. Gutierrez
gutierrezarvin0614@gmail.com
Bansud National High School – Regional Science High School for Region IV – MIMAROPA (BNHS – RSHS)

This study aimed to determine the utilization and satisfaction of Grade 7 students in “Have Fun In Learning Mathematics” (H-FILM) in BNHS-RSHS. Specifically, this study sought to answer the level of effectiveness of the utilization of H-FILM in teaching Mathematics, and the level of satisfaction of the students in learning in terms of simulations and games, group activities, peer tutoring, crossword or number puzzles, and problem solving. The result showed that student-respondents’ perception on the teacher’s level of effectiveness of utilizing H-FILM in teaching Mathematics in terms of these four strategies are very high extent and to peer tutoring is high extent while on their level of satisfaction in learning Mathematics using H-FILM in terms of the five strategies is highly satisfactory. The result also showed that the most utilized strategy by the teacher in teaching Mathematics is problem solving as perceived by the student-respondents followed by group activities, crossword or number puzzles, simulations and games, and peer tutoring as the least one. Lastly, the perception of the student-respondents did not vary significantly on the teacher’s level of effectiveness of utilizing H-FILM and on the level of satisfaction in learning Mathematics using H-FILM when grouped according to the said strategies.

Keywords: Utilization, fun learning, Mathematics

MATHEMATICAL CONTENT KNOWLEDGE OF PRE-SERVICE TEACHERS IN TEACHING MATHEMATICS

Catherine A. Yap
cathyap73@yahoo.com
Iloilo Science and Technology University
La Paz, Iloilo City, Philippines

This descriptive research study was conducted to determine the mathematical content knowledge of pre-service teachers and the extent of applying their content knowledge in teaching mathematics. Twenty-six Bachelor of Elementary Education (BEED) pre-service teachers of Iloilo Science and Technology University (ISAT U) who taught mathematics subjects during their practice teaching this first semester, school year 2015-2016 were purposively chosen as participants. A 75-item adopted Mathematics Content Test was utilized as the data-gathering instrument. Interview with the participants was also conducted. Results of the study showed that the level of mathematical content knowledge of the participants was average. It was confirmed during the interview that majority of the participants had applied their mathematical content knowledge in teaching elementary mathematics to their pupils. Majority of them find it not difficult to teach their Mathematics lessons. It is recommended that trainings or seminars may be conducted to enhance the pre-service teachers’ foundation in the knowledge of mathematics content. This enhancement can help them be well-equipped and trained on content knowledge and skills for better teaching performance in the future.

Keywords: Mathematical Content Knowledge, Teaching Mathematics
MODULAR INSTRUCTION: IT’S EFFECT IN WORD PROBLEM SOLVING OF BEEd STUDENTS

Edgar Julius A. Lim
sluj_0918@yahoo.com
Eastern Samar State University
Philippines

This study used a Quasi-experimental Design to determine the effects of modular instruction to third year BEEd students of Eastern Samar State University (ESSU) who were exposed to lecture method and modular instruction in teaching word problem solving. Based on the pretest and posttest mean scores of both control and experimental groups, the following findings were formulated; (1) there is no significant difference between the pretest mean scores of the subjects; (2) there is a significant difference between the post-test mean scores of subjects; and (3) there is a significant difference between the mean gain scores of the two groups of respondents – experimental and control groups. The experimental group who were taught by modular instruction performed significantly better than the control group who were taught using the traditional lecture method. Based on the findings cited, it is concluded that modular instruction in teaching Math specifically word problem solving, is an effective teaching approach. Though the results of this study showed that learning took place in both groups using the two methods of teaching, the subjects who were taught by modular instruction performed significantly better than the subjects exposed to traditional lecture method.

Keywords: modular, module, experimental, problem solving

EXPLORING THE USE OF THE CONCRETE – REPRESENTATIONAL – ABSTRACT APPROACH IN THE TEACHING OF PROBABILITY

Edgardo M. Santos *
sired0763@yahoo.com
Bulacan State University, City of Malolos, Bulacan

Garry L. Pangan
garrypangan30@yahoo.com.ph
Sta. Tereza 2nd High School, Lubao, Pampanga

Cynthia R. Sandoval
cynthiarsandoval@gmail.com
Bulacan State University, City of Malolos, Bulacan

The study aims to determine the effect of the concrete-representational-abstract (CRA) approach on students’ level of achievement in Probability. The population of the study consists of forty 8th Grade students. The study adopted the mixed type of research - a combination of the qualitative and quantitative methods of research. Students’ levels of achievement in Probability were described using descriptive statistics, specifically, mean and percentage. Structured interviews, analysis of students’ test scores, and classroom observations were done for the triangulation of evidence to determine whether there was substantiation of research findings. Results showed that there is a significant difference in the students’ level of achievement before and after their exposure to the CRA approach. This supports other research findings that show that the CRA approach is effective in enhancing the students’ level of achievement. Majority of the subjects found CRA approach in Probability instruction enjoyable and interesting. In fact, the subjects demonstrated higher level of percentage performance increase in all covered topics in Probability.

Keywords: Concrete representational, teaching, achievement, Probability
ENGAGEMENT AND DISENGAGEMENT FACTORS IN MATHEMATICS LEARNING OF FILIPINO HIGH SCHOOL STUDENTS

Jenevel I. Intero *
jhen_intero@ymail.com
Columbio National High School

Leorence C. Tandog
lctandog_usm@yahoo.com
University of Southern Mindanao

The study examined factors of students’ engagement or disengagement in Mathematics in the cognitive, behavioral and affective dimensions of learning. A total of 100 high school students participated in the study and mixed method of quantitative-qualitative research designs was used. A survey questionnaire was used to gather data on factors that affect students’ engagement or disengagement in mathematics and their emotional response toward mathematics. Factors that affected students to engage or disengage in Mathematics were reliance strategy under the cognitive dimension; achievement orientation strategy in the affective dimension and diligence and attentive strategy in the behavioral dimension. Students perceived that memorizing facts and rules is the most important thing in Mathematics. They believed that using teacher’s method is the most effective way of doing mathematics. Too much reliance on teachers’ methods causes disengagement when mathematical task becomes unfamiliar and different from what the teacher has presented or requires solutions other than the memorized facts and rules. Students also tend to disengage when they cannot get good marks from their math activities and when they perceive they cannot finish the task on a given time. Result of the study has a lot of implications and suggests radical change on how mathematics is taught and learned by Filipino students.

Keywords: Mathematics engagement, disengagement, learning, reliance strategy

INSTAGRAMATH LEARNING APPROACH: AN AID IN IMPROVING STUDENTS’ ACADEMIC PERFORMANCE IN SOLVING WORD PROBLEMS INVOLVING RIGHT TRIANGLES

Marie Francise R. Gestopa
marie_gestopa1988@yahoo.com
Davao City National High School

The study aimed to determine whether the use of Instagramath learning approach would significantly improve the skills of students in solving word problems involving right triangles. Sixty students under the Special Program in the Arts of Davao City National High School were chosen as respondents through purposive sampling, who were divided into two groups: an experimental group which was taught using the approach, and a control group which was taught by traditional method. Descriptive - comparative design was employed in the study using mean, standard deviation, Independent Sample T-test and $\eta^2$. Statistical findings showed that there was a significant difference in the scores of the respondents in favor of the experimental group. Hence, the researcher recommends the use of this approach in teaching Mathematics.

Keywords: Cooperative Learning, Experiential Learning, Contextualization, Problem Solving

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TEACHERS’ COMPETENCIES AND STUDENTS’ ACADEMIC PERFORMANCE IN COLLEGE ALGEBRA

Mary Jane R. Belgado
janebelgado@gmail.com
Cotabato City State Polytechnic College
Cotabato City, Philippines

The global move of the competency based training has paved the way for the closing of the “contents era”. This study focuses on the relationship between teachers’ competencies and students’ academic performance in college algebra in four colleges in Cotabato City. It determined the profile of teachers in terms of a) age, b) gender, c) educational attainment, d) length of teaching experience and e) number of relevant seminars attended for the last three years; level of competencies of teachers in terms of: a) facilitative skills, b) interpersonal skills, c) problem solving skills and d) task oriented skills; level of students’ academic performance in college algebra. Descriptive-correlational method was used in this study. Census was used to identify the teachers teaching college algebra and random sampling was used to identify students from their classes. The findings of the study revealed that majority of the teachers were young male professionals with units leading to masters’ degree in mathematics and has attended local trainings. The level of teachers’ competencies is very good. The students’ academic performance is satisfactory. The teachers’ age, gender, educational attainment, length of teaching experience, and number of relevant trainings has no significant relationship with students’ academic performance. The study revealed that teachers’ competencies have no relationship with students’ academic performance.

Keywords: Teachers Competencies, Facilitative Skills, Interpersonal skills, Problem Solving skills, Students’ Academic Performance

MULTIPLE INTELLIGENCE AND MATHEMATICS PERFORMANCE OF THE BS MATHEMATICS STUDENTS OF WESTERN VISAYAS COLLEGE OF SCIENCE AND TECHNOLOGY

Melba O. Jamon
melbajamon42@yahoo.com
Iloilo Science and Technology University
La Paz, Iloilo City, Philippines

This descriptive research study aimed to determine the multiple intelligence and mathematics performance of the BS Mathematics students of Western Visayas College of Science and Technology. The participants were 90 BS Mathematics students during the second semester of school year 2014-2015. The data gathering instrument was the multiple intelligence Questionnaire adopted from Walter Mackenzei. Mathematics performance was based from the participants final grade in mathematics during the second semester school year 2014-2015. The statistical tools used were frequency count, percentage mean, One-way Anova, pearson Chi-Square set at .05 level of significance. The findings revealed that most of the participant had “logical” intelligence when taken as a whole and when grouped according to year level. As an entire group, the level of mathematics performance of the participants was “moderate”. There was a significant difference in the mathematics performance of the participants when grouped according to year level and multiple intelligence. It was concluded that multiple intelligence was related to the mathematics performance of the participants. It is recommended that teachers should provide different classroom activities that will suit the multiple intelligence of the students. Further research should be conducted along this line to validate the result of this study.

Keywords: multiple intelligence, mathematics performance, year level
MATHEMATICS PRE-SERVICE TEACHERS’ PROBLEM-SOLVING SKILLS TOWARDS MATHEMATICS: A QUALITATIVE INQUIRY

Mobarac R. Dimasindel movz_20@yahoo.com Cotabato City State Polytechnic College Cotabato City, Philippines

The performance of in problem-solving of mathematics pre-service teachers was determined in this study. Polya’s theory on problem-solving skills in terms of understanding the problem, devising a plan, carrying out the plan, and looking back was used in classifying and describing the performances of the respondents in the conducted problem-solving skill test. Ten (10) mathematics pre-service teachers from Cotabato City State Polytechnic College enrolled for the school year 2014-2015 were determined as respondents of the study using purposive sampling. Qualitative research design was utilized. The study further found out that the respondents’ level of proficiency in problem-solving in terms of understanding the problem, devising a plan, and looking back is “developing” because they failed to define the problems adequately but they did not follow them to conclusion. But they are in the level of approaching proficiency in terms of carrying out the plan.

Keywords: problem-solving skills, devising a plan; carrying out the plan; looking back

MATHEMATICS ANXIETY: A CONFIRMATORY TEACHER-AND- STUDENT FACTOR ANALYSIS

Donald O. Caga cagadonald@yahoo.com Bohol Island State University-Candijay Campus Cogtong, Candijay, Bohol, Philippines

In Mathematics classrooms, Mathematics anxiety creates a stumbling block towards students’ numeracy. This descriptive-survey and confirmatory factor analysis aimed to determine the teacher-related (assessment practice and personality) and student-related (sex and previous Math performance) factors of students’ Mathematics anxiety. Four hundred one (401) fourth year students from the selected eleven (11) secondary schools of Eastern Bohol during the school year 2013-2014 participated in the study. After subjecting to Wilcoxon Rank-Sum Test, result showed that there was no significant sex difference in Math anxiety. The Spearman correlation coefficients revealed that the potential teacher-related factors of Math anxiety were the Math teachers’ “assessment-for-and-of learning” practices, and teaching personality as to openness, extraversion, agreeableness, and neuroticism. Students who are exposed to teachers with high level of openness, extraversion, and agreeableness would have a slight likelihood to have a low Math anxiety level. On the other hand, students who perceive their teachers with high neuroticism level tend to have a slight likelihood to have a high Math anxiety level. Previous Math performance was the only confirmed student-related factor of Math anxiety. However, Math teachers’ “assessment as learning” practices and teaching personality as to conscientiousness had insignificant influence to students’ Math anxiety.

Keywords: Math anxiety, teacher factor, student factor, assessment practices, teacher’s personality
MUSIC: EFFECTS ON STUDENTS’ HABITS OF MIND, DISPOSITION, AND TEST ANXIETY AS BASES FOR THE DEVELOPMENT OF MUSIC-ENHANCED MATHEMATICS PROGRAM

Roberto G. Sagge Jr.*
tojr_sagge@yahoo.com
West Visayas State University

Salvador P. Bacio Jr.
Bhadzkie25@yahoo.com
West Visayas State University

Mathematics is a skill subject that requires skills and practice. Often mathematics lacks creative or artistic flair; hence, students find it difficult, boring and do not pay attention in class. This study ascertained the effects of background music on students’ habits of mind, test anxiety, and disposition. The respondents composed of 72 junior high school students from three treatment groups. The result showed that the pretest mean scores in habits of mind of the three groups were “not developed”. This shifted to “strongly developed” for popular and alternative rock music group while urban music group was “satisfactorily developed” in the posttest. The pretest in disposition to music of urban and alternative rock music group were both “partially liked” while popular music group was “liked”. This shifted to “liked” in the posttest. The pretest mean scores in test anxiety of the urban and popular music group were both “moderate” while the alternative rock music group was “high”. On the other hand, the posttest mean scores in test anxiety of the three groups shifted to “moderate”. As observed, all the background music used had an impact on the improvement of the students’ scores in mathematics. The results of the study served as bases for the development of music-enhanced mathematics program.

Key words: mathematics, music, habits of mind, disposition, test anxiety,

LEFT HAND RULE: A MATHEMATICAL MNEMONIC STRATEGY ON THE EVALUATION OF SPECIAL ANGLES IN TRIGONOMETRY

Romnick M. Ureta
romnickm.ureta@gmail.com
BANSUD NATIONAL HIGH SCHOOL-REGIONAL SCIENCE HIGH SCHOOL FOR REGION IV-B, MIMAROPA

The study aimed to determine the potential of the Left Hand Rule as fast and accurate classroom mathematical mnemonic strategy in evaluating special angles in Trigonometry. The manual strategy was tested based on the recorded speed of calculations and the accuracy of answer (scores) of the Grade 9 learners of MIMAROPA Regional Science High School as compared with the use of other existing manual strategies applied in the classroom like the manipulation of table of trigonometric ratios and the unit circle. A self-made test carefully validated by three master teachers in Mathematics was given to the respondents three times with a 7-day interval applying different the different methods. It was determined that there was no significant difference on the recorded accuracy of answers (scores) in left hand rule, unit circle and table of trigonometric ratios. Results also showed no significant difference on the speed of calculations between the left hand rule and the table of trigonometric ratios, but differed with the unit circle that recorded with the slowest speed. Therefore, left hand rule can be utilized as a classroom strategy when evaluating special angles since its accuracy and speed is comparable with the existing manual strategies.

Keywords: mnemonic; manual strategy; special angles; evaluation
STUDENTS’ PERCEPTIONS ON THE CAUSES OF FAILURES IN MATHEMATICS

Vun Leeu Ween Q. Romerde *
vlwqromerde@addu.edu.ph
Ateneo de Davao University – High School

Ferdinand S. Bernales/ Anper J. Ramos
fsbernales@addu.edu.ph/
ajramos@addu.edu.ph
Ateneo de Davao University – High School

This study aimed to determine the students’ perception on the causes of Math failures in the Ateneo de Davao High School. Predetermined factors for causes of failures were categorized as follows: Self–related, Environment–related, Teacher–related, and teaching learning activities. This study also determined preferences of students with regard to: gender and age of teacher, study preference, level of motivation to learn Math, level of performance, amount of effort in studying Math, level of difficulty, and level of enjoyment The respondents were 1st to 4th year students who had failing marks in any of the first three quarters of School Year 2011–2012. Descriptive–bivariate analysis through Cross tabulation was used for analysis. Findings of this study showed in general and by gender, Self–related factors are the most perceived factor that caused students failure in Mathematics. It was also found out that students prefer a younger Math teacher but they don’t have any gender preference. Furthermore, students prefer to study alone, were motivated to learn, perform better in Math and had an easier time learning Math last year. Also, students exerted effort and enjoyed Math this year.

Key words: perception; failure; Mathematics; cause

EFFECTIVENESS OF NUMERACY TOOL IN IMPROVING NATIONAL ACHIEVEMENT TEST (NAT) IN MATHEMATICS OF JOSE LOPEZ MANZANO TUY NHS

Riza Capacita Gusano
riza_gusano@yahoo.com
Jose Lopez Manzano Tuy National High School

The study focused on the development of numeracy tool as supplementary materials in Mathematics to help students who are struggling, unable to demonstrate Math proficiency and to accelerate performance and achievement in Mathematics. Respondents of study were five (5) Math teachers, fifty (50) fourth year students divided into control and experimental group. Data were gathered through data analysis, questionnaires, interviews and focus group discussion, tallied and interpreted with the used of percentage and t-test. Teachers and students revealed that numeracy tool were strongly effective in improving students’ performance as shown by average weighted mean of 4.87. A mean score of 14.28% and 95.20% level of proficiency indicated that the method and strategies in experimental group was more effective than in the controlled group. It was also proven strongly effective by the achievement level of 2.62 for the controlled group and 3.5 for the experimental group. After using the numeracy tool, there was an increase of 10.33% in NAT 2014.

KEYWORDS. Numeracy Tool, Supplementary Materials, NAT.
In the school under study, the mathematics performance of the students had been low and the students had difficulty in solving mathematical problems. The researcher chose games to help students concretize their conceptual understanding in mathematics. The main objective of this study was to concretize mathematics concepts of fourth year high school students through games. The subjects of the study were the thirty-eight fourth year high school students selected through purposive sampling. The data needed for this study were gathered through the Conceptual Understanding Test in Mathematics constructed by the researcher. The study was conducted for eight weeks during which the pretest-posttest design was utilized. The intervention used in the study was games as employed during the application and evaluation. The study employed the descriptive method using the following statistical tools: mean, standard deviation, and Wilcoxon Signed Rank Test. All computations were processed using the Statistical Package for the Social Sciences software with level of significance set at 0.05 alpha for two-tailed tests. Results showed that the students’ pretest mathematics performance was average. Moreover, the posttest mathematics performance revealed a high result, and there existed a significant difference between the scores of pretest and posttest, showing that there was a positive effect on the students’ conceptual understanding in mathematics when game was used as an intervention.

Keywords: concretization; conceptual understanding; games

This descriptive-correlational study aimed to determine the relationship of mathematics confidence and engagement of Grade-7 students in the public and private high schools of the Division of Antique for school year 2014-2015. This study involved 297 randomly selected Grade-7 students of the selected public and private high schools in the Division of Antique. The results of the study revealed that the Grade 7 students were “moderately confident” and “moderately engaged” about mathematics when they were taken as an entire group and when they were classified according to sex, type of school, learning style, ICT use and teachers’ teaching style. No significant difference existed in the mathematics confidence of Grade-7 students classified according to sex, type of school, learning style, ICT use and teachers’ teaching style. A significant difference was noted in the Grade-7 students’ level of mathematics engagement when they were classified according to ICT use while no significant difference existed in the mathematics engagement of the students classified according to sex, type of school, learning style and teachers’ teaching style. A highly significant positive relationship existed between mathematics confidence and engagement of Grade 7 students.

Keywords: mathematics; mathematics confidence; mathematics engagement
AN ASSESSMENT OF THE PROPOSED MODULE IN MATHEMATICS IN THE PERFORMANCE OF GRADE 7 STUDENTS OF JOSE LOPEZ MANZANO TUY NHS: BASIS FOR REINFORCEMENT PROGRAM

Elsie M. De Los Reyes
Jose Lopez Manzano Tuy National High School
Mataywanak, Tuy Batangas

To know and identify the increased quality of the level of performance of Grade 7 students of Jose Lopez Manzano Tuy NHS in Mathematics. The results of the findings will be the basis for reinforcement program. This study used the experimental type of research. The respondents of this study were sixty 60 Grade 7 students, thirty (30) of them were used as controlled group and another thirty (30) as experimental group. The method used in choosing the respondents was the random sampling method. The researcher found out that the module used by the experimental group greatly help the students in improving their academic performance. The result of the t-test showed that there is significant difference between the pre-test and post-test obtained by the controlled group, while there is a very significant difference in the pre-test and post-test obtained by the experimental group. It showed that the module used by the experimental group were really effective by the achievement level of 1.68 for the controlled group and 3.54 for the experimental group. The Proposed Module will help the Grade 7 students to increase their academic performance.

KEYWORDS. Module, Skill Book, Supplementary Materials.

COOPERATIVE LEARNING GROUPING BY SEX AND STUDENTS’ ACHIEVEMENT IN MATHEMATICS

Maria Aleja Sandra T. Acidre
acidre_alejasandra@yahoo.com
Eastern Visayas State University

Mathematics instructions could be enhance through exploring and discovering strategies that could improve the performance of the student. This study was conducted to determine the students’ achievement in mathematics based on cooperative learning grouping by sex of all males, all females, and mixed groups; and their performance in formative and cooperative learning outputs. Data revealed the following (1) male group obtained a satisfactory performance while the two groups showed fair performance in mathematics achievement;(2) it showed that there was no significant difference in the mathematics performance achievement of the students in cooperative learning grouping by sex with p-level of 0.147;(3) all males and all females groups obtained a satisfactory performance in formative tests;(4) all males and all females groups obtained a very satisfactory performance in cooperative learning outputs;(5) students’ performance in formative tests showed no significant difference with p-level 0.3 while in cooperative learning outputs posted a significance difference of p-level 0.001 which implied that cooperative learning grouping by sex had an effect on students ‘cooperative learning outputs.

Keywords: cooperative learning; mathematics achievement; grouping by sex
ANALOGY, LOGIC AND VISUAL SKILLS IN SOLVING WORD PROBLEMS

Minnie M. Liangco
minnie.liangco@yahoo.com
Pampanga State Agricultural University
Pampanga, Philippines

This study focused on the exploration of analogy, logic, and visual skills in solving word problems. Significant relationship between the performance in mathematics and skills was considered. To achieve the purpose of the study, the descriptive research design was used. Quantitative technique with rubrics as scoring guide in describing the skills in solving mathematical word problems and performance in solving word problems was used. Fifteen high school students from a laboratory school in Pampanga, Philippines served as respondents of the study. Findings revealed that majority of the respondents performed well in analogy skill tests but had extremely poor performance in using the visual skill tests; likewise respondents performed well in clock word problems but had great difficulty in solving mixture, business and work word problems. Majority of the respondents used logic skills as their skills in solving different types of word problems. Respondents who scored high tended to be high in analogy skills, logic skills and in the combination of any of the three skills. Thus, successful processing of these skills corresponds to a high performance in the test on the different types of problems.

Keywords: analogy, logic, mathematical word problems, performance, visual

UTILIZATION OF MATHEMATICS WORKSHEETS AND THE PERFORMANCE LEVEL OF PUPILS IN GRADE 6

Analyn G. Estose
analynestose316@yahoo.com
Tandag Pilot Elementary School
Tandag City Division, Surigao del Sur

This study was conducted to determine the effectiveness of the utilization of Mathematics worksheets to increase the performance level of the Grade 6 pupils in Tigao Elementary School. This study made use of the Quasi-Experimental Design to depict the performance of the two heterogeneous sections of the Grade 9 Level. 36 Grade 9 Dalton students composed the experimental group or those who were using worksheets versus 36 Grade 6 Thomson students composing the control group who were not using worksheets at all. A pre-test was given at the start and at the end of the third quarter a post-test was administered. Based on the result, it was found out that the pre-test mean score of both groups were the baseline which 49%, hence both fall below mastery level. But on the post-test it was found out that there was a significant difference between the post-test mean score of the control and experimental group. Maximum utilization of worksheets in Mathematics is further recommended in this study to increase the performance level of the students.

Keyword: Mathematics Worksheets, Performance Level of Student
PERFORMANCE OF GRADE VI PUPILS ON ANGLES AND POLYGONS

Fernigil L. Colicol
liginref_coli@yahoo.com
Mindanao State University-Tawi-Tawi

The study aimed to find out the levels of performance in Mathematics of the Grade VI pupils of Datu Halun Pilot School (DHPS) and Salamat Elementary School (SES) in Bongao, Tawi-Tawi on identifying polygons by characteristics, finding parts of polygons and finding perimeter of polygons. It also determined if there were significant differences in their performance. The paper used descriptive quantitative design. A researcher-made test was administered to gather data. Validity was established and \(\text{KR}_0.20\) formula was used for the reliability. Findings revealed that the Grade VI pupils of DHPS performed less satisfactorily in identifying the polygons by characteristics and in finding the perimeter of polygons, but least satisfactorily in finding the parts of a polygon. The Grade VI pupils of SES also performed less satisfactorily on identifying the polygons by characteristics and on finding the parts of a polygon. The pupils performed satisfactorily on finding perimeters of polygons. As to significance of differences in the performance of pupils between schools, t-test revealed highly significant differences on first and third variables, no significant difference on the second. It was concluded that the pupils of both schools had a minimal learning on the variables tested.

Keywords: Mathematical performance, Angles, Polygons, Perimeter, Grade VI