



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

**LEVEL OF READINESS IN MATHEMATICS OF GRADE VIII AND IX
STUDENTS OF TRENTO NATIONAL HIGH SCHOOL–
SAN ROQUE ANNEX**

A THESIS
Presented to
The Faculty of Graduate Studies and Teacher Education Research
Philippine Normal University
Mindanao

In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION
With Specialization in Mathematics Education

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CERTIFICATE OF APPROVAL

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Keywords: Diagnostic Test , Readiness, Mathematics

Abstract

This study was conducted to assess the level of readiness in Mathematics of Grade VIII and Grade IX students in Trento National High School-San Roque Annex for A.Y. 2014-2015. The respondents of the study were composed of 16 Grade VIII students and 31 Grade IX students. The respondents were given a 110-item diagnostic assessment in Mathematics to determine the least learned competencies in Grade VII Math for Grade VIII students and Grade VIII Math for Grade IX students. Results showed that among the five strands in Grade VII Mathematics, namely, (1) Algebra (2) Number Sense (3) Measurement (4) Geometry and (5) Statistics, Measurement got the highest Mean Percentage Score (MPS) while Algebra got the lowest. Among the Grade VIII Mathematics strand, namely, (1) Algebra (2) Geometry and (3) Statistics and Probability, the third strand, Statistics and Probability, got the highest MPS while Geometry got the

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lowest. Results also showed that the respondents got B proficiency levels in all strands in Grade VII and VIII Mathematics which means Grade VIII and IX students have not mastered their lessons in Grade VII and VIII Mathematics; hence, they are not yet ready for more advance lessons in Grade VIII and IX Mathematics. Moreover, it was found out that there was no significant difference in the number of least learned competencies of students when they are grouped according to their gender and ethnicity.

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Nalalayon sa pag-aaral na ito na sukatin kung gaano kalalim ang kahandaan sa Matematika ng ika-walo at ika-siyam na baitang ng mag-aaral sa Pambansang Mataas na Paaralan ng Trento-San Roque Annex sa taong 2014-2015. Ang mga mag-aaral sa pagsasaliksik na ito ay binubuo ng labing anim na mag-aaral sa ika-walong baitang at tatlumpo't isa na mag-aaral sa ika-siyam na baitang. Ang mga mag-aaral ay binigyan ng 110- aytem na diyagnostikong pagsusulit sa Matematika para malaman ang pinakakinahirapang kasanayan o *least learned competencies* na napapaloob sa asignaturang Matematika sa ika-pito at ika-walo baitang. Ipinapakita na ang limang *strand* sa asignaturang Matematika sa ika-pitong baitang ito ay: (1) *Algebra* (2) *Number Sense* (3) *Measurement* (4) *Geometry* and (5) *Statistics*, ang *Measurement* ang nakakuha ng pinakamataas na *Mean Percentage Score (MPS)* subalit ang *Algebra* ang nakakuha ng



pinakababa. Sa hanay ng mga *strand* sa asignaturang Matematika sa ika-walong baitang na: (1) Algebra (2) Geometry and (3) Statistics and Probability, ang ika-tatlong *strand* na Statistics and Probability, ang nakakuha ng mataas na *MPS* subalit ang *Geometry* ang nakakuha na pinakababa. Ito ay nagpapakita na ang mga mag-aaral ay napabilang sa *B proficiency level* sa lahat ng *strand* sa asignaturang Matematika sa ika-pito at ika-walong baitang, ito ay nagpapahiwatig din na ang mga mag-aaral sa ikaw-walo at ika-siyam na baitang ay hindi nila na paghusayan ang kanilang mga aralin sa asignaturang Matematika sa ika-pito at ika-walong baitang; ito din ay nagpapahiwatig na hindi pa sila handa sa anumang mga matatas na antas na mga aralin sa asignaturang Matematika na nasa ika-walo at ika-siyam na baitang. Karagdan nito, ipinapakita nito na walang kahalagahan sa pagkakaiba sa mga bilang ng mga *least learned competencies* ng mga mag-aaral kung ito ay pangkatin ayon sa kanilang kasarian at itnisidad.



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This piece of work is heartily dedicated

to

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