

**A B S T R A C T**

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Title of Thesis : **IMPROVING PERFORMANCE OF GRADE SIX PUPILS IN MATHEMATICS IN MANGAGOY CENTRAL ELEMENTARY SCHOOL**

Key Concepts : Intervention Program  
Mathematics  
Action Research

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**THE PROBLEM**

An Action Research was conducted to help improve the performance of Grade VI pupils of Mangagoy Central Elementary School in Mathematics.

Specifically, it sought to answer the following questions:

1. What is the level of achievement of pupils in Grade Six in terms of Grade Five Mathematics learning competencies according to their profile?
2. What are the least learned competencies in Grade V Mathematics?

3. What intervention activities can be designed to improve their readiness to Grade Six Mathematics?
4. How effective are these intervention activities?

### **PROCEDURE**

The action research method was used in the study. The treatment was conducted among the 22 Grade VI pupils with Mathematics ability rating of seventy-five percent (75%) to seventy-nine (79%) in Mangagoy Central Elementary School, Bislig City Division during the school year 2013-2014 as participants of the study. These pupils were given a 40-item diagnostic test to determine the least learned skills in Grade V Mathematics. These pupils were then exposed to the intervention program wherein the teacher-researcher tried different teaching strategies, the Direct Instruction, Practical Work Approach, Peer Tutoring, Cooperative Learning Approach, Using Games, and Individualized Instruction, to help improve pupils' performance. Ten-item formative tests every after intervention were used to assess pupils' mathematical skills.

### **FINDINGS**

The least learned areas of Grade V Mathematics are (1) Fraction, (2) Ratio, (3) Geometry, (4) Measurement, and

(5), Graph. All the six teaching strategies were found to be effective in raising the competency level of the participants. Of the 22 participants of the study, Pupil #22 was found to be not responding positively to the treatment.

### **RECOMMENDATIONS**

1. The school administrators may include remedial instruction/intervention activities to low performing learners in Mathematics as identified by the Mathematics teachers for thirty minutes daily to be included in the formulation and implementation of the class program.
2. The intervention activities identified in the study can be considered and be implemented especially to low performing learners to improve their performance in learning Mathematics.
3. The Department of Education through the Education Program Supervisors in Mathematics may continue giving updates in innovative teaching strategies through initiating comprehensive trainings/workshop-seminars.
4. Mathematics teachers who have the direct contact with the pupils should not take for granted or neglect those pupils who are low performing but help them

appreciate the importance of Mathematics in real life, give them extra attention and care. They are also advised to adopt the remedial instruction as assistance to the low performing learners and must be willing to extend their time even beyond class hours.

5. In progressing from one teaching strategy to another, it is advisable to start with a strategy that is suitable for large group (i.e. lecture, direct instruction, using games, cooperative learning, practical work approach) then moving on to the more individualized approach (peer tutoring and individual instruction).

6. Focused group discussion to all Mathematics teachers should be made regular among proficient and experienced Mathematics teachers for they are of great influence in facilitating teachers dealing with low performing learners.

### **REFLECTION**

My experience with these twenty-two low performing pupils has taught me a lesson that I did not learn from my college days. Attending to the pupils' needs, listening to their conversations, and asking the right questions help me

better understand my pupils. Thus, it helps me address their learning needs.

I thought that with my long years of experience, I can teach any pupil and be easily understood. I was wrong. The case of Pupil #22 opens my eyes that I need to learn more the art and science of teaching; or maybe I need to learn more the nature of my pupils. I have to make sure that all of them develop the confidence in their own way of understanding, and must be willing to consider new ideas' and must awaken their eagerness and interest to learn so that nobody will be left behind.

This action research is tedious but the experience gained help me rekindle my love for teaching that I have to make oath to myself that all pupils are motivated to learn, that I could answer their individual needs particularly to the struggling ones.

There is no greater joy a teacher can have other than the joy of knowing that he/she has fulfilled his/her mission and seeing all his/her pupils succeed after the day's work.