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**LEAST LEARNED COMPETENCIES IN GRADE 7 MATHEMATICS
OF DATU LIPUS MAKAPANDONG NATIONAL HIGH SCHOOL**

A THESIS
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the Faculty of the Graduate Studies
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In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION
With Specialization in Mathematics Education

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ABSTRACT

Title:	Least Learned Competencies in Grade 7 Mathematics of Datu Lipus Makapandong National High School
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Keywords:	Least Learned Competencies, Performance, Intervention Activities

This study was conducted to describe the performance and identify the Least Learned Competencies in Grade 7 Mathematics of Datu Lipus Makapandong National High School during the school year 2013-2014. It utilized the descriptive method of research. In the selection of respondents, stratified random sampling procedure was used. Data were analyzed and interpreted using Frequency, Percentage, Mean, and Analysis of Variance. The findings of the study revealed that in terms of respondents' profile, majority of them were female; most of them were Cebuanos; and more than half were coming from Rosario Central Elementary School. It was found out also that the respondents have inadequate knowledge of the competencies in Grade 7 Mathematics since their level of performance is at "Beginning" level only. It was found out also that



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the respondents have inadequate knowledge of the competencies in Grade 7 Mathematics since their level of performance is at “Beginning” level only. Similarly, all competencies were not mastered by the respondents since more than half of them were not able to give the correct answer to the question set for every competency. It was further revealed that there was a significant difference in the performance of the respondents in Grade 7 Mathematics when grouped according to sex. However, there was no significant difference in their performance when grouped according to Ethnicity and Elementary School where they graduated from. Based on the findings, intervention activities were designed to address the least learned competencies. Furthermore, it was concluded that all the identified competencies in Grade 7 Mathematics under the five strands were not mastered by the students, hence; all are least learned competencies. Correspondingly, the students’ level of performance in Grade 7 Mathematics was at the beginning level only. In addition, sex differences significantly affect Mathematics performance. However, ethnic affiliation and Elementary School Graduated do not significantly affect Mathematics performance. In the light of the foregoing findings and conclusions, the researcher recommended that the Department of Education through the Education Program Supervisor in Mathematics together with the School Administrators should continue giving updates in content and innovative teaching strategies by initiating comprehensive trainings and seminar-workshops for Grade 7 Mathematics Teachers. The School Administrators should also encourage their teachers to include remedial instruction or intervention activities to low performing learners in Mathematics. Also, Mathematics Teachers should conduct regular Focused Group Discussions to

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facilitate the needs of low performing students. It was further recommended that Grade 7 Mathematics Teachers should adopt and conduct validation of the intervention activities suggested in this study. Moreover, future researches maybe conducted on similar study to other grade levels under the K to 12 Mathematics Curriculum to identify the least learned competencies.

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ABSTRAK

- Pamagat:** Least Learned Competencies in Grade 7 Mathematics of Datu Lipus Makapandong National High School
- Pangalan:** Freddie C. Lopez
- Digri:** Master of Arts in Education
- Espesyalisasyon:** Mathematics Education
- Tagapayo:** Rolly R. Perez, Ph.D.
- Keywords:** Least Learned Competencies, Performance, Intervention Activities

Ang pag-aaral na ito ay naglalayong mailarawan ang kakayahan at matukoy ang Di-Lubos na Natutunang Kompetensi ng mga mag-aaral sa Baitang 7 ng Mataas na Paaralan ng Datu Lipus Makapandong taon panuruan 2013-2014. Gumamit ito ng palarawang pamaraan ng pananaliksik habang *stratified random sampling* naman sa pagpili ng mga kalahok. Ang pag-analisa sa mga datos ay ginamitan ng *frequency, percentage, mean, at analysis of variance*. Nakita sa pag-aaral na batay sa profayl ng mga kalahok sa pag-aaral, karamihan rito ay mga babae; halos lahat ay mga Cebuano at sobra sa kalahating bilang ay nagmula sa Mababang Paaralang Sentral ng Rosario. Nalamang di-sapat ang kaalaman ng mga kalahok ukol sa Matematika sa Baitang 7 dahil ang kanilang lebel ng performans ay nasa “Panimulang” antas lamang. Natukoy rin na walang lubos na pagkatuto sa lahat na mga kompetensi dahil sobra sa kalahating bilang ng mga kalahok ay di nakabigay ng tamang sagot sa bawat kompetensi. Dagdag pa, may natatanging

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pagkakaiba ang performans ng mga kalahok batay sa kanilang kasarian. Wala namang nakitang kaibahan sa performans kapag pinangkat ayon sa etniko at sa mababang paaralan kung saan nagtapos ang mga kalahok. Batay sa resulta, bumuo ng mga pang-interbensyong gawain para matugunan ang mga Di-Lubos na Natutunang Kompetensi. Napag-alaman ding ang natukoy na mga kompetensi sa Baitang 7 Matematika na kabilang sa limang strand ay di lubos na natutunan ng mga mag-aaral; kaya tinaguriang Di-Lubos na Natutunang Kompetensi. Ang pangkat etniko at mababang paaralan na nagtapos ang mga kalahok ay di nakaapekto sa kanilang performans sa Matematika. Batay sa mga kinalabasan at konklusyong nabuo, inirekomenda na ipagpatuloy ang pagbibigay ng bagong kaalaman at bagong pamamaraan sa pagtuturo ng mga guro sa Matematika Baitang 7 sa pamamagitan ng mga komprehensibong pagsasanay at seminar-worksyap mula sa Kagawaran ng Edukasyon na pangungunahan ng mga Superbisor sa Matematika at mga Administrador ng Paaralan. Dapat hikayatin ng mga administrador ng paaralan ang mga guro na magkaroon ng mga gawaing pang-interbensyon o remedyal na pagtuturo para sa mga mag-aaral na mababa ang performans sa Matematika. Dagdag pa, dapat magkaroon ng regular na pagpupulong o *focus group discussion* ang mga guro sa Matematika upang matugunan ang pangangailangan ng mga mag-aaral na mababa ang performans. Inirekomenda rin ng pag-aaral na ito na gumawa ng balidasyon ng mga pang-interbensyong gawain ang mga guro sa Matematika Baitang 7. Iminumungkahi rin na gumawa ng kaparehong pag-aaral sa iba pang baitang sa ilalim ng kurikulum na K-12 upang matukoy ang mga di-lubusang natutunang kompetensi.



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To my everdearest wife

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To my children

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who are my source of inspiration

and to

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who binds us together in

love, joy and harmony.

This piece of work is

humbly dedicated.



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