PROJECT FINE: FUNDAMENTAL INTERVENTION TO NON-NUMERATE AND EMERGENT AMONG GRADE 6 LEARNERS IN PLATERO ELEMENTARY SCHOOL

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ABSTRACT

Learners nowadays find Mathematics as one of the difficult subjects, maybe because of the pandemic. Poor numeracy can hinder the learning process of learners. Pupils find some equations difficult to solve. According to (Aunio, Heiskari, Van Luit & Vuorio, 2015) Without a strong numeracy foundation, students will not have anything to build on when they learn more advanced skills and continue to struggle. Due to poor numeracy results conducted in October 2022, the researcher developed an intervention program that could help the learners improve their numeracy skills. The researcher observed that learners who reach higher grades in elementary like Grade 6 found difficulty in mathematics maybe because they have not yet mastered the four fundamental operations. This action research was created to help our learners in Grade 6 solve problem-solving skills and four

fundamental operations. The respondents in this research consisted of 25 Grade 6 learners who are identified as non-numerate and emergent in numeracy test results.

Keywords: *strong numeracy foundation, intervention program, problem-solving skills*

INTRODUCTION

In March 2020, the Philippines developed a lockdown to prevent the spread of COVID-19, and education is one of the most affected. Educators transitioned from traditional face-to-face to different learning modalities to remote teaching. Teachers, learners, and parents faced many challenges, they were not ready to overcome. School leaders and teachers redesign the educational delivery models, here in Platero Elementary School parents and learners chose distance learning as a mode of instruction. Some parents didn't know how to explain such mathematical problems because of a lack of knowledge on how to solve them. When the face-to-face classes were implemented again this year 2022, most learners didn't know how to solve the four fundamental operations in mathematics. As we all know numeracy is essential in the everyday life of our learners. To have knowledge in Mathematics, learners should be learning numeracy skills like addition, subtraction, multiplication, and division.

METHODOLOGY

Descriptive data analysis was used in this study and the mean score with SD was also utilized to describe the level of numeracy after the investigation. The following scale was used to determine the numeracy skills of learners in analyzing and interpreting data:

Very High – (30.1-40.00)

High - (20.1 – 30.00)

Low – (10.1-20.00)

Very Low – (0.00-10.00)

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RESULTS

The researcher aims to answer the following questions in the study:

Question1. What are the numeracy skills of learners before the implementation of Project FINE?

The result of the mean analysis showed in Table 1 that prior to the pre-test result the learners had low numeracy skills. The frequency distribution of the scores of 15 non-numerate and 10 emergent learners shows that the highest score they obtained was **13** and the lowest score was **8**. The computed Mean was **9.84,** and the computed **SD** was **3.14**. Based on the scale the result was **Very Low.** It also indicates that the learners did not master the four fundamental skills: addition, subtraction, multiplication, and division.

Question 2. What are the numeracy skills of learners after the implementation of Project FINE?

The result of the mean analysis showed in Table 2 that prior to the post-test result, the learners had high numeracy skills. The frequency distribution of the scores of 15 non-numerate and 10 emergent learners shows that the highest score they obtained was **33** and the lowest score was **16**. The computed Mean was **24.92,** and the computed **SD** was **4.57**. Based on the scale, the result was **High.** It indicates that after the project was implemented, the learners improved in the four fundamental operations.

Table 3 shows the pre and post-test scores for a group of 25 learners on the EGMA assessment test. The mean score on the pre-test is 9.84; the mean score on the post-test is 24.92. The t-value is 2.064 and the significance value is $p>0.05$. This means that for this set of scores, there is a difference between the pre-test (mean 9.84) and post-test (mean 24.92) scores that is not likely due to chance.

Question 3. Is there a significant difference in the numeracy skills of learners before and after the implementation of Project FINE?

The result of the descriptive analysis of the data showed that the post-test mean score is much better than the pre-test mean score. This also implies that there is a significant improvement in learners'

numeracy skills. The table 3 shows that there is a significant difference in the numeracy skills of the non-numerate and emergent learners before and after the utilization of **Project FINE**.

DISCUSSION

Mathematics is known to be a tough subject but the mastery of basic knowledge could make it easier to deal with. That's why finding ways to strengthen the mastery of the fundamental operations of the learners is a huge challenge for educators, especially today when the learners have been back in face-to-face classes and need the assistance of the teachers.

Project FINE (Fundamental Intervention To Non-Numerate And Emergent Among Grade 6 Learners In Platero Elementary School**)** was designed to help non-numerate and emergent learners, to enhance their ability to solve mathematical operations involving addition, subtraction, multiplication, and division. To make the interventions much more understandable, learners should be able to see an image of what the teacher is describing or the keywords that the teacher is explaining when learning materials are being developed.

Numeracy practices are skills that Mathematics Teachers are required to be competent in. As a teacher, we should apply different platforms in our teaching strategies to be able for our learners to easily understand mathematics lessons. Learners should understand how math is used in the real world and apply it to their best decisions in life. Numeracy skills involve understanding numbers, counting, problem-solving, adding, subtracting, multiplying, and dividing numbers. **Project FINE** helps the learners to improve their rational thinking and different strategies in their daily activities.

As an educator, we all know that one of the toughest subjects is Mathematics. Teaching the four fundamental operations in Grade 6 was difficult. Although procedures were taught at previous grade levels still learners weren't fully ingrained in their minds and easily forgot the topics. As a result, when they reach higher grade levels they find out that it is more difficult. Project FINE really helps the learners develop their

critical thinking, analytical, and problem-solving skills.

ACKNOWLEDGEMENTS

First of all, I would like to thank our Almighty God for giving me the strength, knowledge, ability, and opportunity to undertake this research.

Selected Grade 6 learners who served as respondents in this action research.

Cherry R. Ang, Principal I of Platero Elementary School for guidance and insight.

Platero Elementary School Faculty for the support.

Wonderpets for the words of encouragement and undying support.

I would also like to give special thanks to my wife Marla S. Salinas, and my sons Elnathan James and Evan Joseph for their continuous prayer, support, and understanding.

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