



**PUPILS' ACADEMIC PERFORMANCE IN MATHEMATICS AND ITS
RELATION TO VALUES INTEGRATION: BASIS FOR
INSTRUCTIONAL PLAN**

GINA ALAMAG PEREZ
Master of Arts in Education
Major in Educational Administration
Rizal College of Taal, Inc.
gina.perez006@deped.gov.ph

ABSTRACT

This study determined pupils' academic performance in Mathematics and its relation to values integration of Grade 3 pupils in the Division of Calaca City. Specifically, it aimed to determine pupils' level of performance based on the Most Essential Learning Competencies; describe the behavioral indicators of the core values of Maka-Diyos, Makatao, Makakalikasan, and Makabansa as practiced by teachers; examine the significance of their relationship to pupils' Mathematics performance; and develop an appropriate instructional plan. A descriptive–correlational research design was employed. A total of 47 Grade 3 Mathematics teachers participated in the study. The sample size was determined using Slovin's Formula based on a total population of 53 teachers. Data were collected using a validated researcher-made questionnaire and school performance records. Weighted mean and Pearson correlation were used to analyze the extent of values integration and its relationship to pupils' academic achievement. Results revealed that pupils' overall Mathematics performance ($M = 78.20\%$) was described as Moving Toward Mastery. Moreover, teachers frequently integrated core

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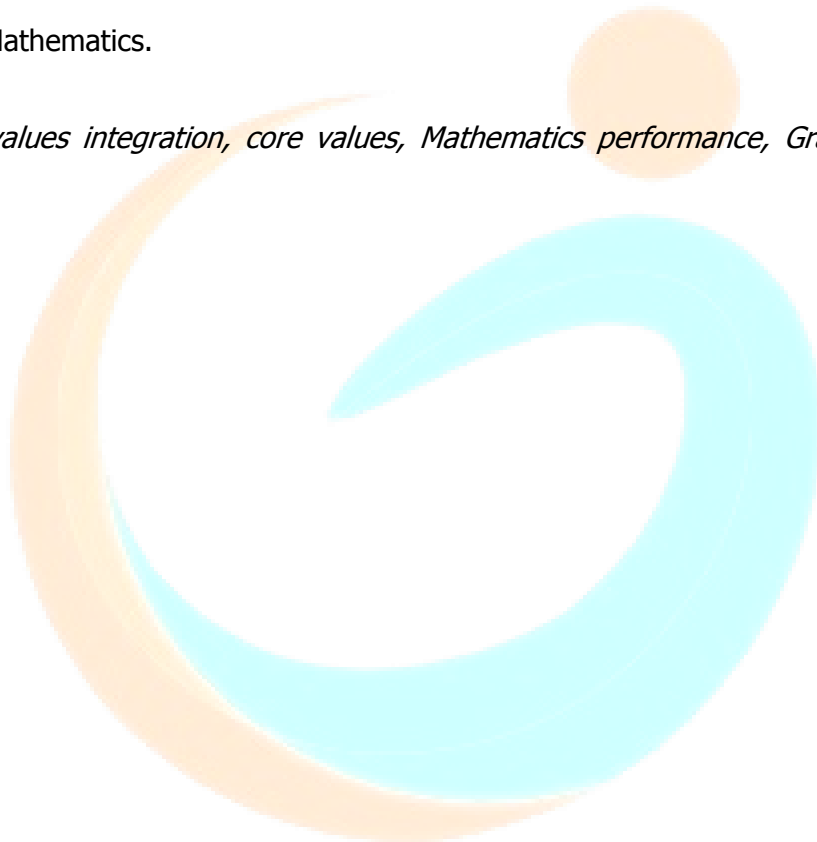
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values into their instruction, with Makatao receiving the highest weighted mean and Makabansa the lowest, although all fell within the same verbal category of "Very Frequently." However, correlation analysis showed no significant relationship between behavioral indicators of core values and pupils' Mathematics performances. These findings indicate that, despite the consistent practice of values integration, it does not directly impact learners' academic outcomes in Mathematics.

Keywords: *values integration, core values, Mathematics performance, Grade 3 learners, action plan*



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