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ANALYSIS OF THE LEAST LEARNED COMPETENCIES IN MATHEMATICS 6 IN RAPU-RAPU WEST DISTRICT SCHOOLS

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ABSTRACT

Mathematics has been regarded as a fundamental subject because arithmetic and logical reasoning are the basis of science and technology. Without having the basic knowledge of Mathematics, no one can make progress in any field. The study analyzed the least learned competencies in Mathematics 6 in Rapu-Rapu West District schools, the different factors that hinder the mastery of the least learned competencies in Mathematics 6 and produced modules on the five (5) least learned competencies. This study was pursued using the descriptive survey design through the quantitative-qualitative technique. On quantitative technique, a survey questionnaire administered to 15 school heads to determine the different factors that hinder the mastery of the least learned competencies in Mathematics 6 while analysis of the least learned competencies in Mathematics 6 from quarter 1 to 3 formed part of the qualitative. The study revealed that there are 12 least learned competencies in Mathematics 6 from quarter 1 to 3. The factors that hinder the mastery of the least learned competencies in Mathematics 6are school-related factors, teacher-related factors and pupil-related factors. The modules produced by the researcher will help the grade 6 pupils to master their skills on the five (5) least learned competencies in Mathematics 6.

Keywords: *Mathematics 6 competencies, factors on least learned competencies, Mathematics 6 modules*

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Introduction

It has been said that Mathematics is a fundamental subject because logical reasoning and arithmetic are part of the science and technology. It is difficult to succeed in any profession if they don't have any knowledge in Mathematics. Hence, the educational authorities focus their attention on students' proficiency particularly in computational skills and problem-solving. Although Mathematics has been regarded as one of the most important subjects in many fields of study, it has also been considered as one of the greatest challenges particularly to elementary learners in every country.

Mathematics competency is defined as "students' ability to formulate, apply, and interpret mathematics in various contexts. It includes mathematical reasoning and using mathematical concepts, procedures, facts, and tools to describe, explain, and predict various kinds of phenomena" (Ministerio de Educación y Formación Profesional, 2019). This definition provides a key aspect of mathematics evaluation, the measurement of mathematical ability in a broad range of contexts, with a view to highlighting the importance of generalizing what has been learned to a different of situations, familiar or otherwise. (Organization for Economic Cooperation, and Development, 2019b). This includes also the least learned competencies in the cited subject.

Globally, most of the elementary pupils find mathematics as a difficult subject. For instance, Kennedy (2019) cites that 17% of the Americans have math anxiety which leads to negative attitudes towards math as early as first grade. In Jamaica, Buddo (2017) emphasized that in 2016, "57 percent of the Grade Six candidates gained mastery of Mathematics in the Grade Six Achievement Test and only 44 per cent of those candidates passed the CSEC Mathematics, falling from 62 per cent in the previous year. A study in Tanzania conducted by Mazana et al., (2019) found that attitude and perception of the students towards Mathematics had effect. In Nigeria, Suleiman & Hammed (2019) found out that most of the students' hate and was afraid to study mathematics.

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The Department of Education (DepEd, 2016) described Mathematics as a subject that spread through life at any age and in any situation. Every student must learn Mathematics systematically and intensely since its worth exceed beyond its expectation. Yet, most learners exhibit unfavorable performance and negative attitude towards Mathematics. The same holds true in the Philippine context where students' attitude (Callaman & Itaas, 2020) and study habits (Capuno et.al, 2019) are significant factors in mathematics performance. The student-related factors such as study habit and interest affects also the performance of learners in Mathematics (Landicho, 2021). Likewise, there are also school-related factors that highly affects their academic performance such as the lack of instructional materials like textbooks, workbooks and activity sheets.

In the recently 2019 edition of the TIMSS, the country indicated scores of 297 and 249 in mathematics and science, respectively. This is the lowest among the 58 countries participated in the study. The International Association for the Evaluation of Educational Achievement in Netherland reported that only one percent of Filipino students can be able to apply conceptual understanding and solve simple measurement problems. The date also shows that only one percent understands the geometric properties of shapes and angles. Likewise, one percent can be able to interpret, use data in tables, and a variety of graphs to solve problems. About six percent reached the intermediate benchmark which means that they can be able to apply basic math knowledge. Further, around 19 percent where in the low benchmark where basic mathematic knowledge was possessed by the students (Bernardo, 2020).

Nevertheless, there are still a lot of students who suffer in their mathematics subjects, despite the teachers' effort of using different intervention strategies to cater the needs of the slow learner and with difficulties to learn in Math, to cope with their learning style and attitude. Thus, teaching and learning process would be more interactive and more efficient. The use of appropriate different technology advancements like electronic gadgets, computer, modern

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calculators, and the internet is also integrating with teaching mathematics and recognized by the DepEd to improve the learner's learning capability of the students (Roma, 2019).

Despite the implementation of the K to 12 Curriculum, significant problems still exist especially on the least learned competencies in Mathematics 6 and the factors that hinder its mastery. The Performance of Grade 6 Pupils in the NAT during K-12 Program (magna-anima.com, 2019) shows that the overall rating in Mathematics for Grade 6 in school year 2016-2017 is only 34.74 much lower compared to the preceding school year 2017-2018 which is 36.85 and categorized as Low to Absolutely No Mastery. Furthermore, the Percentage of Correct Responses (PCR) per learning competency measured by subject area showed that the pupils' performance in Mathematics is very low. These problems were manifested in the yearly NAT for Grade 6 conducted by the National Educational Testing and Research Center (NETRC). The cited agency is tasked to conduct research, evaluate, and assess the effectiveness of instruction in the Department of Education.

The low achievement in Mathematics posed a great challenge to present day Mathematics Educators. It seems that the pupils have low self-efficacy, and they are impatient in solving Mathematical problems. Some individuals regard Mathematics as a waterloo and a difficult subject, both to learn and to teach because of its abstract in nature. Teaching-learning Mathematics is so complex that it is nearly impossible to claim that it can be easily taught to pupils without using any tools. But one way of maintaining the interest of the learners is to provide them with different activities which they could perform individually after being given the proper guidance, such as module. It is at this point, the emphasis in Mathematics instruction is for the teachers to be equipped with the necessary resource materials to facilitate the least learned competencies.

The cited situations motivated the researcher to make Mathematics teaching–learning process more effective through understanding what pupils need to know and the factors that hinders the mastery of the least learned competencies. This could be done by developing a

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learning activity sheets which could be done by the pupils even in their home. Development of a module on the least learned competencies is necessary to meet the pupils' needs and to help them love and appreciate the world of Mathematics.

Analysis of the least learned competencies in Mathematics 6 plays an important role in determining the quality of basic education. In the context of the K to 12 Program, assessment results shall be used to investigate the learners' performance so that relevant and responsive policies/programs/reforms can be introduced to improve the teaching and learning processes particularly in the coastal schools. Hence, justifies the conduct of this study.

Materials and Methods

The study used questionnaire-checklist to determine the different factors that hinder the mastery of the least learned competencies from Quarter 1 to 3. An interview guide/focus group discussion (Appendix C) was prepared also by the researcher to analyze the least learned competencies in Mathematics 6. Likewise, this was used to solicit and validate other information to the respondents.

This study made use of descriptive methods using a survey design, adopting the qualitative and quantitative techniques in the analysis of the least learned competencies in Mathematics 6 in Rapu-Rapu West District schools. Likewise, the different factors that hinder the mastery of the least learned competencies were identified.

Descriptive research considered the natural setting that is capable of describing the past, present and future occurrence of the event (Bautista, 2002). It is recommended for describing a situation or event. Normally, it provides the necessary background for the formulation of a more precise problem for subsequent more specific study for the development of hypotheses. Such investigation provides the means for obtaining initial ideas about the interrelationships among

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phenomena, and the types of determinants that might relatively be measured (Parel et al., 1992). It focused on the "what" the coverage (topics/subject matters) of the study. These are factors (Best, 1993) that described the teaching-learning continuum in the classroom.

Along with these activities, the researcher collected and generated data and information using a questionnaire-checklist, interview guide, observation and documentary analysis as basis for the reproduction of learning activity sheets on the five least learned competencies.

Results and Discussion

The salient findings of the study on the analysis of the least learned competencies in Mathematics 6 are presented and discussed in this section. More specifically the factors that hinder the mastery of the least learned competencies school profile, extent of preparedness, and the learning activity sheets produced by the researcher on the five (5) least learned competencies. The presentation of the discussion was based on the specific objectives of the study.

Least Learned Competencies in Mathematics 6

Table 1 shows the least learned competencies in Mathematics 6with the highest frequency and rank in descending order. The competencies came from Quarter 1 and 3 of the most essential learning competencies in Mathematics 6. The data were obtained using an interview guide/focus group discussion to the Grade 6 teacher respondents.

In an interview conducted, it was found that the first least learned competencies in Mathematics 6 was "solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools" with a frequency of 15. This means that the pupils may have found difficulty in understanding this competency. According to the respondent, the learners may not master this competency because of inadequate fundamental knowledge, limited practice, lack of

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engagement, or issues related to teacher-learners' communication. Also, the learners have difficulties in familiarizing on how the steps in solving the problem are being done.

In a direct proportion the ratio between matching quantities remains the same if dividing them. On the other hand, in an inverse or indirect proportion as one-quantity increases, the other automatically decreases. In partitive proportions, a whole is partitioned into equal or unequal ration. It is a complicated topic causing difficulty on the part of the Grade 6 pupils. It may be difficult for them to understand, hence, their learning is affected. The broad scope of the topics being discussed by the teacher may affect the pupils' way of understanding and sometimes arise to confusion. The study suggests that in teaching this topic, the teachers should start first his/her lessons according to the level of understanding of his/her pupils. He/she make sure that hard concepts must be simplified to understand easily by the pupils. Much better if the learning task given to the pupils will be provided with examples and techniques on how to solve the problems easily.

On the other hand, rank 2 with a frequency of 13 is "solves word problems involving measurement of surface area" and "solves percent problems such as percent of increase/ decrease (discounts, original price, rate of discount, sale price, marked-up price), commission, sales tax, and simple interest". These competencies are used always in our daily life like calculating the discounts one can avail when purchasing a product. So, it is important to be not familiar only in using these competencies, but they should be more knowledgeable on it. However, during the interview, the respondents shared the reasons why the pupils did not master the cited competencies. These are poor comprehension, difficult to understand on their part and lack of pre-requisite knowledge needed in understanding and solving new topics. Although they are doing their best to help the learners understand the lesson, but still they are struggling to learn because they have not mastered the four fundamental operations in Math.

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Table 1
Least Learned Competencies in Mathematics 6
N=15

	Competencies	Freq.	Rank
1.	Solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools.	15	1
2.	Solves word problems involving measurement of surface area.	13	2.5
3.	Solves percent problems such as percent of increase/ decrease (discounts, original price, rate of discount, sale price, marked-up price), commission, sales tax, and simple interest.	13	2.5
4.	Formulates the rule in finding the nth term using different strategies (looking for a pattern, guessing and checking, working backwards) e.g. 4,7,13,16,…n (the nth term is 3n+1)	12	6
5.	Solves routine and non-routine problems involving finding the percentage, rate and base using appropriate strategies and tools.	12	6
6.	Solves routine and non-routine problems involving area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle.	12	6
7.	Solves routine or non-routine problems involving division without or with any of the other operations of fractions and mixed fractions using appropriate problem-solving strategies and tools.	11	7.5
8.	Solves 1 or more steps routine and non-routine problems involving addition and/or subtraction of decimals and mixed decimals using appropriate problem-solving strategies and tools.	11	7.5
9.	Solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem-solving strategies and tools.	10	
10.	Multiplies mentally decimals up to 2 decimals places by 0.1, 0.01,10, and 100.	10	10.5
11.	Divides decimals: a. Up to 4 decimal places by 0.1, 0.01, and 0.001 week 8 b. Up to 2 decimal places by 10, 100, and 1 000 mentally	10	10.5
12.	Solves multi-step routine and non-routine problems involving division and any of the other operations of decimals, mixed decimals, and whole numbers including money using appropriate problem solving strategies and tools	10	10.5

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Further, acquiring this competency will help the pupils to choose what is good or not. Likewise, teachers should use the technique that is easy to understand or more procedural so that their pupils can grab those concepts step by step. According to Ali (2019), if concepts are linked with real-world problems, it will be easy for students to understand the problem. Teachers may use visual methods to elaborate on problems with students. If pupils do not understand concepts easily, try to change the technique to solve the problem.

As seen from the Table, rank 6 are three (3) competencies sharing the same frequency of 12. These are "formulates the rule in finding the nth term using different strategies (looking for a pattern, guessing and checking, working backwards) e.g. 4,7,13, 16…n (the nth term is 3n+1). "Solves routine and non-routine problems involving finding the percentage, rate and base using appropriate strategies and tools"; and "Solves routine and non-routine problems involving area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle". The cited competencies may confuse the pupils if the teacher will not explain this properly. So, one of the teacher respondents advised that the lessons must be broken up into manageable chunks so that the pupils may easily absorb them. Although, the time frame was an issue, it can still be fixed by arranging the lessons to give ample time to familiarize the competencies. As stated in the Mathematics 6 module 2 in the 3rd quarter, "to formulate the rule in finding the nth term of a sequence, the pupils should look for a pattern, work backwards, and guess and check strategies. "Thus, the pupils should carefully analyze the cited competencies to make sure that they are using the right strategy in solving the problem.

It can be observed also from the Table that two (2) competencies occupy Rank 7.5 with a frequency of 11. These are "Solves routine or non-routine problems involving division without or with any of the other operations of fractions and mixed fractions using appropriate problem-solving strategies and tools" and "Solves 1 or more steps routine and non-routine problems involving addition and/or subtraction of decimals and mixed decimals using appropriate problem-

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solving strategies and tools". According to Villaester (2021), solving routine and non-routine problems is somewhat easy if the pupils going to follow the steps on how to solve it. However, sometimes pupils feel like they understand the concept during the lecture, but while solving the problem they find it difficult to solve the problem. It is very important for them to understand a problem then solve it on their own and practice it weekly/monthly. The cited competencies are useful for daily living as it is concerns on solving problems. So, in order for the pupils to master the most essential learning competencies in Mathematics 6, a continuous sequence or range of related activities are needed.

Nonetheless, rank 10.5 with a frequency of 10 was observed on the following four (4) competencies: "Solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem solving strategies and tools"; "Multiplies mentally decimals up to 2 decimals places by 0.1, 0.01,10, and 100"; "Divides decimals: (a) Up to 4 decimal places by 0.1, 0.01, and 0.001 week 8 and (b) Up to 2 decimal places by 10, 100, and 1 000 mentally"; and "Solves multi-step routine and non-routine problems involving division and any of the other operations of decimals, mixed decimals, and whole numbers including money using appropriate problem solving strategies and tools". It appears that the most least learned competencies in rank 5 deals with decimals. As early as elementary grades decimals are being taught to the pupils to make them knowledgeable on how to compare the value of money particularly when buying a product. In grocery particularly those catering for a wholesale, they always see that the price of the products/commodities are not whole numbers. But according to the respondents, the cited competencies were found difficult to the learners because of their attitude towards the subject, time constraints and mathematical abilities. Also, the learners were struggling with abstract concepts, difficulty in understanding problem-solving techniques, variations in student's prior knowledge and learning paces.

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Decimals are a vital part of mathematics, and it is important for pupils to understand how to use them. As explained by Mary (2022), decimals are a way of representing numbers that are not whole numbers. They are used when one need to be able to represent numbers that are between whole numbers, such as when they need to measure something that is not a whole number of units. Decimals are also used in financial transactions, such as when it needs to calculate interest or taxes. Schools typically teach decimals in the fourth or fifth grade, depending on the curriculum. However, some pupils may need extra help to understand decimals, so it is important to provide support for those pupils who need it.

Factors that Hinder the Mastery of the Least Learned Competencies

Presented in Table 2 are the factors that hinder the mastery of the least learned competencies in Mathematics 6. These factors are categorized as school-related factors, teacher-related factors, and pupil-related factors. The cited factors are identified by the Grade 6 teachers that affect their pupils in learning the competencies. As reflected on the Table, it appeared that the two factors obtained the highest weighted mean of 3.67 or agree are observed on "learner's attitude towards Mathematics" and learner's difficulty in comprehending math problems". It can be observed that these are pupil-related factors. According to one respondent of this study, problem that she encountered is that most grade 6 pupils have difficulty with the discussion due to lack of interest and motivation. Others are not interested of the subject matter, laziness and afraid to solve numbers. Hence, the lesson should be divided up to digestible sections so that the pupils easily consume them. Even though there was a time constraint, the problem may still be solved by rearranging the lessons to give the competencies enough time to develop. The present study's findings are similar with the study of Ribeiro et al. (2021) and Peteros et al. (2019).

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Table 2

Factors that Hinder the Mastery of the Least Learned Competencies
N=15

Factors	5		4		3		2		1		Total Weighted Mean	Adjectival Interpretation
	f	x	f	x	f	x	f	x	f	x		
School-Related Factors												
1. Class size.	2	0.67	5	1.33	5	1.00	3	0.40	0	0	3.40	NAND
2. Room atmosphere.	1	0.33	5	1.33	7	1.40	2	0.27	0	0	3.33	NAND
3. Lack of teaching materials.	0	0	3	0.80	10	2.00	2	0.27	0	0	3.07	NAND
4. Classroom teaching-learning environment.	0	0	5	1.33	9	1.80	1	0.13	0	0	3.26	NAND
5. Lack of educational resources/ textbook.	2	0.67	2	0.53	6	1.20	5	0.67	0	0	3.07	NAND
Teacher-Related Factors												
1. Teaching style. of the teacher.	0	0	5	1.33	6	1.20	4	0.53	0	0	3.06	NAND
2. Teacher's training in Mathematics.	0	0	9	2.40	5	1.00	1	0.13	0	0	3.53	A
3. Teacher's enthusiasm in teaching Mathematics.	0	0	9	2.40	4	0.80	2	0.27	0	0	3.47	A
4. Teacher's self-preparations before entering classes.	0	0	10	2.66	3	0.60	2	0.27	0	0	3.53	A
5. Teacher's educational background in Mathematics.	0	0	9	2.40	5	1.00	1	0.13	0	0	3.53	A

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Table 2, Con't.

Factors that Hinder the Mastery of the Least Learned Competencies
N=15

Factors	5		4		3		2		1		Total Weighted Mean	Adjectival Interpretation
	f	x	f	x	f	x	f	x	f	x		
Pupils-Related Factors												
1. Prior knowledge of learners.	1	0.33	5	1.33	7	1.40	2	0.27	0	0	3.33	NAND
2. Mathematics anxiety of the learners.	0	0	3	0.80	12	2.40	0	0	0	0	3.20	NAND
3. Learner's attitude towards Mathematics.	3	1	6	1.60	4	0.80	2	0.27	0	0	3.67	A
4. Lack of learner's labor in learning Mathematics.	2	0.67	2	0.53	10	2.00	1	0.13	0	0	3.33	NAND
5. Learner's difficulty in comprehending math problems.	3	1	6	1.6	4	0.80	2	0.27	0	0	3.67	A

Legend:

Scale	Range	Adjectival Interpretation
5	4.24 – 5.00	Strongly Agree
4	3.43 – 4.23	Agree
3	2.62 – 3.42	Neither Agree nor Disagree
2	1.81 – 2.61	Disagree
1	1.00 – 1.80	Strongly Disagree

A -- Agree
NAND -- Neither Agree Nor Disagree

Their findings also found a direct link between pupils' attitudes and mathematics performance. Other noteworthy findings of Mazana et al., 2018 found that student attitude and their perception towards learning Mathematics while for Suleiman & Hammed, (2019) most of the students hated and/or afraid towards mathematics.

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The study of Akhter (2018) is also similar to the findings of the study. According to him, most of the students found Mathematics as a difficult subject, hence they opted out of studying it first. He considered Mathematics as one of the most important subjects in every country as it always used in everyday life and career. Thus, learner's attitude towards Mathematics and difficulty in comprehending math problems may have important ramifications in their early numeracy skills. Generally, their teachers should do something to make the Grade 6 pupils learn to love Mathematics by doing innovations, techniques, or strategy in teaching the subject.

Furthermore, the findings of the study are supported by the study of Guinocor (2020) where he revealed that students' learning modes differ. However, with assistance given to students, they could still achieve higher Mathematics performance. In Yeh (2019) study, helping the low-achieving students was beneficial because they perform much better performance after assistance is given. Retention levels also increased along with the mathematics scores.

Incidentally, three factors shared the same weighted mean of 3.53 with adjectival description of "agree" particularly on teacher's training in Mathematics, teacher's self-preparations before entering classes and teacher's educational background in Mathematics. Teacher's enthusiasms in teaching Mathematics with a weighted mean of 3.47 and adjectival description of "agree" was the third factor obtained the highest mean. The cited factors are mostly teacher-related factors, and these will be a challenge to educational systems, especially in the field of mathematics. This only shows that the teachers must be attentive on the reasons behind the factors that hinder the mastery of the least learned competencies specifically that these are all related to their teaching preparation. They should do some activity that can get pupils' attention to be participative with the discussion. Above all, they should also collaborate with the parents in monitoring child's progress. Likewise, they must attend seminars about teaching the Grade 6 Mathematics to acquire new knowledge and skills which they can be used in teaching the grade

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6 pupils effectively to efficiently. This would also enhance the pupils' interest in learning mathematics.

The study of Chirimbana et al. (2022) is related to the findings of the study when they found out also that lack of training and workshops, poor teaching methods (Kamau, 2020), lack of teaching experience by some teachers and instability of teachers (Makondo & Makondo, 2020) are some of the factors the hinders the mastery of the least learned competencies in Mathematics. Sule (2018) believed that teaching methods are the key to enable the learner to understand the key concepts and principles. Same with Kearney & Garfield (2018) study where they suggested that several strategies and method are used to make sure that equal opportunities to learn are given to the students. The present study believed that if the teaching method is clear and understandable to all the pupils, they will be motivated to learn and will become proficient in Mathematics. Hence, it is worth to determine the factors that hinders the least learned competencies particularly the teacher-related factors because it has something to do to address the cited issues and concerns.

In terms of school-related factors, "class size" received the highest total weighted mean of 3.40 followed by "room atmosphere" with a total weighted mean of 3.33. Also, both factors registered an adjectival interpretation of neither agree nor disagree. This implies that class size and room atmosphere did not consider by the respondents as major factors that hinder the mastery of the least learned competencies in Mathematics 6. In the Philippines, the average class size is 50, wherein a class should consist of a minimum of 15students to a maximum of 65 students, according to the Department of Education Order No. 54, series of2008.The findings of the study were supported by an article written by Oberthur (2021), he emphasized that class size may matter however teacher quality is of utmost importance. Teachers are getting passive engagement and students are having fewer classroom interaction opportunities but more interesting and challenging (Aoumeur, 2017).

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Furthermore, other factors obtained a numerical rating from 3.06 to 3.40 with adjectival description of "Neither Agree nor Disagree". It seems that the respondents are giving neutral opinion in these factors, or they believe it may or not hinder the mastery of the least learned competencies in Mathematics. As a Grade 6 teachers teaching Mathematics subject, they are more familiar with the cited subject and knows the problem and solution behind this. There are needs on the mathematics competencies of the pupils that should be addressed for them to attain the required competencies as specified in the Curriculum Guide. Thus, the researchers recommend that the teachers should have first a review of the previous topics specifically to the least learned competencies and give more activities before to proceed to the other topics. Also, policymakers should support policies and programs that will enhance the attitude of the learners towards Mathematics and advance the ongoing progress and professional growth of the teachers in the public school.

Learning Activity Sheets on the Five (5) Least Learned Competencies

The Learning Activity Sheets (LAS) is a supplementary learning resources that learners can engage in, such as individualized learning exercises that further develop the desired knowledge and skills they are acquiring from different lessons (DepEd Order No. 36, s. 2021). In this study, the contents of these learning activities enabled the Grade 6 learners to explore learning possibilities and broaden their learning experiences. Hence, learners can gain expertise in the prerequisite knowledge and skills set by the K to 12 Basic Education Curriculum.

The development of learning activity sheets on the five (5) least learned competencies in Mathematics 6 plays an important role in improving pupils' performance and skills. It is a measure of learners' activity in understanding to integrate or perform what they've learned in the subject. It also facilitates pupils' ability to learn and absorb the teaching material. In addition, Mathematics

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teachers need to develop the right learning modules to ensure the right skills are inculcated into their pupils.

This learning activity sheets aims to enhance the pupils' mastery of the least learned competencies in Mathematics 6. The topics, lessons and activities completely address the top five (5) competencies in Mathematics 6 that received the highest frequency as rated by the respondents. The cited competencies are based on the DepEd most essential learning competencies in Mathematics 6. This approach was initiated as a response to the need to improve pupils' performance which would help develop their mathematical ability in Elementary Mathematics and establishing its effectiveness for Grade 7 Junior High School students.

Moreover, the learning activity sheets was prepared by the researcher to help the grade 6 pupils master the skills on the least learned competencies in Mathematics. After going through this learning activity sheets, the pupils are expected to master the following competencies:(1) Solve problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools (M6NS-IIc-134); (2) Solve routine and non-routine problems involving finding the percentage, rate and base using appropriate strategies and tools (M6NS-IId-143); (3) Solve routine and non-routine problems involving basic operations of integers using appropriate strategies and tools (M6NS-IIj-157); (4) Formulate the rule in finding the nth term using different strategies (looking for a pattern, guessing and checking, working backwards)e.g. 4,7,13,16,…n (the nth term is 3n+1) (M6AL-IIId-7); and (5) Solve word problems involving measurement of surface area (M6ME-IIIj-94).

With this produced learning activity sheets on the five (5) least learned competencies in Mathematics 6, it is hoped that these will be fully utilized in the district to help the Grade 6 pupils

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master the least learned competencies. This ultimately makes the Grade 6 pupils achieve a higher learning in Mathematics because it will help them to learn by themselves.

CONCLUSION

Based on the findings of the study, the following conclusions were made: (1) There are 12 least learned competencies in Mathematics 6 from quarter 1 to 3. (2) The factors that hinder the mastery of the least learned competencies in Mathematics 6 are school-related factors, pupils-related factors, and teacher-related factors. (3) The Learning Activity Sheets (LAS) produced by the researcher will help the grade 6 pupils to master their skills on the five (5) least learned competencies in Mathematics 6.

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