



**NUMERACY SKILLS OF SENIOR HIGH SCHOOL STUDENTS:
BASIS FOR DEVELOPING STRATEGIC INTERVENTION
MATERIALS**

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ABSTRACT

This study evaluated the numeracy skills of senior high school students at Tala Senior High School, Nasugbu East District, during School Year 2024–2025 that will serve as basis for development of strategic intervention materials. A descriptive quantitative research design was employed, involving 237 participants (67 Grade 11 and 80 Grade 12 students). Data was obtained through a researcher-developed questionnaire which was validated by experts and tested for reliability. Pre-assessment results revealed that, in operations with integers, 27 students (11.39%) achieved an outstanding level, while 23 (9.70%) were categorized as did not meet expectations. For fractions, only 12 students (5.06%) attained an outstanding level, whereas 28 (11.81%) did not meet expectations, indicating that fractions represented the weakest domain. Decimals recorded the highest performance, with 56 students (23.63%) rated as outstanding level and only 17 (7.17%) falling into the lowest category.

In the self-assessment of basic operations, students expressed the highest confidence in addition ($M=3.75$) and subtraction ($M=3.67$), both interpreted as “strongly agree,” suggesting mastery of these foundational skills likely developed through early and sustained

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practice. However, lower mean ratings for division ($M=3.28$) and recalling operational rules ($M=3.31$) indicate persistent challenges in more complex or rule-dependent operations.

The most frequently cited difficulties involved fractions, specifically finding a common denominator when adding or subtracting ($M=3.95$) and comparing fractions ($M=3.92$). These findings reveal that fraction-related challenges are both performance-based and self-perceived. Difficulties with decimals—such as incorrect placement of decimal points during multiplication ($M=3.14$) and division ($M=3.16$)—were noted but were less pronounced than those involving fractions.

The results indicate relative proficiency in integers and decimals, contrasted with significant deficiencies in fraction concepts and procedures. It is recommended that targeted strategic intervention materials be developed to strengthen conceptual understanding, procedural fluency, and problem-solving skills in integers, decimals and fractions, thereby enhancing overall numeracy proficiency.

Keywords: *numeracy skills, integers, fractions, decimals, intervention materials*

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