

Utilization of the Compendium on Contextualized Story Word Problems in Mathematics

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Abstract : The main objective of this action research is to know the effectiveness of the compendium on Contextualized Story Word Problem in Mathematics used as an intervention material to enhance the comprehension and problem-solving skills of Grade 4 pupils. This also addresses the competencies outlined in the curriculum guide while, at the same time, providing instructional material which the pupils can work on and practice solving word problems. The twelve randomly selected grade four pupils of Mantuyom Elementary School have been chosen as respondents for this action research in consideration of their consent and approval. A Pre-Test and a Post-test have been given to the pupils to determine their baseline proficiency level in four fundamental operations. The data has been statistically treated using a T-test to determine their difference. At a mean score of 13.42 and 16.83 for pre and post-tests, respectively, the p-value of 0.000620816 reflects a highly significant difference for the pre-test and post-test. This is lesser than the 0.05 level of significance ($p \leq 0.05$). Therefore, it is found that the compendium of contextualized story word problems is an efficient instructional material for Mathematics 4, yet; it is recommended that a Parents' User Guide shall be developed to assist the parents in the conduct of the Remediation, Reinforcement and Enhancement (RRE).

Keywords : action research, compendium, contextualized, story, word problem, research, intervention

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