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THE USE OF Project CODE (Continuous Operations Drill Exercises) IN ATTAINING MASTERY OF THE BASIC OPERATIONAL SKILLS IN MATHEMATICS OF GRADE 6 PUPILS IN WAWA ELEMENTARY SCHOOL

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ABSTRACT

The purpose of this study is to attain mastery of the basic operational skills of Grade 6 pupils in Mathematics by using Project CODE (Continuous Operations Drill Exercises). The researcher made use of the one-group pretest-posttest design. The participants in this study were thirty-one pupils in Grade 6-Excellence class. Their pretest and posttest scores were recorded and analyzed using mean percentage score and paired sample T-Test to identify any statistical significance. The participants were exposed to continuous math drills on basic operational skills using interactive learning activities for six weeks which were embedded in the preliminary part of their daily lessons. The learners' progress was monitored using weekly tests. As shown in the posttest scores, there was a substantial increase on the mean percentage score of the pupils. There was also a significant difference in the means of the pretest and posttest as reflected in the paired t-test result. In addition to this, the pupils' computational skills were enhanced given that they perform the learning tasks within a specified time. The researcher therefore concludes that the use of Continuous Operations Drill Exercises promotes participation and engagement among learners thereby attaining their mastery of the basic operational skills in Mathematics.

Key Concepts: Basic Operational Skills, Continuous Drill

INTRODUCTION

Acquiring the mastery of the four fundamental operations is necessary for learners to understand more complex mathematical skills and concepts. Failure to achieve this, may result to poor performance in the subject. This learning gap was significantly observed among most of the pupils because of the 2-year hiatus of face-to-face classes during the pandemic. For this reason, it is identified to be one of the areas of focus in the learning continuity and recovery plan of the department, and therefore mandated all the schools to come up with possible interventions that will address the problem.

Math drill exercise can improve understanding of the basic operational skill in mathematics. Increasing mastery will allow one to use it in daily activities at home and in other real-world circumstances. During instruction, learning techniques for teaching are essential to the process. It increases students' capacity for memorization and improves the teaching and learning processes (Manalaysay, 2021).

Based on the study of Jocelyn A. Manalaysay (2021) entitled, "Continuous Drill in Mathematics: A Spark for Mastery of Fundamental Operations," the exposure of students to mathematics drill substantially improves students' retention of numeracy skills and aids in achieving the mastery level of the skill being taught at the same time.

Considering the results of the study mentioned above, the teacher researcher made use of Continuous Drill to attain mastery of the basic operational skills in Mathematics of the grade 6 pupils.

STATEMENT OF THE PROBLEM

This research aimed to help Grade 6 pupils of Wawa Elementary School attain mastery of the basic operational skills in Mathematics.

This study sought to answer the following questions:

1. Is there a significant difference between the mean score of the pretest and posttest scores of the Grade 6 pupils after undergoing Project CODE?
2. How can the use of Continuous Drill help in attaining mastery of the basic operational skills in Mathematics of Grade 6 pupils in Wawa Elementary School?

METHODOLOGY

The researcher made use of the one-group pretest-posttest design in this study. The respondents for this study were 31 pupils in Grade 6-Excellence class. The study was implemented from the first week of November until the second week of December. Mean percentage score and paired sample T-Test were used to analyze the data gathered.

RESULTS AND DISCUSSIONS

Difference Scores Calculations

Mean: 5.87

$\mu = 0$

$S^2 = SS/df = 625.48/(31-1) = 20.85$

$S^2_M = S^2/N = 20.85/31 = 0.67$

$S_M = \sqrt{S^2_M} = \sqrt{0.67} = 0.82$

T-value Calculation

$t = (M - \mu)/S_M = (5.87 - 0)/0.82 = 7.16$

The data shows the paired t-test results based on the data gathered. Based on the results, the value of t is 7.158847. The value of p is < .00001. The result is significant at p < .05. This means that there is a significant difference in the mean scores of the pretest and posttest. In addition to this, there was a substantial increase on the mean percentage score of the pupils in the pretest and posttest, from 31.94% to 61.29%. However, the target 80% MPS or higher is not yet achieved. Nevertheless, based on the results, it can be concluded that the use of continuous drill may help in attaining mastery of the basic operational skills in Mathematics.

CONCLUSION

The use of continuous drill promotes mastery of the basic operational skills in Mathematics through consistent practice and use of the target skill. It promotes participation and engagement among pupils thereby improving mastery of other prerequisite skills.

RECOMMENDATIONS

- Teachers need to be encouraged to make use of continuous drill to attain mastery of the basic operational skills in Mathematics.
- The school should provide trainings for teachers in the use of variety of teaching strategies that promotes mastery of basic operational skills in Mathematics.
- If possible, the local government, in cooperation with the school, should provide supplementary learning materials, especially to struggling learners, to be used at home to maintain consistent practice.

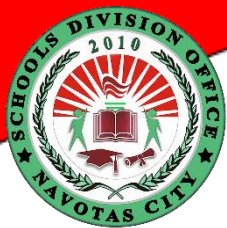
REFLECTION

Inculcating mastery of skills among our pupils is truly a challenge nowadays since we are bombarded by different kind of distractions that divert their attention from learning. Given this, we must be able to find and utilize effective strategies that may be used to bridge the gaps to help the pupils attain the desired level of proficiency. Consistent practice has a great impact in achieving the said target. Aside from this, promoting mastery of basic skills may have a significant contribution to the understanding of more complex and challenging skills.

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