



REIMAGINING MATHEMATICS INSTRUCTION: INNOVATIVE PRACTICES OF ELEMENTARY TEACHERS

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Abstract :

This study focused on the innovative practices of Elementary Mathematics teachers in Gerona South District, Schools Division Office of Tarlac Province during the school year 2025-2026. It looked into the profile of the Elementary Mathematics teachers; performance level of Grade 3 learners during the first quarter; significant relationship between the profile of the teachers and the performance of learners in Mathematics; learners' attitude in learning Mathematics. The researcher found out that most of the Elementary Mathematics teachers are educationally qualified, with minimum teaching experience, and attended various seminars about Mathematics. The Grade 3 learners obtained a very satisfactory performance during the first quarter. The profile of the teachers is significantly related to the level of performance of the Grade 3 learners in Mathematics. The attitude of the learners towards Mathematics along school-related factors such as study habits and peers; family-related factors like parents; and siblings; and teacher-related factor are the factors affecting the performance of the learners. The proposed motivational strategies could improve the attitude and performance of learners towards Mathematics. The researcher recommended that the proposed motivational strategies should be presented to the school head for its reproduction and utilization to help the Mathematics teachers. Teachers should make instructional materials to improve the performance of the learners. Such intervention/materials help them understand more clearly the concepts. Parents and teachers should join hands in improving the performance of the students. Teachers should tell the parents about the difficulties encountered by their children in learning Mathematics. Parents should also monitor the performance of their children in the school. They should give their full support in their studies like attending PTA meetings and have follow-ups in their studies. The least learned skills in Mathematics should be given emphasis in teaching. Teachers should use appropriate strategy and techniques to develop the skills and give more exercise for the students to master the skills.

Key Words: reimagining, innovative practices, performance level

INTRODUCTION

In this world of modern technology, no nation can attain a meaningful stage of economic development without availing itself of the advances made in science. However, its advance in science is minimized if its people are not receptive to mathematics. It is in the context of the foregoing propositions that educational institutions with the support of the government promote the study of Mathematics so that this country can keep pace with progress.

The world is interconnected. Everyday math shows these connections and possibilities. The earlier young learners can put skills to practice, the more likely our country will remain an innovative society progressive.

Mathematics with its abstract symbolism, its logical structures and its wide application has a unique importance. There is no doubt that it is an important subject in the sense that mathematical skills are important tools in solving a variety of problems which one encounters in his daily life. It is a fact that mathematics plays an important role in liberal education and, consequently, in man's life, because it is needed in practically all field of knowledge. Mathematics, so remarkable and important subject, should therefore be taught as effectively as possible.

Thus, if we were to be exact, we must know our subject matter well before teaching knowledge, skills and concepts. And this is the best answer to the problem that learners perform low in their class. Teachers teaching Mathematics in the elementary level must be knowledgeable and must have a wide understanding of the development of the different mathematical skills.

The Mathematics teacher plays an important role in providing the learners a conducive learning environment. The goal of all educational reforms must be directed towards the learning of students under the K – 12 curriculum as implemented by the Department of Education. This program and project by the DepEd must all center on making learners learn how to compute difficult problems in the teaching and developing of mathematical skills.

In the Philippines, the mission of the Department of Education is to protect and promote the right of every Filipino to quality, equitable, culture – based, and complete basic education where students learn in a child – friendly, gender – sensitive, safe, and motivating environment; where teachers facilitate learning and constantly nurture every learner; where administrators and staff, as stewards of the institution; ensure an enabling and supportive environment for effective learning to happen; and family, community, and other stakeholders are actively engaged and share responsibility in developing life – long learners (www.deped.gov.ph)

According to the study of Batomalaque (2009), many of our Filipino students are not attaining functional literacy, without which they find it difficult to meet the challenges posed by our rapidly changing world. The main factors which can be cited to account for the low performance in Mathematics of the Filipino students includes the lack of Mathematics culture and deficiencies regarding the school curriculum, the teaching – learning process, instructional materials and teacher training.

Based on the National Educational Testing and Research Center (NETRC) Statistical Data, the average National Achievement Test (NAT) mean percentage score (MPS) in NAT Grade 10 in all subjects of SY 2011 – 2012 is 48.90 percent distributed as follows: Mathematics 46.37; Filipino 51.27; English 51.80; Science 40.53; and Araling Panlipunan 54.22. On the Division level the overall MPS is 39.86 (<http://www.netrc.sysportal.net/Default.aspx>). Based on the presented data, it could be deduced that mathematics is second to the lowest, among the tested subjects in the National Achievement Test MPS among the five subject areas.

Because of the students' low performance in the National Achievement Test, the department recommended some policies to improve the performance in the National Achievement test by coming up with remedial classes, and varied forms of assessment and maximizing the utilization of NAT Results for intervention and remedial instruction (exposition of Dr. Nelia V. Benito, DepEd NETRC on NAT overview and results, January 2012.)

On April 13, 2005, then DepEd Secretary Florencio Abad issued Memorandum No. 117 s. 2005 on the conduct of a training workshop on Strategic Intervention for successful learning. This aims to enhance teachers' skills in test analysis and interpretation and capacitate them in developing intervention materials for remediation and enrichment of learning. With this, the government and the Department of Education are stepping up in their efforts to upgrade the quality of Science and Mathematics education in the country. There are funds being allocated for the purchase of Science and Math instructional materials and devices and the conduct of teacher training. Another incentive being given to the teachers is provided by the mandate and implementation of DepEd Order No. 79, s. 2012 dated October 10, 2012 granting step increment for teachers with specialization in Science or in Mathematics to boost their teaching on these primary subjects. As propounded by Education Secretary Bro. Armin A. Luistro, "Science and Mathematics are fundamental tools of industrialization which we certainly need to strengthen our global competitiveness". (www.deped.gov.ph)

Intervention materials are designed to help teachers provide the students needed support to make progress. These tried to increase and deepen their skills, knowledge and understanding from concrete to what is more abstract. They gave the students the opportunity to explore their understanding and make sense of these new scientific ideas. They helped the students talk what they know and understand from the teacher to formalize their thinking. Furthermore, they were intervention materials meant to re-teach the concept(s) and skills(s) to help the learners master a competency – based skill which they were not able to develop from classroom teaching (<http://www.recsam.edu.mycosmedcosmed09AbstractsFullPapers2009AbstractScience%20Parallel%PDFFull%20Paper04.Pdf>)

It is claimed that the Mathematics teacher needs to know the learning style preferences of the students in class and how to work effectively with them. That is, instructional decisions for the whole class and provisions to meet their needs can be made easily through the use of varied information regarding the learner. One of the major purposes of Mathematics instruction is to arouse and develop among students the appreciation for the subject. This includes knowledge, skills and attitudes to equip the students with mathematical concepts and principles and values that are expected to be acquired during the teaching – learning situations.

Bete (2005) investigated the relationship of mathematics achievement of the fourth year high school students to their general scholastic ability, attitude toward mathematics and educational aspirations. The investigation revealed a significant and positive relationship between students' mathematical achievement and their general scholastic ability with the effect of their attitude toward mathematics and educational aspirations.

Fortea (2007) in her study of factors contributing to the attitude of the college students toward mathematics are brought by the combined influences emanating from the students themselves, the mathematics teachers and the environment. The negative and the positive attitude of the students toward mathematics are caused by the students' belief and he concepts about the subjects, skills and the competence of the teacher, family and the peer influence

In the Philippine concept, as cited in a research conducted by Cabahug and Ladot (2005), the University of the Philippines' greatest failure is in Mathematics. It is also said that repetition in Mathematics is common among UP students that almost one out of three repeat a Mathematics course. Cabahug and Ladot (2005) also said that the faculty of the UP Cebu Natural Science and Mathematics Division or NSMD have felt the declining performance of student in basic Mathematics. It is also stated that the attitude towards mathematics and achievement in mathematics have always been a great concern.

Critical thinking is the process of evaluating the accuracy and worth of information and lines of reasoning. A disposition toward critical thinking could be characterized as the consistent internal motivation to see critical thinking skills to decide what to believe and do (Facione et.al., 2000).

Improvement in students' critical thinking cannot just be an implicit expectation; research indicates that critical thinking skills must be explicitly taught (Abrami et.al., 2008). The first step in fostering critical thinking in the classroom is to make students aware of what it means to think critically. Teachers can have students examine the lives and works of individuals who were critical thinkers or have them examine and discuss their own thinking processes.

Problem solving requires a complex range of skills that develop at different rates. There are developmental differences in the degree of flexibility in children's problem solving, as well as variability in their strategy choices across different educational contexts (Farrington-Flint, Vanuxem-Cotterill, and Stiller, 2009). Children are naturally curious and often will try to figure out solutions to problems on their own; however, their strategies may not be the most effective or efficient ways to approach the problem.

Carabacan (2003 in Ayap, 2007) asserted that the teacher in the classroom is the central figure who provides the structure within which the children can learn. In fact, the way the teacher presents an activity or concept, strongly influences the way the

learners react to it. An effective teacher utilizes a variety of techniques and strategies to develop productive discipline and to motivate learners.

There is a need therefore to measure the degree of achievement of mathematical process skills of Grade 3 learners in order to know what skills are to be strengthened. The results of this study are valuable to mathematics teachers and school administrators. The data can provide baseline information for the improvement of mathematics instruction in the elementary schools. This will greatly help concerned people in the academe. It will become the key to realize the achievement of quality education.

Within the context of the aforementioned premises, authorities in the educational system never stop devising, experimenting, and trying out approaches for learning. There is a never – ending flow of revisions and redirections introduced in the schools and in the world of work.

This researcher has been teaching Mathematics in the elementary level; she has continuously experienced some difficulties. These difficulties of the researcher in the delivery of instruction are in part, a result of findings of the low readiness level of pupils.

Statement of the Problem

This study focused on the performance and attitude of Grade 3 learners in Mathematics as basis for proposing innovative teaching strategies of Elementary Mathematics teachers in Gerona South District, Schools Division Office of Tarlac Province during the school year 2025-2026.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the Elementary Grade Mathematics teachers in terms of the following:
 - 1.1 highest educational attainment;
 - 1.2 length of service; and
 - 1.3 relevant trainings attended;
2. What is the performance level of Grade 3 learners during the first quarter?
3. Is there a significant relationship between the profile of the teachers and the performance of the Grade 3 learners in Mathematics?
4. What is the extent of learners' attitude in learning Mathematics along the following concerns:
 - a. School – related factors
 - a.1 Study habits
 - a.2 Peers
 - b. Family – related factors
 - b. 1 Parents; and
 - b.2 Siblings
 - c. Teacher – related factor
 - c.1 Teaching method
5. Based on the findings, what innovative teaching strategies can be proposed to improve the performance and attitude of learners towards Mathematics?

METHODOLOGY

This chapter discussed the research design, sources of data, instrumentation and data collection and the tools for data analysis.

Research Design

The study used descriptive-developmental method with questionnaire as the research instrument. Descriptive research method obtains facts about existing conditions or significant relationship between current phenomena. Developmental because it developed problem-solving instructional materials in Mathematics for Grade 3 learners.

Instrumentation and Data Collection

The main data-gathering instrument of the study was a questionnaire checklist.

The questionnaire was formulated by the researcher and was validated by the Mathematics Supervisor and Master teachers. Suggestions were incorporated in the final draft of the test.

A formal permission to conduct the study and to float the questionnaire was secured from the Superintendent of Schools Division Office of Tarlac Province

The researcher personally administered the questionnaire to the respondents in each section and immediately checked the papers in order to get the least learned skills.

Tools for Data Analysis

In this study, the researcher used the following statistical measures to analyze the data for the problems.

To answer sub-problem 1 on the profile of the elementary Mathematics teachers, frequency counts and percentages were used.

$$\text{Percentage} = \frac{F}{N} \times 100$$

Where:

F = Frequency

N = total number of respondents

To answer sub-problem 2 on the performance of the Grade 3 learners during the first quarter, frequency and percentage were used.

To answer sub-problem 3, the significant relationship between the performance of the Grade 3 learners and profile of the elementary Mathematics teachers, Pearson-r was used.

To answer sub-problem 4 on the learners' attitude in learning Mathematics, average weighed mean was used.

RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis and interpretation of the data gathered relative to sub-problems in the study.

Profile of Elementary Mathematics Teachers

The profile of the Elementary Mathematics teachers in terms of highest educational attainment, number of years of experience in teaching; and relevant in-service training attended is presented in Tables 1A-1C.

Table 1A
Profile of Elementary Mathematics Teachers in Terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
With MA Units	12	66.67
MAEd/Med	6	33.33
Total	18	100

It can be gleaned in Table 1A that a great number of Elementary Mathematics teachers have MA units with 12 or 66.67%. Some 6 or 33.33% are MAEd or MEd graduates. It could be observed from the data that there are more elementary teachers who are pursuing graduate studies because of the increase in salary that goes alongside with the promotion as teachers, a good number of them subscribe to the importance of professional growth. It can also be noted that some of them are graduate of masteral degree because they are aiming for higher position like being school head or Master Teachers.

Table 1B
Profile of Elementary Mathematics Teachers in Terms of Number of Years of Experience in Teaching

Length of Teaching Experience	Frequency	Percentage
0-5 years	6	33.33
6-10 years	8	45.45
11-15 years	4	22.22
Total	18	100

It is reflected in Table 1B that most of the Elementary Mathematics teachers have been teaching or 6-10 years with 8 or 45.45%. This is followed by 0-5 with 6 or 33.33% and 11-15 years with 4 or 22.22%. The result shows that the teacher-respondents have average length of service.

Table 1C
Profile of the Elementary Mathematics Teachers in Terms of Relevant Training Attended

Level	Frequency	Percentage
Division	18	100
Regional	9	50

***Multiple Responses**

It is shown in Table 1C that all Elementary Mathematics teachers had attended Division training. On the other hand, 9 or 50% of them had attended Regional training. The results show that Elementary Mathematics teachers give importance to training or seminars because of the belief that experience is the best teachers. Through seminars, they can improve their competencies and skills in teaching.

Performance Level of Grade 3 Learners during the First Quarter

The performance level of the Grade 3 learners in terms of academic rating during first quarter is presented in Table 2.

Table 2
Performance Rating of Grade 3 Learners during the First Quarter

Academic Rating	Frequency	Percentage
Outstanding (90 and above)	48	35.56
Very Satisfactory (85-89)	54	40.00
Satisfactory (80-84)	20	14.81
Fair (75-79)	13	9.63
Total	135	100

It can be seen in Table 2 that majority of the Grade 3 learners obtained a performance rating of Very Satisfactory with 54 or 40%. There are also 48 or 35.56% who got an Outstanding Performance. Some of the received a Satisfactory performance with 20 or 14.81%. The remaining 13 or 9.63% got a Fair rating.

The result supports the study of Ledda (2006) when she claimed that lack of instructional materials contributes to the low performance of the pupils. Many of the pupils are deficient with their knowledge of Mathematics. It is indeed an observation that lack of instructional material could be one of the reasons why pupils are not performing well in the class, not gaining attention and not motivated to learn and participate in every classroom activity.

Relationship Between the Profile of Elementary Mathematics Teachers and the Level of Performance of the Grade 3 Learners

Table 3
Correlation between the Profile of Elementary Mathematics Teachers and the Level of Performance of the Grade 3 Learners

Profile of Teachers	Pearson Correlation	Sig. (p)	Interpretation	Correlation Interpretation
Highest Educational Attainment	.211	.002	Significant	Low Correlation
Length of Service	.214	.001	Significant	Low Correlation
Relevant Trainings Attended	.181	.001	Significant	Low Correlation
Overall Score	.221	.001	Significant	Low Correlation

The results revealed that statistically, profile of teachers and the level of performance of the learners ($r=.221$) had low correlation. The p-value 0.001 would suggest that, overall, correlations made are highly significant which gives probability of error less than 1% (i.e. 0.1%) in the null hypothesis.

It concludes that statistically, there is no enough evidence to say that there is a significant relationship between the profile of the teachers and the level of performance of the Grade 3 learners during the first quarter. Thus, the null hypothesis is accepted

since the statistics reveals that the correlations made were under the range of low correlation to negligible correlation. This is also consistent with the p-values computed that out of four competencies, three are considered to be significant either at 0.01 or 0.05 level. This implies that it exceeds the value of probability to be considered in order to determine that the null hypothesis made is true.

Grade 3 Learners' Attitude in Learning Mathematics

The Grade 3 learners' attitude in learning Mathematics in terms of school-related factors, family-related factors, and teacher-related factors is shown in Table 4A-4C.

It is clearly shown in Table 4A that Grade 3 learners' attitude in learning Mathematics in terms of practice/habits is moderate extent as reflected by the average weighted mean of 3.22.

A. School - Related Factors

Table 4A
Grade 3 Learners' Attitude in Learning Mathematics in Terms of Practice/Habits

Practice / Habits	WM	DE
1. Studies Math lessons daily because it is a must.	3.50	ME
2. Studies Math only if there are assignments.	3.24	ME
3. Studies Math only when there is a quiz / test scheduled.	3.06	ME
4. Studies Math only when told by parents.	3.25	ME
5. Studies Math only when told by teachers.	3.01	ME
6. Studies Math only when told by friends, classmates, and peers.	3.22	ME
7. Studies Math only when seen others studying the subject	3.09	ME
8. Studies Math because they like the subject.	3.14	ME
9. Studies Math because they like the teacher.	3.54	ME
10. Studies Math only when there is no work to do at home.	3.12	ME
AWM	3.22	ME

Legend

Statistical Limits

4.21 – 5.00
3.41 – 4.20
2.61 – 3.40
1.81 – 2.60
1.00 – 1.80

Descriptive Equivalent

High Extent
Extent
Moderate Extent
Low Extent
Very Low Extent

The indicator "Studies Math because they like the teacher" got the highest mean rating of 3.54 while the lowest mean rating of 3.01 was given to the indicator "Studies Math only when told by friends, classmates, and peers" though both were described as moderately extent. The result shows that teachers need to encourage the learners to improve their attitude towards Mathematics so that their performance will also improve.

Table 4B
Grade 3 Learners' Attitude in Learning Mathematics in Terms of Peer Influence

Peer Influence	WM	DE
1. Joins classmates for a group work in Math.	3.16	ME
2. Joins classmates who cut classes especially during Math periods because it is difficult and boring.	2.54	LE
3. Goes with classmates who do not mind Math subjects because the teacher is unlikable.	3.12	ME
4. Joins friends do assignment.	2.76	ME
5. Prefers going with friends and classmates than attending Math period because I feel sleepy listening to lecture.	3.35	ME
6. Joins friends and classmates who can teach me solve exercises and problems.	2.99	ME
AWM	2.99	ME

Legend

Statistical Limits

4.21 – 5.00
3.41 – 4.20
2.61 – 3.40
1.81 – 2.60
1.00 – 1.80

Descriptive Equivalent

High Extent
Extent
Moderate Extent
Low Extent
Very Low Extent

In terms of peer influence, a 2.99 average weighed mean was generated which is described as moderate extent. The indicator "Prefer going with friends and classmates than attending Math period because I feel sleepy listening to lecture" got the highest mean of 3.35 which means that learners are disinterested in learning Mathematics because of the influence of peers and sometimes due to teacher's strategy in teaching the lesson. On the other hand, the indicator "Joining classmates who cut classes especially during Math periods because it is difficult and boring" received a weighted mean of 2.54 which is also described as low extent.

B. FAMILY – RELATED FACTORS

In terms of family- related factors such as parents, Grade 3 learners' attitude in learning Mathematics obtained an average weighed mean of 3.21 which is described as moderate extent. The indicator "The parents praise good work and high grades achieved by the pupils in Mathematics" received the highest mean of 3.32 while the lowest mean rating of 3.14 was given to the indicator "The parents of the students give them enough time to study their lessons". The result shows that parents moderately influence their sons/daughters to study Mathematics harder.

Table 6A
Grade 3 Learners' Attitude in Learning Mathematics in Terms of Parents

Indicators	WM	DE
1. The parents of the learners encourage them to devote more time to study Mathematics very well.	3.23	ME
2. The parents of the learners give them enough time to study their lessons.	3.14	ME
3. The parents of the learners do not disturb them when they are studying.	3.17	ME
4. The parents of the learners discuss assignment in Mathematics with me them.	3.19	ME
5. The parents praise good work and high grades achieved by the learners in Mathematics.	3.32	ME
	3.21	ME

The Grade 3 learners' attitude in learning Mathematics in terms of siblings got an average weighed mean of 3.24 which is described as moderate extent. The highest mean rating was given to the indicator "The siblings of the learners view television programs / VCD's about Mathematics with them, with proper assistance and guidance" with 3.43 which is described as "extent". On the other hand, the lowest mean rating of 3.12 was given to the indicator "The siblings of the learners give them Mathematics book as gift." The result shows that the learners' siblings influence them moderately in learning Mathematics.

Table 6B
Grade 3 Learners' Attitude in Learning Mathematics in Terms of Siblings

Siblings	WM	DE
1. The siblings of the learners give them Mathematics book as gift.	3.12	ME
2. The siblings of the learners view television programs / VCD's about Mathematics with them, with proper assistance and guidance.	3.43	E
3. The siblings of the learners check them if they prepare their things and other materials in Mathematics before going to school.	3.18	ME
4. The siblings of the learners help them to do their assignments regularly especially in Mathematics.	3.14	ME
5. The siblings of the learners check the answers to their assigned Mathematics problems / concepts	3.35	ME
	3.24	ME

Legend

<u>Statistical Limits</u>	<u>Descriptive Equivalent</u>
4.21 – 5.00	High Extent
3.41 – 4.20	Extent
2.61 – 3.40	Moderately Extent
1.81 – 2.60	Low Extent
1.00 – 1.80	Very Low Extent

C. TEACHER – RELATED FACTORS

Table 7
Grade 3 Learners' Attitude in Learning Mathematics in Terms of Teaching Method / Strategy

Teaching Method / Strategy	WM	DE
1. Uses the chalk and board in lecturing.	3.45	E
2. Explains the lesson before giving exercises to learners.	3.41	E
3. Gives exercises to students before explaining the lesson.	3.54	E
4. In problem - solving, explains the procedures / steps, then solve the problem and after which let the learners solve similar problems.	3.61	E
5. Presents a solved problem and requires the learners discover the procedures or steps in solving the problem.	3.31	ME
AWM	3.46	E

Legend

<u>Statistical Limits</u>	<u>Descriptive Equivalent</u>
4.21 – 5.00	High Extent
3.41 – 4.20	Extent
2.61 – 3.40	Moderately Extent
1.81 – 2.60	Low Extent
1.00 – 1.80	Very Low Extent

In terms of Grade 3 learners' attitude in learning Mathematics along teaching method/strategy of teachers, it obtained an average weighted mean of 3.46 which is described as "extent". The highest mean rating of 3.61 was given to the indicator "In problem - solving, explains the procedures / steps, then solve the problem and after which let the learners solve similar problems." The lowest mean rating on the other hand was given to 3.31 which is considered "moderate extent". The result shows that Mathematics teachers are exerting a lot of effort in order to teachers the learners well. They possessed positive attitude towards the learners and towards the subject.

Summary

This study focused on the innovative practices of Elementary Mathematics teachers in Gerona South District, Schools Division Office of Tarlac Province during the school year 2025-2026 specifically on the performance level and attitude toward Mathematics of Grade 3 learners during the school year 2025-2026. It looked into the profile of the Grade 3 Elementary Mathematics teachers; performance level of Grade 3 learners during the first quarter; significant relationship between the profile of the teachers and their performance in Mathematics; learners' attitude in learning Mathematics.

Highest Educational Attainment

A great number of Elementary Mathematics teachers have MA units with 12 or 66.67%. Some 6 or 33.33% are MAEd or MEd graduates.

Length of Service

Most of the Elementary Mathematics teachers have been teaching or 6-10 years with 8 or 45.45%. This is followed by 0-5 with 6 or 33.33% and 11-15 years with 4 or 22.22%.

Relevant In-Service Trainings Attended

All Elementary Mathematics teachers had attended Division training. On the other hand, 9 or 50% of them had attended Regional training.

Performance Level of Grade 3 Learners during the First Quarter

Majority of the Grade 3 learners obtained a performance rating of Very Satisfactory with 54 or 40%. There are also 48 or 35.56% who got an Outstanding Performance. Some of the received a Satisfactory performance with 20 or 14.81%. The remaining 13 or 9.63% got a Fair rating.

Relationship Between the Profile of Teachers and the Level of Performance of the Grade 3 Learners

The profile of teachers and the level of performance of the learners ($r=.221$) had low correlation. The p-value 0.001 would suggest that, overall, correlations made are highly significant which gives probability of error less than 1% (i.e. 0.1%) in the null hypothesis. It concludes that statistically, there is no enough evidence to say that there is a significant relationship between the profile of the teachers and the level of performance of the Grade 3 learners. Thus, the null hypothesis is accepted since the statistics reveals that the correlations made were under the range of low correlation to negligible correlation. This is also consistent with the p-values computed that out of four competencies, three are considered to be significant either at 0.01 or 0.05 level. This implies that it exceeds the value of probability to be considered in order to determine that the null hypothesis made is true.

Grade 3 Learners' Attitude in Learning Mathematics

Grade 3 learners' attitude in learning Mathematics in terms of practice/habits is moderate extent as reflected by the average weighted mean of 3.22.

The indicator "Studies Math because they like the teacher" got the highest mean rating of 3.54 while the lowest mean rating of 3.01 was given to the indicator "Studies Math only when told by friends, classmates, and peers" though both were described as moderately extent.

Peer Influence

In terms of peer influence, a 2.99 average weighed mean was generated which is described as moderate extent. The indicator "Prefer going with friends and classmates than attending Math period because I feel sleepy listening to lecture" got the highest mean of 3.35 which means that learners are disinterested in learning Mathematics because of the influence of peers and sometimes due to teacher's strategy in teaching the lesson. On the other hand, the indicator "Joining classmates who cut classes especially during Math periods because it is difficult and boring" received a weighted mean of 2.54 which is also described as low extent.

B. FAMILY – RELATED FACTORS

Parents

In terms of family- related factors such as parents, Grade 3 learners' attitude in learning Mathematics obtained an average weighed mean of 3.21 which is described as moderate extent. The indicator "The parents praise good work and high grades achieved by the learners in Mathematics" received the highest mean of 3.32 while the lowest mean rating of 3.14 was given to the indicator "The parents of the learners give them enough time to study their lessons". The result shows that parents moderately influence their sons/daughters to study Mathematics harder.

Siblings

The Grade 3 learners' attitude in learning Mathematics in terms of siblings got an average weighed mean of 3.24 which is described as moderate extent. The highest mean rating was given to the indicator "The siblings of the learners view television programs / VCD's about Mathematics with them, with proper assistance and guidance" with 3.43 which is described as "extent". On the other hand, the lowest mean rating of 3.12 was given to the indicator "The siblings of the learners give them Mathematics book as gift." The result shows that the learners' siblings influence them moderately in learning Mathematics.

C. TEACHER – RELATED FACTORS

Teaching Method / Strategy

In terms of Grade 3 learners' attitude in learning Mathematics along teaching method/strategy of teachers, it obtained an average weighted mean of 3.46 which is described as "extent". The highest mean rating of 3.61 was given to the indicator "In problem - solving, explains the procedures / steps, then solve the problem and after which let the learners solve similar problems." The lowest mean rating on the other hand was given to 3.31 which is considered "moderate extent". The result shows that Mathematics teachers are exerting a lot of effort in order to teachers the learners well. They possessed positive attitude towards the learners and towards the subject.

Conclusion

In the course of the findings of this study, the following conclusions are formulated:

1. Generally, most of the elementary Mathematics teachers are educationally qualified, with minimum teaching experience, and attended various seminars about Mathematics.
2. The Grade 3 learners obtained a very satisfactory performance.
3. The profile of the teachers is significantly related to the level of performance of the Grade 3 learners in Mathematics.
4. The attitude of the Grade 3 learners towards Mathematics along School – related factors such as Study habits and Peers; Family – related factors like Parents; and Siblings; and Teacher – related factor are the factors affecting the performance of the learners.
5. The proposed teachings strategies could improve the attitude and performance of learners towards Mathematics.

Recommendations

On the basis of the foregoing findings and conclusions, the following are recommended:

1. The proposed motivational strategies should be presented to the head of the school for its reproduction and utilization to help the Mathematics teachers.
2. Teachers should make instructional materials to improve the performance of the learners. Such intervention/materials help them understand more clearly the concepts.
3. Parents and teachers should join hands in improving the performance of the students. Teachers should tell the parents about the difficulties encountered by their children in learning Mathematics. Parents should also monitor the performance of their children in the school. They should give their full support in their studies like attending PTA meetings and have follow-ups in their studies.
4. The least learned skills in Mathematics should be given emphasis in teaching. Teachers should use appropriate strategy and techniques to develop the skills and give more exercise for the students to master the skills.

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