

Enhancing Problem-Solving Skills Through A Contextualized Self-Learning Kit on Least-Learned Competencies among Grade Three Pupils

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Abstract

This study aimed to determine the effectiveness of a contextualized self-learning kit on the least-learned competencies in terms of problem-solving skills for grade 3 pupils. Specifically, it looks into the following: the perception of the respondents to the components of self-learning kit, the mean pre-test and post-test of problem-solving skills before and after using the self-learning kit and significant difference between pre-test and post-test of problem-solving skills before and after using the self-learning kit. The respondents of the study are the grade 3 pupils of Calangcang Elementary School Mulanay, Quezon composed of 35 pupils. A combination of a self-constructed survey questionnaire, test questionnaire and self-learning kit are the main instruments of the study and undergo assessment and validation of the experts. This study utilized a quantitative quasi-experimental research design. The data collected are statistically treated using mean, standard deviation, and t-test. The results showed that there is a significant difference in the pre-test and post-test score of the pupils in problem-solving skills in terms of understand the problem, devise a plan, carry-out the plan and look back. Therefore, the contextualization of self-learning kit brings positive results. Since the use of self-learning kits has significantly improved the problem-solving skills of the pupils, it is suggested that the teachers may encourage that the teachers teaching Math 3 may use contextualized self-learning kits developed by the researcher with their pupils as an enrichment activity.

Keywords: contextualization, self-learning kit, problem-solving skills, learning competencies