EXECUTIVE SUMMARY

TITLE	:	**EXPLORING THE FACTORS INFLUENCING NON-NUMERACY AMONG JUNIOR HIGH SCHOOL STUDENTS IN PADRE GARCIA INTEGRATED NATIONAL HIGH SCHOOL**
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Mathematics is a crucial subject that fosters critical thinking and problem-solving skills applicable in various fields. However, in Padre Garcia Integrated National High School (PGINHS), non-numeracy has emerged as a prevalent issue among junior high school students. A numeracy assessment tool conducted in PGINHS revealed an increase

in non-numerate students from 9.51% (193 students) in the first quarter to 16.78% (339 students) in the second quarter.

To explore the factors influencing non-numeracy, the researchers employed a descriptive design with a qualitative approach, utilizing semi-structured interviews as the primary data gathering tool. The study included selected junior high school students (grades seven to ten) in PGINHS as respondents, obtained through convenience and purposive sampling.

The research findings highlight several interconnected factors contributing to the low performance of selected PGINHS junior high school students in mathematics. One major determinant is the lack of recognition of students' needs, interests, and pre-existing knowledge and skills in mathematical concepts. Factors such as cell phone usage, conversations among classmates, vehicular traffic noise, lack of discipline, and disruptive behavior of peers collectively create a noisy environment that impedes studying and comprehension. Furthermore, limited meaningful engagement from parents, often due to poor economic status, emerged as another significant factor affecting students' underperformance.

The researchers recommended that school administrator may utilize the insights from this study to administer learning materials that cater to the needs of numeracy-at-risk students. By doing so, the administrator may effectively strengthen the numeracy skills of secondary school students and support their academic success. This targeted approach can help reduce the number of non-numerates in the district and provide a more inclusive learning environment for all students.