

**College Mathematics Readiness of Students
in the Philippine Senior High School**

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ABSTRACT

Mathematics readiness is essential for success in higher education. This study evaluated the preparedness of Grade 12 senior high school (SHS) students in the Philippines. It focuses on their mastery of core subjects and the new general education curriculum. This study utilized a mixed- methods approach and applies statistical tools such as one-way ANOVA, Tukey post-hoc tests, and normalized gain calculations. Two standardized assessments (CMRT1 and CMRT2) measured students' understanding of key mathematical concepts.

The study involved 758 SHS students from public and private schools across Luzon, Visayas, and Mindanao during the 2022-2023 school year and 10 mathematics teachers from private schools in the National Capital Region. Findings revealed that most student's proficiency level is at the "Beginning" stage and were "Not Ready" for college level mathematics.

Further analysis showed poor understanding across nearly all tested competencies. Teachers cited several factors contributing to these gaps and emphasized the need for targeted interventions. The study recommends implementing standards-aligned assessments and tailoring the curriculum to reflect varying computational skill needs. STEM and ABM students may require deeper mathematical training while non-STEM/ ABM students would benefit from a focus on analytical and reasoning skills to better prepare for college-level demands.

Keywords: College Mathematics Readiness Test (CMRT 1) & (CMRT 2), level of mastery, level of proficiency, learning gap analysis