

CONTENT AND PEDAGOGICAL COMPETENCE OF MATHEMATICS TEACHERS IN THE SECONDARY SCHOOLS OF LA UNION, PHILIPPINES

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ABSTRACT

The descriptive research looked into the competence of mathematics teachers in the secondary schools in San Fernando City, La Union, Philippines. It looked into the profile of the teachers; their competence along content and pedagogy; the significant relationship between and among teacher's profile, content and pedagogical competence. It used validated questionnaires and covered 13 schools with heads, faculty, and students as respondents. It found out that the teachers are licensed, pursuing graduate studies, new in teaching and had inadequate seminars. Their level of content competence was average. They scored highest in conceptual and computational but lowest in problem-solving. Conversely, their level of pedagogical competence was very good. They were rated highest in management but lowest in teaching. Moreover, highest educational attainment and number of years of teaching correlate to content competence. Highest educational attainment and number of seminars correlate to pedagogical competence. Also, content correlates to pedagogical competence. The teachers' conceptual and computational skills were strengths. Equally, reasoning and problem-solving were weaknesses. All the other skills under pedagogical competence were strengths except on the quality of utilization of information and communications technology.

Keywords: Pedagogy, Content Competence, Mathematics Teaching, Teacher Quality.