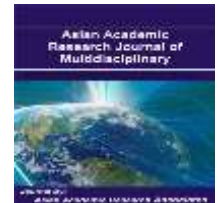




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OPINIONS, PREPARATIONS AND PERCEPTIONS OF THE K TO 12 SECONDARY MATHEMATICS TEACHERS

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Abstract

A study aimed to assess the level of the opinions, the preparations, and the classroom practices of the K-12 Secondary School Mathematics teachers. Simple random sampling to select ninety-five (95) mathematics teachers were employed. A survey questionnaire adopted from Horizon Research, Inc. measuring teachers opinion on collegiality, teachers' preparedness, and teaching practices was utilized. Mean and the standard deviation were employed to evaluate the teachers' opinion, preparations, and preparedness. Results revealed that teachers agree that they do apply collegiality, they are well-prepared for the use of standardized based teaching practices and on the use of calculators or computers. On the other hand, many of the teachers have not taken the subjects required to be taken by the K-12 Mathematics teachers. For the teaching practices of K-12 Math teachers, they oftentimes make use of traditional teaching practices, strategies to develop students' abilities to communicate ideas, and journals or portfolios. In addition, teachers sometimes use calculators or computers for investigation and for developing concepts and skills of the students. A t-test was utilized to determine the significant difference in the preparations of teachers when grouped according to gender and results showed no significant difference. To test the significant difference when grouped according to age, ANOVA was used and the result showed no significant difference. Employing Pearson Correlation, results revealed that teacher opinions and teacher practices have weak significant relationship while teachers preparedness and teachers practices have a moderate relationship and are very significant at .01 level of significance

Keywords: K-12 Mathematics Teachers Opinion. K-12 Mathematics Teachers Preparations, K-12 Mathematics Teacher Practices, Opinions and Practices of Math Teachers, Mathematics Teachers Preparedness

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