Enhance Competencies And Teaching Skills Of The Grade 6 Math Teachers In Bayambang Ii District

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Abstract : This study used the descriptive method of research in the assessment of professional profile of the Grade 6 Mathematics teachers in Bayambang II District during the school year 2024-2025. The assessment included the professional profile of the Mathematics teachers in terms of their highest educational attainment, number of years of experience as Mathematics teachers and relevant in-service trainings attended; the level of performance of the Grade 6 Mathematics learners and the problems being met by the Grade 6 Mathematics teachers in the teaching of Mathematics in the implementation of Mathematics in the K-12 curriculum. The output of this study is a proposed recommendations to enhance the teaching skills and competencies of the Grade 6 Mathematics teachers in Bayambang II District. The forty-six (46) Grade 6 Mathematics teachers served as respondents of the study. Frequency, Percentage and Average Weighted Mean was used to treat the different sub-problems in the study.

Teaching and learning mathematics are complex tasks. The effect on student learning of changing a single teaching practice may be difficult to discern because of the simultaneous effects of both the other teaching activities that surround it and the context in which the teaching takes place. Thus, as teachers seek to improve their teaching effectiveness by changing their instructional practices, they should carefully consider the teaching context, giving special consideration to the types of students they teach. And, further, they should not judge the results of their new practices too quickly. Judgments about the appropriateness of their decisions must be based on more than a single outcome. If the results are not completely satisfactory, teachers should consider the circumstances that may be diminishing the impact of the practices they implementing. For example, the value of a teacher focusing more attention on teaching for meaning may not be demonstrated if student assessments concentrate on rote recall of facts and proficient use of isolated skills.

Schools that serve students of poverty that are beating the odds and performing on par and in some cases better than schools that serve more affluent students. To determine what can be reproduce elsewhere, this thesis take a look what is taking place taking place in this schools: a demanding curriculum, implementation of problem solving, deep understanding and communication of mathematics, continual reworking of curriculum, using valid instructional practices, building relationships, and teacher leadership. For instructional practices to improve, teachers must step up and become leaders in the classroom to impact the environment and school culture. Six principles are discussed that are critical to making the changes to necessary to impact student achievement in schools that serve the poor. To assist in the battle to improve instruction and student learning in schools that serve the poor, colleges and universities can play a critical role (Sims, 2021).

It has recognized that building the capacity of teachers and schools to teach pupils with a diverse range of SEN is key to raising the achievement of these pupils. This report provides an overview of teaching strategies and approaches for pupils with special educational needs, the theoretical underpinnings of these strategies and approaches, and the role of specialist knowledge in teaching these pupils. The report also considers how the findings of the scoping study might become embedded in every day teaching practice (Davis et. al., 2023).

When students struggle with the academic concepts, schools try a variety of intervention tactics. Remediation strategies are one type of intervention. Effective remediation involves assessing the student's needs, providing intervention and evaluating student outcomes. Successful remediation programs adjust the instruction based on the student's response to the intervention (Seehorn of eHow.com).

The number of research studies conducted in mathematics education over the past three decades has increased dramatically (Kilpatrick, 1992). The resulting research base spans a broad range of content, grade levels and research methodologies. The results from these studies, together with relevant findings from research in other domains, such as cognitive psychology are used to identify the successful teaching strategies and practices in mathematics.

The quality of the implementation of the teaching practice also greatly influences its impact in student learning. The value of using manipulative materials to investigate a concept, for example, depends not only in *whether* manipulative are used, but also on *how* they are used with the students. Similarly, small group instruction will benefit students only if the teacher knows when and how to use this teaching practice. Hence, as a teacher implements any of the recommendations, it is essential that he or she constantly monitors and adjusts the way the practice is implemented in order to optimize improvements in quality. These cautions notwithstanding, the research findings indicate that certain teaching strategies and methods are worth careful consideration as teachers strive to improve their mathematics teaching practices. As readers examine the suggestions that follow, it will become clear that many of the practices are interrelated. There is also considerable variety in the practices that have been found to be effective, and so most teachers should be able to identify ideas they would like to try in their classrooms. The practices are not mutually exclusive; indeed, they tend to be complementary. The logical consistency and variety in the suggestions from research make them both interesting and practical.

Conceptual Framework

The teacher of Mathematics has two problems. The first is to provide his pupils mathematical experiences suitable to the state development of their existing concepts and to fit his method of presentation to the pupils' concrete or formal level of thinking. The second is to analyze new mathematical himself so that he can synthesize his own concept in way most meaningful for his independent of the teacher. To solve these problems in ways that will meet the needs of the learners, the teacher needs to know and how to use different teaching strategies.

Figure 1 in the next page presents the paradigm of the conceptual framework of the study using the "Input-Process-Output" model. For input, included is the professional profile of the Grade 6 mathematics teachers in terms of their highest educational attainment, number of years of experience teaching Mathematics, relevant in-service trainings attended, level of performance of the Grade 6 mathematics teachers in the implementation of the Mathematics in the k-12 curriculum. The output of the study is the recommendations to enhance the teaching skills and competence of the Mathematical teacher in the teaching of Mathematics in the K-12 curriculum.

RESEARCH METHODOLOGY

This chapter presents the research design, the sources of data, instrumentation and data collection and tools for data analysis in the different sub-problems raised in the study.

Research Design

This study used the descriptive method of research in the assessment of the professional profile of the Grade 6 Mathematics teachers in Bayambang II District during the school year 2024-2025. The assessment included the professional profile of the Grade 6 Mathematics teachers in terms of their highest educational attainment, number of years of experience as Mathematics teachers and relevant in-service trainings attended in Mathematics; the level of performance of the Grade 6 learners in Mathematics and the problems being met in teaching of Mathematics in terms of teachers, pupils and parent related problems. The output of the study is a proposed recommendation to enhance the teaching skills and competencies of the Grade 6 Mathematics teacher in the implementation of the K-12 curriculum.

Sources of Data

The forty-six (46) Mathematics Grade 6 Teachers in Bayambang II District who are presently teaching Mathematics during the conduct of the study served as respondents of the study. Table 1 presents the distribution of respondents.

Table 1

Distribution of Respondents

N = 46

Schools in the District of Guimba West	Number of Grade 6 Teachers
1. A.P Guevarra ES	1
2. Amancosiling ES	2
3. Ambayat ES	1
4. Bascos-Manambong Parte ES	2
5. Buayaen ES	1
6. Bertese ES	2
7. Carungay ES	1
8. Cason ES	2
9. Caturay ES	2
10. Darawey ES	2
11. Dosoc ES	2
12. Hermoza ES	2
13. Inerangan ES	1
14. Malioer ES	2
15. Managos ES	2
16. Manambong Sur ES	2
17. Obillo ES	2
18. Paragos ES	2
19. San Gabriel 2nd ES	2
20. San Gabriel-Iton ES	1
21. San Vicente ES	2
22. Sanlibo ES	2
23. Tampog ES	1
24. Tatarac Apalen ES	1
25. Telbang ES	2
26. Warding ES	2
27. Wawa ES	2
TOTAL	**46**

Instrumentation and Data Collection

This study used the questionnaire as data gathering instrument in the assessment of the professional profile of the Grade 6 Mathematics teachers in Bayambang II District during the school year 2024-2025. There are two parts of the questionnaire, Part I – deals on the professional profile of the Grade 6 Mathematics teachers in terms of their highest educational attainment, number of years of experience as Mathematics teachers and relevant in-service trainings attended. Part II – deals on the problems being met by the Grade 6 Mathematics in the implementation of Mathematics in the K-12 curriculum.

The researcher finalized the items in the questionnaire through the guidance of her adviser, after which all suggestions will also in cooperated in the final draft as approved by the Dean of the Graduate School and the panel members during the proposed defense. The researcher likewise asked permission from the Schools

Division Superintendent, Bacoor City to float the questionnaire to the identified respondents and personally distributed and retrieve the questionnaire to ensure 100 percent retrieval.

Tools for Data Analysis

The different sub-problems raised in the study were statistically treated individually.

For sub-problem 1 and 2 – on the professional profile of Mathematics teachers and the Level of Performance of the Grade 6 Learners, Frequency and Percentage was used.

For sub-problem 3 – on the problems being met by Mathematics teachers, Average Weighted Mean was used. The formula is:

$$AWM = \frac{\sum fx}{N}$$

where: AWM = Average Weighted Mean

fx = distributed frequency

N = total number of respondents

IV. RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the data gathered relative to the different sub-problems raised in the study.

Professional Profile of Mathematics Grade 6

Teachers In Bayambang II District

This section presents the professional profile of mathematics teachers in Bayambang II District. Table 2 presents the data in answer to sub-problem.

Table 2

Professional Profile of Grade 6 Mathematics

Teachers in Bayambang II District

N=46

A. Highest Education Attainment	**f**	**Percent**
1. BSEED	20	43.47%
2.BSEED MA Academic Requirements	10	21.74%
3. BSEED with MA units	10	21.74%
4. Master of Arts in Education	6	13.04%
Total	**46**	**99.99%**
B. Number of Years of Expenses as Master Teacher	**F**	**percent**
0-3 years	20	43.47%
4-6 years	15	32.61%
7-10 years	6	13.04%
11 above years	5	10.87%
Total	**46**	**99.99%**
C. Relevant In-Service Trainings Attended	**f**	**Percent**
Regional Level	25	54.35%
Division Level	46	100%
District Level	46	100%

Note: Multiple Responses

Table 2 presents the professional profile of the Grade 6 Mathematics Teachers in Bayambang II District in terms of their highest educational attainment, number of years of experience teaching mathematics and relevant in-service training attended in mathematics. Looking at the table, the Grade 6 mathematics teachers are BSEED in MA units 10 or 21.74 percent and along the number of years of experience as mathematics teachers they belonged to 0-3 and 4-6 years of experience teaching mathematics 15 or 32.61 percent. And in terms of the relevant in-service training attended the Grade 6 mathematics teachers have attended various in-service trainings program. This still implies the need to update their professional growth and development of the Grade 6 mathematics teachers in Bayambang II District.

Level of Performance of the Grade 6

Pupils In Mathematics Based On A

Teacher Made-Test

This section presents the level of performance of Grade 6 learners in mathematics based on a teacher made test. Table 3 presents the data in answer to sub-problem 2.

Table 3
Level of Performance of the Grade 6
Learners In Mathematics Based On A
Teacher Made-Test
N=58

Level of Performance	F	Percent
Very Good	5	8.62%
Good	10	17.24%
Poor	23	39.65%
Fair	20	34.48%
Total	**58**	**99.99%**

Table 3 presents the level of performance of the Grade 6 learners in mathematics based on the analysis of teacher-made test administrated to them. Going ones the table, the Grade 6 learners were "poor" as revealed of their mathematics teacher's 23 or 39.65 percent. This means that the Grade 6 learners should be given more exercises to improve their level of performance in mathematics.

Problems Being Met By The Grade 6 Mathematics

Teachers In The Teaching Mathematics As A Subject

In The K-12 Curriculum

This section presents the problems being met by the Grade 6 Mathematics Teachers in the Teaching Mathematics as a subject in the K-12 curriculum. The data is presented in Table 4 in answer to sub-problem 3.

Table 4
Problems Being Met By The Grade 6 Mathematics
Teachers In The Teaching of Mathematics

A. Teacher Related Problem	AWM	D.E
1. Inadequate Instructional Materials	3.60	S
2. Lack of Trainings in the K-12 curriculum		
3. Lack of Administrative support		
4. Inadequate assessment tools		
5. Flexibility of time	4.20	S
	4.40	S

	3.70 3.50	S S
AWM	**3.88**	**S**
B. Pupil Related Problem	**AWM**	**D.E**
1. Lack of interest to study mathematics as a subject in the K-12 curriculum 2. Lack of basic textbooks to meet the ratio of 1:1 3. Lack of participation of slow learners 4. Frequent absenteeism 5. Inability to participate in the various mathematics activities	3.50 3.40 4.20 4.20 3.50	S S S S S
AWM	**3.76**	**S**
C. Parent Related Problems	**AWM**	**D.E**
1. Met well oriented in the K-12 curriculum 2. Lack of understanding about mathematics as a subject in the K-12 curriculum 3. Refuse to participation in mathematics activities 4. Inability to advice their children to participate in various mathematics activities	4.20 3.60 3.70 4.20	S S S S
AWM	**3.92**	**S**

Legend:

Scale	Statistical Range	Descriptive Equivalent
5	4.50-5.00	Very Serious (VS)
4	3.50-4.49	Serious (S)
3	2.50-3.49	Moderately Serious (MS)
2	1.50-2.49	Slightly Serious (SS)
1	1.00-1.49	Not a Problem (NAP)

Table 4 presents the problems being met by the Mathematics Teachers in the Teaching of Mathematics as a subject in the K-12 curriculum. It must be noted from the table that the identified problems in the teacher. Pupil and parents related-problems was rated to "Serious" problem with an average weighted mean of 3.88, 3.76 and 3.92 respectively. This means that there is to need to give possible solutions to the identified problems of the Grade 6 mathematics teachers in order to achieve greatly instruction.

Proposed Recommendations To Enhance The Teaching Skills And Competencies Of The Grade 6 Mathematics Teachers In The Implementation Of The K-12 Curriculum.

This section presents the output of this study which is a Proposed Recommendations to enhance the teaching skills and competencies of the Grade 6 Mathematics teachers in the implementation of the K-12 Curriculum. This is to answer sub-problem 5.

This proposed recommendation was based on the analysis of the findings of the study, focused on the level of performance of the Grade 6 learners and the problems being met by the Grade 6 mathematics teacher in the teaching of mathematics. Hopefully that this recommendation will help the Grade 6 mathematics teachers improved their teaching skills and competencies in mathematics, hence the proposed recommendations.

Proposed Recommendations To Enhance The Teaching Skills And Competencies Of The Grade 6 Mathematics Teachers In The K-12 Curriculum.

Areas of Concerns	Recommendations
1. Level of Performance 2. Teacher Related-Problems	1. The level of performance of the Grade 6 learners in mathematics can be improved by way of giving more drill exercises as part of their home assignment. 2. Procurement of instructional materials such as basics textbook, teacher guide should be purchased through solicitation/donations from which spirited citizens. 3. The Grade 6 mathematics pupils should be motivated to home mathematics as a subject in the K-12 curriculum. 4. The parents of the Grade 6 mathematics pupils should be oriented in the implementation of the K-12 program.

3. Pupil Related-Problems	
4. Parent Related-Problems	

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