COMPETENCIES AND TEACHING SKILLS OF THE GRADE 2 MATH TEACHERS IN CALOOCAN CITY

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This study used the descriptive method of research in the assessment of professional profile of the Grade 2 Mathematics teachers in Caloocan City 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 2 Mathematics learners and the problems being met by the Grade 2 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 2 Mathematics teachers in Caloocan City. The forty-six (46) Grade 2 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.

Findings

1.0 Professional Profile of the Grade 2 Mathematics Teachers in Caloocan City

1.1. Majority of the Grade 2 Mathematics teachers finished BSEED with MA units 10 or 21.74 percent.
1.2. The Grade 2 teachers had a number of years of experience as Mathematics teachers 0-3 and 4-6 years of experience or 15 or 32.61 percent.
1.3. The Grade 2 teachers attended various in-service trainings from the Regional, Division to District Level.

2.0 Level of Performance of the Grade 2 Learners in Mathematics Based on a Teacher Made-Test.

2.1 The level of performance of the Grade 2 learners in Mathematics was “Poor” 23 or 39. 65 percent.

3.0 Problems Being Met By The Grade 2 Mathematics Teachers In The Teaching Of Mathematics As A Subject In The K-12 Curriculum.

3.1 Majority of the Grade 2 Mathematics Teachers revealed that they met problems in the teaching of mathematics to a “Serious” problem along teacher, pupil and parent related-problems.

4.0 Proposed Recommendations To Enhance The Teaching Skills And Competencies Of The Grade 2 Mathematics Teachers In Caloocan City, Division of Pangasinan I.

4.1 The proposed recommendations can enhance the teaching skills and competencies of the Grade 2 Mathematics Teachers in Caloocan City.

CONCLUSIONS

Based on the analysis of the findings, the following conclusions were drawn:

1. The level of performance of the Grade 2 learners in Mathematics can still be improved.

2. The problem being met by the Grade 2 Mathematics Teacher can as given possible solutions.

3. The proposed recommendations can help the Grade 2 mathematics teachers improved their teaching skills in mathematics.

RECOMMENDATIONS

Based on the conclusions drawn the following recommendations are hereby offered.

1. The proposed recommendations are forwarded to the Grade 2 Mathematics Teachers for implementation in order to have effective implementation of the Mathematics Program.

2. The professional profile of the Grade 2 Mathematics teachers should be updated by way enrolling in the Graduate Program.

3. Similar studies be conducted in a writer scope, Regional, Division level to validate the findings of the study.

CHAPTER 1

THE PROBLEM

Rationale

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).

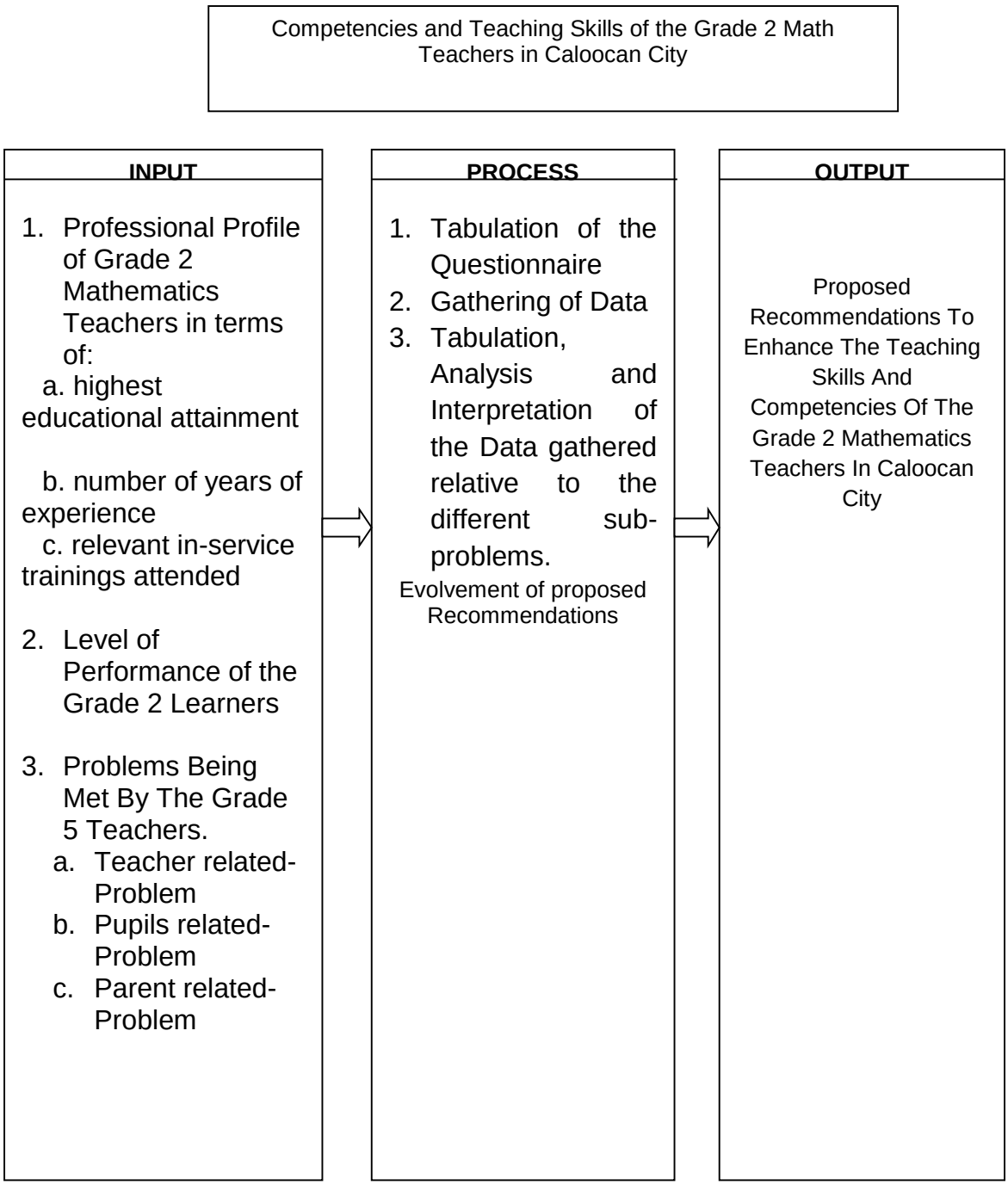
The number of research studies conducted in mathematics education over the past three decades has increased dramatically (Kilpatrick, 1992). The resulting research base spans a broad range of content, grade levels and research methodologies. The results from these studies, together with relevant findings 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 2 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 2 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.



The Paradigm of the Conceptual Framework of the Study

Statement of the Problem

This study assessed the professional profile of the Grade 2 Mathematics teachers in North IV District, Caloocan City during the school year 2024-2025.

Specifically, it sought to answer the following sub-problems:

1. What is the professional profile of the Grade 2 Mathematics Teachers in North IV District, Caloocan City in terms of the following:
a. highest educational attainment
b. number of years of experience teaching Mathematics
c. relevant in-service trainings attended

2. What is the level of performance of the Grade 2 Mathematics Learners based on the analysis of a teacher-made test?
3. What is the problems being met by the Grade 2 Mathematics teachers in the teaching of Mathematics as a subject in the k-12 curriculum?
4. Based on the analysis of the findings, what recommendations can be proposed to enhance the teaching skills and competencies of Mathematics teachers in North IV District, Caloocan City?

Basic Assumptions

This study is anchored on the following basic assumptions:

1. The professional profile of the Grade 2 Mathematics teachers will serve as frame of reference in improving the performance level of the Grade 2 pupils.
2. The proposed recommendations can enhance the teaching skills and competencies of the Grade 2 Mathematics teachers if it will be fully implemented.

Scope and Delimitation

This study was delimited to the assessment of the professional profile of the Grade 2 Mathematics teachers in North IV District, Caloocan City during the school year 2024-2025. The study included the profile of the Grade 2 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 2 learners and the problems being met by the Grade 2 Mathematics teachers in Mathematics as a subject in the K-12 curriculum. The output of the study is a proposed recommendation to enhance the teaching skills and competencies of the Grade 2 Mathematics teacher in the North IV District, Caloocan City in the implementation of the K-12 curriculum.

The study did not cover the implementation of the proposed recommendations due to time constraints.

Significance of the Study

Results of this study will benefit the following:

School administrators. The result of this study will help them to monitor religiously the implementation of Mathematics as a subject in the K-12 curriculum.

Mathematics Teachers. Findings of this study will help them improve their teaching skills and competencies in the teaching of Mathematics as a subject in the k-12 curriculum.

Grade 2 Learners. The result of this study will benefit them as they are the end beneficiaries of the Mathematics program.

The Researcher Herself. The result of this study will help her improve the academic performance of the Grade 2 learners in Mathematics and to implement the k-12 curriculum religiously.

Other Researcher. Result of this study will serve a frame of reference to conduct other learning areas.

Definition of Terms

The following terms were operationally defined as they were used in the study.

Professional Profile. This refers to the highest educational attainment, number of years of experience teaching Mathematics and relevant in-service trainings attended in Mathematics by the Grade 2 Mathematics teachers in North IV District, Caloocan City.

Level of Performance. This refers to the results of the teacher made test administered to the Grade 2 learners in Mathematics.

Problems. As used in the study they were the identified problems being met by the Mathematics Teachers in the teaching of Mathematics in the K-12 curriculum.

Recommendations. As used in the study, it is the output to enhance the teaching skills and competencies by the Grade 2 Mathematics teachers in North IV District, Caloocan City.

Guiding Principles in Teaching

Mathematics Effectively

Spitzer (2022) said that in order to teach Mathematics more effectively, instruction should be based on the following basic principles:

1. The children's experiences immediate experiences, give purposes and meanings to their learning.
2. Teach only the meaning facts, procedures and skills that are useful in modern life.
3. Purposes of mathematics should be the following: (a) To develop exact thinking in situations in which consideration of quality is essential; (b) To provide a vehicle for establishing order, system and punctuality (c) To provide pupils with enough knowledge of mathematical processes and business procedures to enable them to solve efficiently the ordinary quantitative problems of everyday life; and (d) To furnish knowledge of development of numbers, weight and measures as basis for better understanding of civilization;
4. Principles governing selection of learning experiences should be the following: (a) Learning through experience (b) Base selection on the nature of the number, (c) The principles of familiarity should be applied and (d) Generalizations are grown out of experience.

The learning of mathematics is not based on one theory of psychology such as conditioning, associationism or Gestalt, but on an eclectic agreement of all theories. The following elements have been found sufficient for a satisfactory psychology of learning according to Fehr (2011).

1. There must be a goal on the part of the student to learn. The student must be aware of this goal.
2. All cognitive learning involves association. Thus a3 means a.a.a. is illustrative of much of the learning in mathematics.
3. Trial and error, approximation and clarification, and analysis are all important in discovering routes to a goal or solutions to a problem. It must not be a hit-or- miss guessing situation but a structural thinking situation.
4. Learning is complete only to the extent to which relationships and their implications have been understood.
5. The learner must be active mentally. He learns what his intelligence is directing him to do.
6. Intrinsic rewards of success and awareness of progress toward a goal strengthen and motivate learning. Puni5hment and continual failure are deterrents to learning. Praise, success, self-esteem, and status are the best motivation for learning mathematics.
7. Abstractions (discriminating of attributes) and generalizations are essential to effective learning. Mathematics can be learned only in meaningful situations which permit these mental processes.

8. In Mathematics, most new learning is transference of past learning into a reorganization of a new situation. Algebra is generalizing and structuring arithmetic; geometry is generalizing and restructuring space concepts; trigonometry is generalizing and restructuring space concepts; trigonometry is generalizing and restructuring the algebra and geometry; and in all these subjects logic is developed as the structural binder.
9. We learn facts, skills, and understandings, but we also learn "how to learn". The ultimate goal is to project the student through life on his own power to learn.
10. We also learn attitudes (feelings. If unsuccessful, we learn to dislike mathematics and even those engaged in its teaching or research. From happy experience we learn to like the respect mathematics. For all mathematics students: (a) learning is thinking, and good learning is correct thinking, (b) successful thinking is possible at a given level by all students, (c) successful thinking is dependent upon acquired concepts and relationships, and (d) satisfaction from successful thinking provide the highest and most enduring enrichment for the learner.

Role of the Mathematics Teachers'

Competencies and Trainings

In line with the need for teachers to teach Mathematics effectively, Brown and Borko {2020) adopted the guidelines set forth in the 2021 Professional Standards for Teaching Mathematics. Such defined the Mathematics teacher's major roles which are: (1) creating a classroom environment to support teaching and learning mathematics; (2) setting goals and selecting or creating mathematical tasks to help students achieve these goals; (3) stimulating and managing classroom discourse so that students and teachers are clearer about what is being learned; and (4) analyzing student learning, the mathematics tasks, and the environment in order to make ongoing instructional decisions.

His recommendations were the following:

1. More teaching guides and devices, textbooks and references should be provided by the division office.
2. More seminars on the district or division level and demonstration teaching on modern Mathematics should be conducted.
3. Team supervision should be conducted for a better supervision of the different areas.

Tobias (2003) sought to determine the professional profile, level of leading competence and performance of the Grade 2 Mathematics teacher in Bolinao District during the school year 2024-2025 and the problems encountered by them as basis for a continuing professional education program for them.

The descriptive method of research, and documentary analysis were used to gather the data needed. The questionnaire was used as a data gathering tool. The locale of this study was North IV District, Caloocan City where thirty (30) Grade 2 Mathematics teachers were involved as the sources of data. Among their findings the Grade 2 Mathematics teachers in North IV District, Caloocan City are wanting in their professional profile in terms of highest educational attainment and in-service trainings attended; and there are common problems being encountered by the Grade 2 Mathematics teachers that affect instruction and their professional- growth.

CHAPTER 2

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 2 Mathematics teachers in North IV District, Caloocan City during the school year 2024-2025. The assessment included the professional profile of the Grade 2 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 2 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 2 Mathematics teacher in the implementation of the K-12 curriculum.

Sources of Data

The forty-six (46) Mathematics Grade 2 Teachers in North IV District, Caloocan City 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 Bacoor II	Number of Grade 2 Teachers
1. Bagbaguin ES	10
2. Bagumbong ES	8
3. Caybiga ES	8
4. Deparo ES	10
5. Llano ES	7
6. Sampaguita ES	8
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 2 Mathematics teachers in North IV District, Caloocan City during the school year 2024-2025. There are two parts of the questionnaire, Part I – deals on the professional profile of the Grade 2 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 2 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, Caloocan 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 2 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

CHAPTER 3

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

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 2

Teachers In North IV District, Caloocan City

This section presents the professional profile of mathematics teachers in North IV District, Caloocan City. Table 2 presents the data in answer to sub-problem.

Table 2

Professional Profile of Grade 2 Mathematics

Teachers in North IV District, Caloocan City

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 2 Mathematics Teachers in North IV District, Caloocan City 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 2 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 2 mathematics teachers have attended various in-service trainings program. This still implies the need to update their professional growth and development of the Grade 2 mathematics teachers in North IV District, Caloocan City.

Level of Performance of the Grade 2

Pupils In Mathematics Based On A

Teacher Made-Test

This section presents the level of performance of Grade 2 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 2

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 2 learners in mathematics based on the analysis of teacher-made test administrated to them. Going ones the table, the Grade 2 learners were “poor” as revealed of their mathematics teacher’s 23 or 39.65 percent. This means that the Grade 2 learners should be given more exercises to improve their level of performance in mathematics.

Problems Being Met By The Grade 2 Mathematics

Teachers In The Teaching Mathematics As A Subject

In The K-12 Curriculum

This section presents the problems being met by the Grade 2 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 2 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	S
	3.50	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	3.50	S
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	3.40	S
	4.20	S
	4.20	S
	3.50	S
AWM	**3.76**	**S**
C. Parent Related Problems	**AWM**	**D.E**
1. Met well oriented in the K-12 curriculum	4.20	S
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	3.60	S

	3.70 4.20	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 2 mathematics teachers in order to achieve greatly instruction.

Proposed Recommendations To Enhance The Teaching

Skills And Competencies Of The Grade 2

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 2 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 2 learners and the problems being met by the Grade 2 mathematics teacher in the teaching of mathematics. Hopefully that this recommendation will help the Grade 2 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 2 Mathematics Teachers
In The K-12 Curriculum.**

Areas of Concerns	Recommendations
1. Level of Performance 2. Teacher Related-Problems 3. Pupil Related-Problems 4. Parent Related-Problems	1. The level of performance of the Grade 2 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 2 mathematics pupils should be motivated to home mathematics as a subject in the K-12 curriculum. 4. The parents of the Grade 2 mathematics pupils should be oriented in the implementation of the K-12 program.

CHAPTER 4

SUMMARY, COMCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings and the recommendation offered based on the conclusions drawn.

SUMMARY

This study used the descriptive method of research in the assessment of professional profile of the Grade 2 Mathematics teachers in North IV District, Caloocan City 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 2 Mathematics pupils and the problems being met by the Grade 2 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 2 Mathematics teachers in North IV District, Caloocan City. The forty-six (46) Grade 2 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.

Findings

3.0 Professional Profile of the Grade 2 Mathematics Teachers in North IV District, Caloocan City

1.4. Majority of the Grade 2 Mathematics teachers finished BSEED with MA units 10 or 21.74 percent.
1.5. The Grade 2 teachers had a number of years of experience as Mathematics teachers 0-3 and 4-6 years of experience or 15 or 32.61 percent.
1.6. The Grade 2 teachers attended various in-service trainings from the Regional, Division to District Level.

4.0 Level of Performance of the Grade 2 Learners in Mathematics Based on a Teacher Made-Test.

2.1 The level of performance of the Grade 2 learners in Mathematics was "Poor" 23 or 39. 65 percent.

3.0 Problems Being Met By The Grade 2 Mathematics Teachers In The Teaching Of Mathematics As A Subject In The K-12 Curriculum.

3.1 Majority of the Grade 2 Mathematics Teachers revealed that they met problems in the teaching of mathematics to a "Serious" problem along teacher, pupil and parent related-problems.

4.0 Proposed Recommendations To Enhance The Teaching Skills And Competencies Of The Grade 2 Mathematics Teachers In North IV District, Caloocan City, Division of Pangasinan I.

4.1 The proposed recommendations can enhance the teaching skills and competencies of the Grade 2 Mathematics Teachers in North IV District, Caloocan City.

CONCLUSIONS

Based on the analysis of the findings, the following conclusions were drawn:

1. The level of performance of the Grade 2 learners in Mathematics can still be improved.

2. The problem being met by the Grade 2 Mathematics Teacher can as given possible solutions.

3. The proposed recommendations can help the Grade 2 mathematics teachers improved their teaching skills in mathematics.

RECOMMENDATIONS

Based on the conclusions drawn the following recommendations are hereby offered.

1. The proposed recommendations are forwarded to the Grade 2 Mathematics Teachers for implementation in order to have effective implementation of the Mathematics Program.

2. The professional profile of the Grade 2 Mathematics teachers should be updated by way enrolling in the Graduate Program.

3. Similar studies be conducted in a writer scope, Regional, Division level to validate the findings of the study.

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A P P E N D I C E S

APPENDIX A

Lyceum Northwestern University
Dagupan City

The Schools Division Superintendent
Caloocan City

Madam:

Greetings

This is to inform your good officer that I am conducting a research work entitled "Professional Profile of The Grade 2 Mathematics Teachers in North IV District, Caloocan City" in partial fulfillment to the requirements for the degree Master of Arts In Education the school year 2024-2025.

In this connection kindly allow me to float my questionnaire to the Grade 2 Mathematics teachers in North IV District, Caloocan City as my data gathering instrument.

Thank you very much and hoping for favorable action.

Very truly yours,

Sgd. FLORENEL S. ROMANO

Researcher

Noted:

Sgd. CHRISTOPHER A. DE VERA, Ed.D

Thesis Adviser

Approved

Sgd. CECILLE G. CARANDANG, Ed. D., CESO V

School Division Superintendent

APPENDIX B

Questionnaire For Mathematics Grade 2

Teachers At North IV District, Caloocan City

Dear Respondents:

Proudly I Am Conducting a research work entitled "Professional Profile of Mathematics 3 Teachers And Their Learners Perform In North IV District, Caloocan City" in partial fulfillment to the requirements for the degree of Master of Arts In Education at the Lyceum Northwestern University Dagupan City, during the school year 2024-2025.

In this connection, kindly fill-up the attached questionnaire as my data gathering instrument in my research. Rest assured that you responses will be kept confidential.

Thank you very much for your kind cooperation.

Very truly yours,

FLORENEL S. ROMANO
Researcher

Part I. Professional Profile of Mathematics 3 Teachers In North IV District, Caloocan City

Directions: Kindly put a check (√) mark on the space provided for each item.

A. Highest Educational Attainment

_____ BSEED

_____ BSEED MA Academic Requirements

_____ BSEED with MA Units

_____ Master of Arts In Education

_____ Others (PIS specify)

B. Number of years of Education teaching Mathematics 3

_____ 0-3 years

_____ 4-6 years

_____ 7-10 years

_____ Others (PIS specify)

C. Relevant In-Service Trainings Attended In Mathematics

_____ National Level

_____ Regional Level

_____ Division Level

_____ District Level

Part II. Level of performance Of the Mathematics Grade 2 Learners in North IV District, Caloocan City

Directions: Kindly put a check (√) mark on the space provided for each item.

_____ Outstanding

_____ Very Good

_____ Good

_____ Poor

_____ Fair

Part III. Problems Being Met By Mathematics Grade 2 Teachers In North IV District, Caloocan City

Directions: Kindly put a check (√) mark on the space provided for each column using the scale below in terms of degree of seriousness

A. Teacher-Related Problems	**VS** **5**	**S** **4**	**MS** **3**	**SS** **2**	**NAP** **1**
1. Inadequate Instructional Materials 2. Lack of Trainings in the K-12 curriculum 3. Lack of Administrative support 4. Inadequate assessment tools 5. Flexibility of time 6. Others (PIS specify)					
B. Pupils Related-Problems	**VS** **5**	**S** **4**	**MS** **3**	**SS** **2**	**NAP** **1**
1. Lack of interest to study mathematics as a subject in the K-12 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 6. Others (PIS specify)					
C. Parent Related Problems	**VS** **5**	**S** **4**	**MS** **3**	**SS** **2**	**NAP** **1**
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 5. Others (PIS specify)					

CURRICULUM VITAE

FLORENEL S. ROMANO
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Bagbaguin, Caloocan City
Email Address: florenel.romano@deped.gov.ph
Mobile number: 09958475327

Educational Qualification

Master Of Arts in Education Major in Administration and Supervision
December 2024- Present
Complete Academic requirements
Lyceum Northwestern University
Tapuac, Dagupan City

June 2019- March 2021
Governor Adres Pascual College
1045 Naval St., Navotas City, Philippines

Licensure Examination for Teachers Passer

Licensed Teacher
Registration number: 0813047

PRC Manila Philippines

Tertiary
Bachelor in Elementary Education
June 1999- April 2003
Caloocan City Polytechnic College

Secondary
June 1991 – March 1995
Sibuyan Polytechnic College
San Fernando, Romblon

Primary
June 1985 – March 1991
Azagra Elementary School
Azagra San Fernando, Romblon
Philippines 5513

Work Experiences

Teacher III
January 19, 2024 up to present
Bagbaguin Elementary School
General Luis St., Bagbaguin, Caloocan City
Philippines 1400

Teacher II
October 06, 2022-January 18, 2024
Bagbaguin Elementary School
General Luis St., Bagbaguin, Caloocan City
Philippines 1400

Teacher I
February 10, 2009 – October 05, 2022
Bagbaguin Elementary School
General Luis St., Bagbaguin, Caloocan City
Philippines 1400

DepEd Substitute Teacher
November 10, 2008 – December 11, 2008
Llano Elementary School
Division of City Schools-Caloocan, 10th Ave. Corner
Sevilla St. Grace Park, Caloocan City
Philippines 1400

September 21, 2008- October 19, 2008
Deparo Elementary School
Division of City Schools-Caloocan, 10th Ave. Corner

Sevilla St. Grace Park, Caloocan City
Philippines 1400

Contractual Teacher
June 2004-March 2005
Guardian Angel School, Inc.
Teofilo Samson Road, Deparo, Caloocan City

Personal Information
Birthdate: October 22, 1978
Age: 46 yrs. Old
Civil Status: Married
Citizenship: Filipino
Height: 4'11' feet
Weight: 55 kg