

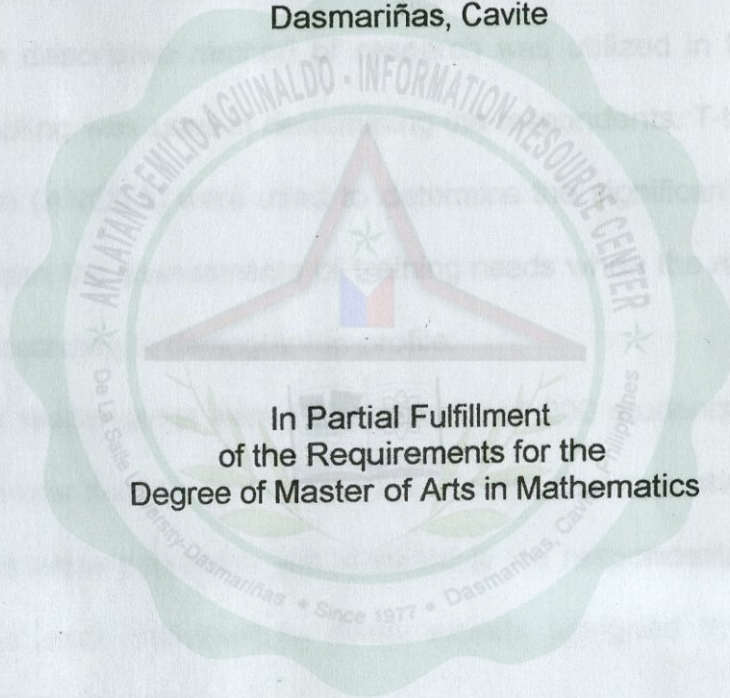


**De La Salle University – Dasmariñas**

**GRADUATE PROGRAM**

**CAPABILITIES OF SECONDARY MATHEMATICS TEACHERS: BASIS FOR  
DEVELOPING A TRAINING PROGRAM**

A Graduate Thesis  
Presented to  
the College of Science-Graduate Studies  
De La Salle University- Dasmariñas  
Dasmariñas, Cavite



In Partial Fulfillment  
of the Requirements for the  
Degree of Master of Arts in Mathematics

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### ABSTRACT

The study identified the training needs in teaching strategies and in five subject areas of Mathematics of secondary mathematics teachers in selected private and public schools in Dasmariñas, Cavite. The study also examined the differences that exist between the training needs assessment and the demographic profile of the teacher respondents.

The descriptive method of research was utilized in the study. Multi-stage sampling was used in determining the respondents. T-test and Analysis of Variance (ANOVA) were used to determine the significant differences that exist between the assessments of training needs when the respondents were grouped according to demographic profile.

The respondents were 55 teachers and 200 students from two public and 12 private schools in Dasmariñas, Cavite. Surveys using two validated instruments were personally administered to the respondents. The self-made instruments were validated by three experts assigned by the College of Science Graduate Studies.

The results of the study showed that most of the teacher respondents were 42 to 46 years old, female, married and with bachelor degrees. Most of them have attended 1 to 3 seminars for the past four years and have been teaching for 6 to 10 years.

In the self assessment of teachers, the results showed that the top three areas that they needed training were Calculus, Statistics and Geometry



with the following mean scores: 3.49, 3.29 and 3.13, respectively. In terms of teaching strategies, the teachers felt the need on the following top three strategies: the use of multi-media, question and answer method and peer tutoring with the following mean scores: 3.18, 3.16 and 3.15 respectively. The self assessment of the teacher respondents matched with the students' perception that their teachers needed training in using computer based materials with a mean of 3.19.

The study showed that, there was no significant difference in the assessment of training needs of the respondents when they were grouped according to the demographic profile. Based on the result of the study, a training program was proposed on the use of multi-media, question and answer method, and peer tutoring in teaching selected topics in Calculus, Statistics and Geometry.

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