



ABSTRACT

This study determined the extent of implementation of the spiral approach in teaching mathematics in K-12 Basic Education Program. Specifically, the study aimed to: (1) determine the extent of the implementation of the spiral approach in teaching mathematics, (2) compare the extent of implementation of the spiral approach in teaching mathematics in K-12 Basic Education Program between private and public school teachers and elementary and secondary teachers, and (3) identify the problems encountered in using the spiral approach in teaching mathematics in K-12 Basic Education Program.

This study utilized descriptive method and the gathered data was analyzed using mean, one – way ANOVA and Post – Hoc test. Based on the results, the teachers in the different types of school above moderately implemented the spiral approach in teaching mathematics. There was a significant difference in the implementation of spiral approach in teaching mathematics in the different types of school. The common problem experienced by the teachers using the spiral approach in teaching mathematics was, most of the time, spent in reviewing previous topics which lead to insufficient time to cover a new topic. Another problem found in this study was the use of the mother tongue based instruction by the elementary public school teachers.