

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

MATHEMATICS TEACHERS' PERFORMANCE AND TECHNOLOGICAL, PEDAGOGICAL,
AND CONTENT KNOWLEDGE (TPACK): BASIS FOR DEVELOPMENT
OF ENHANCEMENT PROGRAM

A Thesis Presented to the
Faculty of the Graduate School
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La Paz, Iloilo City

In Partial Fulfilment
of the Requirements for the Degree
Master of Arts in Education
(Mathematics)

by

Maria Jhovel L. Temelo

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GRADUATE SCHOOL
Iloilo City

APPROVAL SHEET

A Thesis for the Degree
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Maria Jhovel L. Temelo

Approved by the Research Committee:

CHERYL LYN C. DELGADO, Ph.D., Chairperson

ELIZABETH A. MAGALLANES, Ph.D., Member

RENE F. NOQUERA, PhD., Outside Expert

DOLLY ROSE F. TEMELO, Ph.D., Adviser

RICKY M. MAGNO, Ph.D.
Dean

November 2023

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Abstract

This descriptive-correlational study aimed to determine the relationship between teachers' performance and technological pedagogical and content knowledge (TPACK) as the basis for the development of an enhancement program. Thirty-five (35) proficient mathematics teachers were selected through a total enumeration sampling method from nine (9) secondary schools and two (2) integrated schools in the Municipality of Tigbauan. An adapted TPACK questionnaire which underwent expert validation was the instrument used. Copies of COT-RPMS rating sheets were also retrieved as the basis for teachers' performance. The mean and the standard deviation were employed for the descriptive analysis of the study. The inferential statistical tool used was Pearson's Product Moment Correlation Coefficient Test set at .05 alpha level of significance. The classroom observation tool-result-based performance management system (COT-RPMS) performance of mathematics teachers was generally "outstanding". The technological, pedagogical, and content knowledge of mathematics teachers were generally "very satisfactory". There is no significant relationship between teachers' performance and TPACK and its components. A TPACK enhancement program for mathematics teachers was developed based on the result of the study. It was

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concluded that the respondents have sufficient knowledge in each domain of technological, pedagogical, and content knowledge (TPACK) and are also competent in delivering their lessons as reflected in their performance. The enhancement program developed can be utilized to enhance mathematics teachers' TPACK. Therefore, Upgrading 21st Century Mathematics Teachers' Technological, Pedagogical, and Content Knowledge (TPACK) is recommended for implementation during the in-service training program for teachers. Furthermore, school administrators have the option to incorporate the TPACK enhancement program into their teacher training initiatives.

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