

COUNTRY REPORT ON TEACHERS (Philippines)

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International Workshop

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1. Educational Context in the Philippines

Educational Ladder

6 + 4 + 4 Structure

Elementary (6)

Secondary (4)

Tertiary (4)

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School Calendar

Jan	Feb	Mar	Apr	Ma	Jun	Jul	Au	Se	Oct	No	De
			summer				g	p		v	c

Elementary Education

Grades 1 - 4 : Primary Cycle

Grades 5 - 6 : Intermediate Cycle

Each school year is divided into
4 Quarters

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Promotion (Elementary)

Almost 100 %

Passing mark: **75 %**

Medium of Instruction

Grade 1 – 2 : lingua franca

Grade 3 upwards : bilingual policy

(Mathematics, Science & English are taught
in English and other subjects are taught in
Filipino)

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Teacher Qualifications

**Must be graduates of
Bachelor of Elementary Education
Degree program**

Must have a license to teach

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Transfer System of Teachers

Assigned to a particular location or school by the Department of Education through the local offices

Transfer to another school or Municipality may be requested

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2. Field Research and Findings

The Second Year Survey

Sampling Method

TB1

- Two public elementary schools were targeted, one rural and one urban.
- Both are complete elementary schools.
- The grade of interest is Grade 4 (10-11 yr. olds)

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Location of the Schools

Category	Location
URBAN	Quezon City (NCR)
RURAL	Pampanga

Profile of Teachers

	Sex	Years of teaching	Subjects they teach
URBAN	F	16	Math, Science, HEKASI & Filipino
RURAL	F	14	(All subjects for grade 4)

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Interview Results

(a) **Test evaluation**

- Both teachers perceived that their students will have an average score of at least 80 %

TB2

	Teacher's Forecast	Actual Students' Performance
URBAN	80%	58.5%
RURAL	80%	45.98%

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• They both perceived about half of the items to be easy for the students, and that the items in the test are similar to the quizzes and tests they give their students, and also in the textbooks.

• Both teachers believe that fraction is not a very difficult topic.

• The teachers find Geometry (urban) and Graphs (rural) as the most difficult topics to teach.

(b) **Self-** and (c) **pupils' evaluation**

- Both teachers are confident when they teach "fractions".
- Both teachers believe that it is easy for students to learn about "fractions".
- Both teachers believe that fraction is an important topic because it is needed in daily life.
- Both teachers are very much affected by examinations.

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スライド 8

TB1 Is this part OK? Sampling method, location profile are the same?
takuba, 2007/01/04

スライド 10

TB2 Please compare with actual scores.
takuba, 2007/01/04

(d) **Content evaluation**

- For the urban school teacher, the main point in teaching fractions to students is for them to learn the concept. For the rural school teacher, the main point is for them to learn virtues such as sharing and patience, though concrete illustrations are also important.

TB3

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(e) **Teaching methodology**

- Both teachers believe that they can correct the misconceptions of students about $\frac{1}{2}$ of 2 m and $\frac{1}{2}$ m being the same by using strips of paper and cutting them.

3. Discussion on Major Findings

- The large discrepancy in the perceived students' performance by teachers and the actual performance of the students on the test draws implications on how the teachers understand and assess the mathematical learning of their students. Discrepancies on the confidence of the teacher in teaching 'fractions' against students' performance were also noted.
- The difficulty of test items, as was perceived by the teachers and as illustrated by the students' actual performance was influenced by factors such as: familiarity of the item format to the pupils, the illustration, and the directions for recording the answer(s).

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- The preceding point in the discussion draws implications on the need for teachers to possess the ability to be creative and innovative in thinking of various and alternative teaching approaches and materials in improving student learning. This may be addressed even at the time when prospective mathematics teachers are having their teacher education.
- The difficulty of the topics to teach, as explained by the teachers, is due to unfamiliarity with the subject matter, and their lack of prior knowledge needed go on with the topics.
- Easy topics, on the other hand, are those that are constantly being taught from their early years of learning.

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- Teachers believe that letting the students "see" makes them understand better. However, the teachers are restricted to the resources which are readily available to them.

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スライド 13

TB3 Please insert drawing as an example from the answer sheet.
takuba, 2007/01/04

スライド 16

TB4 This seems to be a repetition. It canbe omitted.
takuba, 2007/01/04

TB5 Please insert the data if possible.
takuba, 2007/01/04