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PEER TEACHING AND MATHEMATICAL PERFORMANCE OF GRADE 5 PUPILS OF SAN JUAN ELEMENTARY SCHOOL, STA. CRUZ, LAGUNA

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This study aimed to determine the effect of peer teaching to the mathematical performance of Grade 5 Pupils of San Juan Elementary School. Two strategies were executed by the researchers in order to analyze the performance of 40 pupils. For the direct teaching, the teacher delivered the topic on "Finding the Area of the Triangle and Parallelogram" with proper procedure – from motivation to evaluation. For the peer teaching, the abstraction part of the lesson was executed through peer teaching with assigned leaders who assist their classmates in understanding the topic. The result of evaluation was documented.

Using direct teaching, the 40 pupils obtained a mean of 2.15 and sd 1.66 in a 5-item quiz. On the other hand, peer teaching generated a mean of 3.55 and sd 1.38. Lower coefficient of variation was observed in the result of peer teaching (0.39) than the result of direct teaching (0.77), showing that peer teaching generated a less varied scores than direct teaching. Using t-test for independent samples, assuming equal variances, the t-computed was -4.11 while the t-critical was 1.99. These values showed that peer teaching has significant effect to the mathematical performance of the pupils. The conclusion is supported by the p-value 0.00.

Based on the result of this study, recommendations to Mathematics teachers, school heads, district supervisors and future researchers were given at the end of the study. Promotion of peer teaching should be one of the foci of educators so as to improve mathematical performance of pupils. The teacher-researchers reflected also on the importance of involving the learners on the process of teaching-learning as they themselves are the center and not the teachers.

ASSESSMENT OF THE TEACHING PROFICIENCY AND PREPAREDNESS OF PRE-SERVICE SECONDARY MATHEMATICS TEACHERS OF USTP, CAGAYAN DE ORO CITY

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Teacher training institutions in the Philippines like the USTP offering Bachelor of Secondary Education major in Mathematics aim to produce globally competitive teachers. This study reports on the subject matter knowledge (SMK), expertise in lesson planning activities, classroom management skills, instructional strategies and motivation, communication and questioning skills and professionalism, from the cooperating teachers (CT's) perspective, of the thirty-seven (37) pre-service mathematics teachers of batch 2016. This batch comprises all the graduating students of the program. Results show that the mean level of SMK of the prospective mathematics teachers was proficient, that is, they got an overall mean of 27.29 out of 30 points. However, the pre-service mathematics teachers expertise in lesson planning, classroom management, instructional strategies and motivation, communication and questioning skills and professionalism are scored from 1.00 (poor) to 4.00 (proficient) by the CT's and results show that they are on the approaching proficiency level (mean interval: 2.50 – 3.49) which indicates that although they were proficient with mathematics content, these prospective mathematics teachers still have to improve their mean level of pedagogical skills. The researchers then recommends that the university may consider designing an intensive professional development training program to be included in the curriculum for those upcoming prospective mathematics teachers before they will be deployed in the field.