



Abstract

Title of the Study: Perceptions of the Teachers of Bislig City Division on the Implementation of K-12 Grade 7 Mathematics Curriculum

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Keywords : K-12, Problems Encountered, Proposed Solutions

This study aimed to describe the implementation of K-12 Grade VII Mathematics Curriculum in Bislig City Division. The respondents were the 21 Public High School teachers of Bislig City who were handling Grade VII Mathematics during the school year 2012-2013. This research used the descriptive design and employed purposive sampling technique in the selection of respondents. Results of the study showed that majority of the respondents were females, BSE Mathematics graduates, 0-9 years in teaching experience, attended twice in trainings related to Mathematics and attended the regional training of Grade 7 Mathematics. Teachers agreed that the regional training conducted prior to the implementation of Grade VII Mathematics was a good avenue for them to succeed in teaching the said subject. They perceived that the contents, pedagogy, assessment system and learning modules of the said subject contributed to the academic success of the students. However, findings revealed that there were problems in the implementation of the K-12 Grade 7 Mathematics Curriculum like continuity of the topics, using suitable strategic intervention materials, determining students critical and problem solving skills

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and availability of the hard copy of the learning modules. To address the identified problems met in the said subject, teachers strongly recommended that there should be proper time allocation in each topic, more trainings for teaching strategy and teachers should develop skills in determining the level of students' critical and problem solving skills. Moreover, it was very strongly recommended that learning modules should be given to the Grade 7 Mathematics teachers prior to the start of classes to give teachers ample time to reproduce for their students. In view of the findings, it was concluded that teachers perceived that the contents of Grade 7 Mathematics, pedagogy, assessment system and learning module helped teachers and students in achieving success in their academic endeavours. Based on the foregoing findings and conclusions, the researcher recommended that there should be enough funds for the production of the learning materials to be allocated by the government; teachers should allocate time for remedial instruction; there should be trainings on the content, new teaching strategies and making and using appropriate instructional materials. In addition, topics in elementary and Grade 7 Mathematics should be revisited for coherence, home visitation should be done by the teachers to understand the background of the students so he/she could teach them well based on their environment and experiences, teachers should develop skills in determining the level of critical and problem solving skills of the students. The results of this study can be used by the DepEd authorities in developing programs and policies related to the implementation of K-12 Curriculum and can also be used by researchers as their guide in conducting their future studies similar to this research.