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PROFESSIONAL CHARACTERISTICS, JOB SATISFACTION AND
INSTRUCTIONAL COMPETENCY OF MATHEMATICS
TEACHERS IN THE INTERMEDIATE GRADES
OF PAGBILAO DISTRICT

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**PROFESSIONAL CHARACTERISTICS, JOB SATISFACTION AND
INSTRUCTIONAL COMPETENCY OF MATHEMATICS
TEACHERS IN THE INTERMEDIATE GRADES
OF PAGBILAO DISTRICT**

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ABSTRACT

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Cavite April 2002. Professional Characteristics, Job Satisfaction and Instructional Competence of Mathematics Teachers in the Intermediate Grades of Pabilao District
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This study was conducted to determine the professional characteristics, job satisfaction and instructional competency of mathematics teachers in the Intermediate Grades of Pagbilao District.

Specifically, it sought to: (1) determine the professional characteristics of mathematics teacher in terms of educational preparation, advanced units earned, status of appointment and teaching experience; (2) determine teachers' job satisfaction level (3) determine the level/degree of instructional competencies of teachers teaching mathematics in the intermediate grades as rated by the administrators, teacher themselves and pupils in terms of teaching skills, development and use of instructional materials, teaching methodologies and evaluation skills; (4) determine the degree of difference among the ratings of teachers, administrators and pupils as to the instructional competencies of teachers; and (5) determine the degree of relationship of the following variables: professional characteristics and job satisfaction level; professional characteristics and teachers instructional competence; and job satisfaction level and instructional competence.

The study made use of descriptive correlational method of research. This consisted of description, recording, analysis and interpretation of the professional characteristics, job satisfaction and instructional competencies of teachers.

The instrument used in data gathering were the questionnaire, skills rating scale and job descriptive index scale. The study was conducted in all elementary schools of Pagbilao District, Pagbilao, Quezon. The main respondents were 36 teachers.

The statistical measures employed were mean, frequency counts, percentage, point biserial correlation coefficient, Pearson Product Moment Correlation Coefficient, and Multiple Correlation.

All teachers were education degree graduates. Majority of them took advanced units in graduate studies. All teacher respondents have permanent appointment and majority of them were considerably still young in the service. The teachers job satisfaction level was average.

Teachers were rated as very good in instructional competency. There was no significant difference as regards to the ratings of administrators, teachers and pupils on instructional competencies of teachers.

Job satisfaction level of teachers had high significant relationship to professional characteristics particularly in education and status of appointment. Similarly, instructional competency of teachers were found to have high significant relationship with education and status of appointment of teacher. Likewise, experience of teacher was significantly related to instructional competence.

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INTRODUCTION

Education is an essential tool and the principal means that an individual needs towards transformation. It is a means which society employs to carry out its national policies and objectives. Individuals should acquire, understand and apply basic concepts and methodologies of different branches of human knowledge in order to promote their physical, intellectual, emotional and social well being. Towards this end, educational thrusts, programs and projects are then focused as a response to this great demand. Mathematics, an exact science, is a major concern in the total development of every citizen.

If education's essential task is social transformation, which involves the total development of an individual, therefore the participation contributed by Mathematics cannot be underestimated.

Yet, Duque (1999) stated that the quality of mathematics education in the country is alarming as stipulated in research findings, as well as in the result of National Elementary Achievement Tests. However, some measures have been exhausted to address this discipline status which are attributed to multi-faceted reasons and causes.

Out of 38 countries that participated in the 1999 International Mathematics and Science Study Repeat Examinations held every four years, the Philippines garnered 37th or second to the last. Worse, the Philippines was the only Asian country that didn't outperform Western nations.