INTEGRATING CALCULATORS IN THE SECONDARY MATHEMATICS INSTRUCTION

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ABSTRACT

This study inquired on the teachers' attitude on the use of calculators in teaching Mathematics. The study involved 44 teachers of QUALCI 1, Zamboanga del Sur Division. Descriptive and inferential statistics particularly, frequency counts, percentage, Weighted Arithmetic Mean, and chi-square test of independence were used to analyze the gathered data.

The findings revealed that many of the teacher respondents were 31-40 years old; most of them were female; a greater majority had Mathematics as their field of specialization; and most of them have Master's units. Many of the teacher-respondents used calculator daily or thrice a week in teaching Mathematics.

Results show that the teacher-respondents have "Favorable" attitudes on the use of calculators in teaching Mathematics. In addition, the teacher-respondents perceived that calculators help minimize time spent on computation, increase students' accuracy when applying formulas, and eliminate many calculation errors. However, they believed that allowing the students to use the gadget can make students rely on their calculators for even the most basic math skills and not think through; and tend to trust calculator as always correct.

It was found out that majority of the student-respondents have "Average" academic performance. Furthermore, there was a

significant relationship between the frequency of using calculators per week in teaching Mathematics and the student respondents' academic performance.

Finally, the study recommends that the school administrators encourage teachers to finish Master's degree: that the teachers monitor their students in using calculator while teaching Mathematics; that the school academic heads for Math and Science organize school-based training geared towards improving students' calculator skills for effective use during Math instruction; and that similar study be conducted in other QUALCI or division with an increased number of variables.