

## Affective Framework for Enhancing Mathematics Instruction in Public Senior High Schools

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### Abstract

This study intended to develop an affective framework, which may enhance Mathematics instruction in public senior high schools in the Province of Batangas. Specifically, it aimed to describe the affective characteristics of teachers as well as their knowledge of Mathematics instruction. Likewise, the relationship between the two variables and the effect of the affective characteristics to Mathematics instruction were determined to develop an affective framework for improved Mathematics instruction. It utilized an exploratory research design with the questionnaire as the main data-gathering tool. The respondents of the study were the 136 senior high schools Mathematics teachers in the four division offices in Batangas who were selected using stratified proportional random sampling. The gathered data revealed that the respondents highly manifested the epistemological beliefs of constructivism. They also manifested high self-efficacy, self-concept, and emotional quotient and possessed very high adversity quotient. Meanwhile, the knowledge of the subject, students and instructional practices were moderately evident in the Mathematics Instruction of the respondents. Results also yielded that their affective characteristics had a significant relationship to their Mathematics Instruction. The researcher also found out that their self-efficacy and Emotional Quotient had positive effects on Mathematics Instruction in terms of their knowledge of the students and instructional practices. On the other hand, self-concept had negative effects to the mentioned aspects. Notably, only the Emotional Quotient had a significant and positive effect on the knowledge of the subject. The researcher believes that the developed Affective Mathematics Framework will help improve the quality of Senior High School Mathematics instruction by instilling, highlighting, and rekindling the affective characteristics of teachers.

*Keywords: mathematics, affective framework of instruction, exploratory, Philippines*