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Kamla-Raj IJES 2025

PRINT: ISSN 0975-1122 ONLINE: ISSN 2456-6322

Int J Edu Sci, 49(1): 1-14 (2025)

DOI: 10.31901/24566322.2025/49.01.1378

The Technological, Pedagogical, and Content Knowledge (TPACK) Of Mathematics Teachers in a Polytechnic College, Philippines

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KEYWORDS Content. Mathematics Teachers. Pedagogy. Perceptions. Technology. TPACK

ABSTRACT With the advent of technology, it is imperative that there is alignment along the integration of technology, suitable pedagogy, and content in the classroom. This concern helps to realize this study, “The Technological, Pedagogical, and Content Knowledge (TPACK) of Mathematics Teachers in a Polytechnic College, Philippines,” which aimed to determine the extent of the Camarines Sur Polytechnic Colleges (CSPC) Mathematics teachers’ appropriate technology use in their instruction. 32 teachers were assessed on their TPACK perceptions, employing descriptive and inferential statistics to analyze and interpret the gathered data. Findings revealed that teachers have the highest perception in technological content knowledge (TCK) and lowest in technology knowledge (TK) and are generally completely competent in all TPACK components. There are no significant differences in their demographic profiles along their TPACK perceptions. This contributes valuable insights for CSPC and similar educational institutions, informing strategies for professional development and resource allocation to strengthen teachers’ TPACK.