

**COVID-19 PANDEMIC AFTERMATH: MATHEMATICS TEACHERS
TEACHING STRATEGY IN SALUD CAGAS TECHNICAL AND
VOCATIONAL HIGH SCHOOL**

JENNY MAE A. LIMAMA

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ABSTRACT

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Adviser: Ana Marie J. Matalines, Ph.D.

The covid-19 pandemic impacted a lot to the mathematics teachers in the deliberation of education. This research aimed to determine the adjustments of teachers of mathematics teachers and to delineate the different teaching strategies of mathematics teachers in Salud Cagas Technical and Vocational High School. The study employed qualitative phenomenological research methods, utilizing in-depth interviews. The findings reveal that mathematics teachers used different teaching strategies, such as active-based instruction and traditional method of teaching. Furthermore, mathematics teachers encountered various challenges in utilizing the different teaching strategies in a post-pandemic. These challenges include fall under facilitating learning, classroom management, applying new methods of teaching, and challenges in the new curriculum. Instead of letting the challenges overdrive their ways, teachers are applying different coping strategies in conquering the

challenges such as going the extra mile in teaching and keeping up the teaching innovations. Moreover, teachers understand that they should adapt the changes in the teaching landscape and parent-teacher collaboration should be established in the field of education.

Keywords: *Teaching strategy, mathematics teachers, covid-19 pandemic aftermath*