

# EXPERIENCES OF THE TERTIARY FACULTY IN TEACHING VALUES THROUGH A PROBLEM-SOLVING APPROACH

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This study used descriptive qualitative method to describe the experiences of the tertiary faculty who are integrating values in teaching mathematics. The respondents were composed of seven Mathematics faculty of Jose Rizal University for the school year 2013-2014 who were handling different mathematics subjects. Based on the interview, the results of the study were stated: students did not focus on their subject undertaking, and they had a lack of confidence in solving problems. The respondents used different teaching strategies and integrated values in teaching the subject which led the students to improve their academic performance.