

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

THE CURRENT STATE OF SCIENCE TEACHERS IN THE LOCALITY:
A SYSTEMATIC REVIEW

A Thesis Presented to the
Faculty of the Graduate School
College of Education
West Visayas State University
La Paz, Iloilo City

In Partial Fulfilment
of the Requirements for the Degree
Master of Arts in Education
(Biological Science)

by

Julie C. Catanus

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Abstract

This systematic review aimed to determine the current state of science teachers in the locality. This includes science teachers' profiles, performance, practices, and predicaments. The researcher used interpretivism as the theoretical perspective, and findings were achieved through content analysis as a qualitative methodology. Thirty-five (35) research studies from a state university, specifically from the college of education, were examined. These studies were conducted in different places in Region VI that, include public and private, rural and urban, and small, medium, and large schools from Aklan, Antique, Bacolod, Capiz, Guimaras, Iloilo, Iloilo City, and Negros Occidental. The findings of the study revealed the following: the science teachers' profile showed that there are an almost equal number of young teachers and older ones; still, many teachers are only baccalaureate holders than those who finished or are taking advanced studies; non-biology majors are almost equal to biology majors; and the majority of the teachers have only attended 0-2 trainings related to their profession. Science teachers' performances the study revealed that science teachers have a successful and positive impact on the curriculum, have high knowledge in familiarity with teaching techniques and strategies, have an extensive understanding of the integration of social media platforms in their teaching, and they manage to uplift their teaching despite some differences in demographic profile; and science teachers

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balanced their career by maintaining excellent interpersonal relationships; they are applying socio-scientific issues integration of their lesson. In terms of their practices, the study revealed that science teachers optimized the learning potential of students; they used different techniques to maintain classroom safety and be conducive to learning; various teaching methods were applied to improve science inquiry abilities, and they looked at other pedagogical innovations and advancements that would be suitable for 21st-century students; the integration of environmental challenges into their lesson was also encouraged; and science teachers also are interacting with their peers, co-teachers, and mentors for interpersonal relationship practices. In their predicaments along the way, the study revealed that science teachers have an inability to teach the subject matter because it is outside of their area of expertise; financial constraints; managing the implementation of primary curriculum; lack of physical facilities and teaching tools; and the inadequacy of the training attended related to science education. The results of this study are significant because they enable us to gain a holistic picture of the current state of science teachers and an understanding of science education in the locality.

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