



INSTRUCTIONAL SCAFFOLDING STRATEGIES, INQUIRY-BASED TEACHING APPROACH AND LEADERSHIP SKILLS AMONG ELEMENTARY SCIENCE TEACHERS

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ABSTRACT

This study aimed to determine the Instructional Scaffolding Strategies, Inquiry-Based Teaching Approach and Leadership Skills Among Elementary Science Teachers. The study made use of the descriptive method of research to determine the Instructional Scaffolding Strategies, Inquiry-Based Teaching Approach and Leadership Skills Among Elementary Science Teachers. Respondents of the study were elementary science teachers of Division of Batangas City. The statistical tools used in gathering data were simple frequency, weighted mean and ranking. Findings revealed that majority of the elementary science teachers are female, 40-49 years old, Bachelors' degree holder and rendered 11-20 years. It was found that science teachers in general agreed in the utilization of instructional scaffolding strategies led in developing the cognitive, psychomotor and affective learning of students. Similarly, the respondents agreed on science instructional scaffolding strategies for students' development, leadership skills and utilized sometimes only on Inquiry-based Science Approach. Furthermore, there was a significant relationship in the association between Science Instructional Scaffolding Strategies for Students' Development and Leadership Skills and significant difference existed in the psychomotor development, affective domain, inquiry-based approach

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along highest educational attainment and length of service. It implies that the better the inquiry-based science approach the better is the application of leadership. Furthermore, the assessment of the science instructional scaffolding, inquiry-based approach and leadership skills are positively correlated.

A proposed professional development plan was the output of this study. This was compendium of different strategies and objectives for elementary science teachers towards the development of teaching science. Furthermore, the professional development plan will not only develop the creative way of teaching among science teachers but will also create an impactful confidence among them in their field.

Keywords: *Inquiry-based Approach, Instructional Scaffolding Strategies, Leadership Skills, Professional Development Plan*

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