



INTEGRATED SCIENCE PROCESS SKILLS OF JUNIOR HIGH SCHOOL LEARNERS: BASIS FOR THE DEVELOPMENT OF EVIDENCE-BASED INTERVENTION PLAN

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ABSTRACT

This study assessed the ISPS of Junior High Learners to identify proficiency gaps determine the relationship between these skills and student profiles. The primary objective is to evaluate mastery in six components such as controlling variables, defining operationally, formulating hypotheses, interpreting data, experimenting, and formulating models, to provide a basis for intervention plan. A descriptive-correlational design was employed, involving 266 respondents. Data were gathered through a validated diagnostic instrument and analyzed using frequency distribution, percentages, and statistical tests. The findings revealed that the majority of of learners fall under the category of Not Mastered across most indicators. While students demonstrated proficiency in basic data reading, they struggled with higher-order task such as experimental design, variable isolation, and scientific modeling. furthermore, statistical analysis indicated that age, sex, and science ratings do not significantly influence skills levels. However, grade level emerged as a significant predictor of proficiency, suggesting that academic progression is the primary driver of skill acquisition. In conclusion, critical disconnect

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exists between high academic ratings and actual procedural inquiry mastery. Rote memorization appears to mask a deficit in scientific logic. Consequently, a systematic shift toward inquiry-based learning and the implementation of the proposed intervention plan are essential to foster authentic scientific literacy.



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