



**CHRONICLES IN TEACHING SCIENCE OF JUNIOR HIGH SCHOOL
TEACHERS: BASES FOR INTERVENTION PROGRAM**

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ABSTRACT

This narrative inquiry study aimed to identify the challenges faced by junior high school science teachers in the mother school and barangay schools and their coping mechanisms, providing bases for the development of an intervention program. The findings revealed that junior high school science teachers in the mother school encountered difficulties in teaching science, including learners' disinterest and lack of motivation, students who are non-readers and non-numerates, negative student perceptions of science. In contrast, junior high school science teachers in barangay schools faced challenges such as limited resources, varied levels of prior knowledge among students, students who are non-readers and non-numerates. To overcome these challenges, junior high school science teachers in the mother school employed strategies, namely differentiated instruction, formative assessment, and collaborative expertise. Meanwhile, junior high school science teachers in barangay schools utilized collaborative expertise, differentiated instruction, and interactive learning activities. Based on the study's findings, an intervention program was developed to support junior high school science teachers in addressing these challenges.

Keywords: *Chronicles in Teaching Science, Junior High School Teacher*

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INTRODUCTION

The world today is fast-changing, and numerous inventions and body of knowledge can be attributed to science and technology.

Science has made several breakthroughs and contributions to the world. It has enabled human beings to develop various advancements that help them cope with the changing times. Science, any system of knowledge that is concerned with the physical world and its phenomena and that entails unbiased observations and systematic experimentation. Science involves a pursuit of knowledge covering general truths or the operations of fundamental laws (Britannica, 2024). With this, applying science to education is crucial. Educational institutions are tasked to deliver science education effectively, considering various factors such as effective and well-trained science teachers, state-of-the art and adequate teaching materials and equipment, and interactive science lessons.

Teaching science emphasizes the development of the problem-solving skills of students through student-centered instructions. This means that teachers are the primary conveyor of knowledge in science education. They are responsible for making sure that students absorb the learning being taught. The teacher does this through lectures, demonstrations and lab works. In this manner, students become responsible on their own learning through self-directed learning (Ali, 2019). However, despite the efforts of educational institutions to improve science teaching quality, teachers especially in rural and remote areas face innumerable challenges and difficulties that hinder them to effectively teach the subject.

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Teachers in remote areas, often faced challenges with regard to delivering quality instructions because of so many factors such as inadequate tools and equipment, insufficient access to technology for simulation and visualizations.

Another challenge as stated by Ramiriz(2021)is the overwhelming workloads and tasks with limited resources and equipment such as laboratories. In addition, Baraquia (2022) as cited in Hayes et al.,(2019) stated that teachers often have to handle enormous class size, challenging classrooms, and take on non-teaching jobs.

Aside from these challenges, teachers are confronted with difficulties in preparing global learners for a successful career in the global scale. Learners have difficulties in mastering content knowledge which recognizes the importance of having teachers who can provide students with the fundamental skills necessary for global competitiveness and functional literacy in science (Santos, 2021).

These challenges and difficulties may have contributed to the Philippines falling behind in science education. The result of PISA and TIMSS shows poor performance of the learners and in general poor quality of Philippine Education. According to Palines (2021), the Philippines needs to enhance science education since its average scientific literacy score is 357, which is much lower than the OECD average of 489 points.

Given the challenges and difficulties, teachers in the rural areas cannot fully perform actual science teaching which aims to develop students' academically and socially (Napanan, 2023). Despite the challenges in the education system, there is a call for teachers to continue facilitating effective learning to the learners.

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This study sought to identify the difficulties encountered by the junior high school teachers and enumerate their management schemes both in mother school and barangay school.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research methodological perspective, research design, respondents of the study, sampling design, data-gathering procedures, and data analysis used in this study. The purpose of this study is to determine difficulties and coping management of high school science teachers teaching in mother school and barangay school in the Schools District of Anilao for school year 2024-2025.

Research Method

The research method utilized in the study was qualitative research through in-depth face to face interview. During the in-depth face to face interview, the interviewer and the interviewee were allowed to sit together and took part in a reflective discussion about the specific point.

The goal is to capture the vital standpoint of the participants on the matter within a sociocultural context through their answers to the query (B2B International, 2023).

Research Design

This study utilized a narrative inquiry research design, which focuses on the power of "story" to convey experience and meaning. As Connelly and Clandinin (2019) note, humans

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are natural storytellers, and stories embody the knowledge and experiences accumulated over time. Narrative inquiry provides a framework for making sense of this knowledge and experience. Through storytelling, teacher-inquirers reconstruct events, emphasizing key elements and providing context, which requires reflective judgment and decision-making about what is important and relevant to the narrative.

Participants of the Study

The participants of the study were the seventeen (17) junior high school science teachers teaching in the Schools District of Anilao. The sampling technique utilized was purposive sampling. All junior high school science teachers in the Schools District of Anilao were chosen as participants upon the recommendation of their school head/ department head. One Mother School and five barangay high schools were included in the study. The Mother School, Anilao National High School had seven respondents. The Barangay Schools were as follows: Mostro National High School with three respondents; Camiros National High School with three respondents; San Carlos Integrated School with one respondent; Guipis Integrated School with also one respondent; and Agbatuan Integrated School with two respondents.

Sampling Design

Purposive sampling, also known as judgmental, subjective, or selective sampling, is a non-probability sampling method. In this approach, the researcher uses their expertise and judgment to deliberately select participants or cases from the population that are most relevant and informative for the study (Campbell, et Al., 2020).

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Research Instrument

The study utilized a researcher- made interview schedule. The interview schedule can be seen as a roadmap for the interview and was composed of open-ended questions aligned with the main objective of the study.

The interview guide had two (2) parts. Part I included the Preliminary Interview Guide wherein the researcher herself built rapport by introducing oneself and discussing the purpose of the interview. It also included a question wherein the participant was asked to briefly introduce himself or herself. Meanwhile, Part II included four questions that the selected participants are free to answer to draw out significant responses.

This interview schedule ensures that the data regarding the difficulties and coping management of junior high school science teachers were gathered. Voice recorder was used to capture all the proceedings during interview.

Validity of the Research Instrument

The research instrument of the study was validated by the research adviser. Then a panel of (3) jurors was requested to establish the content and face validity of the instrument to answer appropriateness or suitability, the statement of the problem. The panel of expert inspected each item based on the appropriateness or suitability, relevance clarity of language use, correctness of sentences, and others.

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Furthermore, no reliability test was done on the instrument. Content, face, and construct validity were considered. As mentioned, the validation was done by experts, and suggestions were integrated before the data collection.

Comments, corrections and suggestions of the panel of validators regarding the items of the interview guide were considered for the final draft. Research ethical consideration was considered in the content and structure of the instrument.

Data Gathering Procedures

Permission to conduct the study was secured from the Dean, College of Education of University of Iloilo. After the approval of the permit, another set of permit was secured from the Division Office of the Schools Division of Iloilo. After granting the permit, the principal/school head of the selected schools in the District of Anilao was informed through pertinent documents.

The participants were identified purposely based on the established criteria. The researcher employed multiple techniques and formal interviews were conducted with the participants.

The interview was face-to-face using interview and guide questions. The interview was conducted several times in order to get more valid and accurate responses. All interviews and conversation were audio recorded.

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Data Analyses

After conducting the one-on-one in-depth interview with the participants, the data were transcribed to provide a written equivalent to the participants' elicited responses.

The researcher started coding and generating clusters of themes to be analyzed, reviewed the themes, and created meanings out of them to arrive to the interpretation of the data gathered.

According to recent literature, a key citation for understanding thematic evaluation in research is "Thematic Analysis: A Practical Guide" by Braun and Clarke (2022), which provides a comprehensive guide to conducting thematic analysis, a widely used method for identifying recurring themes within qualitative data.

Furthermore, according to Braun and Clarke (2022), thematic analysis is a qualitative method for identifying and analyzing patterns, or themes, within data. This approach provides a detailed and organized description of the data. Braun and Clarke outlined a six-phase guide for conducting thematic analysis, namely familiarizing oneself with the data, generating initial codes, identifying potential themes, reviewing and refining themes, defining and naming themes, compiling the final report.

Becoming acquainted with the data. The researcher spent a substantial amount of time familiarizing the data after transcription. The responses gathered underwent a repetitive reading until the researcher found meaning and patterns in the responses. This phase is very

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important because it is the gateway to a deeper and meaningful interpretation of the responses in the succeeding phases.

Generating initial codes. According to a recent publication by Saldaña (2021), a widely cited definition of "code" in qualitative research is "a word or short phrase that symbolically assigns a salient attribute to a portion of language-based or visual data," highlighting the core concept of coding as a way to categorize and label meaningful parts of data to facilitate analysis.

According to a recent publication by Braun and Clarke (2021b), identifying themes in qualitative research is crucial for capturing the underlying patterns and meanings within data, allowing researchers to develop a deeper understanding of a phenomenon by systematically analyzing recurring concepts across a dataset. Out of the transcripts, the researcher was to come up with different sets of matrix composed of categories and codes together with extracted data.

Reviewing themes. The researcher went through the identified themes once again to check if themes and sub-themes fitted into the classification of themes.

Defining and naming the themes. The researcher formulated names of different themes based on the common attributes shared by the extracted data. In this phase, some themes may later on be fused into a general theme. Moreover, the names of the themes were refined to display similarities with other significant themes.

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Producing the report. The final phase in conducting thematic analysis is crafting the report. The researcher presented the results in meaningful accounts to portray the emergent themes in the most logical, concise and distinct accounts to reflect the exact experiences of the participants.

RESULTS AND DISCUSSIONS

The study used a qualitative narrative inquiry approach to determine the challenges encountered and the coping management of the junior high school science teachers assigned in mother school and barangay school in the District of Anilao, Division of Iloilo.

The entire junior high school science teachers in the District of Anilao Division of Iloilo were the respondents.

The following are the findings of the study:

Based on the results of the in-depth interview with the junior high school science teachers, assigned in mother school and barangay school, it was found out that their challenges encountered were mostly academic related.

Based on the results of the in-depth interview with junior high school science teachers assigned in mother school, it was found out that their challenges were the lack of Interest and motivation of learners, non- readers and non- numerates, and students' perception of science as a difficult subject.

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Based on the results of the in-depth interview with the difficulties encountered by the junior high school science teacher assigned in mother school, it was found out that their coping management of these difficulties included Differentiated Instruction, Formative Assessment and Collaborative Expertise.

Based on the results of the in-depth interview with junior high school science teachers assigned in barangay school, it was found out that their challenges were lack of administrative support, varying levels of prior knowledge and non- readers and non-numerates.

Based on the results of the in-depth interview with the difficulties encountered by the junior high school science teacher assigned in barangay school, it was found out that their coping management of these difficulties were Collaborative Expertise, Differentiated Instruction, and Interactive Learning Activities.

Conclusion

In the light of the findings and insights arrived in this study, the following recommendations are forwarded:

Public school district supervisors, principals, and school heads are encouraged to select a good venue that is conducive learning environment for teachers.

Teachers should keep being positive with the difficulties encountered in teaching science to junior high school learners, and show that they know how to cope with the learning process, impacting learners' academic performance. Teachers should also learn and imbibe new knowledge to be added to their learning, access new strategies for educational activities,

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and increase their knowledge, experiences, and skills so that they can fulfill their future duties

and responsibilities as well-rounded educators.

School leaders should have knowledge on the difficulties encountered by the junior high school science teachers to provide support to teachers in mother school and barangay school for effective learning delivery.

The Department of Education (DepEd) administration should give emphasis on the curriculum, and if necessary, realign the content with more emphasis on strategies and that would prepare learners for excellence academic performance.

The school should invite qualified speakers who are more knowledgeable on the topics to be discussed. Having qualified speakers on specific topics may help set the tone and make in-service memorable for the participants.

Parents should participate at school by helping with functions and activities, or communicating with teachers. They should also be involved at home in many ways by teaching their children of basic mathematics skills, especially the four fundamental operations, as well as reading and comprehension.

Local Government Unit may provide supplementary funding support to public basic education for they have access to a sustainable source of financial resources.

The researcher should implement her own intervention programs namely MARI- Scie, ISSA- TER, I-ACCESS and RESOURCES to address the difficulties encountered by the junior high school science teachers in mother School and in barangay schools of the District of Anilao.

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ISSN: 2704-3010

Volume VI, Issue III

February 2025

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Future researchers should contribute to a deeper understanding of the problem by addressing limitations identified in previous research.

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