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TEACHER READINESS IN THE IMPLEMENTATION OF GRADE 7
SCIENCE CURRICULUM IN AGUSAN DEL SUR

A THESIS
Presented to
the College of Graduate Studies and Teacher Education Research
Philippine Normal University
Mindanao

In Partial Fulfillment
Of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION
With Specialization in Science Education

IMELDA B. NEUDA-PARACALE
April, 2015



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CERTIFICATE OF APPROVAL

The thesis attached hereto, titled **TEACHER READINESS IN THE IMPLEMENTATION OF GRADE 7 SCIENCE CURRICULUM IN AGUSAN DEL SUR**, prepared and submitted by IMELDA B. NEUDA-PARACALE in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION with Specialization in Science Education**, is hereby recommended for oral examination.

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Abstract

- Title:** Teacher Readiness in the Implementation of Grade 7 Science Curriculum in Agusan del Sur
- Name:** Imelda B. Neuda-Paracale
- Degree:** Master of Arts in Education
- Specialization:** Science Education
- Adviser:** Brenda B. Villamor
- Keywords:** Teacher Readiness, Grade 7 Science Curriculum, K to 12 Curriculum, Difficulties

The study described the teacher readiness in the implementation of grade 7 Science Curriculum in Agusan del Sur. A purposeful sampling of 31 respondents with three successive or more years of teaching Science 1 or Grade 7 Science was used; survey questionnaire was answered; statistical used were frequencies, percentages and means. Result reveals that majority of the respondents are BSE major in General Science with below ten years of teaching experience and had attended seminars related to K to 12 of 40 hours and below. Rationale and content strand are rated “Strongly Agree”; pedagogical approaches “Very Often” and “Confident” on teaching/learning approaches. Content lessons rated “Very Ready” and assessment procedures ‘Ready’. The difficulties encountered in terms of content strands, pedagogical approach and assessment procedures are rated “Agree” while on teaching and learning materials, tools and equipment rated “Moderately Adequate”. There is no difference in the perception



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of Grade 7 Science teachers when grouped according to their profile in terms of rationale, pedagogical approach, content strands and assessment procedure and in terms of content strands, pedagogical approach, assessment procedure and teaching/learning materials, tools and equipment. The common problems encountered were the following: unavailability of specific and detailed references, lack of trainings in the topics which are not in line with their area of specialization, teaching strategy, test constructions especially on Chemistry and Physics, lack of varied types of test questions in the teaching guide, process/skill tests are time consuming, lack of learning modules and lack of tools and equipment. Trainings to Grade 7 science teachers in content lessons, pedagogical approach and on assessment; availability of teaching and learning materials and provision of tools and equipment are recommended.



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Abstrak

- Pamagat:** Teacher Readiness in the Implementation of Grade 7 Science Curriculum in Agusan del Sur
- Pangalan:** Imelda B. Neuda-Paracale
- Degree:** Master of Arts in Education
- Specialization:** Science Education
- Tagapayo:** Brenda B. Villamor
- Keywords:** Teacher Readiness, Grade 7 Science Curriculum, K to 12 Curriculum, Difficulties

Ang pag-aaral ay naglarawan sa kahandaan ng guro sa pagpatupad ng baitang 7 Kurikulum Pang-agham ng Agusan del Sur. Purposeful sampling sa tatlopu't isang mga kalahok na may 3 o higit pang sunod-sunod na karanasan sa pagtuturo ng agham 1 o baitang 7 agham ang ginamit; sarvey na talatanungan ay pinasagutan; at frequencies, bahagdan at mean ang istatistikang ginamit. Batay sa resulta, karamihan ng mga kalahok ay BSE majors in General Science na mababa sa sampung taong karanasan sa pagtuturo at nagsanay na may kaugnayan sa K to 12 na 40 oras at mababa. Sa rationale at nilalaman ay “Matindi ang Pagsang-ayon”; “Madalas na Madalas” sa pamamaraan ng pagtuturo at may “Tiwala” sa pagtuturo/ pagkatuto. “Handang-handa” sila sa nilalaman at “Handa” lamang sa paraan ng pagtataya. Sila ay “Sang-ayon” sa mga suliraning naranasan na may kinalaman sa nilalaman, pamamaraan ng pagtuturo at paraan ng pagtataya habang sa mga kagamitan ng pagtuturo ay “Katamtamang Sapat”. Walang



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kaibhan ang pananaw nila kung papangkatin batay sa kanilang profayl na may kaugnayan sa rasyunal, pamamaraan ng pagtuturo, nilalaman at pamamaraan ng pagtataya at kaugnayan sa nilalaman, pamamaraan ng pagtuturo, pamamaraan ng pagtataya at mga batayang kagamitan ng guro at mga mag-aaral at iba pang kagamitan. Ang mga karaniwang suliraning naranasan ay ang mga sumusunod: kakulangan ng tiyak at detalying sanggunian, kulang ng pagsasanay sa mga paksa na hindi nakasanayan, mga paraan ng pagtuturo, pagbuo ng pasulit sa Kemistre at Pisika, kulang ng iba't ibang uri ng pasulit sa batayan ng pagtuturo, mataas na panahon ang inilaan sa pasulit na proseso at kasanayan, kulang ng modyuls na kailangan sa bilang ng mag-aaral at kulang ng mga kagamitan sa pagkatuto. Pagsasanay ng mga guro sa baitang 7 Agham na may kaugnayan sa nilalaman, pamamaraan ng pagtuturo at paraan ng pagtataya; pagkakaroon ng mga kagamitan sa pagtuturo at pagkatuto at mga tools at equipment ay inirekomenda.

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I humbly and heartily dedicate this endeavor
to my loving and supportive
husband **Wilmer**,
children, children-in law
and grand children
who encouraged, inspired and supported me.

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Imie



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INP



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