



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

Abstract

Title: SCIENCE TEACHERS' PERCEPTIONS ON READINESS AND DIFFICULTIES OF THE GRADE 8 SCIENCE CURRICULUM IN THE DIVISION OF AGUSAN DEL SUR

Name: GLADY MAE A. QUISIL

Degree: MASTER OF ARTS IN SCIENCE EDUCATION

Adviser: BRENDA B. VILLAMOR

Keywords: Teachers' Perception
Teachers' Readiness
K-12 Science Curriculum

This study aimed to identify the Science teachers' perception on readiness and difficulties in the implementation of the K-12 Science Curriculum in the Division of Agusan del Sur. The respondents of this study were the 32 Grade 8 Science Teachers in the Division of Agusan del Sur who had 3 years and above teaching experience on Science 2. The respondents were then grouped according to their field of specialization, years of teaching, time spent in attending trainings, and the type of school they were employed. Questionnaire was used in collecting their thoughts on K-12 Science Curriculum based on rationale, pedagogical and learning approaches, content strands, and assessment procedure. In computing the mean difference, F- test and T-test were used to analyze the data. Basing on the results, there was significant difference in the perception on the

**PHILIPPINE NORMAL UNIVERSITY***The National Center for Teacher Education*

readiness of the Grade 8 Science Teachers in using teaching/learning approaches and content strands when grouped according to their field of specialization and to the type of school they were employed. However, there was no significant difference in the difficulties encountered by the Grade 8 teachers in terms of teaching content strands, using pedagogical approaches and assessment procedure when grouped according to their field of specialization, years of teaching experience, time spent in attending relevant trainings, and type of school they were employed. Alignment in the field of specialization could affect the effectiveness to teach the subject. It is recommended that teachers need to update themselves from integrating technology and enhanced themselves with pedagogical and learning approaches.