This study looked into the teaching of Science in Grade III through the process approach in the division of Ilocos Sur during the school year 1973-1974. It looked into the following: educational preparation and in-services education of the teachers, methods or strategies used in teaching, instructional materials used, supervision and suggestions for improving science teaching.

Methodology

This study is a descriptive evaluative survey. The main tool for gathering data was the questionnaire supplemented by visitation and interview of the teachers of Science III. The questionnaire was administered to 270 teachers but only 241 of them returned the questionnaire duly accomplished, Data were tabulated, analyzed, and interpreted.

Findings

1. All the teachers of Science II were educationally qualified as elementary grades but without specialization in science education. Not one has finished the Master's degree in education. Most of them have attended in-service education programs in science teaching at different levels.

2. Although most of the teachers are trying to teach science through the process approach, old strategies and methods were still used by many of them. The old methods have strengths reported by the teachers as follows: mastery of subject matter, pupils learn more, outcomes are fixed, activities are controlled by the teacher so pupils are behaved, more things are accomplished and no waste of time and materials.

3. The process approach was reported advantageous over the old methods for: pupils learn through actual use of the senses, pupil's thing reflectively, pupils develop intellectual skills, pupils enjoy discovering concepts as they experiment,
and pupils gain enthusiasm for seeking more and more knowledge by themselves.

4. The teachers used a variety of textbooks, supplementary reading materials, charts and visual aids but these were available in inadequate number.

5. Supervision in science teaching was not regular as reported by the teachers. A few were visited in a year’s time in their science class.

6. Supervisors recommend that teachers consider the following: (a) increase the number of experiments in science, (b) encourage more active pupil participation, (c) make use of the Teacher’s Guide, (d) use the process approach in teaching science, (e) increase the number of references, (f) correlate science lessons to work education, (g) collect and use devices and visual aids, (h) make science lessons more dynamic and lively, (i) improve equipment and facilities for the classroom, and (j) attend seminars and conferences or summer classes in science to grow professionally.

Conclusions

1. The pre-service preparation of teachers in Science for Grade III was supplemented by attendance at seminars, workshops and conferences in science held at the school, district division and regional/national levels.

2. Many of the teachers use a combination of approaches although they are finding the process approach more effective than the traditional methods of teaching science.

3. Instructional materials such as books, science charts, and pictures, objects and specimen were not adequate.

4. The time allotment for science was insufficient for lessons conducted using the process approach.

5. Science equipment such as tables, cabinets, and lessons conducted using the process approach.

6. Science teachers were not adequately supervised.

7. Supervisors and principals recommended that teachers grow professionally.

Recommendations

1. Incentives should be given to teachers to attend in service education so as to keep abreast of new developments in science education. Giving them more challenging responsibilities such as demonstration teachers, resource persons, chairing a professional committee, or advising a science club may be explored. Promotions in salary or in rank and assignment in one’s own home barrio or town may serve as good incentives.

2. The curriculum materials bureau should be put up in each school where science teachers pool their materials
together and share others whatever materials they need in the teaching of science.

3. Closer supervision should be given to science teachers who are trying to use the process approach. All help needed to make the approach effective should be extended them by the key teachers of science in the district.

4. In the planning and organization of science seminars, the combined thinking of teachers, principals, and supervisors should be involved. All teachers should be given a chance to attend in-service training in science. Training programs such as those offered by the Regional Science Teaching Center of the Northern Luzon Teachers College should be availed of. Echo seminars in science teaching by delegates to national or regional seminars should be held at the division, district and school levels.

5. Further research on the achievement of pupils in science and the attitudes of teachers teaching science through the process approach should be conducted. Also, and evaluation of the in-service education programs in science should be undertaken.