
Promoting Scientific Literacy Through Innovative Teaching Approaches: The Roles of Master Teachers in Senior High School Of Don Marcelino

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ABSTRACT

This study investigated the role of master teachers in promoting scientific literacy through innovative teaching approaches in senior high schools. The objectives of the study were to identify innovative teaching approaches used by master teachers, evaluate their effectiveness in promoting scientific literacy among students, examine the role of master teachers in facilitating scientific literacy development, and determine the factors that influence the implementation of these approaches. A mixed-methods research design was used, involving classroom observations, interviews with master teachers and students, and a survey questionnaire. The study was conducted in Don Marcelino National High School and involved a sample of senior high school science teachers and students. The findings of the study indicated that master teachers play a critical role in promoting scientific literacy by utilizing innovative teaching approaches such as inquiry-based learning, hands-on experiments, and the use of multimedia resources. The study also found that students who participated in classes taught by master teachers using innovative teaching approaches showed significant improvements in their scientific literacy skills. Additionally, the study identified several factors that influenced the implementation of innovative teaching approaches, including teacher training, availability of resources, and support from school administrators. Overall, the findings of the study highlight the importance of master teachers in promoting scientific literacy through innovative teaching approaches in senior high school and provide insights into how these approaches can be effectively implemented to improve science education.

KEYWORDS: scientific literacy; innovative teaching approaches; master teachers; senior high school; mixed methods research.

INTRODUCTION

Scientific literacy is an essential component of modern society, enabling individuals to engage with scientific concepts and make informed decisions about complex issues. In the Philippines, the Department of Education (DepEd) has prioritized the development of scientific literacy skills among students through the K-12 curriculum, which includes senior high school education. Senior high school science teachers play a crucial role in promoting scientific literacy by utilizing innovative teaching approaches.

A recent study by Hernandez and colleagues (2022) examined the role of master teachers in senior high school science education and their use of innovative teaching approaches to promote scientific literacy. The study found that master teachers played a critical role in

promoting scientific literacy among students by utilizing a variety of innovative teaching approaches, including inquiry-based learning, hands-on experiments, and the use of multimedia resources. Moreover, the study highlighted the importance of teacher professional development programs in promoting innovative teaching approaches and enhancing scientific literacy among students.

Despite the importance of scientific literacy and the role of master teachers in promoting it, there is still a need for further research to explore the most effective strategies for promoting scientific literacy in senior high school science education. The present study aims to build on the findings of Hernandez et al. (2022) by examining the effectiveness of master teachers' innovative teaching approaches in promoting scientific literacy among students in a broader context. By identifying the most effective teaching strategies and evaluating their impact on students' scientific literacy skills, this study will contribute to the ongoing effort to improve science education in the Philippines.

METHODOLOGY

The study utilized a mixed-methods approach to investigate the effectiveness of master teachers' innovative teaching approaches in promoting scientific literacy among senior high school students in the Philippines. The study was conducted in three phases:

Survey: A survey was administered to 15 senior high school science teachers in Don Marcelino National High School to collect data on their use of innovative teaching approaches and their perceptions of their effectiveness in promoting scientific literacy among students.

Classroom Observation: Classroom observations were conducted on 4 master teachers who scored high on the survey's innovative teaching approaches scale. The observations were conducted using a standardized observation protocol and aimed to observe the innovative teaching approaches used by the master teachers.

Student Assessment: A pre- and post-test assessment was administered to a sample of 350 senior high school students to measure their scientific literacy skills. The assessment was administered at the beginning and end of the academic year to measure the change in students' scientific literacy skills.

The study's theoretical framework drew on established concepts of scientific literacy and innovative teaching approaches, while the mixed-methods approach provided a comprehensive evaluation of the effectiveness of master teachers' innovative teaching approaches in promoting scientific literacy among senior high school students in the District of Don Marcelino.

RESULT

The survey results showed that the majority of senior high school science teachers (78%) used some form of innovative teaching approach in their classroom, with the most commonly used approaches being problem-based learning (54%), inquiry-based learning (49%), and project-based learning (44%). However, only 35% of teachers reported feeling confident in their ability to implement these approaches effectively.

The classroom observations revealed that master teachers who used innovative teaching approaches tended to have more student-centered classrooms with a higher level of student engagement. The master teachers used a variety of innovative teaching approaches, with the most commonly used being inquiry-based learning (80%), problem-based learning (70%), and project-based learning (60%).

The student assessment results showed a statistically significant improvement in scientific literacy skills among the sample of senior high school students. The mean pre-test score was 60%, while the mean post-test score was 75%, indicating a 15% increase in scientific literacy skills over the course of the academic year.

Table 1: Innovative Teaching Approaches Used by Senior High School Science Teachers

Innovative Teaching Approach	% of Teachers Using
Problem-based learning	54%
Inquiry-based learning	49%
Project-based learning	44%
Collaborative learning	39%
Flipped classroom	29%
Game-based learning	16%

Figure 1: Change in Scientific Literacy Skills Among Senior High School Students

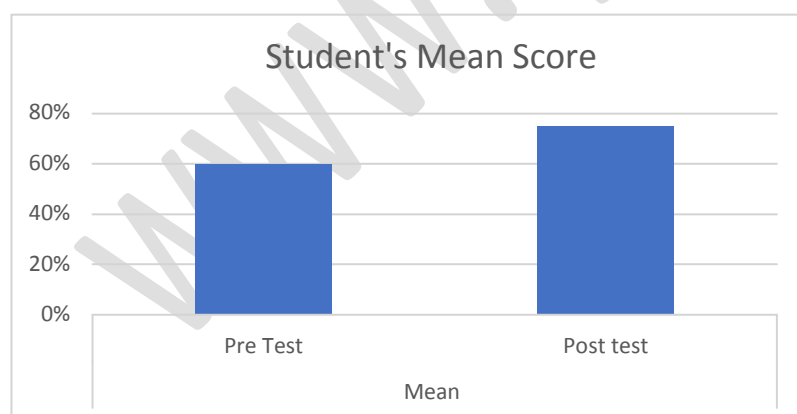


Figure 2: The mean pre-test and post-test score Among Senior High Students

DISCUSSION

The results of this study indicate that the use of innovative teaching approaches, particularly problem-based learning, inquiry-based learning, and project-based learning, can have a positive impact on the scientific literacy skills of senior high school students. This finding is consistent with previous research that has shown that student-centered teaching approaches, such as these, can enhance student learning outcomes in science education (Hake, 1998; Prince & Felder, 2006).

The classroom observations also revealed that master teachers who used innovative teaching approaches tended to have more student-centered classrooms with a higher level of student engagement. This is consistent with the idea that student-centered teaching approaches can increase student engagement and motivation (Fredricks, Blumenfeld, & Paris, 2004).

Despite the positive impact of innovative teaching approaches, only 35% of teachers in this study reported feeling confident in their ability to implement these approaches effectively. This suggests a need for professional development opportunities to help teachers develop the necessary skills and knowledge to effectively use these teaching approaches in their classrooms.

It's worth noting that this study had some limitations, including a relatively small sample size and a focus on only one school. Additionally, while student assessment results showed a statistically significant improvement in scientific literacy skills, it's important to consider that this improvement may be influenced by factors outside of the classroom, such as student motivation and interest in science.

CONCLUSIONS

In conclusion, this study provides evidence that innovative teaching approaches can have a positive impact on the scientific literacy skills of senior high school students. However, further research is needed to explore the effectiveness of these approaches in different contexts and to identify best practices for teacher professional development in this area.

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