



FACTORS THAT ENHANCE THE LEARNING ABILITY IN SCIENCE OF THE GRADE V PUPILS AT QUEZON DISTRICT, DIVISION OF NUEVA VIZCAYA

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ABSTRACT

This study aimed to determine the factors that enhance the learning ability in Science of Grade V pupils in Quezon District, Division of Nueva Vizcaya during the School Year 2025–2026. The research focused on identifying the influence of teachers' competency, learners' materials, evaluative tools, instructional supervision, physical facilities, as well as parent, pupil, and community factors on pupils' learning ability in Science.

A descriptive-normative survey method was utilized, involving twenty (20) Grade V teachers selected through random sampling from different public elementary schools in the district. Data were gathered using a structured questionnaire and supported by unstructured interviews. Statistical tools such as frequency count, percentage, and weighted mean were used to analyze the data.

Findings revealed that teachers' competency, particularly the ability to present clear and accurate lessons and develop appropriate teaching strategies, greatly contributed to improved learning. Learners' materials such as localized resources and modern gadgets were found to be highly effective in facilitating understanding. Performance tasks emerged as the most frequently used and effective evaluative tool. Instructional supervision and physical facilities were generally adequate, though the absence of laboratory rooms was identified as a notable challenge.

Among the hindrances, pupil-related factors such as lack of self-confidence and interest moderately affected learning, while most other challenges were perceived as less serious. Teachers addressed these issues through consistent interventions, including remedial teaching, motivation strategies, and maintaining open communication with pupils.

The study concludes that effective teaching practices, adequate resources, and strong support systems from parents and the community play a vital role in enhancing pupils' learning ability in Science. It is recommended that continuous teacher training, improved facilities, and strengthened collaboration among stakeholders be prioritized to further improve science education outcomes.

KEYWORDS: Science Learning Ability, Grade V Pupils, Teacher Competency, Learning Materials, Motivation, Instructional Supervision, Science Education, Elementary Education, Academic Performance

INTRODUCTION

Scientific knowledge enhances one's enjoyment and appreciation of the natural world in much the same way that a knowledge of music, painting, or literature brings delight to those who have studied those subjects. More profoundly, science offers an understanding of ourselves, of the universe, and of our own place in it, which must be ranked as one of humankind's greatest achievements. Although crafts and technologies of various kinds are much older than theoretical science, it is true that science-based technologies, such as the myriads of applications of a knowledge of the properties of electricity, have had a profoundly beneficial effect on human welfare. Consequently, there are economic benefits, both to individuals who study science, and to countries whose citizens include many individuals with an extensive knowledge of science. Further, many of the problems currently confronting society, such as the looming energy and population crises, global warming, and ethical issues involving biotechnology, require a knowledge of science if they are to be dealt with rationally. Consequently, it is highly desirable that as many voters and politicians as possible have at least some knowledge of science. The achieving of

scientific literacy should be considered to be almost as important as achieving basic literacy.

"Science connotes both the knowledge contained in such disciplines as astronomy, physics, chemistry, biology, and geology and the activities involved in obtaining it." It has also come to mean the institutions and people that do science. It is generally agreed that although science first arose from the attempts of ancient Greek philosophers, especially Aristotle, to understand the world in rational naturalistic terms rather than in theological terms, its full development has been largely a product of the past four centuries. However, it is important to be aware that at least one branch of science, astronomy, is much older, having its origins in the accurate observations of celestial events made in ancient Babylon and Egypt. (Vanderwolf, 2005)

Since Technology and its scientific basis is present in every aspect of personal, social, and professional life, there is a strong interest among policy makers, researchers and educators in acquiring a better understanding of what influences Science achievement in school and consequently which aspects of



Science education could be improved in order to prepare pupils to a better face in the real world ahead of them. This is especially important at primary schools where the bases of children's interest, motivation and success in learning Science are established.

Achievement motivation is the main element of the human features that directs the personal activity and creates more or less dynamics. In fact, the students with high achievement motivation prefer the assignments and opportunities that can influence on them and can be completed successfully, but the students with low achievement motivation are not self –confident and provide their defeat context. Motivation prepares the student to receive specific motives. Several factors such as change, repeat and newness rate significantly influence on drawing the attention, but what focuses the student's attention and concentration on a certain matter for a certain time is his/her motivation and interests. From an education point of view, motivation and interest form the starting point of activities. The students' needs to be interested in a specific subject in order to pay attention to it. The relation between scholastic materials and the basic needs of students also draw their attention to the scholastic materials and satisfy them.

Motivation is one of the most important factors that influences on learning and academic achievement. Motivation and interest play a major role in the learning process of pupils. Motivation is the tendency and willingness to do something. Motivation is a mode that creates the desire to perform a particular action in the person. Achievement motivation can be defined as the need to success or achieve the superiority. Achievement motivation is the comprehensible tendency to performance assessment of oneself according to the highest standards, trying to success in performance and enjoyment of a pleasure associated with success in performance.

Motivation may be different for each individual and varies from person to person in each classroom setting. Pupils may be intrinsically motivated or extrinsically motivated to learn. Some pupils may complete an activity simply for the enjoyment of it, while others may complete an assignment to obtain a reward or avoid a punishment of some sort.

Science is an interesting and enjoyable learning area to teach. For teacher and pupils will have to meet in contact with many concern objects and phenomena in the environment, however, certain problems and queries always seem to come up.

As a science teacher, it has been an observation and experienced that low performance of the pupils in the elementary level teachers are blamed all the time. However, teachers find ways and means that the perception varies from different factors.

This study will be conducted to determine the factors that enhance the learning ability in Science of the Grade V pupils in Quezon District, Division of Nueva Vizcaya.

Objectives of the Study

This research study focused on the factors that enhance the learning ability in Science of the Grade V pupils in Quezon District, Division of Nueva Vizcaya.

Specifically, it answers the following questions:

1. What is the profile of the Grade V teachers in terms of the following:
 - 1.1. Gender
 - 1.2. Age
 - 1.3. Civil Status
 - 1.4. Highest Educational Attainment
 - 1.5. Position
 - 1.6. No. of years in the service
 - 1.7. Performance Rating
 - 1.8. Level of Seminars/Trainings attended
2. To what extent are the factors affective in the learning ability of the pupils in Science:
 - 2.1. School Factor
 - 2.1.1. Teachers Competency
 - 2.1.2. Learner's materials
 - 2.1.3. Assessment tools
 - 2.1.4. Instructional Supervision
 - 2.1.5. Physical Facilities
 - 2.2. Parent Factor
 - 2.3. Pupil Factor
 - 2.4. Community factor
3. What are the hindrances in teaching Science that affect the learning ability of pupils?

METHODOLOGY

This study employed a descriptive-correlational quantitative research design to examine the factors that enhance the learning ability in Science of Grade V pupils in Quezon District, Division of Nueva Vizcaya for the School Year 2025–2026. The descriptive method was used to present the existing conditions related to teachers' competency, learners' materials, evaluative tools, instructional supervision, physical facilities, and other influencing factors. Meanwhile, the correlational approach was utilized to determine the relationships among these variables and their influence on pupils' learning ability in Science.

Sampling Design

The respondents of the study consisted of Grade V teachers from public elementary schools in Quezon District, Division of Nueva Vizcaya. The study utilized total enumeration, involving all twenty (20) Grade V teachers as respondents. This approach ensured that all relevant participants directly involved in the teaching of Science at the Grade V level were represented, thereby providing comprehensive and reliable data for the study.

Research Instrument

Data were gathered using a structured questionnaire developed by the researcher based on a thorough review of related literature and studies. The instrument consisted of two main parts: (1) the respondents' profile, and (2) factors affecting the learning ability in Science, including teachers' competency, learners' materials,



evaluative tools, instructional supervision, physical facilities, parent, pupil, and community factors, as well as hindrances and interventions.

To ensure validity and reliability, the questionnaire was subjected to a try-out among teachers who were not included in the study. Suggestions and recommendations were incorporated to refine the instrument. In addition, unstructured interviews were conducted to support and validate the data obtained from the questionnaire.

Statistical Design

The collected data were analyzed using appropriate statistical tools. Frequency count and percentage were used to describe the profile of the respondents. The weighted mean was utilized to determine the extent of the factors affecting the learning ability in Science, the seriousness of hindrances encountered, and the level of interventions implemented.

These statistical treatments enabled the researcher to interpret the data systematically and draw meaningful conclusions regarding the factors influencing pupils' learning ability in Science.

RESULTS AND DISCUSSIONS

Profile of the Respondents

Table 2

Distribution of the Respondents by Age

Particulars	Frequency	Percentage
below 25	3	15
25-30	4	20
31-35	5	25
36-40	2	10
41-45	3	15
46-50	2	10
51 and above	1	5
Total	20	100

The table shows the age distribution of 20 respondents. There are 3 respondents or 15 percent who have an age of below 25. There are 4 respondents or 20 percent who are aged 25 to 30. There are 5 respondents or 25 percent who are aged 31 to 35. There are 2 respondents or 10 percent who are aged 36 to 40. There are 3 respondents or 15 percent who are aged 41 to 45. There are 2 respondents who are 46 to 50 years old. And finally, there is lone respondents or 5 percent who have an age range of 51 and above. The distribution of respondents by age shows that it fluctuated on the younger ages. Because of the increasing population, many fresh graduate teachers joined the department.

Table 3

Distribution of Respondents by Gender

Particulars	Frequency	Percentage
Male	8	40
Female	12	60
Total	20	100

The table shows that there are 8 male respondents or 40 percent and 12 female respondents or 60 percent. The data shows that female respondents outnumbered the male.

Table 4

Distribution of Respondents by Civil Status

Particulars	Frequency	Percentage
Single	5	25
Married	14	70
Widow	1	5
Total	20	100

The table shows that there are 5 respondents or 25 percent who are single while there are 14 respondents or 70 percent who are married and 1 respondent or 5 percent who is widow. The distribution of respondents by civil status shows a high number of married teacher respondents, this due to the fact that most of the respondents are in the marrying age.

Table 5

Distribution of Respondents by Present Position

Particulars	Frequency	Percentage
Teacher I	5	25
Teacher II	2	10
Teacher III	12	60
Master Teacher I	1	5
Total	20	100

The data show that there are 5 respondents who have a present position of Teacher I with a percentage of 25 percent. There are 2 or 10 percent of the respondents who are Teacher II. Majority of the respondents has a frequency of 12 or 60 percent have a position of Teacher III. There is 1 respondent or 5 percent who are Master Teacher I.

The data show that most of the respondents have been teaching for a while. This is indicated by the high number of Teacher III respondents.



Table 6

Distribution of Respondents by Highest Educational Attainment

Particulars	Frequency	Percentage
Bachelor's Degree	9	45
Master's Degree	11	55
Total	20	100

The table shows that there are 9 respondents who are Bachelor's Degree graduates with a percentage of 45 while there are 11 respondents or 55 percent who have finished their Master's Degree in Education.

Table 7

Distribution of Respondents by Performance Rating

Particulars	Frequency	Percentage
Outstanding	6	30
Very Satisfactory	14	70
Total	20	100

The data show the respondents frequency distribution by performance rating. 6 respondents or 30 percent have a rating of outstanding and 14 respondents or 70 percent have a rating of very satisfactory. This explains that all the respondents are performing teachers.

Table 8

Distribution of Respondents by Number of Years in Teaching

Particulars	Frequency	Percentage
1-5	5	25
6-10	9	45
11-15	2	10
16-20	3	15
21 and above	1	5
Total	20	100

The respondent's frequency distribution by number of years in teaching show that there are 5 respondents or 25 percent who have been teaching for 1 to 5 years. Majority of the respondents with a frequency of 9 or 45 percent have been teaching for 6 to

10 years. 2 respondents or 10 percent have been teaching for 11 to 15 years. There are 3 respondents or 15 percent have been teaching for 16 to 20 years. Lastly, there is 1 respondent or 5 percent have been teaching for more than 20 years.

Table 9

Distribution of Respondents by Seminars and Trainings Attended

Particulars	Frequency	Rank
School	20	1
Division	19	2
Regional	15	3
National	6	4
International	2	5

* Frequency of Mention

The data show the number of seminars and trainings that the respondents have attended. 20 respondents have attended School based training while 19 respondents also have attended a Division Wide seminars and trainings. 15 respondents have attended a regional training while 6 respondents have attended national trainings. There are 2 teachers who attended International training. The data show that the respondents have the will to improve themselves by attending seminars/trainings. Teachers who have attended international seminars indicates their passion and dedication in teaching.

Table 10

Factors affective in the learning ability of the pupil in the teaching of Science as to Teachers' Competency

Particulars	Mean	QD	Rank
1. Gives remedial instruction to least mastered competencies	4.65	VA	3
2. Completes assigned tasks on time.	4.61	VA	4
3. Develops teaching strategies that fits the pupils understanding.	4.73	VA	2
4. Guides children in and out of school.	3.80	A	10
5. Knowledgeable in all the learning areas.	4.00	A	9
6. Key factors of good learning.	4.16	A	8
7. Enhance professional growth and development.	4.23	VA	7
8. Presents clear and accurate lessons.	4.76	VA	1
9. Teaches and guides pupils in a friendly manner.	4.51	VA	6
10. Keep abreast to new trends of teaching strategy in science.	4.57	VA	5
Average Weighted Mean	4.40	Very Affective	

On respondent's perception on the factors affective in the learning ability of the pupil in the teaching of science as to teachers' competency, first in rank is the statement "Presents clear and accurate lessons." with weighted mean of 4.76 and a qualitative description of "Very Affective." Second in rank is the



statement “Develops teaching strategies that fits the pupils understanding.” with a weighted mean of 4.73 and a qualitative description of “Very Affective”. Third in rank is “Gives remedial instruction to least mastered competencies.” with a weighted mean of 4.65 and a qualitative description of “Very Affective”.

Least is “Guides children in and out of school.” with a weighted mean of 3.80 described as “Affective”. “Knowledgeable in all the learning areas.” is second least with a weighted mean of 4.00 described as “Very Affective”. Third least is “Key factors of good learning.” with a weighted mean of 4.16 described as “Affective”.

The average weighted mean is 4.40 labeled as “Very Affective”.

Table 11

Factors affective in the learning ability of the pupil in the teaching of Science as to Learners' Materials

Particulars	Weighted Mean	QD	Rank
1. Localize materials	4.68	VA	1
2. Projector	4.05	A	10
3. Science Journals / magazines	4.49	VA	6
4. Colorful Pictures	4.08	A	9
5. Complete Science Kit	4.54	VA	5
6. Skeletal Model	4.33	VA	7
7. Modern Gadgets	4.65	VA	2
8. TV set	4.55	VA	4
9. Laptop	4.61	VA	3
10. Science Charts/models	4.18	A	8
Average Weighted Mean	4.42	Very Adequate	

On respondent's perception on the factors affective in the learning ability of the pupil in the teaching of science as to learners' materials, first in rank is “Localize materials” with a weighted mean of 4.68 described as “Very Adequate”. Rank 2 is “Modern Gadgets” with a weighted mean of 4.65 described as “Very Adequate”. “Laptop” is third in rank with a weighted mean of 4.61 described as “Very Adequate”.

Least on the table is “Projector” with weighted mean of 4.05 described as “Adequate.” Second least is “Colorful Pictures” with weighted mean of 4.08 described as “Adequate.”. “Science Charts/models” is third least with weighted mean of 4.18 described as “Adequate.”

The average weighted mean is 4.42 with a qualitative description of “Very Adequate”.

Table 12

Factors affective in the learning ability of the pupil in the teaching of Science as to Evaluative Tools

Particulars	Weighted Mean	QD	Rank
1. Written Works	4.67	A	2
2. Performance Tasks	4.78	A	1
3. Quarterly Assessment	4.64	A	3
Average Weighted Mean	4.70	Always	

On respondent's perception on the Factors affective in the learning ability of the pupil in the teaching of Science as to Evaluative Tools, first in rank is “Performance Tasks” with weighted mean of 4.78 described as “Always”. Second rank is “Written Works” with a weighted mean of 4.67 described as “Very Always”. Lastly, “Quarterly Assessment” is last in rank with a weighted mean of 4.64 described as “Very Always”.

The average weighted mean is 4.70 with a qualitative description of “Always”.

Table 13

Factors affective in the learning ability of the pupil in the teaching of Science as to Instructional Supervision

Particulars	Weighted Mean	QD	Rank
1. Check the daily lesson plan/log anytime	4.36	A	1
2. Evaluate result of the test conducted	4.33	A	2
3. Sets teachers for demonstration teaching	4.08	O	5
4. Convene teachers to plan SBM seminar/ workshop	4.20	O	4
5. Classroom visit to observe the teachers' and pupils' activities	4.22	A	3
Average Weighted Mean	4.24	Always	

On respondent's perception on the Factors affective in the learning ability of the pupil in the teaching of Science as to Instructional Supervision, first in rank is “Check the daily lesson plan/log anytime” with weighted mean of 4.36 described as “Always”. Second rank is “Evaluate result of the test conducted” with a weighted mean of 4.33 described as “Always”.

Least on the table is “Sets teachers for demonstration teaching” with weighted mean of 4.08 described as “Often”. Second least is “Convene teachers to plan SBM seminar/ workshop” with weighted mean of 4.20 described as “Often”.



Table 14

Factors affective in the learning ability of the pupil in the teaching of Science as to Physical Facilities

Particulars	Weighted Mean	QD	Rank
1. Laboratory Rooms	4.05	A	6
2. Desks and Chairs	4.65	VA	1
3. Hand Wash Area	3.90	A	8
4. Lightings in the rooms	4.12	A	4
5. Water source	3.97	A	7
6. Comfort Rooms	3.82	A	9
7. School canteen	4.08	A	5
8. Library	4.23	VA	3
9. Ventilated classroom	4.36	VA	2
Average Weighted Mean	4.13	Adequate	

On respondent's perception on the Factors affective in the learning ability of the pupil in the teaching of Science as to Physical Facilities, first in rank is "Desks and Chairs" with weighted mean of 4.65 described as "Very Adequate". Second rank is "Ventilated classroom" with a weighted mean of 4.36 described as "Very Adequate". Third rank is "Library" with a weighted mean of 4.23 described as "Very Adequate".

Least on the table is "Comfort Rooms" with weighted mean of 3.82 described as "Adequate". Second least is "Hand Wash Area" with weighted mean of 3.90 described as "Adequate". "Water source" is third least with weighted mean of 3.97 described as "Adequate".

The average weighted mean is 4.13 with a qualitative description of "Adequate".

Table 15

Factors affective in the learning ability of the pupil in the teaching of Science as to Parent Factor

Particulars	Mean	QD	Rank
1. Extends high regards to teachers	4.07	A	8
2. Communicates effectively to teachers as the need arises	4.23	VA	3
3. Give due respect to school authorities	4.17	A	6
4. Helps solve school problems without any preference	4.00	A	10
5. Works cooperatively with teachers	4.22	VA	4
6. Visits the child in school	4.19	A	5
7. Dialogue with the teacher if needed	4.42	VA	1
8. Gives importance to the child education	4.37	VA	2
9. Provides important needs in school	4.10	A	7
10. Regular attendance to meetings/ assemblies	4.03	A	9
Average Weighted Mean	4.18	Affective	

On respondent's perception on the Factors affective in the learning ability of the pupil in the teaching of Science as to Parent Factor, first in rank is "Dialogue with the teacher if needed" with weighted mean of 4.42 described as "Very Affective". Second rank is "Gives importance to the child education" with a weighted mean of 4.37 described as "Very Affective". Third rank is "Communicates effectively to teachers as the need arises" with a weighted mean of 4.23 described as "Very Affective".

Least in rank are "Helps solve school problems without any preference" with weighted mean of 4.00 described as "Affective". Second least is "Regular attendance to meetings/ assemblies" with weighted mean of 4.03 described as "Affective". "Extends high regards to teachers" is third least with weighted mean of 4.07 described as "Affective".

The average weighted mean is 4.18 with a qualitative description of "Affective".

Table 16

Factors affective in the learning ability of the pupil in the teaching of Science as to Community Factor

Particulars	Mean	QD	Rank
1. Supports school activities	4.23	VA	3
2. Gives financial support as requested	4.15	A	5
3. Maintains good relation to school authorities	4.28	VA	2
4. Cooperates during scheduled communal work	4.30	VA	1
5. Participates actively during Brigada Eskwela	4.21	VA	4
Average Weighted Mean	4.23	Very Affective	

On respondent's perception on the factors affective in the learning ability of the pupil in the teaching of science as to community factor, first in rank is "Cooperates during scheduled communal work" with weighted mean of 4.30 described as "Very Affective". Second rank is "Maintains good relation to school authorities" with a weighted mean of 4.28 described as "Very Affective".

Least in rank is "Gives financial support as requested" with weighted mean of 4.15 described as "Affective". Second least is "Participates actively during Brigada Eskwela" with weighted mean of 4.21 described as "Very Affective".

The average weighted mean is 4.23 with a qualitative description of "Very Affective".



Table 17

Perception on the Hindrances in teaching Science that affect the learning ability of pupils as to Teachers' Competency

Particulars	Mean	QD	Rank
1. Lacks Knowledge on modern trends in teaching	1.15	LS	5
2. Limited attendance to seminars	1.89	SS	1
3. Late to submit urgent records / reports	1.45	LS	2
4. Insensitive to the needs of the pupils	1.20	LS	3
5. Negative attitude on extra work given	1.16	LS	4
Average Weighted Mean	1.37	Least Serious	

On respondent's perception on the perception on the hindrances in teaching science that affect the learning ability of pupils as to teachers' competency, first in rank is "Limited attendance to seminars" with weighted mean of 1.89 described as "Slightly Serious". Second rank is "Late to submit urgent records / reports" with a weighted mean of 1.45 described as "Least Serious".

Least in rank is "Lacks Knowledge on modern trends in teaching" with weighted mean of 1.15 described as "Least Serious." Second least is "Negative attitude on extra work given" with weighted mean of 1.16 described as "Least Serious".

The average weighted mean is 1.37 with a qualitative description of "Least Serious".

Table 18

Perception on the Hindrances in teaching Science that affect the learning ability of pupils as to Learners' Materials

Particulars	Mean	QD	Rank
1. Dearth of workbooks in Science	1.64	LS	5
2. Non utilization of Localize materials	1.75	LS	3
3. Lacks teacher's Guide and references	1.36	LS	8
4. Lack of Science Equipment	1.70	LS	4
5. Low quality of books	1.48	LS	7
6. Instructional materials are limited	1.57	LS	6
7. Absence of laboratory rooms	2.78	SS	1
8. Limited sources of income of the school to augment school instructional needs	2.02	SS	2
Average Weighted Mean	1.79	Least Serious	

On respondent's perception on the Perception on the Hindrances in teaching Science that affect the learning ability of pupils as to Learners' Materials, first in rank is "Absence of laboratory rooms" with weighted mean of 2.78 described as "Slightly Serious". Second rank is "Limited sources of income of the school to augment school instructional needs" with a weighted mean of 2.02 described as "Slightly Serious". Third rank is "Non utilization of Localize materials" with a weighted mean of 1.75 described as "Least Serious".

Least in rank is "Lacks teacher's Guide and references" with weighted mean of 1.36 described as "Least Serious." Second least

is "Low quality of books" with weighted mean of 1.48 described as "Least Serious". "D Instructional materials are limited" is third least with weighted mean of 1.57 described as "Least Serious".

The average weighted mean is 1.79 with a qualitative description of "Least Serious".

Table 19

Perception on the Hindrances in teaching Science that affect the learning ability of pupils as to Evaluative Tools

Particulars	Mean	QD	Rank
1. Poor preparation of test materials	1.37	LS	3
2. Unrecorded test results	1.40	LS	2
3. Test results not analyze to know where to start with	1.43	LS	1
4. Testing materials are limited	1.24	LS	4
5. Failure to assess pupils' performance	1.21	LS	5
Average Weighted Mean	1.33	Least Serious	

On respondent's perception on the Perception on the Hindrances in teaching Science that affect the learning ability of pupils as to Evaluative Tools, first in rank is "Test results not analyze to know where to start with" with weighted mean of 1.43 described as "Least Serious". Second rank is "Unrecorded test results" with a weighted mean of 1.40 described as "Least Serious".

Least in rank is "Failure to assess pupils' performance" with weighted mean of 1.21 described as "Least Serious". Second least is "Testing materials are limited" with weighted mean of 1.24 described as "Least Serious".

The average weighted mean is 1.33 with a qualitative description of "Least Serious".

Table 20

Perception on the Hindrances in teaching Science that affect the learning ability of pupils as to Instructional Supervision

Particulars	Mean	QD	Rank
1. Lack of time to observe teachers when at work	1.51	LS	1
2. Rare to conduct pre and post evaluation to teachers being observed	1.23	LS	5
3. Non motivation to teachers to upgrade themselves professionally	1.44	LS	2
4. Lack of encouragement to enroll and attend Master's degree	1.33	LS	3
5. Non recognition to well performing teachers	1.30	LS	4
Average Weighted Mean	1.36	Least Serious	

On respondent's perception on the perception on the hindrances in teaching Science that affect the learning ability of pupils as to Instructional Supervision, first in rank is "Lack of time to observe teachers when at work" with weighted mean of 1.51 described as "Least Serious". Second rank is "Non motivation to teachers to upgrade themselves professionally" with a weighted mean of 1.44 described as "Least Serious".



Least in rank is “Rare to conduct pre and post evaluation to teachers being observed” with weighted mean of 1.23 described as “Least Serious.” Second least is “Non recognition to well performing teachers” with weighted mean of 1.30 described as “Least Serious”.

The average weighted mean is 1.36 with a qualitative description of “Least Serious”.

Table 21

Perception on the Hindrances in teaching Science that affect the learning ability of pupils as to Physical Facilities

Particulars	Mean	QD	Rank
1. Lacks of Modern facilities	1.78	LS	3
2. Not conducive classrooms	1.56	LS	4
3. Lacks of water system/electricity	1.40	LS	5
4. Absence of laboratory room	2.08	SS	1
5. Dearth of science references in the library	1.81	SS	2
Average Weighted Mean	1.73	Least Serious	

On respondent’s perception on the Perception on the Hindrances in teaching Science that affect the learning ability of pupils as to Physical Facilities, first in rank is “Absence of laboratory room” with weighted mean of 2.08 described as “Slightly Serious”. Second rank is “Dearth of science references in the library” with a weighted mean of 1.81 described as “Slightly Serious”.

Least in rank is “Lacks of water system/electricity” with weighted mean of 1.40 described as “Least Serious.” Second least is “Not conducive classrooms” with weighted mean of 1.56 described as “Least Serious”.

The average weighted mean is 1.73 with a qualitative description of “Least Serious”.

Table 22

Perception on the Hindrances in teaching Science that affect the learning ability of pupils as to Pupil Factor

Particulars	Mean	QD	Rank
1. Frequent absenteeism	2.12	SS	3
2. Lacks of self confidence	2.15	SS	1
3. Lack of exposure	1.55	LS	8
4. Low performing	2.10	SS	4
5. Lack of interest	2.14	SS	2
6. Unwise use of leisure time	1.87	SS	6
7. Undeveloped study habit	1.99	SS	5
8. Poor understanding to the lessons	1.64	LS	7
Average Weighted Mean	1.95	Slightly Serious	

On respondent’s perception on the Perception on the Hindrances in teaching Science that affect the learning ability of pupils as to Pupil Factor, first in rank is “Lacks of self-confidence” with weighted mean of 2.15 described as “Slightly Serious”. Second rank is “Lack of interest” with a weighted mean of 2.14 described

as “Slightly Serious”. Third rank is “Frequent absenteeism” with a weighted mean of 2.12 described as “Slightly Serious”.

Least in rank is “Lack of exposure” with weighted mean of 1.55 described as “Least Serious.” Second least is “Poor understanding to the lessons” with weighted mean of 1.64 described as “Least Serious”. “Unwise use of leisure time” is third least with weighted mean of 1.87 described as “Slightly Serious”.

The average weighted mean is 1.95 with a qualitative description of “Slightly Serious”.

Table 23

Perception on the Hindrances in teaching Science that affect the learning ability of pupils as to Community Factor

Particulars	Mean	QD	Rank
1. Stakeholders are not supportive to school authorities	1.60	LS	4
2. No time to participate in the scheduled school activities	1.89	SS	1
3. Limited financial support extended to school by the barangay chairman	1.71	LS	2
4. Not cooperative to school/classroom projects	1.65	LS	3
5. Magnify school issues and concerns	1.23	LS	5
Average Weighted Mean	1.62	Least Serious	

On respondent’s perception on the perception on the hindrances in teaching science that affect the learning ability of pupils as to community factor, first in rank is “No time to participate in the scheduled school activities” with weighted mean of 1.89 described as “Slightly Serious”. Second rank is “Limited financial support extended to school by the barangay chairman” with a weighted mean of 1.71 described as “Least Serious”.

Least in rank is “Magnify school issues and concerns” with weighted mean of 1.23 described as “Least Serious.” Second least is “Stakeholders are not supportive to school authorities” with weighted mean of 1.60 described as “Least Serious”.

The average weighted mean is 1.62 with a qualitative description of “Least Serious”.

CONCLUSION

Teachers clearly presents their lessons to their class. This implies that teachers come to school ready. They have with them their daily lesson log and have mastered their lessons.

Localized materials and modern gadgets are rank 1 and 2, respectively. This means that materials used by the teachers are within the language of the locality. The students learn well if materials readily available in their surroundings is being used in the discussion of the lesson.

Students are exposed with modern gadgets. And with the use of this gadgets they easily acquire information they need.

Administrators who frequently check the daily lesson log of the teachers ensures that they are keeping themselves abreast with their present lesson.



Physical facilities are adequate. This implies that there are enough facilities used to teach science. Science subject requires laboratories, facilities, equipment, etc. to deliver with efficiency the lessons at hand.

Teachers have limited attendance to seminars. This implies that there are limited seminars given by the department of education aside from the in-service trainings. Only few teachers are chosen to attend trainings. Mostly, those that are close to the administrator.

Absence of laboratory rooms is one factor that hinder the learning of the pupils. This means that laboratory rooms perform great roles in learning science lessons effectively.

Analyzing test result is a must to quantify the level of the pupils in terms of their standing in class. There are pupils who are active during discussion but they do very poor during written test.

Administrators have limited time to observe teachers. This implies that they have lots of paper works or they have important matters to attend to. And so, master teachers took over their functions to observe.

Students' lack of self-confidence is a factor that allows them to perform poorly in class. Having no confidence will hinder yourself to express what you think and feel.

Remedial teaching is a must to low performing pupils. This means that they need extra time and effort to learn the lesson.

RECOMMENDATION

Based from the findings and drawn conclusion, the researcher strongly recommends the following:

1. Teachers should adapt localized materials in order to teach the lesson within the level of the pupils.
2. Parents should supervise their child while using their gadgets. There are many sites that may intervene /distract the learning of your child.
3. Administrator should perform well their function to supervise their subordinates in order for the teachers to perform also their duties.
4. The department of education down to the different division offices must create trainings and seminars to help the teachers grow their profession.
5. The administrator must exhaust all the possible means to establish laboratories in order to teach well science lessons. There are competencies that are hard to achieve without the presence of laboratory.
6. Teachers as well as the administrators must conduct activities that would eliminate inhibitions of the pupils. Lack of confidence may lead to low performance in class.
7. Teachers must conduct regular remedial teaching o pupils who are not performing well in class.

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