Science education in the Philippines is in deep trouble in terms of limited classrooms and laboratories. As stated from the DepEd data, in regions III, IV-A, X, XI, and XII, only one school has a science laboratory out of every 10 public elementary schools. In the National Capital region, this ratio is 3 laboratories for every 10 elementary schools. The public elementary schools in the other regions don’t have any science laboratory to facilitate science learning. Public high schools’ laboratories serve as a regular classroom as well. That is the reason why other classes cannot conduct an activity in laboratories especially if the schedules are overlapping.

The scarcity on science facilities reflected in poor performance of students in various tests especially in Math and Science. The passing rate for the national achievement test (NAT) for grade 6 is only 69.21%. This was already a 24% improvement compared to the 2005-2006 passing rate but is still below the passing rate of 75%.

Moreover, the NAT passing rate for high school is 46.38% in SY 2009-2010, which is a slight decrease from 47.40% in SY 2008-2009. It is reported that the last time that Philippines participated in international surveys like the 2003 Trends in International Mathematics and Science Study (TIMSS), the Philippines ranked 34th out of 38 countries in HS II Math and 43rd out of 46 countries in HS II Science; for grade 4, the Philippines ranked 23rd out of 25 participating countries in both math and science. In 2008, even with only the science high schools participating in the Advanced Mathematics category, the Philippines ranked lowest among 10 countries.

The situation in Science education is alarming. It is heightened by the report conducted by UNESCO Science Report of 2010 on the Philippines, there were only 81 researchers in research and development per million people in 2009. Researches about development of industries are significant in building more opportunities for the graduates. If this situation worsen, science and engineering graduates won’t be able to participate in industrialization of the country because they won’t find any suitable engineering work for them.
Department of Education must appeal to the government for increase budget in construction and for the equipment and apparatuses of the laboratories in both elementary and high school public schools. Conduct more ICT integrated seminars and trainings that will equip the teachers in teaching Science.

References:

www.deped.gov.ph/datasets

www.teacherph.com › Teaching & Education