IS IT POSSIBLE TO BE A SCIENCE TEACHER WHEN ONE IS NOT GOOD IN MATHEMATICS?

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Mathematics is the language of Science. But what if one’s mathematics is abrupt? Would it be possible for a scientific person to be a progeny when his mathematics is mediocrity?

There are many branches of Science. And most of which use mathematics to solve problems. In biology, calculating Mendelian generation in ratio and percentage is one challenge among students who are, although interested and excited in the progeny of life, and yet suddenly becomes erring when mathematical quotations are defined. Biology is such a sweet subject especially when theories of life are worthily taught. But can a teacher of science be accomplished in the essence of innumeracy when mathematics per se is the language that is needed for one to understand science?

In the world of chemistry, one has to be mathematically adept especially in calculating molality, identifying and solving isochiometry, and balancing organic and inorganic substances. Can a teacher reach the point of boiling by just estimating Fahrenheit? What is the difference between Celsius and Kelvin? Would there be confidence in the part of the teacher in teaching that which is numerically-based when his or her mathematical vocabulary is not adept? Or should mathematical applications be irreverence and remain theoretical with the use of flowering words and oftentimes rhetorical fluency?

In the world of physics, the teacher has to be critical and absorb every means of measurement – candle when it comes to the brightness of light, volume in the measurement of mass, meter as a gradient of length and height, and many others. Can
one apply Newtonian physics in today’s reality?  Or, can a teacher describe reality in the language of Einsteinian physics?  What is the difference between the two – can the light of mathematics help in updating one’s knowledge in the physical world?  Or, stay in the darkness of mathematical-less discussion?

Well, too many questions are opt to be answered.  Whether a teacher is able to be a good science teacher yet a mediocre in mathematics is a question worth answering for as experience prescribed, it seems cannot be.  For in just reading the questions above, how can it be logical for a teacher to be so?  Yet, in light of doubt, is it really so?  Further studies are needed to establish answer to this question.  As for now, to establish the things right, let mathematics be the language of science still.  In that way, communicating science to students will be standard to all science teachers of the world.

References: