TEACHER’S LITERACY TOWARDS STUDENTS SCIENCE ACHIEVEMENTS

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Studies showed that teachers’ literacy helps not only the teaching facilitator but also to the students’ performance. In this fast phasing world in the teaching field, it is a great challenge to adapt the effective ways of executing the core of learnings. In series of time, curriculum developers implement new methodologies and techniques in teaching.

Science teachers gaining advanced degrees in science or education significantly and positively influenced student science achievement according to American Association for the Advancement of Science (1993). However, the number of years in teaching experience or experiences in handling science classes did not directly impact student science achievement. As mentioned in the said studies, it could be a contributor in teachers’ literacy. Subject literacy can bring significant interaction between teachers’ advance studies education and years of teaching science, which was inversely associated to student science achievement. As a science teacher for more than a decade, I agree that better teaching behaviors were also positively related to student achievement in science directly, our initiative to learn more and our willingness to embrace changes will help us a lot.

Science subject covers different foundations of learning. Experience in behalf of advocates is undeniably recognized. The length of time assures us detailed phasing of our styles and methods of teaching.

As educators, we become the front lines of the system. A system that will contribute to establish a better society. It is always in our blood to equip ourselves with
new forms of foundations to make the knowledge concrete. However, our moral responsibility of bringing the learning could help us to achieve the essence of our profession.

References:
