Science teaching is such a complex, dynamic profession that is difficult for a teacher to stay up-to-date. For a teacher grow professionally and become well as a teacher of Science, a special, continuous effort is required (Showalter 1984).

Today, teachers are facing the challenges of the 21st century. As time passes the demand for quality science teaching is increasing. The styles and techniques must be congruent to the needs of the students who are living in a modern world.

So as to prepare the students for the endless challenges of the 21st century with regards to Science, the current Science education reform ask the teachers to integrate technology and inquiry-based teaching into their instruction. Based from different studies, technological tools enhance the interest of the students to learn new things.

However, the Department of Education knows that teachers experience various constraints such as lack of time, equipment, and skills in implementing reform-based teaching strategies. The teachers in public both elementary and secondary are more prone to this problem because not all schools are equipped with technological tools such as projectors, computers, digital microscope and interactive white boards. Many of the teachers decided to buy their own tools just to adopt the integration of technology in teaching Science.

Moreover, based on studies conducted by some researchers that integrating technology into instruction is still challenging for most teachers. It is a long-term process requiring commitment; that teachers need ongoing support while they made efforts to develop and sustain effective technology interaction.

Government, together with the Department of Education, must create a professional development program where they would design a learning community where Science teachers can learn to integrate technology into their teaching to support student inquiry.