THE SCIENCE EDUCATION CALLS

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Science, along with Mathematics and Language, are said to be the three kings of school subjects worldwide. Apparently, this triumvirate has always been the consistent criteria as to determining of child’s intelligence quotient. The better a child performs in these three subjects; the more likely s/he will be recognized as an ‘intelligent’ learner. Even with the advent of Howard Gardner’s Multiple Intelligence which deviates away from the limited and traditional notion of intelligence, the proposition still remains untainted in the world of education.

Certainly, the birth of Gardner’s theory does not dissolve the hierarchy of these subjects.

What considered as ‘primary subjects’, one of which is Science, gain a higher prestige than the other subjects to the extent of receiving a longer time allocation and scaffolds like science-related organizations and various activities conducted by different authorities in the Philippine Educational System.

No one is to be blamed, after all. If not for the cultivation of Science, humanity will be still living in the Stone Age; hence the justification of its supremacy. And economically speaking, science-related jobs and professions compensate more and promise a more comfortable way of living. Science is also a crucial factor in the advancement of technology and a patent country’s ticket to globalization.

As an aftermath of this realization, the Philippine educational system has been doing measures to put Science education to a higher step. Measures include producing big, competent workforce and allocating more money in the hopes of reaping the promises of Science afterwards.

However, what is actually happening is the other way around. On a closer look, Science education deteriorates as time goes by according to reports.
The National Science Consortium cites UNESCO figures showing Philippines having the least number of researchers and it hardly improves overtime, if not improved at all. Whereas, it is assumed that research has been greatly contributing to any country’ development and growth in this fast-paced world.

This can be considered as one of the factors that aggravates the declination of Science education. There is lack of attention being given to what are significant matters – one is research. International surveys imply the same thing. The 2003 Trends in International Mathematics and Science Study (TIMSS) listed the Philippines as the 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. Even with only science high schools participating, Philippines still ranks lowest.

The roots of the adversities in Science education were already pointed out. Few of these are scarcity of classrooms for laboratories, equipment, qualified teachers, trainings, instructional materials, teaching preparation and many more. While there may be actions taken; still these are evidently insufficient, half-baked and only felt by the frontliners like science high schools.

The challenge now lies in the hands of the educators, administrators, and authorities. What Science education needs are radical, concrete solutions and ample attention. Not only education will be healed then, but deep-rooted transgressions such poverty as well.

The science calls. Now is the time to answer.
References:

