

Strengthening Basic Science Process Skills in Grade 9 and 10 through Different Science Activities

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Abstract

The goal of science education is to teach people how to employ scientific process skills. With this, it aims to assess the science process skills of the students using different science activities. This study used descriptive research utilizing questionnaires as the data gathering tool. This involves 132 students from Grade 9 and Grade 10 under the Science High School curriculum. The statistical treatment of data includes frequency count, weighted mean, standard deviation, and Pearson r. Based on the findings, most of the respondents perceived that video presentation/watching educational videos is effective in their learning process skills including online quizzes and class demonstrations. Moreover, on students' perceived level of basic science process skills, the students have strongly agreed on the following markers making observations using the five senses, sharing ideas through talking and listening, grouping, and organizing objects and attributes, comparing objects using quantities, using patterns as evidence to make predictions, and drawing conclusions. Moreover, it was found that there is a significant relationship between the respondents' perceived effectiveness of the science activities and the perceived level of basic science process skills in terms of observing, communicating, classifying, measuring, predicting, and inferring. From this, the researchers recommend an action plan for the improvement of science activities that can help Grade 9 and Grade 10 students in developing their basic science process skills.

Keywords: Education, Science Process Skills, Action Plan, Descriptive, Philippines