

SCIENCE LEARNING THROUGH COGNITIVE APPROACH: AN ANALYSIS OF STUDENTS' PERCEPTIONS OF THEIR TEACHERS, ATTITUDES TOWARDS SCIENCE, AND SELF – EFFICACY

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Science has been perceived by students to be difficult, boring, and time-consuming. This study explored the perceptions of the students of their teachers, attitude of students towards science in the Junior High School and their self-efficacy in relation to cognitive approach. A mixed-method research was employed to analyze the learning of the students. The researcher used a measure to determine the students: (a) perceptions of their teachers, (b) attitude towards science, and (c) self-efficacy. The results showed that students were positive towards their teachers who use approaches that develop their critical thinking skills. The students were fairly motivated on learning something or absorbing new knowledge inside the science classroom. Students' self-efficacy was rated as moderate or fair because of different problems, concern and issues that they encountered in learning inside their class. Although there were positive responses by the students, several problems, concerns, and issues cited in science learning, such as noise inside the class and teacher's teaching style. Most of the students saw the need to improve their learning habits especially when their teachers measure their critical thinking skills