

## Science Integration in Alternative Learning System: Basis for An Enriched Basic Science Process Skills and Scientific Attitude of Lifelong Learners

Maria Antonette D. Belen<sup>1</sup>, Julie Fe D. Panoy, PhD.<sup>2</sup>

<sup>1</sup><https://orcid.org/0000-0002-5694-5965>, <sup>2</sup><https://orcid.org/0000-0003-4886-3414>

<sup>1</sup>mariaantonette.belen@deped.gov.ph, <sup>2</sup>juliefe.panoy@lspu.edu.ph

<sup>1</sup>Alternative Learning System, San Pablo City Laguna, Philippines

<sup>2</sup>Laguna State Polytechnic University, San Pablo City Laguna, Philippines

### Abstract

This study focused on the effect of science integration approaches in enhancing the basic science process skills and scientific attitudes of junior high school lifelong learners in the Alternative Learning System. A pretest-posttest experimental design was employed to collect the data from 60 junior high school lifelong learners using researcher-made basic science process skills tests and a scientific attitudinal survey. Findings revealed that there is a significant difference in the pre-test and post-test scores of respondents exposed to science intradisciplinary integration and that of those exposed to science interdisciplinary integration approach. On the other hand, there is no significant difference in the pre-test scores of the two groups of respondents. This implies that both groups have the same level of basic science process skills before being exposed to the integration approaches. Furthermore, there is a significant difference between the post-test scores of the two groups after being exposed to the science integration approaches since the interdisciplinary group has a higher mean value compared to the intradisciplinary group on their basic science process skills test. In terms of the level of scientific attitudes of the respondents, the findings showed that there is no significant difference exist between the Intradisciplinary and Interdisciplinary groups exposed to the science integration approaches. In the profile of respondents, the study revealed that there is a significant difference in the basic science process skills in terms of observing and communicating when grouped according to age. Moreover, there is no significant difference in the level of basic science process skills except for communication skills and the level of scientific attitude except for open-mindedness when grouped according to marital status. While there is no significant difference between the level of basic science process skills and students' scientific attitudes when grouped according to sex and employment status.

*Keywords: Science Integration, Intradisciplinary, Interdisciplinary, Basic Science Process Skills, Scientific Attitude.*