The Opinion of Romanian Teachers Regarding Pupils Learning Science. Implication for Teacher Training

Abstract

In Romania, the teaching profession seems to have taken on a secondary importance due to the present socio-economic situation. The number of students interested in becoming science teachers has been in continuous decline. This paper presents the results of an investigation conducted on a sample of 74 science teachers regarding pupils’ difficulties and the causes of failure in studying natural sciences, the teachers’ role for pupils’ success in studying science, the effectiveness of teaching these disciplines, and the number of hours per week considered necessary for teaching these disciplines. The results show that there is a need to revise the science curriculum and to improve the teaching methods. There is also a need to rethink the pre-service and in-service teacher training of science teachers in order to increase the quality of teaching science, and thus to overcome the difficulties that pupils encounter when studying science.

Key words: science teachers, difficulties in studying science, scientific literacy, pre-service teacher training, in-service teacher training.

1. Introduction

The teacher education is critical in any educational system, because research has shown that teachers are identified as the most important factor influencing the quality of education. Furthermore, the quality of teachers has an important impact on pupils’ learning, even more important than the quality of the curriculum, the teaching methods, the school buildings or the parents’ role (Abbott, 1988; Barber