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Teachers' Positive Attitude in Teaching Elementary Science in Lala South District, Division of Lanao Del Norte

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***Abstract*—** This study examined the level of positive attitude of elementary Science teachers in the Lala South District, Division of Lanao del Norte, and explored whether teacher profiles influence these attitudes. Utilizing a descriptive-comparative research design, data were collected from thirty Science teachers across five schools through a validated structured questionnaire measuring enthusiasm, confidence, motivation to engage learners, and openness to innovative teaching strategies. Descriptive statistics, weighted mean, and analysis of variance (ANOVA) were employed to analyze the responses. Results revealed that teachers demonstrated a very high overall positive attitude toward teaching Science (M = 3.26), with the highest ratings in confidence in delivering lessons, motivating learners, and employing innovative strategies (M = 3.32). Enthusiasm and interest in teaching Science were also rated high (M = 3.21), indicating a strong intrinsic motivation to foster student learning. ANOVA results showed no significant differences in positive attitudes when teachers were grouped according to school assignment, grade level, or years of experience ($p > 0.05$), suggesting that a strong positive attitude toward science teaching is consistent across various demographic profiles. The findings imply that teachers in the district possess both the interest and commitment necessary to promote effective Science instruction and engage students in meaningful learning experiences. Maintaining and enhancing this attitude through professional development, resources, and support can further strengthen Science education at the elementary level.

***Keywords*—** Positive attitude, Science teachers, elementary education, teaching motivation, innovative instruction, descriptive-comparative study.

I. INTRODUCTION

It is highly important to teach children Science in the elementary school as it makes them curious, think, and comprehend how things work around them. Nevertheless, the attitude of the teacher is highly relied upon in teaching Science. When teachers are pleased, self-confident, and enthusiastic in teaching Science, students would also feel enthusiastic to learn. However, in cases when educators feel demotivated or insecure, the classes may be very empty and meaningless. This is the reason it is significant to examine the way teachers' attitudes towards teaching science are and how this attitude influences teaching.

In recent research, there has been a strong emphasis on the importance of positive attitudes of teachers in enhancing the outcomes in Science learning. Nugroho et al. (2021) state that teachers who are enthusiastic, positive, and have more positive attitudes are more likely to implement the use of more creative and involving pedagogical strategies that enable students to be more curious and interested in learning. On the same note, Hwang et al. (2018) pointed to the fact that teacher confidence and motivation during teaching Science have a significant impact on the ability of students to inquire scientifically and their interest. Additionally, the results of the study by Mensah and Jackson (2018) revealed that the likelihood of teachers adopting practical experiments and real-life experiences to enhance learning among pupils is high when they have a positive attitude toward teaching Science.

Despite these findings, there are very few studies conducted in rural community such as in Lala South District in the Division of Lanao del Norte. The majority of studies are concerned with urban or large school teachers whose resources and training are easier to reach. Very little has been said about the disposition of teachers in smaller schools regarding teaching of science, particularly when they deal with different grades of students and have different years of experience. In this regard, it will be of importance to examine their attitudes and identify what may influence them.

This research will seek to establish the positive attitude of teachers towards teaching elementary Science in the Lala South District. It will also investigate the level of enthusiasm, confidence, motivation, and innovativeness

of the teachers and their perception of the role of science in the lives of their pupils. It will also determine whether there exists a difference in the attitudes of teachers depending on their school assignment, grade level, or teaching experience. The findings of the given study will be able to assist in the enhancement of the teaching of science and in the creation of programs allowing teachers to become more motivated and efficient at their job.

Statement of the Problem

1. What is the profile of the teacher-respondents in terms of the following:
    1.1 school assignment;
    1.2 grade level handled; and
    1.3 years of teaching experience?
2. How may the teachers' positive attitude in teaching elementary Science be described in terms of:
    2.1 enthusiasm and interest in teaching the subject;
    2.2 confidence in delivering Science lessons;
    2.3 motivation to engage learners in scientific inquiry;
    2.4 openness to use innovative and hands-on strategies; and
    2.5 perception of the importance of Science in learners' lives?
3. Are there significant differences in the teachers' positive attitude in teaching Science when grouped according to their profile variables?

II. RESEARCH METHODOLOGY

Research Design

This study used a descriptive-comparative research design. It was employed to explain the degree of positive attitude of the teachers towards teaching Science, and whether there are variations in the attitude of the teachers depending on their profiles. The descriptive section was concerned with demonstrating the features of the teachers and their inclination towards teaching Science. The comparative section examined the differences in the attitude of teachers who were grouped based on school or grade level, or the years of experience. The selected design was determined by the fact that it suits the objective of describing and comparing data without altering or controlling any variables.

Research Setting

This was undertaken in the Lala South District, Division of Lanao del Norte. The district contains numerous elementary schools, which provide the Science as one of the central subjects in 4-5-6 Grade levels. The setting was also selected since it is a typical rural environment where teachers deal with several learning aspects, including Science. There are both seasoned and novice teachers in the schools of this district, hence making it the best place to gauge various degrees of teaching attitude and motivation.

Research Respondents

The 30 elementary Science teachers in five schools in the Lala South District, Division of Lanao del Norte, were the respondents of the study. The number of respondents in each school was six, including two teachers in Grade 4, two in Grade 5, and two in Grade 6. The respondents were chosen because they are on the frontline dealing with the Science subjects and can provide accurate information about their teaching attitudes.

Table 1 *- Respondents of the Study*

Grade Level	Maranding Central Elementary School	Lala Proper Elementary School	Gumagalang Elementary School	Simbuco Elementary School	Kapatagan Elementary School	Total
Grade 4 Teachers	2	2	2	2	2	10
Grade 5 Teachers	2	2	2	2	2	10
Grade 6 Teachers	2	2	2	2	2	10
Total	6	6	6	6	6	30

Research Instrument

A questionnaire developed by the researcher was the primary instrument in data collection. It had two parts. The first one was inquiring about the profile of the teachers, including their assignments as provided by the school, grade level, and years of teaching experience. The second section would gauge the positive attitude of the teachers towards the teaching of Science. It contained the information on their excitement and interest, belief in their teaching, desire to involve learners, willingness to apply innovative methods, and view of the significance of science.

Validity of Instrument

Three education experts were used to validate the questionnaire; one of them is a science teacher, one school head, and one research adviser. They verified the relevance, level of understanding, and appropriateness of each question. The questionnaire was revised and improved, and experts' comments and suggestions were taken into consideration before the final version of the instrument was distributed. A pilot test of the tool was also conducted on a small sample of teachers in a different district in order to check the clarity and reliability of the items.

Data Gathering Procedure

Formal letter seeking permission to carry out the study was forwarded to the Schools Division Superintendent and the District Supervisor of Lala South. Upon the approval, validated questionnaires were sent out personally to the teacher-respondents at the schools they worked in.

The researcher explained why the study is being conducted and that their responses would remain confidential. The questionnaires were then completed and collected, checked, and arranged to be analyzed.

Ethical Considerations

The study adhered to the ethical principles outlined by Bryman and Bell (2007), emphasizing honesty, integrity, respect, and responsibility. Participation was strictly voluntary, and respondents were informed that they could withdraw from the study at any time without any repercussions. Prior to data collection, informed consent was obtained to ensure that participants fully understood the purpose and procedures of the research. No personal identifiers were included in the questionnaire, and all responses were treated with strict confidentiality and used solely for academic purposes. The researcher handled all information responsibly and ensured that the findings were reported accurately, without bias or manipulation, thereby safeguarding the rights and dignity of all participants.

Data Analysis

The data gathered were tallied, summarized, and analyzed using appropriate statistical tools. Frequency and percentage were used to describe the profile of the teachers, while the weighted mean determined the degree of teachers' positive attitudes toward teaching Science. Analysis of Variance (ANOVA) was applied to identify significant differences in attitudes when respondents were grouped according to profile variables. All questionnaire items were answered using a four-point Likert scale: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree. The weighted mean was used to compute and interpret the overall level of positive attitude based on the following scale: 3.26–4.00 (Very High – very positive attitude), 2.51–3.25 (High – generally positive attitude), 1.76–2.50 (Low – limited or inconsistent positive attitude), and 1.00–1.75 (Very Low – little to no positive attitude). This interpretation guide served as the basis for determining the degree of positive attitude of teachers across the identified areas.

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Table 2. *Demographic Profile of the Respondents*

Profile	f	%
School Assignment		
Maranding Central Elementary School	6	20.00
Lala Proper Elementary School	6	20.00
Gumagalang Elementary School	6	20.00
Simbuco Elementary School	6	20.00
Kapatagan Elementary School	6	20.00
Total	30	100
Grade Level Handled		

Grade 4	10	33.33
Grade 5	10	33.33
Grade 6	10	33.33
Total	30	100
Years of Teaching Experience		
1–5 years	8	26.67
6–10 years	9	30.00
11–15 years	9	30.00
16 years and above	4	13.33
Total	30	100

Table 2 provides the background of the 30 teachers who were included in the research. All five schools that were represented were Maranding Central Elementary School, Lala Proper Elementary School, Gumagalang Elementary School, the Simbuco Elementary School, and Kapatagan Elementary School, with equal representation of six teachers or 20 percent each. This equal distribution indicates that all the schools that participated in the whole district were well considered in the study.

Regarding the grade level that they are teaching, ten teachers (33.33%) are teaching Grade 4, ten teachers (33.33%) are teaching Grade 5, and the remaining ten teachers (33.33%) are teaching Grade 6. This is an equal split, indicating that representation of all grade levels of teachers was good, and this aids in obtaining an equal balance of what their attitudes and experiences are in teaching Science.

Within their teaching experience, the highest number of groups is the one with 6 to 10 years (30%) and 11 to 15 years (30%) of experience. The number of those who have experience between 1 to 5 years (26.67) is smaller, and then there are only 4 teachers (13.33) who have been in service of 16 years and above. This is to say that the majority of the teachers are at the middle age of their careers-they already have sufficient experience in teaching but are still active, willing to learn and master their trade.

All in all, there is an indication that the respondents represented different schools, grade levels, and varying years of experience, as can be seen in the table. The balance provides a balanced and full picture of the positive attitudes of teachers towards teaching Science within the Lala South District.

Table 3.1 *Level of Teachers' Positive Attitude in Teaching Elementary Science in Terms of Enthusiasm and Interest in the Subject*

Indicators	**SD**	**Mean**
I enjoy teaching Science lessons to my pupils.	1.02	3.03
I look forward to teaching Science every day.	0.61	3.40
I find Science teaching interesting and fulfilling.	0.86	3.17
I put effort into making Science classes engaging.	0.84	3.23
Teaching Science keeps me motivated as a teacher.	0.67	3.23
Grand Mean	3.21 (High)	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 3.1 shows the extent of teachers' enthusiasm and interest in teaching Science, which achieved an overall mean of 3.21, which is High. This demonstrates that the attitude of the majority of teachers towards the teaching of Science is positive. They take pleasure in what they teach, maintain an interest in the subject, and attempt to make their lessons amusing and significant to their students. It also indicates that educators within the district are encouraged to teach the Science and appreciate the importance of science in making students more inquisitive and able to know better the surrounding world.

By examining the indicators, the fact that the highest rating was made by the statement of "I look forward to teaching Science everyday" (Mean = 3.40) indicates that teachers are so enthusiastic and willing to teach Science

on a daily basis. Then there are those associated with "I put effort into making Science classes engaging" (Mean = 3.23) and "Teaching Science keeps me motivated as a teacher" (Mean = 3.23), both with a score of High. A High rating was also observed in "I find Science teaching interesting and fulfilling" (Mean = 3.17). Even the statement with the lowest rating, that is, "I enjoy teaching Science lessons to my pupils (Mean = 3.03), is in High, which indicates that despite certain difficulties teachers have to face, e.g., lack of time or resources, teachers still enjoy teaching their pupils Science.

Valentín et al. (2022) emphasize that those teachers who demonstrate motivation and interest in their field have improved teaching performance and more active students. Teachers who remain motivated and love what they are doing assist in developing an active and positive classroom that will enable the students to love learning Science.

Table 3.2 *Level of Teachers' Positive Attitude in Teaching Elementary Science in Terms of Confidence in Delivering Science Lessons*

Indicators	SD	Mean
I feel confident in explaining Science concepts to my pupils.	0.93	3.17
I can manage Science experiments safely and effectively.	0.76	3.43
I can answer most of my pupils' questions in Science.	0.72	3.50
I am confident in using teaching aids and materials in Science.	0.66	3.37
I can handle different Science topics with ease.	0.92	3.13
Grand Mean	3.32 (Very High)	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 3.2 presents the confidence of the teachers when it comes to the provision of the Science lessons, whereby the level of confidence achieved a grand mean of 3.32, which is construed as being the Very High. This implies that the majority of teachers are confident in their teaching of Science, and they have no problem explaining lessons, handling experiments, and using teaching tools. Their self-esteem indicates that they are willing to teach and are able to cope with the various situations in the classroom.

The greatest mean was made with regard to the indicator, which is, "I can answer most of my pupils in Science" (Mean = 3.50), which is understood as a Very High level, which reveals that teachers are familiar with their subject and can explain the questions posed by their pupils clearly. This was then succeeded by "I can manage Science experimentation safely and effectively" (Mean = 3.43) and "I am confident in using teaching aids and materials in Science" (Mean = 3.37), both viewed as Very High, thus indicating that teachers are competent and well organized in planning and conducting hands-on learning in Science. Then comes "I feel confident in explaining concepts of Science to my pupils" (Mean = 3.17), which is understood to be High and implies that, despite the overall confidence of teachers, there are still some issues in simplifying concepts to students. The least average was "I can handle various topics of Science with ease" (Mean = 3.13), which was also translated as High, meaning that the teachers are already at ease teaching Science, but may still require further assistance or training when it comes to teaching more complex aspects of the topic.

As evidenced by Peciuliauskiene and Kaminskiene (2022), one of the best predictors of effective instruction of Science is the confidence of the teacher.

Once teachers are confident in their knowledge and instruction skills, they will give their lessons more effectively, interact more with their students, and provide a learning environment where students are more likely to show interest in learning and will participate in the learning process.

Table 3.3 *Level of Teachers' Positive Attitude in Teaching Elementary Science in Terms of Motivation to Engage Learners in Scientific Inquiry*

Indicators	SD	Mean
I encourage my pupils to ask questions and explore ideas.	0.80	3.37
I motivate pupils to think critically during Science lessons.	0.69	3.30
I provide opportunities for learners to experiment and discover.	0.91	3.33

I make learners curious about how things work in Science.	0.76	3.43
I support pupils in finding answers through investigation.	0.99	3.13
Grand Mean	3.31 (Very High)	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 3.3 also places emphasis on the degree of teacher motivation to use scientific inquiry in teaching learners, with a grand mean of 3.31, which was ascertained as Very High. It is implied that educators are highly motivated to stimulate learners to read, ask questions, and wonder throughout a Science lesson. It implies that they attach importance to active learning and make their classes more interactive and discovery-based to enable students to encounter Science by using both hands-on and minds-on actions.

The maximum mean of the five indicators was for the item "I make learners curious about how things work in Science" (Mean = 3.43), which can be understood as being Very High and which demonstrates the fact that the teachers are effective in generating curiosity and interest in exploring scientific concepts among learners. This was preceded by "I encourage my pupils to ask questions and explore ideas" (Mean = 3.37), "I encourage my pupils to experiment and discover" (Mean = 3.33), both of which were understood as Very High, meaning that teachers encourage their students to learn in a more inquiry-based way and give them meaningful chances to experiment and discover themselves. Then follows the next, "I inspire pupils to think critically when taking Science lessons" (Mean = 3.30), which is interpreted as High and means that, though teachers encourage students to think critically, some of them still cannot develop the ability to continue critical discussions all the time. The lowest mean was "I support pupils in finding answers through investigation" (Mean = 3.13), which can also be viewed as High, which implies that, still, the teachers support the pupils but may require more strategies or time to assist them in conducting more in-depth investigations.

Johnson (2017) claims that teacher motivation is one of the key factors that contribute to the engagement of students in Science learning. The teachers should be eager and support exploration in order to make learners curious and engaged, which will result in more significant comprehension and appreciation of science.

Table 3.4 *Level of Teachers' Positive Attitude in Teaching Elementary Science in Terms of Openness to Use Innovative and Hands-On Strategies*

Indicators	SD	Mean
I use creative and hands-on activities when teaching Science.	0.91	3.10
I try new methods to make Science lessons more interesting.	0.79	3.33
I integrate technology to improve Science teaching.	1.06	3.00
I enjoy learning new ways to teach Science.	0.72	3.23
I am open to adapting my lessons based on pupils' needs.	0.83	3.33
Grand Mean	3.20 (High)	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 3.4 shows the extent of the openness of teachers to the application of innovative and active strategies in teaching the Science subject, which achieved a grand mean of 3.20, which can be considered High. This implies that the majority of the teachers are willing to explore innovative and innovative methods in their classes. They know the importance of making the lessons interesting and worthwhile to the learners. Nonetheless, the outcome also indicates that although teachers are ready to be innovative, some of them still may require additional support or resources in order to be able to implement such approaches as part of their routine classroom activities.

The largest mean values in the set of five indicators were 3.33 in the case of the indicator, "I am open to adapting my lessons based on pupils' needs" and 3.33 as well to the indicator "I try new methods to make Science lessons more interesting", which is taken as the High. These results indicate that educators are flexible and creative in their approach to teaching to address the learning needs of the students. It is then followed by "I enjoy learning new ways to teach Science" (Mean = 3.23), which is also High and this implies that the teachers appreciate lifelong learning and professional growth. The next is "I use creative and hands-on activities when teaching Science" (Mean = 3.10), which

states that though most teachers tend to adopt the use of active learning, they tend to use the method due to the scarcity of materials or time. The least mean was "I integrate technology to improve Science teaching" (Mean = 3.00), which is a High score, which means that teachers value the use of technology; however, they may be lacking tools or training on how to properly use it.

Mebert et al. (2020) also supported this finding by describing that a positive attitude towards new teaching methods by teachers is a significant factor that positively influences the level of classroom engagement and student learning. Once the teachers are encouraged to be creative and adopt hands-on approaches, students are more interested, active, and motivated to study Science.

Table 3.5 *Level of Teachers' Positive Attitude in Teaching Elementary Science in Terms of Perception of the Importance of Science in Learners' Lives*

Indicators	SD	Mean
I believe Science helps pupils understand the world better.	0.56	3.50
I teach Science because it develops critical thinking.	0.85	3.13
I emphasize the role of Science in solving real-life problems.	0.70	3.20
I think Science education is important for future careers.	0.97	3.17
I make pupils aware of how Science relates to their daily life.	0.83	3.20
Grand Mean	3.24 (High)	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

The importance of Science to the lives of teachers towards their learners is depicted in Table 3.5. The score received a grand mean of 3.24, which is considered the High category. This implies that teachers are very much convinced of the worth of Science education. They not only understand that a subject like Science is supposed to be taught, but they also believe that it allows students to know the world, think critically, and relate whatever they learn to real life.

When considering the particular indicators, the most agreement was in the statement which mentions that "I believe Science helps pupils understand the world better" which has a mean value of 3.50 – very high. This implies that teachers are actually aware of the way in which Science creates curiosity and awareness of the environment among students. The second rankings were given to "I emphasize the role of Science in solving real-life problems" and "I make pupils aware of how Science relates to their daily life" with a mean of 3.20. These findings indicate that the teachers make attempts to make the study of Science practical and relatable. The means of statements "I think Science education is important for future careers" (3.17) and "I teach Science because it develops critical thinking" (3.13) were somewhat lower, though they are also in the High interpretation, i.e., teachers always acknowledge the relevance of the subject, despite the limitations in their classroom.

This finding concurs with Rahman and Lee (2022), who elucidated that teachers will teach a subject more meaningfully and passionately once they perceive the practical importance of Science. Such an orientation is useful in enabling students to not only achieve better results in school but also acquire problem-solving and reasoning abilities that can be applied in their daily lives.

Table 3.6 *Summary of the Level of Teachers' Positive Attitude in Teaching Elementary Science*

Domains	Mean	Interpretation
Enthusiasm and Interest in Teaching the Subject	3.21	High
Confidence in Delivering Science Lessons	3.32	Very High
Motivation to Engage Learners in Scientific Inquiry	3.31	Very High
Openness to Use Innovative and Hands-On Strategies	3.20	High
Perception of the Importance of Science in Learners' Lives	3.24	High
Grand Mean	3.26	Very High

Scale: 3.26 – 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 3.6 shows the overview of the positive attitude of the teachers in teaching elementary Science. The outcomes indicate a grand mean of 3.26, considered to be the Very High. This implies that, in general, there is

a robust and optimistic attitude of teachers in the district towards teaching Science. They show their energy, confidence, encouragement, and desire to apply various teaching techniques, and they have all these as a way of ensuring that they bring about interactive and valuable learning experiences to their students.

The largest mean is observed in the area of Confidence in Delivering Science Lessons (3.32), after which there is Motivation to Engage Learners in Scientific Inquiry (3.31). These findings indicate that students are confident about teaching the subject and promote critical thinking among the students. In the meantime, Enthusiasm and Interest in Teaching the Subject (3.21), Perception of the Importance of Science in the Lives of Learners (3.24), and Openness to Use Innovative and Hands-On Strategies (3.20) all had High ratings. This implies that teachers are always eager and understand the value of the subject of Science, but they might not have the resources or training they require when implementing the new methods of teaching.

This finding is in accordance with Aytaç (2021), who highlighted that highly confident, motivated, and enthusiastic teachers are more successful in the classroom. This positivity not only enhances the delivery of lessons but also makes students have greater interest and appreciation to the subject of Science.

Table 4 *Test of Significant Difference in the Teachers' Positive Attitude in Teaching Science when Respondents are Grouped According to Demographic Profile*

Test Variables	p-value	Decision
Teachers' Positive Attitude Vs. School Assignment	0.412	retain the Ho
Teachers' Positive Attitude Vs. Grade Level Handled	0.368	retain the Ho
Teachers' Positive Attitude Vs. Years of Teaching Experience	0.082	retain the Ho

Note: If $p \leq 0.05$, with a significant difference

Table 3 demonstrates a significant difference test in the positive attitude of teachers in teaching Science when they are grouped based on their demographic profile. The outcomes are that p-values in school assignment, grade level handled, and years of teaching experience are all above the 0.05 level, i.e. 0.412, 0.368, and 0.082, respectively. The null hypothesis is maintained because all the values are greater than the 0.05 level of significance. It is not important to note that there is no huge variation in the positive attitude of teachers to teaching of Science based on their school, grade, and years of experience.

This finding suggests that the overall positive attitude of teachers in the district towards the teaching of Science is fairly similar, irrespective of their location (where they teach) or length of service. Their interest, motivation, and confidence in their abilities to deal with the lesson of Science seem to be similar in groups, and it is possible to state that these traits are more on personal devotion and interests than on the demographic characteristics.

The results back up Gilal et al. (2019), who stated that the positive attitudes of teachers toward teaching are usually due to passion in assisting the students to learn, which is not affected by the level of the teaching experience or the working environment. It implies that the attitude and engagement of a teacher to the education of Science is more of a personal attitude rather than an attitude of circumstances.

IV. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

Profile of the Respondents. This study involved thirty (30) elementary teachers who were employed in five schools with grades 4, 5, and 6, with a total of ten (10) teachers in each school. We also discuss the teaching experience during which the majority of the teachers had experience of between 6-15 years, meaning that most of them are at the middle age of their teaching careers.

Enthusiasm and interest in teaching Science. This area has a high level of positive attitude since it has a grand mean of 3.21. This is to imply that the teachers are enthusiastic and anticipate teaching science, and consider it an interesting and valuable topic.

Confidence in Delivering Science Lessons. The teachers demonstrated a very high level of confidence, with a mean score of 3.32. This indicates that they feel capable of clearly explaining Science concepts, managing experiments safely, and effectively utilizing instructional materials in their teaching.

The teachers exhibited a very high level of motivation, with a mean score of 3.31. This suggests that they actively encourage students to ask questions, think critically, explore ideas, and participate in inquiry-based learning activities.

Openness to Use Innovative and Hands-On Strategies. The teachers showed a high level of openness to innovative and hands-on approaches, with a mean score of 3.20. This implies that they are willing to try new teaching methods, adapt lessons to learners' needs, and incorporate creative strategies to enhance Science instruction.

Summary of the Level of Teachers' Positive Attitude in Teaching Elementary Science. The general outcome depicted an overall grand mean of 3.26, which can be understood as very high, meaning that teachers overall have an extremely favorable attitude towards teaching Science in all the domains.

Test of Significant Difference in the Teachers' Positive Attitude in Teaching Science when Respondents Are Grouped According to Demographic Profile. Disclosed that there was no significant difference in the positive attitude among teachers between the group based on school assignment, grade level addressed, and years of teaching experience because all the p-values were more than 0.05. This implies that they are very positive about teaching Science irrespective of their profile.

Conclusions

In general, the teachers of Science in Elementary School in Lala South District have a positive and strong attitude towards the teaching of the subject. They are not shy; they are inspired and eager to provide their lessons, and they understand the significance of science to make students comprehend the surrounding world. In spite of the few obstacles to implementing innovative strategies, they show their interest in involving learners and encouraging curiosity. It is also found that the positive attitude of teachers does not depend on the school or grade level or years of experience, implying that the passion towards teaching Science is the same among the groups.

Recommendations

- ***Teachers.*** Teachers can go on to the innovative and interesting methods of teaching Science, but not lose their excitement and confidence in the classroom.
- ***Students.*** By being active in classroom activities, students might continue to demonstrate curiosity and interest in learning Science.
- ***School administrators and Supervisors.*** Administrators and supervisors can also remain helpful to the teachers by offering them quality resources, motivation, and professional development.
- ***Curriculum Developers.*** Curriculum developers can also think in terms of adding more practical and hands-on lessons in the Science that relate learning to real life.
- ***Future Researchers.*** Future researchers can consider similar research in other fields or research on other issues that can precondition the positive attitude of teachers to teaching Science.

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