

CONTENT-FOCUSED INSTRUCTIONAL LEARNING SCHEME (CFILS): AN INTERVENTIONAL APPROACH TO IMPROVING LEARNING

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Abstract

Continuous improvement in the teaching-learning process is of paramount importance in raising the learning achievement within the framework of school enterprise. School principals are put under pressure to intensify instructional leadership accountabilities and standards by improving the mastery of learning by students.

This action research intends to improve schools' overall National Achievement Test (NAT) mastery level using the Content-Focused Instructional Learning Scheme (CFILS) as an intervention approach to problem-based teaching. The researcher models this scheme through specific steps – pretest, teach, test the result, adapt procedure, teach and test again to the point of actual learning. This content-focused instruction utilizes the highly desired skill competencies from August to December of the inclusive year.

This research utilizes “The One-Group Pretest-Posttest design” in the treatment of the content-focused learning instructions for five core subjects: English, Science, Mathematics, Filipino and HEKASI. The CFILS Instructional and Schematic Guide includes fifteen (15) instructional plans with NAT parallel tests, science vocabulary words, and mathematical operational clue words and modified spelling scheme instructions. These activities are undertaken during the one-hour extended instructional time for 15 weeks.

This study follows the INPUT-PROCESS-OUTPUT conceptual model of continuous improvement. The provision of CFILS guide is helpful to teachers regarding content, relevance and time enhancement in the facilitation of directed learning instructions towards mastery learning. Time enhancement provides more time for the students to accomplish the given tasks or activities with maximum participation and involvement.

Keywords: Continuous Improvement, Need-Based Teaching, Teaching-Learning Process

1. Introduction

Continuous improvement in the teaching-learning process is of paramount substance in the in-road search for raising the learning achievement within the framework of school enterprise. School principals are put under pressure to intensify instructional leadership accountabilities and standards by way of improving the mastery learning of students as measured through the standardized test results (National Achievement Test).

This investigation is limited to the utilization of calibrated instructional plans pertaining to fifteen (15) competencies in each core subject area in grade six – Science, Mathematics, English, Filipino and Heograpiya, Kasaysayan, Sibika (HEKASI) – during the one-hour extension on instructional time. The instruction includes focused spelling scheme, vocabulary development,

mathematical word clues, graphic organizers, differentiated learning activities, and administration of parallel pretest and posttest in every lesson.

The research is focused on the establishment of data gathered for comparative analysis of National Achievement Test (NAT) parallel pretest and posttest as gauge instruments to students' mastery learning of desired competencies.

2. Research Question:

How can Content-Focused Instructional Learning Scheme (CFILS) improve the mastery level of grade six pupils for the school year 2014-2015?

3. Review of Relevant Literature

Some literature and previous research instances that have implications and relevance to this particular investigation are likewise presented. A commentary of **de Cadiz (2010)** contended that a critical analysis of student achievement must be given utmost attention by the educational agencies of each country. In addition, **Comia (2002)** emphasized that the most important attribute of an educational institution to acquire reputable disposition is that it should provide quality instruction; such service must make the recipient acquire the essential values, knowledge, habits and skills of the environment and time. Moreover, **Cortez (2002)** commented that the pupils' achievement level depends to a large extent on how effective the teacher manages the instructional system. Teachers' effectiveness, on the other hand, depends largely on the quality of the curricular and instructional decisions that the teachers made. As it has been said, the quality of learning achieved by pupils depends on the quality of teaching processes done; therefore, the output of effective teaching is productive learning. **Early (2004)** considered performance management to consist of improving the quality of teaching focusing on student achievement, identifying professional needs and meeting those needs as priorities for improved performance.

The aforementioned literature sources were found to be very useful as bases for this investigation since their relevance does not go far beyond this piece of work. Specifically in the commentary of Comia and Cortez, it stated that students' achievement was largely influenced by the quality of instructions made by the teacher and careful analysis of the performance of the school administrator. Similarly, focusing on the quality of teaching and providing professional needs to teacher is strongly emphasized in the study of Early. The action research is anchored in the Mastery of Learning Theory of Blooms and Kenneth J. Smith Instructional Design Theory.

4. Methodology

The research utilized descriptive and qualitative designs to determine reasonable facts and information of the action taken.

The developed testing instrument is conducted on four hundred and twenty (420) or one hundred percent (100%) of grade six pupils in sixteen (16) elementary schools of the district. They are the subject of the research of the school year 2014-2015.

The parallel test was validated by school heads and grade six teachers before the administration of the pretest. After validation, orientation on the proceedings was likewise undertaken. During the entire process of the intervention, teachers were required to record the class mean percentage scores of the pretest and posttest in every learning competency indicated, make

comparative analyses, and take appropriate instructional action to remediate or reinforce the specific learning competency. The process is true to all core subjects until the end of the implementation (September to December).

The *One-Group Pretest-Posttest Design* was utilized in the treatment of the parallel National Achievement Test (NAT) given to the grade six pupils at the end of the implementation scheme (DepEd, 2012).

5. Data Analysis and Conclusion

Table 1
 Comparative Analyses of One-Group Pretest and Posttest
 September – December 2014

Subject	Mean Percentage Scores		
	Pretest	Posttest	Difference
English	41.99	74.13	32.14
Math	46.01	71.06	25.05
Science	44.79	70.89	26.10
HEKASI	38.15	64.38	26.23
Filipino	55.66	74.33	18.67
AVE	45.32	70.96	25.64

Table 1 depicts the comparative analyses of one-group pretest and posttest results to validate the probable impact of the content-focused intervention learning scheme initiated.

As depicted in the table, the **25.64** increase in mean percentage scores over pretest proves that the initiated content-focused instructional learning scheme for Grade 6 can improve the achievement rating of the learners regarding the mastery level in the NAT.

Table 2
 Validation Result of 75-Item Test
 January 2015

Subject	Mean Percentage Scores		
	Pretest	Validation	Difference
English	41.99	63.15	21.16
Math	46.01	71.06	25.05
Science	44.79	62.76	17.97
HEKASI	38.15	55.38	17.23
Filipino	55.66	69.22	13.56
AVE	45.32	64.31	18.99

Table 2 showed a significant increase in validation MPS of 18.99 over pretest.

This further supports the mastery level of the competencies as measured by the parallel test items.

Table 3
Comparative Analyses National Achievement Test Rate

Subject	Mean Percentage Scores		
	SY 2013-2014	SY 2014-2015	Difference
English	54.02	64.12	10.10
Math	64.60	65.17	.57
Science	50.91	59.56	8.65
HEKASI	53.91	60.32	6.41
Filipino	70.90	69.16	-1.74
AVE	58.87	63.61	4.74

The comparative analyses of the pretest and posttest reveals the significant increase during the implementation scheme. It is attested by the recorded overall district national achievement rating of **63.61** in SY 2014-2015 which is **4.74** greater than compared to the previous year rating of **58.87** composed of sixteen elementary schools. Twelve (12) out sixteen (16) elementary schools recorded a notable increase from **2.12** to **19.06** respectively.

The recorded increase is extremely attributed to the use of the Content-Focused Instructional Learning Scheme (CFILS). The provision of the CFILS guide is helpful to teachers in connection with content, relevance and time enhancement in the facilitation of directed and repeated learning instructions towards mastery learning. Time enhancement provides more time for the students to accomplish the given tasks or activities with maximum participation and involvement. It is recommended that conducting pretest and posttest in every lesson should be sustained as best practice in all classroom instructions as one of the salient features of this intervention approach.

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APPENDIX

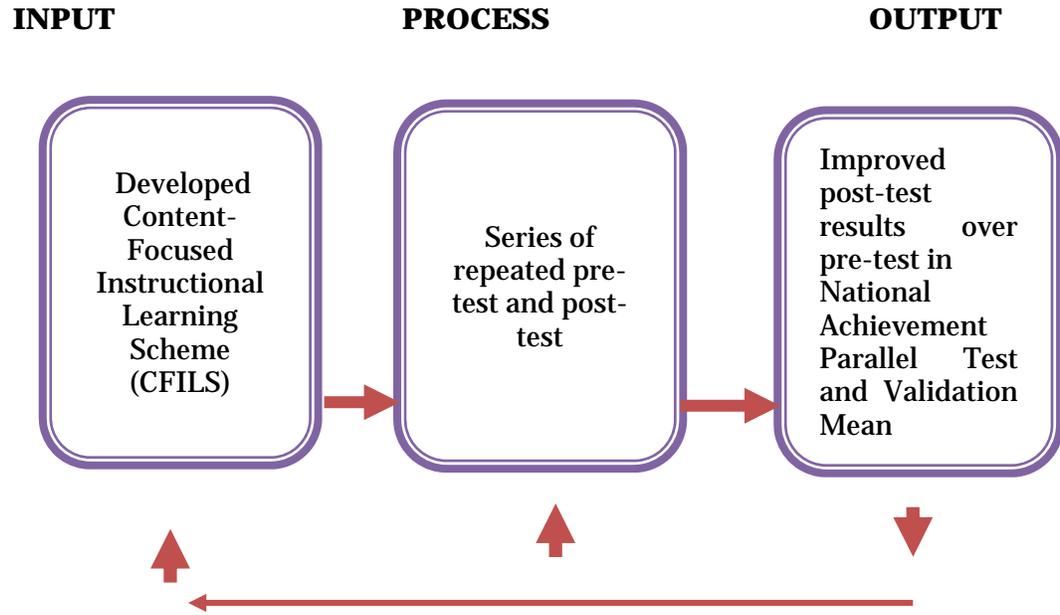


Fig. 1 The Paradigm of the Study (IPO Model)