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Teaching Filipino Using Spiral Progression Scheme and the Implication to Student's Performance in MSU-Sulu Laboratory High School

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***Abstract*: This study aimed to determine the advantage and disadvantage of spiral progression approach and its effectiveness in teaching Filipino. It explored further to determine the level of performance and its relation to the teaching strategies. Statistical evidence were used to determine the effectiveness of spiral progression approach and the level of effectiveness of teaching strategies. Pearson Correlation was used to determine the relationship between the level of effectiveness of teaching strategies in the spiral progression approach and the performance of the students. The study concluded that the spiral progression approach often advantageous and sometimes disadvantageous as perceived by the teachers however, the spiral progression approach is very effective in teaching Traditional Panitikan and effective in teaching other subject areas such as Panitikan Pandaigdig, Noli Me Tangere, El Filibustirismo, Panitikan sa Asya and Ponolohiya. The teaching strategies used by the Filipino teachers such as role-play, collaborative learning, dramatization, child centered approach, discovery/inquiry learning, cooperative learning, lecture method, whole brain teaching, portfolio and journal, experiential learning, buzz session, think-pair-share, jig-saw-puzzle and round robin have high implication in the students' academic performance. The data indicate further that these teaching strategies are all effective in teaching the Filipino subjects under the spiral progression scheme. The hypothesis is rejected on the relationship of performance of the students in Ponolohiya there is significant positive moderate correlation with the performance in Panitikan sa Asya and Noli Me Tangere while the performance in Ponolohiya, Panitikan Tradisyonal, Panitikan Pandaigdig and El Filibustirismo are not significantly correlated.**

***Keywords*: spiral progression scheme approach, student's performance, effective teaching strategies.**

1. Introduction

Spiral progression scheme approach in teaching and learning processes was practiced and develop in teaching sciences. Trainings and seminars were conducted by the DepEd to train teachers the application and adoption of the spiral progression scheme approach in science teaching in the K-12 curriculum which was implemented starting 2012. But teachers could hardly adopt the method in the classroom. Orbe (2018) citing Avilla, et. al., (2015) wrote that "K-12 aims to give every learner an opportunity to receive quality education based on an enhanced and decongested curriculum that is intentionally recognized and comparable", one of the prescribed teaching approach is the spiral progression Scheme. Many teachers encountered difficulties following the prescribed approach. The presentation of the concept in the trainings and seminars remained conceptual, the teachers hardly performed in the classroom. Hence, until today spiral progression approach remained unsatisfactory in attaining the curriculum objectives.

Although spiral progression scheme remained further mastery in teaching science by the teachers, this researcher as a Filipino teacher in the high school university suggested to apply spiral progression scheme approach in teaching Filipino. To follow the concept as Orbe (2014) citing Montebon (204) wrote that "the K-12 curriculum utilizes learner-centered approaches such as the inquiry-based learning pedagogy–concepts and skills are taught by providing pedagogy which will enable them to enhance their cognitive, affective, and psychomotor domains.

The need for localization of knowledge where students can apply their learning in the present life situation. The teacher in this point should somehow relate the present lesson's discussion to the observed environmental condition to make teaching learning adaptable to students' real life situation. Far more than essential and effective teaching activities. Comparative to science, Obre (2018) described in his article "as a whole, the K-12 science curriculum is learner-cebtered and inquiry-based, emphasizing the use of evidence in constructing explanations". Alternatively, in Filipino curriculum is also a subject where teachers can follow the science curriculum to make Filipino language more useful in the institutions.

The learning situation came up with a repetitive mode that suffice the life style of the students in the particular situation. This is indeed the nature of teaching and learning that can develop to contribute to innovative K-12 curriculum better than the others. As a matter of fact, the knowledge and skills in the textbook is much of a model rather than a lesson learned by memorization. The knowledge and skills learned in the

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classroom as much as possible indebted to the changes of behavior and social norms.

The teachers as model to explain the lesson extend to develop self-efficacy so that he/she can momentarily show the students of the best kind of behavior brought out in the curriculum. His/her teaching strategies and mastery of the subject matter. In this case, the teacher should have the realization scheme to the localization integration of lesson to the behavioral standard norms in the community associated with the standard values.

Apparently, spiral progression scheme approach of teaching has the following description according to Corpuz (undated) article entitled "The Spiral Progression Approach in the K to 12 Curriculum" described that "basic concepts or general concepts are first learned. As learning progresses, more and more details are introduced while at the same time they are related to the basics which are reemphasized or rediscovered many times for connections and mastery. Basic principles are introduced in the first grade and are rediscovered in succeeding grades in more complex forms. Concepts are introduced at an early age and re-taught in succeeding years in an increasing sophisticated fashion."

The curriculum in the four successive years such as first year, second year, third year and fourth year were teaching the sciences such as earth science in the first grading period, Biology in the second grading period, Chemistry in the third grading period and Physics in the fourth grading period instead of teaching by year level. But the lessons are designed in progress that is the lessons taught in the first year will be continued in the second year. The lessons taught in the second year will be progressively continued in the third year and the lessons taught in the third year will be progressively continued in the fourth year.

In this study a new design was suggested for Filipino curriculum. Just like Science, Filipino is also taught in different concept in the different year level. During the Focus Group Discussion conducted by the researcher to get a glimpse of the subject arrangement in the Filipino Curriculum. The participants shared that in Grade 7 (first year) – 1st Quarter (first grading period): Phonology (klaster, diptongo, paris minimal) (Phonolohiya phoneme), 2nd quarter (second grading period): Uri ng pangungusap ayun sa gamit (payak, tambalan, ugnayan,) pangngalan, Uri ng pangungusap ayon sa bahagi. (Simuno at Panguri). 3rd Quarter (third grading period): Pangalan (kayarian, kailanan). In Grade 8: Traditional Panitikan, taught in the 1st quarter (first grading period). Integration of Panitikan and wika (Panguri) taught in the 2nd quarter (second grading period). Analyzing the story (Panitikan and wika taught in 3rd quarter (third grading period) and Analyzing story (panitikan and wika), Florante and Laura (Panitika and wika) taught in the 4th quarter (foruth grading period). In Grade 9: Panitikan sa Asya, 1st quarter (first grading period): Analyzing the culture of every country in Asia. Panitikan sa Asya with integration of grammar 2nd quarter (second grading period). (Pang abay), 3rd quarter (third grading period) and Noli Me Tangere. In Grade 10: Panitikang pandaigdig, 1st quarter (first grading period): Methology (traditional), balarila, 2nd quarter (second grading period): Epiko, Kahulugan ng wika, dalubhasa, artikulo ng wika, teorya ng wika. 3rd quarter (third grading period): Kumunikasyon, El Filibustirismo, Role play 4th quarter (fourth grading period) and Reporting on the chapters of El Filibustirismo.

With the responses of the participants in the FGD, the case of Filipino, just like science, the curriculum can be arranged in sequence wherein the teachers will teach the subject in the curriculum introducing in the first year and other level up. Hence the spiral progression approach is viable solution to introduce the learning in the higher levels into the first year level.

Many problems in life involve learning the Filipino language just as learning the science subject. Filipino curriculum and teaching the Filipino language has the sequence described Corpuz that "developing the same concepts form one grade level to the next in increasing complexity and sophistication. The scope and sequence of the content are developed such that concepts and skills are revisited at each grade level with increasing depth. As more facts and principles on each topic are encountered, the understanding grows in breadth and depth, creating a metaphorical spiral." Henceforth, learning Filipino language and the concept of Panitikan and the works of Dr. Jose Rizal are also complex subject matter which needs to be studied in the early years of secondary schooling.

2. Theoretical/Conceptual Framework

The general theories for the K-12 curriculum is bounded on the three philosophies of learning such as Constructivism, Progressivism and Behaviorism. These philosophies are also required when teaching the Filipino Curriculum.

Spiral Progression Scheme was based on Bruner's theory of discovery learning, which posits that students learn best by building on their current knowledge.

The spiral progression approach was used in teaching the Filipino Curriculum based on the Science Curriculum Model as stated in the Constructivism, Progressivism and Behaviorism which is the basis of the K-12 Curriculum. In this study the independent variable is the Spiral Progression Approach in Teaching Filipino and the Dependent Variable is the Students' Performance in Filipino. The interplay of the variables are given in figure 1.

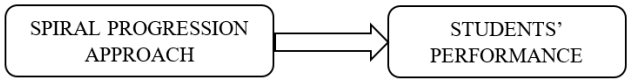

Fig. 1. Interplay of the variables

3. Statement of the Problem

The concept of spiral progression approach has been identified in science subjects. In Filipino subject has not been properly practiced. This study filled the gap of the spiral progression approach in teaching Filipino subjects, since the K-12 curriculum has defined the methods and processes of teaching following the philosophies of teaching and learning such as constructivism, progressivism and behaviorism. Filipino teaching should also follow the same philosophy. Hence, this study was designed to seek answers of the following

research queries:

1. What are the perceived advantages and disadvantages of spiral progression scheme approach among Filipino teachers in MSU-Sulu Laboratory High School?
2. What is the perceived level of effectiveness of spiral progression scheme approach among Filipino teachers in MSU-Sulu Laboratory High School?
3. What is the perceived implication of Spiral Progression Scheme approach to Students' Academic performance?
4. Is there significant relationship of the effectiveness of spiral progression approach in terms of teaching Ponolohiya, Traditional Panitikan, Panitikan sa Asya, and Panitikan Pandaigdig?

4. Research Hypothesis

This study tested the following hypothesis: There is no significant relationship between the effectiveness of spiral progression approach in terms of teaching Ponolohiya, Traditional Panitikan, Panitikan sa Asya and Panitikan Pandaigdig.

5. Literature Review

Teaching Filipino subject is just like other subject areas in science and mathematics. Gonzales (2019) stressed that "the introduction of spiral progression in the K to 12 programs indeed creates a different reaction to some. The science subject before the implementation of K to 12 programs is specialized every year: First-year high school student's focus on Integrated Science; the second year on Biology, third year are concentrated on Chemistry and Physics for the fourth year."

The study found out that the majority of the specialized seasoned teachers were not appeased about the spiral progression approach in science. However, two teachers showed enthusiasm: General science major and a non-science major. Seasoned teachers narrated their experiences under spiral progression they encountered such as unavailability of learning resources, scarcity of laboratory equipment, struggle in preparation their non-specialize topic, integration of Information and Communication Technology in their pedagogic practice and the intervention made by the administrator such as mentoring and coaching (Gonzales, 2019)

Similarly, in Filipino subject can also apply spiral progression scheme of teaching, henceforth, the Filipino teachers have described the different subject matters based on their specific curriculum design. In this study the researcher went further to apply the spiral progression scheme approach fitted in the Filipino curriculum as the science teachers did in teaching the science curriculum.

6. Advantages and Disadvantages of Spiral Progression

Just like other teaching learning approaches. There can be noted advantages and disadvantage. One has to examine objectively the approach of teaching and the way students learn. Along this line, Sanchez (2016) emphasized that "spiral progression approach aims to facilitate learning not to induce. The teacher will provide information and the students must analyze and organize ideas to discover learning. It will help children to develop symbolic learning that may stay longer in their mind."

Sanchez also observed several advantages that this approach offer for more updated way of learning. These are: [1]. Subjects would be taught at levels gradually increasing difficulty. They would learn simple lessons to more complex lessons. [2]. Children being able to solve problems by themselves. Thing they have learned through discovery learning tends to stay in their mind longer. [3]. Children will develop a coding system wherein they construct their own knowledge. [4]. Students will have deeper understanding of concepts because this approach tends to revisit basic ideas before going to more complex concepts (Sanchez, 2016).

However, critics cites some disadvantages entwined with spiral progression such as insufficient mastery of basic competencies due to congested curriculum and by implementing this approach, 2 years will be added in high school. Moreover, the role of the teachers here should not be to teach information rote education but to facilitate learning. A good teacher designs lessons that will help the students discover the relationship of bits of information. The use of spiral curriculum can aid the process of discovery learning (Sanchez, 2016).

7. Philosophies behind Spiral Progression

The philosophical foundation of Spiral Progression Scheme Approach, Mangali, et. al., (2019) wrote that "the spiral progression approach is grounded on the adaptive learning theory as proposed by Jerome Bruner (1960), "We begin with the hypothesis that any subject can be taught in some intellectually honest form to any child at any stage of development." The results of the study states that "the lived experiences of the students in the spiral progression approach reshaped and reformed them to become learners who successfully faced the challenges in their academics. Furthermore, the experiences developed the learners to become graduates of a curriculum that promotes progressive, learner-centered, integrated, advanced, enhanced and inquiry-based learning" (Mangali, et. al., 2019).

Mangali, et. al., (2019) mentioned in the introduction the study of Martin (2008) described progression as pupils' personal journeys through education and ways, in which they acquire, apply, develop their skills, knowledge and understanding in increasingly challenging situations. Martin further explained that the spiral curriculum is a design framework which will help science teachers construct lessons, activities or projects that target the development of thinking skills and dispositions which do not stop at identification. Hence, it involves progression as well as continuity in learning science. Continuity is concerned with ways in which the education system structures experience and provides enough challenge and progress for learners in a recognizable curricular landscape. Martin (2008) concluded that the spiral curriculum can be understood as a design, a written plan, list of subjects and expected outcomes of the students in which one concept is presented repeatedly throughout the curriculum, but with

deepening layers of complexity. Therefore, spiral progression approach is an approach or a way on how to implement the spiral curriculum".

Mangali, et. Al., (2019) also mentioned the work of Ferido and cited that "spiral progression approach is when the scope and sequence of the content are developed such that concepts and skills are revisited at each grade level with increasing depth" (Ferido, 2013). New concepts are built on pupils' prior knowledge and skills to allow gradual mastery from one grade level to the next. In this approach, progression is not only vertical (e.g., increasing complexity), but Australian Journal of Teacher Education Vol 43, 4, April 2018 20 also horizontal (e.g. broader range of applications). Learning is extended, reinforced, and broadened each time a concept is revisited" (Ferido, 2013).

8. Teaching Science

Abad and Arellano (2020) on their study on Spiral Progression Approach in Mathematics Showed the findings that students have low performance in Mathematics in the National Achievement Test (NAT) and were only in the Beginning level of achievement when it comes to their critical thinking and problem solving in the five areas in Mathematics namely Numbers and Number Sense, Measurement, Patterns in Algebra, Geometry and Probability and Statistics. Moreover, there was no significant relationship between the performance of students in Mathematics on NAT and their level of understanding in critical and problem solving skill in the five areas in Mathematics. Results also revealed that teachers had encountered problems in using spiral progression approach in teaching Mathematics. Teacher-respondents were in agreement that they are encountering problems in using spiral progression approach in teaching Mathematics.

Science teachers' self-efficacy may be one area of importance, which has been overlooked in implementing change to improve science teaching (Ramey-Gassert et al., 1996). Teacher efficacy has proven to be powerfully related to many meaningful educational outcomes such as teachers' persistence, enthusiasm, commitment, and instructional behavior, as well as student outcomes such as achievement, motivation, and self-efficacy beliefs (Tschannen-Moran & Hoy, 2001). After years of increased efforts into science teaching, when the teacher perceives little success in students' achievement, the teacher may conclude that science is not worth the effort and is too difficult for students (Ramey-Gassert et al., 1996). In other words, when a teacher expends extra effort to teach hands-on science and has "success" with 197 students and "fails" with 22, the memory of the failures and the extra effort required overshadow the successes. This results in low efficacy belief in students' abilities to succeed in science. Thus, for most teachers, the belief that one personally can accomplish a goal (i.e. I can effectively teach science) does not necessarily translate to the belief that one can effect change in others enabling them to accomplish a different goal (students can learn science) (Ramey-Gassert et al., 1996). Teacher efficacy research has been in place for almost 25 years now. Early work suggested powerful effects from the simple idea that a teacher's beliefs in his or her ability to positively impact student learning are critical in actual success for failure in a teacher's behavior (Henson, 2001). If teachers do not know the content or do not know how to teach it, most students will not learn it (Jolly et al., 2004). Ramey-Gassert et al. (1996) showed that personal science teaching efficacy correlates positively with attitude toward science and with choosing to teach science.

9. Spiral Progression in the Philippines

The spiral curriculum is based on the concept that information is introduced to children at a young age and continually reintroduced, reinforced and built upon throughout their learning. Children perform an active role in the learning process and interact with the world around them. As they continually interact with the world around them, they acquire new knowledge, build upon existing knowledge, and adapt to previous knowledge to accommodate new learning (Piaget, 1962). Consequently, Bruner (1960) believed that even complex topics can be introduced to young learners if they are presented in a way that would make sense to them. Spiral progression approach follows the progressive type of curriculum anchored to John Dewey's theory on the total learning experiences of an individual. Dewey's concept of education puts importance on meaningful activity in learning and participation in classroom democracy. According to him, students must be invested in what they were learning, and that

10. Methods

Mix method was utilized in the collection of data. Qualitative and quantitative design to gather information to answer the research problems. Checklist questionnaire adopted from the study of Adaza (2015) with Conbach's Alpha .821 was launched to 28 Filipino Teachers with experience more than 10 years in teaching. Statistical analysis and interpretation were used to answer the problems.

11. Results

The spiral progression approach often advantageous (μ=4.44) for the pupils as perceived by the teachers in terms of allowing the students to learn the topics to develop cognitive stage, gain valid experience, strengthen retention and mastery, avoid disjunction between stages of schooling. Sometimes disadvantageous (μ=3.46) when the students are given the same allotted time for easy and difficult to master lessons, sequence instruction, necessary pre-skills, fail to master important concepts, too fast and too slow in introducing new concepts and no review. The spiral progression approach is very effective (μ=4.5) in teaching Traditional Panitikan and effective (μ=4.36 in teaching other subject areas such as Panitikan Pandaigdig, Noli Me Tangere, El Filibusterismo, Panitikan sa Asya and Ponolohiya. The teaching strategies used by the Filipino teachers such as roleplay, collaborative learning, dramatization, child centered approach, discovery/inquiry learning, cooperative learning, lecture method, whole brain teaching, portfolio and journal, experiential learning, buzz session, think-pair-share, jig-saw-puzzle and round robin have high

implication (μ=4.13) in the students' academic performance. The data indicates further that these teaching strategies are all effective in teaching the Filipino subjects under the spiral progression scheme. The performance of the students in Ponolohiya is significantly positively moderately correlated to the performance in Panitikan sa Asya and Noli Me Tangere while the performance in Ponolohiya, Panitikan Tradisyonal, Panitikan Pandaig and El Filibustirismo are not significantly correlated.

12. Conclusion

The spiral progression approach often advantageous and sometimes disadvantageous as perceived the teachers however, the spiral progression approach is very effective in teaching Traditional Panitikan and effective in teaching other subject areas such as Panitikan Pandaigdig, Noli Me Tangere, El Filibusterismo, Panitikan sa Asya and Ponolohiya. The teaching strategies used by the Filipino teachers such as roleplay, collaborative learning, dramatization, child centered approach, discovery/inquiry learning, cooperative learning, lecture method, whole brain teaching, portfolio and journal, experiential learning, buzz session, think-pair-share, jig-saw-puzzle and round robin have high implication in the students' academic performance. The data indicates further that these teaching strategies are all effective in teaching the Filipino subjects under the spiral progression scheme. The hypothesis is rejected on the relationship of performance of the students in Ponolohiya there is significant positive moderate correlation but the performance in Panitikan sa Asya and Noli Me Tangere while the performance in Ponolohiya, Panitikan Tradisyonal, Panitikan Pandaig and El Filibustirismo are not significantly correlated.

13. Recommendation

The educational institutions should integrate in the curriculum the use of spiral progression scheme approach in teaching Filipino subjects in the Philippines to enhance better learning performance. The teachers should improve the knowledge and skills of using the spiral progression scheme approach to enhance better performance in teaching. The curriculum designer should design seminar workshop to improve the teaching performance of teachers.

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