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Adherence to the Dynamic Learning Program: Its Implications to Learning Achievement

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Abstract *— This study looked into Rosevale School's adherence to the Dynamic Learning Program (DLP) and its implications to the students' learning achievement. The school here implemented the program for four years(SY 2011-2012 to 2014-2015).Students and teachers were involved in evaluating the adherence to the essential components of the DLP. The level of academic performance was based upon the CEM diagnostic pre test scores of the respective students involved. The five components of the program were assessed. These are parallel class scheme; activity based domain; strategic study and rest; compilation of student portfolio; and compilation of student portfolio. The study made use of descriptive (mean and standard deviation) and inferential statistics (Pearson correlation and regression analysis). Student performance for English was High Average; Mathematics, Below Average; and Physics, Low Average. No significant relationship was noted between the school's level of adherence to the implementation of the five components to the students level of academic performance. The components only contributed around 1-3% to the achievement of students. Recommendations included a continuous study and monitoring on the effects of DLP with corresponding adjustments to the methods of implementation, that the school community prepares teachers and students for undertakings that involve the teaching learning process of the school.*

Keywords: *Dynamic Learning Program, Adherence, Parallel Class Scheme, Activity Based Domain, Strategic Study and Rest, Compilation of Students' Portfolio, Compilation of Teachers' Portfolio, Student Performance*

I. INTRODUCTION

Education plays a vital role in the growth and development of a nation. In response to the educational challenges faced by the Philippines, President Benigno Simeon C. Aquino III emphasized the crucial role of education in addressing long-term issues. However, the country lags behind in international rankings and assessments, prompting concerns about the quality of education. To tackle these challenges, educators Drs. Marivic and Christopher Bernido developed the Central Visayan Institute Foundation Dynamic Learning Program (CVIF-DLP). This learner-centered approach allocates 70% of class time for students to engage in tasks aimed at acquiring specific skills, fostering independence and problem-solving. The remaining 30% allows expert teachers to reinforce principles. The success of DLP in schools like Central Visayan Institute Foundation inspired its implementation in other institutions, including Rosevale School. This private Catholic school adopted DLP in the Junior High School level to enhance teaching and learning. This study aims to evaluate the implications of DLP on teaching and learning at Rosevale School, analyzing Center of Educational Measurement (CEM) standardized results from school year 2011-2012 to 2014-2015. The research investigates whether the prolonged exposure to DLP has contributed to significant improvements in students' learning achievements, addressing a gap in existing studies on DLP implementation.

This study is based on the Dynamic Learning Program (DLP), utilizing Jerome Bruner's constructivist theory to emphasize hands-on learning. The DLP prioritizes student-centered approaches, diverging from traditional teacher-centric methods. Its five key components include the Parallel Classes Scheme, Activity-based Multi-domain learning, In-school Comprehensive Student Portfolio, Comprehensive Teacher's Portfolio, and Strategic Study and Rest.

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TABLE I

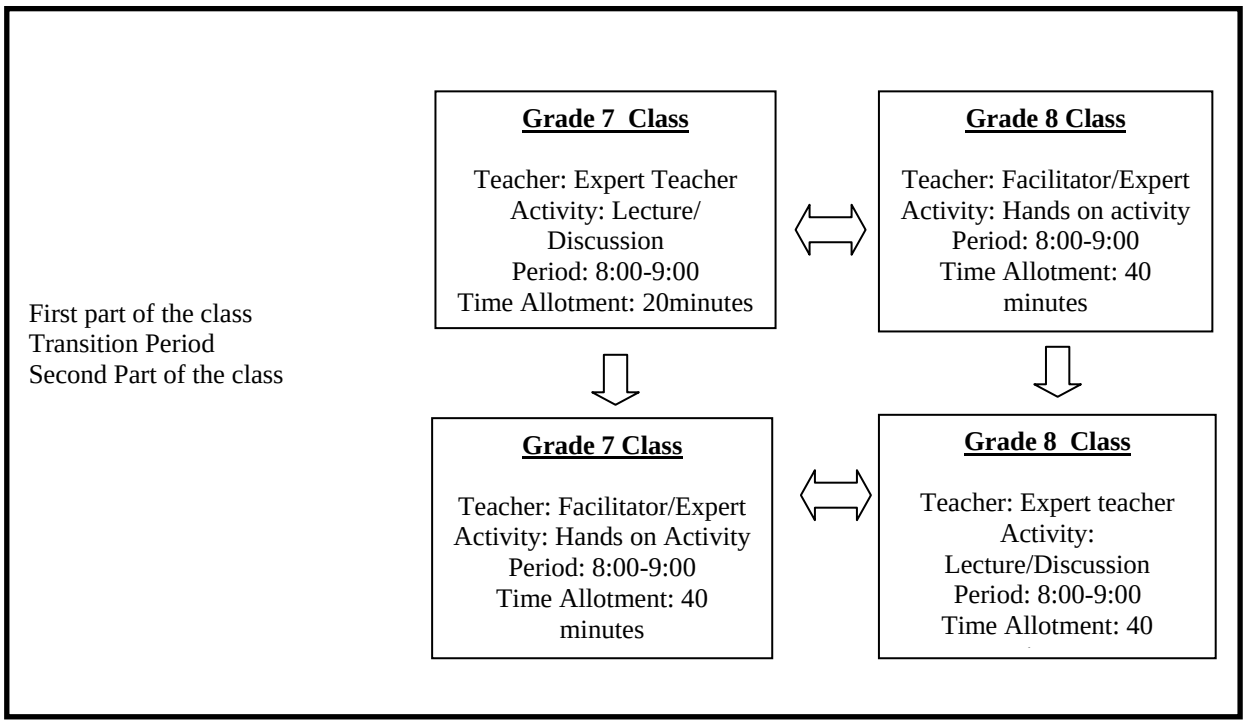

Figure 1.1 Parallel Classes Implementation

There may be several interpretations of what the constructivist theory means, but most educators agree that it involves a dramatic change in the methods of teaching, placing students as the main drivers of their educational endeavour. The focus is on the five essential features of the program and their varying effects on students' academic performance, as indicated by their CEM Diagnostic Pre-Test scores. The evaluation includes feedback from both graduated Junior High School students and teachers who used DLP. The research aims to assess students' learning attainment through CEM standardized Diagnostic Pre-test scores, providing insights into potential improvements in instructional methods with the DLP. Test scores to be analyzed include percent score, percentile rank, Quality Index, and IPP (Institutional Performance Profile).

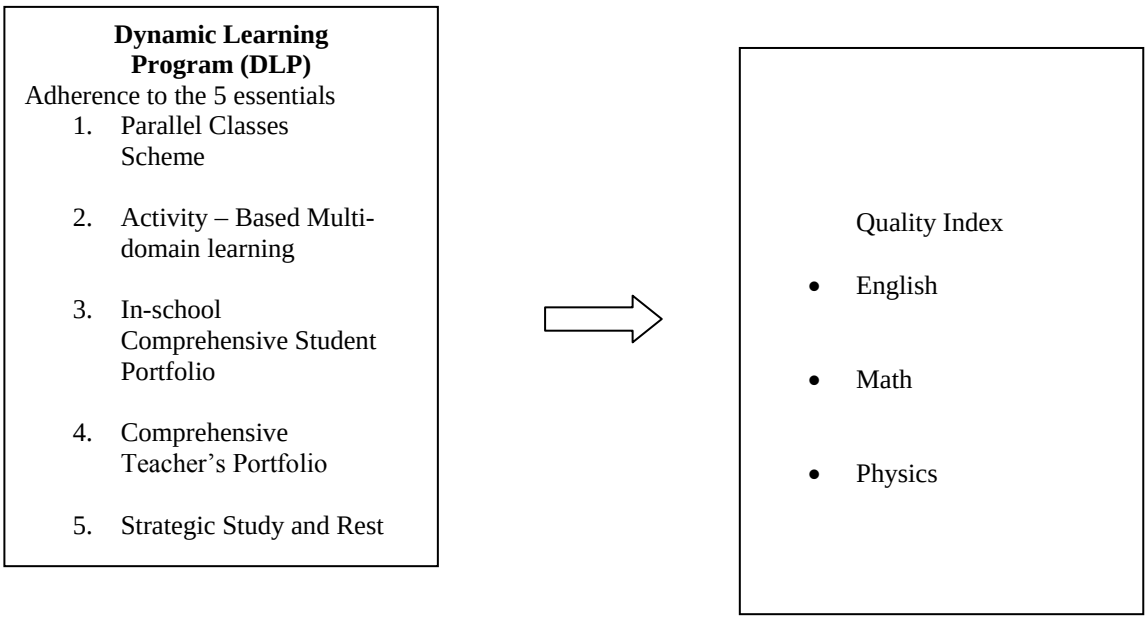

Figure 1.2 Schematic Diagram of the Study

Dynamic Learning Program (DLP) underscores its shift from traditional teaching to a learner-centric approach. Marcum (2016) emphasizes the benefits of inquiry and discovery methods, fostering initiative, teamwork, and technological utilization. Hussein (2013) highlights shared responsibility, creativity, and innovation in a dynamic learning environment. Marcum (2006) identifies essential elements for dynamic learning: an appropriate environment and learner engagement. The Parallel Classes Scheme in DLP, as noted by Bernido (2019), promotes 70% independent learning, deviating from the traditional teacher-centered model. The evolving role of teachers involves collaboration and co-creation with learners. Self-understanding for both teachers and students is crucial, with assessments providing self-knowledge rather than judgment. Profile management tools, such as learning portfolios, aid individuals in managing their learning behaviors. Overall, dynamic learning underscores the importance of adapting educational practices for effective and learner-centric outcomes.

Lancaster's (2016) study at Arkansas State University found that student-centered instruction enhances student initiative and leadership skills. In student-centered classrooms, students created their lesson plans, became independent learners, and excelled academically compared to teacher-centered environments. Chao, Yang, and Chen's (2005) comparison also showed that student-centered learning positively influenced problem-solving abilities. The results suggest that a student-centered approach leads to higher academic achievement and consistent high averages, with students seeking relevance in real-world applications (Lancaster, 2017).

METHODS

The study was conducted at Rosevale School in Fr. Masterson's Avenue, Xavier Estates, a non-sectarian private school operating for twenty-four years, offering basic education in pre-school, grade school, and high school. The high school department is the youngest. Data on Center for Educational Measurement (CEM) results in Physics, English, and Math were obtained from the Macasandig office, and questionnaires were distributed to teachers and students who graduated from the Dynamic Learning Program (DLP) between school years 2011-2012 and 2014-2015. The research focused on fourth-year batches from 2011-2012 to 2014-2015, analyzing both CEM scores and survey responses regarding DLP implementation. Cochran's formula determined the sample size, leading to surveys distributed to 71 students and 11 teachers.

Table B Summary of Computed Population Versus Actual Participants

Participants	Computed Population	Actual Respondents
Students	N= 72	n= 52
Teachers	N = 11	n = 11

Table B summarizes the computed population versus actual participants, with 52 students and 11 teachers responding. Data were sourced from CEM test results and the school registrar, ensuring reliability through thorough review and validation processes. Questionnaires underwent testing, achieving a high reliability coefficient of 0.96. CEM test results were accessed with approval from the school director, and information on students' names and contact details was obtained from the registrar. Parents and students provided consent for the CEM results' use in the study, ensuring confidentiality. The voluntary nature of participation, the right to withdraw, and data security measures were communicated to participants. Questionnaires, approved by the director, were distributed to teachers and students, with explicit consent requests. Respondents' identities were anonymized through codes, and data were securely stored and would be destroyed a year after completion. The study, involving teachers and students from Rosevale School during the specified years, prioritized confidentiality and ethical considerations in data collection and storage.

The learning achievement of the students measured through the CEM test results were evaluated according to percentages of scores and the Quality Index Scores evaluated by the said institution. Shown below

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is the range of standard scores equivalent to the QIs and its corresponding assigned values for statistical computation:

SS range	Quality Index (QI)	Qualifier
670-800	E- Excellent	Student satisfactory answered 83– 99% of the questions that covers the competency of the subject.
621-669	S- Superior	Student satisfactory answered 77 – 83% of the questions that covers the competency of the subject.
573-620	AA- Above Average	Student satisfactory answered 71 – 77% of the questions that covers the competency of the subject.
525-572	HA- High Average	Student satisfactory answered 66 – 71% of the questions that covers the competency of the subject.
474-524	A- Average	Student satisfactory answered 59 – 66% of the questions that covers the competency of the subject.
425-473	LA- Low Average	Student satisfactory answered 53 – 59% of the questions that covers the competency of the subject.
375-424	BA- Below Average	Student satisfactory answered 46 – 53% of the questions that covers the competency of the subject.
319-374	P- Poor	Student satisfactory answered 40 – 46% of the questions that covers the competency of the subject.
200-318	VP- Very Poor	Student satisfactory answered 25 – 40% of the questions that covers the competency of the subject.

The scoring procedures on the questionnaires given to students and teachers were as follows.

Score	Description	Qualifier
3.70 -4:00	Highly Adherent	Almost all if not all of the indicators that attest to the implementation of the particular essential feature of DLP were verified by the students/teachers
2.80 – 3.69	Adherent	Majority of the indicators that attest to the implementation of the

		particular essential feature of DLP were verified by the students/teachers
1.90 – 2.79	Somewhat Adherent	Less than majority of the indicators that attest to the implementation of the particular essential feature of DLP were verified by the students/teachers
1.0 – 1.89	Poorly Adherent	Minority of the indicators that attest to the implementation of the particular essential feature of DLP were verified by the students/teachers

The study made use of descriptive statistics such as means and standard deviation. It also made use of inferential statistics. The problem on the relationship between the level of adherence on the implementation of the five components and student performance employed the Pearson Product- moment correlation.

Presentation and Interpretation of Data

This chapter deals with the presentation, analysis and interpretation of the data gathered in the study. The findings are presented according to the sequence of the problems as stated in Chapter 1.

Problem 1 What is the level of adherence of the students and teachers to the 5 components of DLP.

1 **Students**
- **1.1 Parallel Class Scheme**
- **1.2 Activity – Based Multi-domain learning**
- **1.3 In-school Comprehensive Student Portfolio**
- **1.4 Strategic Study and Rest**

2 **Teachers**
- **2.1 Parallel Class Scheme**
- **2.2 Activity – Based Multi-domain learning**
- **2.3 In-school Comprehensive Student Portfolio**
- **2.4 Comprehensive Teacher's Portfolio**
- **2.5 Strategic Study and Rest**

Problem 1 is hypothesis-free. It deals with the identification of the level of adherence of DLP's implementation as verified through the survey answered by the students and teachers. DLPs implementation is characterized by the five components which are essential to the program. These are: Parallel Class Scheme, Activity – Based Multi-domain learning, In-school Comprehensive Student Portfolio, Comprehensive Teacher's Portfolio, and Strategic Study & Rest.

Students: Parallel Class Scheme

Table 1.1 presents the distribution of the student-respondents on the level of adherence in terms of implementation of DLP on teaching and learning considering parallel class scheme. Data show that majority of the students found the implementation of the parallel classes scheme as adherent (65.38%); 23.08 percent, somewhat adherent; and 11.54 percent, highly adherent. This means that the implementation of the DLP program with regards to the observation of the parallel class scheme was adherent as experienced by the students. Therefore majority of the indicators that attest to the implementation of the particular essential feature of DLP were verified by the students.The students obtained an overall mean of 3.08 described as adherent. The standard deviation of 0,50 means that the dispersion of the evaluation of the students regarding the implementation of the parallel class scheme is not dispersed and is quite closer to the mean. It can be observed from the results that the respondents rated the highest mean score of adherence for the indicator which states:

Table 1.1. Distribution Of Student Respondents On Level Of Adherence In Terms Of Implementation Of DLP On Teaching And Learning Considering: Parallel Class Scheme (n=52)

Range	DESCRIP TION	FREQUENCY	PERCENTAGE (%)
3.70-4.00	Highly Adherent	6	11.54
2.80-3.69	Adherent	34	65.38
1.90-2.79	Somewhat Adherent	12	23.08
1.00-1.89	Poorly Adherent	0	0.00
TOTAL		**52**	**100.00**

Mean: 3.08 Description: Adherent Standard Deviation: 0.5

Indicators	**mean**	**Description**
1. My subjects in the morning were always math and science.	3.06	Adherent
2. Our classes had more time in our DLAs compared to lecture time with the teacher.	3.06	Adherent
3. We would have the same subjects conducted at the same time with other year levels.	2.94	Adherent
4. Our expert teacher was there to explain and unlock difficulties in our subject.	3.15	Adherent
5. The facilitator spent more time with us than. the expert teacher	2.79	Somewhat Adherent
6. The facilitator did not teach us the topic of the subject.	2.33	Somewhat Adherent
7. The facilitator checked us up by monitoring our work when we were doing our activities.	3.35	Adherent
8. Academic classes happened during M, T, Th. & F.	3.40	Adherent
9. The subject schedule were mostly the same from Monday to Friday except on Wednesdays	3.48	Adherent
10. The subjects in the afternoon were usually English and Filipino.	3.27	Adherent

"The subject schedule were mostly the same from Monday to Friday except on Wednesdays". On the other hand, they rated the lowest mean in the indicator which states: **"The facilitator did not teach us the topic of the subject"**.

The adherence of the parallel classes scheme may be attributed to the fixed schedule designed by the school's administrator as presented in Appendix G. The schedule presents a uniformity of subjects which indeed verifies the adherence of the majority of the parallel classes scheme. Subjects like math and science which are commonly perceived to be difficult subjects were scheduled in the morning. In the event that the same subjects were simultaneously delivered with other year levels, this leaves little time for the teacher to have a lengthy discussion as he/she has to move from one class to another in the same period.

As stated earlier, the students evaluated the indicator which states: **"The facilitator did not teach us the topic of the subject"**, as the least adherent in the parallel classes scheme. This may be attributed to the fact that there was a transition; from teacher centeredness to student centeredness in the approach of DLP throughout the four years of considered implementation that covers this particular study. As theorist and expert educators have mentioned the term "paradigm shift", the learning processes takes turn in its methods of learning. The challenges that may be encountered in the process of DLP implementation in Rosevale School may not be openly accepted by the teachers. (Hussein 2013). It can also be considered that the Philippines comes from an Asian country wherein the prevalent culture is having a teacher-centered setting of class due to the Influence of Confucian traditions (Lee 2005).

During the discussion with the teachers, the adjustments they had to go through during the initial stages were quite difficult for them to accept. Some mentioned that they felt a diminution in role as just facilitators since they no longer have lengthy discussions which made them the sole source of knowledge in class. The adjustment from teacher centeredness to student centeredness somehow made them feel less of a teacher. In Len Austin's study, it was stressed that intrapersonal and interpersonal changes must be part of the pre-service training for teachers (Len 2004).

As the years of implementation of DLP continued, subsequent trainings were given by DLP ambassadors to the teachers on it's method of implementation. According to the teachers there was not enough preparation nor discussion prior to its implementation for the first year. Such abrupt application of the DLP did not prepare them for interpersonal and intrapersonal change. As suggested by Austin Len these changes are needed for teachers to be effective classroom teachers (Len 2004).

Considering that the parallel class scheme is the component of DLP that practices the daily routine of learning new lessons without prior discussion from the teacher employed in DLP, it is therefore the means by which the program develops a mindset of independent learning. (Bernido 2019). The reduced adherence towards the indicator stating **"The facilitator did not teach us the topic of the subject"** would therefore mean that the mindset of the students on independent learning may not as expected.

Students: Activity-based multi-domain learning

Table 1.2 presents the percentage distribution of the students respondents on the level of adherence in terms of implementation of DLP on teaching and learning considering activity-based multi domain learning.

Data show that majority (63.46%); of the students found the implementation of the activity based multi domain learning as adherent. 19.23 percent, somewhat adherent; 13.46 percent, highly adherent; and 3.85 percent, poorly adherent. This means that the implementation of the DLP program with regards to the observation of the activity based multi domain learning was adherent as experienced by the students. The students rated an overall mean of 3.08 described as adherent, with standard deviation of 0.58. Once again, majority of the indicators that attest to the implementation of the particular essential feature of DLP were verified by the students.

Table 1.1.2 Distribution Of Student Respondents On Level Of Adherence In Terms Of Implementation Of Dlp On Teaching And Learning Considering: Activity-Based Multi-Domain Learning (n=52)

Range	DESCRIPTION	FREQUENCY	PERCENTAGE (%)
3.70-4.00	Highly Adherent	7	13.46
2.80-3.69	Adherent	33	63.46
1.90-2.79	Somewhat Adherent	10	19.23
1.00-1.89	Poorly Adherent	2	3.85
TOTAL		**52**	**100.00**

Mean: 3.08
Description: Adherent
Standard Deviation: 0.58

Indicators	**mean**	**Description**
1. I have more time spent on doing my DLAs		

than having our class lecture.	2.98	Adherent
2. I would do an assigned task even before the expert teacher had discussed the topic in class.	2.67	Somewhat Adherent
3. Our DLAs were following the order of our Quarterly Learning Plan in order.	3.10	Adherent
4. The title of our DLAs were related to the activity.	3.23	Adherent
5. I would always know what is needed to be done through the objectives.	3.21	Adherent
6. I do my DLAs without the assistance of the expert teacher.	2.88	Adherent
7. Writing helped me remember and understand the lesson much better.	3.63	Adherent
8. We had a lot of varied activities aside from copying concept notes.	2.77	Somewhat Adherent
9. Concept notes were easy to understand since they were presented well.	3.27	Adherent
10. The answers to the question of our DLAs can be found in our concept notes.	3.17	Adherent

The students obtained the highest mean in the indicator which states; **"Writing helped me remember and understand the lesson much better"** on the other hand they rated the lowest mean score in the indicator which states; **"I would do an assigned task even before the expert teacher had discussed the topic".**

As part of the DLP component, students copy by hand all parts of the given activity which usually starts from the title, objectives, concept notes until the exercises. This feature of the program is supported by the pedagogical basis that visual and psychomotor combination enhances memory retention. It also supports the idea that writing slows down concept input allowing the brain to have time to absorb new material (Bernido,2014).

The ability of the student to understand and remember lessons more may be explained through the studies of Longcamp, Boucard, Gilhodes, and Velay. They discussed in their study that handwriting shows a relationship with the visual recognition of letters. It further suggests that the stability of the characters' representation in one's memory depends on the nature of the motor activity produced during its learning attributed to copying by hand. (Longcamp, Boucard, Gilhodes, and Velay, 2006).

Furthermore, McCarroll and Fletcher (2017) presented a significant positive correlation between academic success in writing and reading and quality of handwriting.

In fact, it was also found out by Aragón, Delgado-Casas, Navarro-Guzmán, and Menacho-Jiménez that students using handwritten notes performed better on free recall tasks. Although the study shows that the use of computer facilitated a faster way of note taking, handwriting improved students' grades when performing memory tasks(Aragón, Delgado-Casas, Navarro-Guzmán, Menacho-Jiménez, 2016).

The basis of the implementation of the Activity Based Domain Feature is based on the characteristic of DLP which is rooted on Jerome Bruner's theory. The daily activity of students is based on a key principle of Bruner wherein 70 percent of class time is spent with the student performing an individual task aimed to develop him/her to be self- sufficient as a problem solver. The remaining 30 percent is devoted to reinforcing the right principles uncovered by the activity and unlocking difficulties and correcting misinterpretations regarding the learning content covered for that day which is facilitated by the expert teacher of the specific subject. Since the parallel classes approach prevents the lengthy lecture that usually occurs in the traditional approach, survey ratings show that discussion prior to lesson is indeed minimized as the DLP approach

encourages teachers to have discussion after students have gone through the activity in order for the student to understand the concepts independently. Discussion usually caters to unlocking difficulties and clarifying misconceptions encountered by the student.

The Activity Based Domain feature is supported by the study of James W. Marcum, wherein he states that inquiry and discovery methods are more appropriate to the post-information age than are the methods of the past despite the difficulty it may present for its class preparation. He mentioned that discovery strategies encourage initiative and self-direction, nurture work in teams, utilize new technologies, promote variety in methodology, and allow time for the perseverance required for the needed level of competence to be acquired. However, the indicator which states that, **"I would do an assigned task even before the expert teacher had discussed the topic in class"** .having the lowest described rating in the survey resulting to; **"somewhat adherent"** suggests that there is the possibility its development may not be attained by the students.

Students: School Comprehensive Student Portfolio

Table 1.3 presents the distribution of the student respondents on the level of adherence in terms of implementation of DLP on teaching and learning considering In school comprehensive student portfolio.

Table 1.3 Distribution Of Student Respondents On Level Of Adherence In Terms Of Implementation Of Dlp On Teaching And Learning Considering: In-School Comprehensive Student Portfolio (n=52)

Range	DESCRIPTION	FREQUENCY	PERCENTAGE (%)
3.70-4.00	Highly Adherent	14	26.92
2.80-3.69	Adherent	31	59.62
1.90-2.79	Somewhat Adherent	3	5.77
1.00-1.89	Poorly Adherent	4	7.69
TOTAL		**52**	**100.00**

Mean: 3.2 Description: Adherent Standard Deviation: 0.79

Indicators	**mean**	**Description**
1. I received my DLAs at least one day after my activity.	2.81	Adherent
2. I compiled my DLAs immediately when I receive it.	3.17	Adherent
3. My DLAs were compiled in order with a Complete title page.	3.37	Adherent
4. I can see in my DLAs what topics I need to understand more.	2.23	Somewhat Adherent
5. I would study the topic that I am not good at after receiving my DLA.	3.13	Adherent
6. My DLAs help me in studying for my lessons and preparing for the test.	3.31	Adherent
7. My DLA portfolio was collected by my teacher regularly for each quarter.	3.33	Adherent
8. My teacher checks my compiled DLAs if they are complete and in order.	3.40	Adherent

9. My teacher returns my DLA portfolio a week after I have submitted it to him/her. 3.04 Adherent

10. I usually can see how I have improved by looking back to my compiled portfolios. 3.27 Adherent

Data show that majority (59.62%) of the students found the implementation of the activity based multi domain learning as adherent; 26.92 percent, highly adherent; 13.46 percent, poorly adherent; and 5.77 percent, somewhat adherent. This means that the implementation of the DLP program with regards to the In School Comprehensive portfolio was adherent as experienced by the students.

The students rated an overall mean of 3.21 described as adherent. The standard deviation of 0.79, means that dispersion of data is clustered near the mean.

The students rated the highest mean of adherence in the indicator which states; **"My teacher checks my compiled DLAs if they are complete and in order".** On the other hand, they rated the lowest in the indicator which states **"I can see in my DLAs what topic I need to understand more"**.

The compilation of the student portfolio was done on a quarterly basis. Teachers record and evaluate each Daily learning Activity (DLA). Students who would be absent for a missed activity are given time to make-up for activities missed. This practice therefore assures the

completeness of the compiled DLAs for each quarter. The compilation is also checked by the teachers and recorded as an entry for grade computation.

It may also be pointed out that during FGD discussions, students mentioned that some of their DLAs were not returned promptly and that there were also times when the portfolios stayed for longer periods of time with their subject teacher. This information may explain why the indicator stating **"I can see in my DLAs what topic I need to understand more"** got the lowest mean score. It would be difficult for the students to assess their own progress without any portfolio as basis for them to identify which topics they need to study more.

The habitual compiling of the returned DLAs returned provides an opportunity for the student to review their work and monitor their progress in the particular subject for a particular grading period.

The students' portfolio compilation caters to Bandura's theory embedded in the DLP approach, that the responsibility of one's learning is rooted in the social cognitive perspective that involves self–regulation comprised of: self-observation/self monitoring; Self-Judgment; and Self-reaction (Bernido 20014).

Although the students' ratings resulted to an evaluation of **"somewhat adherent"**, it cannot be totally discounted that students refer to their portfolios to assess their progress in the lessons or competencies covered for a specified period of time.

Students: Strategic study and rest

Table 1.4 presents the distribution of the student respondents on the level of adherence in terms of implementation of DLP on teaching and learning considering Strategic study and rest.

Table 1.4 Distribution Of Student Respondents On Level Of Adherence In Terms Of Implementation Of Dlp On Teaching And Learning Considering: Strategic Study And Rest (n=52)

Range	DESCRIPTION	FREQUENCY	PERCENTAGE (%)
3.70-4.00	Highly Adherent	16	30.77
2.80-3.69	Adherent	28	53.85
1.90-2.79	Somewhat Adherent	7	13.46
1.00-1.89	Poorly Adherent	1	1.92
TOTAL		**52**	**100.00**

Mean: 3.29 Description: Adherent Standard Deviation: 0.64

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Indicators	mean	Description
1. Our Wednesday subjects were non academic (PE. TEPP, Arts).	3.37	Adherent
2. I like the non-academic schedule on Wednesday.	3.58	Adherent
3. We had minimal assignments when we were in High School compared to Grade School.	3.17	Adherent
4.Our projects were mostly done in school.	3.19	Adherent
5. I usually had time to do my hobbies and favorite pastime when I get home.	3.19	Adherent
6. I appreciate the methods of DLP of having no heavy assignments done at home.	3.48	Adherent
7. The DLP approach is not so stressful compared to the traditional one.	3.25	Adherent
8.I had enough time to study for all my subjects.	3.25	Adherent
9. The DLP program provided us with a lot of time to learn and enough time for rest and recreation.	3.19	Adherent
10. I learned better through this kind of approach.	3.19	Adherent

Data show that majority (53.85%) of the students found the implementation of the activity based multi domain learning as adherent, 30.77 percent, highly adherent; 13.46 percent, somewhat adherent; and 2 percent, poorly adherent, This means that the implementation of the DLP program with regards to the Strategic Study and Rest was adherent as experienced by the students.

The students rating got the highest mean in the indicator which states **"I like the non-academic schedule on Wednesday"**. On the other hand, they rated the lowest mean in the indicator which states **"We had minimal assignments when we were in High School compared to grade school"**.

The overall adherence to the observance of having a strategic study and rest may be attributed to the schedule implemented by the school administration (Please refer to Appendix A). It is usually scheduled on Wednesdays which falls in the middle of the week. This approach provides students a break from the academic rigors within the week and allows the student to have the Wednesday subjects as a pause within the week.

Assignments were kept to a minimum since the DLAs covers all the competencies to be learned for a particular subject. Projects were mostly done in school which allows students more time for their recreation and pursue other interests.

The standard deviation resulting to a value of 0.64 means that the answers where quite closer to the mean. The deviation therefore shows that the individual datum collected based on the student's answers regarding the adherence in terms of implementation of DLP on teaching and learning considering Strategic Study and Rest, is not dispersed.

During the FGD, teachers recalled that changes in behaviour among the students were observed. They noticed that students were behaving better and noise levels were reduced. As pointed out in research studies about the effects of sleep among students on school behaviour and academic achievement, the reduced anxiety and good behaviour among students is evident among students having enough sleep and rest.

Table 1.5 presents the overall distribution of student respondents on the level of adherence in terms of implementation of DLP on teaching and learning. Data show that majority (69.23%) of the students found the implementation of the DLP as adherent; an equal percentage found it highly adherent and somewhat adherent(13.46%); few found it poorly adherent (3.85%). This means that the implementation of the DLP program with regards to the features of DLP was adherent as experienced by the students. Therefore majority of the indicators that attest to the implementation of the particular essential feature of DLP were verified by the students

Table 1.5 Overall Distribution Of Student Respondents On Level Of Adherence In Terms Of Implementation Of Dlp On Teaching And Learning (n=52)

Range	DESCRIPTION	FREQUENCY	PERCENTAGE (%)
3.70-4.00	Highly Adherent	7	13.46
2.80-3.69	Adherent	36	69.23
1.90-2.79	Somewhat Adherent	7	13.46
1.00-1.89	Poorly Adherent	2	3.85
TOTAL		**52**	**100.00**

Mean: 3.16
Description: Adherent
Standard Deviation: 0.54

Indicators	**mean**	**Description**
Parallel Classes Scheme	3.08	Adherent
Activity-Based Multi-Domain Learning	3.08	Adherent
In-School Comprehensive Student Portfolio	3.21	Adherent
Strategy Study and Rest	3.29	Adherent

The students' rating obtained an overall mean of 3.16 described as adherent. The standard deviation of of 0.54 means that the responses are clustered near the mean.

Teachers: Parallel Class Scheme

Table 2.1 presents the distribution of the teacher-respondents on the level of adherence in terms of implementation of DLP on teaching and learning considering parallel class scheme.

Table 2.1 Distribution Of Teacher Respondents On Level Of Adherence In Terms Of Implementation Of Dlp On Teaching And Learning Considering: Parallel Class Scheme (n=9)

Range	DESCRIPTION	FREQUENCY	PERCENTAGE (%)
3.70-4.00	Highly Adherent	2	22.22
2.80-3.69	Adherent	7	77.80
1.90-2.79	Somewhat Adherent	0	0.00
1.00-1.89	Poorly Adherent	0	0.00
TOTAL		**9**	**100.00**

Mean: 3.34 Description: Adherent Standard Deviation: 0.50

Indicators	**mean**	**Description**
1. Math and science subjects were conducted in the morning.	3.67	Adherent
2. My class had more time on doing DLAs compared lecture time with the students.	3.56	Adherent
3. I would at least have two simultaneous classes in a period.	2.78	Somewhat Adherent
4. As an expert teacher I was there to explain and unlock our difficulties in my subject.	3.89	Adherent
5. I spend more hours as a facilitator than an expert teacher.	3.00	Adherent
6. As a facilitator I have not tried to explain the lesson		

which was not my expertise to the students.	3.44	Adherent
7. As a facilitator I checked the student's work by monitoring their work when we were going their activities.	3.44	Adherent
8. My academic classes were scheduled during M, T, Th, & F.	3.33	Adherent
9. The subject schedule was mostly the same from Monday to Friday except Wednesdays.	3.00	Adherent
10. The subjects in the afternoon were usually English &Filipino.	3.33	Adherent

Data show that majority (77.60%) of the teachers found the implementation of the parallel classes scheme as adherent; 22.22 percent, highly adherent; None found it either somewhat or poorly adherent. This means that the implementation of the DLP program with regards to the observation of the parallel class scheme was adherent as experienced by the teachers. adherent (3.85%). This means that the implementation of the DLP program with regards to the features of DLP was adherent as experienced by the students. Once more, majority of the indicators that attest to the implementation of the particular essential feature of DLP were verified by the students.

The teachers obtained an overall mean of 3.34 which is described to be adherent. The standard deviation of the resulting answers of the teachers had a value of 0.50 which means that the dispersion of the evaluation of the teachers regarding the implementation of the parallel class scheme were quite closer to the mean.

The teachers rated the highest mean in the indicator which states: **"As an expert teacher I was there to explain and unlock our difficulties in my subject"**. Meanwhile, they rated the lowest mean the indicator which states **"I would at least have two simultaneous classes in a period."** .

The adherence level of response from the teachers may be attributed to the implemented schedule (please refer to Appendix A). These indicators are congruent with the assessment of the students who also found its implementation adherent. Class schedules were designed to be simultaneously conducted which gives little chances for the teacher to provide a lengthy discussion but rather focus on unlocking the difficulties that the student encountered in their previous activity.

As mentioned in previous paragraphs, teachers had to adjust to the new approach of their having less discussions and interaction with the students. Having simultaneous classes may not have been practiced by the teachers. Having such a set up would mean that the time for discussion and interaction with the students would be decreased. As discussed with the teachers regarding their diminished role, the transition of having to talk for longer periods in class is something they got used to. Moving from one class to another in a shorter period of time may have been observed as it was supposed to be.

The teachers obtained an over all mean rating of 3.34 which is described to be adherent. The standard deviation resulting to a value of 0.50 is interpreted as having the answers quite closer to the mean.

Table 2.2 presents the percentage distribution of the teacher respondents on the level of adherence in terms of implementation of DLP on teaching and learning considering activity based multi domain learning.

Table 2.2 Distribution Of Teacher Respondents On Level Of Adherence In Terms Of Implementation Of DLP On Teaching And Learning Considering: Activity-Based Multi-Domain Learning (n=9)

Range	DESCRIPTION	FREQUENCY	PERCENTAGE (%)
3.70-4.00	Highly Adherent	1	11.11
2.80-3.69	Adherent	7	77.78
1.90-2.79	Somewhat Adherent	1	11.11
1.00-1.89	Poorly Adherent	0	0.00
TOTAL		**9**	**100.00**

Mean: 3.12 Description: Adherent Standard Deviation: 0.29

Indicators	mean	Description
1. I spent more time preparing DLAs compared to my class discussion	3.00	Adherent
2. I would let the students do an assigned task even without prior discussion.	3.00	Adherent
3. I would always follow the order of my Quarterly Learning Plan in presenting my DLAs.	3.33	Adherent
4. The title of our DLAs were related to the activity.	3.89	Highly Adherent
5. It is easy for me to formulate objectives from a student's point of view.	3.22	Adherent
6. I am rarely present in my expert class when my students do their activity.	2.56	Somewhat Adherent
7. It was easy for me to create concept notes that included only the essentials of my lesson.	3.22	Adherent
8. I was able to implement a varied way multi based activities in my class aside from letting them copy concept notes.	2.44	Somewhat Adherent
9. I presented my concept notes in various formats aside from a paragraph structure.	3.11	Adherent
10. The answers to my assessments were usually found in my concept notes.	3.44	Adherent

Data show that majority (77.78%) of the teachers found the implementation of the activity based multi domain learning as adherent; 11.11 percent, highly adherent; and somewhat adherent (11.11%). None of them found it was poorly adherent. This means that the implementation of the DLP program with regards to the observation of the activity based multi domain learning was adherent as experienced by the teachers.

The teacher respondents got an overall mean of 3.34 which is found to be adherent. The standard deviation of the resulting answers of the teachers had a value of 0.29 which indicates that the responses are quite close to the mean.

The teachers got the highest mean in the indicator which states **"The title of our DLAs were related to the activity."**. On the other hand they got the lowest mean in the indicator which states **"I was able to implement a varied way multi based activities in my class aside from letting them copy concept notes."**. The title of every activity triggers the understanding of the students' understanding of the possible turn of events for a particular activity. The theory of operant conditioning relates to individuals making an association between a particular behavior and consequence (Skinner 1938). The students therefore make a connection between the

activity title and the development of the activity. This will prepare and condition them for the next activities that will unfold in the later part of the class.

The ability of a teacher to provide a multi based activity got the lowest adherence as shown in the study. This may be due to academic training as most of them were exposed to a traditional kind of set- up. Kelly recommended that pre-service teachers should at least have a fifteen-week method focus on a training dealing with smaller number of strategies and reduced time in spending more discussions and reflections on the student-centered rationale behind those strategies. It was mentioned that if student teachers had a stronger student-centered theory in place before student teaching, then they could possibly be more effective in implementing student-centered instruction during student teaching itself (Kelly 2000).

Teachers: In-school Comprehensive Student Portfolio

Table 2.3 presents the distribution of the teacher-respondents on the level of adherence in terms of implementation of DLP on teaching and learning considering In- school comprehensive student portfolio.

Data show that majority (66.67%) of the teachers found the of DLP on teaching and learning considering In school comprehensive student portfolio as adherent; 22.22 percent, highly adherent; and 11.11 percent, somewhat adherent (11.11%). None of them found it as poorly adherent.

Table 2.3 Distribution Of Teacher Respondents On Level Of Adherence In Terms Of Implementation Of Dlp On Teaching And Learning Considering: In-School Comprehensive Student Portfolio (n=9)

Range	DESCRIPTION	FREQUENCY	PERCENTAGE (%)
3.70-4.00	Highly Adherent	2	22.22
2.80-3.69	Adherent	6	66.67
1.90-2.79	Somewhat Adherent	1	11.11
1.00-1.89	Poorly Adherent	0	0.00
TOTAL		**9**	**100.00**

Mean: 3.28 Description: Adherent Standard Deviation: 0.41

Indicators	**mean**	**Description**
1. I am able to return checked DLAs at least one day after activity.	2.56	Somewhat Adherent
2. I made sure that the students compiled with their DLAs when I returned these to them.	3.44	Adherent
3. I made sure that the students compiled the DLAs in order with a complete title page.	3.44	Adherent
4. I can evaluate the students' difficulty through their DLA.	3.22	Adherent
5. I would usually unlock the difficulties of my students after their activity.	3.56	Adherent
6. I am confident that the DLAs could help the student in understanding their lessons and preparing them for the test.	3.22	Adherent
7. I collected the portfolio quarterly on a regular basis.	3.56	Adherent
8. I assessed my students' portfolio when submitted.	3.56	Adherent

9. I am able to return the DLA portfolio a week after the students submission.	3.11	Adherent
10. I am able to observe my students' progress by assessing their development through the portfolio.	3.11	Adherent

This means that the implementation of the DLP program with regards to the In-School Comprehensive portfolio was adherent as experienced by the teachers. Therefore, majority of the indicators that attest to the implementation of the particular essential feature of DLP were verified by the teachers.

The teachers obtained an overall mean of 3.28 described as adherent. The standard deviation of 0.41 means that the dispersion of the data are clustered near the mean.

It can be observed from the results that the teachers had three indicators in which they obtained the highest mean score of 3.56. These are: **"I would usually unlock the difficulties of my students after their activity."; "I collected the portfolio quarterly on a regular basis"**; and **"I assessed my student's portfolio when submitted"**. They got the lowest means in the following indicators: **"I would be able to return checked DLAs at least one day after activity."** and **"I am able to observe my student's progress by assessing their development through the portfolio."**

The teachers' ability to unlock students' difficulty harmonizes with the level of adherence in table 1.2.1 that states that the expert teacher is able to explain and unlock difficulties their subjects. It also relates to the parallel class since there is minimal interaction between teacher and student. The teacher then focuses on unlocking the difficulties of the students after the activity has been given. The adherence to portfolio collection may be due to the fact that the submission of portfolios corresponds to a score in the students' grade computation which is collected prior to the exams every quarter.

The daily learning activities are given daily; this results to a possibility of checking 100 learning activity sheets every day for the teacher. With such a situation teachers may find it difficult to check and return the papers the next day. The study of students' development takes some time. The portfolios are usually collected a week prior to the quarter exams but must be returned within that week itself since the students need their compiled activities to review for the exams. This poses a difficulty in evaluating the individual students' progress due the constraint of time.

The teachers got an overall mean 3.28 or adherent. The standard deviation of 0.41 indicates that the answers are clustered to the mean.

Teachers: In-school Comprehensive Teachers' Portfolio

Table 2.4 presents the percentage distribution of the teacher respondents on the level of adherence in terms of implementation of DLP on teaching and learning considering In-school comprehensive teachers' portfolio.

Table 2.4 Distribution Of Teacher Respondents On Level Of Adherence In Terms Of Implementation Of Dlp On Teaching And Learning Considering: In-School Comprehensive Teachers Portfolio (n=9)

Range	DESCRIPTION	FREQUENCY	PERCENTAGE (%)
3.70-4.00	Highly Adherent	1	11.11
2.80-3.69	Adherent	7	77.78
1.90-2.79	Somewhat Adherent	0	0.00
1.00-1.89	Poorly Adherent	1	11.11
TOTAL		**9**	**100.00**

Mean: 3.02 Description: Adherent Standard Deviation: 0.74

Indicators	**mean**	**Description**
1. I submitted my complete portfolio on time every school year.	2.67	Somewhat Adherent

2. The DLAs in my portfolio were revised yearly	2.89	Adherent
3. I would review my portfolio and assess my own performance through it.	2.78	Somewhat Adherent
4. I did my portfolio with excellence not just for compliance.	2.89	Adherent
5 I have designed student-centered activities for DLAs.	3.11	Adherent
6. I need to be exposed to more constructivist approach in teaching.	3.22	Adherent
7. I believe that the DLP has contributed to my professional growth as a teacher.	2.78	Somewhat Adherent
8. I would like to redesign my DLAs gearing towards student-centered approach.	3.67	Adherent
9. I am truly aware of the importance of my submitted portfolio and its purpose for instruction.	3.22	Adherent
10. I would accomplish parts of my portfolio regularly throughout the year so as not to cram for it's submission at the end of the school year.	3.00	Adherent

Data show that majority (77.78%) of the teachers found the implementation of the activity based multi domain learning as adherent; 11.11 percent, highly adherent; and 11.11 percent, poorly adherent. None of them found as somewhat adherent. This means that the implementation of the DLP program with regards to the In-School Comprehensive Teachers' portfolio was adherent as experienced by the teachers. Once more, majority of the indicators that attest to the implementation of the particular essential feature of DLP were verified by the teachers.

The teachers' overall mean of 3.02 means that the teachers are adherent in implementing In- school comprehensive teachers' portfolio. The standard deviation of 0.74 means that dispersion of the data far from the mean.

It can be observed from the results that the teachers obtained the highest mean in the indicator which states **". I would like to redesign my DLAs gearing towards student- centered approach.." .** On the other hand they got the lowest mean score in the indicator which states **"I submitted my complete portfolio on time every school year." has the lowest mean score had the lowest mean score.** Teachers in Rosevale School are given training for DLP implementation every May before the beginning of the school year. As their work are evaluated by DLP experts they also take note of the areas for improvement. Every year the teachers' portfolio are gradually revised in order for their Daily Learning Activities (DLA) to fit a student–centered approach. This revision is also a requirement for them to accomplish every school year. The more trainings they have in DLP, the better is the quality of their DLP implementation. The more years they are exposed to student-centered approach techniques in their classroom, the more ideas they have to implement and revise their DLAs.

As it really takes time to change a traditional system of learning, adaptation to its methods, especially on student-centeredness is a challenge. It may pose some difficulty especially if the teachers' exposure during their pre-service training was the traditional method. More often than not, the dates of submission of a required certain amount of revised DLA may not be submitted in on time or it may be delayed for a few days.

The teachers got an overall mean of 3.02 or adherent. The standard deviation of 0.74 means that the answers are clustered near the mean.

Teachers: Strategic Study and Rest

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Table 2.5 presents the percentage distribution of the teacher-respondents on the level of adherence in terms of implementation of DLP on teaching and learning considering Strategic study and rest.

Table 2.5 Distribution Of Teacher Respondents On Level Of Adherence In Terms Of Implementation Of Dlp On Teaching And Learning Considering: Strategic Study And Rest (n=9)

Range	DESCRIPTION	FREQUENCY	PERCENTAGE (%)
3.70-4.00	Highly Adherent	1	11.11
2.80-3.69	Adherent	7	77.78
1.90-2.79	Somewhat Adherent	1	11.11
1.00-1.89	Poorly Adherent	0	0.00
TOTAL		**52**	**100.00**

Mean: 3.11
Description: Adherent
Standard Deviation: 0.45

Indicators	**mean**	**Description**
1. My non academic loads was scheduled on a Wednesday.	3.33	Adherent
2. I appreciate the Wednesday non academic Schedule.	3.11	Adherent
3. I gave minimal assignments to my students.	3.22	Adherent
4. I gave time for my students to do their projects In school.	3.67	Adherent
5. I believe that students should have time to develop their other interest aside from the academics.	3.00	Adherent
6. I appreciate the methods of DLP of having no heavy assignments done at home.	2.56	Somewhat Adherent
7. The DLP method less stressful compared to the traditional one.	2.89	Adherent
8. I have given the students enough time to study before an assessment.	3.22	Adherent
9. I believe the DLP program provided the students with a lot of time to learn and enough time for rest and recreation.	2.44	Somewhat Adherent
10. I have observed that my students learn better through this kind of approach.	3.11	Adherent

Data shows that majority (53.85%) of the teachers found the implementation of the activity based multi-domain learning as adherent 30.77 percent, highly adherent; 13.46 percent, somewhat adherent; and 1.92 percent, poorly adherent. This means that the implementation of the DLP program with regards to the Strategic Study and Rest was adherent as experienced by the teachers. Therefore majority of the indicators that attest to the implementation of the particular essential feature of DLP were verified by the teachers.

On the whole, the teachers are adherent in implementing strategic study and rest as shown in the mean score of 3.11. The standard deviation of 0.45, shows that the responses are clustered near the mean.

The teachers obtained the highest mean score in the indicator which states **".I gave time for my students to do their projects in school."** On the other hand, they got the lowest mean score in the indicator which states **"I believe the DLP program provided the students with a lot of time to learn and enough time for rest and recreation."**

As discussed in the results of parallel classes, it can be seen that the schedule for non academic load was implemented due to the schedule of classes, (please refer to Appendix G). Non academic classes were held on Wednesdays which provided the students rest from their academic loads in the middle of the week. Assignments were kept to a minimum which was often in the form of short readings, preparation of materials to bring in school, or no assigned task at all. Major projects were given time to be prepared during class periods of the respective subject.

The objective of the Dynamic Learning Program (DLP) for the no homework approach is to provide room for recreation and rest for the growing adolescent after school. With the advent of technology, social media, and other gadgets, it was observed that students tend to devote most of their free time into those previously mentioned during their free time. Though it provided room for recreation and rest for some students, it was also observed that a number of students would stay up late immersed in social media for communication and entertainment.

The teachers' overall mean of 3.11 indicates that they are adherent in implementing the strategic study and rest for the students. The standard deviation of 0.45, means that the answers are clustered near the mean.

Overall Distribution of Teacher- Respondents Adherence to DLP

Table 2.6 presents the overall distribution of teacher respondents on level of adherence in terms of implementation of DLP on teaching and learning.

Data show that (69.23%) found the implementation of the DLP as adherent; 13.46 percent, highly adherent; 13.46 percent somewhat adherent and 3.85 percent, poorly adherent. This means that the implementation are adherent to the DLP program .

The teachers' overall mean (3.18) show that the teachers are adherent to the implementation of DLP in parallel classes scheme; in- school comprehensive student portfolio, activity based domain learning, strategic study and rest, and in-school comprehensive teacher portfolio (presented from highest to lowest).

Table 2.6 Overall Distribution Of Teacher Respondents On Level Of Adherence In Terms Of Implementation Of DLP On Teaching And Learning (n=9)

Range	DESCRIPTION	FREQUENCY	PERCENTAGE (%)
3.70-4.00	Highly Adherent	7	13.46
2.80-3.69	Adherent	36	69.23
1.90-2.79	Somewhat Adherent	7	13.46
1.00-1.89	Poorly Adherent	2	3.85
TOTAL		**9**	**100.00**

Mean: 3.18
Description: Adherent
Standard Deviation: 0.35

Indicators	**mean**	**Description**
Parallel Classes Scheme	3.34	Adherent
Activity-Based Multi-Domain Learning	3.12	Adherent
In-School Comprehensive Student Portfolio	3.28	Adherent
In-School Comprehensive Teacher Portfolio	3.02	Adherent

Strategy Study and Rest 3.11 Adherent

Problem 2. What is the student respondents' level of performance in the CEM standardized Diagnostic Pre- test scores in the following subjects:

2.1 English
2.2 Math
2.3 Physics

The following tables 2.1- 2.3 present the level of performance of the students in English, Math, and Physics subjects. The results of these scores are based on the CEM Diagnostic Pretest in English, Math, and Physics. These are scores collated from four batches during the school years 2011-2012 to 2014 -2015.

English

Table 2.1 presents the students' CEM Diagnostic Pre-test scores in English. It shows that majority (62 %) had performances ranging from high average to excellent. The rest of the students had performance in English ranging from very poor to average.

A result of High Average in mean score means that most of the students satisfactorily answered 66 – 71% percent of the questions that covered competency of the subject. The mean score is also consistent with the majority of students who fall under the category of a High Average level of performance which is 25 percent of the total population. It may also be noted that a majority of the students' population performed better than the High Average rating (AA- 17.31%, S- 9.63%, E- 9.62%) having a total of 36.55% combined.

Table 2.1 Respondents' Level Of Performance In CEM Diagnostic Pretest Scores In English (N=52)

Performance (Quality Index)	FREQUENCY	PERCENTAGE (%)
Excellent (670-800)	5	9.62
Superior (621-669)	5	9.62
Above Average (573-620)	9	17.31
High Average (525-572)	13	25.00
Average (474-524)	10	19.23
Low Average (425-473)	4	7.69
Below Average (375-424)	5	9.62
Poor (319-374)	0	0.00
Very Poor (200-318)	1	1.92
TOTAL	**52**	**100.00**

Mean: 547.46 Description: High Average Standard Deviation: 97.06

This may also be due to the fact that the native tongue of the students is English. Another factor that influences this is that the medium of instruction used in school is English. English may be observed as having a good level of performance among the students in Rosevale school.

The students got an overall mean of 547.46 described as high average. The standard deviation of 97.06 provides the information that the scores of the students are dispersed far from the mean.

Mathematics

Table 2.2 presents the CEM students' Diagnostic Pre-test scores in Math. It shows that most of the students obtained a rating of Average (25.00%) although the rating of those who performed very poor were almost equal in count since 23.08percent of the population belonged to this group. Scores are highly dispersed from each other as the resulting standard deviation resulted to a value of 87.36.

Table 2.2 Respondents Level Of Performance In CEM Diagnostic Pretest Scores In Math (n=52)

Performance	FREQUENCY	PERCENTAGE (%)
Excellent (670-800)	0	0.00
Superior (621-669)	0	0.00
Above Average (573-620)	1	1.92
High Average (525-572)	3	5.77
Average (474-524)	13	25.00
Low Average (425-473)	7	13.46
Below Average (375-424)	7	13.46
Poor (319-374)	9	17.31
Very Poor (200-318)	12	23.08
TOTAL	**52**	**100.00**

Mean: 405.29 Description:Below Average Standard Deviation: 87.36

The resulting Average performance in Math by most (25%) of the students means that satisfactorily answered 59 – 66% of the questions covered by the competency of the subject. Although most of the student-respondents had an average level of performance (25%), the mean score of the overall performance of the students in the Math subject was found to be below average. In fact, majority of the students performed lower than the average rating (LA- 13.46%, BA- 13.46%, P- 17.31%, VP-23.08%) which consist of 67.31percent of the population. It may be deduced therefore that the Rosevale students' level of performance based on the Math pre test scores is below average. This means that students satisfactory answered 46 – 53% of the questions that covers the competency of the subject.

The standard deviation of 87.36 provides the information that the scores of the students are dispersed from the mean.

Physics

Table 2.3 presents the students' CEM Diagnostic Pretest scores in Physics. It shows that the students fall into three evaluation ratings. Most of the students had average performance. The corresponding results that followed were those with 21 percent of the students getting a rating of high average; and 19 percent, obtaining a rating of poor. Scores are highly dispersed from each other as the resulting standard deviation resulted to a value of 81.48.

The resulting Average performance in Physics by most (25%) of the students means that majority of the students satisfactorily answered

Table 2.3 Respondents Level Of Performance InCem Diagnostic Pretest Scores In Physics (n=52)

Performance	FREQUENCY	PERCENTAGE (%)
Excellent (670-800)	0	0.00
Superior (621-669)	0	0.00
Above Average (573-620)	2	3.85
High Average (525-572)	11	21.15
Average (474-524)	13	25.00
Low Average (425-473)	10	19.23
Below Average (375-424)	5	9.62
Poor (319-374)	10	19.23

Very Poor (200-318)	1	1.92
TOTAL	**52**	**100.00**

Mean: 460.29 Description: Low Average Standard Deviation: 1.48

59 – 66% of the questions covered by the competency of the subject. It can be noted once more that although most of the student- respondents had an average level of performance (25%), the mean score of the overall performance of the students in the Physics subject was found to be Low Average. In fact, half (50%) of the students performed lower than the average rating (LA- 19.23%, BA- 9.62%, P- 19.23%, VP-1.92%). It may be observed therefore that the students' level of performance based on the Physics pre-test scores is slightly weak in Rosevale school since half of the population had low average performance. This level of performance means that students satisfactory answered 53 – 59% of the questions that covers the competency of the subject.

Although unlike Math, where majority of the students performed lower than average, the results for Physics showed that half of the students performed Average and above (A-25%, HA- 21.15%, AA-3.85%). It may be noted that the Physics subjects used the DLP on Learning Physics as One Nation, which was produced by the proponents of DLP, Christopher and Marivic Bernido. This may have helped in the students' level of performance. In spite of the fact that Physics incorporates a lot of Math principles, which the students are weak in, as shown in the results of their pre test, the poor performance of the students in Math did not totally pull down their performance in the Physics subject.

A standard deviation of 81.48 provides the information that the scores of the students are dispersed from the mean.

Overall Level of Students' Performance in English, Math, and Physics

Table 2.4 presents the student respondents' overall level of performance in three subjects. The overall performance of the fourth year students for the four school years of 2011-2012 to 2014-2015 fell mostly in different categories. The resulting over all performance of the students in the three subjects was Average. Although majority of the student-respondents had an average level of performance, the overall mean score

Table 2.4 Student- Respondents Overall level of Performance in three subjects (n=52)

Performance	FREQUENCY	PERCENTAGE (%)
Excellent (670-800)	0	0.00
Superior (621-669)	1	1.92
Above Average (573-620)	5	9.62
High Average (525-572)	6	11.54
Average (474-524)	14	26.92
Low Average (425-473)	10	19.23
Below Average (375-424)	10	19.23
Poor (319-374)	5	9.62
Very Poor (200-318)	1	1.92
TOTAL	**52**	**100.00**

Mean: 471.01 Description: Low Average Standard Deviation: 76.53

of the students was found to be Low Average. In fact, half of the students performed lower than the average rating (LA- 19.23%, BA- 19.23%, P- 9.62%, VP-1.92%) which consisted of 50percent of the population. Although it is also noted that half of the population also performed Average to Superior (A- 26.92, AA- 9.62, S-1.92).

A standard deviation of 76.53 provides the information that the scores of the students are dispersed from the mean. As the frequency of student scores have ranges far from each other it can be observed further that the level of performance of the students are not of the same level and are distributed, from the performance

level of Very Poor to Superior with half of the population performing lesser than average. The other half performed in the range of Average to Superior, with the frequency of students leading to the Superior level getting fewer in numbers which is common in a mixed, non-honors class.

Problem 3. Is there a significant relationship between the school's level of adherence to the DLP components and level of performance of the students.

Table 3 presents the relationship between the schools' level of adherence to the five components of DLP and students' level of performance.

Table 3 Relationship Between level Of Adherence To The Five Components Of DLP And Students' Level Of Performance.

Adherence to five components of DLP	Student Performance
Pearson Correlation (Pearson's r)	0.148ns
Sig (2-tailed)	0.295
n	52

ns correlation is not significant at the 0.05 level

A Pearson product-moment correlation was computed to assess the relationship between the schools' level of adherence to the five components of DLP and the students' level of performance in the three learning areas of English, Mathematics, and Physics. Data show that there is a very weak correlation between the two variables with the Pearson correlation coefficient **of r=0.148** which means that there is about 15% relationship generated between adherence to DLP and students' performance in three learning areas. The correlation coefficient measures the relationship between the variables of the study. The r= 0.148 shows a positive but very weak relationship. Other factors may have been contributory to the development of the students' performance in the three learning areas.

The **P value of 0.295** also shows that statistically there is no significant relationship in the level of adherence to DLP and student performance; therefore, the null hypothesis of the study that says there is no significant relationship between the level of adherence to the five components and level of performance of the students is not rejected. The P value is commonly used to determine whether to reject or accept the null hypothesis. Since the P value is greater than 0.05 (Pvalue> 0.05) it can be concluded that there is a strong evidence against the alternative hypothesis. Therefore the null hypothesis stating that there is no significant relationship between the level of adherence to the five components and level of performance of the students is not rejected.

To further explore the relationship between the individual components of DLP and student performance, each component was studied separately. Regression analysis was used in order to identify the strength of the relationship between the adherence of each particular DLP feature to the students' performance. The statistical components that are focused on the regression analysis are the Multiple R, and R squared values. The **Multiple R** is referred to as the correlation coefficient. It indicates the strength of the linear relationship of the variables involved. The R squared value is the Coefficient of Determination which presents an analysis of how many points is on the regression line. Regression analysis describes the relationship between the dependent variable and independent variable.

The succeeding tables present the regression analysis between each DLP component and the academic performance of the students.

Table 3.1 presents the relationship between the level of adherence to the parallel class scheme and students' level of performance. The resulting multiple R is 0.17.

Table 3.1 Relationship Level Of Adherence To The Parallel Class Scheme And Students' Level Of Performance

Regression Statistics	
Multiple R	0.172384
R Square	0.029716
Adjusted R Square	0.010311
Standard Error	76.135
Observations	52

As discussed previously, the correlation coefficient is indicative of the relationship of the variables involved. Therefore the relationship between the adherence to the component of having parallel classes resulted to a positive but very weak correlation. Though there may be a positive value in relationship, there may be other possible factors that may influence academic performance.

The resulting value of R square further verifies the weakness in relationship since it is interpreted as there is only 3 percent of the variation of adherence on the parallel classes scheme around the mean. This may be explained by the student's level of performance. In other words, only 3 percent of the values fit the model of the regression line. Furthermore it is interpreted only as 3 percent of the improvement on the performance of the student that may be attributed to the effect of the parallel classes scheme.

Table 3.2 presents the relationship level of adherence to the Activity Based Domain component and students' level of performance.

The correlation coefficient is indicative of the relationship between the activity based domain feature of DLP and the level of students' performance .of the variables involved. The relationship between the adherence to the activity based domain resulted to a positive but very

Table 3.2 Relationship Level Of Adherence To The Activity Based Domain And Students' Level Of Performance.

Regression Statistics	
Multiple R	0.097375
R Square	0.009482
Adjusted R Square	-0.01033
Standard Error	76.92122
Observations	52

weak correlation, with a value of 0.097. Though it is a positive value in relationship, other possible factors may have influenced the students' academic performance.

In fact, the resulting value of R square complements the weakness in relationship since it is interpreted as only 1% of the variation of adherence to the activity based domain feature around the mean which may be explained by the students' level of performance. Therefore, only 1% of the values fit the model of the regression line. It is interpreted as only having 1 % of the improvement on students' performance which may be attributed to the effect of the activity based domain scheme.

Table 3.3 presents the relationship level of adherence to the Strategic Study and Rest component and students' level of performance. It can be observed that the value of the correlation coefficient of 0.169984 is indicative of the relationship between the adherence to the strategic study and rest feature and students' level of performance. Therefore the

Table 3.3 Relationship Level Of Adherence To The Strategic Study & Rest And Students' Level Of Performance.

Regression Statistics	
Multiple R	0.169984
R Square	0.028895
Adjusted R Square	0.00942
Standard Error	76.16373
Observations	52

relationship between the adherence to the component of having strategic study and rest resulted to a positive but very weak correlation. The positive value in relationship may also be attributed to other possible factors that influence academic performance.

The resulting value of R square once more verifies the weakness in relationship since it is interpreted as only having 2 percent of the variation of adherence to the strategic study and rest feature around the mean. This may be explained by the students' level of performance. Only 3 percent of the values fit the model of the regression

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line. Thus, there is only 2percent effect on the improvement on performance of the students that may be attributed to the effect of the said component.

Table 3.4 presents the relationship level of adherence to the Comprehensive Student portfolio and students' level of performance. The multiple R resulted to a value of 0.09. The correlation coefficient indicates

Table 3.4 Relationship Level Of Adherence To The Comprehensive Student Portfolio And Students' Level Of Performance.

Regression Statistics	
Multiple R	0.0895056
R Square	0.007931
Adjusted R Square	-0.01191
Standard Error	76.98142
Observations	52

that the relationship between the adherence to the component of compiling DLAs in the student portfolio resulted to a positive but very weak correlation. Once again the positive value in relationship is indicative of having other possible factors that influence academic performance. The resulting value of R square of 1 percent verifies the weakness in relationship since it can be said that only 1 percent of the variation of adherence to the compilation of student portfolio feature, around the mean may be explained by the students' level of performance. It can therefore be pointed out that there is only 1 percent effect on the improvement of students' performance that may be attributed to the effect of the component on the comprehensive student portfolio.

The research study focused on the assessment of DLP in the first three years of implementation. It was also pointed out that a prolonged exposure to the program does not always guarantee a better performance (Basilio 2009).

Results of the preceding tables 3.1- 3.4 suggest that there is a weak relationship generated between adherence to DLP and students' performance in the three learning areas. Other factors may have contributed to the development of the students' performance in the three learning areas.

Therefore, the null hypothesis of the study that says there is no significant relationship between the level of adherence to the five components and the students' level of performance is not rejected.

CONCLUSIONS

On the basis of the findings of the study, the following conclusions are made:

The adherent description on the schools' implementation of the implementation of the Dynamic Learning Program (DLP) as verified by the students and teachers manifest that the school did not deviate from the characteristics of the said program as prescribed by the proponents of DLP.

As the level of achievements of the students, in the three learning areas; English, Math, and Physics were determined, it was only the English subject that resulted to a good academic performance since the mean performance of the student respondents' description resulted to high average. Though Mathematics was found to be below average, Physics on the other hand had a better rating of low average in spite of the former subject being a required skill in the concepts of the latter.

Since the school made use of the Learning Physics as One Nation (LPON) materials designed by the proponents of DLP, Physics must have the most adherent method of implementation among all the three subjects, thus resulting to a better performance compared to Math. The high average rating of performance for English however is also attributed to the fact that the mother tongue of majority of the students is that of the English language.

Although it was noted that there is a 15 percent relationship generated between adherence to DLP and student performance in the three learning areas, the positive weak correlation between the variables of the study indicate that the adherence to the five components of the Dynamic Learning Program (DLP) is not the main contributory affecting the learning achievement of the students.

Multiple regression analysis resulted to a weak but positive relationship between the performance of the students and each of the individual components. Results of the multiple regression statistical analysis complements the Pearson Correlation analysis that there is indeed no significant relationship between the level of adherence to the five components of DLP to the students' level of performance.

The positive correlation that resulted from the statistical analysis cannot be directly attributed to the adherence to the five components of the Dynamic Learning Program but on other possible factors that may be inherent in the program. It must be noted however, that most of the basic practices of the said program imbeds the theory of constructivism by Jerome Bruner. As the practices of DLP ensure that students learn by doing, the delivery of the competencies of the subjects therefore provides more time for the students to facilitate the learning process independently. Thus the methods of independent learning employed in the course of DLP implementation may also have caused the notable effects on student achievement.

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