

Evaluation on the Effectiveness of the Dynamic Learning Program (DLP) at Holy Angel University: Basis for Enhancement

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ABSTRACT

The study used a descriptive method primarily to evaluate the effectiveness of the Dynamic Learning Program (DLP). It involved 86 head and teacher participants and 197 Grade 10 student participants. The researcher used a questionnaire for data collection and analyzed it using SPSS. The researcher used frequency and percentage distribution, weighted mean, and T-test for statistical analysis. Based on the seven criteria for effective DLP implementation, the results showed that participants' implementation of DLP is effective. However, the most resilient criteria among the seven for head and teacher participants are Understanding, Commitment, and Effectiveness, while Acceptability, Capability, Efficiency, Solutions to the Problems, and Support from the School are the least resilient criteria. While in student participants, the most resilient among the

seven criteria are Social Acceptability, Understanding, Effectiveness, and Support from the School, while Capability, Commitment, Efficiency, and Solutions to the Problems are the least resilient criteria. The profile of the respondent groups was significantly related to their perceptions of DLP implementation in terms of Social Acceptability, Understanding, Capability, and Efficiency. This implies that participants' perception of relevance does not affect implementation. The criteria of Commitment, Effectiveness, and Support from the School were found to be significantly related to DLP implementation. It shows that these three criteria affect the implementation of DLP. However, the criteria of Solutions to the Problems were found to be significant for the respondent group but not for perceptual assessment. It can be inferred that respondents consider the criteria of Solutions to the Problem relevant in the implementation of DLP.

Keywords: *Dynamic Learning Program, Seven Criteria of Effective Implementation of Program (SUCCESS)*

INTRODUCTION

Today, leaders call for the people's productive and collaborative participation in nation building. The call for unified participation in building a strong nation is reflected in the themes of various developmental programs, projected on televisions, aired on radio stations, discussed on social media, and professionally discussed in seminars and conventions. As one historian said, a nation's true strength lies not in its weapons but in its people.

One of the national educational goals is for the educational system to respond effectively and meaningfully to the country's changing needs and conditions. Amid the challenges of globalization, where contemporary Filipino learners face an explosion of borderless information, education cannot remain unchanged. The philosophy of education, which should be the ultimate basis of any curriculum design, and more so, curriculum development, has to be relevant and responsive to the rapidly changing world. It must be transformed to meet the needs of learners, society, and the country. To transform society and its people, Philippine education

must be transformed through objective curriculum planning and evaluation. Spearheaded by the Department of Education, experts, school administrators, faculty and staff, and even the support of students and parents must pursue needed educational reforms. This ensures people's right to education, to wit: "The state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." (1987 Constitution, Article XIV, Section 10).

In recent years, program evaluation has become a relevant issue, especially when it comes to student effectiveness. Educational institutions become dependent on any form of program evaluation to meet the needs of students and raise their performance level. In terms of analysis, learners' situations today are different; hence, researchers continue to search for the roots and fruits of effective learning approaches.

Nowadays, as society advances with considerable speed and force, research is conducted not only to describe the learning environment but also to address current issues in the educational system. For more than 20 years, the Philippine educational system has faced serious problems and immense challenges. The school, as an "agency for perpetuating the status quo, social, religious, political, economic injustices," must set its pace for solving the flawed system.

However, the Philippines is in the midst of these issues and problems and should respond with an effort that reflects the principle of learning. Carballo (2016) noted that the Philippines ranked third and fourth-to-last among the countries that participated in the 1999 and 2003 Trends in International Mathematics and Science Study (TIMSS), respectively. In the article Science Education Realities in The Manila Times written by Jalmasco (2014), the poor quality of basic science is reflected in various tests. The passing rate for the national achievement test (NAT) for grade 6 is only 69.21 %. This was already a 24 % improvement compared to the 2005-2006 passing rate but still below the passing rate of 75 %. On the other hand, the NAT passing rate for high school is 46.38 % in SY 2009-2010, which is a slight decrease from 47.40 % in SY 2008-2009. The last time the Philippines participated in international surveys like the 2003 TIMSS, it ranked 34th out of 38 countries in HS II Math and 43rd out of 46 countries in HS II Science.

Villadiego (2013), in her Case Study on the Perceived Effects of the Dynamic Learning Program on the Communication Skills and Behavior of fourth-year high school students, emphasized that DLP is an effective learning approach for improving students' performance. It is also a promising alternative learning method. Its mode of teaching and features may differ from the traditional way of teaching but their goals are not far from the ideals of contemporary education. DLP can develop communication skills. These include writing, reading, comprehension, and interpersonal skills. Students were motivated to improve their turn-taking behavior because they already have background knowledge about the topic before it is discussed. More students recited in class. The level of activeness is high.

In assessing the DLP over its first three years of implementation at Davao Christian High School, Basilio (2008) found no significant difference in post-test scores between students with no experience of the DLP and those exposed to it. However, the results also show a significant difference in post-test scores between students with no exposure and those exposed to the DLP for one year. This indicates that the program was effective during its first year of implementation. Mathew (2016) described in his study that DLP has a positive impact on mathematics teachers and students. Mathematics teachers strongly agreed that learning materials are available and help raise students' achievement levels. Results also show that mathematics teachers are well prepared to write plans congruent with the lesson objectives. Likewise, they are prepared to implement the learning plan. Furthermore, mathematics teachers and students agree that high school students' class attendance was improved during their DLP classes. DLP improves students' mathematics performance. Likewise, students developed a positive attitude towards the subject when DLP was used in the mathematics classes.

In Bohol, where DLP originated, public secondary schools have faced poor achievement test results, along with other performance indicators such as participation rate, completion rate, and dropout rate, for quite some time already, similar to the whole country. The reality is that a vicious cycle of poverty, a lack of quality human and physical resources, and low-quality education clearly explains the current state of the education system, particularly at the secondary level. Moreover, society is facing new pedagogical perspectives, such as: the brains

of the new generation of learners are wired differently; information is now readily accessible to learners worldwide; and there is a lack of qualified teachers to teach Science, Technology, English, and Mathematics. Teachers tend to use the lecture method more often, which fosters passive learning and dependency on teacher abilities (Rances, 2015).

DLP is designed as a package of solutions to partially solve the problem of a complex system subject to several constraints. In particular, it aimed at designing a low-budget yet effective educational program that is suitable for large classes, less dependent on textbooks, requires less equipment, addresses English proficiency without sacrificing deep understanding of science and math, addresses the spectrum of students from slow to brilliant, from poor to rich, suited to the physical and psychological stages of youth, reduces teaching personnel requirements, is less dependent on teachers' personalities and abilities, and includes built-in checks for dysfunctional behavior observed in Filipinos while boosting their natural creativity and genuineness (Carpio-Bernido & Bernido, 2006). Pedagogy is often emphasized for its short time frame, low cost, and efficient solutions to meet students' needs. Thus, the impact of quality education can be measured by its ability to raise students' performance.

One way to ensure quality education is to provide relevant strategies that address the current characteristics of Filipino learners. Given the issues the country's education system faces, there is a need to probe these concerns more deeply and address them. Thus, this study focuses on how a specific instructional strategy, the Central Visayan Institute Foundation Dynamic Learning Program (CVIF DLP), or DLP for short, can improve the quality of instruction and address the current state of Philippine education. The Dynamic Learning Program is a teaching strategy developed to improve student learning and retention, and it was initially implemented to address the teacher-to-student ratio problem at the Central Visayan Institute Foundation. This program was developed with primary- and secondary-level students in focus and has caught the attention of educational institution leaders nationwide. The applicability of full DLP implementation depends on two factors: students' readiness to shift from instructor-centered to student-centered learning, and the similarities and differences between primary/secondary and tertiary-level settings.

At the core of DLP is a technique developed by the Bernidos called parallel learning, where teachers spend only 20 percent of class time introducing the lesson to students and giving them the remaining 80 percent to answer questions. By the end of the school year, DLP students would have answered up to 6,000 questions in science, math, economics, and history, among others. Because so much work is already done in class, students no longer need to do assignments at home. The program also allows students a "strategic break" from academics every Wednesday, when they focus on physical education, music, and arts classes. Teachers can plan and prepare the activity sheets for the whole school year before classes start in June using DLP modules designed by the Bernidos. Even those who teach multiple classes may find it easy to follow the program.

Stone (2007) noted that in her classroom, she used pedagogical methods similar to those used by most teachers in the United States, such as lectures, laboratory work, written reports, student presentations, projects, and assessments. But there is always a twist that immerses the students in their own learning and makes the classroom student-centered. The students themselves might give the lecture, which emphasizes that learning is student-centered.

Inconsistencies in teaching theories and practices may actually happen in a particular educational context. Western educational theories may not be appropriate or applicable in the Philippine context. They also take into account the factors that can captivate and hold the attention of Filipino students. Failing to address these concerns may lead to other problems, such as declining student concentration, poor academic performance, and more. These problems are especially evident in Filipino students' performance in science and mathematics subjects (Carpio-Bernido et al., 2011).

Holy Angel University has been implementing the DLP for eight years. Thus, evaluating the effectiveness of the DLP provides ample description and basis for an enhancement program. Moreover, implementation cannot be neatly segmented or isolated in a compartment in the policy process. It cannot be neatly assigned to a special unit of the organization and always completed successfully.

It should be considered early and included in the complex decision-making and policy-making process. Hence, once implemented, it will raise stakeholder awareness of the program, make it easier to adopt new behaviors, and offer positive benefits (Mendoza, 1998).

Amid the challenges brought about by the unstoppable changes of Globalization, Filipino learners today face an explosion of knowledge, so education cannot remain complacent and unchanged. It must focus on helping every learner grow and ensure delivery of innovation and integrative learning process. When teachers recognize and activate student strengths, the students themselves are also transformed. They are better prepared to do what they were born to do. Students begin to believe they are capable, valued, and respected. They perform better. They crave and enjoy academic challenge, and they delight in outdoing themselves (Jackson & McDermott, 2015). Lawson (1995) also explained that to achieve the freedom of mind, one must develop the ability to think and to reason. This ability is of primary importance because no society can be certain that its store of accumulated knowledge is adequate to deal with an ever-changing world. Thus, there must be some means of acquiring new knowledge or of modifying or replacing the misconceptions of the past. The educational system has long emphasized the “chalk-and-talk” pedagogy, placing importance on education with teachers at the center of teaching-learning activities and learning confined within the four walls of the classroom. With the end goals of producing quality graduates, teaching strategies, particularly DLP in this study, must undergo evaluation, a process as well as an effort to improve the quality of learning and prepare the Filipino learners for life, empowering them to become productive and responsible, useful citizens in our rapidly changing world.

Moreover, this is one important, if not the most important aspect of the educational enterprise that needs to be continually evaluated, enriched, and restructured to ensure its effectiveness. This includes providing relevant, adequate, and meaningful learning experiences for students, as well as teaching experiences for teachers, staff, and school administrators.

Theoretical Framework

This study is anchored on the DLP. It was developed by Ramon Magsaysay Awardees and physicists, Dr. Christopher Bernido and Dr. M. Victoria Carpio-Bernido to improve the performance of the students at Central Visayan Institute Foundation, a family-owned school in Jagna, Bohol.

The teaching framework has been gaining popularity among schools for its main features: 1) parallel learning groups, 2) activity-based multi-domain learning, 3) in-school comprehensive student portfolio, and 4) strategic study and rest periods.

The Parallel Classes Scheme is one of the critical components of the CVIF-DLP. It is specifically designed to enable a schedule of classes that harmonizes with natural biological cycles. It places proverbially more difficult subjects in the early morning periods, when students' minds are still fresh and better able to concentrate for longer. Less mathematically rigorous subjects are scheduled during the latter part of the day. In the Activity-Based Multi-Domain Learning, learning activities are prepared taking into consideration that there is no introductory lecture given by the expert teacher before students work on the activity. Lectures, clarification discussions, and interaction always happen after students work on the learning activity. The In-school Comprehensive Student Portfolio is the key innovative learning tool in DLP. This is the compilation of all the activity sheets accomplished by the student per subject in a folder portfolio. It documents how each student's responses to various questions develop. The reflective teacher can use this as a highly effective evaluative tool to continue improving learning processes. The Strategic Study/Rest Period promotes adequate rest, gives students quality time at home, and builds good time-management habits, among other benefits; it employs two strategic components. It also implements a “No Homework Policy”. No homework is given for all subjects, for all days. Furthermore, students cannot take learning activities and projects home. Thus, students' complete schoolwork at school (Carpio-Bernido, Bernido & Carpio, 2011).

This research aims to determine the effectiveness of implementing the DLP using the SUCCESS criteria, as outlined by Maria Fe Villamejor-Mendoza of the University of the Philippines, College of Public Administration (Public Policy and Program Document, UP College of Administration, 1998, pp. 283-285). She

states that effective program implementation requires meeting the seven criteria, and the absence of anyone will mean implementation failure. More particularly, SUCCESS means the following:

- S – Social acceptability
- U – Understanding
- C – Capability to implement
- C- Commitment
- E – Efficient and Effective implementation
- S – Solutions to the Problems
- S – Support from the School

Mendoza (1998) listed factors for success in policy implementation that must be carefully analyzed and addressed to ensure productive and meaningful results. The logic of the policy, the nature of the cooperation required, the availability of skilled and committed people to manage implementation, and the “fixers” who can intervene in the policy process to build cooperation or when needed elements are withheld are important to consider.

Numerous prescriptions identify factors that contribute to the success or failure of program implementation. However, their effects are hard to determine. As such, no one factor or set of factors can be said to be the sole contributor to the success or failure of implementation. A lot of factors need to consider considered ting the necessary standard of goal. In the teaching field, Newton (2008) explained that to be a better teacher, you need better planning, thinking ahead, anticipating problems, and reflecting on what went well and what did not after a lesson; all of these can help enormously. Students are also a very significant factor in the success of an implementation. As part of a lesson's plenary, it is important that students reflect on what they have learned. Learning logs allow students to become aware of and evaluate their learning: a process called metacognition, which is an integral part of the constructivist approach to learning. They should give insight into what they are thinking (Ross, Lakin, McKeanie & Baker, 2015).

Research Paradigm

The independent variables of this evaluation study are the variables that show the DLP evaluation criteria SUCCESS. The secondary independent variables are the profiles of the heads and teachers in the Junior High schools involved in implementing the DLP. This also includes the program recipients, who are existing Junior High School students. Effective implementation of the program, particularly for the DLP evaluation study, requires meeting the seven criteria; the absence of anyone will mean failure of program implementation. This is SUCCESS, which stands for Social Acceptability, Understanding of the program, Capability of the Implementation, Commitment, Effectiveness and efficiency of the teachers, Solutions to the problems, and Support from the Higher Rank.

Moreover, the judges need to be identified, and their characteristics provided. Heads and teachers are directly involved in implementing the program, and their profiles may affect the successful implementation of the DLP. The dependent variables include the indicators of success that evolved from the identified strengths and weaknesses. To determine the indicators of success, the strengths and weaknesses of the DLP must be identified. The research paradigm is shown in Figure 1.

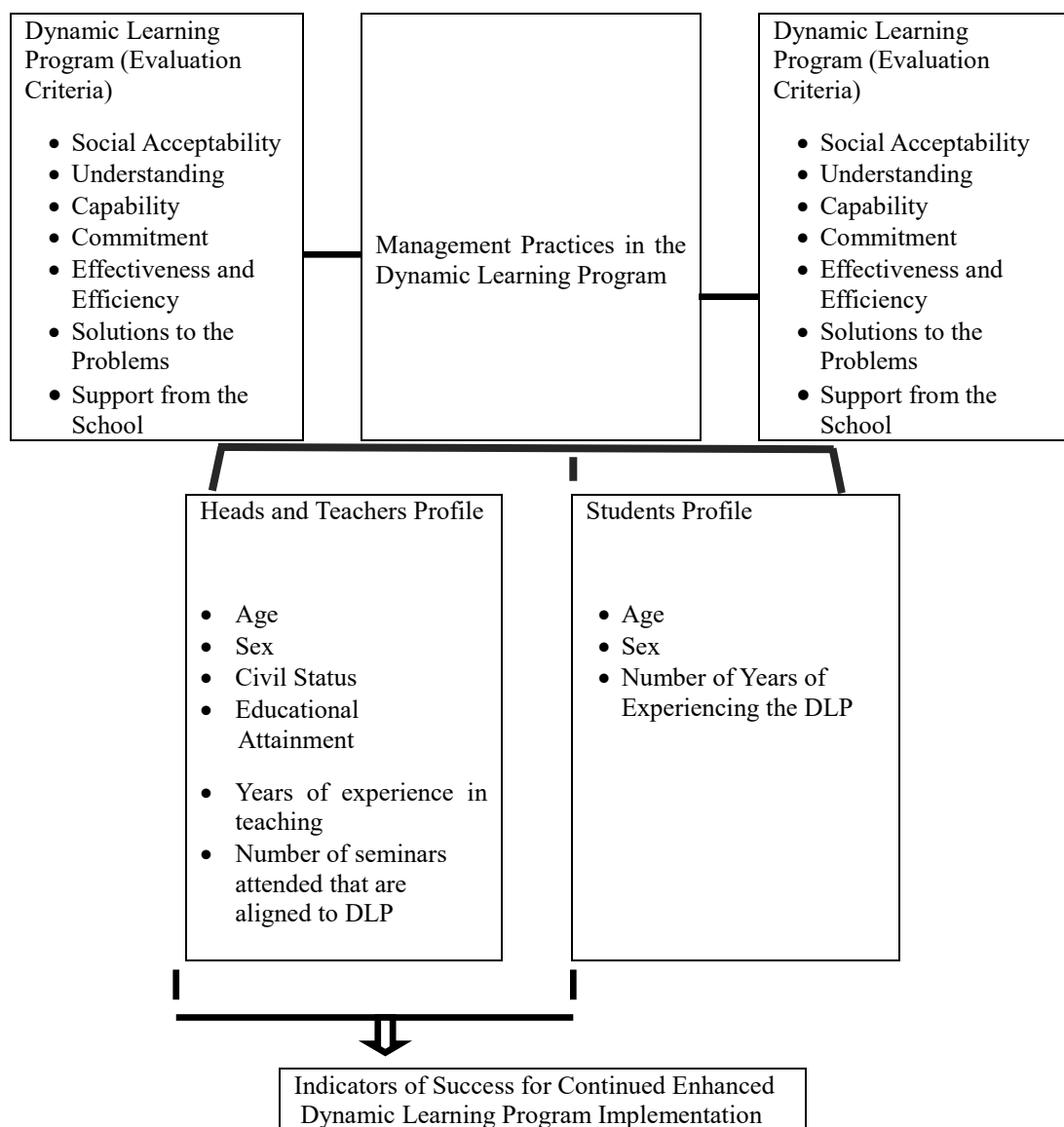


Figure 1: *Paradigm of the Study*

Statement of the Problem

This study evaluates the implementation of the DLP in the Junior High School Department, focusing primarily on the management practices of the heads, teachers, and students.

Specifically, it attempts to answer the following sub- problems:

1. What is the profile of the junior high school heads and teachers involved in the implementation of the DLP in terms of:
 - 1.1.1 position;
 - 1.1.2 age;
 - 1.1.3 gender;
 - 1.1.4 civil status;

- 1.1.5 educational attainment; and
 - 1.1.6 number of seminars attended aligned with the DLP?
2. What is the profile of the junior high school students involved in the implementation of the DLP in terms of:
 - 2.1.1 age;
 - 2.1.2 gender; and
 - 2.1.3 number of years experiencing the DLP?
3. What is the evaluation of the heads and teachers on the implementation of the DLP in terms of:
 - 2.1 social acceptability;
 - 2.2 understanding;
 - 2.3 capability;
 - 2.4 commitment;
 - 2.5 effectiveness and efficiency;
 - 2.6 solutions for the problems; and
 - 2.7 support from higher ranks?
4. What is the evaluation of the students on the implementation of the DLP in terms of:
 - 4.1 social acceptability;
 - 4.2 understanding;
 - 4.3 capability;
 - 4.4 commitment;
 - 4.5 effectiveness and efficiency;
 - 4.6 solutions for the problems; and
 - 4.7 support from higher-ranking officials?
- 5 Is there a significant difference in the assessment of the respondent groups of the criteria of DLP currently implemented in the school?
- 6 Is there a significant difference in the assessment of the respondent groups of the criteria of DLP currently implemented in the school when grouped according to their profile?
- 7 Is there a significant relationship between the profile of the respondent groups and their perceptual assessments of the criteria for DLP implementation?
8. What innovative measures and actions may be suggested to further enhance the implementation of the DLP based on the results of the assessment of the various respondent groups?

Hypotheses

Ho: There is no significant difference in the assessment of the respondent groups of the criteria of DLP currently implemented in the school.

Ho: There is no significant difference in the assessment of the respondent groups of the criteria of DLP currently implemented in the school when grouped according to their profile.

Ho: There is no significant relationship between the profile of the respondent groups and their perceptual assessments of the criteria of the DLP implementation.

Significance of the Study

This research aims to make a meaningful contribution to the objectives and creative teaching strategies in the Philippine education system.

This study aims to provide inputs to school heads and teachers to enhance the DLP.

Specifically, this study aims to:

1. serve as a basis for administrators in directing the correct process of DLP;
2. further employ new techniques in promoting the correct formation of DLP processes and to ensure an increased utilization of the program;

3. likewise, it can serve as a basis for the teachers in determining the efficacy of the program in relation to the students' outputs;
4. this can also motivate the students to perform well in different activities and to excel in their respective academic performance; and
5. Lastly, the findings of this study can serve as a reference for future researchers conducting studies related to the use of the dynamic learning program.

Scope and Delimitation

This research analyzes the effectiveness of implementing the DLP based on the SUCCESS criteria as perceived by the Junior High School heads, teachers, and Grade 10 students at Holy Angel University.

The respondents are the Junior High School heads, teachers and students. The evaluation of the implementation of the DLP focused on the following criteria: Social Acceptability, Understanding, Capability, Commitment, Effectiveness and Efficiency, Solutions for the Problems, and Support.

METHOD

Research Design

This study was designed to evaluate the effectiveness of DLP. It employed a descriptive research design, specifically applying the quantitative method. The quantitative method entails an organized attempt to analyze, interpret, and report the respondents' responses. It involves collecting data in order to answer questions concerning the implementation of the DLP. The researcher used quantitative instruments and statistical treatment to analyze the data collected and establish the possible relationships among the variables in this study.

Participants

The selected heads, teachers, and Grade 10 students from the Junior High School Department of Holy Angel University for the Academic Year 2018-2019 served as the study participants. Eighty-eight (88) head and teacher participants were kindly asked to answer the questionnaire. However, only eighty-six (86) head and teacher participants returned the questionnaire. I asked two hundred seventy-one (271) student participants to answer the questionnaire. However, only one hundred ninety-seven (197) student participants returned the questionnaire. The participants were chosen using the size calculator of Raosoft with a five percent (5%) margin of error.

Sampling

This study utilized systematic sampling. To determine the number of respondents, the researcher applied the size calculator. Raosoft is an innovative survey software program for information gathering and analysis (www.raosoft.com).

Sources of Data

The researcher-made questionnaire is the data source for this study. The questionnaire has two parts. The first part contains the respondents' profile, while the second part pertains to the evaluation of the program.

The questionnaire content is based on the program's requirements. It is also aligned with the DLP Manual. The responses to the researcher-made-questionnaire on the profile of the respondents are anchored on the SUCCESS Criteria. The second part evaluates the implementation of DLP in the Junior High of Holy Angel University based on Mendoza's SUCCESS criteria (University of the Philippines College of Public Administration).

Research Instrument

The researcher-made questionnaire is the main instrument for data gathering on the respondents' profiles. The proposed content of the questionnaire for the heads and teachers is as follows: PART I – includes the personal and professional data of the respondents: age, sex, civil status, length of service, educational attainments, and seminars attended. PART II - includes the elicited responses on the implementation of the DLP based on the seven criteria, namely: social acceptability, understanding of the program, capability, commitment, effectiveness and efficiency, solutions, and support from the higher ranks. For students, PART I includes age, sex, and years of experience with the DLP. PART II – includes the elicited responses on the implementation of the DLP based on the seven criteria namely: social acceptability, understanding of the program, capability, commitment, effectiveness and efficiency, solutions and support from the higher ranks.

The constructed questions are based on the content of the DLP manual. To ensure the survey questionnaire gathered needed and reliable data, it was submitted to expert statisticians, researchers, and educators for validation. Certainly, these validators were not directly affiliated with the school or participants to avoid subjectivity. The researcher then considered constructive comments and suggestions in the final revision of the survey questionnaire. The researcher also conducted a pilot test among non-participants to further validate the questionnaire for face validity and identify possible problems in answering the survey.

Data Gathering Procedure

The researcher presented a letter to the Office of the Principal -Basic Education Department of Holy Angel University, endorsed by the office of the Graduate School, requesting permission to conduct the study and distribute copies of the questionnaire to the heads, teachers, and students who are involved in the study.

The questionnaires are retrieved after a week of the distribution. The collected questionnaires are examined carefully to ensure that all items were properly and fully answered.

Ethical Consideration

To ensure ethical considerations, participants answered the questionnaire voluntarily. The researcher guaranteed the participants that their responses would be treated with utmost respect and confidentiality.

Because the students were minors, the researcher prepared a separate consent letter addressed to their parents, allowing their child to answer the questionnaire.

Data Analysis

The collected data were systematized and analyzed using appropriate statistical computations in the Statistical Package for the Social Sciences (SPSS). A Coding manual was used for the identification of variables assigned to responses for each question. It was then transferred to a data matrix to capture the possible responses under study and for easy storage, retrieval, and organization of the raw data. It was presented in a tabular and textual form. Percent conversion of frequency tallies was performed for items of the instrument to determine which responses obtained higher relative frequency among the specified response options. Weighted mean was also computed for the following:

- frequency for respondents' profiles
- relevance between the profile of the respondent groups and their personal assessments of the areas on the DLP implementation

T-test was likewise used to test the significant difference in the assessment of respondents among the areas of DLP currently implemented and to their profiles.

RESULTS

This part concisely presents the data that were gathered through the conducted floating of survey questionnaires by the researcher, guided by the specific questions articulated in the statement of the problem

Table1 shows the profile of Junior High School Heads and Teachers in the implementation of the DLP. The study included 73 (84.9%) teachers and 13 (15.2%) heads. Most participants were aged 20-25 (31.4%), 26-30 (31.4%), and 46-50 (12.8%), while the least was 51-55 (3.5%). There are 55 (64 %) female participants and 31 (36 %) male participants. In terms of civil status, 44 (51.2%) were single, and 42 (48.8%) were married. are bachelor's degree holders (82.6 %), while 4 (4.7%) have units in a master's degree and 11 (12.8) have a master's degree in Master. In terms of years of teaching experience, most range from 1-5 years (39.5%), followed by 20 years and above, and the least is less than 1 year (2%). For DLP-related seminars, 78 (90.7%) participants attended a single seminar, and 4 (4.7%) attended four DLP-related seminars in the past three years.

Table 1: Profile of the Junior High School Heads and Teachers involved in the Implementation of the DLP

School Heads & Teachers Profile		Frequency	Percent
Position	School Head	13	15.2
	Teacher	73	84.9
Age	20-25 Years Old	27	31.4
	26-30 Years Old	11	12.8
	31-35 Years Old	9	10.5
	36-40 Years Old	7	8.1
	41-45 Years Old	10	11.6
	46-50 Years Old	11	12.8
	51-55 Years Old	3	3.5
	56-60 Years Old	8	9.3
Gender	Male	31	36.0
	Female	55	64.0
Civil Status	Single	44	51.2
	Married	42	48.8
Educational Attainment	Bachelor's Degree Holder	71	82.6
	With Units in master's degree	4	4.7
	Masteral Degree Holder	11	12.8
Years of Experience in Teaching	Less than 1 year	2	2.3
	1-5 years	34	39.5
	6-10 years	10	11.6
	11-15 years	6	7.0

No. Attended Seminar Related to DLP	16-20 years	8	9.3
	Over 20 Years	26	30.2
	1 Seminar	78	90.7
	2 Seminars	1	1.2
	3 Seminars	3	3.5
	4 Seminars	4	4.7

Table 2 presents the profile of Junior High School Students involved in the implementation of the DLP. It shows that there are 103 (52.3%) participants whose age ranges from 16-18, followed by 94 (47.7 %) whose age ranges from 12-15, and no students are aged 19 and above. There are 115 (58.4%) female and 82 (41.6%) male participants. Most have already experienced the DLP for four years (158, 80.2%), followed by 14 (7.1%), 13 (6.6%), and 12 (6.1%) years, respectively.

Table 2: Profile of the Junior High School Students involved in the Implementation of the DLP

Students Profile		Frequency	Percent
Age	12-15 Years Old	94	47.7
	16-18 Years Old	103	52.3
	19 & Above	0	0.0
Sex	Male	82	41.6
	Female	115	58.4
Years of Experiencing DLP	1 Year	12	6.1
	2 Years	13	6.6
	3 Years	14	7.1
	4 Years or More	158	80.2

Table 3 reveals the evaluation of heads and teachers on the implementation of the DLP in terms of Social Acceptability. With a mean of 3.49 and an interpretation of “Strongly Agree”, the participants considered that the DLP is a “Result of a comprehensive study on activity-based multi-domain learning that requires students to work independently or in groups”. While “I was trained to implement the DLP”, “I was given ample time to prepare the materials necessary for its implementation”, “I agree with its primary objective which is to improve student learning and retention” and “I was empowered to contextualize its implementation” were rated as “Agree” with a mean of 2.92, 3.09, 3.47 and 3.23 respectively. The overall mean for Social Acceptability is 3.24, interpreted as “Agree”. The table also uses the provided interpretation (INTPN) of SA (Strongly Agree), A (Agree), D (Disagree), and SD (Strongly Disagree).

Table 3: *Evaluation of the school heads and teachers on the implementation of the DLP in terms of Social Acceptability*

Statement	Mean	Std. Dev.	INTPN
1. The DLP is a result of a comprehensive study on activity based multi-domain learning that requires students to work independently or in group (e.g. group performance task, triad activity).	3.49	0.53	SA
2. I was trained to implement the DLP.	2.92	0.65	A
3. I was given ample time to prepare the materials necessary for its implementation.	3.09	0.57	A
4. I agree with its primary objective which is to improve student learning and retention.	3.47	0.55	SA
5. I was empowered to contextualize its implementation.	3.23	0.61	A
Overall	3.24	0.46	A

Table 4 presents the evaluation of the school heads and teachers on the implementation of the DLP in terms of Social Understanding. All participants strongly agreed on the social acceptability of DLP with a mean of 3.49, 3.50, 3.48, 3.50, and 3.44, respectively. The general mean is 3.48, which corresponds to “Strongly Agree”.

Table 4: *Evaluation of the school heads and teachers on the implementation of the DLP in terms of Understanding.*

Statement	Mean	Std. Dev.	INTPN
1. The DLP is focused on multi-domain learning that encourages the student to discover and understand the lesson on their own reading and by doing exercises before the lesson is discussed and explained.	3.49	0.53	SA
2. It can be used in all subject areas.	3.50	0.59	SA
3. It emphasizes holistic learning.	3.48	0.57	SA
4. It emphasizes lifelong learning.	3.50	0.53	SA
5. It is competency-based.	3.44	0.54	SA
Overall	3.48	0.46	SA

Table 5 highlights the evaluation of the school heads and teachers on the implementation of the DLP in terms of Capability. The item “I have the values and character required for its implementation” received a mean of 3.10, corresponding to “Agree”. While the rest, “I have the knowledge required for its implementation”, “I have the skills required for its implementation”, “I have the experience required for its implementation” and “There is continuous training to improve the competency in implementing the program” were interpreted as “Agree” with mean values of 3.23, 3.22, 3.10 and 2.99, respectively. The general mean is 3.18 with an interpretation of “Agree”.

Table 5: *Evaluation of the school heads and teachers on the implementation of the DLP in terms of Capability.*

Statement	Mean	Std. Dev.	INTPN
3.1 I have the knowledge required for its implementation.	3.23	0.55	A
3.2 I have the skills required for its implementation.	3.22	0.49	A
3.3 I have the values and character required for its implementation.	3.35	0.53	SA
3.4 I have the experience required for its implementation.	3.10	0.57	A

3.5 There is a continuous training to improve the competency in implementing the program.	2.99	0.76	A
Overall	3.18	0.50	A

Table 6 indicates the evaluation of the school heads and teachers on the implementation of the DLP in terms of Commitment. It is observed in the result that all participants strongly agreed on the implementation of DLP in terms of Commitment. The means of 3.62, 3.45, 3.44, 3.30, and 3.36, respectively, resulted in a general mean of 3.43, or “Strongly Agree.”

Table 6: Evaluation of the school heads and teachers on the implementation of the DLP in terms of Commitment.

Statement	Mean	Std. Dev.	INTPN
1. I believe in its objective – students learn more by doing rather than by merely listening.	3.62	.489	SA
2. The DLP is beneficial for the development of Philippine education.	3.45	0.59	SA
3. I see the problems of the implementation as challenges and opportunities.	3.44	0.52	SA
4. I have the initiative to contextualize and the determination to improve the DLP.	3.30	0.55	SA
5. I can enrich the DLP strategy to further meet the needs of the students.	3.36	0.53	SA
Overall	3.43	0.44	SA

Table 7 illustrates the evaluation of the school heads and teachers on the implementation of the DLP in terms of Effectiveness. The results show that all participants strongly agreed on the implementation of the DLP in terms of Effectiveness. The means of 3.52, 3.62, 3.41, 3.55, and 3.43, respectively, resulted in a general mean of 3.50, or “Strongly Agree.”

Table 7: Evaluation of the school heads and teachers on the implementation of the DLP in terms of Effectiveness.

Statement	Mean	Std. Dev.	INTPN
1. Specific objectives: each student must develop love for independent learning.	3.52	0.55	SA
2. Independent objectives: each student must learn by doing.	3.62	0.49	SA
3. Attainable objectives: at least 80 percent of the students must master the pedagogical maxims of DLP which are learning by doing, sound fundamentals, mastery and adaptability.	3.41	0.54	SA
4. Result-oriented objectives: learning is active and not passive.	3.55	0.55	SA
5. Time-bound objectives: the above objectives must be attained at the end of the JHS program.	3.43	0.60	SA
Overall	3.50	0.45	SA

Table 8 shows the evaluation of the school heads and teachers on the implementation of the DLP in terms of Efficiency. Both items, “I improvise materials for instruction” and “I use locally available materials for improvisation,” received a mean of 3.36, which corresponds to “Strongly Agree.” While item “I recycle used materials for instruction”, had a mean of 3.22, item “I generate funds to support the DLP to provide the needed materials or equipment, seminars or trainings, etc. when needed” had a mean of 2.71, and item “I innovate the DLP method of instruction” had a mean of 3.16; these three items were rated as “Agree”. The general mean is 3.16, which means “Agree”

Table 8: *Evaluation of the school heads and teachers on the implementation of the DLP in terms of Efficiency.*

Statement	Mean	Std. Dev.	INTPN
5.2.1 I recycle used materials for instruction.	3.22	0.54	A
5.2.2 I improvise materials for instruction.	3.36	0.55	SA
5.2.3 I use locally available materials for improvisation.	3.36	0.51	SA
5.2.4 I generate funds to support the DLP to provide the needed materials or equipment, seminars or trainings and etc. when needed.	2.71	0.78	A
5.2.5 I innovate the DLP method of instruction.	3.16	0.61	A
Overall	3.16	0.45	A

Table 9 demonstrates the evaluation of the school heads and teachers on the implementation of the DLP in terms of Solutions for the Problems. It is shown in the result that all participants agreed on the implementation of DLP in terms of Solutions for the Problems. With a mean of 2.93, 3.08, 3.13, 3.14 and 3.06 respectively which resulted to a general mean of 3.07 or “Agree”.

Table 9: *Evaluation of the school heads and teachers on the implementation of the DLP in terms of Solutions for the Problems.*

Statement	Mean	Std. Dev.	INTPN
1. The school conducts systematic round table discussion/sharing of insights when problems arise on the implementation of DLP resulting in realistic solutions.	2.93	0.78	A
2. Interventions are in-place and organized.	3.08	0.71	A
3. Failures and dropouts are reduced.	3.13	0.55	A
4. Classrooms are used properly in the implementation of DLP.	3.14	0.62	A
5. Criticisms on the DLP are addressed professionally and urgently.	3.06	0.62	A
Overall	3.07	0.54	A

Table 10 presents the evaluation of school heads and teachers on the implementation of the DLP in terms of Support from higher ranks. All participants agreed on the implementation of the DLP in terms of Support from higher ranks. With means of 2.63, 2.86, 2.93, 2.91, and 3.19, respectively, this resulted in a general mean of 2.90 or “Agree”.

Table 10: *Evaluation of the school heads and teachers on the implementation of the DLP in terms of Support from higher ranks.*

Statement	Mean	Std. Dev.	INTPN
1. I receive ample financial support from the school.	2.63	0.78	A
2. I receive ample technical support in the implementation of the program.	2.86	0.74	A
3. I receive materials of instruction sufficiently.	2.93	0.73	A
4. I receive administrative support e.g. clerical, managerial etc.	2.91	0.75	A
5. I receive moral support from our superiors.	3.19	0.73	A
Overall	2.90	0.64	A

Table 11 specifies the evaluation of the Students on the Implementation of the DLP in terms of Social Acceptability. Most participants strongly agreed on the social acceptability of the DLP, with means of 3.50, 3.27, 3.50, and 3.29, respectively, while the item “I was given an orientation about the DLP” received a mean of 2.85, or “Agree.” Overall, the mean for Social Acceptability is 3.29, or “Strongly Agree.”

Table 11: *Evaluation of the students on the implementation of the DLP in terms of Social Acceptability.*

Statement	Mean	Std. Dev.	INTPN
1. The DLP allows accomplish a classroom activity which is not only an independently based activity but also in group-activity based.	3.50	0.50	SA
2. I was given an orientation about the DLP.	2.85	0.75	A
3. I was given ample time to prepare the materials necessary for the classroom activity.	3.27	0.52	SA
4. It helps to improve my learning.	3.50	0.56	SA
5. It allows us to accomplish the activities with specific time.	3.29	0.64	SA
Overall	3.29	0.38	SA

Table 12 presents students' evaluation of the implementation of the DLP in terms of Social Understanding. All participants rated Social Understanding as “Strongly Agree.” The items received means of 3.43, 3.56, 3.55, 3.62, and 3.36, respectively, resulting in a general mean of 3.50, or “Strongly Agree.”

Table 12: *Students' evaluation of the implementation of the DLP in terms of Social Understanding.*

Statement	Mean	Std. Dev.	INTPN
1. The DLP has components and these are: the use of LAS or Learning Activity Sheets; the use of Students' Portfolio; and Rest Periods or Half Day during Wednesday to give time for the other activities like practices, performance task. The <i>No Homework Policy</i> includes in the rest periods.	3.43	0.71	SA
2. It can be used in all subject areas.	3.56	0.61	SA
3. It emphasizes complete learning by writing the <i>Activity Title</i> , <i>Learning Target</i> , <i>Reference Title</i> , <i>Reference Page Number</i> and <i>Concept Note</i> .	3.55	0.57	SA
4. The DLP requires the writing of <i>Activity Title</i> , <i>Learning Target</i> , <i>Reference Title</i> , <i>Reference Page Number</i> and <i>Concept Note</i> .	3.62	0.55	SA
5. The DLP develops good study habits.	3.36	0.65	SA
Overall	3.50	0.44	SA

Table 13 illustrates students' evaluation of the implementation of the DLP in terms of Capability. Most of the participants evaluated the Capability aspect as “Agree,” resulting in a mean of 2.97 or “Agree” for “I have known the DLP for many years”, 3.21 or “Agree” for “I have the skills to accomplish the needed requirement,” and 2.95 or “Agree” for “There is a continuous orientation given by the adviser or teachers about the DLP. While 3.30 for “I have the values and character needed” and 3.42 for “I have been using the DLP in all subjects” were both interpreted as “Strongly Agree”.

Table 13: *Students' evaluation of the implementation of the DLP in terms of Capability.*

Statement	Mean	Std. Dev.	INTPN
1. I have known DLP for many years.	2.97	0.82	A
2. I have the skills to accomplish the needed requirement.	3.21	0.58	A
3. I have the values and character needed.	3.30	0.53	SA
4. I have been using the DLP in all subjects.	3.42	0.62	SA
5. There is a continuous orientation given by the adviser or teachers about the DLP.	2.95	0.79	A
Overall	3.17	0.46	A

Table 14 illustrates students' evaluation of the implementation of the DLP in terms of Commitment. Most of the participants evaluated the Commitment aspect as “Agree,” resulting in a mean of 3.23 or “Agree” for “The DLP teaches me to work hard and study hard”, 3.20 or “Agree” for “The DL is beneficial for my academic problems,” and 3.01 or “Agree” for “The DLP not only solves academic problems but even other aspects,” respectively. Similarly, 3.31 for “I have the creativity to do the activities,” and 3.28 for “The DLP helps me to develop good study habits” were both interpreted as “Strongly Agree.” In general, the weighted mean for Commitment is 3.21, interpreted as “Agree.”

Table 14: Students' *evaluation of the implementation of the DLP in terms of Commitment.*

Statement	Mean	Std. Dev.	INTPN
4.1 The DLP teaches me to work hard and study hard.	3.23	0.68	A
4.2 The DLP is beneficial for my academic problems.	3.20	0.66	A
4.3 The DLP does not only solve academic problems but even other aspects (e.g. physical aspect, social aspect etc.)	3.01	0.70	A
4.4 I have the creativity to do the activities.	3.31	0.66	SA
4.5 The DLP helps me to develop good study habits.	3.28	0.68	SA
Overall	3.21	0.51	A

Table 15 presents students' evaluation of the implementation of the DLP in terms of Effectiveness. Most participants evaluated the Effectiveness aspect as “Strongly Agree.” The item “Specific Objective: I can accomplish the Learning Activity Sheets, compile my portfolio properly, and use the Rest Periods effectively.” got a mean of 3.42 or “Strongly Agree”; the item “Attainable objectives: I can learn at least 80% of the lesson” received a mean of 3.35 or “Strongly Agree”; and the item “Time-bound objectives: I can use the DLP throughout the school year” got a mean of 3.41 or “Strongly Agree”. While the items “Independent objectives: I can do all the activities because I understand the lesson” and “Result oriented objectives: I am actively participating in all activities” both got a mean of 3.19 “Agree” and 3.19 or “Agree,” respectively.

Table 15: Students' *evaluation of the implementation of the DLP in terms of Effectiveness.*

Statement	Mean	Std. Dev.	INTPN
1. Specific objective: I can accomplish the <i>Learning Activity Sheets</i> , compile properly my <i>portfolio</i> , and use the <i>Rest Periods</i> effectively.	3.42	0.62	SA
2. Independent objectives: I can do all the activities because I understand the lesson.	3.19	0.53	A
3. Attainable objectives: I can learn at least 80% of the lesson.	3.35	0.56	SA
4. Result oriented objectives: I am actively participating in all activities.	3.19	0.67	A
5. Time-bound objectives: I can use the DLP throughout the school year.	3.41	0.59	SA
Overall	3.31	0.42	SA

Table 16 illustrates students' evaluation of the implementation of the DLP in terms of Efficiency. Most of the participants evaluated the Efficiency aspect as “Agree”. The items “I recycle used materials for classroom activities”, “I improvise materials for classroom activities” and “The activities are not that expensive” were assessed at means of 3.08, 3.13 and 2.85, respectively. All were interpreted as “Agree”. Items “I use locally available materials for improvisation” and “Using other ways to accomplish the activities is accessible” received means of 3.31 and 3.29, respectively. Both were interpreted as “Strongly Agree”. In general, the mean of Efficiency is 3.13 or “Agree”.

Table 16: Students' evaluation of the implementation of the DLP in terms of Efficiency.

Statement	Mean	Std. Dev.	INTPN
1. I recycle used materials for classroom activities.	3.08	0.76	A
2. I improvise materials for classroom activities.	3.13	0.64	A
3. I use locally available materials for improvisation.	3.31	0.61	SA
4. The activities are not that expensive.	2.85	0.81	A
5. Using other ways to accomplish the activities is accessible.	3.29	0.58	SA
Overall	3.13	0.48	A

Table 17 shows students' evaluation of the implementation of the DLP in terms of Solutions for the Problems. It is observed that most of the participants rated the aspect of Solutions for the Problems as “Agree” with a mean of 3.13, 3.24, 3.14, and 3.09 resp, respectively., Item “Classrooms are used properly for activities” got a mean of 3.35 or “Strongly Agree”. The general mean of this part is 3.19 or “Agree”.

Table 17: Students' evaluation of the implementation of the DLP in terms of Solutions for the Problems.

Statement	Mean	Std. Dev.	INTPN
1. The school conducts regular orientation about the <i>Learning Activity Sheets, Students' Portfolio and Rest Periods (No Homework Policy, Wednesday Schedule)</i> .	3.13	0.78	A
2. Solutions for academic problems are in-place and organized (e.g. remedial class).	3.24	0.58	A
3. Failures and dropouts are reduced.	3.14	0.65	A
4. Classrooms are used properly for activities.	3.35	0.65	SA
5. Comments or suggestions are addressed properly to the teachers.	3.09	0.63	A
Overall	3.19	0.45	A

Table 18 illustrates students' evaluation of the implementation of the DLP in terms of Support from the higher rank. It is perceived that most of the participants regarded the Support from the Higher Rank as “Strongly Agree” with a mean of 3.30, 3.27, 3.35, and 3.37, respectively, while the item “I receive a regular orientation about the use of Learning Activity Sheets, Students' Portfolio and Rest Periods (No Homework Policy, Wednesday Schedule)” had a mean of 3.07 or “Agree”. The overall mean is 3.27 or “Strongly Agree”.

Table 18: Evaluation of the students on the implementation of the DLP in terms of Support from the School

Statement	Mean	Std. Dev.	INTPN
1. I receive ample support from the school (e.g. cabinet for the portfolio).	3.30	0.64	SA
2. I receive a regular orientation about the use of <i>Learning Activity Sheets, Students' Portfolio and Rest Periods (No Homework Policy, Wednesday Schedule)</i> .	3.07	0.74	A
3. Materials are available for the activities (e.g. speaker, microphone)	3.27	0.62	SA
4. The teacher is available to guide me in case I fail to accomplish the <i>Learning Activity Sheet</i> properly, use the <i>Portfolio</i> well and manage properly the use of <i>Rest Periods</i> .	3.35	0.60	SA
5. I receive moral support from the teachers.	3.37	0.67	SA
Overall	3.27	0.47	SA

Table 20 presents the significant difference in the assessment of the school heads and teachers of the areas of DLP currently implemented in the school when grouped according to position. The computed F-values of seven criteria were higher than the 0.05 level of significance; thus, the null hypothesis was accepted. This shows no significant difference between school heads and teachers in terms of position.

Table 20: Significant Difference in the Assessment of the School Heads and Teachers of the Areas of DLP Currently Implemented in the School when grouped according to Position.

		Sum Squares	of df	Mean Square	F	Sig.	INTPN	
SOCIAL ACCEPTABILITY	Between Groups	.134	2	.067	.307	.736	Accept Hypothesis	Null
	Within Groups	18.171	83	.219				
UNDERSTANDING	Between Groups	.297	2	.148	.685	.507	Accept Hypothesis	Null
	Within Groups	17.974	83	.217				
CAPABILITY	Between Groups	.163	2	.082	.322	.726	Accept Hypothesis	Null
	Within Groups	21.039	83	.253				
COMMITMENT	Between Groups	.153	2	.077	.385	.682	Accept Hypothesis	Null
	Within Groups	16.502	83	.199				
Effectiveness	Between Groups	.568	2	.284	1.385	.256	Accept Hypothesis	Null
	Within Groups	17.011	83	.205				
Efficiency	Between Groups	.231	2	.116	.559	.574	Accept Hypothesis	Null
	Within Groups	17.170	83	.207				
SOLUTIONS	Between Groups	.105	2	.053	.176	.839	Accept Hypothesis	Null
	Within Groups	24.824	83	.299				
SUPPORT	Between Groups	.576	2	.288	.690	.505	Accept Hypothesis	Null
	Within Groups	34.683	83	.418				

Table 21 illustrates the significant difference in the assessment of the school head and teachers of the areas of DLP implemented in the school when grouped according to age. The computed p-values of the seven criteria were less than the 0.05 level of significance, so the null hypothesis is rejected. This proves that there is a significant difference in the assessment of school heads and teachers when grouped according to age.

Table 21: *Significant Difference in the Assessment of the School Heads and Teachers of the Areas of DLP Currently Implemented in the School when grouped according to Age.*

		Sum of Squares	df	Mean Square	F	Sig.	INTPN
SOCIAL ACCEPTABILITY	Between Groups	4.005	8	.501	2.695	.011	Reject Null Hypothesis
	Within Groups	14.301	77	.186			
UNDERSTANDING	Between Groups	4.525	8	.566	3.169	.004	Reject Null Hypothesis
	Within Groups	13.745	77	.179			
CAPABILITY	Between Groups	3.750	8	.469	2.068	.049	Reject Null Hypothesis
	Within Groups	17.453	77	.227			
COMMITMENT	Between Groups	2.984	8	.373	2.101	.046	Reject Null Hypothesis
	Within Groups	13.672	77	.178			
Effectiveness	Between Groups	4.218	8	.527	3.038	.005	Reject Null Hypothesis
	Within Groups	13.361	77	.174			
Efficiency	Between Groups	2.985	8	.373	1.993	.050	Reject Null Hypothesis
	Within Groups	14.416	77	.187			
SOLUTIONS	Between Groups	5.633	8	.704	2.810	.009	Reject Null Hypothesis
	Within Groups	19.296	77	.251			
SUPPORT	Between Groups	10.646	8	1.331	4.163	.000	Reject Null Hypothesis
	Within Groups	24.614	77	.320			

Table 22 presents the significant difference in the assessment of the school heads and teachers of the areas of DLP currently implemented in the school when grouped according to gender. The computed p-values for the seven criteria were higher than the 0.05 level of significance, so the null hypothesis was accepted. This indicates that respondents' gender does not significantly affect DLP implementation.

Table 22: *Significant Difference in the Assessment of the School Heads and Teachers of the Areas of DLP Currently Implemented in the School when grouped according to Gender.*

		Levene's Test for Equality of Variances		t-test for Equality of Means							INTP N
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
SOCIAL ACCEPTABILITY	Equal variances assumed	.159	.691	-.688	84	.493	-.0719062	.104	-.279	.136	Accept Null Hypothesis
	Equal variances not assumed			-.695	64.284	.490	-.0719062	.103	-.278	.134	
UNDERSTANDING	Equal variances assumed	.076	.783	-.252	84	.802	-.0264	.104	-.234	.181	Accept Null Hypothesis
	Equal variances not assumed			-.246	58.125	.806	-.0264	.107	-.240	.188	
CAPABILITY	Equal variances assumed	.314	.577	.559	84	.577	.0629912	.112	-.160	.286	Accept Null Hypothesis
	Equal variances not assumed			.557	61.466	.580	.0629912	.113	-.163	.289	
COMMITMENT	Equal variances assumed	.969	.328	-.852	84	.397	-.0848	.099	-.282	.113	Accept Null Hypothesis
	Equal variances not assumed			-.826	56.859	.412	-.0848	.102	-.290	.120	
Effectiveness	Equal variances	.018	.893	-.415	84	.679	-.0426	.102	-.246	.161	Accept Null

	assumed										Hypothesis
	Equal variances not assumed			-.405	58.206	.687	-.0426	.105	-.252	.167	
Efficiency	Equal variances assumed	.317	.575	-.616	84	.539	-.0628739	.101	-.265	.139	Accept Null Hypothesis
	Equal variances not assumed			-.591	55.010	.557	-.0628739	.106	-.275	.150	
SOLUTIONS	Equal variances assumed	.835	.363	-.699	84	.486	-.0852786	.121	-.327	.157	Accept Null Hypothesis
	Equal variances not assumed			-.672	55.513	.504	-.0852786	.126	-.339	.168	
SUPPORT	Equal variances assumed	.515	.475	.218	84	.828	.0316716	.145	-.257	.3209478	Accept Null Hypothesis
	Equal variances not assumed			.237	77.787	.814	.0316716	.133	-.234	.2982778	

Table 23 shows significant differences in the assessment of the school heads' and teachers' views on the areas of DLP currently implemented in the school when grouped according to civil status. The computed p-values of the four criteria, namely Social Acceptability, Capability, Solutions, and Support of Superiors/School Top Management, were less than the 0.05 level of significance, so the null hypothesis is rejected. This shows a significant difference when grouped according to civil status. However, the criteria Understanding, Commitment, and Effectiveness and Efficiency were found not to be significantly different by civil status. The p-values of these criteria were greater than the 0.05 level of significance. Thus, the null hypothesis is accepted.

Table 23: Significant Difference in the Assessment of the School Heads and Teachers of the Areas of DLP Currently Implemented in the School when grouped according to Civil Status.

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig .	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		INTPN
									Lower	Upper	
SOCIAL ACCEPTABILITY	Equal variances assumed	1.047	.309	2.625	84	.010	.254	.097	.062	.447	Reject Null Hypothesis
	Equal variances not assumed			2.625	83.882	.010	.254	.097	.062	.447	
UNDERSTANDING	Equal variances assumed	.456	.501	1.605	84	.112	.159	.099	-.038	.356	Accept Null Hypothesis
	Equal variances not assumed			1.603	83.172	.113	.159	.099	-.038	.356	
CAPABILITY	Equal variances assumed	.138	.711	2.359	84	.021	.248	.105	.039	.456	Reject Null Hypothesis
	Equal variances not assumed			2.352	81.337	.021	.248	.105	.038	.457	
COMMITMENT	Equal variances assumed	.026	.872	1.708	84	.091	.161	.094	-.027	.349	Accept Null Hypothesis
	Equal variances not assumed			1.705	82.950	.092	.161	.095	-.027	.349	
Effectiveness	Equal variances assumed	2.224	.140	.946	84	.347	.093	.098	-.102	.288	Accept Null Hypothesis

	es assume d										Hypothes is
	Equal varianc es not assume d			.945	83.10 6	.348	.093	.098	-.103	.288	
Efficiency	Equal varianc es assume d	3.63 1	.06 0	1.26 2	84	.211	.123	.097	-.071	.316	Accept Null Hypothes is
	Equal varianc es not assume d			1.26 7	82.56 3	.209	.123	.097	-.070	.315	
SOLUTIONS	Equal varianc es assume d	.716	.40 0	2.83 2	84	.006	.318	.112	.095	.541	Reject Null Hypothes is
	Equal varianc es not assume d			2.81 6	77.63 7	.006	.318	.113	.093	.543	
SUPPORT	Equal varianc es assume d	3.59 9	.06 1	3.13 1	84	.002	.414	.132	.151	.677	Reject Null Hypothes is
	Equal varianc es not assume d			3.10 0	69.46 4	.003	.414	.134	.148	.680	

Table 24 presents the significant difference in the assessment of the school heads and teachers of the areas of DLP currently implemented in the school when grouped according to educational attainment. The computed p-values of all criteria were higher than the 0.05 level of significance, so the null hypothesis was accepted. This shows that school heads and teachers, when grouped according to educational attainment, did not differ significantly.

Table 24: *Significant Difference in the Assessment of the School Heads and Teachers of the Areas of DLP Currently Implemented in the School when grouped according to Educational Attainment.*

Sum of Squares	df	Mean Square	F	Sig.	INTPN
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SOCIAL ACCEPTABILITY	Between Groups	.505	2	.253	1.178	.313	Accept Null Hypothesis
	Within Groups	17.800	83	.214			
UNDERSTANDING	Between Groups	.461	2	.231	1.075	.346	Accept Null Hypothesis
	Within Groups	17.809	83	.215			
CAPABILITY	Between Groups	.557	2	.278	1.119	.331	Accept Null Hypothesis
	Within Groups	20.645	83	.249			
COMMITMENT	Between Groups	.145	2	.072	.364	.696	Accept Null Hypothesis
	Within Groups	16.511	83	.199			
Effectiveness	Between Groups	.044	2	.022	.104	.901	Accept Null Hypothesis
	Within Groups	17.534	83	.211			
Efficiency	Between Groups	.492	2	.246	1.207	.304	Accept Null Hypothesis
	Within Groups	16.909	83	.204			
SOLUTIONS	Between Groups	.745	2	.373	1.279	.284	Accept Null Hypothesis
	Within Groups	24.184	83	.291			
SUPPORT	Between Groups	.957	2	.478	1.157	.319	Accept Null Hypothesis
	Within Groups	34.303	83	.413			

Table 25 indicates a significant difference in the assessment of the school heads' and teachers' views on the areas of DLP currently implemented in the school when grouped according to years of teaching experience. The computed p-values of Social Acceptability, Commitment, and Solutions were less than the 0.05 level of significance, thus rejecting the null hypothesis. This indicates a significant difference in relevance when grouped by years of teaching experience across these three criteria. While the computed p-values of the other four criteria, namely Understanding, Capability, Effectiveness, Efficiency, and Support of Superiors/School Top Management, were higher than the 0.05 level of significance, thus accepting the null hypothesis.

Table 25: Significant Difference in the Assessment of the School Heads and Teachers of the Areas of DLP Currently Implemented in the School when grouped according to Years of Experience in Teaching.

		Sum of Squares	df	Mean Square	F	Sig.	INTPN
SOCIAL ACCEPTABILITY	Between Groups	2.885	5	.577	2.993	.016	Reject Null Hypothesis

UNDERSTANDING	Within Groups	15.421	80	.193	1.581	.175	Accept Null Hypothesis
	Between Groups	1.643	5	.329			
CAPABILITY	Within Groups	16.627	80	.208	1.214	.310	Accept Null Hypothesis
	Between Groups	1.496	5	.299			
COMMITMENT	Within Groups	19.707	80	.246	2.401	.044	Reject Null Hypothesis
	Between Groups	2.173	5	.435			
Effectiveness	Within Groups	14.482	80	.181	1.668	.152	Accept Null Hypothesis
	Between Groups	1.659	5	.332			
Efficiency	Within Groups	15.919	80	.199	1.169	.332	Accept Null Hypothesis
	Between Groups	1.185	5	.237			
SOLUTIONS	Within Groups	16.216	80	.203	2.626	.030	Reject Null Hypothesis
	Between Groups	3.515	5	.703			
SUPPORT	Within Groups	21.414	80	.268	2.141	.069	Accept Null Hypothesis
	Between Groups	4.161	5	.832			
	Within Groups	31.099	80	.389			

Table 26 shows significant differences in the assessment of school heads and teachers on the areas of DLP currently implemented in the school when grouped according to the number of seminars attended related to DLP. The computed p-values of all criteria were higher than the 0.05 level of significance. This shows no significant difference in the assessment of the school head and teachers when grouped according to the number of seminars attended related to DLP. Thus, the null hypothesis is accepted.

Table 26: Significant Difference in the Assessment of the School Heads and Teachers of the Areas of DLP Currently Implemented in the School when grouped according to Number of Attended Seminars Related to DLP.

		Sum of Squares	df	Mean Square	F	Sig.	INTPN
SOCIAL ACCEPTABILITY	Between Groups	.587	3	.196	.906	.442	Accept Null Hypothesis

UNDERSTANDING	Within Groups	17.718	82	.216	1.140	.338	Accept Null Hypothesis
	Between Groups	.732	3	.244			
CAPABILITY	Within Groups	17.538	82	.214	.377	.770	Accept Null Hypothesis
	Between Groups	.288	3	.096			
COMMITMENT	Within Groups	20.914	82	.255	2.723	.055	Accept Null Hypothesis
	Between Groups	1.509	3	.503			
Effectiveness	Within Groups	15.147	82	.185	1.914	.134	Accept Null Hypothesis
	Between Groups	1.150	3	.383			
Efficiency	Within Groups	16.428	82	.200	.887	.451	Accept Null Hypothesis
	Between Groups	.547	3	.182			
SOLUTIONS	Within Groups	16.854	82	.206	.050	.985	Accept Null Hypothesis
	Between Groups	.046	3	.015			
SUPPORT	Within Groups	24.883	82	.303	2.036	.115	Accept Null Hypothesis
	Between Groups	2.445	3	.815			
	Within Groups	32.815	82	.400			

Table 27 presents the significant difference in the assessment of the areas of DLP when grouped according to age. The computed p-values of the criteria Understanding, Effectiveness, Solutions, and Support from the school were less than the 0.05 level of significance, so the null hypothesis was rejected. This indicates that, on the stated criteria, students' assessments differ significantly when grouped by age. However, Social Acceptability, Capability, Commitment, and Efficiency were not significantly different. The p-values were greater than the 0.05 level of significance. Thus, the null hypothesis is accepted.

Table 27: *Significant Difference in the Assessment of the Students of the Areas of DLP Currently Implemented in the School when grouped according to Age.*

	Levene's Test for Equality of Variances		t-test for Equality of Means						INTPN
	F	Sig.	t	df	Sig. (2-	Mean	Std. Error	95% Confidence	

						tail ed)	Diff eren ce	Differ ence	Interval of the Difference		
									Low er	Up per	
SOCIAL ACCEPTA BILITY	Equal variances assumed	3.6 43	.058	1.65 4	195	.10 0	.089	.054	- .017	.19 6	Accept Null Hypot hesis
	Equal variances not assumed			1.64 3	183. 725	.10 2	.089	.054	- .018	.19 6	
UNDERST ANDING	Equal variances assumed	.69 3	.406	2.26 6	195	.02 5	.142	.063	.018	.26 5	Reject Null Hypot hesis
	Equal variances not assumed			2.26 7	193. 849	.02 4	.142	.062	.018	.26 5	
CAPABILI TY	Equal variances assumed	.27 6	.600	1.57 2	195	.11 7	.103	.066	- .026	.23 2	Accept Null Hypot hesis
	Equal variances not assumed			1.57 2	193. 135	.11 8	.103	.066	- .026	.23 2	
COMMITM ENT	Equal variances assumed	.34 0	.560	1.45 6	195	.14 7	.106	.073	- .038	.25 0	Accept Null Hypot hesis
	Equal variances not assumed			1.45 9	194. 475	.14 6	.106	.073	- .037	.25 0	
Effectivenes s	Equal variances assumed	1.1 66	.282	2.59 7	195	.01 0	.153	.059	.037	.26 9	Reject Null Hypot hesis
	Equal variances not assumed			2.58 3	186. 802	.01 1	.153	.059	.036	.27 0	
Efficiency	Equal variances assumed	1.0 79	.300	.836	195	.40 4	.057	.068	- .077	.19 1	Accept Null Hypot hesis
	Equal variances not assumed			.839	194. 898	.40 3	.057	.068	- .077	.19 1	

SOLUTION S	Equal variances assumed	.086	.770	2.083	195	.039	.131	.063	.007	.256	Reject Null Hypot hesis
	Equal variances not assumed			2.082	192.977	.039	.131	.063	.007	.256	
SUPPORT	Equal variances assumed	.716	.398	2.283	195	.024	.151	.066	.021	.281	Reject Null Hypot hesis
	Equal variances not assumed			2.289	194.851	.023	.151	.066	.021	.281	

Table 28 presents the significant difference in students' assessment of the areas of DLP when grouped according to gender. The computed p-values of all the criteria were greater than the 0.05 level of significance. This confirms that no significant difference exists in the implementation of DLP among students when grouped according to gender. Hence, the null hypothesis is accepted.

Table 28: *Significant Difference in the Assessment of the Students of the Areas of DLP Currently Implemented in the School when grouped according to Gender.*

		Levene's Test for Equality of Variances		t-test for Equality of Means							INTPN
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
SOCIAL ACCEPTABILITY	Equal variances assumed	1.233	.268	-.529	195	.597	-.029	.054	-.137	.079	Accept Null Hypot hesis
	Equal variances not assumed			-.537	183.425	.592	-.029	.054	-.135	.077	
UNDERSTANDING	Equal variances assumed	.494	.483	-.198	195	.843	-.012	.064	-.139	.113	Accept Null Hypot hesis
	Equal variances not assumed			-.199	177.010	.843	-.012	.063	-.138	.113	

CAPABILITY	Equal variances assumed	.981	.323	-.407	195	.684	-.027	.066	-.158	.104	Accept Null Hypothesis
	Equal variances not assumed			-.403	168.131	.687	-.027	.067	-.160	.105	
COMMITMENT	Equal variances assumed	.043	.836	-.872	195	.384	-.064	.074	-.211	.081	Accept Null Hypothesis
	Equal variances not assumed			-.856	162.671	.393	-.064	.075	-.214	.084	
Effectiveness	Equal variances assumed	.867	.353	1.551	195	.122	.093	.060	-.025	.212	Accept Null Hypothesis
	Equal variances not assumed			1.564	179.405	.120	.093	.059	-.024	.211	
Efficiency	Equal variances assumed	.234	.629	1.331	195	.185	.091	.068	-.044	.226	Accept Null Hypothesis
	Equal variances not assumed			1.344	180.369	.181	.091	.068	-.042	.225	
SOLUTIONS	Equal variances assumed	.005	.942	-.210	195	.834	-.013	.064	-.141	.113	Accept Null Hypothesis
	Equal variances not assumed			-.211	175.134	.833	-.013	.064	-.141	.113	
SUPPORT	Equal variances assumed	.651	.421	.510	195	.611	.034	.067	-.099	.168	Accept Null Hypothesis
	Equal variances not assumed			.516	181.857	.606	.034	.066	-.097	.166	

Table 29 illustrates significant differences in students' assessments of the areas of DLP when grouped according to years of experiencing DLP. The computed p-values of the 6 criteria were greater than the 0.05 level of significance. This shows that the 6 criteria were not significantly related when students were grouped according

to years of experiencing DLP. However, the computed p-value for “Social Acceptability” was less than the 0.05 level of significance, so the null hypothesis was rejected.

Table 29: *Significant Difference in the Assessment of the Students of the Areas of DLP Currently Implemented in the School when grouped according to Years of Experiencing DLP.*

		Sum of Squares	df	Mean Square	F	Sig.	INTPN
SOCIAL ACCEPTABILITY	Between Groups	1.250	3	.417	2.979	.033	Reject Null Hypothesis
	Within Groups	26.997	193	.140			
UNDERSTANDING	Between Groups	1.461	3	.487	2.542	.058	Accept Null Hypothesis
	Within Groups	36.987	193	.192			
CAPABILITY	Between Groups	1.050	3	.350	1.663	.176	Accept Null Hypothesis
	Within Groups	40.607	193	.210			
COMMITMENT	Between Groups	1.607	3	.536	2.065	.106	Accept Null Hypothesis
	Within Groups	50.065	193	.259			
Effectiveness	Between Groups	1.013	3	.338	1.955	.122	Accept Null Hypothesis
	Within Groups	33.320	193	.173			
Efficiency	Between Groups	.231	3	.077	.336	.800	Accept Null Hypothesis
	Within Groups	44.258	193	.229			
SOLUTIONS	Between Groups	.869	3	.290	1.467	.225	Accept Null Hypothesis
	Within Groups	38.114	193	.197			
SUPPORT	Between Groups	.804	3	.268	1.226	.301	Accept Null Hypothesis
	Within Groups	42.189	193	.219			

Table 30 presents the significant relationship between the respondents' profile and their perceptual assessments of the areas of DLP implementation. The computed p-values of “Social Acceptability”, “Understanding”, “Capability” and “Efficiency” were greater than the 0.05 level of significance, so the null hypothesis was accepted. This indicates that these three criteria or areas were not significantly related to their perceptual assessments. While the computed p-values of the criteria “Commitment”, “Effectiveness,” and “Support from the School” were less than the 0.05 level of significance, the null hypothesis was rejected. This shows a significant relationship between the profile of the respondent groups and perceptual assessments of the areas of DLP implementation. However, the computed p-value for the “Solutions” area was less than the 0.05 level of significance, so the null hypothesis was rejected, while the perceptual assessments were greater than the 0.05 level of significance; therefore, the null hypothesis was accepted.

Table 30: *Significant Relationship between the Profile of the Respondent Groups and their Perceptual Assessments of the Areas of the DLP Implementation.*

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
SOCIAL ACCEPTABILITY	Equal variances assumed	5.487	.020	.870	281	.385	.045	.052	-.057	.149	Accept Null Hypothesis
	Equal variances not assumed			.804	136.853	.423	.045	.056	-.066	.158	Accept Null Hypothesis
UNDERSTANDING	Equal variances assumed	3.355	.068	.364	281	.716	.021	.058	-.093	.135	Accept Null Hypothesis
	Equal variances not assumed			.358	155.517	.721	.021	.059	-.095	.137	Accept Null Hypothesis
CAPABILITY	Equal variances assumed	.542	.462	-.156	281	.876	-.009	.061	-.129	.110	Accept Null Hypothesis
	Equal variances not assumed			-.151	150.938	.880	-.009	.063	-.134	.115	Accept Null Hypothesis
COMMITMENT	Equal variances assumed	.000	.999	-3.590	281	.000	-.228	.063	-.354	-.103	Reject Null Hypothesis
	Equal variances not assumed			-3.804	186.302	.000	-.228	.060	-.347	-.110	Reject Null Hypothesis
Effectiveness	Equal variances assumed	3.639	.057	-3.437	281	.001	-.190	.055	-.300	-.081	Reject Null Hypothesis
	Equal variances not assumed			-3.327	150.556	.001	-.190	.057	-.304	-.077	Reject Null Hypothesis

Efficiency	Equal variance s assumed	.045	.832	-.508	281	.612	-.030	.060	-.150	.088	Accept Null Hypothesis
	Equal variance s not assumed			-.518	169.933	.605	-.030	.059	-.148	.086	Accept Null Hypothesis
SOLUTIONS	Equal variance s assumed	.778	.379	2.002	281	.046	.123	.061	.002	.244	Reject Null Hypothesis
	Equal variance s not assumed			1.856	137.551	.066	.123	.066	-.008	.254	Accept Null Hypothesis
SUPPORT	Equal variance s assumed	1.548	.214	5.392	281	.000	.367	.068	.233	.501	Reject Null Hypothesis
	Equal variance s not assumed			4.772	125.864	.000	.367	.077	.215	.520	Reject Null Hypothesis

DISCUSSION

The primary goal of the implementation of DLP is to support the academic program of the University. CVIF-DLP, or DLP, is one of the teaching strategies the high school department offers to students. Because teachers and students are the main focus of this study, they should understand the program's content and principles.

To evaluate the effectiveness of DLP implementation, three key stakeholders were involved in the analysis: JHS heads, teachers, and students. Heads', teachers', and students' profiles and their insights in terms of significant relevance about the implemented DLP were highlighted.

As stated by Mendoza (1998), for a program to be successfully implemented, it should meet seven criteria: Social Acceptability; Understanding; Capability; Commitment; Efficiency and Effectiveness; Solutions; and Support. Failure to meet these seven criteria impedes successful program implementation.

The following discussion of the results is aligned with the seven criteria of a successful program, and it is based on how the participants evaluate the implementation of the DLP:

Evaluation of the school heads and teachers:

Social Acceptability

Heads and teachers agreed on the impact of social acceptability in the DLP, which results from a comprehensive study on activity-based, multi-domain learning that requires students to work independently or in groups. The wide range of Learning Activity Sheets (LAS) gives students a complete package of learning. Students are taught to remember the background knowledge imparted to them by writing the activity title, learning target,

type of activity, references, author's name, and concept notes or a short description of the lesson. This activity-based domain learning pertains not only to giving an activity AFTER the lesson, but also to administering formative activities where, prior to the lesson, students create questions in their minds and prepare themselves for the discussion. Moreover, its primary objective, which is to improve learning and retention, has a high impact. Although the other three aspects of DLP in Social Acceptability have minimal impact, the results still show that heads and teachers were trained in implementing the DLP. It can also be observed that most head-teacher participants were new, and with 1 related seminar aligned to DLP, it highlights attention to how to implement the DLP, supported by the preparation of needed materials and empowering them to contextualize the implementation.

Understanding

DLP implementation provides a brighter view when heads and teachers strongly agree on the importance of Understanding. All participants considered that DLP encourages students to discover and understand the lesson through their own reading and by doing exercises before the lesson is discussed and explained. It also affects the social acceptability of understanding the lesson concept and familiarizes them with the purpose of the LAS. It also shows that participants are aware that DLP applies to all subject areas; it emphasizes holistic learning, lifelong learning, and a competency-based format.

Capability

Most participants agreed on the capability to implement DLP. This shows that they have the knowledge and skills to implement it. Required experiences are also manifested. Continuous training also improves competency in implementing the program, as shown by the number of DLP-aligned seminars attended. Likewise, the strongest emphasis of results concentrates on values and character.

Commitment

One of DLP's principles is to improve students' academic performance. Apparently, the results of DLP's commitment to help students improve contribute to positive performance. Both heads and teachers perceived DLP's objective as learning more by doing rather than merely listening. In the 21st century, learners must be at the center of classroom content. The 21st-century skills represent the necessary student outcomes; students need to obtain Learning and Innovation Skills, Information and Technological Skills, and Life and Career Skills (McTighe, 2014). Thus, this objective must be supported by 21st-century skills.

In addition, both participants strongly agreed that DLP benefits the development of Philippine education. They viewed implementation difficulties not as hindrances but as challenges and opportunities; because of this, they took the initiative to contextualize the DLP and are determined to improve it to better meet students' needs.

Effectiveness And Efficiency

The DLP goal shows high effectiveness, as the results show strong agreement. Both participants believed the DLP objective is clear: to develop a love for independent learning and learning by doing. They also believed the objectives are attainable: 80 percent of students must master the pedagogical maxims, learning is active and not passive, and these must be attained by the end of the JHS program. The manifestation of achieving the objectives is clear and evident. As DepEd Order No. 8, series 2015, under the supervision of former Secretary Luisito (2015), emphasized, learners should describe objectives based on abilities and skills in relation to the content standards and the integration of 21st-century skills. The integration of knowledge, understanding, and skills is expressed through creation, innovation, and adding value to products/performance during independent work or in collaboration with others. Lewin accounted for human behavior by emphasizing the forces and tensions that influence it. He asserted that an individual's behavior is always geared toward some goal or objective, and that this intention matters most in how behavior is performed (Psychological Notes, 2013).

The strong impact of the efficient part of DLP mainly focused on improvised instructional materials and material availability. Participants strongly agreed that DLP is not an expensive teaching strategy. The program does not require spending more money to achieve quality education, but it can also achieve it in a different format.

Previously, learning commonly relied on lectures and class discussions, which consumed 80 percent of class time; in process-induced learning, the reverse is supported, with 80 percent given to learners' independent activity. The focus of the DLP learning program is to improve learner disposition and narrow the gap between required and desired, intended and implemented curricula without spending too much money (Bernido & Carpio-Bernido, 2015). For the other three efficiency factors, participants highlighted the use of recycled materials for instruction and generating funds to support and innovate the DLP method of instruction, with "agree" as the only response. Students purchase Learning Activity Sheets (LAS), which are a substitute for commonly available pad paper. Though it is not that expensive, students buy LAS only in the University Book Store. In addition, under the new K to 12 teaching trends, students spend money to produce good outputs for performance tasks. The highest grade among the three components of the K to 12 grading system is the performance task, which motivates students to put more effort into completing the task.

Solutions For the Problems

Head-teacher participants shared the same understanding of the solutions to the Problems of DLP. All agreed that the school conducts systematic roundtable discussions or shares insights when problems arise in implementing DLP during subject-area meetings. This is also sustained during the department's general meetings. To reduce failures, interventions are in place, and the school monitors students' academic performance quarterly. Subject teachers with failing students must administer a remedial class so students can catch up before the major examination. As a result, the number of failures and dropouts is decreasing, and classrooms are well utilized in implementing DLP. However, classrooms are shared with college students; still, they have the chance to decorate and place students' portfolios in the cabinet at the back of the classroom.

Support From the Higher Rank

In terms of support from the higher rank in general, participants perceived the implementation of DLP as "Agree". The head-teacher participants received financial support from the school in the form of being sent to a seminar, but based on the results, most attended only one seminar aligned with DLP. Since the program does not require much financial expense, participants felt that DLP implementation needs regular technical support because of the number of new teachers. Most participants have five years or less of teaching experience. This suggests that this should be sustained with greater administrative and moral support from higher ranks.

Evaluation of the students:

Social Acceptability

Students' evaluation of the implementation of DLP in terms of Social Acceptability is evident. This indicates that, for most of them, this criterion is relevant to implementing DLP. Students perceived that DLP allows them to complete activities that are not only independent but also applicable to group work. They were also given enough time to complete the activity since using LAS required them to write and avoid photocopies or handouts, and learning improved. However, they did not agree that the DLP orientation was intense. Students agreed only on this aspect. Every year, on the first day of classes, students receive an orientation with their respective adviser, but it is limited to school policies, teachers' classroom rules and regulations, and subject requirements. Although students are aware of DLP components such as the use of LAS, students' portfolios, and the rest period on Wednesdays, the orientation on these aspects is minimal.

Understanding

Students perceived the Understanding criteria as strongly aligned with its content in evaluating DLP implementation. It can be inferred that students are knowledgeable about using the Learning Activity Sheet (LAS), which requires them to fill in the activity title, learning target, reference title, reference page number, and concept note. They are also aware that each subject has a corresponding portfolio for their activities. Students also perceive the Wednesday schedule as a rest period or half-day intended for school activities and performance task making,

and they understand the “*No Homework Policy*.” The students also see the benefits of DLP, which develops good study habits.

Capability

Most of the students gave an evaluation of “Agree” on the capability aspect of the implementation of DLP. Students perceived that they have known DLP for many years and have used the program since Grade 7. They marked the skills needed to accomplish the requirements, as they used Learning Activity Sheets in all subjects and activities. The constant orientation of DLP given by the adviser or teacher to students received also an output of “Agree”. It shows that students were not fully oriented on the content of DLP. However, the students also appreciate the benefits of DLP in its values and character aspects. Students realized that DLP makes their academics meaningful by learning its values and improving their learning disposition. This was reinforced when Holy Angel University received a National School of Character designation from the Character Education Partnership Philippines (CEPP), an affiliate of the Washington, D.C.-based Character.org (“*HAU earns*”, 2017).

Commitment

Most of the students gave an evaluation of “Agree” on the commitment aspect of the implementation of DLP. Students indicated that DLP teaches them to work and study hard, but not fully. They also realized that DLP helps with their academic problems, but not in every aspect. This is evident in cases such as an annual remedial class for students with low grades. It can be determined that fully understanding the program's principles is essential for them to develop a more positive learner disposition. Nevertheless, students can use their creativity to complete activities and develop good study habits because DLP teaches them to work independently. Vygotsky's sociocultural theory of cognitive development emphasizes non-standard assessment procedures to determine what and how much a child has learned and to develop approaches that enhance the child's learning. This idea has affected changes in educational systems by increasing the significance of students' active role in their own learning development and encouraging partnership in a mutual learning experience (Psychology Notes, 2018).

Effectiveness and Efficiency

Most students strongly agreed on the effectiveness phase in implementing DLP. They were mindful of the importance of DLP objectives. The completion of the Learning Activity Sheets, proper compilation of the portfolio, and use of the rest period were clearly observed. All student activities were compiled and are available in the classroom cabinet for academic and performance copies and monitoring.

In determining the efficiency of DLP implementation, student participants mostly agreed. They were encouraged to be more practical and resourceful in accomplishing their performance tasks and other activities. This was reflected in the activity grading system or rubric, where teachers presented the rubric content before the performance task/activity, making it easier for students to have a concrete outlook on completing their tasks. Chun (2010) mentioned that learning outcomes should be attained by students and should both enable and assess learning. The tasks incorporate disciplinary content, critical thinking, and other higher-order skills, and they should include a rubric that teachers can use to provide feedback. However, for improvisation and accessibility in completing the activities, they were rated “Strongly agree,” showing that students are skilled at managing and being inventive in tasks. Since the grading tool requires them to be resourceful, they exhibit creativity in completing this task. Students need to do their best on this task, as it reflects the full range of the subject's competencies in this final output. As stated in DepEd Order No. 8 s. 2015, Luistro (2015) explained that performance tasks must allow learners to show what they know and can do in diverse ways. They may create or innovate products or do performance-based tasks. The weight of the component grade for performance tasks for Grades 1–10 is 50% for Languages, Araling Panlipunan, and Values Education; 40% for Science and Math; and 60% for MAPEH and TLE.

Solutions for the Problems

Students mostly perceived the impact of the solutions for the Problems in implementing the DLP as “Agree.” Students were prepared to meet the necessary requirements for the use of Learning Activity Sheets, Portfolio, and Rest Period, but a few students were less DLP-skilled. This also indicates that students learned the DLP process, which helps them avoid failing the subject. Every quarter, the teacher gives a remedial class to those who failed or got low grades. Regarding DLP concerns, teachers discuss them with the adviser, who then refers them to the heads during subject-area meetings. Nevertheless, the strongest point of this criterion is the use of the classroom, which is maximized properly in all activities.

Support from the Higher Rank

The student participants mostly perceived the impact of Support from the Higher Rank on the implementation of DLP as “Strongly Agree”. Participants agreed that they received support from the school in terms of materials and their availability, and support from teachers if they failed to meet the purpose of DLP. However, it can be inferred that a few students are less DLP-skilled. Students were prepared to meet the necessary requirements for using Learning Activity Sheets, Portfolio, and Rest Period, but it was rated only as “Agree.” The materials students need are available, such as a bulletin board, a cabinet for portfolios, a projector, etc. The availability of Learning Activity Sheets, which are necessary for all written activities, is accessible in the University Bookstore. Teachers also supported and guided them on the correct way to answer the Learning Activity Sheets.

The analysis showed several key outcomes. There was no significant difference between school heads and teachers in terms of position. This implies that position does not affect DLP implementation. DLP is a teaching strategy, and heads and teachers are both professional teachers. When grouped by age, the assessment of heads and teachers differed significantly. This denotes that age is an element affecting the implementation of DLP, as it showed that 31.4% of participants, which is the highest, were in the age bracket of 20-25. There was also a significant difference when grouped by gender. This suggests that head teachers’ participants perceive gender as affecting DLP implementation. Farrell (2001) explained that in developing the policy, schools are advised to ensure that stakeholders consider gender and related issues. When reviewing other policies, the school should ensure they reflect the school’s commitment to equal opportunities. Bustos and Espiritu (1996) also emphasized that culture creates roles which are believed appropriate for each sex. As children develop self-concepts in accordance with their roles, certain differences in their behavioral patterns become apparent.

Civil status also showed several key findings: Social Acceptability, Capability, Solutions, and Support from the Higher Rank differed significantly. This indicates that the four criteria affect the implementation of DLP in terms of civil status. The criteria Understanding, Commitment, Effectiveness, and Efficiency were not significantly different by civil status.

The educational attainment of heads-teacher participants, when grouped, was not found to be significantly different. This indicates that the implementation of DLP does not affect its processes.

There was a significant difference between heads and teachers in the implementation of DLP across the criteria of Social Acceptability, Commitment, and Solutions, in terms of years of teaching experience. This indicates that years of teaching experience may affect the implementation of the program. Nash (2016) said that if the teaching profession is placed in isolation, and the classroom is closed to any changes, then it will miss the kind of multiple perspectives that others bring to the profession. While among the other four criteria, namely Understanding, Capability, Effectiveness, and Efficiency, and Support from the Higher Rank in the implementation of DLP, there were no significant differences. This implies that applying these four criteria balanced the necessary conditions for implementing DLP.

The Number of Attended Seminar related to DLP shows a significant difference in the implementation of DLP in terms of all criteria. The data showed that most participants attended only one seminar related to DLP. This suggests that seminars are relevant to implementing DLP. As Spaulding (2008) stated, teachers should be part of the professional development approach.

In the students’ age approach, there was a significant difference in DLP implementation across the criteria of Understanding, Effectiveness, Solutions, and Support by higher rank. As the learner matures, Bustos and

Espiritu (1996) explained that the learner's patterns of behavior will change not only because of their differences in heredity and environment but also because of their age differences. However, the area of Social Acceptability, Capability, Commitment, and Efficiency were not significantly different. This means these criteria do not affect the implementation of DLP in terms of students' age. Results for gender also showed that the implementation of DLP did not differ significantly across all criteria.

Most criteria were not significantly related when students were grouped according to years of experiencing DLP, except Social Acceptability, which was significantly related to DLP implementation in terms of DLP experience. This implies that social acceptance of DLP for adaptation is very significant.

The analysis yielded several key findings. The analysis found a significant relationship between the respondent groups' profiles and their perceptions of DLP implementation in terms of Social Acceptability, Understanding, Capability, and Efficiency. This implies that participants' perceptions of the relevance of the indicated criteria do not affect implementation. The criteria of Commitment, Effectiveness, and Support from the School were found to be significantly related to DLP implementation. It shows that these three criteria have an effect on the implementation of DLP. However, the Solutions to the Problems criteria were significant for the respondent group but not for perceptual assessment. It can be inferred that respondents consider the Solutions to the Problem criteria relevant to the implementation of DLP.

Based on the foregoing discussion, the following conclusions have been drawn:

1. Most head-teacher participants are aged 20-25, followed by 26-30 and 46-50, and most are female. Almost half were married, most had only a bachelor's degree, and a few had a master's degree. Most have 1-5 years of teaching experience and attended a seminar related to DLP only once.
2. Most student participants are aged 16-18, and most are female. In terms of years of experience with the DLP, most have four years of experience, having started in Grade 7 and continuing through Grade 9 at the same school.
3. The most resilient criteria among heads and teacher participants in implementing the DLP are Understanding, Commitment, and Effectiveness, while Social Acceptability, Capability, Efficiency, Solutions for the Problems, and Support from the School are the least resilient.
4. The most resilient criteria among student participants are Social Acceptability, Understanding, Effectiveness, and Support from the School, while Capability, Commitment, Efficiency, and Solutions to the Problem are not the most resilient criteria.
5. Position does not significantly differ between school heads and teachers in implementing DLP, but age does. Civil status among head-teacher participants showed significant differences in the implementation of DLP in four criteria: Social Acceptability, Capability, Solutions to the Problems, and Support from the School. Whereas the criteria Understanding, Commitment and Effectiveness and Efficiency were not found to be significantly different. Educational Attainment was also not found to be significant in the implementation. Years of Experience in Teaching showed mixed results: Social Acceptability, Commitment, and Solutions were found significantly relevant, while Understanding, Capability, Effectiveness and Efficiency, and Support from the School were not significant. School heads and teachers differed significantly in their assessments when grouped according to the number of DLP-related seminars attended.
6. Students' assessments of the criteria of DLP implementation in terms of Age were torn apart when Understanding, Effectiveness, Solutions, and Support from the School were found to be significantly related. However, the criteria of Social Acceptability, Capability, Commitment, and Efficiency were not significantly different. There is also no significant difference in the implementation of DLP among students when grouped according to Gender. The assessment of students grouped according to years of experiencing DLP was not significantly different in all criteria except Social Acceptability, where it was found to be related.

7. The Profile of the Respondent Group was not found significantly related to their Perceptual Assessment in terms of criteria Social Acceptability, Understanding, Capability and Efficiency. However, Commitment, Effectiveness, and Support from the School showed a significant relationship between the Profile of the Respondent Group and the Perceptual Assessment of DLP Implementation. However, the Profile of the Respondents and Perceptual Assessment were found to be significantly related in the criteria of Solutions to the Problem.
8. The participants' evaluation, together with the researcher's suggestions and the requirements needed in meeting and using the seven indicators of SUCCESS by Mendoza (1998), more particularly, SUCCESS means Social Acceptability, Understanding, Capability, Commitment, Efficient and Effective, Solutions, and Support from the School; as a consequence, the researcher recommends the following for enhancement of the Implementation of the program:
 - a. Heads and teachers should attend enough DLP-related seminars to enhance their potential to implement DLP.
 - b. Teachers, especially new ones, should receive regular orientations on the concept of DLP to strengthen their knowledge in implementing DLP.
 - c. Students should be given a regular orientation about DLP to further boost their knowledge on DLP.
 - d. The Heads and Teachers should maintain the most resilient criteria in implementing the DLP which are the Understanding, Commitment and Effectiveness while Social Acceptability, Capability, Efficiency and Solutions for the Problems should be improved as they are the less resilient criteria. This can be done by giving enough DLP trainings and consistent monitoring to its implementation.
 - e. Students should maintain Social Acceptability, Understanding, Effectiveness, and Support from Higher Ranks as the most resilient criteria, while Capability, Commitment, Efficiency, and Solutions to the Problem should be improved, as they are the least resilient criteria. This can be enhanced by providing them with regular DLP orientation and monitoring their actions in doing DLP tasks. There should also be consistent monitoring of students' academic performance. Boost their values of being resourceful to improve efficiency.

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