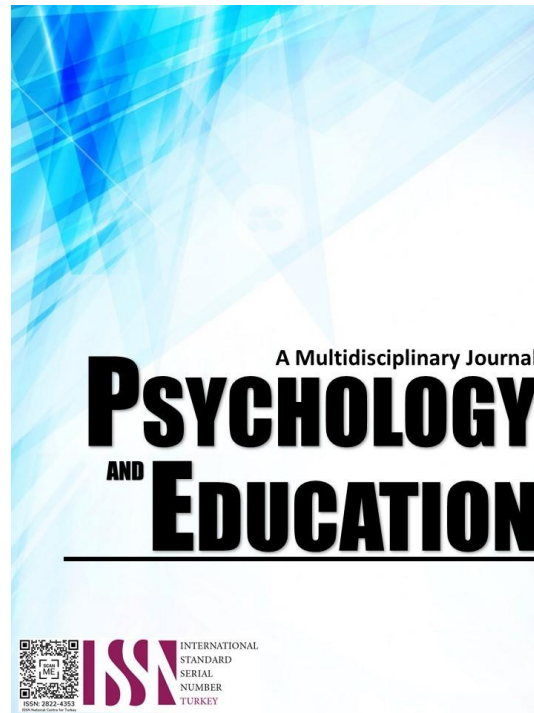


**STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND
THREATS OF CVIF-DLP UTILIZATION IN
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Strengths, Weaknesses, Opportunities, and Threats of CVIF-DLP Utilization in Selected Private Schools in the Division of Quezon

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Abstract

Central Visayan Institute Foundation-Dynamic Learning Program (CVIF-DLP) is a program centered on activity-based multi-domain learning wherein the students should work independently. This quantitative study analyzed the strength of the CVIF-DLP utilization; 1) students' willingness to learn; 2) time management; 3) creativity; 3) critical thinking; and 4) self-discipline, the weaknesses of the CVIF-DLP; 1) development of independence in learning; 2) performing motivational activities; 3) making sense with a conceptual note; 4) comprehensive writing; and 5) writing and drawing figures, the opportunities of the respondents; 1) learning by doing; 2) sound fundamentals; 3) mastery; 4) adaptability; and 5) honesty, and the threats encountered by the respondents; 1) not knowing what to learn; 2) lack of time; 3) self-motivation and interest; 4) too much choice; and 5) the easy way out. The researcher analyzed these indicators from 320 respondents through a teacher-made questionnaire, which the experts validated using mean and one-way ANOVA for the significant difference. The research revealed that the respondents "often" encountered the strength and opportunities in utilizing the program. In contrast, in weaknesses and threats, they revealed it as "sometimes," which means the respondents sometimes encountered weaknesses and threats in utilizing the program. Based on the study's findings, an intervention program was proposed to enhance the CVIF-DLP learning materials. Teachers may look back to their existing learning activity sheets and modify them to ensure that the activities to be given to the students suit their learning capabilities and will boost their learning potential.

Keywords: *CVIF-DLP, strength, weaknesses, opportunities, threats, students, encountered*

Introduction

The COVID-19 pandemic has produced several global economic, social, and political difficulties. It affects every aspect of a person's daily life from many societal sectors, not only their health. Even the educational system experienced numerous difficulties. According to a declaration made by the former secretary of education, Leonor M. Briones, "learning must continue despite the pandemic under the Department of Health's and the World Health Organization's health protocols." According to Briones, the Basic Education-Learning Continuity Plan (BE-LCP) is the department's primary strategy for ensuring the security and welfare of students, teachers, and staff. To meet the department's request, each school has produced a School BE-LCP. Stakeholders were surveyed to determine how learners may continue their education during the COVID-19 pandemic. The result of the survey suggested online courses and flexible learning as alternatives. Modular distance learning was adopted as the new learning modality amid the pandemic since internet access is the primary issue, especially in rural places. Students can use printed self-learning modules (SLM) and modules that can be accessed digitally or through electronic devices such as laptops, computers, tablets, and smartphones while using the modular distance learning (MDL) method.

Self-learning modules are the fundamental elements of the Central Visayan Institute Foundation's Dynamic Learning Program (CVIF-DLP). It is a method of instruction that encourages students to learn independently. It was created by Ramon Magsaysay Awardees for Education, Dr. Christopher Bernido, and the late Dr. Ma. Victoria Carpio-Bernido. In order to promote the best level of learning, creativity, and productivity, the CVIF-DLP combines traditional and contemporary pedagogical theories. The curriculum aims to prepare kids to learn efficiently and responsibly on their own, even when teachers and parents are not around all the time. The Learning Activity Sheet (LAS) that DLP uses expresses the fundamental concept students should acquire. Teachers have developed a one-page exercise for students to copy, read, and complete independently.

The researcher has used CVIF-DLP in teaching for three years and has personally seen the opportunities and obstacles that the students faced. This made the researcher eager to carry out the study. However, that experience or scenario still needs to be documented.

This study aimed to identify the learning strengths, weaknesses, opportunities, and threats that have been experienced by the respondents who were using the CVIF-DLP. With the findings of this study, the researcher would be able to share them with the institution which has been using the CVIF-DLP since

2018.

Research Questions

This study aimed to identify the learning strengths, weaknesses, opportunities, and threats encountered by the respondents in utilizing the Central Visayan Institute Foundation's Dynamic Learning Program (CVIF-DLP). Specifically, it sought to answer the following questions:

1. What are the background variables of junior high school students in terms of the following:
 - 1.1. age;
 - 1.2. sex; and
 - 1.3. Grade level?
2. What are the observed strengths in utilizing CVIF-DLP in terms of the following:
 - 2.1. students' willingness to learn;
 - 2.2. time management;
 - 2.3. creativity;
 - 2.4. critical thinking; and
 - 2.5. Self-discipline?
3. What are the observed weaknesses in utilizing CVIF-DLP in terms of the following:
 - 3.1. development of independence in learning;
 - 3.2. performing motivational activities;
 - 3.3. making sense with conceptual notes;
 - 3.4. comprehensive writing; and
 - 3.5. Writing and drawing figures?
4. What are the opportunities encountered in utilizing CVIF-DLP in terms of the following:
 - 4.1. learning by doing;
 - 4.2. sound fundamentals;
 - 4.3. mastery;
 - 4.4. adaptability; and
 - 4.5. Honesty?
5. What are the threats encountered in utilizing CVIF-DLP in terms of the following:
 - 5.1. not knowing what to learn;
 - 5.2. lack of time;
 - 5.3. self-motivation and interest;
 - 5.4. too much choice; and
 - 5.5. The easy way out?
6. Is there a significant difference in the perceived weaknesses when respondents were grouped according to the background variables?
7. Is there a significant difference in the opportunities encountered when respondents were grouped according to the background variables?

Methodology

Research Design

This study employed a descriptive study design to determine the learning strengths, weaknesses, opportunities, and threats encountered by junior high school students in utilizing the Central Visayan Institute Foundation's Dynamic Learning Program (CVIF-DLP). According to Creswell (1994), descriptive research employs a quantitative research strategy by gathering measurable data to be applied to the population sample's statistical analysis. Quantitative methods place emphasis on precise measurements and the statistical, mathematical, or numerical analysis of data gathered through surveys, polls, and other types of research, as well as the manipulation of statistical data that has already been obtained using computing methods.

Research Locale

This study was carried out in three particular private schools in the Division of Quezon that are currently using the CVIF-DLP. These schools include Eastern Quezon College, Inc. in Gumaca, Quezon, Eastern Tayabas College in Lopez, Quezon, and Macalelon High School in Macalelon, Quezon.

Eastern Quezon College Inc. is located at R. Marco St. Brgy. Peñafrancia Gumaca, Quezon. It is one of the private schools in Quezon which offers a complete curriculum from kindergarten to college. Since 2018, it has been utilizing CVIF-DLP. It has a total population of 326 students in junior high school.

Eastern Tayabas College is located at Rosario St., Brgy. Rizal, Poblacion, Lopez, Quezon, which accepts junior high and senior high school students. It has a total population of 603 students in junior high school. It started using CVIF-DLP in School Year 2020-2021.

Macalelon High School is located at P. Pajarillo St., Brgy. Luctob, Macalelon, Quezon. It exclusively accepts junior high and senior high school students, just like Eastern Tayabas College. It was also launched using CVIF-DLP in School Year 2020-2021. It has a total population of 955 junior high school students.

The three participating institutions are sister institutions to the one where the researcher is now employed. The reason the researcher chose these institutions is that she is convinced that the study's data would be very helpful in assessing the true degree of CVIF-DLP acceptance, not only in the Division of



Quezon but also in all other schools and institutions using the program.

Research Population and Sample

This study used a simple random sampling technique through Cochran's sample size calculator to get the number of respondents from the target population. The appropriate sample size, given the population size and specified combination of precision, confidence, and variability using Cochran's sample size calculator, was 320.

The researcher then utilized a proportionate distribution to determine the sample population by school and per grade level from 320 respondents. The following table shows the number of respondents per grade level from the three participating schools.

Table 1. *Research Target Population and Sample*

Grade Level	Target Population EQC	Sample Population	Target Population ETC	Sample Population	Target Population MHS	Sample Population
Grade 7	56	9	166	28	208	35
Grade 8	62	10	146	25	214	36
Grade 9	86	15	143	25	229	39
Grade 10	122	21	148	25	304	52
Total	326	55	603	103	955	162

Target Population= 1,884
Total sample population= 320

Research Instrument

As the main data collection tool, this study used a questionnaire that was made up of four sections. The first section was the respondents' demographic information, followed by the learning strengths they faced, the learning weaknesses they encountered, the learning opportunities they had, and the threats they experienced when using the CVIF-DLP. Before the questionnaire was given, the researcher had it validated with the assistance of her adviser and other faculty members currently using the CVIF-DLP. After it was validated, it underwent pilot testing to ensure its reliability.

Data Gathering Procedure

In order to gather the needed data, the researcher first sought the permission of the principals of the participating schools to conduct the study. After giving the permission, the researcher crafted a letter of authorization which was given to the respondents as official written consent for data collection. When the

questionnaire had been validated and pilot-tested, it was then distributed to the target respondents to initiate the actual data collection. After this, analysis and data interpretation followed. The results of the study were then presented and summarized.

Results and Discussion

This part presents the data gathered in the study. Eight sections composed of this presentation.: the background variables of the respondents, the strengths of the CVIF-DLP, the weaknesses of the CVIF-DLP, the opportunities encountered in utilizing CVIF-DLP, the threats encountered in utilizing the CVIF-DLP, the significant difference in weaknesses when respondents were categorized by background variables, the significant difference in opportunities when respondents were categorized by background variables and the proposed intervention program to enhance the CVIF-DLP.

Background Variables of the Respondents

Table 2. *Frequency Distribution of the Respondents in terms of age*

Age	Frequency	Percentage (%)
below 12 years old	0	0.00
12 years old	39	12.19
13 years old	72	22.50
14 years old	80	25.00
15 years old	80	25.00
above 15 years old	49	15.31
Total	320	100.00

Table 2 shows the frequency distribution of the respondents in terms of age. Most respondents are between the ages of 14 and 15, with a frequency of 80 or 25.00%.

It shows that in junior high school, the ages which will comprise their population are between the ages of 14 and 15. It implies that the majority of the junior high school in the selected private schools, which were the study respondents who are utilizing the CVIF-DLP dominant ages between 14 and 15. It shows in an article written by N. Anglia in the International School of Chicago, which states that students in grade 9 are aged 14 to 15, while students in grade 12 are aged 17 to 18.



Table 3. Frequency Distribution of the Respondents in Terms of Sex

Sex	Frequency	Percentage (%)
Male	115	35.94
Female	205	64.06
Total	320	100.00

Table 3 shows the frequency distribution of the respondents in terms of sex. Most respondents were female, with a frequency of 205 (64.06%). The remaining respondents were males, with a frequency of 115 (35.94%).

It is evident that most the Filipino women are enrolled in high school at significantly higher rates than men, according to an annual report that measures gender equality in 153 countries- Cruz, M.R. (2019)

Table 4. Frequency Distribution of the Respondents in terms of Grade Level

Grade Level	Frequency	Percentage (%)
Grade 7	72	22.50
Grade 8	71	22.19
Grade 9	79	24.69
Grade 10	98	30.63
Total	320	100.00

Table 4 shows the respondents' frequency distribution regarding grade level. Most respondents belonged to the Grade 10 level, with a frequency of 98, or 30.63%. It shows that the majority of the respondents belonged to grade 10. It implies that the population from the selected respondents comes from grade 10 from the selected participating schools.

Strengths Observed Using the Central Visayan Institute Foundation-Dynamic Learning Program (CVIF-DLP)

Table 5 Strengths of the CVIF-Dynamic Learning Program in Terms of Students' Willingness to Learn

Strengths	Mean
The program energized the students with the given activities.	3.53
The program motivated the students to do the activities.	3.75
The provided exercises in the program make the students feel at ease while learning.	3.66
The desire to learn from the students is always increased by the activities offered.	3.75
The provided learning exercises captured the interest of the students in learning.	3.96
Grand Mean	3.73

Table 5 shows the mean scores of the strengths of the respondents in utilizing CVIF-DLP in terms of students' willingness to learn from the Learning Activity Sheet (LAS). Having the highest mean of 3.96, the provided learning exercises *often* captured or moderately observed the learning interest of the learners. Moreover, having the lowest mean of 3.53, the respondents also *often* or moderately observed and feel energized by the given activities.

Having a grand mean of 3.73, with a verbal interpretation of *often*, it could be implied that the respondents often encountered or moderately observed those strengths in CVIF-Dynamic Learning Program.

These findings are related to what Schooley, S. (2023) stated that demonstrating your willingness to acquire new skills, stay on top of industry trends, and continuously improve your performance and knowledge is instrumental to career success as it can be compared in helping a child to be willing to learn and motivated in searching for knowledge about the things around them.



Table 6. Strengths of the CVIF-Dynamic Learning Program in terms of Time Management

Strengths	Mean
The task given can complete on schedule.	3.88
The given activities assist the students in effectively managing their time.	3.67
The exercises are appropriate for the time allocated.	3.59
The activities are clear; therefore, the time allotted is enough.	3.59
The activities are time-bounded; therefore, students can engage in other activities once they completed the task	3.98
Grand Mean	3.74

Table 6 presents the strengths of the respondents in utilizing CVIF-DLP in terms of management. Among all the indicators, the highest is that the respondents often engage in other activities once they have completed their work. This indicator got a mean of 3.98.

Having a grand mean of 3.74, with a verbal interpretation of *often*, implies that the respondents often encountered or moderately observed those strengths in CVIF-Dynamic Learning Program.

These results align with Taylor (2019), as cited by Alyami, A. & Abdulwahed (2021), who introduced the idea of using time management to examine employee time and motion studies to cut down on time-wasting and wasteful labor.

Table 7 shows the mean scores of the strengths of the respondents in the CVIF-Dynamic Learning Program regarding creativity in the CVIF-DLP-Learning Activity Sheet (LAS). With a grand mean of 3.77, verbally interpreted as *often*, this implies that the respondents often encountered or moderately observed those strengths in CVIF-Dynamic Learning Program.

Table 7. Strengths of the CVIF-Dynamic Learning Program in terms of creativity

Strengths	Mean
The given activities enhance the confidence level of the students.	3.90
The given activities provide the students to become versatile and to easily come up with innovative solutions in every situation.	3.51
The given activities provide the students in achieving their personal goals at work.	3.83
The given activities help the students to demonstrate their originality in their work.	3.84
The given activities encouraged the students to take a risk at their work.	3.76
Grand Mean	3.77

These findings relate to the fact that according to Vygotsky's Theory of Creativity (2004), creativity arises from any human activity that produces something new. In addition, according to Joy Paul Guilford's Theory of Creativity, the core of creativity is the capacity to think of numerous solutions to a given problem. He referred to this method as divergent thinking and its opponent, the propensity to reduce all potential answers to just one. He reaffirmed the vital importance of creative genius for industry, science, the arts, and education in his presidential address to the American Psychological Association (APA) in 1950 and the necessity of more profound research into the nature of creativity.



<i>Strengths</i>	<i>Mean</i>
The given activities help the students to gather, understand, and interpret the data and other information.	3.70
The given activities help the students to draw conclusions based on relevant data, information, personal knowledge, and experience.	3.64
The given activities help the students to know how things work out.	4.16
The given activities help the students to easily organize their thoughts.	3.69
The given activities help to analyze and communicate information to identify problems and solutions.	3.85
Grand Mean	3.81

Table 8. *Strengths of the CVIF-Dynamic Learning Program in terms of Critical Thinking*

Table 8 presents the strengths of the respondents in utilizing the CVIF-Dynamic Learning Program in terms of critical thinking in the CVIF-DLP-Learning Activity Sheet (LAS). Having a grand mean of 3.81, with a verbal interpretation of *often*, implies that the respondents often encountered or moderately observed those strengths in CVIF-Dynamic Learning Program.

According to Marin & Halpern (2011), as cited by Abrera & Linasan (2021), critical thinking is essential for 21st-century students and a topic in modern education for students to succeed in their careers. Students can better develop their questions about phenomena, organize and design a procedure, find the answers to their questions, find relevant material, distinguish the findings, and come to a judgment using critical thinking. Mansbach (2015), cited by Abrera & Linasan (2021), highlighted critical thinking as a higher-order cognitive ability that will prepare the learners to provide solutions to various complicated challenges they will likely face in both their personal and professional lives.

Table 9. *Strengths of the CVIF-Dynamic Learning Program in terms of Self-Discipline*

<i>Strengths</i>	<i>Mean</i>
The given activities help the students become prepared thoroughly by doing the activity.	3.85
The given activities help the students complete the lessons and other tasks independently.	4.13
The given activities encouraged students to participate in class activities and discussions.	4.10
The given activities help students to remain attentive in class	3.98
The given activities allow students to become more responsible for their academic work.	4.20
Grand Mean	4.05

Figure 9. .

Table 9 shows the strengths of the respondents in the CVIF-Dynamic Learning Program regarding self-discipline in the CVIF-DLP-Learning Activity Sheet (LAS). With a grand mean of 4.05, having a verbal interpretation of *often* implies that the respondents often encountered those strengths in CVIF-Dynamic Learning Program.

The findings relate to what Gordon stressed in his Theory of Self-Discipline (2021) about the importance of maintaining the teacher's total control over the classroom through traditional disciplinary techniques. Students should participate more actively in the learning process and be encouraged to assume accountability through their activities. Additionally, it emphasizes the concept of fostering pupils' independence. Another factor is that students must be fostered and assisted in adapting to their environment and changing behavior. The pupils will learn what behavior is appropriate in public or with their peers by being taught what is acceptable and wrong.

Weaknesses of the Central Visayan Institute Foundation-Dynamic Learning Program (CVIF-DLP)



Table 10. Weaknesses of the CVIF-Dynamic Learning Program in Terms of Development of Independence

Weaknesses	Mean
There is no clearly stated proper instruction requirement for the activities to encourage individual learning.	3.20
It prevents the students from developing the note-taking skills necessary for self-directed learning.	3.25
Teachers rarely instruct the students on how to study more effectively using the activities given.	3.38
Access to a variety of educational resources is limited for students.	3.23
The ability to monitor the personal growth of the student is hindered by it.	3.38
Grand Mean	3.29

Table 10 shows the mean scores of the weaknesses of the respondents in the CVIF-Dynamic Learning Program regarding the development of independence in learning in the CVIF-DLP-Learning Activity Sheet (LAS). With a grand mean of 3.29, having a verbal interpretation of *sometimes* means that the respondents observed the weaknesses in the CVIF-Dynamic Learning Program.

According to Kingtu, Zhu, & Kagambe (2017), as cited by Urlanda (2020), learners who found the self-learning modules helpful gave it an 89% effectiveness rating. Students reported intense levels of intrinsic motivation and interest in and enjoyment of their work. They believe utilizing self-learning modules as a teaching strategy will enhance students' academic achievement. Furthermore, using self-learning modules helps people promote particular talents and cultivate self-discipline.

Table 11. Weaknesses of the CVIF-Dynamic Learning Program in Terms of Performing Motivational Activities

Weaknesses	Mean
The offered activities failed to help the students achieve their learning objectives very well.	2.91
The intrinsic goal orientation of the student ceases to meet by the activities offered.	3.08
With the offered activities, it is hard for the students to accomplish their objectives.	2.90
The offered activities did not increase the confidence of the student in their capacity for learning and performance.	2.89
Clear task value definitions are absent from the activities provided.	2.86
Grand Mean	2.93

Table 11 reveals the mean scores of the weaknesses of the respondents in using the CVIF-Dynamic Learning Program in terms of performing motivational activities in the CVIF-DLP-Learning Activity Sheet (LAS). With a grand mean of 2.93, verbally interpreted as *sometimes*, this implies that the respondents sometimes encountered or observed weaknesses in the CVIF-Dynamic Learning Program.

These findings relate to a situation in a private school in Dagupan City in attributing the improved performance of its students for the past year to the Dynamic Learning Program (DLP), a non-traditional framework of teaching that strengthens student competencies in science, technology, engineering, and mathematics (STEM). When the DLP was initially adopted, they stated that elementary pupils' average quarterly grades got up by 0.91%, and those of their high school students increased by 2.88% in the third quarter when compared to an average grade that was noted during the previous grading period when the conventional teaching framework was employed. (Anda et al., 2021)



Table 12. Weaknesses of the CVIF-Dynamic Learning Program in Terms of Making Sense with Conceptual Notes

Weaknesses	Mean
The offered concept notes differ from the learning objectives.	3.03
The concept notes are written in words that are hard to understand.	2.63
The concept notes provided are insufficient to help you understand the concepts that are being discussed.	3.17
The offered conceptual notes are not printed correctly.	2.66
Too many conceptual notes are given.	3.03
Grand Mean	2.91

Table 12 presents the weaknesses of the respondents in using the CVIF-Dynamic Learning Program in terms of making sense of conceptual notes in the CVIF-DLP-Learning Activity Sheet (LAS). With a grand mean of 2.91, having a verbal interpretation of *sometimes* implies that the respondents sometimes encountered weaknesses in the CVIF-Dynamic Learning Program.

These findings can be compared to the study of Kopzhassarovaa et al. (2019) that making responsible decisions is affected by independent learning because people must reflect on their job, examine difficulties, make judgments, and act with purpose in times of crisis to assume responsibility for their life. While significant changes to our everyday lives are expected, autonomous learning will allow people to adapt to the shifting demands of jobs, families, and society. Students must study throughout their lives in light of the rapid social change.

Table 13. Weaknesses of the CVIF-Dynamic Learning Program in Terms of Comprehensive Writing

Weaknesses	Mean
It takes time to rewrite the notes that have been provided.	3.37
Rewriting concept notes hinder me from doing other school-related activity.	3.22
The hands get physically tired from rewriting the notes.	3.59
I feel stressed rewriting the notes when the deadline is approaching.	3.49
Rewriting the provided notes causes physical strain and eye fatigue.	3.32
Grand Mean	3.40

Table 13 presents the mean scores of the weaknesses of the respondents in using the CVIF-Dynamic Learning Program in terms of comprehensive writing in the CVIF-DLP-Learning Activity Sheet (LAS). With a grand mean of 3.40, verbally interpreted as *sometimes*, it implies that the respondents sometimes encountered weaknesses in the CVIF-Dynamic Learning Program.

The results justify the facts in the related literature that the brain can send erroneous signals to the hand muscles when any of these actions are performed repeatedly, improperly, or under great stress, leading to focal hand dystonia (FHD). When the brain sends the muscles the wrong information, it results in writer's cramps. It can have an impact on the hands, forearms, and fingers. A loss of muscle tone and endurance and applying highly forceful pressure when writing can all contribute to hand fatigue and poor posture.



Table 14. *Weaknesses of the CVIF-Dynamic Learning Program in Terms of Writing and Drawing Figures*

<i>Weaknesses</i>	<i>Mean</i>
The presented figures are extremely complicated and challenging to replicate.	2.95
The printed figures offered are confusing.	2.80
The offered drawing is extremely complex and difficult to reproduce.	2.88
The provided illustration is unclearly printed	2.76
The supplied diagram or figures is irrelevant to the conceptual notes.	2.80
Grand Mean	2.84

Table 14 shows the mean scores for the weaknesses of the respondents in using the CVIF-Dynamic Learning Program in terms of writing and drawing figures in the CVIF-DLP-Learning Activity Sheet (LAS). With a grand mean of 2.84, having a verbal interpretation of *sometimes* suggests that the respondents sometimes encountered weaknesses in CVIF-Dynamic Learning Program.

These are related to the findings in the related literature that drawing figures is a problem-solving activity that necessitates a flexible approach, making it a more difficult skill to master. Since no two drawing situations are identical, it is important to cultivate the capacity to conceive of multiple creative solutions to each distinct "drawing problem." Because of the rare infinite time with the model, working from life presents the additional issue of trying to complete something swiftly. Drawing figures is not just an intellectual activity but also an interpretation and artistic one. The most efficient and successful technique to start a drawing is among the infinite number of correct choices, and with practice, it will be simpler to recognize it.

Opportunities Encountered by Using CVIF-DLP-Learning Activity Sheet (LAS)

Table 15 depicts the mean scores for the opportunities met using CVIF-DLP-Learning Activity Sheet (LAS)

regarding learning by doing in CVIF-DLP-Learning Activity Sheet (LAS). The grand mean of 3.75, with a verbal interpretation of *often*, implies that the respondents often encountered the opportunities in CVIF-DLP-Learning Activity Sheet (LAS).

These relate to the findings on learning by doing that was initially widely accepted by American philosopher John Dewey (2020). Dewey became well-known for advocating the notion that learning happens best when the student is actively engaged in the subject matter. It means that student interaction is given much weight to Dewey. This strategy overturned the idea that learning occurs through lectures and rote memory. He thought the best way to do it was to develop a helpful curriculum relevant to students' real-world situations.

Table 15. *Opportunities Encountered of Using CVIF-Dynamic Learning Program in Terms of Learning by Doing*

<i>Opportunities</i>	<i>Mean</i>
It is possible to understand their appeals and significance through the activities offered.	3.44
The exercises allowed students to work things out on their own because they were individualized.	3.68
Since the provided activities are community-related, the students can learn along with them.	3.82
The offered activities gave students a chance to develop their skills and competency.	3.93
Students can constantly increase their capacity for experiential learning through the activities offered.	3.89
Grand Mean	3.75



Table 16. Opportunities Encountered of Using CVIF-Dynamic Learning Program in Terms of Sound Fundamentals

Opportunities	Mean
The learning objectives give students a chance to access basic ideas.	3.86
The conceptual notes allow students to understand the core ideas of the lessons or subjects they need to learn.	3.84
The students can comprehend the lessons' core ideas more fully because of the illustrations provided in the conceptual notes.	3.74
The students can better understand essential ideas in the illustrations provided in the conceptual notes.	3.83
The given learning exercises or applications provide student a chance to use the basic ideas in particular circumstances and aid in the improvement of their higher-order thinking activities.	3.88
Grand Mean	3.83

Table 16 shows the mean scores of the opportunities met by the respondents using the CVIF-DLP-Learning Activity Sheet (LAS) in terms of sound fundamentals in the CVIF-DLP-Learning Activity Sheet (LAS). The grand mean of 3.83, with a verbal interpretation of *often*, suggests that the respondents often encountered or moderately encountered these opportunities in CVIF-DLP-Learning Activity Sheet (LAS).

These relate to the findings on the pedagogical maxim of DLP, which is the sound fundamentals, a well-crafted activity composed of information and idea that is easy to understand. The conceptual notes provided the learners to understand the core ideas of the lessons or subjects they need to learn.

Table 17. Opportunities Encountered of Using CVIF-Dynamic Learning Program in Terms of Mastery

Opportunities	Mean
The students get to learn using content with definite, distinct, and observable learning goals.	3.72
The activities given offer the chance to work with content with clearly established mastery levels of each learning objective.	3.62
It allows the students to show that they have mastered a subject using a clearly laid out method.	3.64
The students get the chance to have their level of skill evaluated by utilizing procedures that teachers have clearly outlined using the activities given.	3.65
It gives the students a chance to access information on the learning strategies based on mastery.	3.92
Grand Mean	3.71

Table 17 discloses the mean scores of the opportunities met in using CVIF-DLP-Learning Activity Sheet (LAS) in terms of mastery of CVIF-DLP-Learning Activity Sheet (LAS). The grand mean of 3.71, with a verbal interpretation of *often*, implies that the respondents often met these opportunities in CVIF-DLP-Learning Activity Sheet (LAS).

These relate to the literature review that gives facts and information to pupils is only one part of assisting them in learning a subject. Teaching should help students build their intellectual capacities to engage in the critical areas of human inquiry and thoughts rather than simply learning about them. These include the past and how it relates to the present, the natural world, our ideas, beliefs, and values, and those of other peoples, the dimensions of space and quantity, aesthetics, and representation. Understanding employs intellectual concepts and abilities as instruments for taking charge of regular, day-to-day issues in the real world. Students should believe that they are capable of



solving problems on their own or in groups. For example, they should believe they can use mathematics to define and reason through a problem, find the roots of current social policy, interpret a poem or a story, understand how physical forces work, and recreate a feeling or idea in writing or experience.

Table 18. *Opportunities Encountered of Using CVIF-Dynamic Learning Program in Terms of Adaptability*

<i>Opportunities</i>	<i>Mean</i>
The activities give a chance to evaluate whether the students gave the right answer during lessons.	3.81
The students have the opportunity to modify their learning habits in doing the activity	3.79
It gives the students a chance to express their confidence in the type of preference or personal information related to the subject matter that can be utilized to change what happens next.	3.78
The activities given have the chance to get real-time feedback, enabling students to ask for the right assistance when they need it most.	3.75
The activities given have the chance to investigate diverse learning routes through values materials sequences which are additional assistance given to a student.	3.76
Grand Mean	3.78

Table 18 reveals the mean scores of the opportunities met using CVIF-DLP-Learning Activity Sheet (LAS) regarding adaptability in CVIF-DLP-Learning Activity Sheet (LAS). The grand mean of 3.78, with a verbal interpretation of *often*, implies that the respondents often encountered or moderately encountered these opportunities in CVIF-DLP-Learning Activity Sheet (LAS).

These relate to Kirk's findings (2022), known as adaptability, or the capacity of people to modify their thoughts, attitudes, and behaviors in response to brand-new, shifting, or unpredictable situations. Adaptive individuals can quickly modify their expectations and

move on to new circumstances without experiencing negative emotions. The ability to adapt allows people to deal with change without pausing. When adaptable, individuals can function—and even excel—in circumstances beyond their control or prediction.

When considering adaptability in the classroom, teachers can assist pupils by reducing the stigma of failure. Students who are terrified of failing will avoid trying new things. However, acquiring adaptation abilities requires people to step outside their comfort zone and attempt new things. Additionally, failing can help pupils discover different approaches to problems, which helps them learn how to overcome obstacles. Setting goals is another action that promotes adaptability. When focused on a certain goal, kids will figure out how to overcome challenges.

Table 19 shows the mean scores of the opportunities met using CVIF-DLP-Learning Activity Sheet (LAS) regarding honesty in CVIF-DLP-Learning Activity Sheet (LAS). The grand mean of 3.61 implies that the respondents *often* encountered or moderately encountered these opportunities in CVIF-DLP-Learning Activity Sheet (LAS).

According to the "International Center for Academic Integrity" (2018), honesty is the foundation of any successful educational endeavor. In order to fully understand something, investigation and service are essential, as realizing fairness, accountability, respect, and trust. Institutional guidelines and social norms must convey that lying, cheating, and fraud are unacceptable. It is unacceptable to engage in theft or other dishonest activities. Dishonest conduct not only threatens the well-being of academics. When a community abuses its members' rights and harms the institution's reputation, it decreases the value of the diplomas it awards. Honesty starts with people and reaches out to the more excellent neighborhood. Faculty and students should be honest with themselves and one another as they seek knowledge.



Table 19. Opportunities Encountered of Using CVIF-Dynamic Learning Program in Terms of Honesty

Opportunities	Mean
The given activities give a chance to showcase the student's abilities and ask their mentor for advice.	3.59
The given activities give a chance to uphold the school's honor code.	3.60
The given activities give a chance to prevent duplicating other answers.	3.49
The given activities give a chance to receive teacher guidance on a subject that the student was previously unable to understand.	3.41
The given activities give a chance to work independently on the materials and strengthen confidence in the ability to do every task without cheating or copying.	3.94
Grand Mean:	3.61

Table 20. Threats Encountered of Using CVIF-Dynamic Learning Program in Terms of Not Knowing What to Learn

Threats	Mean
The given activities hinder the comprehension of the students	2.88
The given activities need to be clarified for the students if their interpretation is accurate.	3.03
The given activities need to be clarified for the students if their response to the exercise is accurate.	3.13
Since there is no prior discussion, the students need clarification if their understanding is accurate.	3.14
The student is still determining if they have completed the task correctly.	3.23
Grand Mean	3.08

Table 20 shows the mean scores of the threats encountered using the CVIF-Dynamic Learning Program regarding *not knowing what to learn* in the CVIF-DLP-Learning Activity Sheet (LAS). The grand mean of 3.08 implies that the respondents *sometimes* encountered threats using CVIF-Dynamic Learning Program.

According to Knowles (1980), self-directed learning or independent learning is a process in which individuals take the initiative, with or without the help of others, to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies and evaluate learning outcomes. He defines Andragogy as "the art and science of assisting adults in learning." He differentiated between adult and child learning and explored the idea that Andragogy differed in many ways. He emphasizes that adult learners need to be more responsible for their learning and that they should be self-directed. The duty of a teacher is not to teach but enable students to learn, and students learn "how to learn" independently (Bernido & Bernido, 2021).

Students are often responsible for determining what they need to learn in self-directed training programs. However, this implies they can save time learning irrelevant material and omitting the most critical concepts.

Table 21. Threats Encountered of Using CVIF-Dynamic Learning Program in Terms of Lack of Time

Threats	Mean
There is a limited amount of time left to finish the task.	3.40
There are too many concept notes, so the time allotted for the exercise is insufficient.	3.26
The amount of time allotted for the activity is insufficient because there are several tasks to finish at once.	3.25
The suggested tasks require a lot of time, so there is not enough time to complete them.	3.20
Multiple activities are included in one objective.	3.33
Grand Mean	3.29



Table 21 shows the mean scores of the threats encountered using the CVIF-Dynamic Learning Program regarding lack of time in the CVIF-DLP-Learning Activity Sheet (LAS). The grand mean of 3.29 reveals that the respondents *sometimes* encountered threats using CVIF-Dynamic Learning Program.

Wedemeyer (1981) rooted his theory of Independent Study in the ideal of learner freedom. He characterized the independent study as one in which: (1) The student and teacher are separated; (2) The normal processes of teaching and learning are carried out in writing or through some other medium; (3) Teaching is individualized; (4) Learning takes place through the student's activity; (5) Learning is made convenient for the student in his or her environment; (6) The learner takes responsibility for the pace of his progress, with the freedom to start and stop at any time.

The demand for more time is the greatest barrier to self-directed learning, according to research by Rehmani (2021). Some people won't be inspired to learn new things unless they are given adequate time to do it.

Table 22. *Threats Encountered of Using CVIF-Dynamic Learning Program in Terms of Self-Motivation*

<i>Threat</i>	<i>Mean</i>
The activity and its goal do not seem to have any worth to the students	2.70
The activity and reward distribution are demotivating the students	2.84
The suggested activity does not seem appropriate for the student.	2.85
The given activities are not interesting for learning because of the provided activities.	2.73
There is hesitation if the provided activities would assist in improving the skills of the students	3.05
Grand Mean	2.83

Table 22 presents the mean scores of the threats encountered in using the CVIF-Dynamic Learning Program regarding self-motivation and interest in the CVIF-DLP-Learning Activity Sheet (LAS). The grand mean of 2.83 implies that the respondents *sometimes* encountered threats using CVIF-Dynamic Learning Program.

These findings are connected to what Souders, B. (2019) states about his theory of motivation that it is vital to understand how the body and brain affect motivation as well as how mental processes affect motivation, and how people are motivated by real advantages, goals, and their mental representations.

Being moved into action is referred to as being motivated. One is motivated to act or think by either the push of a motivation or the pull of an incentive or goal toward some end-state. Here, a goal is defined as the cognitive representation of the desired outcome that an individual aspires to reach. A person's motivation is commonly thought of as an underlying desire that pushes them toward a desirable end result when their motive is satisfied.

Table 23. *Threats Encountered of Using CVIF-Dynamic Learning Program in Terms of Too Much Choice*

<i>Threats</i>	<i>Mean</i>
The given activities caused struggle to students to identify activities that are appropriate for them	3.03
There are many activities listed, and it is difficult for the students to determine which ones they will do.	3.10
The given activities were vague, and the students felt hesitant about which activity will go to first.	3.24
Having too many task options hinders the students from finding which one is right for the learning objective.	3.15
The given activities created anxiety for the students about whether the tasks they picked to complete were the best.	3.30
Grand Mean	3.16



Table 23 shows the mean scores of the threats encountered using the CVIF-Dynamic Learning Program regarding too much choice in the CVIF-DLP-Learning Activity Sheet (LAS). The grand mean of 3.16 implies that the respondents *sometimes* encountered threats using CVIF-Dynamic Learning Program.

These findings relate to the literature that the organization would benefit significantly from an LMS (Learning Management System) full of intriguing and practical information. There is too much choice sometimes. It can be overwhelming for an employee to log onto LMS and see hundreds of courses, videos, and training materials. People may become demotivated due to this, which can be mentally frustrating. It seems as though everything they do not know is being revealed to them (Rehmani, 2021).

Table 24. *Threats Encountered of Using CVIF-Dynamic Learning Program in Terms of The Easy Way Out*

<i>Threats</i>	<i>Mean</i>
The students only completed the given activities that were easy for them.	3.13
When the activities come to tasks that the student can perform better, they try their best.	3.82
The given activities did not appeal to the student, so the student did not pay attention.	2.74
The given activities were not enjoyable for the student; therefore, they simply completed them without giving the work much thought.	2.88
The given activities were simply completed by the students without considering how they would turn out.	3.11
Grand Mean	3.14

Table 24 shows the mean scores of the threats encountered using the CVIF-Dynamic Learning Program in terms of *the easy way out* in the CVIF-DLP-Learning Activity Sheet (LAS). The grand mean of 3.14 suggests that the respondents *sometimes* encountered threats using CVIF-Dynamic Learning Program.

These findings relate to the psychological fact that most people taking the easiest way is a final disadvantage of self-directed learning. Even people ready to learn are more inclined toward topics they find personally engaging or fascinating. (Rehmani, A, 2021).

Significant Differences in Weaknesses when Respondents Were Grouped According to Background Variables

Table 25. *Comparison of the Weaknesses When Respondents were grouped According to Background Variables Using One-Way ANOVA Test*

<i>Weaknesses Encountered in the CVIF-Dynamic Learning Program</i>		<i>p-value</i>
Development of Independence in Learning in CVIF-DLP- Learning Activity Sheet (LAS)	Age	.221
Performing Motivational Activities in CVIF-DLP- Learning Activity Sheet (LAS)	Sex	.153
	Grade Level	.000
Making Sense with Conceptual Notes in CVIF-DLP- Learning Activity Sheet (LAS)	Age	.122
	Sex	.139
	Grade Level	.001
Comprehensive Writing in CVIF-DLP- Learning Activity Sheet (LAS)	Age	.163
	Sex	.271
	Grade Level	.009
Writing and Drawing of Figures in CVIF-DLP- Learning Activity Sheet (LAS)	Age	.371
	Sex	.929
	Grade Level	.192
	Age	.921
	Sex	.078
	Grade Level	.154



Table 25 shows the comparison of the weaknesses when respondents were grouped according to their profiles. Regarding the *development of independence*, the p-values of age and sex are 0.221 and 0.153, respectively. These are greater than 0.05 level of significance. This means that the age and sex of the respondents had nothing to do with the weaknesses encountered in CVIF- Dynamic Learning Program. Thus, the null hypothesis that there is no significant difference in the weaknesses of the respondents in terms of the development of independence in learning is accepted.

On the other hand, the p-value of 0.000 for grade level is less than 0.05 level of significance; thus, the null hypothesis is rejected. It can be concluded that the CVIF- Dynamic Learning Program's weaknesses lie in the implementation in each grade level. This means that each grade level was affected by the implementation of the CVIF- Dynamic Learning Program.

In terms of *making sense of conceptual notes*, the p-values of 0.163 and 0.271 for age and sex, respectively, are more significant than the 0.05 level of significance. Therefore, the null hypothesis is accepted. This means that the weaknesses of CVIF-DLP are not presented in the age and sex of the respondents. However, in terms of grade level, the p-value of 0.009 is less than 0.05 level of significance; thus, the null hypothesis is rejected. This means that the weaknesses encountered in the CVIF-Dynamic Learning Program in terms of making sense of conceptual notes lie in the grade level.

On the other hand, the p-values for age, sex, and grade level in *comprehensive writing* are 0.371, 0.929, and 0.192, respectively. The null hypothesis is then accepted. This means that comprehensive writing using the CVIF-DLP does not affect the profile of the respondents and vice versa. It can be inferred that the weaknesses of the CVIF-DLP were not presented in terms of comprehensive writing. Likewise, the p-values for age, sex, and grade level in writing and drawing figures are 0.921, 0.078, and 0.154, respectively. This means that the null hypothesis is accepted. This suggests that the writing and drawing of figures using the CVIF-DLP did not affect the profile of the respondents and vice versa. Hence, the weaknesses of the CVIF-DLP were not presented in terms of writing and drawing figures.

These are associated with John Dewey's Theory of Learning by Doing, an educational principle that places a strong emphasis on student engagement.

It is where the exercises are provided so that the student can figure things out on their own and develop their capacity for inferential learning.

Significant Differences in Opportunities when Respondents Were Grouped According to Background Variables

Table 26. Comparison of the Opportunities when Respondents were grouped According to the Background Variables using a One-Way ANOVA Test

Opportunities Encountered in the CVIF-Dynamic Learning Program		p-value
Learning by Doing in CVIF-DLP-Learning Activity Sheet (LAS)	Age	.015
	Sex	.461
	Grade Level	.002
Sound Fundamentals in CVIF-DLP-Learning Activity Sheet (LAS)	Age	.036
	Sex	.064
	Grade Level	.001
Mastery in CVIF-DLP-Learning Activity Sheet (LAS)	Age	.116
	Sex	.276
	Grade Level	.001
Adaptability in CVIF-DLP-Learning Activity Sheet (LAS)	Age	.131
	Sex	.320
	Grade Level	.005
Honesty in CVIF-DLP-Learning Activity Sheet (LAS)	Age	.049
	Sex	.736
	Grade Level	.000

Table 26 shows the comparison of the opportunities when respondents were grouped according to their profiles. Regarding *learning by doing*, the p-values for age and sex are 0.015 and 0.002, respectively, which is less than a 0.05 level of significance. Hence, the null hypothesis of no significant difference in the opportunities when respondents are grouped according to profile is rejected. This means that respondents, as they were grouped into age and grade level, had different experiences in learning-by doing using the CVIF-DLP. On the other hand, the p-value for sex is 0.461, which is greater than the 0.05 level of significance. This means that no significant difference existed between the sex and the opportunities encountered using CVIF-DLP. This leads to the acceptance of the null hypothesis.

As to *sound fundamentals*, the p-values for age and grade level are 0.036 and 0.001, respectively, which are less than 0.05 level of significance. This means rejection of the null hypothesis. Therefore, in sound fundamentals, various experiences were encountered by the respondents as they were grouped into age and grade levels. In terms of sex, the p-value of 0.064 is greater than the 0.05 level of significance, indicating that there was no significant difference in the opportunities when respondents were grouped into sex.

As to *mastery*, opportunities existed in the grade levels with a p-value of 0.001 which is less than 0.05 level of significance. This means that the null hypothesis is rejected. It can be concluded that each grade level had the opportunity to master the concepts of the lesson using the CVIF-DLP. On the other hand, the p-values for age and sex are 0.116 and 0.276, respectively, which is greater than the 0.05 level of significance. This means that the null hypothesis is accepted.

In terms of adaptability, the p-values for age and sex are 0.131 and 0.320, respectively, which are greater than the 0.05 level of significance. Therefore, the null hypothesis is accepted. This means that the respondents had the same experience in using CVIF-DLP as to adaptability. On the other hand, the p-value for grade level is 0.005, which is less than 0.05 level of significance. This means that the grade levels had different experiences in adapting the CVIF-DLP.

Therefore, the null hypothesis is rejected. Regarding honesty, the p-values for age and grade levels are 0.049 and 0.000, respectively, which is less than 0.05 level of significance, indicating that the null hypothesis is rejected. This means that there is a significant difference in the honesty level of the respondents when they are grouped into age and grade levels. However, in terms of sex, the p-value of 0.736 is greater than the 0.05 level of significance, and the null hypothesis that there is no significant difference in the opportunities when respondents are grouped according to profile is accepted.

These results are connected to the blog of Corner (2023), which says that the phrase “Grade Level” relates to the grade in which a kid is placed and the expectations for pupils in that grade. This time frame can vary by state, so if a child transfers during the school year, the original grade level criteria may not apply. The Grade Level Expectations can be used as a starting point for what students in the current grade should be able to accomplish independently with a high level of accuracy. This is crucial since the ultimate objective is to enable the youngster to demonstrate proficiency at grade level and catch up with his peers.

Discussion

The following conclusions were reached based on the findings:

Based on the findings of the study, in hypothesis number one, it was concluded that there is no significant difference in the weaknesses when respondents are grouped according to profile; thus, the null hypothesis is accepted, except for Grade Level under Development of Independence, Performing Motivational Activities, and Making Sense with Conceptual Notes which has significant difference on the weaknesses when grouped according to grade level; thus, the null hypothesis is rejected.

Therefore, the null hypothesis that there is no significant difference in the weaknesses when respondents are grouped according to profile is partially accepted and partially rejected.

Meanwhile, in hypothesis number two, there is a significant difference in the opportunities when respondents are grouped according to profile; thus, the null hypothesis is rejected, except for Age under Mastery, Adaptability, and Honesty which have no significant difference on the opportunities when respondents are grouped according to age; and except for Sex under Learning By Doing, Mastery, Adaptability, and Honesty which has no significant difference on the opportunities when respondents are grouped according to sex; thus, the null hypothesis is accepted. Therefore, the null hypothesis that there is no significant difference in the opportunities when respondents are grouped according to profile is partially accepted and partially rejected.

Based on the conclusions drawn, the following are recommended:

Institution. Based on the study's findings, an intervention could be proposed to cope with the weaknesses and threats of utilizing the CVIF-DLP. An intervention program will be suggested for the faculty members to enhance the concept of learning activity sheets in which the respondents answered they encounter weaknesses and threats and encouraged them to strive more in areas where they encountered the strength and opportunities in doing the learning activity sheets.

Students. Considering the concept of CVIF-DLP is independent learning, the lesson should be accepted by the students in order for them to learn it. With the teacher's guidance, as little as possible, they should learn it. When a lesson is unclear, they might ask their teacher to clarify what is unclear to ensure that the activity aligns with the learning goals.

Teachers. Based on the study's findings, they may review their existing learning activity sheets and modify them to ensure that the activities given to the students suit their learning capabilities and will boost their learning potential.

Future Researchers. Considering this analysis includes only the selected schools, they can conduct a comparative study in the Division of Quezon and other areas using CVIF-DLP to derive more reliable and valid results.

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