



ABSTRACT

Dynamic Learning Program (DLP) is a new learner-centered teaching strategy that works on the principle of learning by doing independently. This study aimed to determine the effects of the type of DLP implementation on learning General Mathematics among senior high school students. The researcher utilized the descriptive-quantitative method using the self-made questionnaire as instrument to measure the performance of students from three different schools categorized as DLP user, partly DLP user and non – DLP user. A total of 180 students or 60 students from each senior high school with STEM, ABM and HUMSS strands were considered in the study. Statistical tools such as mean, standard deviation, two-way analysis of variance and Tukey's Honest Significant Difference test were used. Results showed that when gender and academic strand were considered as moderator variables, the computed p – value was .137 and .062 respectively. With 0.05 level of significance, this implies that there was no significant effect of the school's type of implementation of DLP when gender and academic strand were considered as moderator variables in the performance in General Mathematics. With the computed p -value of 0.074, results showed that the school's type of implementation of DLP has no effect to the learning performance in the given test. Regardless of the teaching strategy used in school, respondents had the same learning performance in General Mathematics. However, findings revealed that academic strand alone had a significant effect in the learning performance in General Mathematics with p -value of 0.027. Multiple comparisons of academic strands showed differences between ABM and STEM strands with p – value of .028, but not between the other pairs. This implies that mathematical performance of students was dependent on the strand they were enrolled in.