



LSGH-RECAP

BOOK OF ABSTRACTS

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RECAP 2.0: BRIDGING THEORY AND PRACTICE THROUGH ACTION RESEARCH

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The LSGH RECAP Book of Abstracts is an annual publication by the Research Office of La Salle Green Hills. Volume 1 contains abstracts covering teaching and learning, school programs, and procedures.

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OPENING REMARKS

It is my great pleasure to welcome you all to the 2nd Research Colloquium or ReCaP 2.0. This event is a celebration of our commitment to academic excellence and advancement of knowledge. I would like to extend my heartfelt thanks to the research office for their unwavering dedication and meticulous organization of this colloquium for the second consecutive year. I would also like to thank Dr. Aguja and Dr. Prudente, “maraming maraming salamat po” for helping us. Your hard work has made this event possible, and the community is grateful.

I would also like to express my gratitude to all the staff and teachers who participated in our vibrant research activities throughout this year. Your enthusiasm and dedication have truly enriched our academic environment making it a more dynamic and inspiring place for us.

Research is a cornerstone of a thriving academic community. It fosters a culture of inquiry, critical thinking and innovation.

By engaging in research, we not only advance our own knowledge but also contribute to the betterment of our community. Research encourages us to ask important questions, seek evidence-based answers and apply our findings to solve real-world problems. In doing so, we build the community that values intellectual rigor, collaborative efforts and continuous improvement.



“our efforts in research not only shape our individual futures but also strengthen the fabric of our Lasallian community”

As we embark on this exciting journey of exploration and discovery at ReCaP, let us remember that our efforts in research not only shape our individual futures but also strengthen the fabric of our Lasallian community. Together, we can create a better, more informed and a more resilient society.

Thank you once again for your presence and participation. I look forward to the inspiring presentations and fruitful discussions that will undoubtedly emerge from this colloquium. Welcome to the ReCaP. Animo La Salle!

MRS. MARIA CARMELA BONCODIN

LSGH Principal

INSPIRATIONAL MESSAGE



“If we focus on what truly matters, we will be able to use our energy and bring our energy towards achieving what we said we would achieve”

Learning about ReCaP 2.0 makes me truly happy. I think all schools should embark on training programs that cultivate a strong research culture, encourage practices of inquiry, and nurture competencies for research among community members.

I fully agree with this initiative and project of LSGH. I advocate for teachers to analyze their classroom data systematically and promptly to enhance teaching and student learning. It's impressive that you have been conducting training workshops and programs since ReCaP 1.0.

One important intervention that I think the world has created is Professional Learning Communities. In the Philippines, we call them Learning Action Cells (LAC), where teachers discuss curriculum, students, and methodologies. When groups of teachers discuss work-related problems, they can find solutions through conversation. This program appears to be similar to a one-semester action research development. If action research truly becomes a part of the culture, it will lead to more data-driven decisions rather than relying solely on textbooks or experts. Leveraging LACs could help answer important questions and promote a school that learns.

So, what is a school that learns? A school that learns is a place where decisions about which problems to address are made collectively, based on the input of those who work in those areas. It's a bottom-up approach to identifying issues, finding solutions, trying them out, and evaluating their effectiveness. School personnel, whether teaching or non-teaching, need to use available data and their life experiences to contribute to decision-making.

Finally, I just would like to say that the most important question to ask when you do research is “E ano?” If we focus on what truly matters, we will be able to use our energy and bring our energy towards achieving what we said we would achieve. If you find that a particular pedagogy or strategy works for writing or works for developing oral reading fluency or developing more critical thinking for sciences, it is important to consider if it works for all students, not just a particular group. *Solutions need to be diverse, just like the students themselves. The last thing we want is a one-size-fits-all intervention which is the beauty of action research.* Action research results need not be proven, it does not generalize the population. Action research solves your class concerns, and you focus on the students that you currently have. And then you are open to the possibility that your intervention that is working this year, it might not work next year because your kids will be different next year, that's why action research is cyclical. This makes the school learns. You learn together with your cohorts, and you learn together with the students that you are responsible for. Embracing school-based research is the way to make LSGH far more effective, far more excellent and for teachers to be more powerful. Thank you.

DINA JOANA OCAMPO, PhD

*Chair of LSGH Academic Committee
LSGH, Board of Trustee Member*

MESSAGE FROM THE CONSULTANT

We are now getting to the culmination of the Research Capability and Productivity Building Program or ReCaP 2.0, where the theme is basically Bridging Theory and Practice through Action Research. At this culminating colloquium of ReCaP 2.0, I'd like to personally express my congratulations and sincerest appreciation for the recappers for their commitment, dedication, and effort in actively participating in the 12 Saturdays of training schedule sessions.

It was challenging for both trainers and participants but still we persevered and as I was listening to the presentations, I felt overjoyed. I was so happy and, for me as a trainer, it was well worth it. I am convinced that the valuable outcomes of this training are embodied in the action research projects that you've heard that were presented here in the oral presentation and in the posters.

I hope that you have already learned the essence of action research and realized that action research can be a potent mechanism that brings about the necessary and positive changes that Dr. Aguja has elaborated in our professional practices as educators.

Let me quote a notable social psychologist, a very well-known action researcher. In fact, he coined the term 'Action Research'. I'm referring to Kurt Lewin. Once, he said, and I quote, "no research without action. No action without research". This quote underscores that in the field of education, action research is a process for improving our educational practice.

MARICAR PRUDENTE, PhD

*LSGH Research Consultant and
ReCaP Trainer*



"Action research is personal research that aims to improve our practice."

It is true what most of them said "para ito sa bata", but I think action research, more importantly, is for us. Action research is personal research that aims to improve our practice. Kaya lang, yung improvement ng practices natin, nakikita natin, indicated by the performance of our students. So, we do action research hindi dahil sa bata, gagawa kayo ng action research because you want to improve your own professional practice. So, whether you are a professional guidance counselor, a teacher, the head of the Admissions Office, and all other offices within the school system, you do it to improve your practice because, eventually, it will lead to improvement of services, the quality of education that we provide our learners. So, remember that action research is more of a process also to gather evidence. So, as you've seen from the presentations and from the comments of the judges, they were zeroing in on the need to look for evidence that you can triangulate so that the results will become valid. That is the rigor, part of the rigor, of any research process and that includes action research. Again, I'd like to congratulate all the presenters and the office of QARO and the support provided by our VP, sir Noel. He has been very supportive from ReCaP 1.0. I look forward to having some of you here to participate in ReCaP 3.0. Animo La Salle!

MESSAGE FROM THE CONSULTANT

My Dear Budding Researchers,

Embarking on the journey of action research is a courageous step towards positive change and your dedication to understanding, analyzing, and transforming real world issues is a testament to your commitment to making a difference. Remember every obstacle you face is an opportunity for growth. Every setback, a chance to learn and every success, a milestone towards impactful change.

You better stay curious, stay persistent, and above all, stay true to your passion for creating a better world through research and action. Keep pushing boundaries. Challenging norms and seeking innovative solutions. Your work as action researchers has the power to shape communities, influence policies, and inspire future generations. So, embrace the challenges, celebrate the victories, and never underestimate the impact of your efforts. The world needs your passion, your expertise, and your unwavering dedication to driving positive change. Believe in the power of your research. Trust in your ability to make a difference and never forget the transformative potential you hold within you.



“You better stay curious, stay persistent, and above all, stay true to your passion for creating a better world through research and action.”

As you navigate the complexities of action research, remember that every step you take brings you closer to a brighter, more equitable future. *Keep researching. Keep advocating. And keep striving for world where knowledge is a catalyst for meaningful change.* Your journey as action researchers is just beginning and the possibilities for impact are endless. With determination and passion, you have the power to change or to shape a better tomorrow through your research and action. So, best wishes on your journey as budding action researchers. The world eagerly awaits the impact of your work.

SOCORRO AGUJA, PhD

LSGH Research Consultant and ReCaP Trainer

CLOSING REMARKS



“Research allows us to extend the boundaries of what we collectively know. It might even create a Eureka moment when we discover something completely new.”

Thank you once again for participating in this colloquium, which we have named ReCaP 2.0.

I am pleased that we can sustain the interest of the community in this two-year-old initiative. I am a firm believer of the significance of research not only among universities but across all levels of education including basic education.

MR. EMMANUEL BAUTISTA

LSGH Vice President

Research allows us to extend the boundaries of what we collectively know. It might even create a Eureka moment when we discover something completely new. Either way, it leads to novel additions to the universal body of knowledge.

What we have been developing is action research, with action being the operative word. It is not enough to create ideas. We must convert this to actual initiatives. Hence, I was pleased to see at the start of the presentation when we heard from last year's ReCaP 1.0 participants how they are converting their work from being research projects to actions.

Hopefully, this will begin to benefit the school. This year's action research topics ranged from our induction and onboarding processes to learning and teaching strategies, to our school procedures and processes. These are truly relevant to the LSGH needs and it is exciting to understand how ReCaP can identify ways of addressing these. Once again, thank you for your participation. I congratulate all those who presented today. Thank you.

ORAL PRESENTATIONS

- Perceived Effectiveness of LSGH Induction Program
- Online Learning Satisfaction and Challenges of Persons Deprived of Liberty
- Web videos in Teaching Asian History: A Study of Effectiveness on Learning and Performance
- Assessing the Efficacy of Onboarding Programs for New Students in the Junior High School
- Enhancing the Academic Engagement of Alternative Education Students: The Impact of Collaborative Learning Strategies
- Evaluating the Effectiveness of C3 Approach (Content-Concept-Composition) in Teaching Practical Research 1
- Effects of Gamification on Classroom Motivation and Engagement in Teaching Business Mathematics

Perceived Effectiveness of LSGH Induction Program

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Abstract: The formation of new teachers calls for an effective induction program that will help them develop the expected attributes, performance standards and pedagogical practices that are aligned with the core identity, values, and vision-mission of the institution. The purpose of this study is to evaluate the effectiveness of the La Salle Green Hills (LSGH) Induction Program in developing the Lasallian core values and pedagogical skills of the beginning Lasallian educators. A total of 124 Trial 1-3 teachers, administrators, and teacher mentors were involved in this study. A mixed-method approach was employed in gathering the data for this investigation. Quantitative data was obtained from the participants' responses to the researcher-designed questionnaire. At the same time, the qualitative data was culled from the transcript of the Focus Group Discussion (FGD). Descriptive statistics were used to analyze quantitative data. Thematic analysis was utilized to examine the qualitative responses of the FGD participants. Results revealed that the program is highly effective in developing the Lasallian core values and pedagogical skills among the new teachers. To sustain and further improve the program, the researcher recommends the review of its objectives and schedules to address the unmet needs and concerns of new teachers, monitor the integrated implementation and allocation of budget by assigning a lead office, strengthen the mentoring support and provide training for the mentors.

Keywords: induction program, beginning Lasallian educators, Lasallian core values, pedagogical skills

Online Learning Satisfaction and Challenges of Persons Deprived of Liberty

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Abstract: The research centered on determining the learning satisfaction and challenges faced by Senior High School (SHS) persons deprived of liberty (PDL) in synchronous online teaching modality. The study was conducted at La Salle Green Hills Adult Night High School in the school year 2023-2024 and used the purposive sampling technique in choosing its respondents (N=26). Specifically, SHS PDL learners who have been studying in the school for two years were chosen as the respondents of the study. A questionnaire made specifically for the study was administered to PDL learners to measure their learning satisfaction level and their challenges in online learning. Descriptive statistics such as mean and t-test were used in the study. The findings revealed that the learners expressed high satisfaction with the online learning arrangement and that there is no significant difference between the overall learning satisfaction of the male and female PDLs, with p-value equals 0.2528 and t equals 1.1718. The results suggested that the school and partner correctional facilities make certain fast internet connectivity of teachers is ensured, gadgets/equipment for uploading of written works and performance tasks are available, and back-up cameras and microphones are available during classes. The participants also suggested exploring the possibility of providing financial support to PDLs and implementing measures to ensure continued education when an inmate is transferred from Bureau of Jail Management and Penology to a Bureau of Corrections facility.

Keywords: learning challenges, learning satisfaction, online modality, persons deprived of liberty, senior high school

Web Videos in Teaching Asian History: A Study of Effectiveness on Learning and Performance

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Abstract: The primary aim of this study is to describe the effectiveness of Web-videos Time, a teaching strategy of playing web videos in the classroom in five intact classes of Grade 7 students' performance in their Asian History class. Students' performance was measured by their scores in both formative and summative assessments. The students answered 5-item objective practice quizzes about the web videos they have watched in the classroom which serves as their formative test. An essay type of exam was administered as a summative assessment. A 10-item survey questionnaire measuring students' perception of how Web-videos Time helps them to learn was administered to students. Descriptive and inferential statistics were calculated to analyze the quantitative data gathered. Student self-evaluations and open-ended questionnaires were given to collect students' perceptions of how Web-videos Time affects their learning and performance. Thematic analysis was used to analyze students' responses. The results of formative and summative assessments yielded an average of 86.14 and 87.17 respectively. The averages indicate proficiency based on the La Salle Green Hills (LSGH) Assessment Evaluation used by the LSGH Academic Cluster. The research also found that students perceive web videos to be visually entertaining and informative. This matches the survey results that 72% of students strongly agree that web videos were useful in understanding topics in Asian History and contributed to gaining important knowledge about the said topics.

Keywords: Asian history, Grade 7 students, learning, performance, web videos

Assessing the Efficacy of Onboarding Programs for New Students in the Junior High School

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Abstract: La Salle Green Hills provides onboarding programs and other informal sessions to new students (N=215) in Junior High School (JHS). These onboarding programs are meant to assist new students in their transitional period and address challenges that may arise as they adapt in their new learning environment. This study aims to assess the effectiveness of the formation programs by analyzing feedback from new students and eliciting their lived experiences to identify strengths and areas for improvement. Using qualitative and quantitative approaches, this study highlights the perception of new JHS students through survey questionnaire and focus group discussion. The results indicated that new students benefited from the various onboarding programs offered by different clusters, which resulted to social, academic, and personal integration and information resources connection. Evidence suggested a need for better coordination and scheduling of these sessions necessary to ensure timely delivery and maximum impact. This study offered insights into potential for collaboration among various clusters to harmonize programs for new students. The overall experience and facilitating a smoother transition into the new JHS students' academic environment and Lasallian culture was emphasized.

Keywords: onboarding program, Junior High School, academic environment, students' perceptions, students' adjustment

Enhancing the Academic Engagement of Alternative Education Students: The Impact of Collaborative Learning Strategies

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Abstract: This study explored the impact of collaborative learning strategies on the academic engagement of Senior High School Alternative Education students in their Statistics and Probability class. Following the Plan-Do-Study-Act model, this study utilized the explanatory approach to address the gap in research on collaborative learning in alternative education settings. The Grade 12-F students participated in the study by answering the adapted survey questionnaire on Student Engagement in Mathematics. The data were analyzed using descriptive statistics to identify the students' level of academic engagement and preferred collaborative learning strategies. T-test was used to determine if there was a significant change in academic engagement before and after implementation, and thematic analysis was used to determine emerging themes. The result of the study revealed that there is a significant change in the behavioral and social dimensions, and they preferred group activities among the collaborative learning strategies. Key themes included increased motivation, enhanced understanding, a positive classroom environment, peer support, and effective teaching methods. Lastly, results revealed a significant change in the academic engagement of SHS Alternative Education students before and after the implementation of collaborative learning strategies.

Keywords: SHS Alternative Education students, Academic Engagement, behavioral dimension, social dimension, cognitive dimension

Evaluating the Effectiveness of C3 (Concept-Content-Composition) Approach in Teaching Practical Research 1

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Abstract: Academic writing is a major competency that is developed in Practical Research 1. Furthermore, academic writing plays an important role in research writing since this subject's major requirement is to produce a qualitative paper. In line with this, this study was conducted to evaluate the effectiveness of the Concept-Content-Composition (C3) approach in teaching academic writing. The participants of the study were Grade 11 students of La Salle Green Hills who were taking up Practical Research 1 during the 3rd trimester of the school year 2023-2024. Following the PDSA Model, the researchers used an adapted rubric to evaluate the written outputs of the students. The results were interpreted using descriptive and inferential statistics. Results revealed that the utilization of the C3 approach was effective in increasing the ability of the students to write a qualitative research paper by improving its concept, content, and composition. Evidence of the effectiveness of the approach in each component of the C3 was found in the study.

Keywords: Practical research 1, Grade 11, Senior High School students, Academic Writing, Concept -Content- Composition (C3)

Effects of Gamification on Classroom Motivation and Engagement in Teaching Business Mathematics

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Abstract: The study investigated how leaderboards, badges, and interactive simulations affect the motivation and engagement of 11th-grade ABM students in business mathematics classes. The study sought to understand students' perceptions of gamification, how they express motivation and interest, and how gamification influences their learning of business mathematics. The researcher gathered data through online surveys, classroom observations, and system tracking. The study also employed qualitative analysis of survey and interview responses regarding gamified learning. This study used quantitative methodologies, such as pre- and post-test measures, and motivational surveys. Key findings revealed that the experimental group outperformed the control group in terms of student motivation and test scores. A thematic analysis showed qualitative improvements in student-reported engagement and problem-solving skills. Findings indicated that gamification can be an effective educational method for supporting the learning process. The study demonstrated the potential for the widespread application of gamification in various educational settings, emphasizing the significance of tailoring it to diverse learning profiles. For educational purposes, future initiatives include investigating the long-term retention effects of gamified learning and incorporating new technological breakthroughs into gamification.

Keywords: gamification, business mathematics, Interest, engagement, motivation

POSTER PRESENTATIONS

- Metacognitive Skills and Learning Styles of Mandaluyong BJMP's Persons Deprived of Liberty Enrolled in La Salle Green Hills - Alternative Learning System
- Assessing the Effectiveness of Active Learning in Improving the Proficiency of Grade 11 Students in General Mathematics
- The Relationship between Personality Dimensions of Students and their Academic Achievement in English, Math, and Science
- Evaluating the Onsite and Online Admission Procedures: The Role, Processes and Location of the Admission Office

Metacognitive Skills and Learning Styles of Mandaluyong BJMP's Persons Deprived of Liberty Enrolled in La Salle Green Hills – Alternative Learning System

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Abstract: Effectively employing andragogy requires learners to have a strong self-concept, relevant life experiences, a recognized need driving their readiness to learn, a problem-centered focus, internal motivation, and an understanding of why they need to learn something. However, adult learners in the Alternative Learning System (ALS) often have a compromised or dysfunctional self-concept, which is frequently the result of challenging life experiences. This can lead to a lack of readiness to learn with purpose, insufficient motivation, and a limited understanding of the true purpose of their education beyond obtaining credentials for a better future. The research aims to identify the metacognitive skills and learning styles of Mandaluyong BJMP's Persons Deprive of Liberty (PDLs) that are enrolled in La Salle Green Hills (LSGH) ALS. This is to effectively develop teaching strategies that cater to their specific needs. The study employed a qualitative research methodology where 30% of the PDLs in LSGH-ALS were selected as samples. Data were gathered through Focused Group Discussions (FGDs) that were conducted online. The study showed that PDLs have a strong desire to learn and actively participate in learning processes that suit their context. These PDLs see value in learning, with a majority motivated by the need to be knowledgeable and to share what they know, overcoming ignorance. These PDLs are in the initial phase of metacognitive skills, aware of their need to learn and the focus required, but not yet monitoring or evaluating their learning progress objectively. Moreover, they learn best through active engagement, listening, questioning, and observation, rather than reading.

Keywords: Metacognitive Skills, Learning Styles, BJMP, PDL, Alternative Learning System

Assessing the Effectiveness of Active Learning in Improving the Proficiency of Grade 11 Students in General Mathematics

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Abstract: This study investigates the effectiveness of active learning techniques in enhancing General Mathematics proficiency among Grade 11 students at La Salle Green Hills. An active learning strategy is any type of activity during class (face-to-face, online, or outside of class) that engages learners in deep thought about the subject matter in a course. The researcher operationalized the findings by organizing students into clustered small groups to discuss a topic, working on an application problem, with a partner or some members of a group, before presenting to the class, and reflecting individually at the end of the period about what they have learned, and as to what other questions do they want to be clarified. Employing a mixed-methods approach, using quantitative analysis, facilitated by a standardized test, tracks changes in student performance through summative assessments and academic standing, while qualitative examination thoroughly analyzes students' perceptions. Utilizing an independent t-test ($n=160$), the research evaluates the effectiveness of active learning techniques. Results indicate a significant improvement in mathematical proficiency, underscored by enhanced problem-solving skills and deeper conceptual understanding among students. Qualitative findings reveal positive attitudes towards active learning strategies, highlighting their interactive and collaborative nature. This research contributes to effective teaching methods in General Mathematics, emphasizing well-designed strategies and instructional practices to foster meaningful learning experiences and conceptual understanding among Grade 11 students, across ABM and HUMSS strand.

Keywords: Active Learning Strategies, General Mathematics Proficiency, Grade 11 Students, Effective teaching in mathematics

The Relationship Between Personality Dimensions of Students and Their Academic Achievement in English, Math, And Science

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Abstract: A good academic achievement reflects the proficiency of a student in mastering knowledge and enhancing skills. The influence of personality is vital in determining a student's academic success. To explore this concept, a correlational quantitative research design was utilized to investigate the relationship between the personality dimensions and academic achievement of the students. The study involved the top and bottom 27% students in English, Math, and Science during the academic years 2018-2019 (N1 = 356) and 2019-2020 (N2 = 332). The "Panukat ng Pagkataong Pilipino" (PPP), a personality assessment tool, was used to identify common personality dimensions (PDs) among students. Academic achievement indicators were based on final grades in these three subjects. Descriptive statistics was used to identify common PDs, t-test analysis was used to identify significant differences in PD scores, while Pearson-r correlation was used to examine the relationship between PD scores and final grades. Findings show that an average level of the traits obedience and helpfulness were common among the top 27% students, whereas the bottom 27% exhibited lower than the average level of orderliness, responsibility, and intelligence. Additionally, a significant correlation ($p < .001$) was noted between the intelligence-creativity cluster and students' academic achievement in both academic years while only the personal trait cluster was significantly correlated ($p < .001$) with academic achievement in SY 2018-2019.

Keywords: academic achievement, personality dimension, personality cluster, Panukat ng Pagkataong Pilipino

Evaluating the Onsite and Online Services and Procedures: The Role, Processes and Location of the Admissions Office

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Abstract: The Admissions Office is established to support and provide quality service to every student-applicant who intends to enroll and be a part of the Lasallian community. In line with its significant role in the school system, this study aims to determine the efficiency of the admissions office in handling their role and responsibilities, accuracy in implementing the processes of the admission office, accessibility of the office location, and significant differences between the online and onsite admission procedures. The study utilized an action research design using a descriptive quantitative approach. The participants of the study are randomly selected from the list of student applicants (N1=96) and their parents (N2=296) who were able to complete and submit the admissions requirements for SY 2024-2025. A 10-item online in-house Likert-scale evaluation survey questionnaire was administered to the participants. Descriptive statistics such as mean, median, mode, and standard deviation, were used to summarize the behavior of the responses. Independent t-test analysis is also implemented to compare the means between the two sub-groups of participants and modalities. Applying the Plan-Do-Study-Act (PDSA) model to answer the research questions, the results revealed that there is a high level of agreement among the students' applicants and parents in terms of the effectiveness and the quality of service rendered by the admission office. Implications and recommendations of the study are focused on the ways to improve and further the services, pre and post admissions assistance, and the application of a client-centered approach in implementing the major roles and deliverables of the office.

Keywords: admissions office, school system, role, office processes, office location, PDSA

APPENDICES

ReCaP 1.0: “Empowering Educators through Action Research”

- Coaching Practices of Education Intervention Program (EIP) Teachers: Enhancing Students’ Socio-Emotional Skills and Learning
- Investigating Students’ Academic Writing Capabilities Using C3 Approach and Metacognitive POWER-S Strategies
- Telling Individual Engagement Stories (TIES): Initial Action Towards Family Engagement Program
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- Traversing Educators’ Perceptions on Action Research: Towards a Sustainable Research Capability and Productivity Building Program

Coaching Practices of Education Intervention Program (EIP) Teachers: Enhancing Students' Socio-Emotional Skills and Learning

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Abstract: The Education Intervention Program (EIP) caters only to enrolled students who have been diagnosed with a specific learning disability and advised to attend regular school by a developmental pediatrician. EIP teachers oversee this program through coaching and providing students with special education sessions, interventions, monitoring, and accommodations. This study described that coaching practices are effective in improving student's socio-emotional skills and learning. A mixed-method approach was utilized. Quantitative data was obtained using a Socio-emotional learning (SEL) skills survey administered to the advisers and their EIP students. Five (5) questions on socio-emotional learning skills were given to the EIP parents. Qualitative data was categorized using the five (5) Socio-Emotional Learning (SEL) Core Competencies. Purposive sampling was used to select participants from the following groups: EIP students (n1=8) from Grade 4-11, teachers (n2=9), and parents (n3=9). Results revealed that EIP students often use the four (4) socio-emotional skills, namely: persistence, organization, getting along, and resilience, but lack work confidence. The same results were also observed in the teachers' data. According to parents, when their child acts out, they normally accept their child's feelings, enable him to vent, and give him enough time to process. Relationship skills and self-awareness were the greatest challenges for parents. Respondents from all groups agree that there is a need for SEL and the school to inherently promote socio and emotional learning.

Keywords: Education Intervention Program (EIP), coaching practices, socio-emotional skills, learning disabilities, special needs

Investigating Students' Academic Writing Capabilities Using C3 Approach and Metacognitive POWER-S Strategies

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Abstract: Using Concept-Content-Composition (C3) approach and Metacognitive Pre-writing-Organizing-Writing-Evaluating-Revising-Sharing (POWER-S) strategies, this action research intends to improve the teaching of academic writing among senior high school students (N=60). In academic writing, students face a learning curve that does not transfer to paper outputs. This study will analyze improvements of students within learning targets. The student participants are currently enrolled in writing and research subjects in Senior High School, Adult Night High School, and Alternative Learning System at La Salle Green Hills. A scoring rubric was used to analyze students' written outputs, where the scores were interpreted using descriptive statistics. Focus group discussions with the students will be conducted to gather their learning experiences and draw insights on the impact of the implemented approach and strategies. Thematic analysis was employed to describe the students' academic writing capabilities in various activities during the implementation of C3 and Metacognitive POWER-S. Evidence towards the efficacy of the new teaching approach is presented and elucidated, while implications on the wider implementation of the teaching approach is proposed.

Keywords: Concept-Content-Composition (C3), Metacognitive POWER-S Strategies, teaching academic writing, Senior High School Students, Alternative Education Students

Telling Individual Engagement Stories (TIES): Initial Action Towards Family Engagement Program

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Abstract: Parent-school partnership is an essential component to ensure positive students' academic performance. Parents' active involvement in their children's education helps the school and its students to achieve their academic goals. As soon as parents enroll their children and once, they enter the physical school, the child's academic success heavily depends on the teachers' role inside the classroom. COVID-19, however, forced schools to bring education at home thus necessitating unparalleled parental involvement. Parents, unprepared, had to hurdle the challenges, while the school an instant exhausted all means to reach –out to them. This action research primarily aimed to discover parents' motivation to continue to opt for full online education for their children amidst the rigors. It also attempted to closely evaluate the engagements of both the parents and school during a full online modality. Through TIES, the rich stories, and the lives of parents as they traverse uncharted online schooling with their children, common themes can become a wellspring of information to better the existing school programs. Phenomenology was employed as a research design where dialogue with parents who volunteered to join in-depth interviews and thematic analysis uncovered the strong and weak points of the parents' engagements with the school. Practices which worked well during the online set-up were identified. The study provided a deeper understanding of the complex nature of parent-school partnerships and their impact on students' academic achievement and total well-being. A sustained engagement and a system of parent – school collaboration can be explored which becomes part of the Family Engagement Program.

Keywords: Parent-School Partnership, Initial Action, Student Academic Performance, Phenomenology, Family Engagement Program

Perceptions about Students' Post-Pandemic Behavior: Implications for Mentoring Program and Training for Teachers

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Abstract: The impact of school closure due to Coronavirus disease 2019 (COVID-19) has greatly affected the children's behavior and performance in school. This action research focused on teachers' perceptions and experiences of post-pandemic behavior of grade school students which led to disruption of learning and classroom management concerns. It also examined the teachers' strategies to increase instructional time, engage students, improve learning achievement, and create a safe environment. A total of 43 Grades 1, 2, and 3 teachers were involved in this study. A mixed-method approach was employed in gathering the data for this investigation. Quantitative data was obtained from the participants' responses to the researcher-designed questionnaire. At the same time, the qualitative data was culled from the transcript of the Focus Group Discussion (FGD). Descriptive statistics was used to analyze the quantitative data. Thematic analysis was also utilized for the analysis of qualitative responses from the FGD. The study revealed the behavioral concerns of students due to the changes in their educational environment. The giving of general praise, behavior-specific praise (BSP), and general reprimand was used to address the effects of post-pandemic behavior in the classroom. The Teachers need adequate support, training and mentoring to create and sustain a safe, nurturing and engaging Lasallian learning environment that promotes learner responsibility and achievement.

Keywords: post-pandemic students' behavior, classroom management, student engagement, learning achievement, Lasallian learning environment

Online Tutorial Videos – Its Ups and Downs in Teaching Business Mathematics

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Abstract: The study's goal is to create and implement researcher-created online recorded videos for teaching business mathematics. The study wants to see how much the online recorded videos help students engage in business mathematics. It also seeks to assess the level of acceptability and usability of recorded videos among students and mathematics teachers. The study will involve participants (N1= 163) from five Grade 11 ABM classes and (N2 = 4) teachers from Grade 11. This study will employ a descriptive approach design. The qualitative data will be derived from the survey questionnaire replies of the students and mathematics teachers. Students' ideas will also be considered during the process. The survey responses will be analyzed using descriptive statistics. For the qualitative responses from the observation notes and interview data, thematic analysis will be used. Based on the study's findings, implications for the acceptability and utility of online recorded videos will be explored.

Keywords: Online tutorial videos, business mathematics, recorded videos

Technology-Enabled Active Learning Approach: Promoting Students' Conceptual Understanding

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Abstract: Since CoViD-19's global pandemic has put the education sector challenged, technology innovation is being applied in industry and educational institutions at an increasing rate. It adopted new methods of teaching and learning, one of which is technology-enabled active learning. The purpose of this action research is to examine the effects of a technology-enabled active learning approach on Impulse and Momentum that stresses the use of different techniques and technologies. The approach includes the use of simulation in lesson discussions, peer instruction, and simulated experiments. The TEAL approach was implemented in two weeks. In this study, grade 10 students taking Physics (N=40) utilized validated worksheets that would help them comprehend the lesson on Impulse and Momentum. Pre-test worksheet and post-test worksheet scores revealed that there's a significant change in students' conceptual understanding of Impulse and Momentum. Learning journals verified the effectiveness of using the technology-enabled active learning approach. Student Perception on Instruction Questionnaire (SPIQ) determined students' perception of the technology-enabled active learning approach. The results revealed that the technology-enabled active learning approach improved students' conceptual understanding of Impulse and Momentum and students perceived the technology-enabled active learning approach positively. As a result, science teachers are further encouraged the incorporation of TEAL into better instructional practices that will improve students' conceptual understanding. The research helps to shape learning policies and teacher education programs by supplying educators with the knowledge and abilities they need to adapt, carry out their duties successfully, and innovate in the context of post-pandemic science education.

Keywords: technology-enabled active learning, science education, impulse and momentum, conceptual understanding

Assessing the Integrated Lasallian Formation Program: Towards Character Formation of La Salle Green Hills Students

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Abstract: Character formation has always been the end goal of the Lasallian education. Over the years, Lasallian student formation has been given priority in the mission of educating the young as exemplary leaders who care for the poor and the environment. La Salle Green Hills puts premium on the character formation of its students through the Integrated Lasallian Formation Program (ILFP). Given the recommendation of the external accreditors to assess the effectiveness of the Lasallian Mission Office's (LMO) programs for students, this action research intends to assess the conduct of the ILFP which supports the development of the La Salle Green Hills (LSGH) Pillars of Lasallian Identity which is particular to the LSGH students. This investigation will use a combination of qualitative and quantitative methods by gathering data from the results of survey questionnaires. This action research will involve the assessment of the perceived relevance of the ILFP among young Lasallians in two grade levels. Descriptive statistics will be employed for the quantitative data while thematic analysis will be utilized for the qualitative data. Grade 6 (n1=100) and Grade 12 (n2=100) students will be involved in the study as research participants. Results on the content and process of ILFP that enhance the development of the LSGH identity will be elucidated while recommendations on the improvement of the program implementation will be described. Implications will be drawn relative as to how the LMO together with the other units of the school will continue to work collaboratively.

Keywords: student formation program, Lasallian identity, Lasallian Mission Office, character formation

Researcher-Made GeoGebra Applet as a Technological-Didactic Tool in Differential Calculus

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Abstract: The study aims to develop and implement a Researcher-made Geogebra Applet in teaching The Intermediate Value Theorem in Differential Calculus. The study intends to know the extent how the applet facilitates the students' level of mathematical engagement. It also seeks to determine the applet's level of mathematical, pedagogical, and cognitive fidelity. The study will involve participants ($N_1 = 120$) from three Grade 11 STEM classes and ($N_2 = 5$) teachers from the STEM Mathematics Team. This research will use a Mixed Method Design. The quantitative data will come from the responses of the students and Mathematics teachers to the survey questionnaire. The qualitative data will come from classroom observation notes from the Mathematics Teachers and video recordings from students. The insights from the students will also be considered. Descriptive statistics will be used to analyze the responses from the survey. Thematic Analysis will be utilized for the qualitative responses from observation notes and results of the interview. Implications on the acceptability and usability of the applet will be discussed based on the results of the study.

Keywords: Geogebra, Intermediate Value Theorem, mathematical engagement, STEM students

Traversing Educators' Perceptions on Action Research: Towards a Sustainable Research Capability and Productivity Building Program

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Abstract: Research capacity-building programs are significant in developing and enhancing the desirable research skills of educators. To help the school promote a research culture within the institution, this study was conducted to determine the feasibility of creating a Research Capability and Productivity (ReCaP) building program and if so implement and evaluate the program based on the feedback of the participants. A mixed-methods approach was employed and a two-part data gathering, and analysis was executed. The Perceptions on Action Research Questionnaire (PARQ) was used to determine the perceptions of educators (N=246) while an in-house evaluation was used to gather the feedback of ReCaP 1.0 participants (N=29) regarding the preparation, content, and delivery of each program session. PARQ results show that the creation of a research program is feasible, and these results were used as a basis for the development and implementation of ReCaP 1.0. Incorporating the Plan-Do-Study-Act (PDSA) cycle, the in-house evaluation results were used to strengthen the program and to prepare for the next cycle or ReCaP 2.0. Implications of the repeated improved cycles of the program could serve as a framework in implementing a sustainable research program for the school.

Keywords: research program, perception on action research, action research, research capability building, professional development



RESEARCH CAPABILITY AND
PRODUCTIVITY BUILDING PROGRAM

RESEARCH COLLOQUIUM (RECAP 2.0)

THEME:
BRIDGING THEORY AND PRACTICE THROUGH
ACTION RESEARCH.

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