





John B. Lacson Foundation Maritime University (Arevalo), Inc.
Sto. Niño Sur, Arevalo, Iloilo City


Research Utilization
SY: 2022-2023

Title of the Study & Authors	Findings	Recommendations	Person Responsible	Action to Take	Results/Impact/Evidence
<p>1. Improving Students' Academic Performance in NGECE 1 (Understanding the Self) Using the IDIG E-Module</p> <p>Mrs. Cecilia C. Salinas and Mrs. Rohena Z. Miranda, M.A. Ed., RGC</p>	<p>Results showed that the pretest mean score performance described "Good" before the intervention was described "Very Good" as posttest mean score performance after the intervention. There was a significant difference in the pretest and posttest score performances of the students in NGECE 1, which means that after the intervention, the students significantly performed better. The mean gain was more than the value of the pretest mean score performance. Lastly, the Cohen's d effect size was 1.82, greater than 1.0 which has a large effect on the academic performance of students in NGECE 1.</p>	<p>Since there was no comparison or control group, some factors may still possibly affect the academic performance of students. The platform Blackboard OLMS may also be effectively used by teachers in other subjects or courses. A student-centered e-module should be well and carefully designed to suit the learner's needs in times of crisis (e.g., during a pandemic). The learning materials should be readily accessible, preferably downloadable in a technology-based platform such as the Blackboard OLMS. The study may be duplicated or another study with a comparison or control group is to be made when the situation allows it like after the pandemic or with the availability of COVID-19 vaccine to shed light on other factors that could have affected the result of the present study.</p>	<p>BSMT</p>	<p>Almost all the materials are downloadable, students found it very convenient and easy to study anywhere, anytime and prepare before the synchronous/zoom discussion it will be able to participate actively given enough time. Most students perform well in their activities/ assignments and in their exams considering that properly stated instructions on what to do and materials on what to study are all accessible in the platform.</p>	

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<p data-bbox="105 163 316 535">2. The Use of Institutional Development and Innovation Grant (IDIG) E-module to Improve the Students' Academic Performance in Meteorology and Oceanography 2</p> <p data-bbox="105 556 316 682">C/M Nelson S. Ebiota, Ph.D. and C/M Eleuterio P. Fernandez</p>	<p data-bbox="349 163 597 1512">Results revealed that the pretest mean score performance is described as “Very Good” before the treatment while their posttest mean score performance is described as “Excellent” after the treatment was given. There was a significant difference in the pretest and posttest score performances of the students in Met. O 2, which implies that after the treatment was introduced, the students significantly performed better. Lastly, the Cohen’s d effect size was 1.807, greater than 1.0 which has a large effect on the academic performance of students in Met. O 2. This implies further that the IDIG e-module taught using the Blackboard OLMS is 96% effective in improving students’ academic performance in Met. O 2.</p>	<p data-bbox="620 163 883 1449">The researchers recommend the following:</p> <ol data-bbox="620 252 883 1449" style="list-style-type: none"> 1. Sustainability of the use of IDIG e-module taught using Blackboard OLMS of all JBLFMU-Arevalo teaching faculty in all subjects, not only in Met. O2. 2. Other instructional materials such as e-books and other e-learning materials may be uploaded by the teaching faculty member in the JBLFMU-Arevalo’s Blackboard OLMS. 3. Similar studies may be conducted by other researchers with a comparison or control group after the pandemic to test if the use of IDIG e-module taught using Blackboard OLMS is really effective and ascertain whether or not similar cognitive results will be obtained and if other courses are utilized. 	<p data-bbox="950 163 1015 189">BSMT</p>	<p data-bbox="1084 163 1274 430">The use of e-module thru JeL is still ongoing for the students taking Met.O2 by the instructors handling the said course.</p>	


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<p data-bbox="105 163 321 562">3. The Use of Institutional Development Innovation Grant (IDIG) E-module to Improve the Students' Academic Performance in Navigation 2 (Terrestrial and Coastal Navigation)</p> <p data-bbox="105 590 293 709">2/M Nelson S. Abello and Mrs. Ma. Elena S. Francisco</p>	<p data-bbox="354 163 597 1843">Results showed that the pretest mean score performance is described as “Good” before the intervention, while their posttest mean score performance is described as “Very Good” after the intervention. There was a significant difference in the pretest and posttest score performances of the students in Navigation 2 which means that after the intervention, the students significantly performed better. However, there was no comparison or control group used in this study and a lot of factors that might not have been identified or considered could affect the “Very Good” performance of the students in Nav 2. The intervention has small effect on the academic performance of the students in Nav 2, where the effect size using Cohen’s d was 0.461 which falls under 0.4. This means that the IDIG e-module taught using the Blackboard OLMS as a learning mode is 66% effective in students’ performance in Nav 2.</p>	<p data-bbox="625 163 878 625">It is recommended that the instructors will utilize the Blackboard OLMS in other courses not only in Navigation 2, conduct another study with a comparison or control group once face to face mode is back after the pandemic or with the availability of COVID-19</p>	<p data-bbox="906 163 1019 191">BSMT</p>	<p data-bbox="1084 163 1273 436">The use of e-module thru JeL is still ongoing for the students taking Nav.2 by the instructors handling the said course.</p>	


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<p>4. The Use of Institutional Development and Innovation Grant (IDIG) E-module and the Students' Academic Performance in NGE4 (Mathematics in the Modern World)</p> <p>Maria Corazon S. Navallasca, Ph.D. and Eric M. Madera, Ph.D.</p>	<p>Result shows that the pretest mean score performance before the intervention is described as "Fair," which means that the students have mastered few competencies while their posttest mean score performance after the intervention is described as "Good," which means that students have mastered on the average competencies. The value of the mean gain was more than the pretest mean score performance. Since the Cohens d effect size for the NGE4 was greater than 1.0, it has a significant effect on the academic achievement. The IDIG e-learning module taught using the Blackboard OLMS was 84% effective in improving students' academic performance in NGE4.</p>	<p>It is recommended that the Blackboard OLMS will be used in other courses, not just in NGE4, that another study with a comparison or control group will be conducted after the pandemic or with the availability of the COVID-19 vaccine, and that a follow-up study will be conducted to validate the results of this research.</p>	<p>BSMT</p>	<ol style="list-style-type: none"> 1. The Blackboard OLMS was used in other courses (research) aside from NGE4 as classroom instruction and reference for a face to face instructions. 2. Follow up study will be conducted with more respondents in this post-pandemic. 3. Used other techniques (remedial teaching) to enhance the mastery of the students of the subject matter. 	

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<p>5. Alumni Tracer, Employability, and the Satisfaction Level of Alumni to the Services of JBLFMU-Arevalo</p> <p>Catherine T. Maquerme, Ph.D.</p>	<p>Results showed that 57% of the alumni respondents were Bachelor's degree holders. The alumni respondents were divided into four groups based on the year they graduated: 1990 and below, 1991 to 2000, 2001 to 2010, and 2011 to 2020. The alumni respondents with the highest percentage of graduates were those who graduated in the school year 2011-2020. Furthermore, the results revealed that the majority of alumni respondents who mentioned their vessel type worked onboard bulk carriers. Marlow Navigation was the most popular shipping company among the alumni. Furthermore, the alumni employment rate is very high as they were all engaged in jobs related to or not related to the course. Moreover, the alumni satisfaction level is High, indicating that the alumni are highly satisfied with the services JBLFMU-Arevalo. The following themes emerged from respondents suggestions and inputs to improve the quality of</p>	<p>The researcher suggests that an annual study be undertaken, future researchers may take full advantage of innovative technology and a variety of social media platforms to track graduates. Lastly, the university may also reach out to older alumni.</p>	<p>Alumni Coordinator</p>	<p>An annual tracer study is in place and ongoing. Questionnaires must be distributed through the OBTO, APS, (System and Unit) and other pertinent offices and shared through Fb pages and GCs.</p> <p>Alumni Placement Services (APS) Coordinator will bring questionnaires during the annual Stakeholders' Satisfaction Survey as alumni meet-ups are also done during this activity.</p>	

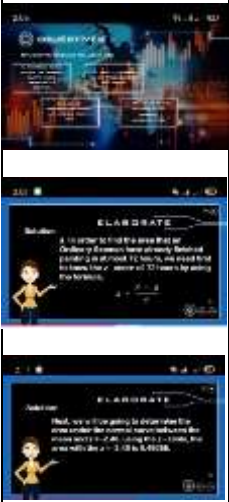
	<p>graduates: imposing core values, enhancing skills through hands-on activities, learning while in school, including all sections in placement exams, providing quality education, hiring quality instructors to produce quality graduates, and upgrade facilities and equipment. Meanwhile, the comments of the alumni respondents to improve the alumni services were clustered to the following themes: reaching out to graduates for monitoring, online activities for alumni, strengthening support for alumni, improving and providing facilities for alumni, giving discounts on membership and training and creating online group communication intended for alumni.</p>				
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<p data-bbox="105 163 321 499">6. Faculty and Students' Feedback on the Use of JeL and the Academic Performance of Students in Navigation 1 (Navigation Instruments with Compasses)</p> <p data-bbox="105 531 321 653">C/M Kristoffer G. Pulmones and 2/M Jerry A. Alingalan</p>	<p data-bbox="349 163 599 1419">The results of this research revealed that teaching delivery of instructors were organized, resourceful, responsive, considerate, and fun. The assessment tools were easy to use and understandable. Although technical issues may sometimes arise, JeL is found to be a user-friendly platform. The analysis of pretest and posttest mean score performance showed that students' performance was fair leading to a conclusion that as the instructors' knowledge of the subject matter improves, so does the students' mastery of the competencies. There could be some factors that have not been considered to affect the academic performance of the students.</p>	<p data-bbox="621 163 883 468">Future recommendations include a comparison study conducted with face-to-face students and establish the differences with Moodle learning system.</p>	<p data-bbox="971 163 997 191">IT</p>	<p data-bbox="1084 163 1274 562">The IT Department will have a close monitoring for the Jel platform and close communication to System IT for immediate action of the problem arises.</p>	<p data-bbox="1300 163 1507 312">Good performance in delivering instruction to students</p>


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<p>7. Health-Related Problems among Seafarers in a Shipping Company</p> <p>C/M Raynier R. Germo, 2/M Renan G. Mojo, and C/M Danny B. Tirazona</p>	<p>Among the general population, the top most acquired/ experienced illnesses are back pains/spine problems (lumbar spondylosis, strain or disease, slipped disc, lumbago, cervical spondylosis, radiculopathy, herniated disc); pain due to injuries caused by objects, tools, and ropes, and loss of balance or fall while climbing and going down the stair or hatch coaming while the vessel is in motion. While the least acquired or experienced illness is stomach-related gastritis, ulcers, gastroenteritis, and abdominal colic.</p>	<p>The researchers recommend more research on psychological well-being, and the development of a stronger systems perspective for promoting maritime health.</p>	<p>SAS</p>	<p>Each student is required to submit an Annual Medical Laboratory result which include among others Annual Physical and Medical Exam to monitor their health as a requirement in their profession and to ensure the health of each student.</p>	<p>Sample PEME</p> 


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<p>8. Status of Students' Mental Health during Pandemic: Basis for the Development of Student Enhancement Program</p> <p>2/M Karl Danielle H. Sira, Brian Gil S. Sarinas, Ph.D., and Rohena Z. Miranda, M.A. Ed., RGC</p>	<p>The results showed that the entire group has a mild level of depression, anxiety, and stress. One-way ANOVA result showed that there were significant differences in the students' depression, anxiety, and stress. Post hoc result showed that BSMT 3 students had significant difference in their depression over SHS Grades 11 and 12 students. It also showed that BSMT 3 had a significant difference in anxiety compared to BS Criminology, SHS Grade 11, and Grade 12 students. In addition, BSMT 3 had significant difference in stress compared to BSMT 1 and SHS Grade 11 students. Furthermore, financial instability or less financial security is the leading cause of depression to all the students while the leading reason for students' anxiety was the occurrence of the COVID-19 pandemic and the leading reason for students' stress was the virtual or online classes. The top programs which student prefer during this pandemic would be</p>	<p>The researchers recommend to create mental health programs to address students' depression, anxiety, and stress such as self-care program, social engagement activities, exploration activities, and community partnership program.</p>	<p>SAS</p>	<p>Mental Health Programs and Wellness Activities are created such as webinars, wellness activities, exercises and the like to address concerns related to mental health.</p>	 <p>Community Inception Day UGYON MARINO celebration aimed at fostering the values of camaraderie, inclusivity and equality. This was held last Oct. 5, 2022.</p>


	fitness, wellness, and health, biking, skateboarding, rollerblading, other outdoor exercises and lastly the personality enhancement.				
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<p data-bbox="105 163 310 405">9. Transforming Students' Academic Performance in Statistics and Probability through Digital Mat</p> <p data-bbox="105 470 285 527">Miss Pamela R. Ganza</p>	<p data-bbox="349 163 594 1879">Results revealed that before using the digital materials, students had a moderate understanding of the concepts of Normal Distribution of Statistics and Probability which earned the remarks "Good". After the intervention using the digital materials, the Homogeneous group performance was "Excellent", which means they have fully understood the concepts presented to them and the Heterogeneous performance was "Very Good", which means they understood the concept presented. Also, before the intervention, it showed that both groups started with almost the same footing in understanding the topics having no significant differences in the pretest results but creating significant differences in the posttest where the Homogeneous group scores are far from those in the Heterogeneous group. Based on the students' feedback, most of them find the effects of the digital materials helpful in understanding</p>	<p data-bbox="621 163 883 436">It was recommended to improve the materials used as some of the comments focused on how the audio-visual effects distracted them from the lessons.</p>	<p data-bbox="906 163 997 191">SHS</p>	<ul data-bbox="1084 163 1278 562" style="list-style-type: none"> • Use digital materials in conducting online classes • Use digital materials as supplement in conducting in-person classes in Statistics and Probability 	<p data-bbox="1300 163 1507 310">Materials are already available incase of online classes.</p> 







	<p>the concepts of the Normal Distribution of Statistics and Probability. Some students still prefer the teacher teaching the subject to be the one to discuss the lessons.</p>				
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<p>10. Students' Coping Strategies on Digital Learning during Covid-19 Pandemic</p> <p>Jethro D. Cabrias, OIC-NW, LPT, MME</p>	<p>The results revealed that the level of coping strategies on digital learning during Covid-19 pandemic when taken as an entire group and five factors such as academic-related, psychosocial activity, health, and environment is "high". This means that the students have the capacity to cope almost all of the difficulties they encountered on digital learning during Covid-19 pandemic. Meanwhile, the level of coping strategies on digital learning during Covid-19 pandemic when it comes to sex, year level, and department is also "high" and showed no significant differences. Self-oriented coping strategies may be employed by students to effectively cope with the digital environment set-up. Aside from the mentioned coping strategies, it would be beneficial to take necessary actions in helping students to reflect on their sentiments and behaviours and enable them to develop their own individual coping strategies.</p>	<p>Further surveys may be made concerning other coping strategies that may be helpful when it comes to academic-related, psychosocial activity, health, and environment.</p>	<p>BS Crim SHS</p>	<p>BS Crim: Conduct activities (e.g. team building) that will strengthen the coping strategies of students which will tackle their psychosocial, academic and environmental health.</p> <p>SHS:</p> <ul style="list-style-type: none"> • participate in a psychosocial activity to foster social interactions among the learners and psychologically prepare them for the tasks ahead • conducted webinars about mental health and wellness to educate learners and help them develop coping strategies 	<p>SHS: Psychosocial activity is prepared by the instructors</p> 

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<p>11. JBLFMU Core Values: Application and Life Inculcation Among Students, Faculty, and Staff</p> <p>Miss Richen Mae M. Taba</p>	<p>The findings of this study revealed that “loyalty” is the most applied value, while “discipline” is the least applied value. The qualitative analysis technique employed was the thematic analysis. Frequency, percentage, and rank were applied for the responses of students, faculty, and staff. Based on the students’ responses, most of them were integrating core values in their lives as a self-motivation, being a role model and showing respects to others. Some of them as their basis of life and for decision-making especially in tracking the right path for their future. While faculty and staff integrating core values in their lives as a good example to others in showing respect for the opinion for others.</p>	<p>In view of this, it is recommended that stakeholders must practice these core values.</p>	<p>SAS HR</p>	<p>SAS: Conduct of Values Clarification Activities and Recognition of Students Excelling in Core Values</p> <p>HR: For SY 2023-2024, the Values Clarification Activity should focus on the value of Discipline.</p>	<p>Photo on the left shows Rev. Fr. Paulo Prigol giving his values talk to the graduating students. During the VES, Fr. Paulo H. Prigol, emphasized the importance of having good Filipino values and culture in maritime profession.</p>  <p>A Values inculcation Seminar was held last November 17, 2022, on “Embracing Leadership and Excellence in the Now Normal and Beyond 75 years of John B Existence”, attended by officers of Clubs & Organizations, BSMT 1, BSCrim1 and BS Crim2 students with the class officers of SHS Grade 11.</p>

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<p>12. COVID-19 Protocol: Level of Implementation and Opportunities for Improvement in a Maritime University</p> <p>Capt. Carl L. Sotto and 2/M Frank Adrian C. Lavega</p>	<p>The results indicated that the level of implementation of COVID-19 protocol within JBLFMU-Arevalo is very high, although some areas turn out that it needs improvement. The protocols implemented on the entrance and common areas, although they have an acceptable result but still have a room of improvement.</p>	<p>It is recommended that the monitoring and implementation may focus more on the entrance and common areas. Furthermore, the number of alcohol and sanitizer and the frequency of disinfection activities may be added.</p>	<p>QHSE (Health and Safety)</p>	<p>The University has prepared the Return to School/Work CoVid19 Prevention and Control Guidelines in order to provide clear and actionable guidance for safe through prevention, early detection and control of COVID-19 in school.</p>	



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<p data-bbox="105 163 321 499">13.Stakeholders' Level of Satisfaction and Feedback on the Services of a Maritime University: Basis for the Development of Departmental Action Plans</p> <p data-bbox="105 562 256 625">Miss Grail D. Funtanilla</p>	<p data-bbox="349 163 599 1266">The results showed that, generally, the stakeholders of JBLFMU-Arevalo are highly satisfied with the services of the institution. The students find the personnel of the institution to be supportive, accommodating, and responsive. The services are delivered in a well-organized manner and students are assisted well when technical issues arise. But some students suggested that services should also actively respond on social media platforms. The parents find the personnel of the institution to be accommodating and approachable. The employees suggested that there should be a review of performance evaluation.</p>	<p data-bbox="621 163 883 1182">It is recommended that the institution will have to consider being fully active and consistent in using current online platforms being used by different offices to strengthen assistance to stakeholders. Also, the institution may hold a semestral or annual general assembly with all students (SHS and BSMT separately) in the presence of all department heads and the administrator. Furthermore, the institution may re-evaluate various procedures for ease and efficiency of transaction of the stakeholders and develop a plan where parents can actively involve themselves as a stakeholder.</p>	<p data-bbox="911 163 1057 216">All Departments</p>	<p data-bbox="1084 163 1279 279">SAS: Admin Forum with Student Leaders</p> <p data-bbox="1084 405 1268 741">BS Crim: Parent orientation regarding online platforms, like Zoom, for them to be actively involved as a stakeholder.</p> <p data-bbox="1084 1140 1273 1308">RG: Use of Facebook pages; Group chats with Students, and Zoom platforms for activities.</p> <p data-bbox="1084 1350 1141 1371">SHS:</p> <ul data-bbox="1084 1413 1268 1686" style="list-style-type: none"> • Conduct Parents' and Students' orientation • Post timely announcements • Conduct PTA meeting 	       

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<p data-bbox="105 163 321 409">14. Lacsonian Students & Graduate Attributes: Basis for the Development of an Enhancement Program</p> <p data-bbox="105 472 300 535">Ms. Mary Joy M. Anas</p>	<p data-bbox="349 163 599 655">The results revealed that the extent of Lacsonian students' graduate attributes are often practiced in many situations. Results also showed that there was a significant difference in the Lacsonian students' graduate attributes when classified according to program.</p>	<p data-bbox="621 163 883 562">The proposed intervention in the program was developed to enhance the students' attribute based on the weakest graduate attributes found such as effective communicator and analytical and critical thinkers.</p>	<p data-bbox="954 163 1013 193">SAS</p>	<p data-bbox="1084 163 1279 298">Students seminars are held to enhance students attributes</p>	<div data-bbox="1295 178 1510 409">  <p data-bbox="1307 178 1502 210">Leadership Seminar/Workshop</p> </div> <div data-bbox="1295 451 1510 661">  <p data-bbox="1307 451 1502 483">LEADERSHIP TRAINING</p> </div> <div data-bbox="1295 703 1510 934">  <p data-bbox="1307 703 1502 735">Hello Leadership Training</p> </div> <p data-bbox="1307 955 1502 1239">Student Organizations Activities like competitions, and contests to enhance capabilities. School support to Students sent to competitions</p> <div data-bbox="1295 1249 1510 1480">  <p data-bbox="1307 1249 1502 1281">Maritime Luncheon</p> </div> <div data-bbox="1295 1491 1510 1669">  <p data-bbox="1307 1491 1502 1522">Maritime Luncheon Exhibition</p> </div> <div data-bbox="1295 1680 1510 1879">  <p data-bbox="1307 1680 1502 1711">Maritime Luncheon Exhibition</p> </div>




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<p>15. COVID-19 Stressors on Employees' Mental Health: Basis for the Development of an Enhancement Program</p> <p>Cristy H. Cangrejo, DMBA, Brian Gil S. Sarinas, Ph.D., and C/M Virmari S. Tan, Ph.D.</p>	<p>Results revealed that the level of COVID-19 stressors on employees' mental health when taken as an entire group was "Moderate" which means that the COVID-19 stressors moderately affected the employees' mental health. Female employees have the highest level of COVID-19 stressors which affect their mental health than males. Moreover, among the age groups, those 56-60 years old had the lowest level of COVID-19 stressors which affect their mental health. Single employees had higher level of COVID-19 stressors than married. One-way ANOVA showed that there were no significant differences in the COVID-19 stressors on employees'; mental health when classified according to position, age, length of service, and educational attainment. The t-test showed that there was a significant difference in the COVID-19 stressors on employees'; mental health when classified according to sex while no significant difference when they are classified according</p>	<p>The researchers recommend that the university may create a proactive mental health program which will drive awareness and action on female employees' mental health and wellbeing. These may include the conduct of 1) webinars on coping mechanisms, and work-life balance, 2) collaborate with mental health professionals like Department of Health (DOH) psychologists to offer free digital services or online consultations, and 3) host & kamustahan talks with inspirational female leaders.</p>	<p>HR</p>	<p>To include in the SY: 2023-2024 Training Plan</p>	

	<p>to civil status. It is concluded that the JBLFMU-Arevalo employees' level of COVID-19 stressors has a moderate effect on their mental health. In addition, female employees' mental health is more affected by the COVID-19 stressors than male especially the senior high school faculty which are mostly females.</p>				
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<p data-bbox="105 163 321 346">16. Employees' Level of Professional Commitment Through Job Engagement</p> <p data-bbox="105 409 321 472">Ms. Jonnabelle M. Bacia</p>	<p data-bbox="354 163 597 1900">The results revealed that the level of professional commitment of employees through job engagement when taken as an entire group was very high which interpreted as highly committed to work. This showed that the majority of employees considered themselves and gave all in commitment on their respective work of fields. When classified according to employee category, the results showed that Professional Education Faculty, Senior High School (SHS) Faculty, and staff considered themselves as highly committed to work while the General Education Faculty reflected as committed to work. Furthermore, there was a significant difference in the level of professional commitment though job engagement when classified according to the employee category that may be attributed to their nature of work. Post hoc findings revealed that SHS faculty and staff have the same level of professional commitment though job engagement but both was significantly different to instructors.</p>	<p data-bbox="625 163 878 808">It is recommended that the organization will be revisiting and addressing the different factors in the key areas of problem-solving, well-compensation, and clarity of employees' roles, and responsibilities in the institution to maintain the level of commitment through job engagement and to continue on reconnecting to the organization's mission, purpose, objectives, and even on action plans.</p>	<p data-bbox="966 163 998 199">HR</p>	<p data-bbox="1084 163 1219 283">Review of Personnel Instruction Form (PIF)</p>	

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<p>17.Stakeholders' Dissatisfaction of Educational Services: Basis for the Development of an Enhancement Program</p> <p>Capt. Ace Roger S. Ocampo and 2/M Josito P. Cordero</p>	<p>The results revealed that the level of dissatisfaction when taken as an entire group was low dissatisfaction which means that the stakeholders were highly satisfied of the educational services of the university. The predictors of educational services are mostly external factors such as involvement of stakeholders and managing resources. The top enhancement programs are as follows: enhancement of Internet connection, conduct training/seminar for teachers, maximize the use of online platform, and creation of mental wellness program.</p>	<p>It is recommended that programs may be developed for the enhancement of the different educational services of the institution in the likes of conducting proper training/seminar for faculty, maximizing the use of user-friendly online platforms for the online classes, and conducting a mental wellness program to distress students' mind.</p>	<p>All Departments</p>	<p>BS Crim: -Enhance the faculties' skills and knowledge by undergoing trainings and seminars -Conduct annual psychological talk with a professional Psychologist to students.</p> <p>SHS:</p> <ul style="list-style-type: none"> • Attend INSET for all faculty members • Conduct Monthly Wellness Program 	<p>SHS:</p> <p>PEAC-INSET Certificates of Faculty Members submitted to the HR</p>  

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<p>18. Student Engagement: Basis for the Development of an Enhancement Program</p> <p>Mr. June Raymund Peter V. Flores</p>	<p>Results of the study showed that the level of engagement of the respondents was “High”. It means that a high level of students’ engagement denotes that the group are highly involved in most activities provided by the school during their academic years at the university. No significant difference was observed in the level of students’ engagement when grouped according to students’ classification. The resources utilized by the BSMT department are also shared to the BS Criminology and Senior High School departments.</p>	<p>It is recommended that the students may put together or work with other students on ideas from different subjects when completing assignments or during class discussion.</p>	<p>BSMT</p>	<p>Need to gather students and let them organize classroom task and objectives</p>	

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<p data-bbox="105 163 316 472">19. The Use of Blended Learning Approach to Improve the Students' Academic Performance in Meteorology and Oceanography 1</p> <p data-bbox="105 531 300 594">Mary Jean L. De La Cruz, Ph.D.</p>	<p data-bbox="349 163 597 1816">Results showed that though the experimental group had a higher mean score than the control group, the Mann-Whitney test showed no significant difference in the mean scores of the two groups. When blended learning approach was introduced, findings showed that there were significant differences in the mean scores of pretest and posttest of experimental and control groups as well as in the posttests of both groups. Furthermore, a significant difference was observed between the mean gains of both groups. Lastly, the Cohen's d effect size revealed a 2.22 (>1.0), which has a very large effect size indicating that 98% of the control group (lecture-class discussion method) are below the average person in the experimental group (blended-learning approach). This simply means that blended-learning approach is an effective way to improve students' performance in the course Meteorology and Oceanography 1.</p>	<p data-bbox="621 163 883 373">It is recommended that this approach be utilized to complement other methods of teaching and learning and for individual learning.</p>	<p data-bbox="906 163 1019 195">BSMT</p>	<p data-bbox="1084 163 1279 745">-Blended learning was effective to the BSMT students. - Method of instruction that combines traditional place-based classroom techniques with online educational resources and opportunities for online interaction of the students.</p> <p data-bbox="1084 779 1279 1178">-Trainings and seminars may be conducted for instructors from time-to-time to bring up-to-date and get acquainted with latest technological innovations like blended learning.</p>	  

Title of the Study & Authors	Findings	Recommendations	Person Responsible	Action to Take	Results/Impact/Evidence
<p data-bbox="105 163 316 562">20. The Use of Institutional Development and Innovation Grant (IDIG) E-module to Improve the Students' Academic Performance in NGECE 5 (Purposive Communication)</p> <p data-bbox="105 625 284 682">Bernardita S. Somosa, Ph.D.</p>	<p data-bbox="349 163 599 1543">Results showed that the pretest mean score performance is described as "Good" before the intervention while their posttest mean score performance is described as "Very Good" after the intervention. There was a significant difference in the pretest and posttest score performances of the students, which means that after the intervention, the students significantly performed better. The mean gain was more than the pretest mean score performance. Lastly, the Cohen's d effect size was 2.602, which had great effect on the academic performance of students in NGECE 5. This means further that the IDIG e-module taught using the Blackboard OLMS is more than 100% effective in improving students' academic performance in NGECE 5.</p>	<p data-bbox="621 163 883 1113">It is recommended that the instructors may utilize the Blackboard OLMS in other courses not only in NGECE 5; the use of IDIG e-module approach through online learning needs to be enhanced and improved so that instructors could be able to come up with the outputs like creating e-books, workbooks, and other teaching modules that could be downloaded through Blackboard OLMS; and finally, a follow up study may be conducted to prove the results of this research with a comparison or control group after the pandemic or with the availability of COVID-19 vaccine.</p>	<p data-bbox="906 163 1062 178">BSMT</p>	<p data-bbox="1084 163 1279 772">1. The efficient use of Institutional Development and Innovation Grant (IDIG) E-module in classroom instruction.</p> <p data-bbox="1084 472 1279 772">2. Conduct activities like; extemporaneous speech, individual interview, memorized speech, and manuscript reading.</p>	<p data-bbox="1300 163 1495 562">1. Students got a wholesome grade in NGECE 5 subject.</p> <p data-bbox="1300 315 1495 562">2. Students enhance their speaking skills as well as express themselves with ease and confidence.</p> <p data-bbox="1300 625 1495 924">https://jblfmu-my.sharepoint.com/:v/g/personal/bernardita_somosa_jblfmu_edu_ph/Ec_gJ5WlQwZDnIYmkQfwQgMBhdRQcAS8faxOBzwwz92fA</p>

Title of the Study & Authors	Findings	Recommendations	Person Responsible	Action to Take	Results/Impact/Evidence
<p>21. The Use of Institutional Development and Innovation Grant (IDIG) E-module to Improve the Students' Academic Performance in NGE 7 (Science, Technology, and Society)</p> <p>Ma. Lona T. Torrigue, Ph.D. and Engr. Danilo A. Gerawa, Ph.D.</p>	<p>Results showed that the pretest mean score performance is described as “Fair” before the intervention while their posttest mean score performance is described as “Excellent” after the intervention. There was a significant difference in the pretest and posttest score performances of the students in NGE 7, which means that after the intervention, the students significantly performed better. The mean gain was more than the value of the pretest mean score performance. Lastly, the Cohen’s d effect size was 4.638, greater than 1.0, which means having a large effect on the academic performance of students in NGE 7. This shows further that the IDIG e-learning module taught using the Blackboard OLMS is more than 100% effective in improving students’ academic performance in NGE 7.</p>	<p>It is recommended to use the Blackboard OLMS in other courses not only in NGE 7, conduct another study with a comparison or control group maybe after the pandemic or with the availability of COVID-19 vaccine, make a follow-up study to validate the results of this research, and conduct trainings on various online teaching strategies with the use of e-module.</p>	<p>BSMT</p>	<p>Since the findings showed that the Blackboard platform is effective, the use of blackboard is highly recommended and is being utilized by the instructors as another teaching mode. A follow up study about the use of the platform is highly suggested to follow up the effectiveness of the said platform.</p>	<p>The Use of Institutional Development and Innovation Grant (IDIG) E learning module to improve the students’ academic performance in NGE 7 (Science, Technology, and Society) Results and Findings Based on the results and findings of the study, it was revealed that the use of Blackboard is effective because after an intervention was administered to the experimental ground, the performance of the students improved based on their grades. This means that the platform is effective.</p>

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