

Review Form 1.6

Journal Name:	Asian Journal of Education and Social Studies
Manuscript Number:	Ms_AJESS_90855
Title of the Manuscript:	THE IMPACT OF USING GEOGEBRA SOFTWARE IN TEACHING AND LEARNING RIGID MOTION (TRANSFORMATION) ON SENIOR HIGH SCHOOL STUDENTS' ACHIEVEMENT
Type of the Article	Original Research Article

General guideline for Peer Review process:

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound. To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

(<https://www.journalajess.com/index.php/AJESS/editorial-policy>)

Review Form 1.6

PART 1: Review Comments

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
Compulsory REVISION comments	The author / researcher did justice to the topic under study.	
Minor REVISION comments	The introduction part may be improved by ensuring that clarity as to the scale or level of pass that is required in SSSCE OR WASSCE is mentioned. i.e. Is the author talking about A, B, C, D, E levels or pass or could it be A1, B2, D3, etc. There is need to be clear on the meaning of "PASS" as mentioned in the first paragraph of the introduction. This part is significant to properly enlighten the reader.	
Optional/General comments	<p>REVIEW: THE IMPACT OF USING GEOGEBRA SOFTWARE IN TEACHING AND LEARNING RIGID MOTION (TRANSFORMATION) ON SENIOR HIGH SCHOOL STUDENTS' ACHIEVEMENT Abstract The author presented the abstract succinctly covering all the required areas when writing such. His submission and conclusion showcased his level of knowledge as one having good knowledge of research methods. This will however be further confirmed while reading the other sections: introduction, literature review and others. A summary of his findings was presented in the last part of the abstract "study results presented a clear indication that GeoGebra had helped improve the students' understanding of concepts in transformation and hence improve performance". From the reading of submission, what transpired in the remaining of the paper can be fathomed.</p> <p>Introduction This submission properly introduced the topic, giving a good description of what happens in the home country, Ghana. His emphasis that Ghanaian students must pass mathematics before moving further with their academic aspirations is clear, however, it may be worth the while to have improved clarity as to the scale or level of pass that is required in SSSCE OR WASSCE. Is the author talking about A, B, C, D, E levels or pass or could it be A1, B2, D3, etc. There is need to be clear on the meaning of "PASS" as mentioned in the first paragraph of the introduction. Having dwelled enough on the introduction, the was able to transit to the formulation of related research questions. The study researched two questions as follows: 1. What is the effect of teaching rigid motion using GeoGebra on SHS students' achievement? 2. What are the views of students about using GeoGebra in learning rigid motion? These are great smart research questions to be studied. The author did justice to ensuring the questions are specific, measurable, and relevant.</p> <p>Literature Review The literature review was broken into parts that formed a whole. Through the sections in the literature review, the author presented key concepts and constructs that are significant to the whole research. Sections include theoretical framework, a very important subsection of any empirical study, technology in teaching and learning of mathematics, effect of GeoGebra in mathematics, All the sections are useful and are well aligned to extant literature.</p> <p>Methodology The research was conducted using a method also known as triangulation, its also known as mixed method. The method combines both quantitative and qualitative research designs. The supporting literature to where the use of this method can be found was also appropriately referenced just like others too. The author presented the following subsections to showcase the depth of engagement of literature as a way of becoming more familiarized to existing concepts in his study. This is not only good for him as the author but has the advantage of getting the layman reading to have a good background of the discourse. Survey questions were developed by the author but validated by three experts. In addition, the author conducted good tests to ensure validity and reliability of the instruments used for the empirical study. His submission further included the following: Intervention activities, pictorial / graphical representation of the subject matter for further understanding by the readers.</p> <p>Results and Data Analysis Two types of data were analyzed; the quantitative and the qualitative as triangulation (mixed method) was used. The tables and discuss under this section reflect good knowledge of the resultant data and a case of good depth of academic writing. The six questions asked in the research were also good for mining the perception of the studied population for their preference and as such a good tool for the current research.</p> <p>Discussion of results and findings Study found that students who have been exposed to GeoGebra are better students of mathematics, and that students learning ability benefits from previous engagement with GeoGebra. In addition, the study finds out that beyond increasing the knowledge capacity of students. Algebra also motivates students to do more in their</p>	

Review Form 1.6

	<p>academics. His final submissions in the discussion section “. It was confirmed that GeoGebra was able to build a connection between mathematics concepts and the physical representations within their minds” aligns well to the reality and submissions of earlier thought of philosophical giants.</p> <p>Conclusion and Recommendations</p> <p>The study made valid conclusions and recommendations on the need for getting the right tools to teach GeoGebra in Ghana, regular refresher training for the trainers (teachers) was proposed, and the need for the teachers to continue to align the learning requirements of their students.</p> <p>The writing style and choice of language used by the author is fascinating. His submission is of good value as it will add to knowledge in the subject area. Hence, it is recommended that this be accepted for publication.</p>	
--	--	--

PART 2:

	Reviewer's comment	Author's comment <i>(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
Are there ethical issues in this manuscript?	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

Reviewer Details:

Name:	Aderogba Adewusi
Department, University & Country	National Open University of Nigeria, Nigeria