

ENRICHING THE CULTURAL AWARENESS OF THE GRADE IV- B OF CANDON SOUTH CENTRAL SCHOOL IN HEKASI THROUGH MULTI-MEDIA INSTRUCTION

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ABSTRACT

This study aimed to determine the effectiveness of multimedia instruction in enriching the cultural awareness of Grade IV-B pupils at Candon South Central School during the school year 2013-2014. The research utilized a pre-experimental one-group pretest-posttest design, with 33 Grade IV-B pupils as respondents. The study sought to assess the level of cultural awareness of the pupils during the pretest and posttest, the significant difference in results before and after implementing the strategy, and the overall gain score of the pupils. The statistical tools used included mean, standard deviation, coefficient variation, t-test, and gain score. The findings revealed a significant improvement in the level of cultural awareness of the Grade IV-B pupils after the implementation of multimedia instruction. The mean score of the pretest indicated poor cultural awareness, while the posttest mean score showed a significant improvement. The computed t-test value indicated a substantial difference between the pretest and posttest results, leading to the rejection of the null hypothesis. The overall gain score of 0.29 further supported the effectiveness of multimedia instruction in enriching the cultural awareness of the Grade IV-B pupils. Furthermore, the study demonstrated that multimedia instruction is an effective strategy for enhancing the cultural awareness of Grade IV-B pupils. It is recommended that school administrators encourage teachers to utilize multimedia instruction across disciplines, and that teachers integrate multimedia instruction to enrich cultural awareness in various subjects. Additionally, further research using multimedia instruction in different disciplines or with other groups of respondents is suggested.

KeyWords: *Cultural Awareness, Multimedia Instruction, Enhancing Cultural awareness.*

INTRODUCTION

People move from place to place because of varied reasons. As people move into and out of a community, they carry with them their culture which eventually created cultural diversity in many places. To live in peace and harmony in a culturally diverse community, one needs to be aware and understand others' cultures. National Center for Cultural Competence (2006) defined cultural awareness as the first and foundation element necessary to acquire attitudes, skills, and knowledge that are essential to cultural competence.

Moreover, cultural awareness is the skill or ability to know or to be concerned about the cultural practices of man, specifically, being conscious to the cultural system or practice of a particular society where man belongs. It is very important to nurture and educate children to become knowledgeable not only about their culture but of others to foster a harmonious society. Education has become an avenue in equipping individuals with knowledge and skills in order to prepare them for a better life. Along with this, awareness about other people and their culture has become a part of learning; it is actually integrated in the lesson as part of the affective domain.

Teachers can present related lessons about cultural awareness in many ways. When teachers employ structured instructional tech-

niques, he/she helps promote cultural awareness among students. This entails acknowledging the diverse learning groups in the classroom and devising activities that require the contribution of each student. This is an excellent way of promoting the students' awareness of diversity. By being active participants in various learning groups, students begin to appreciate that each member in a group can engage positively in the learning process, regardless of ethnicity (<http://sententiavera.com/2012/04/26/ways-that-teachers-can-build-cultural-awareness-and-sensitivity-among-students/#sthash.Rskyri3r.dpuf>).

In fact, classrooms have changed dramatically over the last decade with the availability of new technologies that were developed to make teaching and learning more interactive. Today, more teachers are using gadgets in the classroom like laptop, television, computer, radio, newspapers, textbooks and even mobile phones. These are classified as multimedia tools which became popular aide in instructions. Multimedia instruction is one of the modern ways of teaching and learning which involves computer-based types of media which can be a combination of text, audio, images, animation, video or interactivity content form. Multimedia is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices like projectors.

Around the globe, teachers use multimedia tools to enhance the teaching-learning process. Milikan (2011), stated that a teacher in Illinois taught mainly Hispanic and African American students and learned over the past few years that health and wellbeing are not important things in their lives. He used a projector to show videos and PowerPoint presentations he had acquired over the years from many health resources. The learners watched other people in action, living healthy lifestyles. Further, he said that with a projector, teaching strategies are endless. The projector helped him instill in his students a lifelong passion for health and fitness (<http://www.donorschoose.org/project/projector-to-show-health-videos/420879/>).

During the deployment of the researchers in their Field Study subject, they observed the Grade IV-B class in Candon South Central School. They noticed that during their HEKASI subject, whenever the teacher gives some questions regarding culture and other related information about Ilocos Sur, only few of the pupils raise their hands and recite. With this observation the researchers decided or planned to conduct a study enriching the cultural awareness of the pupils and this is through multi-media instruction.

Problem Identification

During the deployment of the researchers in FS 4 at Candon South Central School, they observed that many of the Grade IV-B pupils had a little knowledge of Iluko culture. Most of the topics in Grade IV HEKASI were about the cultures of the different societies in the Philippines. In one instance, the teacher asked the pupils about Iluko culture and most of them could not answer. When asked about the different festivals of Ilocos Sur, the pupils were not able to answer their teacher. In fact, the pupils mentioned famous festivals from other provinces.

The researchers discussed their observation with Mr. Pelagio de Castro, the Grade IV-B HEKASI teacher, and he confirmed the inadequate awareness of the pupils to the culture of Ilocos Sur.

Due to this problem, the researchers conducted a study to enrich the level of cultural awareness of the Grade IV-B of Candon South Central School through multimedia instruction.

Statement of the Problem

This study determined the effectiveness of multimedia instructions in enriching the cultural awareness of the Grade IV-B of Candon South Central School during the S.Y 2013-2014.

Specifically, it sought to answer the following questions:

1. What is the level of cultural awareness of the Grade IV-B pupils of CSCS during the pre-test and post-test of the study?
2. Is there a significant difference between the levels of cultural awareness of the Grade IV-B pupils during the pre-test and post-test of the study.
3. What is the over-all gain score of the pre-test and post-test results of the study?

METHODOLOGY

Research Design

This study utilized the pre-experimental design specifically the one group pre-test-posttest to determine to determine the effectiveness of multimedia instruction in enriching the cultural awareness of the Grade IV-B pupils of Candon South Central School during the school year 2013-2014.

Respondents of the Study

The data were taken from the result of the 50-item multiple choice type teacher- made test pretest administered during the pretest and posttest of the study. There were 33 Grade IV-B pupils who took the test.

Research Instrument

The researchers developed a multimedia instruction which consist of powerpoint presentations with text pictures, hyperlink videos and with the aide of LCD projector. The content of the multimedia instruction was based from the lessons “Kultura ng iba’t-ibang Rehiyon. In this study, the researchers focused on the “Iluko Culture” particularly the traditions of Ilocanos from pregnancy to adolescence and from courting to death, the different products and famous festivals and the popular places and tourist spots of Ilocos Sur. The text, pictures and hyperlink videos used in the PowerPoint were taken from the internet like youtube, google and facebook pages. The researchers, likewise, visited a municipal town hall and interviewed some old folks regarding the traditions of Ilocanos from pregnancy to adolescence and from courting to death.

The developed multimedia instruction was presented to their adviser for comments, suggestions and improvement.

On the other hand, the researchers formulated a 50-item multiple choice type teacher-made test as the main data gathering instrument. The test items were lifted from the lessons Iluko Culture.

The draft of the test was presented to their adviser and critique for comments, editions and improvement. The teacher-made test was validated by four experts, namely: Mr. Virgilio Naungayan, Mrs. Anastacia Gumangi, Mr. Agripino Rosimo and Ms. Cheryl Diza. Based from the result of content validation, the teacher made test is very much valid ($\bar{x} = 4.50$).

Statistical Treatment

The following statistical tools were used in the treatment of data.

Mean (\bar{X}). This was used to determine the level of cultural awareness in HEKASI of the Grade IV-B pupils during the pretest and posttest of the study.

To describe the level of cultural awareness of the Grade IV-B pupils, the scale below was used:

Rating	Statistical Limit	Descriptive Rating
5	40.01 – 50.00	Excellent
4	30.01 – 40.00	Very Satisfactory
3	20.01 – 30.00	Satisfactory
2	10.01 – 20.00	Poor
1	0.00 – 10.00	Needs Improvement

Standard Deviation (Sd). This was used to determine the variability of the scores of the Grade IV-B during the pretest and posttest of the study.

t-test (t). This was used to determine the significant difference between the pretest and posttest scores during the study.

Coefficient of Variation (CV). This was used to compare the degree of consistency of scores of the Grade IV-B pupils during the pretest and posttest of the study.

Gain Score (gs). This was used to determine the gain score obtained by the IV-B pupils during the pretest and posttest of the study.

RESULTS AND DISCUSSION

Table 1 presents the level of cultural awareness of the Grade IV-B pupils during the pretest and posttest.

Table 1. Level of Cultural Awareness of the Grade IV-B Pupils during the Pretest and Posttest.

Items	Pretest	Posttest
Number of respondents	33	33
Number of items	50	50
Highest score obtained	23	39
Lowest score obtained	8	20
Mean	17.06	27.06
Descriptive level	Poor (P)	Good (G)
Standard deviation	3.24	3.87
Coefficient of variation	19.04%	14.31%

The table revealed that there are 33 pupils who took the 50-item multiple choice type in the pretest and the posttest. The highest score obtained in the pretest is 22 and the lowest is eight.

The highest score obtained during the posttest is 39 while the lowest score is 23. The mean score during the pretest is 17.06(P) which is lower than the posttest mean score of 27.06(G). This implies that the level of cultural awareness of Grade IV-B improved through the use of multimedia instruction in presenting the lesson on Iluko culture like Lugar Pasyalan, Iba't Ibang Produkto ng mga Munisipalidad at Siyudad ng Ilocos at Mga Kilalang Kapistahan sa Ilocos Sur, Tradisyon at Paniniwala ng mga Ilocano mula Pagbubuntis, Panganganak, Pagdadala/Pagbibinata, Panliligaw, Kasalan at Kamatayan.

The standard deviation during the pretest is 3.24 while on the posttest is 3.87. This indicates that the scores in the posttest is more varied.

The coefficient of variation during the post-test is 14.31percent while the pretest is 19.04. This means that score in the posttest is more consistent than the pretest.

Table 2 presents the difference in the level of Cultural Awareness of the pupils during the pretest and posttest.

Table 2. Difference in the Level of Cultural Awareness of the Grade IV-B Pupils during the Pretest and Posttest.

Mean	\bar{X}	Mean Difference	Computed t-test value	Tabular Value	Decision
Pretest	17.06	10.00	12.88	2.03	Reject Ho
Posttest	27.06				

$df=32$
level of significance= 0.05

The table shows that the mean difference of the pretest and posttest is 10.00. The computed t-test value is 12.88 which is greater than the tabular value of 2.03. Hence, the null hypotheses are rejected in favor of the alternative hypothesis. It could be stated that there is a significant difference between the level of cultural awareness of the pupils during the pre-test and post-test of the study. It further implied that the use of multimedia instruction using the Microsoft Powerpoint Presentation accompanied by videos, texts and pictures is an effective strategy in enriching the cultural awareness of the Grade IV-B in HEKASI.

Table 3 presents the overall gain score of the pre-test and post-test.

Table 3. The overall Gain Score of the Pretest and Posttest of the Study

Average Gain Score	Standard Deviation of the Gain Score	t – value	Tabular value	Decision
0.29	0.12	12.88	2.03	Reject HO

$df=32$
level of significance= 0.05

The table reveals that the average gain score was 0.29 with a standard deviation of 0.12. The computed t-value is 14.96 which is higher than the tabular value of 2.03. Therefore, the null hypothesis is rejected in favor of the alternative hypothesis. It could be stated that there is a significant difference between the gain score of the pupils during the pretest and posttest of the study. Further, the use of multimedia instruction in enriching the cultural awareness in HEKASIo of the Grade IV-B pupils is effective.

CONCLUSION AND RECOMMENDATION

This study determined the effectiveness of Multimedia Instruction in enriching the cultural awareness of the 33 Grade IV-B pupils of Candon South Central School during the school year 2013-2014. Specifically it sought to determine the level of cultural awareness of the pupils during the pre-test and posttest, the significant difference of the results of pre-test and posttest before and after implementing the strategy, and the overall gain score of the pupils during the pre-test and posttest.

This study made used of pre-experimental one-group pre-test-posttest design with the teacher-made test as the main instrument in gathering data. The respondents were the 33 Grade IV-B pupils of Candon South Central School, School Year 2013-2014.

The statistical tools used were mean, standard deviation, coefficient variation, t-test and gain score.

Findings

Based from the study, the following significant findings are presented:

1. The mean of the pre-test is 17.06 which described as “poor” while the mean during the post-test is 27.06 which described as “good”. This indicates that the level of cultural awareness of the Grade IV-B pupils was enriched after using the multimedia instruction as a strategy.
2. The mean difference of the pre-test and posttest is 10 which shows that the pupils performed better in the posttest than in the pre-test. The computed t-test value is 12.88 which is greater than the tabular value of 2.03. Therefore the null hypothesis is rejected.
3. The computed gain score is 0.29

Conclusions

Based on the findings of the study, the following are concluded:

1. There is an improvement in the level of cultural awareness of the Grade IV-B pupils as shown in their scores during the pretest and posttest.
2. There is a significant difference on the result of the pretest and posttest of the study.
3. There is a 0.29 overall gain score obtained that indicates the improvement of the respondents. Therefore, multimedia instruction is an effective strategy in enriching the cultural awareness of the Grade IV-B pupils of Candon South Central School.

Recommendations

Based from the conclusions, the following recommendations were formulated:

1. The School administrators should encourage their teachers to utilize multimedia instruction as a strategy in teaching all the disciplines to foster a more interactive instruction.
2. The teachers should use multimedia instruction as a strategy and technique in teaching HEKASI to enrich the cultural awareness of the pupils. This study should also be used in other disciplines as an innovative way of teaching.
3. The pupils should be aware of their own culture and enrich it by watching film strips or videos and by reading books on Iluko culture and literature.
4. A related study should be conducted using the multimedia instruction as a strategy in teaching other disciplines or by using other groups of respondents.

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