



EFFECTS OF INTERACTIVE VIDEO MATERIAL IN ARLING PANLIPUNAN (IVMAP) TO THE PERFORMANCE OF GRADE FIVE LEARNERS AT TAYTAY ELEMENTARY SCHOOL

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Abstract

The research assessed the performance of the learners after exposure to conventional method and the validated researcher-made instructional material in Araling Panlipunan. The school has been engaging in the trends of the current educational system. Projectors, computers, laptops, screens, televisions and speakers have become evident in the classrooms at present. In light of this, the researcher conducted a focus group discussion among grade 5 learners to gather their expectation of the utilization of technology in their respective classrooms. Voices of the Grade 5 learners mostly indicated that they wanted to have interactive presentations during teachers' delivery of the lesson. They perceived that teachers used the technology primarily for display of text, pictures and videos. Hence, this became an avenue for the researcher to craft PowerPoint presentations turned into video clips highlighting interactive responses from the learners.

The study was conducted in Taytay Elementary School during School Year 2019-2020. The researcher employed experimental method of research utilizing two groups of respondents with 40 learners in each group. The researcher selected and grouped the respondents based on their previous grade or Grade 4 academic grade in Araling Panlipunan. The groups were comprised of learners with same academic grades in Araling Panlipunan ranging from 78-90. Controlled group underwent the conventional method while the experimental group had the researcher-made IVMAP. Afterwards, 20-item test were administered to the groups of respondents.

Results indicated that the controlled group attained mean rating of 12.19 while the experimental group garnered mean rating of 15.19. Furthermore, results found out the significant difference between the performance of the 2 groups of respondents indicating t-value of 3.17 and critical value of 1.99. Results implied that t-value which was greater than the critical value had sufficient evidence to reject the hypothesis; thus, stating that there was a significant difference on the performance of the learners as revealed by the posttest scores.

The research had inherent limitations due to the researcher-made material and test which might not fully cover all the essential aspects of the endeavor. Hence, this study signified that interactive technology-integrated instructional material helped in the improvement of performance of the learners in Araling Panlipunan. Thus, the researcher recommended its use in other lessons, subjects and grade levels.

Keywords

Araling Panlipunan, technology-integrated instructional material, video

Introduction of the Research

Effective learning has become the prime concern of teachers in all subject areas specifically in Araling Panlipunan. Consequently, various teaching methods and strategies have been utilized or integrated with teaching to produce quality education. It used to mark the crucial significance of a child's learning. It highlights the value of daily learning through the conduct of varied innovative teaching strategies and instructional materials.

Likewise, the mastery of the learning competencies of the learners based on the present curriculum was another reason why effective teaching of the lessons should be given priority. Hence, the researcher initiated an innovative approach in teaching and handling learning in Araling Panlipunan through the utilization of Interactive Video Material in Araling Panlipunan (IVMAP) towards the enhancement of retention and performance of the learners.

Furthermore, the study provided additional learning resources through the development and conduct of audio-visual aids which focused on teaching the learning competencies in Araling Panlipunan by using PowerPoint presentations-turned-into-video clips, images and sounds as a strategy in delivering the lesson, and inviting learners to respond to the material. Moreover, the utilization of computer or laptop and TV or projector were manifested in the fulfillment of the endeavor. Thus, this study determined the effect of IVMAP in the level of performance of the Grade 5 learners in Araling Panlipunan.

Literature Review

Technology has the power to transform teaching and learning experience. It links teachers and learners to relevant and innovative approaches in education. Further, it opens opportunities to improve instruction and personalize learning.

Van Lieshout (2018) indicated technology can be used to improve teaching and learning and help students be successful. However, technology can be a force multiplier for the teacher. Instead of the teacher being the only source of help in a classroom, students can access web sites, online tutorials, and more to assist them.

Woodard & Machado (2017) highlighted a team of first-grade teachers and digital media artists in an urban elementary school who used video in innovative ways during professional development over the course of one year. The article emphasized that video could be used as a tool in professional development to develop pedagogical knowledge and support reflective practice. Teachers were encouraged to connect through and create videos to deepen digital media content knowledge and showcase teaching and learning with a broader audience as part of a school-wide culture.

Borko (2016) stated the important progress of the development and validation of video-based instruments that enabled the systematic assessment of teaching competence with large samples of teachers, across multiple settings and populations. The article focused on the methodological contributions of video-based instruments. It highlighted the ways in which the endeavor moved the field forward, providing the community of educational scholars and

practitioners with a more nuanced look at the complex constructs of competence and performance using technology.

Furthermore, Robin (2016) claimed that videos increased student engagement, which in turn helps boost achievement. Videos were also beneficial to teachers who used to teach in traditional classroom settings. Digital videos facilitated remote learning opportunities where teachers could reach students from all over the world.

Luna & Sherin (2017) showed that teachers effectively used videos during the academic year and they found video learning quite effective, it was even better than teaching students through traditional textbooks. They claimed that major part of the human brain was devoted towards processing the visual information.

Hence, in light of the abovementioned literature, it could be glimpsed that technology-integrated instructional materials such as video presentation exemplify knowledge and skill acquisition of the learners. It allows the teachers to convey information in their preferred manner using a different approach. It takes advantage of the learners' ability to make connections between the content and visual representations leading to a deeper understanding and higher performance.

Research Questions

The study aimed at determining the effects of Interactive Video Material in Araling Panlipunan (IVMAP) to the performance of Grade 5 learners as revealed by posttest scores.

Specifically, the researcher answered the following questions:

1. What is the performance of the controlled group and experimental group after exposure to the conventional method and IVMAP as revealed by posttest scores?
2. Is there a significant difference between the performance of the controlled group and experimental group in Araling Panlipunan after exposure to conventional method and IVMAP as revealed by their posttest scores?
3. What action can be taken based on the findings of the study?

Hypothesis of the Study

There is no significant difference between the performance of the controlled group and experimental group in Araling Panlipunan after exposure to conventional method and IVMAP as revealed by their posttest scores.

Scope and Limitation

The study entitled "Effects of Interactive Video Material in Araling Panlipunan (IVMAP) to the Performance of Grade 5 Learners at Taytay Elementary School" primarily aimed to assess the performance of the two groups of respondents as exposed to the conventional method and researcher-made instructional material.

The study was conducted in Taytay Elementary School during School Year 2019-2020.

Experimental method of research utilizing two groups of respondents with 40 members was used in the study. They were selected and grouped in accordance to their Grade 4 academic grade in Araling Panlipunan ranging from 78-90. Controlled and experimental group were exposed to conventional

method and Interactive Video Material in Araling Panlipunan (IVMAP) respectively. Further, a previous study focused on the development and validation of the material. Field experts such as master teachers and key teachers in Araling Panlipunan stated that IVMAP was "Very Much Acceptable". Afterwards, 20-item posttest was administered to assess the performance of the respondents.

The study might have inherent limitations due to the material and assessment tool which might not fully grasp all the crucial aspects of the study.

Research Methodology

The study employed experimental research method utilizing two groups of respondents, the controlled group and the experimental group. Experimental method of research identifies the result of an action. It provides necessary implications on the difference or similarity of two or more variables. (Calmorin, 2017) Experimental research method led the researcher to find its way towards achieving answers based on the research questions.

Initially, the researcher observed the presence of technology in the present classroom. Evidently, the school has been engaging in the provision of technological tools. Hence, the researcher conducted a focus group discussion termed as "Voice of the Learners" to grade 5 learners focusing on their expectation and preference on the utilization of technology in teaching and learning Araling Panlipunan.

Moreover, 20-item posttest was administered to the two groups of respondents after exposure to the conventional method and IVMAP. Performance of the respondents was seen in the posttest scores.

The study utilized purposive sampling technique in the selection of the respondents. The learners were purposively selected to form the two groups of respondents with grades in AP as the equating variable. The controlled and experimental groups were composed of 40 members each.

Sources of information were selected lessons in Araling Panlipunan for Grade 5 during 1st quarter, Focus Group Discussion termed as "Voice of the Learners" on the expectation and preference of technology in the teaching and learning process; and 20-item posttest which was administered to the two groups of respondents after exposure to different approach.

To attain valid results and findings, the study underwent statistical treatment such as mean and t-test.

Results and Discussions

The following show the data gathered and their respective implications to the study.

Table 1
Computed Mean on the Performance of the Two Groups of Respondents after Exposure to the Two Different Approaches in Araling Panlipunan

Group	Mean
Controlled Group/Conventional Method	12.19
Experimental Group/ IVMAP	15.19

As seen in Table 2, data revealed the performance of the two groups of respondents after exposure to two approaches in Araling Panlipunan. The

administration of 20-item posttest to the two groups of respondents showed the performance of the respondents. It was seen that the controlled group attained mean of 12.19 while the experimental group scored mean of 15.19. This indicated that IVMAP helped in improving the performance of the learners as revealed by the posttest scores. Finding was supported by Van Lieshout (2018) who indicated technology as a tool to improve teaching and learning and help learners improve their performance. Further, Luna & Sherin (2017) also claimed that videos were found effective and allowed learners to process content and visual information; thus increased performance.

Table 2
Significant Difference on the Performance of the Two Groups of Respondents as revealed by Posttest Scores

Group	Mean	df	t-value	CV	Ho	VI
Conventional Method	12.19	78	3.17	1.99	Rejected	Significant
IVMAP	15.19				Rejected	Significant

As seen in Table 3, data indicates the significant difference on the performance of the two groups of respondents being exposed to the conventional method and IVMAP. There is a significant difference between the performance of the two groups of respondents indicating mean of 12.19 and 15.19 respectively, and t-value of 3.17 and c-value of 1.99 which showed that the t-value is higher than the critical value; thus a sufficient evidence prevailed which neglected the null hypothesis. Results implied that there is a significant difference between the performances of the two groups.

In light of this, Robin (2016) also claimed that videos increased student engagement and helped boost achievement. In another perspective, Woodard & Machado (2017) highlighted utilization of video as an innovative way of teachers to develop pedagogical knowledge and support reflective practice. Thus, findings showed that IVMAP enabled the learners to enhance their performance in Araling Panlipunan. Thus, IVMAP as an innovation in using technology in teaching and learning the subject may be disseminated and shared with other educators.

Conclusions

In light of the findings of the study, the following conclusions were crafted:

The study served as an avenue for the researcher to craft PowerPoint presentations turned into video clips highlighting interactive responses from the learners.

The output of the study tagged as “Interactive Video Material in Araling Panlipunan” or IVMAP enhanced the performance of the learners in Araling Panlipunan. Learners were able to attain higher score after exposure to the researcher-developed material.

IVMAP was recommended for dissemination and application in other subjects, sections, grade levels and schools.

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