

UTILIZATION OF AUDIO-VISUAL LESSONS AS INSTRUCTIONAL TOOL IN ARLING PANLIPUNAN 9 (EKONOMIKS)

S.Y. 2021 – 2022

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Abstract

The primary aim of the study is to develop and validate the Utilization of Audio-Visual Lessons as Instructional Tool in Araling Panlipunan 9 (Ekonomiks) S.Y. 2021-2022..

Specifically, it seeks answers to the following questions: (1) What is the level of Utilization of Audio-Visual Lesson as Instructional Tool in Araling Panlipunan 9 in terms of Accessibility, Audio-Visual Content, Coherency, Design, Instructional Support and Usability? (2) What is the level of Students' Engagement in terms of Attentive Listening, Class Participation, Collaborative Skills, and Self-Learning and Evaluation? (3) What is the level of students' Performance in terms of Grades in 3rd Grading Period? (4) Does Audio-Visual Lesson as Instructional Tool have a significant relationship on Students' Engagement in terms of Attentive Listening, Class Participation, Collaborative Skills, and Self-Learning and Evaluation? And (5) Does Audio-Visual Lesson as Instructional Tool have a significant relationship on Students' Performance in terms of Grades in 3rd Grading Period?

Descriptive method of research was used to analyze the data systematically. The respondents were the selected Secondary School Teachers of Calamba City West District. They were selected using random sampling technique in determining the sample size. Lottery method of random sampling the basic type of probability sampling was used and by using this technique, each individual in the population has an equal chance of being drawn into as sample. 125 grade 9 students, 25 Araling Panlipunan Teachers I-III and 25 ICT teachers from Kapayapaan Integrated School and Calamba West District were chosen to become the respondents of this study.

The research instrument used in this study was questionnaire. This instrument was used to gather information with respect to the problem covered in the study.

Based on the data gathered, the researcher found out that there was a "significant relationship between the Audio-Visual Lessons as Instructional Tool to the Students' Engagement and Students' Performance". It shows that the null hypotheses stating that "Audio-Visual Lessons as Instructional Tool in Araling Panlipunan 9 (Ekonomiks) have no significant relationship on Students' Engagement" and "Audio-Visual Lessons as Instructional Tool in Araling Panlipunan 9 (Ekonomiks) have no significant relationship on Students' Performance". Therefore, the hypotheses were rejected. It can be inferred that there is a "significant relationship" between them.

Based on the findings made, the following were hereby recommended: teachers to further explore the utilization of other Audio-Visual Lessons in teaching. Specifically, the use of Audio-Visual Lessons which is very in demand for the learners, they can develop more instructional materials in different platforms which can

help boost the motivation of the students to learn. Additionally, it is also recommended for the teachers to further improve the instructional materials they are using such as integrating more activities and other interactive materials that can enhance their academic performance as well as increase their academic engagement. Allow the students learn with their own face and continuously encourage them to become academically engage not only in Araling Panlipunan rather with all the subject they are taking. Allow them to explore other learning references that can help them gain more knowledge. Schools should support this kind of innovation in teaching strategies, they may also conduct more researchers so that they will be able to address the needs of the students accordingly.

Keywords: Audio-Visual Lessons; Araling Panlipunan; Ekonomiks; Accesibilities

1. Main text

Introduction

The COVID-19 pandemic presents challenges to various sectors, especially those concerned with education. Physical distancing and community quarantine are among the COVID-19 prevention initiatives. Basic Education is one of the areas most affected when classrooms and community learning facilities are suspended, and classes are not physically conducted. Educators are challenged to modify new teaching strategies that were able to sustain the needs of the learners. Online education is the easiest way to continue the education during the time of pandemic. Websites, various software and social media application gave a huge contribution in an online distance learning.

In connection with this, the increasing popularity of the social media give way to encouraged some educators to use it as a learning tool. The adoption of social media in the university setting represents a valuable resource for learning, enabling students to find new channels of communication, a valuable source of information and participation. (Romero, 2014).

According to DepEd Order 012, series of 2020 which also known as “Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in the Light of the COVID-19 Public Health Emergency”, to provide clear guidance to the offices, units, classrooms, and community learning centers (CLCs), as well as learners and their parents, supporters, and stakeholders, the Department of Education developed a Basic Education Learning Continuity Plan (BE-LCP), a set of educational initiatives designed to address the basic education problems posed by COVID-19. Furthermore, the streamlining of the K-12 program into MELCs is ordered as an immediate step to enable teaching during challenging times to concentrate on the most important lessons, and to simplify requirements for integrating classroom-based learning materials for distance learning.

As one of the mechanisms for the preparation for school opening, appropriate learning materials of high quality are made accessible, as are the available channels or technologies (printed, digital online and offline, television, and radio) in a timely and efficient manner. Wherein popularity of video-based instructions is being used in new normal of learning.

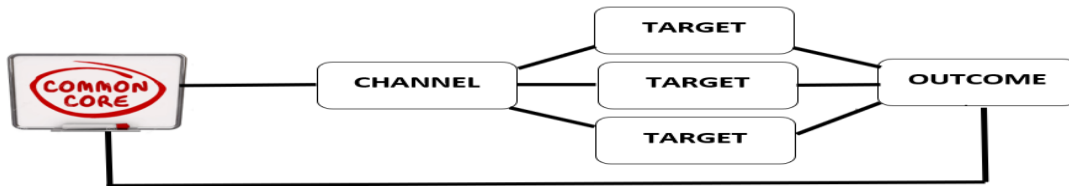
Furthermore, the pandemic has highlighted the role of social media and the use of modern electronic gadgets such as smartphones in spreading information and disinformation alike. Smartphone mobile application like TikTok, a short-form video sharing platform, whose popularity sharply increased during the COVID-19 pandemic. By using the short, focused video style of TikTok, it modeled effective social media science communication practices to teach various subjects especially Araling Panlipunan 9 (Ekonomiks). (Radin and Light, 2022)

The researcher wanted to further conduct a study with the Utilization of Audio-Visual Lessons as Instructional Tool in Araling Panlipunan 9 (Ekonomiks) S.Y. 2021-2022.

Theoretical Framework

The theory below helps the researcher for the development of his research.

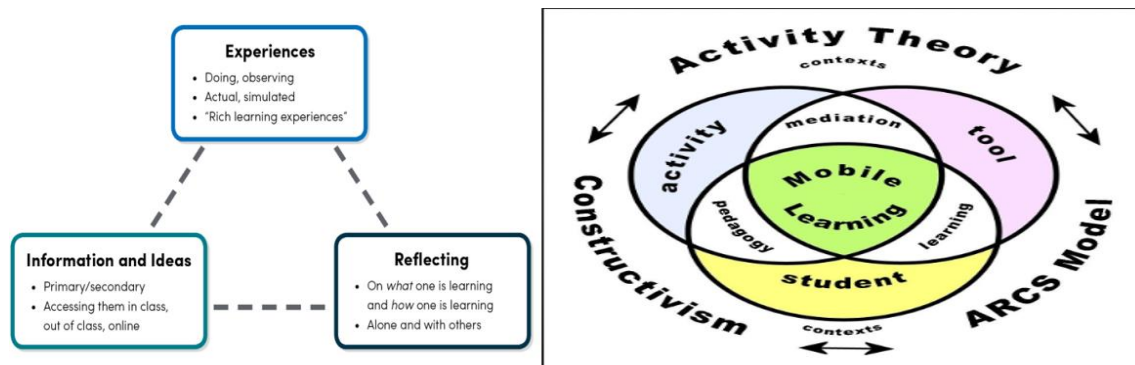
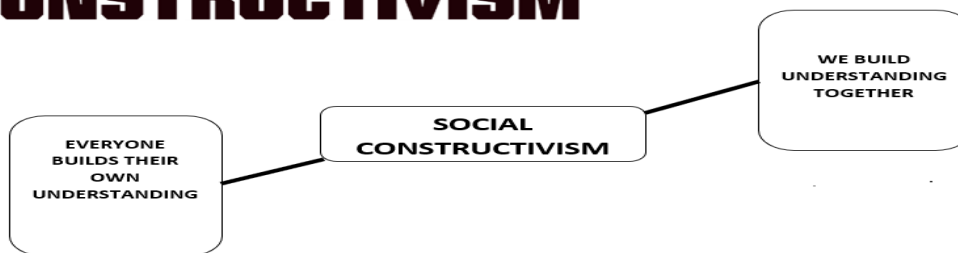
CONNECTIVISM



The Uses and Gratification theory discusses the effects of the media on people. It explains how people use the media for their own need and get satisfied when their needs are fulfilled. People use media for acquiring knowledge, information, facts, etc. Among the audience, some have the thirst to acquire intellectual and academic knowledge. In other words, it can be said that the theory argues what people do with media rather than what media does to people. Also, this theory is in contradiction to the Magic Bullet theory, which states that the audience is passive. This theory has a user/audience-centered approach. Even for communication, say – interpersonal, people refer to the media for the topic to discuss among themselves. By referring the media, they gain more knowledge and exposure to the world beyond their limited eyesight. This theory is related to the recent study because it explains the effectiveness of media on acquiring knowledge and information.

According to Siemens and Downes (2005), Connectivism is a learning theory that investigates how Internet technologies have created new possibilities for individuals to study and exchange information both inside and across the World Wide Web. These tools include web browsers, email clients, wikis, message boards on the internet, social media sites, YouTube, and any other program that enables users to study and share information with others. Being able to learn a lot through online peer networks is one of connectivism's main strengths. In order to empower students to learn and communicate independently, the instructor will point them in the direction of relevant information and provide clarification as needed. Also encouraged are independent internet information searches by students and sharing of what they find.

CONSTRUCTIVISM



This study may inspire instructors and even students to develop their own supplemental materials, goes the hypothesis. Because it fosters connections and seeks to impart knowledge in an interesting way.

Online group learning under the direction of an instructor is the basis for the notion of online collaborative learning, or OCL. OCL worked in an asynchronous, location-independent environment like many other online education approaches. The majority of the time, students are free to participate in class discussions on their own schedule and from any location with internet connection. Textbooks and other resources are considered as supplements to OCL conversation, which is seen as the primary method of learning.

Students are encouraged to work together to find solutions to issues through conversation. In addition to serving as a member of the knowledge community being studied, teachers not only facilitate the process by offering pertinent resources and learning activities to encourage students' learning, but they also ensure that key ideas, procedures, and discipline standards are fully incorporated into the learning cycle. This contrasts with conventional online courses, where readings could serve as the core content and conversations serve as the supplementary content. Traditional online course participants may have a propensity to skip discussions because they view them as extra effort that isn't directly related to their mark.

This idea is pertinent to the study since it addressed how the usage of diverse media may transform standard online classrooms into more advanced online collaborative learning as cited by Harasim (2012).

Statement of the Problem

The primary aim of the study is to develop and validate the Utilization of Audio-Visual Lessons as Instructional Tool in Araling Panlipunan 9 (Ekonomiks) S.Y. 2021-2022.

Specifically, it seeks answers to the following questions:

1. What is the level of Utilization of Audio-Visual Lesson as Instructional Tool in Araling Panlipunan 9 in terms of;
 - 1.1 Accessibility;
 - 1.2 Audio-Visual Content;
 - 1.3 Coherency;
 - 1.4 Design;
 - 1.5 Instructional Support; and,
 - 1.6 Usability?
2. What is the level of Students' Engagement in terms of;
 - 2.1 Attentive listening;
 - 2.2 Class Participation;
 - 2.3 Collaborative skills; and,
 - 2.4 Self-learning and evaluation?
3. What is the level of students' Performance in terms of;
 - 3.1 Grades in 3rd Grading Period?
4. Does Audio-Visual Lesson as Instructional Tool have a significant relationship on Students' Engagement in terms of;
 - 4.1 Attentive listening;
 - 4.2 Class Participation;
 - 4.3 Collaborative skills; and,
 - 4.4 Self-learning and evaluation?
5. Does Audio-Visual Lesson as Instructional Tool have a significant relationship on Students' Performance in terms of;
 - 5.1 Grades in 3rd Grading Period?

Research Methodology

This chapter concentrates on the discussion of the research methods and procedure adhered to by the researcher in order to answer systematically the specific objectives posed for investigation. Specifically, the study design, selection of respondents, instruments and procedure, data collection and analysis that will be use for the accurate data analysis and interpretation were explained in this chapter.

Research Design

The study made use of the descriptive technique of research, which involves obtaining information about current circumstances or events in order to describe and analyze them. This form of research methodology includes accurate analysis, interpretation, comparisons, trend detection, and relationship identification in addition to the simple gathering and arrangement of facts.

The process of gathering and analyzing numerical data is called quantitative research. It may be used to identify trends and averages, formulate hypotheses, examine causality, and extrapolate findings to larger groups. (Bhandari, 2021)

Respondents of the Study

The respondents that will be used in the study are 125 grade 9 students, 25 Araling Panlipunan Teachers I-III and 25 ICT teachers from Kapayapaan Integrated School and Calamba West District. In selecting the respondents, the researcher used the random sampling technique.

Sampling Technique

Random sampling is one of the simplest forms of collecting data from the total population. Under random sampling, each member of the subset carries an equal opportunity of being chosen as a part of the sampling process.

According to Ariola et.al. (2006) When studying the complete population is not practicable, a smaller sample was picked using the random sampling method. The study's respondents will be a randomly chosen sample of students and teachers.

Research Instrument

In order to collect data needed, questionnaires will be used to gather information from the respondents. It includes questions/statements about the Utilization of Audio-Visual Lessons as Instructional Tool in Araling Panlipunan 9 (Ekonomiks) S.Y. 2021-2022. Questionnaire is answerable by using rate scale or the respondent rate. It will be used to gather data that will assess by the grade 9 students from Kapayapaan Integrated School.

In the questionnaire, a five-point rating scale indicated below will used to determine the level of Utilization of Audio-Visual as Instructional Tool of the selected respondents.

5	4.20 – 5.0	To a very great extent
4	3.40 – 4.19	To a great extent
3	2.60 – 3.39	To a moderate extent
2	1.80 – 2.59	To a low extent
1	1 – 1.79	To a very low extent

Correlation coefficient value indicated below was used to determine the relationship between Audio-Visual Lessons As Instructional Tool to Students' Engagement and Students' Performance.

$\pm 0.80 - \pm 1.00$	Very Strong
$\pm 0.60 - \pm 0.79$	Strong
$\pm 0.40 - \pm 0.59$	Moderate
$\pm 0.20 - \pm 0.39$	Weak
$\pm 0.00 - \pm 0.19$	Very Weak

Research Procedure

This study started from the formulation of its title. Researcher presented it for approval on title defense. When the title has been successfully defended and approved by the panel, the researcher started to make the chapter 1 and 2 at the University Library to look for related literature and related studies. After the construction of chapter 3 has been made, the researcher formulated the questionnaire and asked his thesis set of panels namely; Dr. Marilyn P. Pielago, Dr. August Tuiza, Marie Ann S. Gonzales, Dr. Evalyn L. Balaoro and Dr. Florhaida D. Pamamat for approval then the letter of validation has been signed.

For conducting the study and distributing questionnaires, the researcher sent a letter of permission to the Schools Division Superintendent Dr. Gerlie M. Ilagan, next to Public Schools Division Superintendent, Dr. Marivic R. Calderon and then proceeded to the school principals of secondary schools in Calamba District particularly; Kapayapaan Integrated School (KIS), Camp Vicente Lim Integrated High School (CVLIHS), Eduardo Barretto Sr. National High School (EBSNHS) and San Cristobal National High School (SCNHS) and distributed the questionnaire to the secondary school teachers and retrieved all the data gathered. Then the researcher proceeded to his external statistician for the analyzation and the researcher interpreted the data gathered. The researcher was able to successfully finish the chapter 4. Lastly, with all the data interpreted, the researcher proceeded making the chapter 5 by inputting the necessary data in findings, and finally made the conclusions. The researcher concluded that there is a significant relationship between the Utilization Of Audio-Visual Lessons As Instructional Tool to the Students' Engagement and Performance In Araling Panlipunan 9 (Ekonomiks) S. Y. 2021-2022. The researcher was able to successfully defend the study on April 28, 2022 and made it approved by the panel.

Statistical Treatment

The gathered data will be tabulated, and interpret using following tools. Mean and standard deviation have been used for the Utilization of Audio-Visual Lessons as Instructional Tool in Araling Panlipunan 9 (Ekonomiks) S.Y. 2021-2022. This response tabulated was used as the basis for the statistical treatment of data.

Mean was used to convert the responses into scores as basis for determining the verbal interpretation as scaled into five optional answers.

Standard deviation was used to have a better idea on how the data entries differ from the mean.

Pearson-r and regression were used to determine the significance relationship of protective factors and teachers' resiliency in new normal.

Results and Discussion

This chapter deals with presentation, analysis and interpretation of data.

The descriptive analysis an interpretation of the data gathered to answer the questions on "Utilization Of Audio-Visual Lessons As Instructional Tool In Araling Panlipunan 9 (Ekonomiks) S. Y. 2021-2022" which were (1) What is the level of utilization of Audio-Visual Lessons as Instructional Tool in terms of accessibility, audio-visual content, coherency, design, instructional support and usability? (2) What is the level of students' engagement in terms of attentive listening, class participation, collaborative skills and self-learning and evaluation? (3) What is the level of students' performance in terms of grades in Araling Panlipunan? (4) Do Audio-Visual Lessons as instructional tool have a significant relationship on students' engagement? And (5) Does Audio-Visual Lessons as instructional tool have a significant effect on students' performance?

Table 1 illustrates the level of Utilization of Audio-Visual Lessons as Instructional Tool in terms of Accessibility. Among the statements above, "User has control over the play and pause buttons" yielded the highest mean score ($M=4.60$, $SD=0.61$) and was remarked with to a very great extent. This is followed by "Video has the capacity to share with other social media sites such as Facebook, Messenger, Twitter, and Instagram" with a mean score ($M=4.56$, $SD=0.54$) and was also remarked with To a very great extent. On the other hand, the statements "User can use the video for educational content and purposes" and "The user can manipulate the video that befits it needs" received the lowest mean score of responses with ($M=4.44$, $SD=0.68$) and ($M=4.44$, $SD=0.71$) respectively yet were also remarked To a very great extent.

Table 1. Level of Utilization of Audio-Visual Lessons as Instructional Tool in terms of Accessibility

STATEMENT	MEAN	SD	REMARKS
User has control over the play and pause buttons.	4.60	0.61	To a very great extent
Video has the capacity to share with other social media sites such as Facebook, Messenger, Twitter, and Instagram.	4.56	0.54	To a very great extent
Video has a convenient file size that is downloadable.	4.46	0.74	To a very great extent

User can use the video for educational content and purposes.	4.44	0.68	To a very great extent
The user can manipulate the video that befits it needs.	4.44	0.71	To a very great extent

Overall Mean = 4.50

Standard Deviation = 0.66

Verbal Interpretation = Very High

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20 – 5.0	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Average
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Overall, the level of Utilization of Audio-Visual Lessons as Instructional Tool in terms of Accessibility attained a mean score of 4.50 and a standard deviation of 0.66 and was Very High among the respondents.

Audio-Visual Lessons is one of the most common instructional tools in today's generation was also found to be convenient and accessible for the teachers and students. The result of the study proves that even teachers could possibly use it as an instructional material for teaching.

Parveen, Jaafar, Noor, and Sulaiman (2016), Social media improves client connections, but it also serves as a source of information. Few research have previously examined how social media affects the availability of information. Consequently, this study looked at how social media affects the availability of knowledge. Also, it was found that factors such as interactivity, trust, and institutional pressure positively influence social media usage in organizations.

Table 2. Level of Utilization of Audio-Visual Lessons as Instructional Tool in terms of Audio-Visual Content

STATEMENT	MEAN	SD	REMARKS
Text and designs are readable and visible.	4.54	0.62	To a very great extent
Size of the graphic elements such as photos, captions, and figures are well designed.	4.54	0.62	To a very great extent
Use of colors and lights complements in the video.	4.50	0.62	To a very great extent
The composition of the video is set within the frame of the screen.	4.50	0.65	To a very great extent
The overall sounds are pleasant and not disturbing when watching.	4.50	0.62	To a very great extent

extent

Overall Mean = 4.52

Standard Deviation = 0.62

Verbal Interpretation = Very High

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20 – 5.0	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Average
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Table 2 illustrates the level of Utilization of Audio-Visual Lessons as Instructional Tool in terms of Audio-Visual Content. Among the statements above, “Text and designs are readable and visible” and “Size of the graphic elements such as photos, captions, and figures are well designed” yielded the highest mean score ($M=4.54$, $SD=0.62$) and were remarked with To a very great extent. On the other hand, the statements “Use of colors and lights complements in the video”, “The composition of the video is set within the frame of the screen” and “The overall sounds are pleasant and not disturbing when watching” received the lowest mean score of responses with ($M=4.50$, $SD=0.62$), ($M=4.50$, $SD=0.65$) and ($M=4.50$, $SD=0.62$) respectively yet were also remarked To a very great extent.

Overall, the level of Utilization of Audio-Visual Lesson as Instructional Tool in terms of Audio-Visual Content attained a mean score of 4.52 and a standard deviation of 0.62 and was Very High among the respondents.

Findings show that Audio-Visual Lessons as Instructional Tool is helpful as it is very high in terms of audio-visual content. Since Audio-Visual Lessons are also easy to manipulate, it is also not hassle to include text, graphics and audio which make it more convenient to use for teaching.

Kaswa (2015) as cited from Arora (2013) studied the development of students with the use of audio-visual aids with complete virtual learning and their impact. She stated that by using the audio-visual approach, there will be a great impact of audio-visual aids in the teaching-learning process in Indore. According to the students, they find this method of teaching very effective.

Table 3 illustrates the level of Utilization of Audio-Visual Lesson as Instructional Tool in terms of Coherency. Among the statements above, “Content is relevant to the objectives” yielded the highest mean

score ($M=4.42$, $SD=0.74$) and was remarked with To a very great extent. This is followed by “Ideas given are related to the topic and informative” and “Arrangement of ideas and lesson are systematic” with the mean scores ($M=4.40$, $SD=0.44$ and ($M=4.40$, $SD=0.71$) and were also remarked with To a very great extent. On the other hand, the statements “Visual and Audio are synchronous and related to each other” and “Information is relative on the MELCs” received the lowest mean score of responses with ($M=4.35$, $SD=0.73$) and ($M=4.35$, $SD=0.79$) respectively yet were also remarked To a very great extent.

Table 3. Level of Utilization of Audio-Visual Lessons as Instructional Tool in terms of Coherency

STATEMENT	MEAN	SD	REMARKS
Visual and Audio are synchronous and related to each other.	4.35	0.73	To a very great extent
Ideas given are related to the topic and informative.	4.40	0.74	To a very great extent
Content is relevant to the objectives.	4.42	0.74	To a very great extent
Arrangement of ideas and lesson are systematic.	4.40	0.71	To a very great extent
Information is relative on the MELCs.	4.35	0.79	To a very great extent

Overall Mean = 4.38

Standard Deviation = 0.73

Verbal Interpretation = Very High

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20 – 5.0	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Average
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Overall, the level of Utilization of Audio-Visual Lesson as Instructional Tool in terms of Coherency attained a mean score of 4.38 and a standard deviation of 0.73 and was Very High among the respondents.

The study reveals that the coherency among the Audio-Visual Lessons is noticeable. The result show that the information use is connected with each other which helps the ideas to develop integrated understanding in learners.

The term coherency, and coherent curriculum, refers to an academic program that is well organized and purposefully designed to facilitate learning, free of academic gaps and needless repetitions, and aligned across lessons, courses, subject areas, and grade levels. (Nellie 2014)

Table 4. Level of Utilization of Audio-Visual Lessons as Instructional Tool in terms of Design

STATEMENT	MEAN	SD	REMARKS
Construction of videos are well organized.	4.54	0.62	To a very great extent
Sequence of materials and activities are well uploaded.	4.50	0.62	To a very great extent
Patterns are used to make a more precise version for the users.	4.50	0.58	To a very great extent
Design of the TikTok materials are designed according to the course curriculum.	4.48	0.62	To a very great extent
Videos are appropriately made for the users.	4.44	0.62	To a very great extent

Overall Mean = 4.49

Standard Deviation = 0.61

Verbal Interpretation = Very High

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20 – 5.0	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Average
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Table 4 illustrates the level of Utilization of Audio-Visual Lesson as Instructional Tool in terms of Design. Among the statements above, “Construction of videos are well organized” yielded the highest mean score ($M=4.54$, $SD=0.62$) and was remarked with To a very great extent. This is followed by “Sequence of materials and activities are well uploaded” and “Patterns are used to make a more precise version for the users” with the mean scores ($M=4.50$, $SD=0.62$ and ($M=4.50$, $SD=0.58$) and were also remarked with To a very great extent. On the other hand, the statement “Videos are appropriately made for the users” received the lowest mean score of responses with ($M=4.44$, $SD=0.62$) yet was also remarked To a very great extent.

Overall, the level of Utilization of Audio-Visual Lesson as Instructional Tool in terms of Design attained a mean score of 4.49 and a standard deviation of 0.61 and was Very High among the respondents.

Design of Audio-Visual Lessons are not merely focus on the aesthetical views itself, rather also the alignment on curriculum. The response shows that it is appropriately made for the users and for the teachers.

Butcher, Davies, and Highton (2019) also mentioned that the usefulness of mobile devices has increased greatly in recent years allowing users to perform more tasks in a mobile context. This increase in usefulness

has come at the expense of the usability of these devices in some contexts.

Table 5 illustrates the level Utilization of Audio-Visual Lesson as Instructional Tool in terms of Instructional Support. Among the statements above, “Videos can support the students’ learning process” yielded the highest mean score ($M=4.33$, $SD=0.60$) and was remarked with To a very great extent. This is followed by “Videos present cognitive integration and can increase students’ academic engagement”, “Videos can facilitate learning situations” and “Videos serve as additional learning references for students” with the mean scores ($M=4.27$, $SD=0.54$), ($M=4.27$, $SD=0.61$) and ($M=4.27$, $SD=0.68$) and were also remarked with To a very great extent. On the other hand, the statement “Videos motivates reading and studying the subject” received the lowest mean score of responses with ($M=4.25$, $SD=0.60$) yet was also remarked To a very great extent.

Table 5. Level of Utilization of Audio-Visual Lessons as Instructional Tool in terms of Instructional Support

STATEMENT	MEAN	SD	REMARKS
Videos can support the students’ learning process.	4.33	0.60	To a very great extent
Videos present cognitive integration and can increase students’ academic engagement.	4.27	0.54	To a very great extent
Videos can facilitate learning situations.	4.27	0.61	To a very great extent
Videos motivates reading and studying the subject.	4.25	0.60	To a very great extent
Videos serve as additional learning references for students.	4.27	0.68	To a very great extent

Overall Mean = 4.28

Standard Deviation = 0.60

Verbal Interpretation = Very High

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20 – 5.0	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Average
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Overall, the level of Utilization of Audio-Visual Lesson as Instructional Tool in terms of Instructional Support attained a mean score of 4.28 and a standard deviation of 0.60 and was Very High among the respondents.

Finding reveals that Audio-Visual Lesson as Instructional Tool in terms of Instructional Support is very high

which can imply that it can support the student's learnings and can help them study their lesson. It may also become more interesting as the students can use their own electronic gadgets and smartphones to watch Audio-Visual Lesson.

Instructional support is a variable under Audio-Visual Lesson as Instructional Tool. And Lee (2012) conducted a study that examine the faculty perceptions of instructional support about faculty members' motivation, commitment, and satisfaction associated with distance teaching.

Table 6. Level of Utilization of Audio-Visual Lessons as Instructional Tool in terms of Usability

STATEMENT	MEAN	SD	REMARKS
Usable according to the learning target.	4.33	0.66	To a very great extent
Teachers can use TikTok for teaching Araling Panlipunan.	4.31	0.66	To a very great extent
Videos provide a source of information and can give definite concepts for the learners with regards of their subject matter.	4.31	0.66	To a very great extent
Overall content is appropriate for the learners.	4.38	0.64	To a very great extent
Students can use it for flexible learning and blended learning modalities.	4.31	0.66	To a very great extent

Overall Mean = 4.33

Standard Deviation = 0.65

Verbal Interpretation = Very High

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20 – 5.0	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Average
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Table 6 illustrates the level of Utilization of Audio-Visual Lesson as Instructional Tool in terms of Usability. Among the statements above, "Overall content is appropriate for the learners" yielded the highest mean score ($M=4.38$, $SD=0.64$) and was remarked with To a very great extent. This is followed by "Usable according to the learning target" with the mean score ($M=4.33$, $SD=0.66$) and was also remarked with To a very great extent. On the other hand, the statements "Teachers can use TikTok for teaching Araling Panlipunan", "Videos provide a source of information and can give definite concepts for the learners with regards of their

subject matter” and “Students can use it for flexible learning and blended learning modalities” received the lowest mean score of responses with (M=4.31, SD=0.66) yet were also remarked To a very great extent.

Overall, the level of Utilization of Audio-Visual Lesson as Instructional Tool in terms of Usability attained a mean score of 4.33 and a standard deviation of 0.65 and was Very High among the respondents.

Usability talks about the flexibility and usefulness of the product made. Teachers may find it easier to look for the information about the topic as it is compiled and provided at once on the Finding reveals that the information used in the Audio-Visual Lessons are appropriate which are usable for teaching and learning Araling Panlipunan.

Harrison (2014) also mentioned that the usefulness of mobile devices has increased greatly in recent years allowing users to perform more tasks in a mobile context. This increase in usefulness has come at the expense of the usability of these devices in some contexts.

Table 7 illustrates the level of Students’ Academic Engagement in terms of Attentive Listening. Among the statements above, “Learners are able to response on questions accordingly” yielded the highest mean score (M=4.42, SD=0.65) and was remarked with to a very great extent. This is followed by “Learner can avoid interruptions that can destruct them from studying” with the mean score (M=4.29, SD=0.65) and was also remarked with to a very great extent. On the other hand, the statement “Learner is able to conceptualize ideas based on what they have heard and/or read” received the lowest mean score of responses with (M=4.19, SD=0.67) and was remarked to a great extent.

Table 7. Level of Students’ Academic Engagement in terms of Attentive Listening

STATEMENT	MEAN	SD	REMARKS
Learner is able to conceptualize ideas based on what they have heard and/or read. To a great extent	4.19	0.67	
Learner stays focus and prioritize their study.	4.25	0.67	To a very great extent
Learner can provide feedback about their lesson.	4.27	0.64	To a very great extent
Learner can avoid interruptions that can destruct them from studying. extent	4.29	0.62	To a very great extent
Learners are able to response on questions accordingly.	4.42	0.65	To a very great extent

Overall Mean = 4.28

Standard Deviation = 0.65

Verbal Interpretation = Very High

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20 – 5.0	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Average
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Overall, the level of Students' Academic Engagement in terms of Attentive Listening attained a mean score of 4.28 and a standard deviation of 0.65 and was Very High among the respondents.

Finding reveals that students are attentive listener however there are also some factors that can affect their listening skills. Some may be destructed on their learning environment due to the unwanted noise and other activities around them. There is also a factor in which some of the students may lost their attention on studying as they using gadgets and social media platforms.

According to Cuncic (2022), active and attentive listening is a pattern of listening that keeps you engaged with your conversation partner in a positive way. It is the process of listening attentively while someone else speaks, paraphrasing and reflecting on what is said, and withholding judgment and advice. When you practice active listening, you make the other person feel heard and valued. It's a solid foundation for any successful conversation in any setting, whether at work, at home, or in social situations.

Table 8. Level of Students' Academic Engagement in terms of Class Participation

STATEMENT	MEAN	SD	REMARKS
Learner actively participate on class discussion.	4.67	0.56	To a very great extent
Learner shows respect for others.	4.65	0.56	To a very great extent
Learners build on their classmate's comments with their comments.	4.56	0.58	To a very great extent
Learner uses participation to not only answer questions but to seek help or ask for clarification.	4.63	0.57	To a very great extent
Learner helps each other whenever it is needed.	4.63	0.53	To a very great extent

Overall Mean = 4.63

Standard Deviation = 0.56

Verbal Interpretation = Very High

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20 – 5.0	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Average
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Table 8 illustrates the level of Students' Academic Engagement in terms of Class Participation. Among the statements above, "Learner actively participate on class discussion" yielded the highest mean score ($M=4.67$, $SD=0.56$) and was remarked with To a very great extent. This is followed by "Learner shows respect for others" with the mean score ($M=4.65$, $SD=0.56$) and was also remarked with To a very great extent. On the other hand, the statement "Learners build on their classmate's comments with their comments" received the lowest mean score of responses with ($M=4.56$, $SD=0.58$) yet was also remarked To a very great extent.

Overall, the level of Students' Academic Engagement in terms of Class Participation attained a mean score of 4.63 and a standard deviation of 0.56 and was Very High among the respondents.

Class participation among the learners is noticeable as it rated very high. They are very active and knows how to use their voices to speak up whenever they needed, it maybe because learners in today's generation are found to be more dynamic and multi-tasker. They tend to participate more inside the classroom during class hours. They also tend to help their other classmates during collaborative works as it also helps them to improve more.

According to Shore (2020), class participation is an important aspect of student learning. When students speak up in class, they learn to express their ideas in a way that others can understand. When they ask questions, they learn how to obtain information to enhance their understanding of a topic. Class participation also is a valuable learning tool for teachers. Through students' questions, you learn what they don't understand, and can adjust your instruction accordingly.

Table 9 illustrates the level of Students' Academic Engagement in terms of Collaborative Skills. All of the statements incurred a mean score of 4.65. The third and fourth statements only differed in standard deviation which was 0.56 compared to the 0.53 of the rest.

Overall, the level of Students' Academic Engagement in terms of Collaborative Skills attained a mean score of 4.65 and a standard deviation of 0.54 and was Very High among the respondents.

Table 9. Level of Students' Academic Engagement in terms of Collaborative Skills

STATEMENT	MEAN	SD	REMARKS
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Student takes conversation with each other.	4.65	0.53	To a very great extent
Student are open for group discussions.	4.65	0.53	To a very great extent
Student builds a supportive environment for each other.	4.65	0.56	To a very great extent
Student encourages each other to learn and participate in their class discussion.	4.65	0.56	To a very great extent
Student make ways to communicate with their classmates and peer groups.	4.65	0.53	To a very great extent

Overall Mean = 4.65

Standard Deviation = 0.54

Verbal Interpretation = Very High

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20 – 5.0	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Average
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Finding reveals that the statement is to the very great extent which shows that students effectively develop their collaborative skills. They tend to be an active participant within the group which builds support from each other.

Collaboration skills can be defined as the interpersonal and intrapersonal qualities and competencies leveraged to collectively solve a problem or make progress toward a common goal. They routinely top the list of skills companies need most, and, like any group of skills, they can be developed. In this post, they will explore what collaboration skills are and how to improve them. (Conaway 2021)

Table 10. Level of Students' Academic Engagement in terms of Self-Learning and Evaluation

STATEMENT	MEAN	SD	REMARKS
Student are able to prepare and maintain their study environment.	4.69	0.55	To a very great extent
Student can assess their own readiness to learn.	4.67	0.60	To a very great extent
Student can set their own learning plans.	4.67	0.63	To a very great extent
Student is able to engage themselves in an effective learning process.	4.65	0.60	To a very great extent

extent

Student is able to evaluate his/her own learning and monitors own progress. 4.67 0.60 To a very great extent

Overall Mean = 4.67

Standard Deviation = 0.59

Verbal Interpretation = Very High

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20 – 5.0	To a very great extent	Very High
4	3.40 – 4.19	To a great extent	High
3	2.60 – 3.39	To a moderate extent	Average
2	1.80 – 2.59	To a low extent	Low
1	1.00 – 1.79	To a very low extent	Very Low

Table 10 illustrates the level Students' Academic Engagement in terms of Self-Learning and Evaluation. Among the statements above, "Student are able to prepare and maintain their study environment" yielded the highest mean score ($M=4.69$, $SD=0.55$) and was remarked with To a very great extent. This is followed by "Student can assess their own readiness to learn", "Student can set their own learning plans" and "Student is able to evaluate his/her own learning and monitors own progress" with the mean scores ($M=4.67$, $SD=0.60$), ($M=4.67$, $SD=0.63$) and ($M=4.67$, $SD=0.60$) and were also remarked with To a very great extent. On the other hand, the statement "Student is able to engage themselves in an effective learning process" received the lowest mean score of responses with ($M=4.65$, $SD=0.60$) yet was also remarked To a very great extent.

Overall, the level of Students' Academic Engagement in terms of Self-Learning and Evaluation attained a mean score of 4.67 and a standard deviation of 0.59 and was Very High among the respondents.

This study reveals that the students are very active and allow themselves to explore more things on their study. They know how to assess their own understanding and knowledge, it may be because they learn how to train themselves and grasp how to be an independent learner as they are not on the traditional face-to-face classes.

According to Weimer (2015), Self-directed learning abilities include the capacity to handle learning activities without external guidance. They are among the numerous learning abilities that college students are encouraged to acquire since they are essential for successful lifetime learning. With maturation and topic understanding comes the expectation that pupils will become independent learners.

Table 11. Level of Students' Academic Participation in terms of Grades

Grade	Total	Percent	Description
90 - 100	48	40.00	Outstanding
85 - 89	66	55.00	Very Satisfactory
80 - 84	6	5.00	Satisfactory
75 - 79	0	0.00	Fairly Satisfactory
Below 75	0	0.00	Did not meet expectation
Total	120	100	

Very Satisfactory

Weighted Mean 89.33

SD 2.975

Variance 8.8506

Skewness 0.7215

Kurtosis -0.5090

Table 11 shows the level of Students' Academic Performance in terms of Grades, out of 120 respondents, the grade "85 to 89" received the highest frequency of sixty-six (66) or 55.00% of the total respondents with description of Very Satisfactory. Followed by the grade "90 to 100" received a frequency of forty-eight (48) or 40.00% of the total respondents with description of Outstanding. While the grade "80 to 84" received the lowest frequency of six (6) or 5.00% of the total respondents with description of Satisfactory. With a (Weighted Mean = 89.33 SD = 2.975) and variance of 8.8506 explained on how each data is the closer to each other. The Skewness of 0.7215 with the same weight and with Kurtosis of -0.5090 shows that the level of students' academic performance in terms of Grades have a skewed and with description of Very Satisfactory.

Finding shows that Students' Academic Performance in Araling Panlipunan 9 (Ekonomiks) is very satisfactory wherein the range of their grades are from 85-100. It further implies that learners are outstanding and participative in lone/collaborative works in their classes during their lessons on Ekonomiks.

Table 12 presents the significant relationship between Audio-Visual Lessons as Instructional Tool and students' academic engagement. Specifically, it shows the relationship between Audio-Visual Lessons as Instructional Tool and students' academic engagement with Attentive listening, Class Participation,

Collaborative skills and Self-learning and evaluation.

Audio-Visual Lessons as Instructional Tool is observed to have a significant relationship with incurred p-values less than the significance alpha.

Table 12. Significant Relationship between Audio-Visual Lessons as Instructional Tool and Students' Engagement in Araling Panlipunan 9 (Ekonomiks).

Audio-Visual Lessons as Instructional Tool		Students Academic Engagement		Computed r value Strength		
		Critical r value	p-value	Analysis		
Accessibility	Attentive listening	0.439	Moderate	0.240	0.002	Significant
Audio-Visual Content		0.440	Moderate	0.240	0.002	Significant
Coherency		0.390	Weak	0.240	0.006	Significant
Design	0.474	Moderate	0.240	0.001	Significant	
Instructional Support		0.460	Moderate	0.240	0.001	Significant
Usability		0.448	Moderate	0.240	0.001	Significant
Emotions	Class Participation	0.347	Weak	0.240	0.016	Significant
Goals	0.469	Moderate	0.240	0.001	Significant	
Care and Concern		0.388	Weak	0.240	0.006	Significant
Relationships		0.490	Moderate	0.240	0.000	Significant
Decisions		0.444	Moderate	0.240	0.002	Significant
Interpersonal Situations		0.471	Moderate	0.240	0.001	Significant
Emotions	Collaborative skills	0.373	Weak	0.240	0.009	Significant
Goals	0.390	Weak	0.240	0.006	Significant	
Care and Concern		0.391	Weak	0.240	0.006	Significant
Relationships		0.473	Moderate	0.240	0.001	Significant
Decisions		0.493	Moderate	0.240	0.000	Significant
Interpersonal Situations		0.441	Moderate	0.240	0.002	Significant
Emotions	Self-learning and evaluation	0.445	Moderate	0.240	0.002	Significant
Goals	0.360	Weak	0.240	0.012	Significant	
Care and Concern		0.367	Weak	0.240	0.010	Significant
Relationships		0.504	Moderate	0.240	0.000	Significant
Decisions		0.531	Moderate	0.240	0.000	Significant
Interpersonal Situations		0.457	Moderate	0.240	0.001	Significant

Legend:

Range	Verbal Interpretation
± 0.80 - ± 1.00	Very Strong
± 0.60 - ± 0.79	Strong
± 0.40 - ± 0.59	Moderate
± 0.20 - ± 0.39	Weak
± 0.00 - ± 0.19	Very Weak

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between Audio-Visual Lessons as Instructional Tool and students’ academic engagement” is rejected. Hence, it calls for the acceptance of the alternative which incites a significant relationship.

Table 13. Significant Relationship between Audio-Visual Lessons as Instructional Tool and Students’ Performance in Araling Panlipunan 9 (Ekonomiks).

Audio-Visual Lessons as Instructional Tool			Students Academic Performance			Computed r value	Strength
	Critical r value	p-value	Analysis				
Accessibility	Grade	0.1986	Very Weak	0.240	0.001	Significant	
Audio-Visual Content			0.1479	Very Weak	0.240	0.001	Significant
Coherency		0.1116	Very Weak	0.240	0.001	Significant	
Design	0.1689	Very Weak		0.240	0.001	Significant	
Instructional Support			0.1974	Very Weak	0.240	0.001	Significant
Usability		0.1611	Very Weak	0.240	0.001	Significant	

Legend:

Range	Verbal Interpretation
± 0.80 - ± 1.00	Very Strong
± 0.60 - ± 0.79	Strong
± 0.40 - ± 0.59	Moderate
± 0.20 - ± 0.39	Weak
± 0.00 - ± 0.19	Very Weak

Table 13 presents the significant relationship between Audio-Visual Lessons as Instructional Tool and students’ academic performance. Specifically, it shows the relationship between Audio-Visual Lessons as Instructional Tool and students’ academic performance grade.

Audio-Visual Lessons as Instructional Tool is observed to have a significant relationship with incurred p-values less than the significance alpha.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between Audio-Visual Lessons as Instructional Tool and students’ academic performance” is rejected. Hence, it calls for the acceptance of the alternative which incites a significant relationship.

Summary of Findings

Summary

The main objective of this study is to further explore the Utilization of Audio-Visual Lessons as Instructional Tool in Araling Panlipunan 9 (Ekonomiks). It specifically aims to answer the level of Audio-Visual Lessons as Instructional Tool, level of students’ engagement, level of students’ performance, significant relationship of Audio-Visual Lessons as Instructional Tool on students’ engagement and significant relationship of Audio-Visual Lessons as Instructional Tool on students’ performance.

The scope of this study centered on the Utilization of Audio-Visual Lessons as Instructional Tool in Araling Panlipunan 9 (Ekonomiks).

The data and information gathered by using questionnaires composing of 50 questions that are answered by Teacher I-III and ICT Teachers in modular and Online sessions at the Division of Calamba City.

Findings

The following were the significant findings of the investigation:

1. Level of Audio-Visual Lessons as Instructional Tool

Finding shows that Audio-Visual Lessons as Instructional Tool in terms of accessibility, audio-visual content, coherency, design, instructional support and usability is very high. Respondent’s answers may differ depending on their perspectives and interest on the platform. Nevertheless, result still imply that it can be useful for teaching Araling Panlipunan.

2. Level of students’ academic engagement

The result of the study reveals that student’s engagement is also very high which means that they are academically inclined and their focus on their study is also high.

3. Level of students’ academic performance

With a (Weighted Mean = 89.33 SD = 2.975) and variance of 8.8506 explained on how each data is the closer to each other. The Skewness of 0.7215 with the same weight and with Kurtosis of -0.5090 shows that the level of students’ academic performance in terms of Grades have a skewed and with description of Very Satisfactory.

4. Significant relationship of Audio-Visual Lessons on Students’ Academic Engagement

Audio-Visual Lessons as Instructional Tool is observed to have a significant relationship between Audio-Visual Lessons as Instructional Tool and students’ engagement with Attentive listening, Class Participation, Collaborative skills and Self-learning and evaluation with incurred p-values less than the significance alpha.

5. Significant relationship of Audio-Visual Lessons on Students’ Academic Performance

Audio-Visual Lessons as Instructional Tool is observed to have a significant relationship between Audio-Visual Lessons as Instructional Tool and Student’s Performance with incurred p-values less than the significance alpha.

Conclusion

On the basis of the foregoing findings, the following conclusion was drawn. The result of the study reveals the relationship of Audio-Visual Lessons as Instructional Tool on student's engagement and performance in Araling Panlipunan. It shows that there is a relationship between those mentioned variables. Thus, the researcher further concludes that the null hypotheses stating that "Audio-Visual Lessons as Instructional Tool have no significant relationship on Students' Engagement" and Audio-Visual Lessons as Instructional Tool have no significant relationship on Students' Performance are both rejected, hence calls for the acceptance of the alternative which incites a significant relationship.

Recommendations

Based on the draw conclusions resulted to the following recommendations:

1. It is recommended for the teachers to further explore the utilization of other Audio-Visual Lessons in teaching. Specifically, the use of Audio-Visual Lessons which is very in demand for the learners, they can develop more instructional materials in different platforms which can help boost the motivation of the students to learn.
2. Additionally, it is also recommended for the teachers to further improve the instructional materials they are using such as integrating more activities and other interactive materials that can enhance their academic performance as well as increase their academic engagement.
3. It is suggested to allow the students learn with their own face and continuously encourage them to become academically engage not only in Araling Panlipunan rather with all the subject they are taking. Allow them to explore other learning references that can help them gain more knowledge.
4. Lastly, it is suggested that the schools should support this kind of innovation in teaching strategies, they may also conduct more researchers so that they will be able to address the needs of the students accordingly.

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