



## Educational Video: A Multimodal Approach in Teaching Secondary Social Studies

Cherry E. Manalili<sup>1\*</sup>; Marie Fe D. De Guzman<sup>2</sup>; Leila L. Ravana<sup>3</sup>

<sup>1</sup>Taltal National High School, Masinloc, Zambales, Philippines

<sup>2,3</sup>Graduate School, President Ramon Magsaysay State University, Iba, Zambales, Philippines

### ABSTRACT

The study aimed to determine and describe the readiness of teachers in the preparation and utilization of educational video lessons as one of the multimodal approaches in teaching Social Studies in this Distance Learning. The study developed educational video lesson to help improve performance of students. This study was conducted during the second quarter of the academic year 2021-2022 among Social Studies teachers of Zone 2, Schools Division of Zambales. The teachers are moderately ready in the preparation and utilization of educational video lessons in Social Studies. The developed educational video lessons are useful in terms of contents, structure and usability. The academic performance of the students in Social Studies (Grade 9 - Economics) during the 2nd Quarter was very satisfactory. Moreover, it was found that there is significant difference on the perceived level of teachers' readiness in the preparation and utilization of educational videos in teaching Social Studies. There is no significant relationship between the usefulness of developed educational video lesson in terms of content, structure and usability and the students' academic performance in Economics. An enhanced educational video lessons for Social Studies Economics lesson was developed for utilization. The Secondary School Heads/Principals should support the Social Studies teachers of the necessary materials and equipment further improve the quality of the educational video.

**Keywords:** *Educational Video, Multimodal Approach, Readiness, Usefulness, Teaching, Secondary Social Studies.*

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### INTRODUCTION

The United Nations Convention on the Rights of the Child clearly states that children have a right to a quality education. Among the elements in the definition of quality education developed by United Nations International Children's Emergency Fund [1] are content that is reflected in relevant curricula and materials for the acquisition of basic skills; processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and employ skilful assessment to facilitate learning and reduce disparities; and outcomes that encompass knowledge, skills, and attitudes and are linked to national goals for education and positive participation in society [1]. As the global pandemic arises (from 2020 to present), mode of learning especially educational system had underwent into recalibrating and reengineering [2]. Its learning modalities change from the usual classroom- face to face to alternative delivery modes as modular, radio-based learning, television, video based instructions and blended learning United Nations Educational, Scientific and Cultural Organization [1].

In the midst of the coronavirus pandemic, relative to Schools Division Memorandum No. 224, S. 2021, education must continue for S.Y. 2020-2021 whether face-to-face or virtual, with or without physically going to school making the delivery of education services to the learners more responsive, efficient, and effective; and ready in the preparation process and implementation of a multimodal learning delivery for school year 2020-2021. Multimodal Learning Delivery (MLD) is an initiative of the Curriculum Implementation Division (CID) anchored on the guiding principles of ADM in providing basic education which is free and accessible, inclusive and not discriminating, and sets the participation of the stakeholders to total child development [3,4]. The following are the designs and learning options of MLD in the division: i. Online Distance Learning ii. Blended Learning (1. Digital, e.g. Video Lessons, 2. Digital-Print Combination, 3. Full Distance Learning using Print Materials) [5, 3].

Educational videos has emerged as an important option for improving educational quality in primary school classrooms in Philippines during the COVID19 Pandemic time [6]. Education must continue even in times of crisis whether it may be a calamity, disaster, emergency, quarantine, or even war, Secretary Briones said of Department of Education. Educational video provides great benefits to teachers and learners, stimulating stronger course performance in many contexts, and affecting student motivations, confidence and attitudes positively [7]. The use of video can contribute positively to both student confidence, motivation and performance levels [8]. Educational videos helped overcome equity gaps between urban and rural children and between boys and girls. Studies of these instructional e-learning resources

show that the level of achievement among students served by the programs has been high [9]. The handling of digital media is also becoming increasingly important for the training of History and Social Studies teachers [10]. However, the lesson and script production, broadcast transmission, teacher training, and system management) requires confident, knowledgeable leadership and management from teachers were identified challenges in case of radio-based instruction [11]. Barsch[7] noted, however, that most Social Studies teachers developed their educational videos through an intuitive process based on a combination of trial and error and professional experience.

Very limited is known about educational video's role in students' knowledge acquisition, helping critical thinking and skills' development most particularly in the Division of Zambales, Philippines. With this argument, a major gap in the research is established that requires more investigation. Nevertheless, this research proposal was chosen because, as described above, it potentially promotes students' abilities amidst COVID19 pandemic.

Through the findings of the present study, the concerns of the teachers on educational video design, graphics and content will be more understood and responded. This digital and e-learning device/tool reinforces the needs of the students during the distance/remote learning most especially in the development of critical thinking, knowledge development and student engagement. With this argument, educational reforms and policies can be initiated by the educational planners/educational specialist on educational videos through professional development activities, budgetary support and other technical support. Moreover, they will focus further on professional development of their teachers, a way to expose them to technicalities of preparation and utilization of educational videos. For future researchers, studies in video lessons technology can be of significant benefit in expanding the accessibility and application of comparative research and in serving as a unique historical resource.

### **Statement of the Problem**

The study aimed to determine and describe the readiness of the Social Studies teachers in the preparation and utilization of educational videos as one of the multimodal approaches in teaching Social Studies during distance learning. The study developed educational video lesson for utilization to help improve performance of students.

It will specifically find the answer on the following topics:

- 1) How may the teacher-respondents describe their readiness in the preparation and utilization of educational video in teaching Secondary Social Studies in terms of Resources and Technical Aspects; Contents, Video Recording and Editing; and Ethical Conditions?
- 2) How may the usefulness of developed educational video lesson in Grade 9 Social Studies be described in terms of Content, Structure, and Usability?
- 3) How may the academic performance of the students in Social Studies (Grade 9 - Economics) during the 2<sup>nd</sup> quarter be described?
- 4) Is there a significant difference on described level of readiness in the preparation and utilization of educational videos in teaching Secondary Social Studies?
- 5) Is there a significant relationship on the described usefulness of developed educational video lesson in Grade 9 Social Studies and students' academic performance?
- 6) What educational video lesson in Grade 9 Social Studies can be produced to help improve performance of students?

### **METHODOLOGY**

In this research, descriptive research was utilized. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions in [12]. The study is towards describing, analyzing and interpreting the status and issues in the preparation and utilization of supplementary tool educational video in teaching Social Studies.

The respondents of the research study were the Social Studies teachers of fourteen (14) Secondary Schools located in Sta. Cruz, Masinloc and Candelaria Districts of Zone 1, Division of Zambales. The total population of the teacher-respondents is one hundred and eight (108). All available Social Studies teachers in Zone 1 were included as respondents.

The main instrument of the study was a survey questionnaire. According to [13] questionnaires are a useful option to consider when conducting a survey and can be either devised by the researcher or they can be based upon some ready-made index. The items/indicators of the questionnaire were based and patterned from the studies conducted by Carmichael, Reid & Karpicke[8], Barsch[7]& Lazo & De Guzman [12]. The survey questionnaire has two (2) parts. First part ascertained the readiness in the preparation and utilization of educational video in Social Studies. Teachers answered in a four point scale from 4 (Very Much Ready) to 1 (Not Ready). The Usefulness Review Instrument (for educational video) is composed of (a) Contents, (b) Structure, and (c) Usability. This review instrument was based from Schools Division Memorandum No. 240 [14] and DepEd Memo No. 018, s. [15]. This was used by the Social Studies teacher-respondents to assess if the indicators are Very Evident or Least Evident in the developed material. There were 27

Economics teachers who served as respondents. Since the instrument is a researchers' made, it was submitted to research experts. Their corrections and suggestions were highly considered in finalizing the instrument. The survey questionnaire was also subjected to pilot testing. The pilot test was conducted among fifteen (15) teachers of Rofulo Landa Memorial School located in Salaza, Palauig District, Zone 2, Division of Zambales. After the pilot testing, Cronbach's alpha values for the indicators were determined and the values obtained were excellent, acceptable and good respectively. The academic performances in second quarter school year 2021-2022 of the students in Social Studies-Economics were requested from the respective advisers of Grade 9 who were also teacher-respondents of the study.

The administration of the instrument was conducted on the second quarter of the school year 2021-2022. After the retrieval of the survey questionnaire, items/indicators were coded, ready for SPSS spreadsheet for the tabulation. The study used descriptive statistical techniques such as frequency counts, simple percentage, rank and mean. Analysis of Variance (ANOVA) and Pearson r were used as inferential statistics.

## RESULTS AND DISCUSSION

### 1. Teacher-Respondents' Readiness in the Preparation and Utilization of Educational Videos in Teaching Secondary Social Studies

#### 1.1 Resources and Technical Aspects

**Table 1:** Perceptions on Teacher's Readiness in the Preparation and Utilization of Educational Videos as to Resources and Technical Aspects

Resources and Technical Aspects	Weighted Mean	Qualitative Rating	Rank
Making sure that video cameras or camcorders, tablets, smart phones, laptops just have enough memory or storage capacity to record a complete lesson (e.g., from 60 to 120 minutes)	3.02	Moderately Ready	1
Making sure that the devices have a good build in microphone, or it is compatible with external wireless microphones	2.93	Moderately Ready	3
Using tripod, at an appropriate angle (focused on the teacher or wide-angle) and height (in order to avoid obstacles)	2.88	Moderately Ready	6
Using tripod for appropriate stability when shooting (in order to avoid obstacles)	2.91	Moderately Ready	4.5
Using a recording device which has enough resolution to display with clarity	2.91	Moderately Ready	4.5
Making use of a recording device which has enough memory (usually a resolution of 1080p HD that requires 12 GB in 1 hour)	2.87	Moderately Ready	7
Using audio and visual elements to convey appropriate parts of an explanation	2.99	Moderately Ready	2
<b>Overall Weighted Mean</b>	<b>2.93</b>	<b>Moderately Ready</b>	

As for the Resources and Technical aspects, the Social Studies teachers are moderately ready in making sure that video cameras or camcorders, tablets, smart phones, laptops just have enough memory or storage capacity to record a complete lesson (e.g., from 60 to 120 minutes) (indicator 1, WM=3.02, ranked 1); and in using audio and visual elements to convey appropriate parts of an explanation (indicator 7, WM=2.99, ranked 2). The teachers are not totally ready in checking and making sure that the gadgets in the making of video lessons (e.g., video cameras or camcorders, tablets, smart phones, laptops, etc.). These gadgets and equipment needs to have enough storage capacity to completely record the lessons in Social Studies. The teachers are also moderately ready to provide appropriate audio and visual elements of the setting or the room.

Azer[16] stated that educational video preparation boils down to three basic elements such as camera, microphone and lighting, each with a wide variety of features. Kim, et al.[17] specified that some of the latest smart phones actually have amazing cameras that have even been used to record entire video lessons. Kohler & Dietrich [18] pointed out that using phone's camera as opposed to laptop, need a tripod to stabilize it for when you're recording. YouTube [19] revealed that since video does add one degree of separation between the creator (e.g., teacher) and students, one need to make sure to stay upbeat and engaged throughout.

#### 1.2 Contents, Video Recording and Editing

**Table 2:** Perceptions on Teacher’s Readiness in the Preparation and Utilization of Educational Videos as to Contents, Video Recording and Editing

<b>Contents, Video Recording and Editing</b>	<b>Weighted Mean</b>	<b>Qualitative Rating</b>	<b>Rank</b>
Creating a storyboard that sets out the audio and accompanying visuals which will make recording more efficient	2.94	Moderately Ready	5.5
Creating a complete storyboard and content to reduce editing time.	2.89	Moderately Ready	7
Incorporating active learning in the storyboard and content of the educational video	3.02	Moderately Ready	4
Keeping the videos brief (mini-series) with 5–10-minute chapters if you has a lot to say and do	3.13	Moderately Ready	1
Shooting videos in different spots; considering a quiet place and keeping the backgrounds neutral but varied	2.94	Moderately Ready	5.5
Avoiding over doing the video lessons (e.g., inserting wacky music, unnecessary fade-ins, and spinning transitions)	3.11	Moderately Ready	2
Looking right at the camera lens so the audience think there is an avoidance problem	3.05	Moderately Ready	3
<b>Overall Weighted Mean</b>	<b>3.01</b>	<b>Moderately Ready</b>	

As for the Contents, Video Recording and Editing aspect, the Social Studies teachers are moderately ready in keeping the videos brief (mini-series) with 5–10-minute per chapters if you has have a lot to say and do (indicator 4, WM=3.13, ranked 1); and in avoiding over doing the video lessons (e.g., inserting wacky music, unnecessary fade-ins, and spinning transitions) (indicator 6, WM=3.11, ranked 2). On the assessment of the contents, video recording and editing aspect in the preparation and utilization of educational videos, the teachers are moderately ready. This is specifically on the aspect of making the educational video in Social Studies brief (at least 5–10-minutes per chapter or segment). This means that there is a tendency that the Social Studies teachers have many lines, themes and scope to say and to include in the video. Moreover, the teachers have the tendency to overdo the making of the educational video. The teachers should be trained to keep the videos brief and targeted on learning goals.

Studies have shown that the use of short video clips allows for more efficient processing and memory recall. The visual and auditory nature of videos appeals to a wide audience and allows each user to process information in a way that's natural to them. In a nutshell, videos are good teachers. Guo Kim & Robin [20] examined the length of time students watched streaming videos. They observed that the median engagement time for videos less than six minutes, and the students tended to watch the whole video. Thomsen, Bridgstock & Willems[21] revealed that as videos lengthened, student engagement dropped off (e.g., the median engagement time with 9-12 minute videos was ~50%), that making videos longer than 6-9 minutes is therefore likely to be wasted effort.

### 1.3 Ethical Conditions

**Table 3:** Perceptions on Teacher’s Readiness in the Preparation and Utilization of Educational Videos as to Ethical Conditions

<b>Ethical Conditions</b>	<b>Weighted Mean</b>	<b>Qualitative Rating</b>	<b>Rank</b>
Teacher should recognize that the activity is an opportunity for improvement	3.42	Very Much Ready	1
Teacher should consider the most essential learning competency in the educational video content	3.34	Very Much Ready	2
Teacher should consider the students’ diversity and learning style in the educational video content	3.31	Very Much Ready	4
Teacher should consider the elements of Physical Design, Cognitive Design and Affective Design of the materials prepared	3.22	Moderately Ready	7
Teacher should consider how to make the elements of these tools/materials complementary rather than redundant.	3.32	Very Much Ready	3
Include in the tools/materials the context of active learning by using guide questions and assignments and interactive elements	3.26	Very Much Ready	6
Understand that teacher has the right to have a copy of his/her performance.	3.30	Very Much Ready	5
<b>Overall Weighted Mean</b>	<b>3.31</b>	<b>Very Much</b>	<b>Much</b>

As for the Ethical Conditions aspect, the Social Studies teachers are very much ready in recognizing that the activity is an opportunity for improvement (indicator 1, WM=3.42, ranked 1); and considering the most essential learning competency in the educational video content (indicator 2, WM=3.34, ranked 2). In planning, preparing and in developing educational videos in teaching Social Studies, the teachers are very much ready in considering the aspect/feature that the video should engage students and making this an opportunity for students to improve and progress in academic sense. Moreover, the teachers are very much ready to consider, comply and satisfy in their educational video the leaning targets (content and performance standards) in Economics.

The ultimate goal of the utilization of videos in teaching lessons is for the learner to incorporate the subject under study into a schema of richly connected contents, themes and ideas [22]. Educational videos have become an important part of education, providing an important content-delivery tool in many flipped, blended, and online classes [23]. Effective use of video as an educational tool is enhanced when instructors consider three elements such as how to manage cognitive load of the video; how to maximize student engagement with the video; and how to promote active learning from the video [24].

## 2 Usefulness of Developed Educational Video Lesson in Grade 9 Social Studies

### 2.1 Content

**Table 4:** Perceptions on the Usefulness of the Content of the Developed Educational Video Lessons

Content	Weighted Mean	Qualitative Rating	Rank
Content is suitable to the learners' level of development.	3.63	Very Evident	1
Material enhances creativity and innovation	3.44	Very Evident	6
Material contributes to the achievement of specific objectives.	3.52	Very Evident	4
Material enhances communication and collaboration.	3.41	Very Evident	7.5
Material provides for the development of the higher cognitive skills.	3.41	Very Evident	7.5
Material is free of ideological, cultural, religious, racial, and gender biases and prejudices.	3.56	Very Evident	2
Material enhances the development of desirable values and traits.	3.52	Very Evident	4
Material has the potential to arouse interest of the students	3.52	Very Evident	4
<b>Overall Weighted Mean</b>	<b>3.50</b>	<b>Very Evident</b>	

The Social Studies teachers perceived that in terms of Content of the developed educational video lessons in Economics, specifically on the contents that are suitable to the learners' level of development (Indicator 1, WM=3.6, ranked 1); and the materials that are free of ideological, cultural, religious, racial, and gender biases and prejudices (Indicator 6, WM=3.56, ranked 2) were very evident respectively. The Social Studies teacher-evaluators observed that learners' diversity; levels of progress; learning habits; and learning styles that can provide insights on the academic success were very evident in the educational video lessons for Economics. This also signifies that there is comprehensibility of the content aspect of usefulness of educational videos. Tarchi, Zaccolett & Mason [25] pointed out that the assumption is that specific media fit better in terms of comprehension and understanding for different recipients. For Boukes & Rens[26], the learning style model VARK (visual, aural, read/write, kinesthetic) of students have to be considered and be used in the planning and preparation of visual educational materials. The lessons in a certain learning material according to Ramos & De Guzman & Rico [13] should provide clear demonstration of the concepts, skills to be developed and other competencies. Lazo & De Guzman [12] pointed out that the lessons are to be presented at a pace that allows for reflection, meta cognition, and review.

The Social Studies teachers seem to prioritize development of appropriate instructional resource to cater essential learning competencies reflected in the learning objectives and cognitive skills development. Learning materials which are also used for intervention need to have adequate presentation of discussion/texts of contents; these contents and other concepts are discussed accurately, objectively and with no impartialities. The study of Shoufan [27] pointed out that the explanation quality and factors such as presentation, content, efficiency, voice, and interestingness are relevant to rating educational videos. Lazo & De Guzman [12] claimed that the stimulus (the educational video) has an impact on a broader target group and can overcome differences in people's knowledge.

### 2.2 Structure

**Table 5:**Perceptions on the Usefulness of the Structure of the Developed Educational Video Lessons

Structure	Weighted Mean	Qualitative Rating	Rank
Presentation is engaging, interesting, and understandable	3.48	Very Evident	7.5
Presentation engages and challenge children's' critical thinking.	3.59	Very Evident	3
Sentences and paragraph structures are varied and interesting to the target learner.	3.59	Very Evident	3
Presentation is expressed in mother tongue and/or English language for further understanding	3.48	Very Evident	7.5
Presentation allows active learning and uses real-life situations.	3.56	Very Evident	5
There is logical and smooth flow of ideas, topics and discussions	3.63	Very Evident	1
Vocabulary level in the presentation is aligned to the learners' level of understanding	3.52	Very Evident	6
Length of the entire presentation is suited to the comprehension level of the target learner.	3.59	Very Evident	3
<b>Overall Weighted Mean</b>	<b>3.56</b>	<b>Very Evident</b>	

The Social Studies teachers perceived that in terms of Usability of the developed educational video lessons in Economics, that the features on logical and smooth flow of ideas, topics and discussions (Indicator 6) was very evident (WM=3,63, ranked 1<sup>st</sup>). The structure of the educational video lessons in Economics were also assessed/appraised by the Social Studies teachers of its usability. Very evident among the features/indicators of structure was the logical and smooth flow of ideas, topics and discussions of the educational video lessons in Economics. The teacher-respondents observed that the educational video would further allow the understanding of difficult, complicated and complex features of the Social Science discipline Economics.

Educational materials according to Rajapaksha & Chaturika[28] have to be compatible to the lessons to the allotted time frame. Ramos & De Guzman & Rico [13]emphasized the provision of orderly, organized and logical presentation that stimulates students' opportunities to benefit the instructional package. The texts, discussions and exercises of the learning materials should allow the development of various skills and capabilities of students [29]. Lazo & De Guzman [12] stressed that an instructional material is prepared considering the use of appropriate structure that brings out ease the usage, monitoring and evaluation.

### 2.3 Usability

**Table 6:**Perceptions on the Usefulness of the Usability of the Developed Educational Video Lessons

Usability	Weighted Mean	Qualitative Rating	Rank
Helps in the management implementation of the subject/program	3.41	Very Evident	6.5
Efficient multimodal strategy enhances the acquisition of skills	3.48	Very Evident	2
Increases learners' motivation and allows fun learning	3.48	Very Evident	2
Stimulates the learner to benefit from the Program	3.41	Very Evident	6.5
Supports long – term retention and understanding	3.30	Very Evident	8
Consider learners' level of intelligence, skills and abilities	3.44	Very Evident	4.5
Reinforces learners' needs to be more competitive and skilful	3.48	Very Evident	2
Ensures easiest way and mode of learning	3.44	Very Evident	4.5
<b>Overall Weighted Mean</b>	<b>3.43</b>	<b>Very Evident</b>	

The Social Studies teachers perceived that in terms of Usability of the developed educational video lessons in Economics, that aspects on efficient multimodal strategy enhances the acquisition of skills (Indicator 2); increased learners' motivation and allows fun learning (Indicator 3); and reinforced learners' needs to be more competitive and skilful (Indicator 7) were very evident respectively (WM=3,48, ranked 2<sup>nd</sup>). The usability of the educational video lessons in Economics were also determined in its usability. The teacher-respondents perceived that the evaluated educational video lessons for economics do have aspects differentiated and multi modal features and characteristics; that the educational material aims to further trigger students' interests and engagement; and allows the students to be more competitive in learning activities and to develop more Social Studies skills and learning styles can.

The utilization of multimodal approach along with educational materials should consider students' abilities and interest, what students are will be able to do [5]; the consideration that the objectives and activities are realistic and attainable by the students themselves [16]. Bouke & Rens[26] emphasized the provision for active involvement of the

students. It should enhance experiential learning, collaborative learning techniques, classroom experiments, social skills and interdisciplinary instruction [29].

### 3 Academic Performance of the Students in Social Studies (Grade 9 - Economics) during the 2<sup>nd</sup> Quarter

**Table 7:**Distribution of the Grade 9 Students' Academic Performance in Social Studies (Economics)

Students' Academic Performance	Frequency	Percent
Outstanding (90-100)	3	11.11
Very Satisfactory (85-89)	14	51.85
Satisfactory (80-84)	10	37.04
Fairly Satisfactory (75-79)	0	0.00
Did Not Meet Expectations (below 75)	0	0.00
<b>Total</b>	<b>27</b>	<b>100.00</b>
<b>Mean = 86.04 (Very Satisfactory)</b>		

As shown in Table 7, under the First Quarter Achievement of the Grade 9 students in Economics, fourteen (14 or 51.85%) student-respondents, gained a grade point of 85-89 with descriptive interpretation of Very Satisfactory; and 10 or 37.04% gained a grade point of 80-84 with a descriptive interpretation of Satisfactory. The computed mean grade was 86.04 interpreted as Very Satisfactory. The performance of the students in Economics during the second quarter of the school year 2021-2022 was Very Satisfactory. The use of E-Learning materials/instructional resources appropriate for synchronous or asynchronous teaching during remote/distance learning like educational video lessons for Social Studies yields positive outcome in the academic performance and improved learning behavior of the students. Eblacas[30] argued that the use of ICT as a tool for enhancing students' learning, teachers' instruction, and as catalyst for improving access to quality education. The assumption is that specific media fit better in terms of comprehension and understanding for different recipients [16]. Deliquiña & De Guzman [31]found that multimedia presentations or E-Learning tools improve the learning outcome of students compared to traditional teaching methods, while Yavuz, Buyuk & Genc [24] show an overall effect of videos being superior to other learning resources.

### 4 Analysis of Variance on the Difference in the Level of Readiness in the Preparation and Utilization of Educational Videos in Teaching Secondary Social Studies

**Table 8:**Difference in the Perceived Level of Teachers' Readiness in the Preparation and Utilization of Educational Videos in Teaching Social Studies

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Between Groups	8.749	2	4.374	15.358	0.000	<b>Ho is rejected Significant</b>
Within Groups	91.430	321	0.285			
Total	100.179	323				

The significant values for the perceived level of teachers' readiness in the preparation and utilization of educational videos in teaching Social Studies was (0.000) which is lower than (0.05) alpha level of significance. Therefore, the hypothesis is rejected. There is significant difference on the perceived level of teachers' readiness in the preparation and utilization of educational videos in teaching Social Studies is public secondary schools of Zone 1, Schools Division of Zambales. Attributed to this result could be the varied conditions, experiences, observations and situations as regard to the readiness of the school and the teachers in the preparation and utilization of educational videos in teaching lessons in Social Studies. The difficulties met by the school heads and teachers during the distance/remote learning are internet connectivity and lack of training on the implementation of various learning modalities. Previous research already pointed out that educational videos cannot replace real-life experience, but it can function as an aid for teachers and as a component of the school curriculum. Independent of time and space, it is easy to watch educational videos whenever and wherever [32].

### 5 Test of Significance of the Relationship between the Usefulness of Developed Educational Video Lesson in Grade 9 Social Studies and the Students' Academic Performance

**Table 9:**Relationship between the Usefulness of the Content, Structure and Usability of the Developed Educational Video Lesson and the Students' Academic Performance in Grade 9 Social Studies

Content	
Pearson Correlation	-0.127
Sig. (2-tailed)	0.527

N	27
Interpretation	<b>Very low negative correlation</b>
	<b>Do not reject Ho</b>
	<b>Not Significant</b>
<b>Structure</b>	
Pearson Correlation	0.003
Sig. (2-tailed)	0.986
N	27
Interpretation	<b>No correlation</b>
	<b>Do not reject Ho</b>
	<b>Not Significant</b>
<b>Usability</b>	
Pearson Correlation	-0.189
Sig. (2-tailed)	0.345
N	27
Interpretation	<b>Very low negative correlation</b>
	<b>Do not reject Ho</b>
	<b>Not Significant</b>

The Pearson-r value of Content (-0.127) denotes very low negative correlation. The computer generated sig value of 0.05 was higher than 0.527 alpha level of significance, therefore, do not reject the hypothesis, hence there is no significant difference between the ‘Content’ aspect of usefulness of the developed educational video lesson and the students’ academic performance in Grade 9 Social Studies. This result signifies that there are other aspects such as other instructional resources; strategies/methods/techniques; Social Studies teacher competence; school factors; family and personal factors that may affect (improve or otherwise) the learning of the content by the students in Economics. According to Tarchi, Zaccolett & Mason [25] any instructional resource/material have to consider and prioritize the concrete objectives to guide both instructional planning and the teaching learning process.

The Pearson-r value of Structure (0.003) denotes no correlation. The computer generated sig value of 0.05 was higher than 0.986 alpha level of significance, therefore, do not reject the hypothesis, hence there is no significant difference between the ‘Structure’ aspect of usefulness of the developed educational video lesson and the students’ academic performance in Grade 9 Social Studies. This result signifies that there are other features and characteristics of instructional resources in Economics; its utilization by the teachers; and its helpfulness as perceived by the students.

The Pearson-r value of Usability (-0.189) denotes very low negative correlation. The computer generated sig value of 0.05 was higher than 0.345 alpha level of significance, therefore, do not reject the hypothesis, hence there is no significant difference between the ‘Usability’ aspect of usefulness of the developed educational video lesson and the students’ academic performance in Grade 9 Social Studies. This result indicates that the educational video itself do not guarantee that the students’ academic performance will improve. There may be other factors that would contribute to students’ academic progress



- 1) The Secondary School Heads/Principals should support the Social Studies teachers of the necessary materials and equipment (e.g., recording device with enough memory and resolution) to further improve the quality of the educational video.
- 2) The Secondary School Heads/Principals should conduct more trainings-workshops that will enhance the teachers' skills in developing educational video considering the physical, cognitive and affective designs.
- 3) The Social Studies teachers may develop more educational videos in junior and senior high school Social Studies in which the material caters higher cognitive skills and engages students to further communication and collaboration; and which the contents are expressed in mother tongue and/or English language for further understanding and long-term retention.
- 4) Present the enhanced educational video lessons for Social Studies Economics to the Department Heads, School Heads/Principals, Supervisors, and Education Specialist/Curriculum Planners of the Division of Zambales for more review, critiquing, and further utilization and future determination of the impact of the educational video material.
- 5) Conduct follow up study in other Zones in the Division of Zambales (Public and Private Secondary Schools) to validate the findings of the present study.

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