

Effectiveness of Video Lectures to the Performance of Grade II Pupils in English

ANA REA D. CANDIDO

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

anareacandido4@gmail.com

Abstract —The study aimed to evaluate the effectiveness of video lectures on the performance of Grade II pupils in English. Utilizing the Quasi-Experimental research design employing the pre-test and post-test for an in-depth analysis of the study, the researcher used the pre-test and post-test assessment in the modules. Moreover, the researcher also crafted video lectures to supplement the modules given to the pupils as an intervention for this study. Simple Percentage, Weighted Mean, and t-test of mean difference were the statistical tools used. The researcher found out that the pre-test performance of the Grade II pupils in English before the utilization of video lectures is good. In contrast, the post-test performance after the utilization of the video lectures is excellent.

Moreover, this study revealed that there is a significant difference in the pre-test and post-test performance of the Grade II pupils before and after the utilization of video lectures. Thus, video lectures are effective learning materials to improve the performance of Grade II pupils in English. Therefore, it is recommended to utilize the proposed improvement plan.

Keywords — *Effectiveness, Video Lectures, Performance, Grade II pupils, English*

I. Introduction

Learning is the acquisition of knowledge and skills possible through systematic interaction between teachers and learners. It happens every day and involves teacher, learner, methodology and material interaction. Parts of these materials are known as instructional resources (Afolabi, et al., 2012). Technology nowadays is common among schools, offices, and to every individual, as this supports learning and helps in developing knowledge, wherein integration is the use of technology to enhance, reiterate, present, and assess how students understand the lessons (Edutopia, 2005) especially during this time of pandemic. Moreover, this supports both teaching and learning.

Technology plays a vital role in societies, and it can be used for many aspects of daily life (Almurashi, 2016). For instance, many people use technology to conduct activities and work, like

searching for jobs, completing business transactions, or gathering information. Technology can offer learners many online materials, such as websites for learning, and provide them an incredible source of information. Nowadays, technology is important, especially in teaching. It is with the utilization of technology where learning can be achieved. For example, creating a video lecture uses technology. Teachers had to access different apps and materials using the technology.

With the increasing number of positive cases for COVID-19, face-to-face interaction with pupils is impossible. With this, teachers make innovative ways to deliver the lessons effectively to the homes of the learners. And one innovation that the researcher has conducted is the utilization of video lectures in teaching English lessons to the respective homes of the learners.

Moreover, the above premise is inline with the Department of Education (DepEd) goals and is committed to ensure unhampered delivery of basic education services to its learners and the community, in line with the constitutional mandate of the State “to establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country and society-at-large,” pursuant to Section 2 (1), Article XIV of the 1987 Constitution, as reiterated in Republic Act (RA) No. 10533, or the *Enhanced Basic Education Act of 2013* (DO No. 032, s. 2020).

In accordance with DepEd Order (DO) No. 012, s. 2020, "Adoption of the Basic Education-Learning Continuity Plan (BE-LCP) for School year 2020-2021 in the light of COVID-19 Public Health Emergency," DepEd shall employ multiple learning delivery modalities (LDMs) to ensure the continued provision of learning opportunities to its learners, while protecting the health and safety of both its personnel and learner (DO No. 032, s. 2020). This can be done through blended learning, distance learning, and homeschooling.

Within the context of distance education, blended distance learning modality is commonly used by the school nowadays as it is observed that modules only cannot support the learning needed by the pupils at home. They need to see their teachers conducting lessons for better understanding of the topic. Since face-to-face interaction is still prohibited nowadays, video lectures have become the solutions so that pupils in the Key Stage 1 will be motivated to learn even at home.

Video lectures make a course and its content more accessible to students with English as a second language. Whether offered in a traditional face-to-face class or in an online section, the availability of video lectures better enable students for whom English is not a first language to overcome their individual challenges ([Scutter et al. 2010](#)). Additionally, video lectures reduce requests to instructors for content clarification. Traditional classroom students can access lectures outside of class and revisit a topic they are struggling to comprehend. This ‘second look’ at the concept may generate a better understanding and thus negate the need to contact the instructor via phone or email ([Rogers and Cordell 2011](#); [Vajoczki et al. 2011](#)).

With the present learning delivery modality of the school where the researcher is teaching, video lecture is an important tool to make learning happen even at home. One of the most difficult subjects for the grade in the implementation of modular distance learning modality is English,

especially that English subject in Grade I is only taught in the 3rd and 4th quarter and its focus is on oral fluency. This means that pupils lack knowledge on the lesson being presented. This is the reason why most of the pupils have low performance in English for the past grading period. Aside from this, some of them have difficulty in understanding the language. Thus, this study is formulated to evaluate the effectiveness of video lecture in improving the performance of the Grade II pupils in English. A proposed improvement plan will be formulated based on the findings of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program.

This study evaluates the effectiveness of video lectures on Grade II pupils' performance in English in Tugbong Central School, Kananga II District, Leyte Division. A proposed improvement plan was formulated based on the findings of the study.

Specifically, this study sought to answer the following questions:

- What is the pre-test performance of the Grade II pupils in English before the showing of video lectures?
- What is the post-test performance of the Grade II pupils in English after showing the video lectures?
- Is there a significant difference in the performances of the Grade II pupils in English before and after showing of video lectures?
- What improvement plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the Quasi-Experimental research design employing the pre-test and post-test to evaluate the effectiveness of video lecture to the performance of Grade II pupils in English. Tugbong Central School, Kananga II District, Leyte Division is the main locale of the study. The 25 Grade II pupils enrolled in the said locale are the study's main respondents, and the pre-test and post-test assessment in the modules was used. Moreover, the researcher has crafted video lectures to supplement the modules given to the pupils. There are six videos given to the pupils. After the showing the video lectures, the pupils were given the post-test. This research is focused on evaluating the effectiveness of video lectures in improving the performance of the Grade II pupils in English through the pre-test and post-test performances and its difference. A Proposed Intervention Plan based on the findings of the study is the output.

Sampling. There are 25 Grade II pupils are involved in this study. The research instruments were distributed personally with consent from the Local IATF and strictly following the prescribed Health Protocol during the distribution and retrieval of the modules.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies were sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head and District Supervisor was sought. Orientation of the participants was done during the conduct of home visitation of the researcher through face-to-face. Permission from the Barangay and Local IATF was secured. Administering of the pre-test followed. After accomplishing the pre-test, intervention was given to all pupils within six weeks, then after the post-test was administered. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvement Plan followed.

Ethical Issues. The right to conduct the study strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District, and school principal. Orientation of the respondents was done using face-to-face modality. In the orientation, issues and concerns were addressed, and consent to be included in the study was signed.

Treatment of Data. The Simple Percentage and Weighted Mean were employed to determine the pre-test and post-test performances of the Grade II pupils in English before and after the intervention. T-test of mean difference was used to determine the significant difference of the pre-test and post-test performances.

III. Results and Discussion

Table 1
Pre-Test Performance of the Grade II Pupils (N=25)

Score Range	Description	PRE-TEST	
		Frequency	%
25-30	Excellent	1	4
19-24	Very Good	11	44
13-18	Good	9	36
7-12	Fair	3	12
1-6	Poor	1	4
Total		25	100
Weighted Mean		17.88	Good

Table 1 presents the pre-test performance of the Grade II pupils in English before the utilization of the video lectures. It was revealed on the table that among the 25 pupil-respondents, 1 or 4% got an excellent rating, 11 or 44% got a very good rating, while 9 or 36% got a good rating, 3 or 12% got a fair rating and 1 or 4% got a poor rating. This means that these pupils need an intervention to improve their performance in English. The pre-test mean performance of 17.88 shows a good rating. This implies that modules alone are not enough to learn English lessons, especially that this subject is new to them. They need a learning facilitator who can explain and guide them in accomplishing such.

Table 2
Post-Test Performance of the Grade II Pupils (N=25)

Score Range	Description	POST-TEST	
		Frequency	%
25-30	Excellent	11	44
19-24	Very Good	12	48
13-18	Good	2	8
7-12	Fair	0	0
1-6	Poor	0	0
Total		25	100
Weighted Mean		24.52	Excellent

Table 2 presents the post-test performance of the Grade II pupils in English after the utilization of the video lectures. It was revealed on the table that among the 25 pupils given with video lectures, 11 or 44% got an excellent rating and 12 or 48% got a very good rating. This means that all pupils are able to understand the lessons in the video lecture presented to them. The weighted mean of 24.52 shows a good post-test performance. This implies that video lecture is effective in improving the performance of the Grade II pupils in English. Despite this pandemic, pupils can still view the lessons presented to them by their teacher through a video lecture.

Table 3
Test of Difference

Participants	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 2 Pupils	Pre	17.88	1.914	0.436	Reject H ₀	Significant
	Post	24.52				

Table 3 presents the test of difference between the pre-test and post-test performances of the Grade II pupils in English before and after the utilization of video lectures. It was revealed on the table that the computed t of 1.914 is greater than the critical value of t of 0.436 at .05 level of significance, so the null hypothesis is rejected. This means that there is a significant difference in the pre-test and post-test performances of the Grade II pupils in English before and after the utilization of video lectures. The pre-test performance of 17.88 has increased in the post-test of 24.52 which shows a significant difference. This implies that video lectures is an effective learning materials in improving the performance of the Grade II pupils in English.

IV. Conclusion

The data revealed that there is a significant difference in the pre-test and post-test performances of the Grade II pupils in English before and after the utilization of video lectures. Thus, video lectures are effective tools or materials in improving the performance of the Grade II pupils in English.

V. Recommendations

1. The Proposed Improvement Plan formulated should be utilized;
2. School Heads should support the teachers in crafting video lectures;
3. School Heads should allocate funds for the procurement of equipment to be used for the crafting of video lessons;
4. School Heads and teachers should encourage parents to implement this kind of instructional delivery to improve the performance of their children;
5. School Heads should encourage all teachers to make innovative materials for the pupils to make learning easier especially during this time of pandemic;
6. School Heads should equip the teachers with knowledge and skills in making video lessons;
7. School Heads and teachers should provide an avenue where they can discuss the performance of the pupils; and
8. Future researchers should replicate this study to include different locale and include different variables aside from the ones mentioned in this study.

ACKNOWLEDGMENT

This study is in partial fulfillment of the requirements for the Degree Master of Arts in Education major in School Administration and Supervision. Special thanks are extended: To Dr. Jasmine B. Misa, thesis adviser; Dr. Bryant C. Acar, Dr. Annabelle A. Wenceslao, Dr. Elvin H. Wenceslao, panel of examiners; Gemar S. Candido, husband; children; School Head and teachers of Tugbong Central School, pupils and parents; her parents, siblings, relatives, and friends, and To God, her deepest and sincerest gratitude.

References

1. Afolabi, A. F., & Akerele, J. A. (2012). Effect of Video on the Teaching of Library Studies among Undergraduates in Adeyemi College of Education, Ondo. *Library Philosophy and Practice*
2. Almurashi, W.A. (2016). The Effective Use of YouTube videos for teaching English Language in Classrooms as Supplementary Materials at Taibah University in Alula.
3. DepEd Order (DO) No. 012, s. 2020. Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in the light of the COVID-19 Public Health Emergency. *Official Gazette of the Philippine Republic*
4. DepEd Order No. 032, s. 2020. Guidelines on the Engagement of Services of Learning Support Aides to Reinforce the Implementation of the Basic Education Learning Continuity Plan in Time of COVID-19 Pandemic. *Official Gazette of the Philippine Republic*
5. Edutopia. (2005, November 5). Retrieved January 18, 2015, from <http://www.edutopia.org/technology-integration-guidedescription>
6. Republic Act (RA) No. 10533, series 2012. An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor and for Other Purposes. *Official Gazette of the Philippine Republic*
7. Rogers, R., and S. Cordell (2011), 'An examination of higher education students' opinions of the lecture capture system Tegrity', *Journal of Technology Integration in the Classroom*, 3, no. 1: 75–90
8. Vajoczki, S., S. Watt, N. Marquis, M. Vine and R. Liao (2011), 'Students approach to learning and their use of lecture capture', *Journal of Educational Multimedia and Hypermedia* 20, no. 2: 195–214

Author's Profile



MRS. ANA REA D. CANDIDO

The author was born on November 21, 1985 at Anibong, Tacloban City, Leyte. She is presently residing at Tugbong, Kananga Leyte. She completed her elementary education at Anibong Community School, Anibong Tacloban City, Leyte and secondary education at Kananga National High School, Kananga, Leyte. She finished her Bachelor of Elementary Education in one of the universities in Leyte at Leyte Normal University Tacloban City, Leyte. She is currently pursuing her Master's degree at Western Leyte College of Ormoc City.

She has been serving at the Department of Education for 3 years and 11 months now. She is currently a Teacher I in the Department of Education, presently assigned at Tugbong Central School, Kananga II District, Leyte Division Teaching Grade II class. Her previous work background was an elementary teacher at Ormoc Kinderland Inc. for 6 school year.