

Effectiveness of Home-Based Video Lessons to the Performance of Grade 6 Pupils in Araling Panlipunan

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Abstract —This study aimed to evaluate the effectiveness of home-based video lessons to the performance of grade 6 pupils in Araling Panlipunan in Tanauan II Central School, Tanauan II District, Leyte Division. A quasi-experimental research design employing pre-test and post-test researcher-made test in Araling Panlipunan for the 4th quarter Most Essential Learning Competencies (MELCs) was used. Lesson plans were crafted emphasizing the utilization of home-based video lessons in teaching Araling Panlipunan. Simple percentage and t-test of mean difference were the statistical tools used to interpret the result of the study. The study revealed a significant difference in the performances of Grade 6 pupils in Araling Panlipunan before and after the utilization of home-based video lessons. The content, design and effects of the home-based video lessons contributed to the improvement of the performance of the Grade 6 pupils making it an effective instructional material in teaching Araling Panlipunan. Further, engaging pupils in the teaching-learning process coupled with interactive home-based video lessons make the study successful and relevant to the pupils.

Keywords — *Effectiveness, Home-Based Video Lessons, Performance, Grade 6 Pupils, Araling Panlipunan*

I. Introduction

It is quite a sad reality that learners find Araling Panlipunan a boring subject. Primarily, it deals with history, economics, politics, constitution, and society. The contents are highly objective in nature, and it should be taught in an exact and comprehensive way. So, teachers struggle to motivate learners and must make information relevant to the experiences of the learners (Press Reader, 2017).

There are lots of problems encountered in teaching Araling Panlipunan such as lack of interest among the learners as revealed by the mastery level of the learning competencies.

Contextualized teaching and learning approach may be of great help for teachers to deliver quality education to the learners. The topic becomes relevant and meaningful to the learners because their experiences are integrated into the lesson using videos. The increase of mastery level is the primary goal of applying teaching approaches and strategies using the home-based video lessons.

The approval of the Republic Act (RA) 10533 which is the Enhanced Basic Education Act of 2013 that provides that education should adhere to the standards and principles in developing enhanced basic education curriculum by being contextualized and global as well as by being culture sensitive. The curriculum should also be flexible enough to enable and allow schools to contextualize and enhance the same based on the respective educational and social contexts in the flipped classroom environment. The production and development of locally produced teaching materials shall be encouraged.

Through that, the researcher responds to the law brought to deliver quality education. The context of preserving local culture and tradition of the community is the most accessible way to make teaching yields positive learning. The educative process becomes significant if the educational and social context should be put as a priority because it is familiar and connected to the learners. The production of contextualized materials was given emphasis by the law. Teaching and learning the concepts in Araling Panlipunan is taught using differentiated and interactive learning materials. There are teachers who utilized traditional classroom activities and others applied the new trends in education and learning using home-based video lessons.

The COVID-19 pandemic saw a massive shift in the education landscape, with several innovative teaching methods introduced to accommodate at-home learning — many of which stuck around as students returned to the physical classroom. The idea of the [home-based video lesson](#) was a trend with staying power because of the way in which it enhances students' learning experience. Student-led [active learning](#), peer-to-peer collaboration, and individualized guidance enable educators to adapt each lesson to the individual needs of their students while encouraging connection and critical thinking. Using home-based video lesson to explain core concepts and introduce complicated topics also frees up valuable in-person class time for more interactive discussion between teachers and students. The rise of audio-video lessons has been the learning resource where teachers can thoroughly explain the concepts conveyed in the lesson. Researchers found out the effectiveness of those learning resources.

Now that face-to-face classes are implemented in all schools in the country, teachers cannot deny that there are struggling learners in learning the concepts. With the implementation of home-based video lessons, it is expected that performance in Araling Panlipunan, where most of the learners are bored at in teaching the lesson will be improved. Thus, it is in this premise that this study is formulated to evaluate the effectiveness of home-based video lessons to the performance of the Grade 6 pupils in Araling Panlipunan. 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 a grade 6 teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit herself, the school she is currently teaching and that of her Graduate Program she is enrolled at.

This study evaluates the effectiveness of home-based video lessons to the performance of grade 6 pupils in Araling Panlipunan in Tanauan II Central School, Tanauan II District, Leyte Division for School Year 2022-2023. The findings of the study were the basis for the proposed improvement plan.

Specifically, this study sought to answer the following questions:

1. What is the performance of the Grade 6 pupils in Araling Panlipunan before the utilization of home-based video lessons?
2. What is the performance of the Grade 6 pupils in Araling Panlipunan after the utilization of home-based video lessons?
3. Is there a significant difference in the performances of Grade 6 pupils in Araling Panlipunan before and after the utilization of home-based video lessons?
4. What improvement plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the quasi-experimental research design utilizing the pre-test and post-test to evaluate the effectiveness of home-based video lessons to the performance of grade 6 pupils in Araling Panlipunan for School Year 2022-2023. Tanauan II Central School, Tanauan II District, Leyte Division is the main locale of the study. The 54 Grade 6 pupils enrolled in the said locale for School Year 2022-2023 are the main respondents of the study. A researcher-made quarter test question in Araling Panlipunan. The competencies covered for the 3rd quarter were basis in crafting test questions. This is a 40-item multiple choice question. Further, the researcher will prepare lesson plans using the home-based video lessons in teaching Araling Panlipunan. The pupils will be exposed to video lessons prepared by the researcher and technology-based activities where they are going to prepare answers to the activities provided in the video lessons. Home-based video lessons will be prepared by the researcher. The video lessons will have activities for pupils to work on. They will do the viewing and accomplish the activities at home and on the following day, they will discuss it in the classroom. They will be guided with the activities provided by the researcher. A matrix of activities was crafted to guide the teacher-researcher the flow of her study. This research focused on evaluating the effectiveness of home-based video lessons to the performance of grade 6 pupils in Araling Panlipunan through the pre-test and post-test and its significant difference. A Proposed Improvement Plan based on the findings of the study is the output.

Sampling. There are 54 Grade 6 pupils involved in this study. The research instruments were administered face-to-face with consent from the Local IATF and strictly following the prescribed Health Protocol during the face-to-face classes.

Research Procedure. The researcher prepared the research design and tools utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was 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. Orientation of the participants and administration of the pre-test was done face-to-face after the approval of the permit from the parents of the respondents. After accomplishing the pre-test, intervention was given within four weeks. The utilization of home-based video lessons in improving the performance of grade 6 pupils in Araling Panlipunan was emphasized in the study. After the four-week intervention, the post-test was administered. Results of the tests were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Improvement Plan followed.

Ethical Issues. The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

Treatment of Data. Simple Percentage was employed to evaluate the performances of the Grade 6 pupils before and after the utilization of home-based video lessons in Araling Panlipunan. **t-Test of Mean Difference** was used to determine the significant difference in the performances of the Grade 6 pupils before and after the utilization of home-based video lessons in Araling Panlipunan.

III. Results and Discussion

Table 1
Pre-Test Performance of the Grade 6 Pupils in Araling Panlipunan

Score Range	Description	PRETEST	
		Frequency	%
33-40	Excellent	0	0
25-32	Very Good	5	9
17-24	Good	23	43
9-16	Fair	26	48
1-8	Poor	0	0
Total		54	100
Weighted Mean		16.87	Good

Table 1 presents the pre-test performance of the Grade 6 pupils before the utilization of home-based video lessons in Araling Panlipunan. It was revealed on the table that among the 54 Grade 6 pupils, 5 or 9% got a score of 25-32 which is interpreted as very good while 23 or 43% got a score of 17-24 which is good and 26 or 48% got a score of 9-16 which is fair. The performance of the Grade 6 pupils in Araling Panlipunan before the utilization of home-based video lessons has a weighted mean of 16.87 which is interpreted as good. This means that before the utilization of the intervention in teaching Araling Panlipunan, the performance of the Grade 6 pupils is already good. This implies that there are already pupils who were able to master the skills but most of them need intervention to improve their performance. Knowing that the subject is a boring one, the researcher has formulated learning materials which will motivate the pupils to learn more and participate actively during the teaching-learning process in teaching the concepts. Teachers are being challenged during this 21st century because of being traditional which is teacher-centered or also known as spoon feeding to student-centered or the constructivism theory. As stated by Alber, (2019) new teachers often struggle to find ways to amplify their curriculum. Instructional video can be a great tool to determine students in gaining that deeper understanding of content. The use of instructional video in our class should not become only a routine in our class but a tool which can contribute greatly to their learning.

Table 2
Post-Test Performance of the Grade 6 Pupils in Araling Panlipunan

Score Range	Description	POST-TEST	
		Frequency	%
33-40	Excellent	14	26
25-32	Very Good	38	70
17-24	Good	2	4
9-16	Fair	0	0
1-8	Poor	0	0
Total		54	100
Weighted Mean		30.69	Very Good

Table 2 presents the post-test performance of the Grade 6 pupils after the utilization of home-based video lessons in Araling Panlipunan. It was revealed on the table that among the 54 Grade 6 pupils, 14 or 26% got a score of 33-40 which is excellent while 38 or 70% of them got a score of 25-32 which is very good and 2 or 4% got a score of 17-24 which is good. The performance of the Grade 6 pupils in Araling Panlipunan after the utilization of home-based video lessons has a weighted mean of 30.69 which is interpreted as very good. This means that after the utilization of home-based video lessons, the performance of the pupils increases. The home-based video lessons produced by the researcher and the learning materials used during the activities has contributed to the improved performance of the pupils. This implies that exposing the pupils to home-video lessons motivates them to listen to the lecture and do the activities as prescribed by the competency developed in the lesson. With the use of home-based video lessons in teaching Araling Panlipunan, pupils had the chance to review the videos for further understanding of the lesson. A study by Bradley (2014) video is being used in a variety of ways to support various pedagogical strategies successfully. By no means a comprehensive list, within just the context of problem-based learning, video clips can be used to present a problem to students to trigger problem-solving; Videos can include content that might be academic in nature or material that is supplementary to academic content, such as a news or film clips. They can be used in support of both practical and conceptual teaching (Kay, 2012) through formats which include the video lecture, video tutorial, short knowledge clips, and “how-to” example-based video-modelling. Cited by (Mendoza, et al., 2015) video-based materials boost student creativity and cooperation. Access to video can help motivate students and create a distinctive context for their learning experience.

Table 3
Test of Difference Between the Scores in the Pre-Test and Post-Test
of the Grade 6 Pupils in Araling Panlipunan

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
Grade 6 Pupils in Experimental	Pre	16.87	3.116	1.241	Reject H_0	Significant
	Post	30.69				

Table 3 presents the test of difference between in the performances of Grade 6 pupils in Araling Panlipunan before and after the utilization of home-based video lessons. It was revealed on the table that the test of difference between the performances of the Grade 6 pupils before and after the utilization of home-based video lessons with the level of significance of 0.05 or rejection level while the t- critical value of t of 1.241 in the t-distribution. Based on the data presented the computed value is 3.116 which means null hypothesis is being rejected. This means that there is a significant difference in the performances of Grade 6 pupils in Araling Panlipunan before and after the utilization of home-based video lessons. This implies that the home-based video lessons are effective instructional materials in improving the performance of the Grade 6 pupils in Araling Panlipunan. Instructional materials are determined as resources that sort and help instruction, such as books, activities, and supplementary resources (Remillard & Heck, 2014). They strengthen the teaching/learning process by presenting information needed to obtain knowledge and skills (Dumpang et al, 2021). Instructional materials are the tools used to educate learners and help the teaching-learning process be more effective and meaningful. According to Ogaga et.al, (2016) instructional materials and their usage have a profound influence on student academic performance and achievement. Moreover, the utilization of home-based video lessons has helped the Grade 6 pupils improve their performance in Araling Panlipunan as it is shown in the mean of the pre-test of 16.87 which increases to 30.69 in the post-test after giving the intervention. Krippel et al., (2015) conducted research on understanding multimedia learning, based from the findings, the fundamental principle behind multimedia learning, the people learn better from words and pictures than from words alone. Thus, the research suggests it was more focused on the visual and auditory skills of the students in enhancing their knowledge and skills.

IV. Conclusion

The study revealed a significant difference in the performances of Grade 6 pupils in Araling Panlipunan before and after the utilization of home-based video lessons. The content, design and effects of the home-based video lessons contributed to the improvement of the performance of the Grade 6 pupils making it an effective instructional material in teaching Araling Panlipunan. Further, engaging pupils in the teaching-learning process coupled with interactive home-based video lessons make the study successful and relevant to the pupils.

V. Recommendations

1. The proposed improvement plan formulated should be utilized.
2. Teachers should implement home-based video lessons in teaching Araling Panlipunan because it has proven to be effective.
3. Teachers should learn to craft home-based video lessons and activities to be utilized by the pupils during the teaching-learning process.
4. Teachers should provide home-based video lessons to the pupils in teaching Araling Panlipunan concepts to motivate them to listen and do the activities provided to improve their performance in the subject.
5. Teachers must attend training or LAC sessions on the production of home-based video lessons in teaching Araling Panlipunan concepts.
6. Teachers must attend training on the production of home-based video lessons in teaching Araling Panlipunan.
7. School Heads should allocate the budget for the procurement of IT equipment for the teachers.
8. School Heads should spearhead in the crafting of training design and LAC plan for trainings and LAC sessions for the improvement of teaching-learning process of teachers most especially in the improvement of learning resource materials.
9. School Heads should identify possible resource people who can share their expertise in the production of home-based video lessons in teaching Araling Panlipunan.
10. School Heads should provide technical assistance to teachers in terms of teaching Araling Panlipunan.
11. School Heads should regularly monitor the teaching-learning process of teachers.
12. School Heads should maximize the time in providing appropriate technical assistance based on the needs of the teachers in teaching Araling PANlipunan.
13. School Heads should submit the crafted home-based video lessons and other computer-based activities for quality assurance.
14. School Heads should encourage and provide technical assistance for the crafting of innovations and research based on the intervention provided to improve the performance of the pupils; and

15. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

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