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Use of Audio-Visual Presentations in Araling Panlipunan: Effects to the Academic Performance of Grade Five of Manongol Central Elementary School

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ABSTRACT

This study was conducted to determine the effects of audio-visual presentations in Araling Panlipunan to the performance of Grade Five learners at Manongol Central Elementary School. The researcher used the quasi-experimental method of research. It employed the two group's pre-test/post-test design in which the experimental group was exposed to the audio-visual presentation while the control group was exposed to the traditional instruction. Comparisons were made before and after the intervention. The participants of this study were the Grade 5 learners of Manongol Central Elementary School wherein two sections were used in the study. The Grade 5- Mahogany, composed of 47 learners and who got the head during toss-coin, was assigned as experimental group exposed to audio-visual presentation and the Grade 5- Narra, which is also composed of 47 learners and who got the tail, was assigned as control group exposed to traditional instruction. Results of the study revealed that there is a significant difference in the performance of each of the two groups as revealed in the pre-test and post-test scores. However, the experimental group demonstrated a higher increase on their scores than those who did not use audio-visual presentations. This only means that the use of audio-visual presentations in teaching Araling Panlipunan contributed a lot on the performance of the respondents under the experimental group.

INTRODUCTION

Teachers in all subject areas, especially in Araling Panlipunan, are concerned with effective learning. To provide high-quality education, a variety of teaching methods and strategies have been utilized or integrated with teaching. Another reason why prioritizing excellent lesson delivery is important is that it will help learners master the learning competencies based on the K to 12 Curriculum.

While interaction between the teacher and learners is essential to the success of learning alongside learners' motivation, the position of the teacher in the classroom is evolving over time from one of being the supplier of knowledge to that of a facilitator of communications between and among the learners. And since the use of technology in education is growing, it is necessary to determine how to make the best use of the tools that are becoming available to enhance learning.

According to former Education Secretary Br. Armin B. Luistro, the new curriculum is focused more on the learners and not on the teacher. Luistro said, "It is not enough that we merely continue building classroom and toilets. The real revolution in education which has long term effects can only be done through information technology". The development of technology gives impact to the learning environment. A variety of modern learning tools and education facilities contribute to the optimization of the learning process, both at school and daily life and, offers many ranges of facility in learning (Flores, 2018).

The potential of the teacher to use technology enhances the teacher and students' thinking and develop the

latter's eagerness to learn more about the subject. The audio-visual presentation can be used fruitfully especially nowadays that K to 12 is in its full swing (Posadas, 2016). Indeed, technology equips teachers to teach with high quality content giving them enough time to explain difficult lessons. It is with this concept that the teacher-researcher believes that the use of audio-visual presentation nurtures the students in learning more about the different lessons in Araling Panlipunan subject.

LITERATURE REVIEW

Technology has the potential to revolutionize the teaching and learning process. It connects teachers and learners to relevant and innovative approaches in education. It also creates opportunities to improve instruction and personalize learning.

Van Lieshout (2018) highlighted that technology can be used to improve teaching and learning and help students to be successful. Technology can increase the teacher's effectiveness. Students can access websites, online tutorials, and other sources to help them instead of relying solely on the teacher for learning in the classroom. As part of a school-wide culture, teachers are encouraged to create videos to enhance their knowledge of digital media material and promote teaching and learning to a wider audience. Woodard & Machado (2017) emphasized that video can be used as a tool in professional development to develop pedagogical knowledge to support reflective practice.

Borko (2016) stated the important progress of the development and validation of video-based instruments that enabled the systematic assessment of teaching

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competence with large samples of teachers, across multiple settings and populations. The methodological contributions of video-based instruments highlighted the ways in which the endeavor moved the field forward, providing the community of educational scholars and practitioners with a more nuanced look at the complex constructs of competence and performance using technology.

Moreover, teachers who previously taught in traditional classroom settings found videos to be helpful. Digital videos facilitated remote learning opportunities where teachers could reach students from all over the world. Robin (2016) claimed that videos increased student engagement, which in turn helps boost achievement.

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

In the light of the literature listed above, it could be glimpsed that technology-integrated instructional materials such as video presentation exemplify knowledge and skill acquisition of the learners. It enables the teachers to use different strategies to provide knowledge in their preferred way. It takes advantage of the learners' capacity to make connections between the content and visual representations leading to a deeper understanding and higher performance.

MATERIALS AND METHODS

The researcher used the quasi-experimental method of research. It employed the two group's pre-test/post-test design in which the experimental group was exposed to the audio-visual presentation while the control group was exposed to the traditional instruction. Comparisons were made before and after the intervention. The lessons using audio-visual presentation were conducted during the First Quarter.

The participants of this study were the Grade 5 learners of Manongol Central Elementary School wherein two sections were used in the study. The Grade 5- Mahogany,

composed of 47 learners and who got the head during toss-coin, was assigned as experimental group exposed to audio-visual presentation and the Grade 5- Narra, which is also composed of 47 learners and who got the tail, was assigned as control group exposed to traditional instruction.

To attain valid and reliable results from the data that were gathered, appropriate statistical tools were used. To answer sub-problem number 1 focusing on the question "What is the level of performance in Araling Panlipunan of the two groups of Grade 5 learners based on the pre-test?" and for sub-problem number 3 focusing on the question "What is the level of performance of the learners exposed to traditional instruction and those exposed to audio-visual presentation as revealed by the post-test?" the Mean and Mean Percentage Scores were used. To answer sub-problem number 2 focusing on the question "Is there a significant difference in the level of performance of the two groups in the pretest?" and for sub-problem 4 focusing on the question "Is there a significant difference in the level of performance of the two groups in the post-test?" t-test for independent groups or uncorrelated means was used. To answer sub-problem number 5, t-test for correlated means or dependent groups was used in determining the significant difference in the pretest and post-test within each of the two groups namely, control group and experimental group.

RESULTS AND DISCUSSION

Learners' Mastery Level in Araling Panlipunan 5 Based on the Pre-Test

Table 1 shows that the learners in experimental group obtained a mean score of 11.74 and mean percentage score of 29.36 in the pre-test in Araling Panlipunan 5. On the other hand, the learners in the control group have a mean of 12.19 and the computed mean percentage score is 30.48. As such, one may infer that the two groups have more or less the same initial performance in terms of their mean scores and Mean Percentage Scores. Both of their scores, in fact, indicates low mastery of the subject. In addition, the impression of the insignificant mean difference is tested using the t-test for independent samples.

Table 1: Pre-test Result of the Control and Experimental Group

Group	Mean	Mean Percentage Score	Standard Deviation
Control Group	12.19	30.48	4.27
Experimental Group	11.74	29.36	4.37

Table 2 reveals the mean difference of 0.45 of the pre-test results between the learners belonging to the control and experimental group. The computed t-value of 0.4957 is less than the critical t-value of 1.986 at 0.05 level of significance with 92 degrees of freedom. It can

be deduced that the initial performance of the learners is the same with respect to their mean scores. Thus, the null hypothesis which states that there is no significant difference between the performances of the learners is hereby accepted.

Table 2: Test of Significant Difference in the Performance of the Control and Experimental Group in the Pre-test

Group	Mean	Mean Difference	Computed t-value	Critical t-value	Significance	Decision
Control Group	12.19	0.45	0.4957	1.986	Not Significant	Ho is Accepted
Experimental Group	11.74					

Learners Mastery Level in Araling Panlipunan 5 Based on the Post-Test

Table 3 shows that the learners in the control group obtained a mean score of 22.26 and mean percentage score of 55.64 in the post- test in Araling Panlipunan 5. The learners in the experimental group obtained a mean score of 26.79 in the post- test in Araling Panlipunan 5 and the computed Mean Percentage Score of this group exposed to audio-visual presentation is 66.97.

Comparing these values from the entries in Table 2, it can be observed that both groups demonstrated a marked increase in their performance in the post-test with the control group having a mean gain of 10.07 while the experimental group obtained a greater mean gain of 15.05. It can also be observed that the difference in their post- test mean scores has increased. Whether these increases are significant or not, is revealed in the succeeding sections.

Table 3: Post-test Performance Result of the Control and Experimental Group

Group	Mean	Mean Percentage Score	Standard Deviation
Control Group	22.26	55.64	4.20
Experimental Group	26.79	66.97	5.71

Difference in the Performance of the Control and Experimental Group in the Post-test

Table 4 reveals the mean difference of 4.53 in the post- test results between the learners belonging to the control and experimental group. The computed t-value of 4.34 is greater than the critical value of 1.986 at 0.05 level of significance with 92 degrees of freedom.

Since the computed t-value is greater than the critical t-value, it means that there is a significant difference between the performances of the experimental group of Grade 5 learners after using audio-visual presentation in the teaching of Araling Panlipunan. Both groups actually improved after teaching but the improvement is significantly greater in the experimental group.

Table 4: Test of Significant Difference in the Performance of the Control and Experimental Group in the Pre-test

Group	Mean	Mean Difference	Computed t-value	Critical t-value	Significance	Decision
Control Group	22.26	4.53	4.34	1.986	* Significant	Ho is Rejected
Experimental Group	26.79					

Difference in the Performance of the Control Group in the Pre-test and Post-test

Table 5 shows that the computed t-value on the performance of the control group in Araling Panlipunan before and after using traditional instruction is 20.27 which is greater than the tabular value of 2.014 at 0.05 level of significance with 45 degrees of freedom. Based from the data presented above, there is a sufficient evidence

to reject the null hypothesis. It can be safely concluded then that there is a significant difference between the performances of the Control Group using traditional instruction in the teaching of Araling Panlipunan as revealed in the pre-test and post-test results. This further means that the control group significantly improved in their performance in the post-test as compared with their pre-test performance.

Table 5: Test of Significant Difference in the Performance of the Control and Experimental Group in the Pre-test

Group	Mean	Mean Difference	Computed t-value	Critical t-value	Significance	Decision
Control Group	12.24	10.15	20.27	2.014	* Significant	Ho is Rejected
Experimental Group	22.39					

Difference in the Performance of Experimental Group in the Pre-test and Post-test

Table 6 reveals that the computed t-value on the performance of the learners in Araling Panlipunan before and after using audio-visual presentations in teaching was 30.81. This value is much greater than the tabular value of 2.014 at 0.05 level of significance with 45 degrees of freedom. Therefore, there is a sufficient evidence to reject the null hypothesis and accept the research hypothesis. It can be safely concluded then that there is

a significant difference between the performances of the experimental group using audio-visual presentations in teaching Araling Panlipunan as revealed in the pre-test and post-test results, with their post-test performance significantly higher than their pre-test performance. It should be recalled at this point that although both groups had significantly improved in their performance, the experimental group had a higher mean increase after exposure to audio-visual presentations.

Table 6: Test of Significance of the Difference in the Performance of the Experimental Group in the Pre-test and Post-test

Group	Mean	Mean Difference	Computed t-value	Critical t-value	Significance	Decision
Control Group	11.78	15.13	30.81	2.014	* Significant	Ho is Rejected
Experimental Group	26.91					

CONCLUSION

Prior to the conduct of the experiment, the control group had a higher mean score the pre-test compared with the experimental group, however, the difference is negligible. There is no significant difference in the level of performance of the two groups in the pre-test. However, there is significant difference in the level of performance of the two groups in the post-test. Both groups had improved their scores, however, there was a higher improvement among the scores of those in the experimental group compared to those of the control group. This only means that the use of audio-visual presentations in teaching Araling Panlipunan contributed a lot on the performance of the respondents under the experimental group. There is also significant difference in the performance of each of the two groups as revealed in the pre-test and post-test results. With the data gathered, the use of audio-visual presentations is considered more effective with the experimental group demonstrating a higher increase on their scores than those who did not use audio-visual presentations.

Therefore, computer-aided materials such as the use of audio-visual presentations should be employed as a teaching approach in teaching Araling Panlipunan Grade 5 learners. Teachers in other learning areas may also try to dwell on using audio-visual presentations in their

respective learning areas. School Administrators should design training programs for teachers focused on the use of audio-visual presentations as a teaching approach.

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