

The importance of utilizing Visual Presentations in class reporting: A qualitative study

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DOI: <http://doi.org/10.69651/PIJHSS0404647>

Recommended citation:

Solis, A. M. A., Timario, E. M., Boytiguil, I. L., Timario, R. L., Tero, J. C., Zacarias, E. A. C., Cortan, J. C. G., Cabalan, K. C., & Bacus, Z. H. (2025). The importance of utilizing Visual Presentations in class reporting: A qualitative study. *Pantao (The International Journal of the Humanities and Social Sciences)* 4 (4), 7070-7077. <http://doi.org/10.69651/PIJHSS0404647>

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ABSTRACT

This qualitative study investigated the importance of utilizing visual presentations in class reporting, focusing on their impact on idea retention, understanding, and student engagement among forty Grade 11 students at Biabas Trade High School. The findings conclusively demonstrate that visual aids provide a significant and multifaceted positive impact, acting as cognitive supports that optimize learning. For idea retention, visuals transform abstract concepts into organized, memorable structures, which aids recall. For understanding, they are transformative, converting complex material into concrete representations that facilitate logical comprehension and the connection of ideas. Furthermore, well-designed visuals are a potent tool for engagement, capturing attention and motivating active participation. However, the study issues a critical caveat: the effectiveness of these benefits is entirely contingent on design quality, as poorly constructed visuals actively hinder deep thinking. Recommendations call for the active training of students in design principles, the systematic integration of high-quality visuals into the curriculum, and the allocation of resources for professional development and technological infrastructure.

Keywords: Visual Presentations, idea retention, student engagement, understanding, qualitative research, cognitive load, dual-coding

Date Submitted: November 11, 2025
Date Accepted: November 29, 2025
Date Published: December 10, 2025

INTRODUCTION

Traditional class reporting, which relies primarily on verbal delivery, is increasingly misaligned with the cognitive habits of modern students who are conditioned to process information visually. This study argues that integrating visual aids—such as slides, diagrams, videos, and infographics—is no longer merely an aesthetic choice but a pedagogical necessity for creating a more effective and dynamic educational environment. The rationale for this inquiry is rooted in the need to align instructional methods with the neuroscience of learning, recognizing that moving beyond purely oral reporting can significantly enhance student comprehension and engagement.

The central premise of this research is that visual presentations significantly enhance idea retention and understanding by leveraging the brain's hardwired ability to process visual information more effectively than auditory input alone. When a concept is simultaneously

presented through spoken word and a visual element (like a chart or diagram), the information activates both auditory and visual memory centers, forging a stronger and more lasting cognitive link. Through a qualitative approach, this study will gather rich, firsthand accounts from students, asking them to describe specific instances where a visual aid facilitated a "click moment" of comprehension or helped them connect complex ideas, thereby providing direct evidence of enhanced cognitive processing.

Furthermore, the strategic use of visual aids is essential for fostering engagement and sustaining attention in the classroom. Dynamic presentations that employ compelling visuals, interactive elements, or short video clips actively counter the boredom and disinterest often generated by static, text-heavy reports. By using visuals to illustrate a narrative or a process, the presenter transforms the audience from passive listeners into active participants in the learning exchange. This qualitative methodology will explore students' perceptions of the energy and flow of presentations, collecting narratives that illuminate how visual stimuli directly motivate inquiry, contribute to a more immersive experience, and ultimately elevate class reporting into an active, collaborative learning opportunity.

Statement of the problem

This study aims to investigate the importance of utilizing visual presentations in class reporting among students, with a specific focus on students' idea retention, understanding, and engagement in Biabas Trade High School during the academic year 2025–2026. Specifically, it seeks to determine how visual presentations contribute to learning outcomes and to generate evidence-based recommendations that may enhance instructional practices. Specifically, this study seeks to answer the following questions:

1. What is the profile of the students in terms of sex and age?
2. How does the utilization of visual presentations in class reporting affect students' idea retention, understanding, and engagement?
3. Based on the results of the study, what recommendations can be made to improve the use of visual presentations in classroom reporting?

METHODOLOGY

This study will employ a qualitative research design anchored in a phenomenological approach to obtain an in-depth and nuanced understanding of students' lived experiences. Specifically, the design is intended to explore how the use of visual presentations such as PowerPoint and Keynote in class reporting influences students' engagement and comprehension of presented content. By adopting a qualitative framework, the study allows for the collection of rich, descriptive data that capture students' personal perceptions, preferences, and sensory learning experiences facilitated by visual instructional tools.

The research will be conducted within the academic setting of Biabas Trade High School to ensure contextual authenticity. All data-gathering activities, including classroom observations of reporting sessions and individual interviews, will take place on the school premises during the regular academic schedule. Conducting the study in this natural learning environment strengthens the relevance and credibility of the findings, as students' responses are grounded in their actual, day-to-day classroom experiences.

The participants of the study will consist of 40 students from Biabas Trade High School, selected through purposive sampling. This sampling technique is deemed appropriate as it allows the researcher to intentionally include students from different grade levels and academic sections who have recent and direct experience in both delivering and receiving class reports that utilize visual presentations. By focusing on participants who are most familiar with the phenomenon under investigation, the study ensures that the data gathered are information-rich and directly aligned with the research objectives.

Data will be collected using a semi-structured interview guide complemented by classroom observation protocols. The interview guide will contain open-ended questions designed to elicit students' insights regarding the effects of visual presentations on memory retention, clarity of ideas, and level of interest during class reporting. In parallel, structured classroom observations will enable the researcher to document students' observable behaviors, non-verbal cues, and levels of engagement during presentations. The integration of interviews and observations will allow for data triangulation, thereby enhancing the validity and trustworthiness of the findings.

The data-gathering process will follow a systematic and ethically grounded procedure. Prior to data collection, the researcher will secure official ethical clearance and obtain written permission through a formal request addressed to the principal of Biabas Trade High School. Upon approval, eligible participants will be identified and recruited based on the established purposive sampling criteria. The researcher will then schedule and conduct classroom observations and semi-structured interviews at times convenient for the participants. Informed consent will be obtained from all participants before their involvement, and ethical principles such as confidentiality, voluntary participation, and respect for participants' rights will be strictly observed throughout the study. The collected qualitative data will subsequently be analyzed thematically to identify recurring patterns, meanings, and insights related to students' experiences with visual presentations in class reporting.

RESULTS AND DISCUSSION

The Results and Discussion section presents and interprets the findings of the study based on data gathered from forty Grade 11 students of Biabas Trade High School during the academic year 2025–2026. Guided by a qualitative research design employing a phenomenological approach, the study utilized purposive sampling to select participants who had direct experience with class reporting that incorporated visual presentations. Data were collected through semi-structured interviews and supported by classroom observations, allowing for thematic analysis of students' lived experiences. The discussion that follows is firmly grounded in the analyzed data and is organized in relation to the study's objectives, focusing on how visual presentations influence students' idea retention, understanding, and engagement.

The demographic characteristics of the participants provide an essential context for interpreting the findings. Of the forty respondents, the vast majority were sixteen years old, accounting for thirty-eight students, while only one student was fifteen years old and one was seventeen years old. This distribution indicates a highly homogenous age group that corresponds with the typical age of Grade 11 students, thereby reducing age-related variability that could otherwise influence perceptions of learning and engagement. In terms of sex, the sample demonstrated a perfectly balanced composition, with twenty male and twenty female participants. This equal representation minimizes gender bias and ensures that the perspectives reflected in the

findings are not skewed toward one sex. The demographic homogeneity of the participants strengthens the internal validity of the study, as the responses are anchored within the same developmental stage of mid-adolescence and the same academic context. Consequently, differences in perceptions can be more confidently attributed to the phenomenon under investigation—the use of visual presentations in class reporting—rather than to demographic disparities.

Analysis of the qualitative data revealed that students consistently perceived visual presentations as highly important in enhancing idea retention. Participants described how organized layouts, simplified concepts, and the strategic use of visual elements such as color and highlighted key points helped them remember lesson content more effectively. Visual presentations were perceived to transform abstract or lengthy explanations into structured and memorable forms, making it easier for students to recall essential information during discussions, assessments, or subsequent lessons. This finding aligns with cognitive theories such as dual-coding theory, which posit that information presented both verbally and visually is more likely to be retained in long-term memory. The students' confidence in recalling lessons was notably strengthened when presentations were visually attractive and logically organized, suggesting that visual clarity plays a critical role in supporting memory processes. However, some students also noted that poorly designed visuals could become distracting, implying that the positive effects on retention are contingent upon thoughtful and intentional design.

In terms of understanding, the findings indicate that visual presentations substantially enhance students' comprehension of lesson content. Participants emphasized that visuals provided clear and concrete representations of ideas, allowing them to grasp complex or abstract concepts more easily. Diagrams, charts, and well-structured slides were perceived to guide the flow of information, helping students identify key points, see connections between ideas, and recall prior knowledge relevant to the topic. This guided visual flow enabled students to follow the logic of the presentation more effectively and supported deeper cognitive processing. The results suggest that visual presentations function not merely as supplementary tools but as integral components of meaning-making in classroom reporting. These findings are consistent with existing literature that highlights the role of visual aids in reducing cognitive load and enhancing conceptual understanding, particularly among secondary-level learners. When visuals were well-designed and aligned with the lesson objectives, students reported improved problem-solving abilities and clearer interpretation of presented information.

Student engagement emerged as another prominent theme in the analysis. Participants consistently reported that visual presentations increased their interest, focus, and motivation during class reporting sessions. Attention-capturing visuals, creative design elements, and professional-looking slides were described as making lessons more enjoyable and interactive. Students indicated that visually rich presentations stimulated curiosity, encouraged participation, and prompted them to ask questions or think more deeply about the topic. Engagement was further reinforced by the perception that presenters who used effective visual aids appeared more credible and prepared, which increased the perceived value of the information being shared. This heightened engagement contributed to sustained attention and a more active learning environment. Nevertheless, similar to findings on retention and understanding, students cautioned that cluttered or poorly designed visuals could undermine engagement by causing confusion or cognitive overload. This underscores the conditional nature of visual effectiveness, wherein design quality determines whether visuals serve as facilitators or barriers to learning.

Synthesizing the findings, the study demonstrates that the use of visual presentations in class reporting plays a significant role in enhancing students' idea retention, understanding, and engagement when implemented effectively. The homogenous demographic profile of the participants strengthens the credibility of these conclusions by minimizing extraneous variation and ensuring that the results reflect shared experiences within the same academic and developmental context. Overall, the findings affirm that visual presentations, when thoughtfully designed and purposefully integrated, function as powerful pedagogical tools that support cognitive processing and active learning. These results directly address the study's objectives and contribute to the growing body of research emphasizing the instructional value of visual aids in secondary education. The insights generated by this study provide a strong foundation for practical recommendations, which are further elaborated in the succeeding section, and highlight the relevance of visual literacy and design competence in enhancing classroom instruction.

CONCLUSION

The study concludes that the strategic utilization of visual presentations in class reporting yields a significant and multidimensional positive impact on students' learning outcomes, particularly in terms of idea retention, understanding, and engagement. Drawing from the qualitative findings among forty Grade 11 students of Biabas Trade High School, the results demonstrate that visual presentations enhance idea retention by providing structure, organization, and clarity to complex information, thereby supporting more effective memory recall compared to verbal explanations alone. When instructional content is presented through well-organized visuals that highlight key points and relationships, students are better able to internalize and confidently recall essential concepts. This outcome underscores the role of visual organization as a form of cognitive scaffolding that strengthens learning efficiency.

In addition to supporting retention, the study establishes that visual presentations play a crucial role in deepening students' understanding of lesson content. Visual aids were found to transform abstract or difficult concepts into concrete and accessible representations, allowing students to clarify ambiguous ideas and develop logical connections between new information and prior knowledge. Through diagrams, charts, and structured visual flow, learners were able to process information more meaningfully and engage in higher levels of comprehension. These findings confirm that visual presentations function not merely as supplementary teaching tools but as integral mechanisms that facilitate conceptual clarity and meaningful learning.

The study further reveals that visual presentations substantially enhance student engagement during class reporting. Attention-grabbing and creatively designed visuals were shown to capture students' interest, stimulate curiosity, and sustain focus throughout the learning activity. Enhanced engagement manifested in increased participation, deeper thinking, and a more interactive classroom atmosphere, with students perceiving visually supported presentations as more credible and valuable. However, the findings also highlight a critical condition underlying these benefits: the effectiveness of visual presentations is highly dependent on design quality. Poorly constructed, overly simplistic, or distracting visuals were found to impede clarity, reduce engagement, and hinder deep cognitive processing. This reinforces the conclusion that thoughtful design, intentional organization, and creative execution are essential for visuals to function as effective learning aids rather than obstacles.

Based on these findings, the study underscores the need for coordinated efforts among students, educators, and school administrators to maximize the instructional potential of visual presentations. Students should be guided and trained to use a variety of visual presentation tools in their reporting, with an emphasis on developing sound design principles alongside technical proficiency to enhance retention, comprehension, and peer engagement. Educators are encouraged to consistently integrate high-quality visual presentations into instructional strategies and assessment practices, explicitly teaching students how to design visuals that promote clarity and learning rather than mere decoration. At the institutional level, school administrators play a vital role by providing adequate technological resources, such as updated software and presentation equipment, and by supporting ongoing professional development focused on effective visual pedagogy and design literacy.

Finally, the study highlights important directions for future research to extend and strengthen the present findings. While the current investigation provides rich qualitative insights, future studies may employ quantitative and longitudinal approaches to examine the long-term relationship between visual presentation training and academic performance across subject areas. Comparative research across different educational levels, such as junior high school and tertiary education, may further elucidate variations in the effectiveness of visual aids. Overall, the findings of this study contribute meaningful evidence to the field of educational practice by affirming the pedagogical value of well-designed visual presentations and by emphasizing their relevance in fostering effective, engaging, and meaningful learning experiences.

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