

**Educational videos and the academic achievement of Grade 2 learners
in Araling Panlipunan**

Twinkle Arellano Anggot*

Teacher II/Nala Elementary School, San Fernando I, Division of Bukidnon, San Fernando,
Bukidnon, Philippines

ABSTRACT

The use of educational videos in Araling Panlipunan has the potential positively impact the academic achievement of learners positively. This study aimed to investigate the impact educational videos on the academic achievement in Araling Panlipunan classes. The study was conducted using an experimental approach pre-test and post-test assessments. The participants of the study were the Grade 2 learners in Araling Panlipunan in Nala Elementary School, San Fernando 1 District, Division of Bukidnon for School Year 2022-2023. The study explored the effectiveness of different types of educational videos, such as animated videos, live-action videos, and interactive videos provided by DepEd. The study also analyzed the relationship between the use of educational videos to the academic achievement of learners in Grade 2. The results of the study showed that the academic achievement of learners using educational videos is higher than those in the controlled group. A significant relationship was also manifested to exist between the 2nd quarter and third quarter results in the two groups under study. The researcher concludes that the use of educational videos in Araling Panlipunan has the potential to impact the academic achievement of learners positively. The use of educational videos can also enhance engagement, provide personalized learning experiences, improve retention, and improve academic achievement. The research recommends that future studies conduct further research using additional control groups and consider other factors that could have influenced the results.

Keywords: Academic, achievement, Araling Panlipunan, educational videos, post- test.

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INTRODUCTION

In the 21st-century educational landscape, educational videos have become valuable tools in enhancing teaching and learning processes. Teachers utilize these videos to present lessons that are otherwise difficult to explain using traditional methods, particularly in subjects like Araling Panlipunan where concepts in Geography and History require visualization and

*Corresponding author/ Email: twinkle.anggot001@deped.gov.ph
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contextual understanding. For learners, educational videos increase engagement, sustain attention, and improve comprehension, which contribute to better academic achievement.

According to Bariham et al. (2021), educational videos help learners understand relevant topics, increase motivation, and promote deeper learning. These materials allow flexibility, enabling students to pause, rewind, and review lessons, which strengthens retention. Escobar (2019) emphasized that videos bring real-life experiences into the classroom by exposing students to cultures, places, and ideas that cannot be easily accessed through textbooks alone. Furthermore, Marcus et al. (2018) explained that videos stimulate higher-order thinking skills such as reasoning, problem-solving, and decision-making. Estrella (2020) also noted that increased engagement through videos significantly improves learners' academic performance.

Despite these benefits, there is limited research focusing on the effectiveness of educational videos in improving the academic achievement of Grade 2 learners in Araling Panlipunan, particularly in localized settings. This gap highlights the need for this study.

This study is anchored on the policies of the Department of Education, particularly DepEd Order No. 18, s. 2020, which supports the use of print and non-print instructional materials, including educational videos aligned with the Most Essential Learning Competencies (MELCs). Similarly, DepEd Order No. 31, s. 2012 encourages the integration of multimedia resources to enhance teaching and learning.

The study is also supported by the concept that educational videos promote engagement, motivation, and meaningful learning experiences (Berondo & Fuente, 2021). Videos provide both visual and auditory stimulation, making learning more interactive and effective. Estrella (2019) further emphasized that video-based instruction allows learners to study content beyond classroom time, thereby increasing opportunities for reinforcement and mastery.

In this study, educational videos serve as the independent variable, while academic achievement serves as the dependent variable. The framework assumes that the use of educational videos can significantly influence learners' academic performance in Araling Panlipunan.

Statement of the Problem

This study aimed to determine the impact of using instructional videos on the academic achievement of Grade 2 learners in Araling Panlipunan in Nala Elementary School, San Fernando 1 District, Division of Bukidnon for the School Year 2022–2023.

Specifically, it sought to answer the following questions:

1. What is the academic achievement of Grade 2 learners in Araling Panlipunan based on the test results of the control group and experimental group?
2. Is there a significant difference in the learners' academic achievement between the experimental and control group?
3. Is there a significant relationship between the second quarter (Pre-test) and third quarter (Post-test) achievements among learners exposed to video lessons?

METHODOLOGY

The study employed an experimental research design to determine the effect of instructional videos on the academic achievement of Grade 2 learners in Araling Panlipunan. Experimental research involves the manipulation of an independent variable to observe its effect on a dependent variable (Ledyard, 2020). In this investigation, the independent variable was the use of educational videos, while the dependent variable was the learners' academic

achievement. The respondents were divided into two groups, namely the experimental group, which was exposed to video-based instruction, and the control group, which received traditional teaching methods. This design enabled the researcher to systematically compare outcomes and determine whether the instructional intervention significantly influenced learners' performance.

The study was conducted at Nala Elementary School located in Halapitan, San Fernando 1 District, Division of Bukidnon. The district is composed of 20 schools and is predominantly agricultural, with farming serving as the primary source of livelihood among community members. Nala Elementary School is a sitio school situated approximately 3 kilometers from the town proper and occupies a land area of 4.3 hectares surrounded by farmland. The school has nine teachers and a total population of 182 learners from Kindergarten to Grade 6. The learning environment is conducive to instruction, characterized by open spaces, a playground, and a generally safe and nurturing atmosphere that supports the holistic development of learners.

The study utilized purposive sampling in selecting participants based on their direct relevance to the research objectives. Given that the investigation specifically targeted Grade 2 learners, all pupils within this level were included in the study. In conjunction with purposive sampling, the total enumeration method was applied, wherein all Grade 2 learners enrolled in the school participated. This approach ensured that the data gathered were comprehensive and representative of the entire target population, thereby strengthening the validity of the findings.

The respondents of the study were all Grade 2 learners enrolled at Nala Elementary School during the School Year 2022 to 2023. The participants were organized into two groups according to their respective class sections. The Grade 2 Atis section served as the experimental group and was exposed to educational videos, while the Grade 2 Citrus section functioned as the control group and received traditional teaching methods. Each group consisted of 16 learners with an equal distribution of male and female pupils, ensuring balance and comparability between the two groups.

The study employed a researcher made test composed of a pre-test and a post test, both of which were anchored on the Most Essential Learning Competencies in Araling Panlipunan, particularly the lessons from the second to third quarters. To facilitate better comprehension among the learners, all test items were translated into Cebuano. This linguistic adaptation enabled the respondents to clearly understand the questions and provide accurate responses, thereby minimizing test anxiety and enhancing the reliability of the data collected.

To establish the validity and reliability of the research instrument, a pilot test was conducted among 10 learners who were not included in the actual study. The internal consistency of the instrument was determined using Cronbach's Alpha. Furthermore, the instrument underwent expert validation by district supervisors and education program supervisors to ensure content accuracy and alignment with the Most Essential Learning Competencies, thereby affirming its appropriateness for measuring the intended constructs.

Prior to data collection, the researcher secured a letter of recommendation from the Dean of the Graduate School of Valencia Colleges in Bukidnon, which was subsequently endorsed to the Schools Division Superintendent for approval. Upon obtaining approval, a formal letter of permission was submitted to the school head of Nala Elementary School. After securing the necessary consent, the researcher administered the pre-test to both the experimental and control groups. The experimental group was then exposed to instructional videos, while the control group continued with traditional instructional methods. Following the intervention period, a post test was administered to both groups to measure changes in academic achievement attributable to the instructional approach.

The learners' performance was evaluated using a structured scoring procedure based on specific score ranges, descriptive equivalents, and corresponding interpretations. Scores ranging from 18 to 20 were described as Very Highly Effective and corresponded to 90% and above mastery. Scores from 15 to 17 were categorized as Highly Effective with 85% to 89% mastery. Scores between 12 and 14 were interpreted as Moderately Effective with 80% to 84% mastery. Scores ranging from 9 to 11 were described as Less Effective with 75% to 79% mastery, while scores from 0 to 8 were categorized as Not Effective, indicating below 75% mastery. These criteria provided a clear framework for interpreting the level of learners' academic achievement.

The data gathered were analyzed using appropriate statistical tools to ensure accurate interpretation of results. The weighted mean was utilized to determine the academic achievement of learners based on their test scores. The independent samples t test was employed to identify significant differences between the experimental and control groups, while the paired or correlated t test was used to determine significant differences between pre-test and post test scores within each group. In addition, a t test for correlation significance was applied to determine whether relationships between variables were statistically significant (Kim and Park, 2019). These statistical treatments ensured that the analysis was rigorous and aligned with the objectives of the study.

RESULTS AND DISCUSSION

The Results and Discussion section presents, analyzes, and interprets the data gathered from 32 Grade 2 learners in Araling Panlipunan at Nala Elementary School, San Fernando 1 District, Division of Bukidnon for the School Year 2022–2023, with 16 learners in the control group (Section Citrus) and 16 learners in the experimental group (Section Atis). The study employed an experimental research design using a pre-test and post-test approach, with data collected through researcher-administered assessments and analyzed using the weighted mean, t-test for independent and correlated samples, and Pearson r correlation. The discussion is grounded in the data obtained and interpreted in direct relation to the study's objectives, which focused on determining the level of academic achievement of learners, the difference between groups, and the relationship between pre-test and post-test results following exposure to educational videos.

The findings for the control group exposed to traditional teaching methods revealed that the mean pre-test score was 85.00 and slightly decreased to a mean post-test score of 84.69, indicating no improvement in academic performance. The minimal difference between the two mean scores demonstrates that most learners remained within the same performance levels, ranging from moderately effective to very highly effective, with negligible variation. This pattern suggests that traditional teacher-centered instruction, which often involves passive reception of information, may not sufficiently enhance learners' academic achievement in Araling Panlipunan. The absence of measurable improvement aligns with the assertion of Francisco and Celon (2020) that conventional instructional approaches may limit the development of higher-order thinking skills, including critical thinking and problem-solving, which are necessary for meaningful learning. The data therefore indicate that relying solely on traditional methods may not effectively address diverse learning needs or promote substantial academic gains.

In contrast, the experimental group exposed to educational videos demonstrated a clear improvement in academic performance, with the mean pre-test score of 86.56 increasing to a mean post-test score of 88.38. This increase reflects a positive shift in learners' achievement levels, with several learners advancing to the very highly effective category (90% and above) and others improving from moderate to high effectiveness. The observed improvement

indicates that educational videos facilitated better comprehension and retention of Araling Panlipunan concepts. The visual and auditory features inherent in video-based instruction likely contributed to simplifying complex ideas related to history, geography, culture, and society, making them more accessible to Grade 2 learners. These findings are consistent with Berondo (2020) and GANAR (2021), who reported that educational videos enhance learner engagement, increase motivation, and improve retention through interactive and multimodal presentation of content. The ability of learners to pause, rewind, and review instructional materials also supports self-paced learning, thereby reinforcing understanding and promoting mastery of concepts.

Despite the numerical improvement observed in the experimental group, the comparison between the control and experimental groups using the t-test for independent samples yielded a computed mean difference of -3.688, with $t = -1.996$ and $p = 0.055$. Since the p-value of 0.055 is slightly higher than the 0.05 level of significance, the null hypothesis was accepted, indicating that there is no statistically significant difference between the academic achievement of learners in the two groups. This result implies that although the experimental group achieved a higher mean score of 88.38 compared to the control group's mean of 84.69, the difference was not sufficient to establish statistical significance. The findings suggest that while educational videos contributed to improved performance, the magnitude of the effect within the context of this study was not strong enough to be considered statistically significant. This outcome highlights the multifactorial nature of academic achievement, which may be influenced by variables such as teaching quality, learner motivation, prior knowledge, and the learning environment. Consequently, educational videos, when used in isolation, may not guarantee significant improvement without integration with other effective instructional strategies.

Further analysis of the relationship between pre-test and post-test scores within the experimental group using Pearson r revealed a very strong positive correlation, with $r = 0.975$ and $p = 0.000$. The p-value of 0.000 is below the 0.05 level of significance, leading to the rejection of the null hypothesis and confirming the presence of a statistically significant relationship between the two variables. This very strong positive correlation indicates that learners who performed well in the pre-test also demonstrated strong performance in the post-test, while overall improvement was consistently observed following exposure to educational videos. The magnitude of $r = 0.975$ suggests a high degree of linear association between prior knowledge and subsequent performance, indicating that educational videos reinforced and enhanced existing competencies rather than producing isolated or inconsistent gains. This finding supports the work of Patricio-Lim and Book (2022), who emphasized that video-based instruction enhances comprehension by transforming abstract concepts into more concrete and engaging representations, thereby strengthening knowledge retention and application.

Overall, the results demonstrate that traditional teaching methods resulted in minimal change in learners' academic achievement, as evidenced by the nearly identical mean scores of 85.00 and 84.69 in the control group. In contrast, the use of educational videos led to an increase in mean scores from 86.56 to 88.38 in the experimental group, indicating improved academic performance. However, the t-test result of $t = -1.996$ with $p = 0.055$ confirmed that the difference between the two groups was not statistically significant at the 0.05 level, leading to the acceptance of the null hypothesis. Meanwhile, the Pearson r analysis revealed a very strong and statistically significant relationship between pre-test and post-test scores in the experimental group, with $r = 0.975$ and $p = 0.000$, indicating consistent learning gains and the reinforcement of prior knowledge through video-based instruction. These findings collectively suggest that educational videos have the potential to enhance learners' engagement, motivation,

and understanding, but their effectiveness may depend on the integration of complementary teaching strategies and contextual factors that support learning.

In synthesis, the study establishes that while educational videos contributed to measurable improvements in academic achievement among Grade 2 learners in Araling Panlipunan, as reflected in the increase from 86.56 to 88.38, such improvements did not reach statistical significance when compared to traditional instruction, as indicated by $t = -1.996$ and $p = 0.055$. At the same time, the very strong positive correlation of $r = 0.975$ with $p = 0.000$ underscores the critical role of prior knowledge in shaping learning outcomes and demonstrates the capacity of video-based instruction to reinforce and sustain academic performance. These findings address the study's objectives by clarifying the extent to which educational videos influence achievement, the comparative effectiveness of instructional approaches, and the relationship between initial and subsequent performance. The results contribute to the growing body of literature on multimedia learning by emphasizing that while educational videos are valuable instructional tools, their impact is maximized when combined with effective pedagogy, learner readiness, and supportive learning environments. This integrated understanding provides a foundation for subsequent discussions on instructional design, pedagogical enhancement, and future research directions in the following chapter.

CONCLUSION

The findings of the study collectively demonstrate that the integration of educational videos in teaching Araling Panlipunan contributes positively to learners' academic development, particularly in terms of enhancing understanding, engagement, and retention of instructional content. The use of video-based materials provided learners with visual and interactive representations of concepts, which proved to be especially beneficial for young learners who require concrete and engaging forms of instruction. These outcomes affirm the instructional value of multimedia resources in facilitating meaningful learning experiences and supporting comprehension of subject matter. Furthermore, the observed improvement in the experimental group indicates that educational videos can play a role in promoting learning progress, as evidenced by the significant relationship between pre-test and post test results within the group. This suggests that exposure to video supported instruction may reinforce learning and contribute to incremental academic gains over time.

However, the absence of a statistically significant difference between the experimental and control groups underscores a critical limitation in attributing academic achievement solely to the use of educational videos. While improvements were evident, the results indicate that video-based instruction alone may not be sufficient to produce substantial differences in overall academic performance. This finding highlights the complex and multifaceted nature of learning, wherein outcomes are influenced by a range of interacting variables. Factors such as teaching strategies, learner motivation, prior knowledge, and the overall learning environment must be considered as integral components that shape academic achievement. Consequently, the role of educational videos should be understood as complementary rather than exclusive, serving as one of several pedagogical tools that contribute to effective instruction.

In light of these conclusions, it is evident that teachers play a crucial role in maximizing the potential of educational videos by thoughtfully integrating them into their instructional practices. The strategic use of video-based materials can enhance learner engagement and deepen understanding, particularly when aligned with lesson objectives and supported by interactive teaching approaches. At the institutional level, school administrators are encouraged to foster an environment that supports multimedia integration by providing access to technological resources and offering professional development opportunities that equip teachers with the skills necessary for effective video-based instruction. Such support is

essential in ensuring that the benefits of educational technology are fully realized within the classroom context.

Moreover, the findings point to the need for continued research to further explore the impact of educational videos on learning outcomes. Future investigations may benefit from employing larger sample sizes and extended experimental periods to capture more robust and generalizable results. There is also value in examining additional variables such as learner motivation, engagement, and attitudes, as well as comparing different types of educational videos to determine which formats are most effective in enhancing academic performance. These directions for future research will contribute to a more comprehensive understanding of how multimedia tools can be optimized in educational settings.

In addition, curriculum developers and educational planners are encouraged to consider the systematic integration of video-based learning materials that are aligned with established competencies in Araling Panlipunan. The development of structured and pedagogically sound multimedia resources can support consistency in instructional delivery and enhance the overall quality of learning experiences. Ultimately, the study reinforces the principle that effective teaching requires a balanced and integrated approach. Since learning is influenced by multiple factors, the combination of educational videos with other instructional strategies such as interactive activities and collaborative learning is essential in maximizing academic achievement and fostering holistic learner development.

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