



# The Effects of Utilization of Mass Media (Video) on the Academic Performance Children at Risk Due To Pandemic in Grade 2 Pupils of Tayuman Elementary School

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## A B S T R A C T

This study explores the effects of the mass media specifically video lessons on the performance level of the children at risk in Grade 2 coming from different sections of Tayuman Elementary School (TES). This study has 23 respondents who are children at risk of dropping out from all the sections of Grade Two. These pupils may fail or drop from school due to their reasons some of which are uncontrolled. The researcher used the tabulated individual average results of the Learning-oriented assessment (LOA) for the second quarter as the initial basis of the study. The second question was taken from the LOA average results of the 23 pupils who were given the intensive intervention using the video lessons apart from the SLMs and other tasks which they accomplished for the Third quarter. The researcher then compared the LOA results after the intervention sessions using video lessons vis a vis before where the pupils did not undergo any intervention. Then the results were tabulated by the researcher to identify the effects of the intervention administered to the pupils. Whether the variable of stopping or dropping out from school is controllable or not, the researcher used one of the mass media which is video lessons in conducting intervention for these pupils. The video lessons are from the Marungko booklet which is modified by the Grade One teachers of Tayuman Elementary School. This experimental study was carried out to show the effects of watching videos/video lessons on the performance of the selected Grade 2 pupils at risk of dropping out and failing. The finding gave positive results and the videos were found to be beneficial in child's learning to read and comprehend. Videos help learners put together the ideas of every watching experience. These videos will eventually improve their reading skills thus performance level goes with it.

## 1. INTRODUCTION

### 1.1. Research Background

Mass media is a way of informing and influencing a large number of people including newspapers, popular magazines (print media) radio, and television (audio and visual media). These media reach every household through different programs on television and articles written in books, magazines, and newspapers.

In every program or written article neither the publisher nor the producer aims to induce negative aspects, it cannot be denied that violence-hyped news and sensationalized issues and articles are exposed to viewers. But in the process, it is also noted that these programs and articles are a source of education, humor, and pure and nonviolent entertainment.

Most of the time it is the (visual media) television, which people have a 99% of access to all over the world is the one that

has the most influence among audiences. This is a powerful tool that can be used to exert positive as well as negative influences. Studies show that audiences tend to absorb information from television even though they forgot the source and whether the events are real or simulated.

These influences are seen in all points of people's lives from the clothes to wear, food to eat, and even the values held with friends and families. It is also noted that nowadays everyone is influenced both directly and indirectly by this powerful media vehicle. Television plays a significant role in the lives of people, especially children, and adolescents. The role that television plays, vary in the different stages of development of children and adult. Since young children are especially vulnerable, they are less able to discriminate what is on the screen from what is real.

At an age younger than two, children are exposed to television viewing and are only imitating what they hear and see, still, there is a question on the level of its effect on them.

At this age also, children's viewers cannot grasp the meaning and thoughts of the show. Studies reveal that until the late grade in the elementary level, it is then the time that they can put together the parts that they are viewing to be able to get the whole concept of what is being watched.

At present, DepEd Order No. 20, s.2020 re: School Learning Continuity Plan is implemented in the light of the COVID-19 pandemic, in which the primary purpose is for continuity of the instructions amidst the lockdowns and quarantines for learning to happen [1].

And since other studies show that children who are exposed to electronic media, perform better in comprehension than those who have no access at all. This is true because children who often use media in communication are exposed to different languages and they find ways how to understand such other languages, and videos are one of them. On the other hand, the print media, magazines, newspapers, and books to which the children are exposed are less influenced but have better retention among them. Another fact is that the children's early literacy depends on the reading materials available at home and the kind that their parents read.

### 1.2. Literature Review

Mass media denotes a section of the media designed to reach a large audience. It can be referred to as a means of public communication such as television, radio, and widely circulated newspapers that tend to reach a large audience with similar social characteristics [2]. Ref. [3] defined mass media as books, magazines, newspapers, radio, television, cinemas, records, tapes, and videos. Mass media is communication media that reach a large audience, especially television, radio, and newspaper. Media can be defined broadly as channels of communication. It is considered in terms of its software and hardware [4].

This study is anchored on the Uses and Gratification Theory of Schramm in 1954. This theory discusses the effects of the media on people. It explains how people use the media for their own needs and get satisfied when their needs are fulfilled. In other words, it can be said that the theory argues about what people do with media rather than what media does to people.

Schema theory explains how readers use their prior knowledge to comprehend passages. Viewing video clips in pre-reading appears to be a useful way to help students prepare for learning by providing audio-visual images of different topics Alber [5] pointed out in her studies that teachers are striving to show more and tell less when introducing students to new information, concepts, and skills with which videos are of great help. Video clips can be a great tool to assist students in gaining a deeper understanding of content.

Furthermore, video lessons enable teachers to create a flipped classroom or "blended" learning environment, for they facilitate remote learning opportunities so that teachers can reach students from all over the world.

### 1.3. Research Objective

This study aims to determine the effects of mass media, particularly using video lessons on the performance of the children at risk in Grade 2. Does this study seek to understand the following questions: (1) What is the performance level of the pupils at risk before the intervention in terms of LOA results? (2) What happened to the LOA results of the pupil at risk after the

intervention utilizing the video lessons? (3) Is there a significant difference between the performance level of the pupils at risk before and after the utilization of the video lessons?

## 2. MATERIALS AND METHOD

### 2.1. Participants and/or sources of Data and Information

Video lessons following the Marungko approach where 26 lessons were arranged and revised by Mrs. Oliveth O. Bruno of Maligaya ES in Tarlac City. The Grade One teachers under the leadership of Mrs. Shereyna R. Ferido created video and audio lessons compiled and organized.

These lessons were introduced to the pupils through (Anak, Kumusta Ang Pag-aaral) AKAP project of the SDO-Rizal (Division Memorandum No. 54, s. 2021)[6], where, teachers home visit the pupils to give the appropriate intervention based on their needs. During the AKAP sessions, the video lessons were one by one introduced to the pupils on a scheduled basis. The researcher ensured that the 23 pupils will be visited once every week for two months. At the end of two months or after the Third Quarter LOA results, grades as per average will be compared and analyzed based on the previous data, which will then help the researcher in making the initial assessment of the pupils at risk performance level. This study focused on the Grade 2 pupils at risk of either dropping out or failing due to the abovementioned reasons. There are 13 males and 10 females who came from different sections of the second grade. The learner's LOA average for the second and third quarters was used as the basis of this study.

### 2.2 Data Gathering Methods

The researcher used the tabulated individual average results of the LOA for the second quarter as the initial basis of the study. The second question was taken from the LOA average results of the 23 pupils who were given the intensive intervention using the video lessons apart from the SLMs and other tasks which they accomplished for the Third quarter. The researcher then compared the LOA results after the intervention sessions using video lessons vis a vis before which the pupils did not undergo any intervention. Then the results were tabulated by the researcher to identify the effects of the intervention administered to the pupils.

## 3. RESULT AND DISCUSSION

The first research question was the performance level of the 23 children at risk of dropping out or failing which was used by the researcher as the basis of the study. The second research question is the results of the individual LOA average results of these children at risk after the video lessons were introduced to them.

The chi-square statistic is 0.0032. The p-value is .954659. Using the  $p < .05$ , the result is not significant

|                | Second Quarter | Third Quarter |
|----------------|----------------|---------------|
| Male Average   | 71             | 75            |
| Female Average | 72             | 76            |

The learners identified in this experimental study are the children at risk of dropping out and failing. They are also the pupils whose Learning Outcome Assessment (LOA) results are low behind the other pupils under the MDL modality. These situations based on the root cause analysis fall on any of the following reasons; (1) Lagging - these are the pupils who cannot catch up to the scheduled date of the submission of the activity sheets and other written tasks; (2) Frustrated and non-reader which hindrance the preparations of the Activity sheets; (3) In availability of a person to assist the pupils due to working parents, and parental educational attainment.

These children aside from low performance in LOA results which range from 70-73 are also the identified frustrating readers of Grade Two. There are 23 of them who underwent rigid follow-up for two months until all the Marungko lessons through videos are taught to them.

The results showed that there is a significant effect on the level of performance of the children at risk in terms of their average rating per Learning Outcome Assessment (LOA) results. The results of this study validated that the use of video lessons in the intervention lessons administered to Grade 2 pupils at risk has a significant positive effect on their performance level. Using video lessons also appeals to several senses that children learn best when multiple senses are being employed. In videos, children tend to experience what they see and hear which enables them to engage in every learning video they watched. Engaging themselves in every video lesson helps in the retention of ideas and information watched. Using videos for lessons in Reading like the introduction of Marungko to the beginners will help in retention of the reading lessons. Marungko approach to learning to read via video lessons was administered to these children which developed their reading skills. Such video lessons facilitated their level of understanding and enable them to answer the Activity Sheets given to them, especially if they are already a reader.

The researcher then suggested as one of the plans for improvement to continuously use the Marungko booklet with video lessons in the Summer Intervention program, especially to the Grade One pupils who were identified as conditionally promoted or pupils who need enhancement for the next level that they are promoted to.

#### 4. CONCLUSION

This experimental study was carried out to show the effects of watching videos/video lessons on the performance of the selected Grade 2 pupils at risk of dropping out and failing.

The finding gave positive results and the videos were found to be beneficial in child's learning to read and comprehend. Videos help learners put together every watching experience.

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