

Kharen H. Dela Roca, L.P.T.

Social Science Teacher, Banca-Banca Integrated National High School 4011, Laguna Philippines

---

**Abstract**

This study aimed to determine the significant difference on the students' mean performance before and after the utilization of Supplemental Video.

The study utilized the descriptive method using questionnaire in a form of checklist distributed to selected ICT Coordinators and selected Araling Panlipunan Teachers. Pre-Test and Post Test was also conducted and distributed to Grade 7 students in Banca-Banca Integrated National High School.

It specifically sought to determine the level of validity on the components of supplemental video; the level of validity on the characteristics of supplemental video; the students' mean performance before and after the utilization of supplemental video; and the significant difference on the students' mean performance before and after the utilization of Supplemental Video.

In order to analyze and interpret the data gathered, weighted mean, standard deviation was used to determine the level of validity on the components of supplemental video in terms of objectives, learning content, activities and evaluation. Also mean and standard deviation was used to determine the level of validity on the characteristics of supplemental video in terms of text, graphics/image, sounds and animation. On the other hand to determine the students' mean performance before and after the utilization of supplemental video mean and standard deviation was also used. F-test analysis was used to determine the significant difference on students' mean performance before and after the utilization supplemental video.

The statistical treatment of gathered data revealed the following findings: The level of components in supplemental video in Araling Panlipunan 7 is effective and the result shows that the students responded very high in terms of objective, learning content, activities and evaluation which can imply that it can be use in teaching and learning Araling Panlipunan. The level of characteristic of supplemental video in Araling Panlipunan 7 finding shows that in terms of text, graphics/image, sounds and animation the supplemental video is also very good. Students are satisfied with the result which can infer that it is great to use it for teaching the subject matter.

The results revealed that the supplemental video was effective at enhancing learners' critical thinking skills, as shown in the pre-test and post-test. The learners' scores improve during the post-test. It indicates that the developed material can contribute to the development of learners' critical thinking skills. It implies that upon using the supplemental video, the learner can demonstrate a successful understanding of the lesson and show that they can apply their learning, create, and analyze competitively using the developed material. The significant difference on students' mean performance before and after the utilization of supplemental videos in Araling Panlipunan 7 was observed to have significant difference based on all descriptors. Thus the research hypothesis "There is no significant difference on the students' mean performance before and after the utilization of supplemental video in Araling Panlipunan 7" is rejected.

In view of the findings and conclusions of the study it is recommended that Social Science teachers are encouraged to incorporate the supplemental video in Araling Panlipunan 7, as research demonstrate that this is an effective strategy to get students interested in learning using audio-visual content while utilizing a variety of discussion techniques; the school training focal person may propose to conduct a related workshop and seminar regarding the making of supplementary material particularly focusing on the use of technology; And lastly, it is recommended that the teachers continuously engage their students in different interactive activities and let them cultivate their own knowledge using various alternative learning materials.

Keywords: Supplemental Video, Components, Characteristics, Critical Thinking, Araling Panlipunan

---

**1. INTRODUCTION**

Educational system has been constantly changing due to the transitioning happens in our society. Technology became the most essential part of teaching and learning processes. Integration of practical application of knowledge such as using websites, software and technological tools became innate. Most of the time teachers execute the lesson by utilizing supplemental materials that are downloaded or preview online.

Nowadays, video plays a significant role in education in terms of its integration into traditional classes, the principal delivery system of information in classes particularly in online courses as well as serving as a foundation of many blended classes. Hence, education is adopting a modern approach of instruction with the target of moving away from traditional

supplemental approach as Video Based Learning (VBL). VBL is a powerful approach used in education in order to enhance learning results as well as learners' satisfaction. (Behesti, et. al., 2018)

Supplemental video became significant in educational setting and provides numerous benefits. Its convenience and versatility make it as an asset to students, teachers, and educational institutions alike, whether elementary, high school, or higher levels. Supplemental video is any video that demonstrates a process, transfers knowledge, explains a concept, or shows someone how to do something. This kind of learning material can be used as a learning resource of teachers to support and enhance the understanding of course content or lesson of students.

Moreover, interactive video in an e-learning system allows proactive and random access to video content. The study examined the influence of interactive video on learning outcome and learner satisfaction in e-learning environments. 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; to provide information around the topic; or to present solutions to the problem at the end of the process (Rasi and Poikela, 2016).

The online, asynchronous nature of videos allows them to be shared all across the world and at all hours of the day or night. Educational institutions can gain great autonomy by using videos to reach a broader audience than ever before. They can be used to keep potential, current, and former students involved and engaged. (Max, 2020)

In connection, research proven that effective educational videos significantly improve the memory process by facilitating thinking in the manner of asking questions that leads to a better research skill, collaboration, organizational skills, and problem-solving. (Hanzic 2020)

With these in mind, the researcher wants to further implicate the use of supplemental video in Araling Panlipunan 7.

### 1.1 Objectives of the Study

The focal purpose of this study is to assess the supplemental video learning material in Araling Panlipunan 7. Specifically, it sought to answer the following questions:

1. Determine the level of validity on the components of supplemental video in Araling Panlipunan 7 in terms of:
  - 1.1 Objective
  - 1.2 Learning Content
  - 1.3 Activities; and
  - 1.4 Evaluation
2. Determine the level of validity on the characteristic of supplemental video in Araling Panlipunan 7 in terms of:
  - 2.1 Text
  - 2.2 Graphics/Image
  - 2.3 Sounds
  - 2.4 Animation
3. Determine the students' mean performance before and after the utilization of supplemental video in terms of:
  - 3.1 Creating
  - 3.2 Evaluating
  - 3.3 Analyzing
  - 3.4 Applying
4. Determine the significant difference on the students' mean performance before and after the utilization of Supplemental Video.

## 2. METHODOLOGY

### 2.1 Research Design

The descriptive method of research will be used by the researcher in order to test the hypothesis and systematically analyze the data about the supplementary video in Araling Panlipunan 7.

### 2.2 Respondents of the Study

The respondents of the study are the sixty (60) Grade 7 students in Banca-Banca Integrated National High School, eleven (11) selected ICT Coordinators and twenty-nine (29) selected Araling Panlipunan teachers in Schools Division of Laguna.

The sampling units will be selected subjectively by the researcher, who attempts to obtain a sample that appears to be representative of the population. The chance that a particular sampling unit will be selected as the sample depends upon the subjective judgment of the researcher.

### 2.3 Research Instrument

The main instruments that used in this study are 1. the create supplemental video in Araling Panlipunan with the following lessons based on the Grade 7 K to 12 curriculums; and 2. The study also used a survey questionnaire-checklist. The questionnaire is a research-made instrument devised to determine the effectiveness of supplemental videos in critical thinking skills of the students in Araling Panlipunan 7.

In the questionnaire, a five-point rating scale indicated below used to determine of the selected respondents.

Scale	Range	Remarks
5	4.20 – 5.0	Strongly Agree
4	3.40 – 4.19	Agree
3	2.60 – 3.39	Moderately Agree
2	1.80 – 2.59	Disagree
1	1 – 1.79	Strongly Disagree

In construction of questionnaire describe above, the researcher collected ideas and concept through reading various articles and literatures from books, publication and internet sites. The initial draft of the questionnaire will be presented to professors and panel members for comments and suggestions.

The final form of the questionnaire was reproduced and administered to respective respondents. Moreover, the researcher also formulated an assessment that will going to use for pre-test and post-test of the students. The pre-test and post-test include the criteria in evaluating the supplemental video.

Score	Range	Interpretation
9-10	8.20-10.00	Outstanding
7-8	6.40-8.19	Very Satisfactory
5-6	4.60-6.39	Satisfactory
3-4	2.80-4.59	Fairly Satisfactory
1-2	1.00-2.79	Did Not Meet Expectations

### 2.4 Statistical Treatment

In order to analyze and interpret the data gathered, weighted mean, standard deviation was used to determine the level of validity on the components of supplemental video in terms of objectives, learning content, activities and evaluation. Also mean and standard deviation was used to determine the level of validity on the characteristics of supplemental video in terms of text, graphics/image, sounds and animation. On the other hand to determine the students' mean performance before and after the utilization of supplemental video mean and standard deviation was also used. F-test analysis was used to determine the significant difference on students' mean performance before and after the utilization supplemental video.

## 3. RESULTS AND DISCUSSION

This chapter presents the data gathered which were statistically treated, presented, analyzed in tables and interpreted in relation to the problems and hypotheses specified in the study. The results were presented in the same sequence with the research questions posed for the study.

**Table 1.** Level of Validity on the Components of Supplemental Video in Araling Panlipunan 7 in terms of Objective

STATEMENT	MEAN	SD	REMARKS
1. Provide a measurable and observable circumstances that is aligned with the Most Essential Learning Competencies (MELCs).	4.78	0.42	Strongly Agree
2. Describe the degree in which students will perform.	4.70	0.46	Strongly Agree
3. Achievable and include explicit and transferable learning objectives that empower students.	4.65	0.48	Strongly Agree
4. Provide objectives that can imply the elicit affective, psychomotor and cognitive domain.	4.70	0.52	Strongly Agree
5. Action-oriented and focus on the most important and essential learning needs of the class.	4.75	0.44	Strongly Agree
<b>Overall Mean = 4.72</b>			
<b>Standard Deviation = 0.46</b>			
<b>Verbal Interpretation = Very High</b>			

Table 1 illustrates the level of validity on the components of supplemental video in Araling Panlipunan 7 in terms of Objective. Among the statements above, “Provide a measurable and observable circumstances that is aligned with the Most Essential Learning Competencies (MELCs)” yielded the highest mean score (M=4.78, SD=0.42) and was remarked to a strongly agree. This is followed by “Action-oriented and focus on the most important and essential learning needs of the class” with a mean score (M=4.75, SD=0.44) and was also remarked to a strongly agree. On the other hand, the statement “Achievable and include explicit and transferable learning objectives that empower students” received the lowest mean score of responses with (M=4.65, SD=0.48) yet was also remarked to a strongly agree.

Overall, the level of validity on the components of supplemental video in araling panlipunan 7 in terms of Objective attained a mean score of 4.72 and a standard deviation of 0.46 and was Very High among the students.

**Table 2.** Level of Validity on the Components of Supplemental Video in Araling Panlipunan 7 in terms of Learning Content

STATEMENT	MEAN	SD	REMARKS
1. Meaningful information regarding the topic is directly provided.	4.85	0.36	Strongly Agree
2. <i>Instrument's length</i> and level of complexity are appropriate for the users.	4.73	0.45	Strongly Agree
3. Discussion is effective and helpful to answer and/or perform the task given by the teachers.	4.63	0.49	Strongly Agree
4. The organization of information is clear and also used language that is understandable and specific.	4.75	0.44	Strongly Agree
5. Information are informative, precise and enough for every lesson that is being discussed.	4.68	0.47	Strongly Agree
<b>Overall Mean = 4.73</b>			
<b>Standard Deviation = 0.45</b>			
<b>Verbal Interpretation = Very High</b>			

Table 2 illustrates the level of validity on the components of supplemental video in Araling Panlipunan 7 in terms of Learning Content. Among the statements above, “Meaningful information regarding the topic is directly provided” yielded the highest mean score (M=4.85, SD=0.36) and was remarked to a strongly agree. This is followed by “The organization of information is clear and also used language that is understandable and specific” with a mean score (M=4.75, SD=0.44) and was also remarked to a strongly agree. On the other hand, the statement “Discussion is effective and helpful to answer and/or perform the task given by the teachers” received the lowest mean score of responses with (M=4.63, SD=0.49) yet was also remarked to a strongly agree.

Overall, the level of validity on the components of supplemental video in araling panlipunan 7 in terms of Learning Content attained a mean score of 4.73 and a standard deviation of 0.45 and was Very High among the students.

The findings demonstrate that the learning content of the supplemental video in araling panlipunan 7 have clear and important information, has direct instruction, and the language used is specific and understandable. It implies that the content of the supplemental video are suitable for learners learning capabilities, which enables them to learn effectively using the developed learning material.

**Table 3.** Level of Validity on the Components of Supplemental Video in Araling Panlipunan 7 in terms of Activities

STATEMENT	MEAN	SD	REMARKS
1. Activities are all connected to the topic and can enhance the critical thinking of the students.	4.83	0.38	Strongly Agree
2. Instructions are clear and understandable.	4.85	0.36	Strongly Agree
3. Task applies to the learning being assessed.	4.75	0.44	Strongly Agree
4. Tool generates data that are relevant to the subjects' desired learning outcome.	4.73	0.45	Strongly Agree
5. Activities being used are enjoyable, fun, exciting and can develop students' ability in learning.	4.80	0.41	Strongly Agree

**Overall Mean = 4.79**

**Standard Deviation = 0.41**

**Verbal Interpretation = Very High**

Table 3 illustrates the level of validity on the components of supplemental video in araling panlipunan 7 in terms of Activities. Among the statements above, "Instructions are clear and understandable" yielded the highest mean score (M=4.85, SD=0.36) and was remarked to a strongly agree. This is followed by "Activities are all connected to the topic and can enhance the critical thinking of the students" with a mean score (M=4.83, SD=0.38) and was also remarked to a strongly agree. On the other hand, the statement "Tool generates data that are relevant to the subjects' desired learning outcome" received the lowest mean score of responses with (M=4.73, SD=0.45) yet was also remarked to a strongly agree.

Overall, the level of components of supplemental video in araling panlipunan 7 in terms of Activities attained a mean score of 4.79 and a standard deviation of 0.41 and was Very High among the students.

The findings demonstrate that the exercises in the supplemental video in Araling Panlipunan 7 have simple and easy-to-follow directions. It also implies that the topics are ordered and linked, which can aid in increasing learners' critical thinking.

**Table 4.** Level of Validity on the Components of Supplemental Video in Araling Panlipunan 7 in terms of Performance Evaluation

STATEMENT	MEAN	SD	REMARKS
1. Assessment given can develop higher order thinking skills.	4.78	0.42	Strongly Agree
2. Task can be used for self-assessment and self-evaluation of the students.	4.75	0.44	Strongly Agree
3. Performance task can measure the productivity and development of the students.	4.55	0.50	Strongly Agree
4. Gives feedback and can be used to monitor the students learning progress.	4.58	0.55	Strongly Agree
5. Provides essential evaluation that can assess how much knowledge and skills does the student attained.	4.65	0.48	Strongly Agree

**Overall Mean = 4.66**

**Standard Deviation = 0.49**

**Verbal Interpretation = Very High**

Table 4 illustrates the level of validity on the components of supplemental video in araling panlipunan 7 in terms of Performance Evaluation. Among the statements above, "Assessment given can develop higher order thinking skills" yielded the highest mean score (M=4.78, SD=0.42) and was remarked to strongly agree. This is followed by "Task can be used for self-assessment and self-evaluation of the students" with a mean score (M=4.75, SD=0.44) and was also remarked to strongly agree. On the other hand, the statement "Performance task can measure the productivity and development of the students" received the lowest mean score of responses with (M=4.55, SD=0.50) yet was also remarked to strongly agree.

Overall, the level of validity on the components of supplemental video in araling panlipunan 7 in terms of Performance Evaluation attained a mean score of 4.66 and a standard deviation of 0.49 and was Very High among the students.

**Table 5.** Level of Validity on the Characteristic of Supplemental Video in Araling Panlipunan 7 in terms of Text

STATEMENT	MEAN	SD	REMARKS
1. Texts/caption/subtitles are visible and readable.	4.70	0.46	Strongly Agree
2. Limited and enough text onscreen at one time	4.63	0.49	Strongly Agree
3. Ensures accuracy and clarity of text presented on the video.	4.78	0.42	Strongly Agree
4. Ensures that the text covers all the important dialogue and content of the discussion from the video.	4.83	0.38	Strongly Agree
5. Text color and font outline is visible on any background color or image.	4.90	0.30	Strongly Agree

**Overall Mean = 4.77**

**Standard Deviation = 0.43**

**Verbal Interpretation = Very High**

Table 5 illustrates the level of validity on the characteristics of supplemental video in araling panlipunan 7 in terms of Text. Among the statements above, “Text color and font outline is visible on any background color or image” yielded the highest mean score (M=4.90, SD=0.30) and was remarked to strongly agree. This is followed by “Ensures that the text covers all the important dialogue and content of the discussion from the video” with a mean score (M=4.83, SD=0.38) and was also remarked to strongly agree. On the other hand, the statement “Limited and enough text onscreen at one time” received the lowest mean score of responses with (M=4.63, SD=0.49) yet was also remarked to strongly agree.

Overall, the level of validity on the characteristics of supplemental video in araling panlipunan 7 in terms of Text attained a mean score of 4.77 and a standard deviation of 0.43 and was Very High among the students.

The findings show that the learners can perceive the text and visuals in the developed material. It implies that the supplemental material employed text color and font outline that is apparent on any backdrop color or picture and emphasized the relevance of the content while making it simple for learners to successfully grasp and remember the topic.

**Table 6.** Level of Validity on the Characteristic of Supplemental Video in Araling Panlipunan 7 in terms of Graphics/Image

STATEMENT	MEAN	SD	REMARKS
1. Appropriate on the lesson that is being presented.	4.85	0.36	Strongly Agree
2. Provides aesthetical vision that can catch the attention of the students.	4.78	0.42	Strongly Agree
3. Composition of the video including colors, lines, textures and shapes are not messy.	4.68	0.47	Strongly Agree
4. Patterns are used to make a more precise version for the students.	4.73	0.45	Strongly Agree
5. Designs are created according to the subjects' learning outcome and appropriately made for the students.	4.70	0.46	Strongly Agree

**Overall Mean = 4.75**

**Standard Deviation = 0.44**

**Verbal Interpretation = Very High**

Table 6 illustrates the level of validity on the characteristics of supplemental video in araling panlipunan 7 in terms of Graphics/Image. Among the statements above, “Appropriate on the lesson that is being presented” yielded the highest mean score (M=4.85, SD=0.36) and was remarked to strongly agree. This is followed by “Provides aesthetical vision that can catch the attention of the students” with a mean score (M=4.78, SD=0.42) and was also remarked to strongly agree. On the other hand, the statement “Composition of the video including colors, lines, textures and shapes are not messy” received the lowest mean score of responses with (M=4.68, SD=0.47) yet was also remarked to strongly agree.

Overall, the level of validity on the characteristics of supplemental video in araling panlipunan 7 in terms of Graphics/Image attained a mean score of 4.75 and a standard deviation of 0.44 and was Very High among the students.

**Table 7.** Level of Validity on the Characteristic of Supplemental Video in Araling Panlipunan 7 in terms of Sounds

STATEMENT	MEAN	SD	REMARKS
1. Sounds can set the mood of the viewers and/or students to clearly focus on watching the video.	4.80	0.41	To a very great extent
2. Audible, clear and appropriate for the sequence of the topics and/or lesson.	4.78	0.42	To a very great extent
3. Choices of sounds used are applicable on the video.	4.80	0.41	To a very great extent
4. Sounds cutting and/or removing is not confusing and cannot destruct the attention of the viewers.	4.78	0.42	To a very great extent
5. Music, audio and sounds uses exclusive content that is compatible with the supplemental video.	4.78	0.42	To a very great extent

**Overall Mean = 4.79****Standard Deviation = 0.41****Verbal Interpretation = Very High**

Table 7 illustrates the level of validity on the characteristics of supplemental video in araling panlipunan 7 in terms of Sounds. Among the statements above, “Sounds can set the mood of the viewers and/or students to clearly focus on watching the video” and “Choices of sounds used are applicable on the video” yielded the highest mean score ( $M=4.80$ ,  $SD=0.41$ ) and was remarked to strongly agree. On the other hand, the statements “Audible, clear and appropriate for the sequence of the topics and/or lesson”, “Sounds cutting and/or removing is not confusing and cannot destruct the attention of the viewers”, and “Music, audio and sounds uses exclusive content that is compatible with the supplemental video” received the lowest mean score of responses with ( $M=4.78$ ,  $SD=0.42$ ) yet were also remarked to strongly agree.

Overall, the level of validity on the characteristics of supplemental video in araling panlipunan 7 in terms of Sounds attained a mean score of 4.79 and a standard deviation of 0.41 and was Very High among the students.

The results show that the sound of an supplemental video is appropriate for the lesson and can make the learners focus on the video. It implies that the developed learning material can contribute to the learners' learning and focus on the lesson.

**Table 8.** Level of Characteristic of Supplemental Video in Araling Panlipunan 7 in terms of Animation

STATEMENT	MEAN	SD	REMARKS
1. Different layouts and techniques for the supplemental videos are used.	4.78	0.42	To a very great extent
2. Good strategies for editing and animating have been used.	4.78	0.42	To a very great extent
3. Combination of multimedia used is well presented.	4.70	0.46	To a very great extent
4. Movements of objects, pictures and/or characters are not confusing.	4.73	0.45	To a very great extent
5. Themes, content and format are all connected with each other to provide a better supplemental video.	4.80	0.41	To a very great extent

**Overall Mean = 4.76****Standard Deviation = 0.43****Verbal Interpretation = Very High**

Table 8 illustrates the level of validity on the characteristics of supplemental video in araling panlipunan 7 in terms of Animation. Among the statements above, “Themes, content and format are all connected with each other to provide a better supplemental video” yielded the highest mean score ( $M=4.80$ ,  $SD=0.41$ ) and was remarked to strongly agree. This is followed by “Different layouts and techniques for the supplemental videos are used” and “Good strategies for editing and animating have been used” with a mean score ( $M=4.78$ ,  $SD=0.42$ ) and were also remarked to strongly agree. On the other hand, the statement “Combination of multimedia used is well presented” received the lowest mean score of responses with ( $M=4.70$ ,  $SD=0.46$ ) yet was also remarked to strongly agree.

Overall, the level of validity on the characteristics of supplemental video in araling panlipunan 7 in terms of Animation attained a mean score of 4.76 and a standard deviation of 0.43 and was Very High among the students.

**Table 9.** Student's Performance in the Pre-test and Post Test

Criteria		Mean	SD	Interpretation
Creating	Pre-test	5.01	1.21	Satisfactory
	Post Test	8.63	1.18	Outstanding
Evaluating	Pre-test	5.11	1.22	Satisfactory
	Post Test	8.62	1.40	Outstanding
Analyzing	Pre-test	4.60	1.25	Satisfactory
	Post Test	8.50	1.44	Outstanding
Applying	Pre-test	4.75	1.14	Satisfactory
	Post Test	8.70	1.61	Outstanding

Table 9 presents the students' performance in the pre-test and posttest.

As glean, as to creating, the students achieve a satisfactory performance in the pre-test (M=5.01, SD=1.21) while an outstanding performance is obtained in the posttest (M=8.63, SD=1.18). Similarly, in terms of evaluating a satisfactory performance in the pre-test (M=5.01, SD=1.21) and performance in the posttest (M=8.62, SD=1.40) is obtained. Just the same, in terms of analyzing a satisfactory performance in the pre-test (M=4.60, SD=1.25) and performance in the posttest (M=8.50, SD=1.44) as well as in terms of applying a satisfactory performance in the pre-test (M=4.75, SD=1.14) and performance in the posttest (M=8.70, SD=1.61) is attained. This implies that the students' performance is improved after the intervention is utilized.

In addition in order to form an informed view, one must be able to critically consider, examine, and assess a problem or a concept. Furthermore, critical thinkers generate their own well-informed conclusions based on credible data and reasoning rather than merely following the herd. They rely on their capacity for reflective and autonomous thought, and this ability aids a learner in determining how to interpret the environment in light of individual observation and comprehension.

**Table 10.** Significant Difference between the Pre-test and Post Test Performance

Criteria		Mean	t-value	p-value	Analysis
Creating	Pre-test	5.01	-16.40	0.000	Significant
	Post Test	8.63			
Evaluating	Pre-test	5.11	-15.39	0.000	Significant
	Post Test	8.62			
Analyzing	Pre-test	4.60	-18.38	0.000	Significant
	Post Test	8.50			
Applying	Pre-test	4.75	-17.38	0.000	Significant
	Post Test	8.70			

\*significant at .05 level of significance

Table 10 showed the significant difference between the students' performance in the pre-test and posttest.

It can be gleaned that the existence of a significant difference between the students' performance in the pre-test and posttest is manifested. Student's performance in terms of creating obtained ( $t=-16.40$ ,  $p=0.000$ ), evaluating ( $t=-15.39$ ,  $p=0.000$ ), analyzing ( $t=-18.38$ ,  $p=0.000$ ) and applying ( $t=-17.38$ ,  $p=0.000$ ). All p-values are lower than 0.05 level of significance which supported the result of the analysis. This means that the students' performance in the pre-test and posttest varies and that a higher performance upon administering the posttest implies the effectiveness of the intervention done.

In addition, learning methods need to be more entertaining and productive in order to keep the focus of students. When learners get knowledge through fun activities, it becomes more useful and with technological advancements, use of animated videos has taken root. Educators use simple but effective sketch videos to teach. Studies have shown that information delivered through stories and in visual form is more easily understood and recalled. Animated educational

videos not only allow students to grasp information quickly, but are also facilitate teacher explanations as stated in article of VideoGuru and Praya Animation.

#### 4. CONCLUSION AND RECOMMENDATION

On the basis of the foregoing findings, the following conclusion was drawn.

The hypothesis stating that “There is no significant difference on the students’ mean performance before and after the utilization of supplemental videos in Araling Panlipunan 7” is rejected.

In light of the conclusion drawn from the findings, the following recommendations are Social Science teachers are encouraged to incorporate supplemental videos in Araling Panlipunan 7, as research demonstrate that this is an effective strategy to get students interested in learning using audio-visual content while utilizing a variety of discussion techniques. ;ICT Teachers/experts may contribute their technical expertise to develop more supplementary videos by using different application software that could help teachers to create more engaging supplementary videos; the school training focal person may propose to conduct a related workshop and seminar regarding the making of supplementary material particularly focusing on the use of technology; the school principal may provide technical support to teacher’s initiative on intervention for teaching and learning process. Further, the school head may include these endeavors in the school’s annual implementation plan and lastly, it is recommended that the teachers continuously engage their students in different interactive activities and let them cultivate their own knowledge using various alternative learning materials.

#### 5. ACKNOWLEDGMENTS

The realization of this rare chance of writing an as semblance research that required understanding, knowledge, and processes was truly impossible without the immeasurable guidance, encouragement and support of the following individual and institution whom the researcher would like to thank and pay tribute to: The ALMIGHTY GOD, for His wonderful and amazing creation. His continuing goodness has provided the researcher with wisdom and dynamic energy to complete this study; HON. MARIO R. BRIONES, ED. D., University President and Chairman of Oral Examination, for his hard work to elevate the university, for his excellent leadership and advocacy in producing well trained and equipped teachers; ROSARIO G. CATAPANG, ED. D., Dean of the Graduate Studies for her motherly motivational approach, moral support, encouragement and valuable suggestions and encouragement that have inspired the researcher; MARILYN P. PIELAGO, ED. D., her thesis adviser, for the wise pieces of advice and encouragement as well as for her effort, patience and continuous support for the completion and further development of the study. EVELYN L. BALAORO, ED. D., her technical expert, for her suggestions and comments and for making improvements in his manuscript; AUGUST V. TUIZA, ED. D., her subject specialist, for the inspiring words, support and suggestions for the accomplishment of her study; MARIE ANN S. GONZALES, MAT, her statistician, for the kind words and praises that inspire the researcher’s confidence during the entire study; FLORHAIDA V. PAMATMAT, ED. D., his language critic, for the precious time she spent reading and editing the final manuscript; BENJAMIN O. ARJONA, ED. D., his external statistician, for computing, analyzing, and sharing his expertise in the gathered data; MEL ANTHONY P. LIBOON, ED. D., his external panel, for sharing his expertise to make the research more comprehensive and to make the study better; MRS. MARITES A. IBANEZ, CESO V, Schools Division Superintendent, Division of Laguna, for the permit granted to the researcher to conduct the study in Banca-Banca Integrated National High School; MRS. LETICIA D. GERMINA, Principal of Banca-Banca Integrated National High School, for giving her moral support and time in conducting the activities of the study.

All who are not mentioned but in one way or another helped in the completion of this study.

#### 6. REFERENCES

Aldredge, J. (2018). Things You Should Consider When Adding Text to Video. Retrieved from <https://www.premiumbeat.com/blog/5-considerations-adding-text-video/>

Allen, H. (2021). Fostering Creativity and Critical Thinking in College: A Cross-Cultural Investigation Retrieve from <https://doi.org/10.3389/fpsyg.2021.760351>

Australian Curriculum, Critical and Creative Thinking Retrieved from <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/#:~:text=Critical%20and%20creative%20thinking%20can,through%20possible%20solutions%2C%20and%20then%2C>

Behesti, M., Taspolat, A., Kaya, O., and Sapanca, H. (2018). Characteristics of Supplemental Videos. Retrieved from <https://eric.ed.gov/?id=EJ1170366>

Bianchi, L. (2019) The Role of Graphics in Video Lectures Retrieved from [https://uwspace.uwaterloo.ca/bitstream/handle/10012/14929/Bianchi\\_Laura.pdf;jsessionid=474286D1FF24B5A14CF13FD0FFE81619?sequence=3](https://uwspace.uwaterloo.ca/bitstream/handle/10012/14929/Bianchi_Laura.pdf;jsessionid=474286D1FF24B5A14CF13FD0FFE81619?sequence=3)

Birgili, B. (2015). Creative and Critical Thinking Skills in Problem-based Learning Environments Retrieved from <https://files.eric.ed.gov/fulltext/ED563985.pdf>

Brame, C. (2016). Effective Educational Videos: Principles and Guidelines for Maximizing Student Learning from Video Content Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5132380/>

Bransteter, E. (2020). Using Videos for Teacher Evaluations and Reflection Retrieved from <https://iaspireapp.com/resources/using-videos-for-teacher-evaluations-and-reflections>

Bryant, M. (2017). At the Intersection of Creativity and Critical Thinking Retrieved from <https://www.gettingsmart.com/2017/11/07/at-the-intersection-of-creativity-and-critical-thinking/>

Crockett, L. (2019). Benefits of Critical Thinking and Why They Matter Retrieved from <http://blog.futurefocusedlearning.net/critical-thinking-benefits>

Dudovskiy, J. (n.d.) Purposive Sampling. Retrieved from <https://research-methodology.net/sampling-in-primary-data-collection/purposive-sampling/Ferri, Grifoni, & Guzzo, 2020, TPACK and ERT: Understanding teacher decisions and challenges with integrating technology in planning lessons and instruction. Retrieved from file:///C:/Users/Dell/Downloads/EasyChair-Preprint-5163.pdf>

Flearning, Pros and Cons of Animated Educational Videos (Based on science), 2021 Retrieved from <https://flearningstudio.com/pros-and-cons-of-animated-educational-videos/#:~:text=According%20to%20research%2C%20every%201,them%20to%20be%20more%20effective. Grasp, Learn And Grow. Importance of Critical Thinking for Students Retrieved from https://learnfromblogs.com/importance-of-critical-thinking-for-students>

Gotter, A. (2017) How Much Text Should I Use in My Videos? Retrieved from <https://blog.shakr.com/how-much-text-in-videos/>

Hall, M. (2013) Teaching with Images Retrieve from <https://ii.library.jhu.edu/2013/04/19/teaching-with-images/#:~:text=Images%20can%20be%20an%20effective,concepts%20or%20groups%20of%20data.&text=Teaching%20with%20images%20can%20also,thinking%20skills%20and%20lifelong%20learning.>

Herbst, H. et. al, (2013) How Preservice Teachers Respond to Representations of Practice: A Comparison of Animations and Video Retrieve from [file:///C:/Users/Admin/Downloads/PST\\_Response\\_to\\_RoT-Herbst\\_Aaron\\_Erickson.pdf](file:///C:/Users/Admin/Downloads/PST_Response_to_RoT-Herbst_Aaron_Erickson.pdf)

Istek, D. and Hursen, C. (2013). Evaluation of Critical Thinking Studies in Terms of Content Analysis Retrieved from <https://doi.org/10.1016/j.sbspro.2014.04.119>

Learnlight (2019). The Power of Video Learning Content in Corporate Training Retrieved from <https://www.learnlight.com/en/articles/video-learning-content/>

Li, W. et. al, (2018). Evaluating the Quality of Supplemental Videos Using a Data Visualization Tool Retrieve from <https://www.learntechlib.org/primary/p/182636/>

Lowenthal, P. and Cavey, L. (2021). Video-Based Supplemental Modules in Mathematics Teacher Education. Retrieved from <https://link.springer.com/article/10.1007/s11528-021-00581-0>

Lumen learning, Critical Thinking and Evaluating Information Retrieved from <https://courses.lumenlearning.com/austince-learningframeworks/chapter/chapter-7-critical-thinking-and-evaluating-information/#:~:text=Critical%20thinkers%20are%20usually%20curious,distinguish%20between%20facts%20and%20opin ion.>

Matthew John (2016). Reasons to Add Text on Your Videos Retrieve from <https://medium.com/typito/5-reasons-to-add-text-on-your-videos-de1759b7719f>

Mayer, R. et. al, 2020 Five ways to increase the effectiveness of supplemental video Retrieve from [https://learningglass.eu/Mayer2020\\_5-ways-to-increase-the-effectiveness-of-supplemental-video.pdf](https://learningglass.eu/Mayer2020_5-ways-to-increase-the-effectiveness-of-supplemental-video.pdf)

Mendoza, L. et. al, (2015). Effectiveness of Video Presentation to Students' Learning Retrieved from <http://article.sapub.org/10.5923.j.nursing.20150502.07.html>

Muic, K. 2019 How to Improve Students' Critical Thinking Skills Retrieved from <https://www.graduateprogram.org/2019/09/how-to-improve-students-critical-thinking-skills/>

Negrea, S. (2020). Sound quality: A must for educational video Retrieved from <https://universitybusiness.com/sound-quality-a-must-for-educational-video/>

Neha Joshi (2021). Animation in Education: Advantages Retrieved from <https://evelynlearning.com/animation-in-education/>

Norton, P. et. al, (2016) Video Production as an Supplemental Strategy: Content Learning and Teacher Practice Retrieve from <https://citejournal.org/volume-10/issue-1-10/current-practice/video-production-as-an-supplemental-strategy-content-learning-and-teacher-practice/>

Scagnoli, N. (2017). Students' insights on the use of video lectures in online classes. Retrieved from <https://doi.org/10.1111/bjet.12572>

Shawn (2017). A Video Is Worth 1.8 million Words. Retrieved from [https://idearocketanimation.com/4293-video-worth-1-million-words/?nab=1&utm\\_referrer=https%3A%2F%2Fwww.google.com%2F](https://idearocketanimation.com/4293-video-worth-1-million-words/?nab=1&utm_referrer=https%3A%2F%2Fwww.google.com%2F)

Storyboard media. Why audio is so important to your video Retrieved from <https://storyboardmedia.co/insights/why-audio-is-so-important-to-your-video/>

Pan, G., Sen, S., Starrett, D., Bonk, C. Rodgers, M., Tikoo, M. and Powel, D. (2012). Instructor-Made Videos as a Learner Scaffolding Too. Retrieved from <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.297.4017&rep=rep1&type=pdf>

Pierce, M. (2021). Why Learning Objectives Are Important for Your Video Retrieved from <https://trainingmag.com/why-learning-objectives-are-important-for-your-video/#:~:text=A%20well%20defined%20learning%20objective,actually%20belongs%20in%20the%20video.&text=In%20more%20formal%20training%20scenarios,their%20progress%20through%20the%20course.>

Ten, H. (2014). Characteristics of Supplemental Videos for Conceptual Knowledge Development Retrieve from <https://essay.utwente.nl/66639/1/Hove%20ten%20P.%20-%20S1360191%20-%20masterscriptie.pdf>

The Glossary Of Education Reform. (2013). Critical Thinking Retrieved from <https://www.edglossary.org/critical-thinking/#:~:text=Critical%20thinking%20is%20a%20central,civic%20settings%20throughout%20their%20lives>

The Importance Of Critical Thinking Skills For Students. (2021). Retrieved from <https://saiuniversity.edu.in/blogs/why-critical-thinking-is-crucial-for-students-of-today/#:~:text=Critical%20thinking%20is%20at%20the,on%20personal%20observation%20and%20understanding>

Val (2016). The Meaning of Curriculum Content and Learning Experiences Retrieved from <https://hyattractions.wordpress.com/2016/12/07/the-meaning-of-curriculum-content-and-learning-experiences/>

Video Guru (2020). Why Animated Videos Are Effective Education? Retrieved from <https://www.vdo.guru/why-animated-videos-are-so-effective-for-education/>

Vieira, I., Lopes, A. and Soares, F. (2014). The potential benefits of using videos in higher education. Retrieved from <https://recipp.ipp.pt/handle/10400.22/4853>