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Motivating Through Media: Examining the Effects of Video Lessons on Grade 12 Learners' Motivation

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Abstract*: This study investigated the effects of video lessons on the motivation of Grade 12 learners in the subject Understanding Culture, Society, and Politics. Conducted during the 2023-2024 academic year in a public national high school in Bukidnon, Philippines, the research involved 60 Senior High School learners from the Humanities and Social Sciences (HUMSS) track. A quasi-experimental design was employed, utilizing two intact heterogeneous classes: one experimental group and one control group, each consisting of 30 students. In the experimental group, learners engaged with video lessons, while those in the control group received conventional classroom teaching. Data was collected using a adapted and modified motivations scale, and analyzed with standard statistical methods, including mean, standard deviation, and independent sample t-tests. The results showed that the motivation levels of learners exposed to video lessons in Understanding Culture, Society, and Politics were categorized as "High Motivation," whereas those in the conventional classroom teaching group exhibited "Average Motivation." A significant difference in motivation between the two groups was found, highlighting the positive impact of video lessons on student engagement and motivation.*

Keywords—Conventional Classroom Teaching, Motivation, and Video Lessons

1. INTRODUCTION

The incorporation of technology, in education has brought about changes in teaching methods. Teachers are now using video lessons as a tool in classrooms to engage students with content that suits different learning styles (Hew & Lo, 2018). Video lessons incorporate auditory elements along with text to help students understand and remember information better (Roy, et.al, 2022). As schools adopt digital tools for learning purposes the emphasis is now more than ever, on how these tools can motivate and engage learners effectively (Noor, 2022).

In the education system of the Philippines the Department of Education (DepEd) highlights the significance of integrating 21st century teaching techniques such, as multimedia to enhance outcomes (Javier, 2022). Student motivation plays a role, in achievements and is greatly impacted by how learners view and interact with study materials. Motivated students exhibit increased engagement, retention rates and better academic results (Seli, et.al, 2015). This underscores the importance of exploring methods, like video tutorials to boost students internal and external drive, for learning.

Even though video classes are becoming more and more common in classrooms, little is known about how exactly they affect student motivation, especially in the Philippine context. Fewer research examines the motivational effects of multimedia technologies in various cultural and educational contexts, despite the fact that existing literature examines how well they can improve engagement and information retention (Smirnaya, et.al, 2022). Additionally, the particular difficulties Grade 12 students encounter—navigating intricate social, intellectual, and personal transitions—highlight the significance of figuring out methods that keep them motivated (Madjar, et.al, 2018).

An excellent framework for this inquiry is provided by the course Understanding Culture, Society, and Politics. Students must critically examine societal structures and cultural processes as part of this multidisciplinary course, which calls for a high degree of interest and participation. However, because of its theoretical and abstract nature, many educators say it is difficult to keep students interested in this topic. With their capacity to depict real-world situations and striking visuals, video classes might provide an answer to this problem.

This study seeks to address the gap by examining the effects of video lessons on the motivation of Grade 12 learners, particularly in the subject *Understanding Culture, Society, and Politics*. Utilizing a quasi-experimental research design, the study aims to explore whether video lessons serve as an effective medium to enhance learners' motivation. By focusing on this specific context, the research contributes to the broader discourse on technology-driven pedagogy and its potential to revolutionize classroom practices.

Additionally, the findings of this study aim to provide educators with evidence-based insights into the practical application of video lessons in fostering motivation. This will not only help improve instructional strategies but also align with the national educational goals of enhancing student-centered and technology-enabled learning environments.

Objectives of the Study

The study examined the effects of video lessons and conventional classroom teaching to the academic achievement of Grade 12 learners in the subject Understanding, Culture, Society and Politics, during the school year 2023-2024.Specifically, the following objectives were set to:

1. determine the level of motivation in Understanding Culture, Society, and Politics among Grade 12 learners taught using video lessons and those taught using conventional classroom teaching.
2. examine whether there is a significant difference in the level of motivation in Understanding Culture, Society, and Politics between Grade 12 learners taught using video lessons and those taught using conventional classroom teaching.

2. METHODS AND PROCEDURE

Research Design

This study employed a quasi-experimental design to investigate the effect of video lessons on the motivation of Grade 12 learners in the subject Understanding Culture, Society, and Politics. Two intact classes from the Humanities and Social Sciences (HUMSS) strand, specifically HUMSS-A and HUMSS-B, were included in the research. Both the experimental and control groups were composed of students arranged heterogeneously. The experimental group received instruction through video lessons, while the control group was taught using conventional classroom teaching methods.

Research Locale

The study was conducted in one of the National High Schools in Malaybalay City. The school is considered to be one of the large schools and is composed of more than 100 teaching force that accommodates approximately 3000 thousand students. Moreover, the school has produced several graduates that excelled in the various universities within the locality.

Participants of the Study

the study involved two intact, heterogeneous Grade 12 classes from HUMSS-A and HUMSS-B. Learners were randomly distributed between the experimental and control groups. To ensure consistency and minimize the influence of external variables, 30 learners were carefully chosen from each group for data analysis. While the total number of learners in each group exceeded 35, the selected participants reflected a wide range of interests, learning styles, capabilities, and attitudes, contributing to the diversity of the study sample.

Development of the Lessons

The researcher developed three lessons for the subject *Understanding Culture, Society, and Politics*, focusing on the topics *Becoming a Member of Society*, *How Society is Organized*, and *Cultural, Social, and Political Organization*. To ensure the quality and effectiveness of the lessons, the development process was divided into three phases, each designed to address specific aspects of lesson preparation and validation before assessing the impact of video lessons on learners' academic performance.

The first phase, known as the pre-development stage, began with a needs assessment conducted at the start of the academic year to determine key areas for improvement in the lessons. A Task Analysis Matrix (TAM) was then formulated, outlining essential components such as lesson topics, instructional objectives, activities, video lesson integrations, assessment strategies, time allocations, and references. This matrix served as the foundation for the lesson development process and was evaluated by a panel of experts. The review focused on ensuring the alignment of the TAM with the K to 12 Most Essential Learning Competencies (MELCs), as well as assessing its relevance, organizational structure, suitability for learners, and overall instructional approach.

The second phase, the development stage, involved translating the TAM into detailed lesson plans for both the experimental and control groups. Each lesson was divided into three main sections: preliminaries, the lesson proper, and assessments. The preliminaries provided an overview of the objectives and general instructions to prepare students for the lesson. The lesson proper introduced the main content using various multimedia elements such as text, images, animations, audio clips, infographics, and videos to enhance engagement and understanding. The assessment section consisted of interactive quizzes or formative evaluations to measure student learning and reinforce key concepts. For the experimental group, the researcher created video lessons as the primary instructional tool,

utilizing video editing software to integrate multimedia features effectively. Careful attention was given to ensuring proper use of multimedia elements, following established guidelines to maintain clarity and accuracy.

In the final phase, the post-development stage, the lesson materials underwent a rigorous validation process. A team of experts specializing in social sciences, language, instructional design, and information and communication technology reviewed the materials. Their evaluation considered factors such as the clarity, relevance, and accuracy of the content, as well as its appropriateness for the target learners. After revisions and approval from the panel, the materials were finalized and implemented in the study. This structured, multi-phase process ensured the lessons were well-designed, addressing both the study's objectives and the diverse learning needs of the students, while also providing a robust foundation for evaluating the impact of video lessons on academic performance and motivation.

Research Instrument

The researcher utilized an adapted and modified version of the motivation scale originally developed by Glynn (2011). The revised questionnaire consisted of 28 items designed to measure various aspects of the participants' motivation. Each item was carefully tailored to align with the specific context of the study, focusing on the learners' motivation in relation to their academic engagement and the instructional approaches used. The instrument employed a Likert-type scale, enabling participants to freely express their level of motivation by scoring each item based on their experiences and perceptions.

To ensure the questionnaire's validity and reliability, the adapted version underwent expert review, with adjustments made to suit the subject *Understanding Culture, Society, and Politics*. This comprehensive approach ensured that the instrument effectively captured the nuances of student motivation, providing robust data for analysis.

Management of Classes for the Experimental Group and the Control Group

Figure 1 clearly illustrates the procedural framework of the experimental study. Both the experimental and control group were oriented about the different proceedings of the study. First step for both groups is the exposure to the different teaching approaches. The experimental group was exposed to video lessons while the control group utilized conventional classroom teaching. After the exposure of the participants to the different teaching approaches a motivation questionnaire was administered after using the video lesson and exposure to conventional classroom teaching.

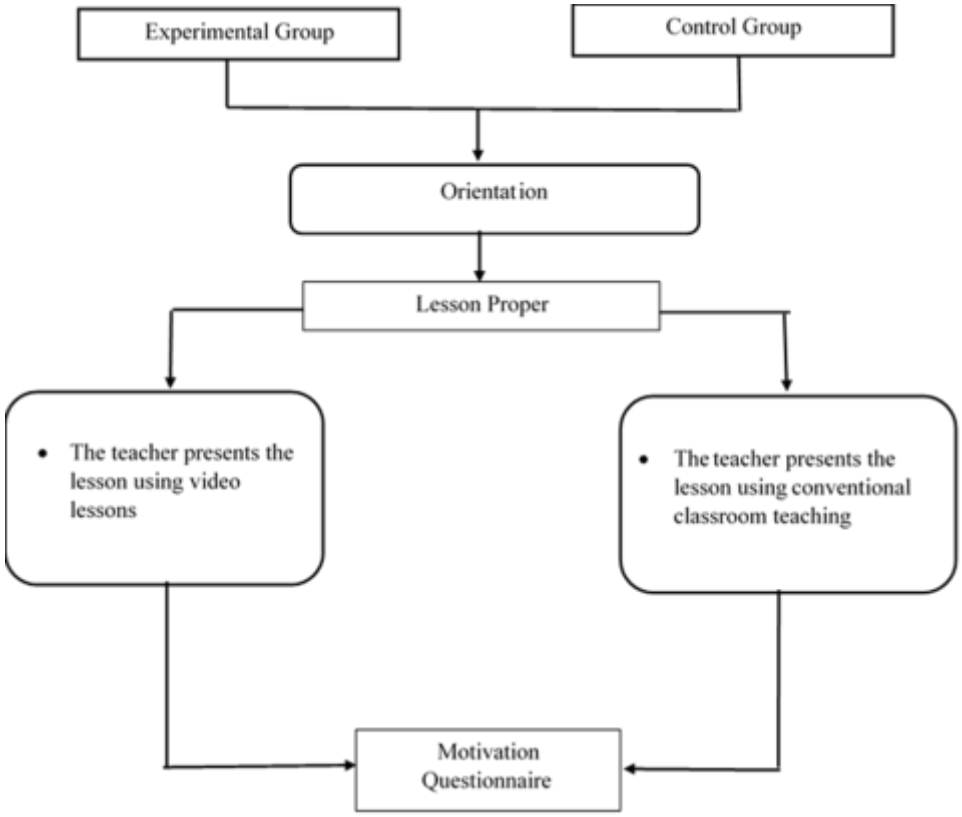

Figure 1. Procedural Framework on the Management of Classes

Statistical Treatment of the Data

The researcher used mean and standard deviation to determine the level of motivation of the students. Furthermore, an independent sample t-test at 0.05 level of significance was also used to determine the significant difference in the level of motivation in Understanding Culture Society and Politics between Grade 12 learners taught using video lesson and of those taught using conventional classroom teaching.

Research Ethics

The researcher prioritized ethical integrity throughout the study, adhering strictly to established research ethics to protect the rights and well-being of the participants. Central to this commitment was the emphasis on voluntary participation, ensuring that individuals were fully informed about the study's purpose, procedures, and their right to withdraw at any point without any negative consequences. To safeguard the participants' privacy, the researcher employed strict confidentiality measures. This included securely storing data and ensuring that no personally identifiable information was linked to the responses or disclosed in the reporting of findings. Anonymity was maintained, meaning participants' identities were not revealed or connected to specific data, even to the researcher. These ethical practices fostered trust between the researcher and participants, encouraging honest and open responses while upholding the principles of respect, beneficence, and justice as outlined in ethical research guidelines.

3. RESULTS AND DISCUSSIONS

Motivation of Learners in Understanding Culture, Society and Politics

The study determined the motivation of the grade 12 learners when taught using the video lesson and when taught using conventional classroom teaching. In determining the motivation of the learners mean and standard deviation of the responses from the motivation scale were used to analyze and compare the given data.

Table 1. *Learning Motivation of Grade 12 Learners in Understanding Culture, Society and Politics*

	Experimental Group				Control Group			
	$\bar{x}$	SD	QD	QS	$\bar{x}$	SD	QD	QS
Motivation	3.47	0.77	A	HM	2.88	0.93	U	AM

Legend: A=Always; U=Usually; S=Sometimes; N=Never HM-High Motivation; AM=Average Motivation; LM=Low Motivation; NM=No Motivation

Table 1 represents the motivation of the grade 12 learners in two groups. Results clearly indicates that the mean of the experimental group is 3.47 that is higher compared to the mean score of the control group which 2.88. This specifies that the experimental group has high motivation compared to the control group who has an average level. The standard deviation of the control group manifests a more dispersed results since it has a higher value compared to the experimental group. It can be inferred from this results that learners are more motivated to learn through the use of video lessons in the subject Understanding Society, Culture and Politics.

The result of the study is greatly supported by Park and Jung (2016) which showed that video clips as a tool for lessons has significantly impacted the learner's motivation to learn English language. Learners in the study has an increased participation in the class due to the incorporation of visual materials (Sukma, 2018). Hence, the use of Video Lessons during the classroom instruction has an effect to the motivation of the learners (Koh & Ahn (2023).

Table 2. *Motivation of the Experimental Group in Understanding Culture, Society, and Politics*

Item	Experimental Group			
	$\bar{x}$	SD	QD	QS
The Understanding Culture, Society and Politics I learn is relevant to my life.	3.70	0.60	A	HM
Getting a good Understanding Culture, Society and Politics grade is important to me.	3.67	0.61	A	HM
Learning Understanding Culture, Society and Politics is interesting.	3.60	0.56	A	HM
I believe I can earn a grade of "A" in Understanding Culture, Society and Politics.	3.47	0.82	A	HM
It is important that I get an "A" in Understanding Culture, Society and Politics.	3.47	0.63	A	HM
Knowing Understanding Culture, Society and Politics will give me a career advantage.	3.47	0.68	A	HM
I enjoy learning Understanding Culture, Society and Politics.	3.43	0.68	A	HM
I use strategies to learn Understanding Culture, Society and Politics well.	3.37	0.72	A	HM

I put enough effort into learning Understanding Culture, Society and Politics.	3.37	0.72	A	HM
My career will involve Understanding Culture, Society and Politics.	3.37	0.81	A	HM
I am confident I will do well on Understanding Culture, Society and Politics tests.	3.37	0.76	A	HM
I am curious about discoveries in Understanding Culture, Society and Politics.	3.33	0.76	A	HM
I think about the grade I will get in Understanding Culture, Society and Politics.	3.30	0.84	A	HM
Learning Understanding Culture, Society and Politics will help me get a good job.	3.30	0.79	A	HM
Understanding the subject Understanding Culture, Society and Politics will benefit me in my career.	3.30	0.84	A	HM
I am confident I will do well on Understanding Culture, Society and Politics and projects.	3.27	0.91	A	HM
Learning Understanding Culture, Society and Politics makes my life more meaningful.	3.27	0.91	A	HM
I like to do better than other students on Understanding Culture, Society and Politics tests.	3.27	0.69	A	HM
I believe I can master Understanding Culture, Society and Politics knowledge and skills.	3.23	0.82	U	AM
I am sure I can understand Understanding Culture, Society and Politics.	3.20	0.81	U	AM
I will use Understanding Culture, Society and Politics problem-solving skills in my career.	3.13	0.82	U	AM
I study hard to learn Understanding Culture, Society and Politics.	3.03	0.89	U	AM
Scoring high on Understanding Culture, Society and Politics tests and labs matters to me.	3.03	0.93	U	AM
I prepare well for Understanding Culture, Society and Politics tests.	2.97	0.81	U	AM
I spend a lot of time learning Understanding Culture, Society and Politics.	2.93	0.78	U	AM
Total	3.31	0.77	A	HM

Table 2 represents the motivation of the experimental group in Understanding Culture, Society, and Politics. The experimental group has a high motivation towards the use of Video Lesson in the classroom instruction. Scrutinizing the table, it can be seen that learners tend to identify that the subject *Understanding Culture, Society and Politics relevant to their life, having a good grade is important to them, and learning the subject is quite interesting.* The top 3 responses from the participants is indicative that learners have developed a sense of motivation in learning the subject since it has been delivered using a Video Lesson. This result is parallel to the findings of Lin et al. (2017) which stated that digital learning has a better learning motivation compared to the traditional way of teaching. Learners often times has solely been exposed to conventional classroom teaching as the primary source of information which by nature is non-interactive (Mane, 2022). Hence, the presence of Video Lessons inadvertently increased the learners' motivation to learn better (Paramitha, et.al, 2016).

As clearly demonstrated, video lessons have proven to be an effective source of motivation for learners. Interactive video lessons, in particular, offer a practical solution to addressing the critical need to motivate students in the classroom. Furthermore, exposure to video lessons not only enhances learners' motivation but also contributes to improved academic performance (Lee et al., 2019). This suggests that video lessons can serve as an alternative or supplementary medium for fostering motivation and engagement in learning.

Nevertheless, there are also three least mean scores in the experimental group which only garnered an average motivation. *These were (1) Scoring high on Understanding Culture, Society and Politics tests and labs matters to me, (2) I prepare well for Understanding Culture, Society and Politics tests. (3) I spend a lot of time learning Understanding Culture, Society and Politics.* Although these were considered to be least mean scores it can be inferred that learners have been more concerned in developing the most essential competencies and skills necessary for learning, that is why exams and other tests are not the topmost priority since the Self Learning Modules provide answers keys.

Table 3 shows the motivation of the control group in Understanding Culture, Society, and Politics. The control group has an average motivation towards the use of Video Lesson in the classroom instruction. Considering the top 3 mean scores from the table 4 which *are (1) Learning Understanding Culture, Society and Politics is interesting. (2) I will use Understanding Culture, Society and Politics problem-solving skills in my career. (3) Getting a good Understanding Culture, Society and Politics grade is important to me.* These results show that learners are not highly motivated to learn compared to the learners from the experimental group. However, they have showed interest in learning the subject but constrained due to the fact that their learning materials is only isolated in the Self Learning Modules provided by the school.

Table 3. Motivation of the Control Group in Understanding Culture, Society and Politics

Item	Control Group			
	$\bar{x}$	SD	QD	QS
Learning Understanding Culture, Society and Politics is interesting.	3.13	0.86	U	AM
I will use Understanding Culture, Society and Politics problem-solving skills in my career.	3.10	1.09	U	AM
Getting a good Understanding Culture, Society and Politics grade is important to me.	3.10	0.96	U	AM
Scoring high on Understanding Culture, Society and Politics tests and labs matters to me.	3.07	0.91	U	AM
I study hard to learn Understanding Culture, Society and Politics.	3.07	0.94	U	AM

I put enough effort into learning Understanding Culture, Society and Politics.	3.07	1.05	U	AM
I believe I can earn a grade of "A" in Understanding Culture, Society and Politics.	3.00	0.91	U	AM
I prepare well for Understanding Culture, Society and Politics tests.	2.97	0.93	U	AM
I am confident I will do well on Understanding Culture, Society and Politics tests.	2.97	0.93	U	AM
I use strategies to learn Understanding Culture, Society and Politics well.	2.93	0.98	U	AM
My career will involve Understanding Culture, Society and Politics.	2.90	0.84	U	AM
Understanding the subject Understanding Culture, Society and Politics will benefit me in my career.	2.90	0.99	U	AM
It is important that I get an "A" in Understanding Culture, Society and Politics.	2.90	1.09	U	AM
I believe I can master Understanding Culture, Society and Politics knowledge and skills.	2.90	0.96	U	AM
I am curious about discoveries in Understanding Culture, Society and Politics.	2.87	0.94	U	AM
I am confident I will do well on Understanding Culture, Society and Politics and projects.	2.87	0.82	U	AM
The Understanding Culture, Society and Politics I learn is relevant to my life.	2.83	0.83	U	AM
Knowing Understanding Culture, Society and Politics will give me a career advantage.	2.83	0.95	U	AM
Learning Understanding Culture, Society and Politics makes my life more meaningful.	2.83	0.99	U	AM
I am sure I can understand Understanding Culture, Society and Politics.	2.73	0.69	U	AM
I enjoy learning Understanding Culture, Society and Politics.	2.73	0.94	U	AM
Learning Understanding Culture, Society and Politics will help me get a good job.	2.73	0.94	U	AM
I think about the grade I will get in Understanding Culture, Society and Politics.	2.60	1.13	U	AM
I like to do better than other students on Understanding Culture, Society and Politics tests.	2.43	0.77	S	LM
I spend a lot of time learning Understanding Culture, Society and Politics.	2.43	0.82	S	LM
Total	2.88	0.93	U	AM

Although there is a lesser motivation of the learners in learning the subject Understanding Culture, Society and Politics in the control group it has not impeded their ability to learn, but their motivation is greatly different from the experimental group. This further suggests that the use of video lessons to motivate learners in the subject Understanding Society, Culture and Politics could be very useful since it would allow learners to access another medium of instruction which is very different from the conventional way of teaching (Pi, et.al, 2023). Hence, the exposure to conventional classroom teaching do not have a high influence in the motivation of the learners to learn the subject.

Comparison of the Learners Motivation in Understanding Culture, Society and Politics Between the Experimental Group and the Control Group

In determining whether a significant difference exists in the level of motivation in Understanding Culture, Society, and Politics among grade 12 learners taught using the video lessons and those exposed to conventional classroom teaching, the researcher used the independent sample to test at. 0.05 level of significance. Table 4 reveals the summary of the results.

Table 4. *Comparison Learners Motivation between the Experimental Group and the Control Group*

Learning Motivation	Mean	SD	F-Value	t-value	p-value	Interpretation
Experimental Group	3.3133	.41835		3.167		
Control Group	2.8760	.63021	9.359	3.167	.003	Significant

The results of the study showed a significant difference in the motivation in Understanding Culture, Society and Politics between the experimental and control group, which is in favor of the experimental group. The data in the table has revealed that learners' motivation in Understanding Culture, Society and Politics obtained a p-value of 0.003, which is less than the 0.05 significance level. Hence, the null hypothesis which states that there is no significant difference in the level of motivation in Understanding Culture Society and Politics between the Grade 12 learners taught using video lesson and of those learners taught using conventional classroom teaching, is rejected.

The results of the study clearly mean that learners are more motivated to learn the subject when there is an incorporation of multimedia learning materials such as video lessons. This is in support to the findings of Widahyu (2021) that indicated the use of video as a learning media improve learners' motivation and creative thinking. Moreover, digital learning such as video lesson has a better learning motivation compared than of those traditional teaching methods (Lin et al., 2017).

Additionally, video materials in the lessons intensifies learners' collaboration and creative thinking which results that they become more motivated to learn (Mendoza et al., 2015). Furthermore, learners who are exposed in video lessons has tend to have a significant improved academic achievement and motivation (Lee et.al, 2019). This is indicative that video lessons have a positive effect in the learner's motivation which would help them gain more meaningful learning experiences in the classroom.

The study investigated the effects of the video lessons to the academic achievement and motivation of Grade 12 learners in Understanding Culture, Society, ang Politics. It also further examined the motivation of the learners in the subjects mentioned. There is a significant difference in the academic achievement and motivation of the grade 12 learners taught using the video lessons and those assigned to conventional classroom teaching. Moreover, learners exposed to the video lessons has a high motivation towards the subject Understanding Culture, Society and Politics.

4. CONCLUSIONS AND RECOMMENDATIONS

The integration of video lessons has proven to be an effective tool in enhancing student motivation, particularly in the subject of Understanding Culture, Society, and Politics for Grade 12 learners. Despite some technological challenges, video lessons have provided an engaging and interactive learning experience, fostered deeper retention of information and encouraged active participation. By creating a dynamic and flexible learning environment, video lessons have not only motivated students but also facilitated a more meaningful and enriching educational experience.

Incorporating video lessons into flexible learning settings allows teachers to offer supplementary materials that cater to the diverse needs of learners, helping maintain motivation even during disruptions. These videos serve as a valuable resource in keeping students engaged, offering a sense of continuity and connection to the subject matter. To maximize the potential of video lessons, teachers and administrators should consider training to develop their multimedia skills. This will enable them to better navigate the demands of 21st-century education and further enhance the motivational impact of their teaching strategies.

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