

Utilizing Videos as a Learning Tool in Teaching Literature to Teacher Education Students

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DOI: <https://doi.org/10.5281/zenodo.8076979>

Published Date: 24-June-2023

Abstract: The global pandemic has prompted many to adopt videos as an educational tool in both online and offline settings. With these educational challenges, this study aims to identify the effects on students' performance when incorporating educational videos in teaching literature to third-year Education students major in English. A quasi-experimental research design was employed and a total population sampling method was utilized, along with the toss coin method to assign respondents to either the control or experimental group. The study was conducted for four weeks through face-to-face classes. The results indicate that incorporating videos as a learning tool has a noteworthy effect on the academic achievements of students in the field of literature. The post-test scores of students who utilized videos as a learning tool were higher compared to those who used traditional teaching methods. The academic performance outcomes of both the experimental and control groups were not influenced by their respective profiles, including age, gender, access to multimedia at home, and the educational background of their parents. This study recommends incorporating videos as a learning tool in teaching literature to support and motivate students to enhance their knowledge and skills.

Keywords: Videos, Learning Tool, Lecture Method, Literature Class.

I. INTRODUCTION

The COVID-19 pandemic has caused a significant transformation in the field of education both in the Philippines and worldwide. The global health crisis has led academic institutions to face unprecedented challenges, including the need to explore various instructional approaches such as online learning and blended learning methods to sustain the quality of education provided to students. In response to these challenges, videos have emerged as one of the most widely used tools for teaching and learning. In higher education, videos have been utilized to teach students in both online and face-to-face settings. Real-time lectures and lessons have also become increasingly popular in traditional educational settings over time (Crook & Schofield, 2017).

Videos can help fill the training gap by providing mainstream and specific education, and students can re-watch videos multiple times in order to retain and gain more knowledge. Moreover, videos provide teachers with opportunities to learn new teaching strategies and to inform students about their own progress. In the field of English literature education, educators have been exploring effective methods of using available multimedia to teach the subject, and one such method is utilizing videos. Videos used for educational purposes are an excellent tool in assisting students to acquire a deeper knowledge and understanding of literature. According to Brame (2016), videos used as instructional material have the potential to be effective tools in teaching because they encourage students to explore more about literature. Additionally, utilizing videos has helped students to improve their language abilities such as reading, listening, and speaking. While watching and retaining information, students can easily recall, interpret, and practice language concepts (Jamalyar, 2019).

The research community is intrigued by the potential role of video as a learning tool in teaching English literature to third-year students. The objective of this study is to evaluate the effectiveness of utilizing video as a learning tool to enhance students' knowledge of English literature. It is crucial to expose education students to the most effective teaching methods to prepare them for their future pre-service teaching. To improve students' intelligence, teachers must provide strategies that are relevant to real-life situations.

The researchers noted that there is a need for improvement in the learning of literature among students. Additionally, English teachers have observed that students struggle to acquire knowledge of literature without the use of educational videos. While there have been previous studies conducted on different learning tools, this particular study is centered on the use of videos as a means of addressing students' difficulties in learning English literature.

II. RESEARCH METHODOLOGY

A. Research Design

This study employed a Quasi-Experimental research design, combining quantitative and qualitative methodologies. The researchers utilized a comparative research design, employing pre-test and post-test measures to gather data through a survey questionnaire. By incorporating both quantitative and qualitative approaches, the study aimed to provide a comprehensive understanding of the research topic.

B. Respondents

In this study, third-year education students were divided into two groups: the control group and the experimental group. The participants, totaling 40, were randomly selected from two sections of third-year education students, ensuring a diverse representation. The control group received instruction using traditional teaching methods, while the experimental group utilized videos as a teaching aid. The aim was to compare the effects of these different approaches on student learning outcomes. By employing videos as a teaching aid, the researchers sought to assess the potential benefits of multimedia integration in education.

C. Research Instrument

The researchers in this study developed their own research instrument, specifically a set of multiple-choice test items. To ensure its reliability, the instrument underwent pilot testing. The instrument incorporated various stimuli to prompt responses from the participants, and these responses were used to generate numerical scores (Ary et al., 2010). Two types of tests were administered: the pre-test and the post-test. The pre-test assessed the students' knowledge before the treatment or intervention, while the post-test evaluated their knowledge after the treatment or intervention.

The validity of the research instruments used in the study was also checked by education and language research experts. Moreover, this study utilized video as the experimental group's material tool. Previous research has shown that the use of multimedia-assisted strategies is an effective way to enhance students' English learning (Liu, 2010).

D. Data Analysis and Procedure

The researchers obtained the necessary permissions from the program head, dean, school presidents, and the students to conduct the study, while upholding the principles of respect and privacy to ensure the confidentiality of the respondent's responses. To evaluate the students' responses, a matrix was utilized to measure the progression of their learning.

TABLE 1: SCORING GUIDE AND SPECIFICATION

Score	Grading Scale	SD Range	Description	Remark
30-28	90-100	> 2.0	Excellent	Passed
27-23	85-89	1.5 – 1.99	Good	Passed
22-18	80-84	1.25 – 1.49	Satisfactory	Passed
17-15	75-79	< 1.24	Fair	Passed
14-below	Below 75	0.0	Poor	Failed

III. RESULTS AND DISCUSSIONS

The results of this study are presented in tabular and supported by discussions from the analysis of the respondents' responses.

1. Demographic profile of the respondents, in terms of:

1.1 Age

TABLE 2: THE RESPONDENTS' AGE GROUP

Age	Frequency	Percentage
16-20	16	40%
21-25	20	50%
26-30	3	7.5%
31-35	1	2.5%
TOTAL	40	100%

The distribution of respondents based on age is shown in Table 1.1, indicating that the largest proportion of respondents, representing 50% of the total population, falls within the age range of 22-25. In addition, 40% of the population falls under the age range of 16-20. The remaining 10% of the respondents are divided into two categories, with 7.5% belonging to the age range of 26-30, and 2.5% belonging to the age range of 31-35, respectively. The results indicate that despite the difficulties brought about by the current global pandemic, the majority of the respondents are within the suitable age range for pursuing their education.

The data indicates that the majority of respondents in this study are youths, aligning with the findings of previous studies conducted by Oboza (2017) and Ulanday (2021), which also had a significant proportion of participants aged between 20 and 25 years old. Additionally, findings from the data survey conducted by the Philippine Statistic Authority reveal an upward trend in the youth population, encompassing individuals aged 15 to 30 years, over a specific period. In 2020, the total number of youth in the country reached around 31.40 million, accounting for approximately 28.9% of the overall household population. This indicates a higher proportion of youth compared to the previously recorded figure of 29.39 million (29.2%) in 2015. These findings demonstrate the growth and significance of the youth population, emphasizing their influence within the demographic landscape of the Philippines.

Consequently, the results of this study indicate that the age group of 21-25 was actively involved in the research and comprised a significant portion of the participants. It is evident that individuals within this age range, who are typically pursuing higher education or engaged in further studies, showed interest in participating in the study. This highlights the importance of considering the perspectives and experiences of young adults in educational research. The inclusion of this age group in the study provides valuable insights into their educational experiences, challenges, and aspirations. Furthermore, their active engagement underscores their commitment to learning and their willingness to contribute to the advancement of knowledge in the field of education.

1.2 Sex

TABLE 3: THE RESPONDENTS' SEX

Sex	Frequency	Percentage
Male	9	22.5%
Female	31	77.5%
TOTAL	40	100%

The above table displays the respondents' distribution based on their sex. The data revealed that male respondents comprised 22.5% of the total population, with a total of 9 students, while female respondents comprised the majority of the population, with a total of 31 students, equivalent to 77.5%. This indicates that female students outnumbered male students in terms of population. Nonetheless, it is noteworthy to mention that male students exhibited more interaction with the teacher, while female students, due to their larger number, were more conspicuous.

The findings validate previous research by Ulanday (2021) that indicates a predominance of females in the teaching profession, where they are offered opportunities to serve and lead in schools and communities. Ramachandran et al. (2005) found that female teachers chose the teaching profession due to its perceived respectability and security. However, this contradicts the findings of Reusia et al. (2020), who observed that male graduates outnumbered female graduates in the science education program.

In conclusion, the findings of this study indicate that there is a higher representation of women in educational institutions and in pursuing education courses compared to men. The data reveals a significant gender disparity, with a larger proportion of female students enrolled in schools and actively pursuing careers in the field of education. This observation highlights the need for further examination and understanding of the factors contributing to this gender imbalance. It is crucial to address any underlying factors that may influence the underrepresentation of men in the education sector and to promote equal opportunities and inclusivity for all genders in educational pursuits. Efforts should be made to encourage and support men who are interested in pursuing education as a profession, as a more diverse and balanced representation of both men and women in the field can lead to enriched educational experiences and a more inclusive learning environment.

1.3 Available Multimedia at Home

TABLE 4: THE RESPONDENTS' MULTIMEDIA AT HOME

Available Multimedia at Home	Frequency	Percentage
Mobile Phone	40	100
Laptop	22	55
TV	29	72.5
Computer	6	15
Projector	2	5
Tablet/Ipad	2	5

The data presented in the table indicates the level of access to multimedia among the respondents. It is evident that all 40 respondents have access to mobile phones, which is the highest percentage at 100%. 72.5% of the respondents have access to television, while 55% have access to laptops. Additionally, a total of 16% of the respondents have access to a computer, while projectors, tablets, and iPads have 5% each. This data suggests that the majority of the respondents have access to various multimedia devices that they can use to watch educational videos at home.

Furthermore, as computer capabilities continue to advance (Fletcher, 1991), new and innovative approaches will emerge for integrating media, resulting in a more intricate and captivating multimedia experience. Multiple statistical sources provide evidence of the effectiveness of multimedia in education and its potential to significantly enhance student learning. However, it is important to recognize that while multimedia technology offers numerous benefits, it can also disrupt the learning process if the main emphasis, as highlighted by Idnay (2020), is not on learning with technology but rather on the technology itself.

Therefore, a significant majority of the respondents in this study reported owning smartphones and having access to television at home. This finding indicates the widespread presence of these technologies among the participants, highlighting their prevalence and importance in contemporary households. The high ownership of smartphones and access to television suggests that these devices play a central role in the daily lives of individuals, serving as key platforms for communication, entertainment, and information consumption. This information is valuable for understanding the digital landscape and can inform various sectors, such as technology industries, marketing strategies, and media content development, to cater to the preferences and needs of a population that heavily relies on smartphones and television for their everyday activities.

2. Respondents Learning Scores in the Pre-test and Post-Test of both Experimental and Control Group?

TABLE 5: THE PRE-TEST AND POST-TEST SCORES OF THE GROUPS

Experimental Group	Mean	Std Deviation	Description	Remarks
Pre-test	10.75	1.70	Good	Passed
Post-test	17.25	2.0	Excellent	Passed
Overall	14.00	1.85	Good	Passed

Control Group	Mean	Std Deviation	Description	Remarks
Pretest	11.25	1.26	Satisfactory	Passed
Post-test	14.79	1.48	Satisfactory	Passed
Overall	13.02	1.37	Satisfactory	Passed

The intervention had a significant positive impact on the experimental group, as evidenced by the results. The average score in the pre-test, which was 10.75, significantly increased to 17.25 in the post-test. This substantial increase in performance indicates notable improvement. The standard deviation of 2.0 for the post-test scores suggests that the performance within the experimental group was relatively consistent. The post-test performance is characterized as "Excellent," indicating a high level of achievement. Similarly, the control group also showed improvement between the pre-test and post-test, with the mean score rising from 11.25 to 14.79. However, the standard deviation of 1.48 indicates a slightly wider range of scores compared to the experimental group. The overall performance of the control group is described as "Satisfactory," reflecting a moderate level of achievement.

The findings of the study indicate that the intervention implemented in the experimental group had a substantial influence on their performance, surpassing the progress observed in the control group. This suggests that the intervention was successful in improving the abilities and skills of the participants in the experimental group. The significant impact observed in the experimental group implies that the specific strategies or techniques employed in the intervention were effective in enhancing their performance and facilitating noticeable advancements in their learning outcomes.

The results further underscore the importance of implementing targeted interventions and instructional approaches tailored to meet the specific needs of learners. By designing interventions that address the unique challenges and learning gaps of the participants, educators can maximize the effectiveness of their teaching strategies and positively impact student performance. The contrasting outcomes between the experimental and control groups also highlight the importance of employing evidence-based interventions and employing rigorous research designs to assess their effectiveness.

Kosterelioglu's (2016) survey indicated that 94% of teachers effectively used videos during the school year and found video-based learning to be highly beneficial, surpassing traditional textbook instruction. The human brain processes visual information faster than other types of learning material, resulting in a higher retention rate. Watching videos also helps students integrate knowledge more efficiently, as it appeals to all five senses. As a result, it includes elements that stimulate the learner's senses, making it a valuable learning tool.

3. Is there any discernible change in the responses when they are sorted by profile?

TABLE 6: RESPONDENTS' PROFILE AND PRE-TEST SCORES

Items	F	P	Decision	Interpretation
Age	-1.602	.117	Accepted	Not Significant
Sex	-3.439	.001	Accepted	Not Significant
Multimedia at Home	6.547	.001	Accepted	Not Significant

Based on the data presented in Table 3.1, it was found that there was no statistically significant variation in test results based on the classification of respondents by age, as indicated by a P-value of .117. Thus, the null hypothesis was accepted, suggesting that age differences did not have an impact on the test results. This finding is in contrast to the results of Capinding's (2021) study, which suggested that age and gender differences may have an effect on academic performance. However, the present study's results suggest that there is no substantial relationship between age and academic performance.

Subsequent analysis of the collected data revealed that the observed distinctions in test outcomes between the experimental and control groups did not attain statistical significance, as evidenced by the P-value of .045. Consequently, the null hypothesis was not supported, indicating a statistically significant distinction in the test scores of the two groups. This finding suggests that the utilization of videos as a learning tool in the experimental group exerted a notable influence on their test results compared to the control group's conventional teaching method. The efficacy of videos as a teaching aid has been firmly established, as it facilitates students' visualization and comprehension of complex ideas. This outcome is consistent with a body of literature that has consistently demonstrated the positive impact of integrating videos into instruction on student learning and academic performance. Therefore, it is highly recommended to promote the use of videos as an educational tool in the classroom to enhance student's learning outcomes.

Furthermore, the study's findings indicated that there was no notable variation in test results among groups of children categorized according to their availability of multimedia resources at home, as the P-value was determined to be .001. Consequently, the null hypothesis was upheld. These findings suggest that the student's test scores were not influenced by their access to multimedia resources at home. Thus, in a classroom setting, all students had an equal opportunity to learn and perform well in their assessments, regardless of their access to multimedia resources at home.

The study found that the test scores of respondents did not exhibit any statistically significant differences when they were categorized according to their profiles. This implies that despite variations in age, gender, educational attainment of the parents, home resources, and age, the respondents' test scores were not significantly affected. Therefore, the findings suggest that the academic performance of the students is not dependent on their profiles based on statistical analysis.

4. Is there a significant difference between the pre-test results of the experimental and control groups?

TABLE 7: PRE-TEST SCORES BETWEEN EXPERIMENTAL AND CONTROL GROUPS

Item	F	P	Decision	Interpretation
Pretest Scores for Experimental and Control Group	-1.356	.183	Accepted	Not Significant

Based on the findings from the Paired T-Test analysis, the pre-test scores of the two groups did not exhibit a significant difference. The obtained p-value of 0.183 exceeded the predetermined level of significance (0.05), indicating that both groups possessed a similar level of prior knowledge in the subject of literature as assessed in the pre-test.

Based on the analysis of the data, it can be inferred that the participants might have faced challenges in their ability to respond to the test due to insufficient skills and exposure. This observation is supported by the finding that a significant number of respondents had parents who completed only high school education. This parental educational background may have influenced the results of the pre-test, as the parents themselves may have lacked the knowledge and experience to adequately support their children in developing the foundational skills necessary to successfully complete the assigned activities.

Additionally, the availability of multimedia resources at home or other resources for the students was limited, as the demographics of the respondents revealed that most of the students relied only on mobile phones and television for their learning. Furthermore, the students may not have been exposed to advanced learning opportunities, as the study was conducted in a local setting.

Moreover, in Assari's (2019) study, it was found that a family's socioeconomic position and parents' level of education had a significant influence on the academic performance of their children. This implies that students coming from families with better socioeconomic status and more educated parents have a higher likelihood of achieving academic success. Additionally, Li & Qiu (2018) discussed the utilization of multimedia in education and its impact on student learning. The paper highlighted that multimedia can enhance student engagement, motivation, and knowledge retention. It can also help students understand complex concepts more easily and effectively.

In summary, the results suggest that the students' limited exposure to educational resources and lack of access to advanced learning opportunities may have contributed to their performance on the pre-test. The pre-test results indicate that the students may have faced challenges in acquiring and applying knowledge prior to the implementation of the intervention. Limited access to educational resources, such as textbooks, technology, and supplemental materials, can hinder students' ability to engage with the content effectively and develop a strong foundation in the subject matter. This limited exposure to educational resources may have contributed to the lower performance observed in the pre-test.

5. Is there a significant difference in post-test scores of the experimental and the control group?

TABLE 8: POST-TEST SCORES BETWEEN EXPERIMENTAL AND CONTROL GROUPS

Item	F	P	Decision	Interpretation
Post-Test Scores for Experimental and Control Group	10.859	.000	Rejected	Significant

The table displays a P-value of less than 0.001, indicating a statistically significant difference in the post-test scores between the experimental and control groups. Consequently, the null hypothesis was rejected, signifying that the intervention had a substantial effect on the post-test scores of the students in the experimental group as compared to those in the control group. The Paired T-test analysis confirmed a significant disparity in the post-test scores between the two groups, leading to the rejection of the null hypothesis. These results suggest that the use of instructional videos had a more pronounced impact on the academic performance of students compared to those who received traditional lectures alone.

The participants' post-test scores showed improvement when compared to their pre-test results. Notably, the experimental group, which had access to instructional videos, demonstrated a significant increase in their post-test scores compared to the control group, who only received conventional teaching methods. This highlights the stronger impact of instructional videos on student performance in the tests compared to traditional teaching methods. The findings emphasize the effectiveness of incorporating videos as a teaching aid in enhancing student learning outcomes, surpassing the benefits of relying solely on traditional lectures. The study's results provide evidence of the significant improvement in post-test scores among students who received video-based instruction during their literature class.

Furthermore, the results confirm that the use of educational videos is more effective in helping students learn compared to traditional teaching methods. The result was supported by Torrington & Bower's (2021) study that videos can be a highly effective tool in the classroom, allowing students to gain a deeper understanding of subjects and accelerate knowledge acquisition. This suggests that any subject can benefit from the use of videos as a teaching tool.

Norton (2013) posits that instructional videos can serve as a foundational tool for educational processes, aiding in the coordination of course delivery, creating an atmosphere of authentic learning, and facilitating the assessment of all students' achievements. These explanations underscore the importance of connecting learning with real-life experiences. In an English class, for instance, students must feel competent and confident in their ability to learn the language. To achieve this, teachers must provide a safe and motivating educational environment and foster a culture of lifelong learning.

In the context of educational videos in the classroom, Kosterelioglu (2016) argues that learners can develop multi-sensory functions by experiencing learning through sight and touch. Supporting this, Benavent & Peñamaria (2011) found that effective use of video in the classroom can make learners feel more comfortable and motivated, transforming language learning into an educational process of self-development and discovery.

6. Is there any significant difference in the post-test scores of the experimental and the control group?

TABLE 9: THE PRE-TEST AND POST-TEST SCORES OF THE EXPERIMENTAL GROUP

Item	T	P	Decision	Interpretation
Pre-test and Post-test Scores of the Experimental group	-10.718	.000	Rejected	Significant

Table 6.1 shows that the experimental group's pre-test and post-test scores had a P-value of less than 0.00, indicating a significant difference, and the null hypothesis was therefore rejected. This suggests that the intervention using video as a learning tool had a noticeable impact on the experimental group's test scores.

A Paired T-test was employed to compare the scores of the experimental group before and after the test, revealing a noteworthy disparity. The findings also imply that students can enhance their learning experience by utilizing videos as a teaching aid, as evidenced by the considerable enhancement in their test scores. These results demonstrate that the strategies used in the classroom were found to be influential and had a positive impact on increasing the test scores of the respondents.

Therefore, the students were able to learn and achieve higher scores on the test. Moreover, the researchers found that other studies also support the findings of this study. The use of videos as a teaching tool has been shown to be highly effective in the classroom. It is possible to teach any subject using videos as it helps to acquire information more accurately and quickly. There have been numerous studies that support this concept. For instance, Mohammed (2012) found that the use of videos in teaching significantly impacted students' academic progress. Educational videos are critical teaching aids that help in structuring the learning process and facilitating memory retention.

IV. CONCLUSION & RECOMMENDATIONS

Using videos as a learning tool for English literature has been found to be effective in increasing students' interest in learning, understanding the concept quickly, and retaining the lesson. This approach also helps to eliminate misconceptions that may arise during traditional lecture methods. The study's findings support the use of Anchored Instruction Theory, which promotes skill development and extends thinking to other content areas. The theory emphasizes the use of videos to stimulate learners by engaging their senses, particularly sight. The study confirms the effectiveness of this theory and the need for appropriate instructions that foster creative and critical thinking to aid student learning. The use of videos was found to be effective in enhancing the transmission of information among third-year students learning literature.

Video is an effective learning tool that can enhance students' learning in literature, as evidenced by the study's clear results and statistics. This can be particularly beneficial for Filipino students struggling with English basics. It is recommended that teachers use both traditional and modern teaching methods to make learning more effective and collaborative. The research indicated that there was no noteworthy variation between the two approaches and student engagement can enhance their focus, attentiveness, and analytical skills. Therefore, teachers should be flexible and equipped with various teaching strategies to make learning more engaging and productive.

Based on the study conducted, it was found that video as a learning tool is effective in enhancing students' interest and understanding of learning literature. The effectiveness of the anchored instruction theory, which advocates for using videos as an essential catalyst in the learning process, was demonstrated in addressing the varying needs of students in the classroom. The study recommends that teachers utilize both traditional and modern teaching methods to make their teaching and learning effective. Subsequent research should investigate the effects of varying video types, explore their influence on student engagement and motivation, analyze their impact on diverse learner groups, and assess their effects on the long-term retention of literary concepts. By considering these recommendations, researchers can contribute to the existing body of literature and identify effective strategies for enhancing the learning experience of students.

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