



ASSESSING THE EFFECTIVENESS OF VIDEO PRESENTATIONS AS SUPPLEMENTS TO PRINTED MODULES IN MODULAR READING INSTRUCTION FOR PUBLIC ELEMENTARY SCHOOL LEARNERS

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Abstract

This study investigated the effectiveness of video presentations as supplement to the printed modules in modular instruction. This utilized the descriptive-survey design with the use of a self-structured survey questionnaire to gather data, which is focused on the perceptions of the learners on the impact of video presentations on their reading comprehension skills, reading engagement, and overall reading performance. The instrument used was in a 4-point Likert Scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), with a value of 4,3,2,1 respectively. From the seven classes of sixth-graders in the 7 schools of Sta. Rita District I, 35 samples were chosen through simple random technique, specifically the lottery method. Responses were tallied and analyzed, and interpreted via mean and standard deviation. The effectiveness of the video presentations was assessed through the verbal descriptions derived from the weighted mean and mean ranges calculated by $(4-1=3)$ then the difference is divided by four (4) as the greatest value of the scale ($3\div 4= 0.75$), where number one (1) as the least value of the scale was added. Results revealed that the use of video presentations as supplement to the printed modules in modular reading instruction is useful in enhancing the learners' comprehension skills and it has increased the learners' motivation and engagement in reading. The findings also show that the video presentations are instrumental in improving the overall performance of the learners in reading as shown by their scores in reading comprehension tests. The wide use and integration of the video presentations in instruction is recommended.

Key words: video presentations, modular reading instruction, printed modules

INTRODUCTION

Every educational era faces a particular challenge at different degrees of difficulty. Despite the diverse and huge gamut of the problems, the educational leaders are not dissuaded from implementing innovations to address the issues. For instance, the aftermath of COVID 19 altered the normal flow of learning delivery. This has required the educational system to adopt learning modalities that ensured the continuity of education.

Virtual learning became a trend and has been in widespread adoption. However, certain hitches emerged like unstable internet connections that limits the learners from accessing online resources and join online classes. Also, the unavailability of devices at some homes makes it impossible for the learners to benefit from technological tools. This therefore urged the educators to use alternative learning delivery mode. For instance, the Department of Education imposed the utilization of printed modules in a modular approach for teaching and learning (Dangle, 2020).

Modular learning is the most popular type of distance learning used by all public schools in the Philippines. A survey by the Department of Education revealed that parents with children and learners in rural areas prefer this method, especially when the internet is not accessible for online learning (Bernardo, 2020).

According to Dejene & Chen (2019), modular approach is an emerging trend in educational spectrum that shifts traditional method of instruction to an outcome-based learning setup. Modular instruction is perceived effective in adequately meeting the needs of the recent generation than the traditional instruction both with respect to the quality of learning and the content.

It is further underscored by French (2015) and Kamakshi (2011), as cited by Dejene & Chen (2019), that modular approach to teaching enables the learner to have control over and accepts greater responsibility for his/her learning. Modular approach to learning using printed modules designed by teachers is encouraged even in public schools. This method allows learners to learn at their own pace in any subjects or field of discipline they are taking without being bothered by lack of facilities and technological devices. Teachers follow up with students to ensure that the learners can independently tackle concepts embedded in the printed modules (Nardo, 2017).

Gonzales (2020) explained that, for instance, in teaching reading, the provision of printed materials to children helps them develop basic reading skills like letter and word identification, phonemic awareness, and sentence completion. It encourages more reading and longer periods of reading, leading to more shared reading between parents and children. Access to print materials also improves attitudes towards reading and learning because children with greater access to books express more enjoyment of books, reading, and academics. This is achieved through borrowing or owning books.

However, despite the advantages that the modular learning approach offers, the setbacks shouldn't be overlooked. The Florida Center for Instructional Technology (FCIT, 2009) posits that print materials are static and lack audio-visual elements, which makes them inappropriate for teaching languages and visual concepts. The use of printed modules requires reading skills, which implies that non-readers will not benefit from it. The delivery time may take days or weeks and print materials do not offer built-in interactions. Additional technologies like email should be used in conjunction with printed materials to improve learning. Therefore, printed materials should be supplemented with other tools to enhance learners' understanding of the concepts. It is from this context that the use of videos as aid for the students' learning acquisition process came into light.

Obagah & Brisibe (2017) underscored the importance of visual stimuli in children's learning process, which include the use of devices like television, videos, and computers. The authors further argued that visual perception is crucial for understanding the world, which made the academic societies rely on visual media for improved learning. Hence, teachers are encouraged to use multimedia, such as instructional videos to supplement printed modules for the learning tasks of the learners.

Classroom instruction is expected to incorporate technology, which serves four primary roles in education: supporting instructions, acting as an instructional delivery system, being part of the curriculum, and enhancing the overall learning process (Raja & Nagasubramani, 2018). In the light of modular instruction in reading, the technology integration such as the utilization of video presentations, audios, and video subtitles as a supplementary material are seen instrumental in enhancing students' comprehension, broaden perspectives, and ignite imagination. It is observed that multimedia enables interactive instruction, improve learning, and encourage students to take greater ownership of their learning (Chan, Lei, & Lena, 2014). Hence, the video presentations are deemed helpful for the students to have an improved grasp of the lessons in the printed materials for reading instruction.

Several studies have been conducted to investigate the significance of integrating technology like video presentations in instruction, which specifically delved into the higher education and secondary school settings (Gonzales, 2020; Chan, Lei, & Lena, 2014; Brame, 2016; & Wong, 2020). Though studies of its impact on the learning outcomes among elementary learners were conducted, there is lack of body of knowledge that specifically covered its effectiveness in reading instruction. Hence this study aimed to fill this gap by assessing the effectiveness of video presentations as supplementary materials to modular instruction in reading among the public school elementary learners in the District I of Sta. Rita, Samar.

Theoretical Framework

This study recognized the concept of cognitive theory of multimedia learning that is centered around three key principles which are learning is an active process that involves filtering, choosing, organizing, and integrating information; there are two distinct channels (visual and aural) for processing information; and there is a limit to the capacity of the channels. The multimedia principle suggests that people learn more from words and pictures than from words alone. However, multimedia learning cannot be achieved by adding text to images. It aims to tie instructional material to the function of human mind that involves dynamically chosen and arranged components. The importance of learning when new material is combined with the background knowledge is seen in the content assessment and effective knowledge transfer (Mayer & Moreno, 2003).

This study highlights the significance of incorporating video presentations to printed modules in enhancing active participation among the learners. The approach is perceived as a means to encourage students to sort, select relevant information, mentally arrange it, and integrate it with their existing knowledge, thereby enhancing comprehension and recall of the reading material. Video presentations utilize both visual and auditory channels to process information. Through narrations or subtitles, films present information aurally. Printed modules primarily engage the visual channel through the printed text. In teaching reading, this dual-channel method reduces cognitive overload and reinforce understanding as visual aids can help explain difficult ideas during reading aloud.

Another theory considered in this study is the dual-coding concept. This explains that video presentations utilize both visual and auditory channels to process information, reducing cognitive overload and improving understanding. This dual-channel method is particularly beneficial in teaching reading, as visual aids can help explain difficult ideas. The dual-coding hypothesis suggests that learning is most successful when both verbal associations and visual images are combined. The human mind processes information differently along two channels, producing distinct representations for each. The nonverbal/visual system and verbal system are the two coding schemes used in video presentations. The verbal system uses "logogens" to retain linguistic information, while the nonverbal/visual system processes visual information and stores it in "imagens." These units generate preexisting mental words and pictures, enhancing cognitive function in an unconscious manner (Kanellopoulou, Kermanidis, & Giannakoulopoulos, 2019).

This recent study explores the use of video presentations as a supplement to modular reading instruction in public elementary schools. The dual-coding principle is aligned to the concept of this endeavor as it underscores the significance of integrating visual and auditory channels in reducing cognitive overload and enhance understanding. This research gives credit to the use of video presentations as supplement to printed materials to improve text comprehension, which demonstrates that learning is most successful when verbal associations and visual representations are integrated. The use of visual aids and aural reinforcement in videos enhances reading comprehension, engagement, and academic success by utilizing the different information discerned by human brain.

Conceptual Framework

This study aimed to assess the effectiveness of video presentations as supplement to printed modules used in modular instruction in reading for public elementary school learners.

The following figure illustrates the flow of the study.

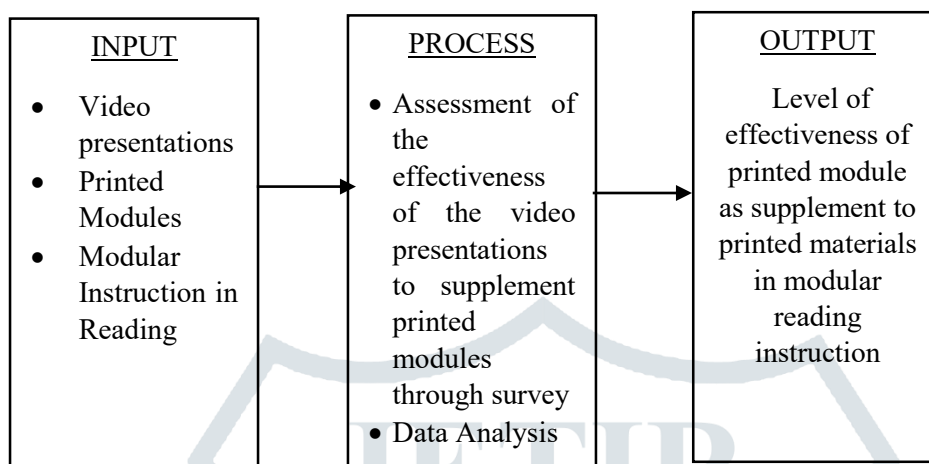


Figure 1
Study Flow Diagram

The figure illustrates the flow of the study following the input-process-output (IPO) model (Ilgem, Hollenbeck, Johnson, & Jundt, 2005). The input reflects the independent variables of the study which are the video presentations that are used to supplement the printed modules in modular instruction in reading. These serve as the basis in gathering the data to be treated so as to answer the research questions. The process is the mediating variable that is used to convert input to output. Through the survey conducted, data were gathered and treated, analyzed and interpreted. This determined the level of effectiveness of the video presentations to supplement the printed materials in modular reading instruction, which is the output of the study.

Purpose of the Study

This study aimed to determine whether the use of the video presentations significantly aided the learners in doing their learning tasks in the printed modules. Basically, this assessed the effectiveness of the video presentations as supplement to printed modules used in reading instruction for Grade 6 students in the Sta. Rita District I. The results of the study can be a basis for the application of technology integration in instruction to improve educational practices and policies through the information about the advantages of multimedia technologies and the significance of its utilization in learning delivery.

Research Questions

This study determined the extend of effectiveness of video presentations as supplementary materials to printed modules used in modular instruction in reading for Grade 6 learners in Sta. Rita District 1, Samar Division.

This specifically sought answers to the following questions:

1. What is the extent of usefulness of video presentations as supplement to printed materials in improving reading skills of the public elementary learners?
2. What is the level of learners' engagement in reading while using video presentations in modular instructions?
3. How effective are video presentations as supplement to printed materials in improving the learners' performance in reading, as reflected in the achievement tests scores?

Significance of the Study

The aim of the study to add to the body of literature that bridge the knowledge gap relative to modern teaching methods in reading instruction, underscoring the significance of technology integration by assessing the effectiveness of video presentations to supplement printed modules.

This study underscores the benefits of utilizing video presentations as supplementary material to printed modules in reading instruction. The results are of significance to the educators, administrators, instructors, and educational technology developers as this provides insights to enhance instructional strategies and improve learning opportunities for the enrichment of reading comprehension and engagement. The findings are expected to boost parental confidence in their children's education. This also offers valuable inputs for future studies in multimedia learning and modular teaching.

LITERATURE REVIEW

Different claims and views from other authors or researchers that have significant bearing on this recent study were considered, which served as its springboard.

Significance of Literacy

One of the primary concerns of the educational sector is the development of literacy or among learners. Reading skills are essential for the students' understanding, expression, and sharing of information. These should be learned at a young age to build a strong foundation for learning and prepare the learners for their future academic and life endeavors. These are a vital part of the teaching-learning process. Hence, the education department is constantly implementing programs and projects to improve reading skills. Interventions and innovations are constantly developed to enhance the learners' reading abilities (Keyser,2021).

Reading is a cognitive process that is influenced by contextual impetus, especially in education, schools, and policy environments. It is intertwined with psychological aspects, including word-level processes like phonological awareness and decoding, and text-level processes rooted in structures, genres, and disciplinary knowledge pursuits. These processes are intertwined in psychological aspects. Its development is a complex process that starts from early years and is influenced by various factors such as family, environment, kindergarten years, and availability of reading materials. The sociocultural context and economic status also play a crucial role in a child's reading development that affect their comprehension level and influence their reading habits and skills (Pearson & Cervetti, 2013).

Literacy is a vital aspect of school curriculum, which encompasses reading, writing, speaking, listening, and viewing. Without literacy skills, no knowledge can be gained and learning is impossible. This makes literacy so essential. Students require various literacy skills development activities and exposure that can be achieved through a balanced curriculum and appropriate teaching methodologies (Gilakjani, & Sabouri, 2016.).

Reading comprehension is crucial for students learning endeavors at all levels, from primary to tertiary. Effective reading comprehension are relevant for lifelong learning. Hence, with the continuous challenge of the Philippine education sector to improve literacy levels teachers and education leaders are constantly exploring methods to enhance reading skills (Laily, 2018).

These views align with the context of this recent study, for this looks into the influence of a teaching methodology that is deemed instrumental in developing the learners' reading skills. As the educational system faces a challenge brought by global crisis, the education frontliners are dedicated to innovate and implement initiatives to sustain the delivery of instruction despite unexpected changes in the system. This is where the integration of technology, specifically the use of multi-media in instruction, comes with much importance.

Modular Learning Using Printed Materials

The aftermath of the global health crisis has significantly impacted educational sectors worldwide, which led to the implementation of distance learning modalities like modular distance learning (Tria, 2020). In the Philippines, the continuity of learning was ensured despite the challenges through implementing interventions and adopting various modes of instructional delivery such as the modular distance learning (Sejpal, 2013). Even after the pandemic when the complete normal classroom instruction was still impossible, teachers in the Department of Education utilized the

printed modules as tool for instruction. Learners are not totally required to be in school every day and they are given with self-learning modules that allows them to work at their own pace.

Modular learning has been a widely recognized teaching technique in the US, Australia, and Asia. This promotes reflective learning rather than focusing solely on grades. Studies have shown that it is more effective than traditional methods in basic education, as it allows individuals to learn at their own pace (Sejpal, 2013; & Ali et al., 2010). Students generally find modular learning more interesting and useful than conventional methods, thus, Sadiq and Zamir (2014) conclude that modular learning should be widely used at various education levels.

In the Philippines, the Department of Education (DepEd) imposed the use of printed modular distance learning as an Alternative Delivery Mode (ADM). Despite initial skepticism, studies have shown its effectiveness in knowledge adaptation that fosters responsibility and enhances learner autonomy. Additionally, modular learning has been found to improve academic performance in basic education (Valencia, 2020; Guido, 2014; Nardo, 2017).

Studies on the effectiveness of the printed modular distance learning were conducted highlighting its positive impact on the learners' performance as assessed by the teachers (Matanluk et al., 2013; Cabrera, 2014; Lim, 2016). In spite of the positive impact of printed modular distance learning on the students' learning outcomes, there are still issues on the quality of instructional delivery in other school settings, which requires supplementary approach to help the learners arrive at optimum development of their skills, such as in reading (Talimodao & Madrigal, 2021). From this context, the utilization of the video presentations as tools to supplement the printed materials is considered.

Integration of Video Clips and Presentations in Instruction

Technology provides numerous learning opportunities across levels and types of learners, which makes it easier to access resources and supplementary materials. Institutions are increasingly using instructional videos or presentations as part of their learning delivery methods. Video technology has the potential to improve education quality and stimulate interest to achieve academic excellence (Abragan & Hambre, 2017 & Bevan, 2019). Short video clips enable efficient processing and memory recall that appeals to a wide audience. Kaltura (2015) found that 93% of teachers believe educational videos improve the learning experience. This suggests that the use of videos in current learning setups may be beneficial for learners. Therefore, it is crucial to determine the effectiveness of video presentations in current learning setups.

The study of Robles & Acedo (2019) revealed that with increasing dependence on technology, educational tools like comics or videos became very useful in meeting the diverse and changing needs of the students. Video tutorials are considered innovative tools that can improve the teaching-learning process. This paper attempts to determine similar influence of video presentations on the enhancement the teaching-learning process using printed modules, highlighting the potential of videos as a valuable tool for both teachers and students. The effectiveness of the material was assessed through learners' perceptions of the video presentations.

Lee (2019) in his study on the effectiveness of videoclips to enhance students' achievement in history and facilitation, cited a positive impact on the academic achievement of the experimental group, proving that using video clips within History education is an effective way to achieve better learning. This outcome served as another impetus to come up with this current investigation to find out how effective is the instructional video in helping the learners to grasp printed reading material for the modular instruction in reading.

Osman et al (2018) explained that multimedia applications are effective teaching tools for subjects like Islam, language, science, and technology. They compared three applications: Greenfoot, Visualization makes Array Easy, and e-Tajweed, focusing on design models that meet teaching goals and non-technical students' responses. Results showed an improved performance and new learning experiences for learners, as well as improved understanding and assessment of concepts. This study also highlights the importance of multimedia applications, specifically the use of video presentations in enhancing learning experiences.

Another study that investigated the effectiveness of video presentation to students' learning is conducted by Mendoza, Caranto and David (2015). This has revealed that the level of effectiveness of video presentation to students learning is highly effective as derived from the survey among the learners of Benguet University.

Also, Kamarullah et al (2018) explored the significant differences of the students' listening achievement taught by applying the media (experimental group) and those taught with audiotape (control group) in teaching English through their study on applying English video material in teaching listening. The results manifested significant difference in students' listening achievement between the experimental and control groups, which suggests that English video learning materials in listening class are helpful learning media.

The use of videos in instruction is one of the multimedia applications. It is therefore anticipated yet needs to be proven if this is true to other fields. Thus, the researcher pursued this current research. Taking into account the results of these mentioned related studies and perspective, it has become a basepoint to come up with another scholarly work that is contemplated to be useful in another field of learning. Therefore, this paper is conceptualized to gather empirical data that would testify the effectiveness of the use of video presentations as supplement to the printed modules for a modular learning delivery mode, specifically in reading instruction for the public elementary school learners.

METHODOLOGY

Research Design

This study used the descriptive-survey research design to examine the effectiveness of the use of video presentations as supplements to the printed materials used in modular reading instruction for the sixth-grade learners.

Descriptive research is a purposive method of gathering, analyzing, classifying, and tabulating data about current conditions, practices, beliefs, processes, trends, and cause-effect relationships in order to come up with a description of characteristics and making accurate interpretations using statistical methods (Calderon, 2006).

In this study, the data were collected and treated statistically to assess and describe the influence of the video presentations, as supplementary material, on the learners' performance.

Participants and Sampling

The participants of this study were sixth-grade learners for school year 2021-2022 in the District I of Sta. Rita, Samar Division. This involved a total of 35 samples from San Juan Elementary School, Sta. Rita I Central School, Sta. Elena Elementary School, Bugho Elementary School, San Pedro Elementary School, Magsaysay Elementary School, and Caticugan Elementary School. These participants were chosen to represent the population of the district utilizing simple random sampling technique specifically the *lottery* method. The students in the sixth-grade classes are assigned with a number. Then, the numbers are placed in a hat from which the 5 samples from each of the seven schools were drawn.

Instrument and Validity

The instrument used in this study was a researcher-structured survey questionnaire consisting three parts, 1, 2 and 3. Part one (1) elicited data on the usefulness of video presentations, as supplements to printed module, in enhancing the learners' reading skills; Part two (2) generated on the learners' level of engagement in reading while using the video presentations as aid in accomplishing their tasks in the printed module; and Part three (3) obtained data on the effectiveness of video presentations in improving the learners' performance in reading. The instrument was constructed on a 4-point Likert Scale of *Strongly Agree* (SA), *Agree* (A), *Disagree* (D) and *Strongly Disagree* (SD) with numerical value of 4,3,2,1 correspondingly.

The questionnaire was forwarded to school administrators, research experts, and master teachers in the district for evaluation and modification to ensure that the content of the survey questionnaire measures what is meant to be assessed so as to provide the needed data that will meet the purpose of the study.

Data Gathering Procedure

Prior to the conduct of the study, the researcher sought for permission from the concerned persons through letter of request sent to the administration offices. Upon approval, the teacher advisers of the sixth-grade classes from the schools involved were informed about the scope and goal of the study to obtain support and assistance for the conduct of the survey. The respondents were also oriented regarding the goal of the study as well as the process of data gathering. Then, the questionnaire was distributed to the students who were also assisted during the completion of the survey form. However, it was ensured that the responses of the students were not influenced by the teachers and any other persons not involved in the study. Then, the survey questionnaires were retrieved after the allotted time was over.

Statistical Tools and Data Analysis

To have an objective basis for analysis and interpretation of the data, these were treated using mean, weighted mean and standard deviation. These were used to describe the extent of the usefulness of the video presentations as supplementary materials to printed modules in enhancing the reading skills of the students, the learners' level of reading engagement while using the video presentations in doing their learning tasks, and the level of effective of the video presentations in improving the learners' reading performance.

In eliciting the responses and data, the researcher used the 4-point Likert Scale *mean* ranges with specific verbal descriptions. To determine the minimum and maximum length of the scale, the range is calculated by $(4-1=3)$ then the difference is divided by four (4) as the greatest value of the scale ($3\div 4=0.75$) then (1) which is the least value of the scale was added. This scale is used to get specific and clear responses.

To describe the extent of the usefulness of video presentations in enhancing the learners' reading skills, the following scoring guidelines is used

Scale	Mean Range	Description	Interpretation
4	3.26 - 4.00	Strongly Agree	Very Useful
3	2.51 - 3.25	Agree	Useful
2	1.76 - 2.50	Disagree	Fairly Useful
1	1.0 - 1.75	Strongly Disagree	Not Useful

In assessing the learners' level of reading engagement as influenced by the use of video presentations, the following scoring method is used:

Scale	Mean Range	Description	Interpretation
4	3.26 - 4.00	Strongly Agree	Highly Engaged
3	2.51 - 3.25	Agree	Engaged
2	1.76 - 2.50	Disagree	Moderately Engaged
1	1.0 - 1.75	Strongly Disagree	Not Engaged

To describe the effectiveness of the video presentations in improving the learners' reading performance, the scoring method shown below was used:

Scale	Mean Range	Description	Interpretation
4	3.26 - 4.00	Strongly Agree	Very Effective
3	2.51 - 3.25	Agree	Effective
2	1.76 - 2.50	Disagree	Minimally Effective
1	1.0 - 1.75	Strongly Disagree	Ineffective

RESULTS AND DISCUSSIONS

The learners' assessment of any instructional interventions justifies the effectiveness of the approaches. As the direct beneficiary and recipient of instruction, their experiences testify the true influence of learning modalities on their academic performance.

This section therefore presents the assessment of the learners on the effectiveness of the video presentations as supplements to the printed modules used in reading instructions.

Assessment on the Usefulness of the Video Presentations in Enhancing Learners' Reading Skills

Table 1 displays the data elicited that delved into the extent of usefulness of the video presentations as supporting instructional tool for printed modules. The learners assess the aspect based on the influence of the material on their reading skills enhancement.

Table 1

Extent of Usefulness of the Video Presentations in Enhancing the Learners' Reading Skills

Indicators	Mean	SD	Description	Interpretation
1. The video presentations using pictures and narrations aided me in understanding the reading materials.	3.31	0.76	Strongly Agree	Very Useful
2. I can easily recall information with the help of the video presentations that contain the teacher's explanation of some key points.	3.05	0.80	Agree	Useful
3. The figures in the video presentations helped me understand some difficult words in the reading materials thereby improve my vocabulary.	3.4	0.69	Strongly Agree	Very Useful
4. The contents of video presentations that include outlines and diagrams help me analyze the content of the reading text such as getting the main ideas and details.	3.17	0.75	Agree	Useful
5. The audio, subtitles, and narrations in the video presentations are useful in enhancing my reading fluency.	3.37	0.77	Strongly Agree	Very Useful
Overall	3.25	0.75	Agree	Useful

The table displays that the overall mean is 3.25 with a standard deviation of 0.75. This is described as “Agree” and interpreted as “Useful”. This suggests that the learners generally considered the video presentations as useful additional tool in enhancing their reading skills. Also, this is indicative of the general agreement that the video presentations, as supplements to the printed modules, are helpful in improving their comprehension skills, recalling information skills, enriching their vocabulary and text analysis skills, and enhancing reading fluency. The low standard deviation depicts a moderate consistency in the learners' responses. Though this is suggestive of generally positive perception on the usefulness of video presentations in reading instruction, there is some variation in their experiences, which may be attributed to their diverse background knowledge, learning environment and learning preferences.

The mean score for indicator 1 which is 3.31 with a standard deviation of 0.76, interpreted as “highly useful” suggests that the learners strongly agree on the usefulness of visual and auditory elements of the videos in enhancing their comprehension skills.

In addition, as indicated by the 3.05 mean for indicator 2, the learners agree that the explanations included in the video are useful in reinforcing the key points and in increasing their retention.

The highest mean of 3.4 for indicator 3 that is interpreted as ‘very useful’ indicates that the figures in the video presentations aided the learners in understanding difficult word in the reading text. This pinpoints the effectiveness of visual aids in improving the vocabulary skills of the students or in understanding complex words.

Indicator 4, with a mean of 3.17 indicates that the students agree on the usefulness of the video presentations as visual aids in structuring information and text analysis.

The mean of 3.37 for indicator 5, interpreted as ‘very useful’ shows a strong agreement among learners on the importance of the multimedia elements, which are the audio, narrations, and subtitles in developing their fluency skills in reading.

The consistent agreement of the learners on the usefulness of video presentations as supplements to printed modules in reading instruction suggests that the tools contribute to a more engaging and effective learning experiences for elementary school learners.

The results are aligned with the argument of Keyser (2021) that underscores the importance of innovative interventions in the enhancement of the learners' reading skills. The positive response emphasized in this study shows the potential of video presentations as valuable tool in improving the literacy skills of the learners.

Also, Pearson & Cervetti (2013) accentuated the significance of a supportive learning environment with learning aids for the development of reading skills. The findings in this study are in consonance to the authors' view, for video presentations emerged as a key tool for enhancing the literacy skills of the students.

While Gilakjani & Sabouri (2016) pointed up the importance of varied literacy activities and appropriate teaching methodologies for effective learning, the use of video presentations corresponds to this argument as this makes resource materials for the enhancement of the learners' reading skills varied. This can complement traditional printed modules that offers a practical approach in meeting the different learning styles.

The results mainly depict the potential of video presentations to improve modular instructions using printed modules. This supports the integration of multimedia tools in instruction to improve the learning outcome.

Assessment on the Influence of Video Presentations on Learners' Reading Engagement

The learners were also surveyed to determine how the video presentations influence their level of engagement in reading. The proceeding table reveals their responses.

Table 2

Extent of Learners' Reading Engagement while Using the Video Presentations

Indicators	Mean	SD	Description	Interpretation
<i>1. I spend more time in reading while using the video presentations in understanding the printed texts.</i>	3.28	0.71	<i>Strongly Agree</i>	<i>Highly Engaged</i>
<i>2. I become more motivated in reading as I was aided to understand the words in the printed texts using the video presentations.</i>	3.51	0.66	<i>Strongly Agree</i>	<i>Highly Engaged</i>
<i>3. I am more motivated to do my reading assignments because of the video presentations that clarify instructions through examples and explanations given.</i>	3.31	0.63	<i>Strongly Agree</i>	<i>Highly Engaged</i>
<i>4. I enjoy reading texts with narrations in video presentations.</i>	3.34	0.68	<i>Strongly Agree</i>	<i>Highly Engaged</i>
<i>5. I become more interested to practice reading the printed texts as I listen to audio-video presentations with subtitles.</i>	3.17	0.66	<i>Agree</i>	<i>Engaged</i>
<i>Overall</i>	3.32	0.67	<i>Strongly Agree</i>	<i>Highly Engaged</i>

The overall mean of 3.32 and standard deviation of 0.67, interpreted as 'highly engaged' reveals a strong agreement among learners on the positive impact of the video presentations on their level of reading engagement, their motivation to read and their enjoyment in reading activities. The overall standard deviation of 0.67 shows high consistency in the learners' responses, depicting the reliability of the results that also reinforces the value of video presentations in enhancing the learners' engagement in reading. This low variability of responses indicates that the video presentations positively influenced the learners' reading habit.

The means ranging from 3.17 to 3.51 across indicators reflect the strong positive impact of the video presentations as supplementary material in reading instruction on the motivation and reading habit of the students. This suggest that the use of video presentations encouraged the learners to spend more time in reading and felt more motivated to understand printed texts and thereby completing reading assignments more effectively. Also, the consistent responses of the learners imply that audio-video presentations with subtitles also made students more interested in practicing reading. The low standard deviations across all indicators suggest a high level of agreement among respondents that manifests the significant positive impact of multimedia tools on reading instruction on the students' reading experience.

These findings are in accord to the assertion of Pearson and Cervetti (2013) that emphasized the significance of contextual and psychological factors in reading development, which considers the role of engaging and supportive contexts like multimedia-enhanced learning environments in enriching reading skills. The use of video presentations

is a form of technology integration in instruction that enhances the learning setup. As assessed in this study, the participants find the material helpful in improving their engagement and motivation to read.

Also, Gilakjani and Sabouri (2016) accentuated the importance of literacy skills development activities, which recognizes the effectiveness of multimedia tools to aid students in understanding and practicing reading. The use of video presentations is an approach that does not only supports literacy skills, but also creates an engaging and enjoyable learning experience.

Assessment on the Effectiveness of Video Presentations in Improving the Learners Performance in Reading

The primary aim of this study is to assess the effectiveness of the video presentations as supplements to printed materials used in modular instruction in reading. Hence, the learners were surveyed to obtain data on the impact of the approach on their overall performance in reading based on the how they perceived their scores in the reading comprehension and achievement tests.

Table 3

Level of Effectiveness of Video Presentations in Improving the Learners' Performance in Reading

Indicators	Mean	SD	Description	Interpretation
<i>1. I score better in standardized reading comprehension tests after consistently using video presentations in doing my tasks in printed reading modules.</i>	3.05	0.68	<i>Agree</i>	<i>Effective</i>
<i>2. I became more accurate in answering reading-related questions after using video presentations as aid in doing my homework in reading.</i>	3.17	0.78	<i>Agree</i>	<i>Effective</i>
<i>3. My performance in the quizzes in reading has improved after incorporating video presentations in my reading lessons.</i>	3.34	0.72	<i>Strongly Agree</i>	<i>Very Effective</i>
<i>4. I earned higher marks in my homework and performance tasks when video presentations are used in the learning process.</i>	3.08	0.78	<i>Agree</i>	<i>Effective</i>
<i>5. I score higher in vocabulary tests after exposing myself to video-aided instructions in reading</i>	3.00	0.77	<i>Agree</i>	<i>Effective</i>
<i>Overall</i>	<i>3.13</i>	<i>0.75</i>	<i>Agree</i>	<i>Effective</i>

The overall mean score of 3.13 and standard deviation of 0.75, interpreted as 'effective' reflect that the respondents agreed on the effectiveness of the video presentations in improving their reading performance based on the scores they gained in achievement tests, quizzes and other reading comprehension assessments. There is also a high level of consistency of the participants' consensus as evinced by the low standard deviation.

The means for indicators 1 to 5, ranging from 3.00 to 3.34 indicate a general agreement of the learners on the positive impact of the use of video presentations as supplementary materials to printed modules in reading instruction. These show that with the videos, the learners earn better scores, which signifies that there is an improvement in their reading performance.

Video presentations are also effective in aiding the learners to provide accurate answers to questions in the printed module.

This study supports the views of Pearson & Cervetti's (2013) that reading is a complex cognitive process influenced by visual aids. Studies by Mendoza, Caranto, and David (2015) and Kamarullah et al. (2018) also show that video presentations improve academic performance and engagement, which demonstrate their significant impact on students' reading comprehension, accuracy, and overall performance. As revealed in this study, the use of video presentations is perceived by the learners effective and significant in improving their reading performance.

CONCLUSION

The results of the study led to the formulation of the following conclusions:

1. The video presentations as supplement to printed modules in modular reading instruction are useful in developing the learners' reading comprehension skills in the elementary level.
2. The learners' engagement and motivation to read is increased through the use video presentations in providing instructions and explanations of the reading context.
3. Learners have improved their reading performance, specifically their scores in reading comprehension tests, thorough the help of the audio-visual presentations that provide further clarifications of the lesson content.
4. Audio-visual aids that include subtitles, narrations, figures and diagrams reinforce reading comprehension and improve the learners' performance.

RECOMMENDATION

Based on the conclusion, the following recommendations are drawn:

1. Educational institutions should incorporate video presentations into reading curriculum for elementary learners to enhance their reading comprehension skills.
2. Teachers should maximize visual and auditory support through the utilization of engaging video presentations with animations, interactive features, and relatable examples to boost the students' motivation and engagement in reading.
3. Video presentations should clarify complex concepts and provide comprehensive explanations of lesson content through the use of multimedia formats like subtitles, narrations, figures, and diagrams to reinforce understanding of complex concepts in the printed reading materials.
4. Promote regular assessments to monitor the impact of video presentations on students reading performance. Utilize feedback from learners to establish a basis for refinement instructional materials.
5. Provide professional development opportunities for teachers to enhance their skills and creativity in create and integrating video presentations into their teaching strategies, placing more emphasis on best practices.
6. Further studies that explore the benefits and challenges of video presentations may be conducted to provide additional body ok knowledge that attest to the effectiveness of the approach

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