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**YOUTUBE AS A LEARNING TOOL IN TEACHING SOCIAL STUDIES  
AND LEARNERS' LEVEL OF ENGAGEMENT**

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**\*Loverne C. Lacorte**

VALENCIA COLLEGES (BUKIDNON) INC.

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\*Corresponding Author: Loverne C. Lacorte

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**ABSTRACT**

Youtube as a Learning tool in teaching social studies and learners level of engagement, this would likely discuss how Youtube is utilized in social studies and the impact on students engagement. This study aimed to determine the effectiveness of youtube as a Learning Tool in Teaching Social Studies and the learners level engagement for School Year 2023- 2024. This study utilized descriptive research. One hundred forty five Grade V and Grade VI Learners' randomly chosen from Bocboc Central Elementary School were the respondents of this study. This study focused in determining as to what is the effectiveness of Youtube in Teaching Social Studies and as to the level of learners engagement n learning social studies using Youtube in teaching, and to the relationship between the effectiveness of youtube in teaching social studies and the learners level of engagement in learning social studies using youtube in teaching.

This study showed that to the effectiveness of Youtube in teaching Social Studies, the videos provide students with reference materials to review concepts, theories', and procedures can be affective tool. It engages students regardless of their study habits and preferences. And as the level of engagement in learning social studies using Youtube in teaching can engage more in learning if Youtube is often use.

**KEYWORD:** effectiveness of Youtube in Teaching social Studies and Learners Level of Engagement.

**INTRODUCTION**

Teachers and scholars are starting to pay particular attention to YouTube's potential in the educational context because it was just launched in 2005 and is still regarded to be a

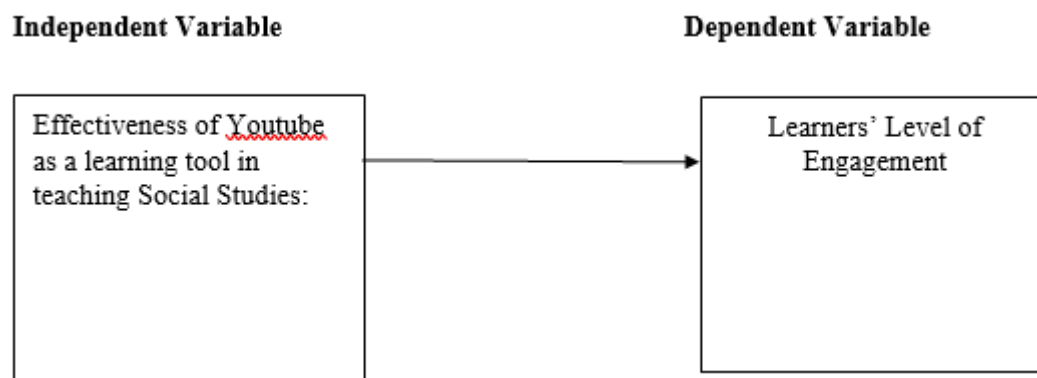
relatively new phenomenon. (2008) Mullen and Wedwick. Additionally, videos that are accessible on YouTube and other video-sharing websites like Teacher Tube, School Tube, United Streaming, OneWorldTV, Yahoo! Video, Google Video, and MSN Soapbox have the potential to improve almost any classroom lesson, according to Mullen & Wedwick (2008). A significant number of instructional films are accessible on YouTube for free (Buzzetto-More, 2014), making it a potential choice for students to get relevant content for their education. Through YouTube EDU, a professional platform is offered for learning apart from the channels of casual contact. BuzzettoMore (2014) states. YouTube EDU is a service for educators that offers professional development resources, inspiring videos from world leaders, and brief lectures from teachers. The use of YouTube in the classroom is not necessarily a brand-new phenomenon; it has been studied in literature, according to Berk (2009), who evaluated YouTube videos used in multimedia instruction.

### **Theoretical Framework of the Study**

The theoretical underpinning for the research is grounded in Moreno and Mayer's Cognitive Theory of Multimedia.

**Cognitive Theory of Multimedia.** Multimedia learning's cognitive theory focuses on the idea that students try to build meaningful connections between words and pictures and learn more deeply than they can have with words or pictures alone (Mayer, 2009). One of the principles aimed at multimedia instruction, according to cognitive theory of multimedia learning, is to encourage the student to build a coherent mental representation from the material presented. The job of the student is to make sense as an active participant of the presented material, ultimately building new knowledge. The cognitive theory of multimedia learning is based on three assumptions, according to Mayer and Moreno (1998) and Mayer (2003): the dual-channel assumption, the limited capacity assumption, and the active processing assumption. The assumption of dual channel is that working memory has auditory and visual channels based on the theory of working memory of Baddeley (1986) and dual coding theory of Paivio (1986; Clark & Paivio, 1991). Second, the assumption of limited capacity is based on cognitive load theory (Sweller, 1988, 1994) and states that each working memory subsystem has limited capacity. The third assumption is the active processing assumption that suggests that people build knowledge in meaningful ways by paying attention to the relevant material, organizing it into a coherent mental structure, and integrating it with their prior knowledge (Mayer, 1999).

Research on the use of educational video shows that videos attract visual learners in support of multimedia learning's cognitive theory (Eick & King, 2012). The Cognitive Theory of Multimedia Learning is the idea that we have auditory and visual channels for information processing and memory building and that the active learning process is more successful when both auditory and visual channels are simultaneously stimulated, also known as the dual channel assumption (Moreno & Mayer, 2002). According to Mayer and Moreno (2002:90), "the cognitive integration process is most likely to take place when the learner has corresponding pictorial and verbal representations in working memory at the same time." Multimedia learning has been shown to support the incorporation of YouTube videos into the instruction (Eick & King, 2012). In addition, the use of YouTube has been found to capture the attention of students (Buzzetto-More, 2014; Duvenger & Steffes, 2012; Greenberg & Zanetis, 2012), to make learning more interesting (Buzzetto-More, 2013), and to improve the overall learning process (Buzzetto-More, 2013; Jones & Graham, 2013; Tan & Pearce, 2012).



**Figure 1 The Schematic Diagram of the Study Showing the Relationship of the Dependent and Independent Variables**

### Scope

This study aimed to provide an overview of the effects of YouTube as a learning tool in Social Studies and how it impacts the Academic Achievement of Students.

To the teachers, by assessing the usefulness of YouTube as a learning tool, this study served as a venue to hear their thoughts on the necessity and ease of improving and giving emphasis on media resources in improving the academic achievement of students.

To the students, the result of this study served as a basis as to how YouTube as learning affects their academic achievement. And if found to be positively affecting the latter, a program to improve its use may be made.

To the Department of Education, this study is useful to the Department of Education and other educational institutions to consider and review the appropriate programs to enhance media as a learning tool for students especially emphasizing improving and utilizing media to improve the academic achievement of students.

To the future researchers, this study served as basis for additional literature studies related to the subject matter of this study.

This study aimed to determine whether YouTube is an effective tool in teaching Social Studies. To bridge the research gap, three empirical questions were answered:

1. What is the effectiveness of YouTube in teaching social studies?
2. What is the level of learners' engagement in learning social studies using YouTube in teaching?
3. Is there a significant relationship between the effectiveness of YouTube in teaching social studies and the level of learners' engagement in learning social studies using YouTube in teaching?

### **Review of Related Literature and Studies**

This presents the different literature studies related to the subject of the research. The related literature is presented on different themes.

The rapid development of Internet technologies has encouraged an ever-so-developing engagement with a 'making and doing' culture for creativity (Zhou & Purushothaman, 2015). The Internet provides an ideal platform for hosting learning resources, including videos (Schaper, Ehlers, Dilly, Crowther & Baillie, 2014). This has led to Academic institutions are progressively integrating new information and communication technologies (ICTs) in their educational systems (e.g. e-learning platforms, tablet PCs and instant messaging software) Blasco-Arcas, Buil, Hernandez-Ortega, & Sese, 2013; Dündar & Akçayir, 2014; Orús, Barlés, Belanche, Casaló, Fraj & Gurrea, 2016).

Youtube as an Educational Tool According to (Jackman, 2019). YouTube is one of the new e-resources that can be used in contemporary tertiary education pedagogy. In addition, YouTube, considered to be the most widely used view hosting website, is also seen as a prominent contemporary e-resources with numerous benefits in the university classroom (Jackman, 2019). The research context for the present study was set within a South African institution of higher learning and in other countries such as the United States it has already

been established that YouTube videos are commonly used for teaching and learning (Smith, 2011; Schaper et al., 2014). YouTube videos can be a valuable source of content to supplement existing case teaching materials in health management and policy (Green, Aziz, Joseph, Ravanam, Shahab & Straus, 2018). The relevance and use of YouTube in teaching and learning was cited by Dreon and Dietrich (2009) who pointed out positive reactions from teachers after viewing YouTube as motivation for utilizing the video streaming in an educational manner. One unique feature of YouTube is that two types of users can be clearly identified: the viewers and the content creators (de Bérail, Guillon & Bungener, 2019).

Students who utilize YouTube tutorials could also be classified as content creators and users since some students upload the content for sharing purposes and other views for learning purposes. It has been found that social media fosters social learning in effective ways such that it can substitute traditional modes of instruction (Buzetto-More, 2012; Buzetto-More, 2014). The learning approach of traditional lecture-centered classrooms are being challenged by active learning hybrid programs such as YouTube (Hund & Getrich, 2015). YouTube videos are widely considered as easy to share with faculty in other fields and at other institutions (Topps, Helmer & Ellaway, 2013) making them useful for learning purposes. Ferrer, Belvís, & Pamies (2011) established in their research that students from less affluent social background who had not previously received exposure to ICT devices such as tablet PCs did not perform in class as well as students who had received prior exposure to ICT. This then re-reinforces the relevance and importance of modern communications in the learning environment.

### **The Methodology**

This chapter presents the research design of the study, the research locale, respondents, the data gathering procedure, data analysis, the scoring procedure, and statistical treatment.

This study used a descriptive-correlational research design. This is very appropriate to determine and explain the students' perception of YouTube as a learning tool in learning social studies and its effect on the level of engagement of the learners.

The study was conducted in Bocboc Central Elementary School which is located in Don Carlos, Bukidnon.

Don Carlos is a municipality in the landlocked province of Bukidnon. The municipality has a land area of 213.72 square kilometers or 82.52 square miles which constitutes 2.04% of Bukidnon's total area. Its population as determined by the 2020 Census was 69,273. This

represented 4.49% of the total population of Bukidnon province or 1.38% of the overall population of the Northern Mindanao region. Based on these figures, the population density is computed at 324 inhabitants per square kilometer or 839 inhabitants per square mile.

The instrument of this study was self-made by the researcher. The questionnaire has two parts. The first part was answered by the respondent teachers, while part two was answered by the learners. The first part has five (5) sub-parts with five items per sub-part. Part two has ten items.

## **FINDINGS**

Results of the study showed that to the effectiveness of YouTube in teaching Social studies, the videos provide students with reference materials to review concepts, theories, and procedures can be an effective tool. It engages students regardless of their study habits and preferences. In summary, all indicators of the use of YouTube in teaching Social Studies are effective.

As to the level of learners' engagement in learning social studies using YouTube in teaching, students can engage more in learning if YouTube is often used. They love watching YouTube videos about our lessons in social studies. These two indicators suggest that students can easily understand the lessons through audio, visual, and dramatic presentations. YouTube engages students regardless of their study habits and preferences. This indicates that the use of YouTube in teaching Social Studies is an effective tool in capturing the attention of the learners and motivating them to engage and participate in the class.

Finally, the study found that there is no significant relationship between the use of YouTube in teaching Social Studies and learners' engagement. Therefore, we accept the null hypothesis, which states that *there is no significant relationship between the effectiveness of YouTube in teaching Social Studies and learners' engagement*. Upon further examination of the data, a strong positive relationship between these variables is evident.

This result contains the presentation, analysis, and interpretation of data gathered from the respondents. The order of the presentation is based on the order of specific problems in the statement of the problem.

The Table presents the effectiveness of the use of YouTube in teaching Social Studies. Based on the data in the table, all indicators are consistently described as **effective**.

| <b>Table 2:</b>  |             |           |           |
|--|-------------|-----------|-----------|
| <b>Effectiveness of YouTube in teaching Social Studies</b>   |             |           |           |
| <b>Indicators</b>  | <b>Mean</b> | <b>SD</b> | <b>QD</b> |
| 1. YouTube improves students' creativity and inspires them to engage more.   | 3.94        | 0.58      | Effective |
| 2. YouTube is used as a resource to disseminate information in the learning process.   | 3.84        | 0.53      | Effective |
| 3. The videos provide promote student engagement with course content, and provide supplemental learning materials for the class,                               | 3.85        | 0.61      | Effective |
| 4. YouTube motivates students to answer the exercises provided   | 4.27        | 0.62      | Effective |
| 5. YouTube engages students regardless of their study habits and preferences.  | 3.80        | 0.60      | Effective |
| 6 Students use it frequently to reinforce content that may not have been understood in classes, review topics for retention, or complement previous knowledge. | 4.19        | 0.69      | Effective |
| 7. YouTube motivates fun learning and strives to master skills   | 4.14        | 0.78      | Effective |
| 8. Videos shared are vital in developing grammatical patterns and building vocabulary in Social studies  | 4.14        | 0.74      | Effective |
| 9. Videos are accurate and reliable and can be downloaded easily.  | 4.23        | 0.81      | Effective |
| 10. The videos provide students with reference materials to review concepts, theories, and procedures  | 4.39        | 0.67      | Effective |
| Overall Mean   | 4.08        |           | Effective |
| <b>Legend:</b>   |             |           |           |
| 5 - 4.51-5.00- Very Effective (VE)   |             |           |           |
| 4- 3.51-4.50- Effective (E)  |             |           |           |
| 3- 2.51- 3.50 – Moderately Effective (ME)  |             |           |           |
| 2- 1.51- 2.50 – Less Effective (LE)  |             |           |           |

| <b>Table 3: Students' Learning Engagement</b>                          |             |           |           |
|--|-------------|-----------|-----------|
| <b>Indicators</b>  | <b>Mean</b> | <b>SD</b> | <b>QD</b> |
| 1. I enjoy the lessons more if YouTube is used.                        | 4.10        | 0.77      | Often     |
| 2. I love watching YouTube videos about our lessons in social studies. | 4.21        | 0.70      | Often     |
| 3. I understand the lessons more if YouTube is used.                   | 4.04        | 0.74      | Often     |
| 4. I can engage in learning more if YouTube is used.                   | 4.22        | 0.68      | Often     |
| 5. YouTube encourages me to engage by asking questions.                | 4.14        | 0.70      | Often     |
| 6. YouTube motivates students to answer the exercises provided.        | 4.08        | 0.69      | Often     |
| 7. YouTube motivates fun learning.                                     | 4.11        | 0.82      | Often     |
| 8. YouTube motivates me to strive to master skills.                    | 4.05        | 0.84      | Often     |
| 9. YouTube motivates me to create my journal.                          | 4.17        | 0.71      | Often     |
| 10. YouTube motivates me to be interactive in class.                   | 4.08        | 0.69      | Often     |
| Overall Mean   | 4.12        |           | Often     |
| <b>Legend:</b>   |             |           |           |
| 5 - 4.51-5.00- Always  |             |           |           |
| 4- 3.51-4.50- Often  |             |           |           |
| 3- 2.51- 3.50 - Sometimes  |             |           |           |
| 2- 1.51- 2.50 - Rarely   |             |           |           |
| 1- 1.00-1.50- Never  |             |           |           |

These two indicators suggest that students can easily understand the lessons through audio, visual, and dramatic presentations. Meanwhile, the indicator with the lowest mean of 3.80 is "YouTube engages students regardless of their study habits and preferences," however it is still described as "**often**." The overall mean of 4.12 is also described as "**often**." This indicates that the use of YouTube in teaching Social Studies is an effective tool in capturing the attention of the learners and motivating them to engage and participate in the class.

The result of this study is supported by various studies. Students' engagement is concerned with the interaction among them, effort and other relevant resources invested by both students and their institutions intended to optimize the students' experience and enhance the learning outcomes and performance (Tarantino et al, 2013). The use of YouTube and other Web 2.0 technologies in education has been recommended as a learning platform to motivate and engage Net Generation students (Duffy, 2008; Roodt&Peier, 2013). It is worth noting that the effect of YouTube-based instruction on students' engagement has not been explored in the context of Libyan education. Therefore, this study aimed to investigate how Libyan

secondary school students benefit from YouTube-based instruction in English language classes to improve their engagement during English class.

Table 4 illustrates the relationship between the effectiveness of YouTube in teaching Social studies and the level of learners' engagement in learning Social studies using YouTube in teaching.

**Table 4.: Correlation between Effectiveness of YouTube and learners' engagement.**

| Indicators                             | R-value | P-value | Remarks |
|--|---------|---------|---------|
| Youtube use in teaching Social Studies | 0.626   | 0.049   | NS      |

According to the analysis, there is no significant relationship between the use of YouTube in teaching social studies and learners' engagement. Therefore, we accept the null hypothesis, which states that *there is no significant relationship between the effectiveness of YouTube in teaching Social Studies and learners' engagement*. Upon further examination of the data, a strong positive relationship between these variables is evident.

Wu, Hou, Zhu, Zhang, and Peha (2002) investigate the effective use of videos, and offer recommendations, directions, and approaches to achieve the best benefit in education. Bonk (2009) points out that YouTube is an attractive social medium that adds to school in general. Duffy (2008) points out that there is an increasing interest by educators on YouTube for the teaching of foreign languages like English. YouTube offers fun, and it is fast. It is easy to access videos about different cultures in different styles worldwide (Almurashi, 2016).

## **CONCLUSION, AND RECOMMENDATION**

This chapter contains the summary of the study, the findings generated, the conclusion drawn, and the recommendations being suggested.

This study aimed to determine whether YouTube is an effective tool in teaching Social Studies.

This study was limited to one hundred learners from Bocboc Central Elementary School and teachers from the same institution.

This study focused on determining the effectiveness of YouTube in teaching social studies, the level of learners' engagement in learning social studies using YouTube in teaching and

the relationship between the effectiveness of YouTube in teaching Social studies and the level of learners' engagement in learning Social studies using YouTube in teaching.

The findings provide the results of the study showed that to the effectiveness of YouTube in teaching Social studies, the videos provide students with reference materials to review concepts, theories, and procedures can be an effective tool. It engages students regardless of their study habits and preferences. In summary, all indicators of the use of YouTube in teaching Social Studies are effective.

As to the level of learners' engagement in learning social studies using YouTube in teaching, students can engage more in learning if YouTube is often used. They love watching YouTube videos about our lessons in social studies. These two indicators suggest that students can easily understand the lessons through audio, visual, and dramatic presentations. YouTube engages students regardless of their study habits and preferences. This indicates that the use of YouTube in teaching Social Studies is an effective tool in capturing the attention of the learners and motivating them to engage and participate in the class.

Finally, the study found that there is no significant relationship between the use of YouTube in teaching Social Studies and learners' engagement. Therefore, we accept the null hypothesis, which states that *there is no significant relationship between the effectiveness of YouTube in teaching Social Studies and learners' engagement*. Upon further examination of the data, a strong positive relationship between these variables is evident.

In Conclusion The results of this study revealed that it is effective to use YouTube in academic courses, especially in Social Studies to enhance students' learning to support them to be active participants in the collaborative learning community. Social Studies teachers should be able to play an active role in the collaborative process as well. Language teachers should not only promote creativity and assess students' activities but also consider incorporating YouTube into their classes. They should ensure that YouTube lessons match the students' learning styles and course objectives. Using such social media for learning purposes motivates the students and enhances their academic performances and it assists the students to be actively engaged in learning.

Future research needs to be carried out to address the assessment of YouTube's effects on improving students' Social Studies' knowledge and skills. Therefore, further research should take a closer look on how reading and writing skills could be improved via YouTube-based instruction in the classroom. Researchers should explore the best practices for Social Studies

teachers on how to effectively integrate YouTube lessons into the classroom to enhance students' learning process.

The multimedia format of YouTube videos facilitates better understanding and retention of complex in social studies concepts.

Teachers cannot leave YouTube outside the educational process as it offers all the advantages of having a more beneficial and exciting teaching experience. YouTube videos should be simultaneously an integral and a supplementary part of the learning process. Students find the use of YouTube videos enjoyable. Such videos increase the understanding of the academic materials and improve the performance of the students. Students take YouTube videos seriously by students as an educational tool since they are taking notes and have a proper time length for the videos in their minds. Students have a strong motivation for using YouTube videos in classrooms to the extent that they confirm that it is a MUST. Besides, students do believe that YouTube videos enhance their language skills and aspects, especially since they hold a preference for videos created by native speakers. YouTube videos help students to approach the culture of the language under study through the authentic material presented. Thus, YouTube videos are vital for the educational process, and further studies should focus on improving them to serve more purposes.

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