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LEVEL OF TEACHING PRACTICES AMONG SOCIAL STUDIES TEACHERS USING MULTIMEDIA TECHNIQUES

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ABSTRACT

This study investigated the demographic profile of Social Studies teachers and their level of practice in integrating multimedia techniques in instruction in three integrated schools in District X, Division of Valencia City: Banlag Integrated School, Dagatkidavao Integrated School, and Pantaron Integrated School. Specifically, the study described the respondents according to age, gender, civil status, length of service, and highest educational qualification. It also examined the teachers' level of practice in integrating multimedia techniques in classroom instruction through the use of text, graphics, audio, video, and animation as tools to support teaching and learning. In addition, the study determined the significant relationships between the teachers' demographic profiles and their level of multimedia integration. A total of ninety-nine (99) respondents participated in the study and answered the survey questionnaire. The study employed a descriptive–correlational research design to determine the relationship between the demographic characteristics of teachers and their level of practice in integrating multimedia techniques in instruction. All teachers from the three integrated schools served as respondents of the study. Data were gathered through a modified questionnaire adapted from Resolute (2018), which was anchored on Dengue (2017). The collected data were analysed using appropriate statistical tools such as frequency counts, percentages, mean, standard deviation, Pearson-r correlation, point biserial correlation, and eta squared. The findings revealed that most respondents were young teachers aged 20–30 years old, predominantly female, single, and had 7–10 years of teaching experience. Many of them were also pursuing a master's degree to further enhance their professional qualifications. Results further indicated that teachers demonstrated a high level of practice in

integrating multimedia techniques across different instructional domains. Multimedia tools were frequently used to improve lesson presentation, clarify complex concepts, and increase student participation and engagement during instruction. Furthermore, the results showed significant relationships between certain demographic variables and the level of multimedia integration in teaching. The study concludes that teachers are capable of effectively utilizing multimedia techniques to support engaging and learner-centered instruction. It recommends continuous professional development programs, adequate provision of technological resources, institutional support, peer mentoring among teachers, and further research on the impact of multimedia integration on students' learning outcomes and classroom engagement.

KEYWORDS: *Level of teaching practices, Social Studies Teachers, multimedia techniques.*

INTRODUCTION

In the current era of technological advancement, the education sector has witnessed a paradigm shift in teaching methodologies. The use of multimedia techniques in education is one of the most transformative approaches to enhance student engagement and understanding. Social Studies, as a discipline, offers a broad range of topics that encompass history, geography, politics, economics, and cultural studies. The complexity and diversity of content in Social Studies require innovative methods of teaching to make learning more interactive, accessible, and impactful for students. Multimedia, which includes text, audio, video, and interactive elements, is a powerful tool for achieving these goals.

The integration of multimedia techniques in teaching Social Studies allows teachers to present content more dynamically and engagingly. Instead of relying solely on traditional teaching methods such as lectures and textbooks, multimedia tools such as videos, animations, and interactive maps enable students to visualize concepts and ideas, which can improve retention and understanding (Mayer, 2015). For example, showing a video on the Civil War or using digital maps to explore geographical features can bring abstract concepts to life. Teachers who effectively incorporate multimedia techniques into their lessons can cater to different learning styles, ensuring that visual, auditory, and kinesthetic learners are all engaged. (Ally, 2018).

Research suggests that the use of multimedia in the classroom can lead to better educational outcomes. Multimedia techniques also foster a student-centered learning environment, where students actively participate in their learning process, as opposed to passively receiving

information. This approach helps develop critical thinking skills and encourages students to explore topics more thoroughly (Kozma, 2016).

Despite the advantages, the level of multimedia use among Social Studies teachers varies. While some teachers are adept at incorporating technology into their teaching practices, others face barriers such as limited access to resources, inadequate training, or resistance to adopting new methods (Ertmer, 2019). The level of comfort and familiarity that teachers have with technology often determines how effectively they use multimedia tools in the classroom. Some teachers might use basic multimedia, such as PowerPoint presentations, while others may integrate more complex tools like interactive simulations or online platforms for collaborative learning.

In their study, Prensky (2019) highlighted the growing need for teachers to adapt to the digital age and integrate technology to enhance learning. He argued that the current generation of students is "digital natives" who are accustomed to technology and may find traditional teaching methods less engaging. Therefore, it is essential for teachers to evolve and incorporate multimedia techniques to meet the demands of modern education. This includes not only using multimedia to present content but also encouraging students to create their own multimedia projects, such as videos or presentations, to reinforce their learning (Jonassen, 2017).

However, the use of multimedia techniques in teaching Social Studies can significantly enhance the learning experience by making content more accessible, engaging, and relevant to students. However, the level of multimedia use varies among teachers, depending on factors such as access to technology, professional development, and personal comfort with digital tools. As the educational landscape continues to evolve, it is crucial for educators to embrace multimedia in their teaching practices to meet the needs of today's learners.

Mainstreaming the technological media within what is called "Multimedia" is the pattern which led to infinite applications of computer technologies. The concept of this technology came into being with the appearance of sound cards, then compact disks, then came the use of digital camera, then the video, which made the computer an essential educational tool. Nowadays, multimedia expanded to become a field on its own. Teachers are not just to be computer literate theoretically, but also in the application of such learning to the children. Hence, they need to embrace their teachings with multimedia techniques which enable the pupils to complete projects and written requirements using several media. The nature of multimedia approach means many media techniques. Media is defined as "all means of

communication, whatever is format." It uses a number of media, devices, and methods in the teaching learning process.

Furthermore, the use of multimedia has enormous potential with a number of advantages for experiencing literary text: all the language skills (listening, reading, speaking, and writing) as well as viewing skills are developed (Inglese A.A 2018-2019).

Another technique in teaching that could be applied to any teacher is video. Through using video as a unique in its feature provides a powerful impact in a multimedia program. In multimedia applications, the digital video clips can be edited easily. The digital video files can be stroked like any other files in the computer and the quality of the video can still be maintained, and the video files can be transferred within a computer network. It allows non-linear editing in any part of a video. Most students enjoy a multimedia experienced when it comes to learning a language. Instead of learning grammar and vocabulary by rote, it's more exciting to watch a story unfold on a video, either on a television, video recorder or via the internet.

Most agree that pupil learning is a fundamental purpose of schooling, but differences arise when one begins to conceptualize pupil's learning. The quality of pupil's learning, skills and attitudes to work and study is outstanding throughout the school. Pupils show the highest level of knowledge, skills, and understanding in the written work and in their learning. They have an appetite for hard work and they expect and wished to be challenged. Pupils' creativity finds its expressions in many subjects, from devising and improving plays in drama lessons to writing prize essays of the highest quality in their own.

Framework of the Study

This study is anchored on Cognitive Load Theory (Sweller,1988). Cognitive Load Theory (CLT) posits that learners have a limited capacity to process information in working memory. When presenting complex content, such as that found in Social Studies, educators must manage cognitive load to ensure effective learning. Multimedia techniques, when applied correctly, can help reduce cognitive overload by presenting information in both verbal and visual formats. This dual-channel processing enhances understanding and memory retention. For example, a teacher using an interactive map alongside an explanation of geographic features can help students visualize and retain geographical concepts better than through text alone (Mayer, 2015). Teachers must be aware of how multimedia tools are used to prevent cognitive overload, which is especially important for complex Social Studies content.

Dengue (2017), Multimedia programs could be used to present information in many exciting ways by combining hypermedia techniques with instruction. A good presentation can be created when they are based on cognitive objectives that focus on the learning of topics at different levels of comprehension. Grainger (1993) states that there may be no way to ascertain to what degree a single multimedia component, such as graphics, text, audio, animation, and video, contributes to the amount of learning that occurs.

The diagram shows the independent and dependent variables of the study on the level of practice in teaching using multimedia techniques. The box A, called the independent variables, talks about the demographic profile of respondents in terms of age, gender, civil status, and the length of service of every respondent. It would also be the determinant of teachers' expertise in computer-aided instruction in teaching using the following dimensions: text, graphics, audio, video, and animation.

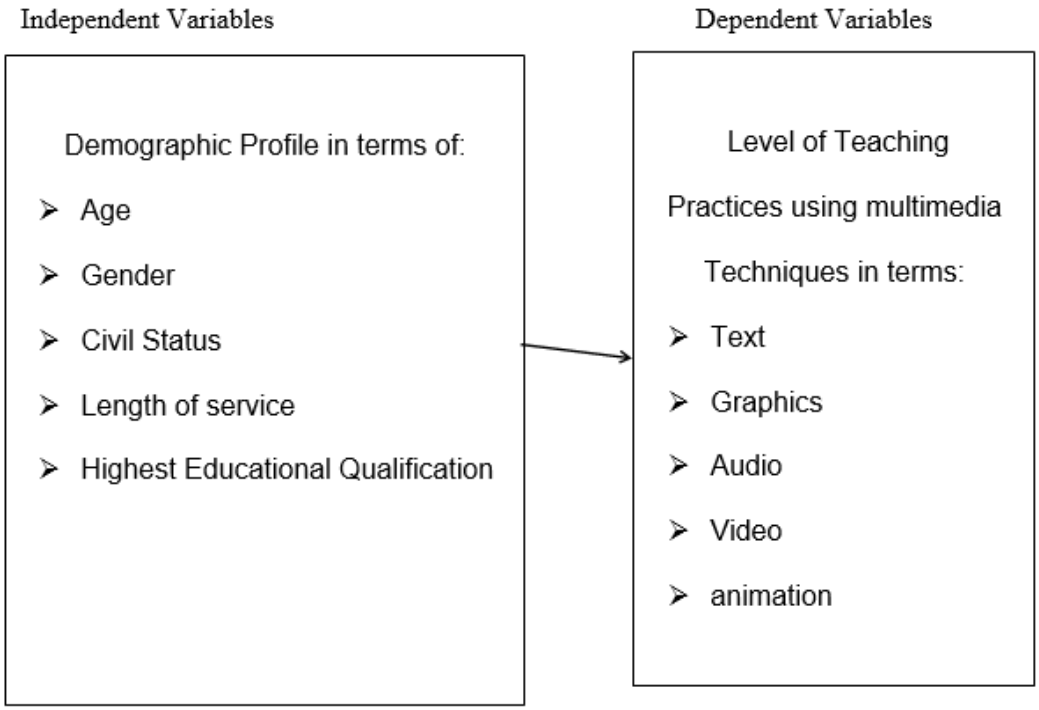

Figure 1 Schematic Diagram Showing the Independent and Dependent Variables of the study.

Significance of the Study

The findings of this study would give empirical and credible data in order to serve as a baseline reference for the teachers as a guide. Nevertheless, this would contribute towards the development of the learners, teachers, administrators, and parents for the following reasons:

For the Learners, the result would give ideas and understanding of the uses and effectiveness of the multimedia approach as a productive tool in learning to gain mastery of competencies and skills. Learners easily understand difficult lessons if reinforced with moving pictures that further describe the lessons, particularly in the Social Studies subject.

For the Teachers, this would serve as an avenue to strive to become an ICT expert upon knowing the advantages and benefits that they can get using the technologies. Furthermore, it is more interesting to teach Social Studies with the use of multimedia since it always deals with facts and evidence, life, culture, traditions, and beliefs of every human. They would also discover how it would be a great help to work if only they were computer literate and really applied and used it for instruction, grade computation, and generating results. This would lessen their work as teachers and increase production in a short period of time.

For the administrators, this was an eye-opener to really embrace using different technologies, especially since we are now in the era of computerization. This would also make them an ICT-dependent implementer and user of different gadgets and ICT facilities. This can make their teachers more productive in their teaching functions when they are properly empowered with computer technology.

For the parents, the result of the study would inform and encourage them to fully support the modernization of the school facilities and learning specially the empowerment of computer literacy in school, especially.

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

Definition of Terms

The conduct of this study was delimited to the teachers of three integrated schools in District 10, namely, Banlag Integrated School, Pantaron Integrated School, and Dagatkidavao Integrated School. The teachers involved in this study are academically competent in the school year 2025-2026.

The study was also limited to the level of practice in teaching using multimedia techniques, namely, text, audio, video, and animation. Likewise, it was limited to the relationship between the respondent’s profile and the level of practice in teaching using multimedia in Social Studies.

Definition of Terms

The following terms are defined operationally for a common, better understanding and clarity of the major concepts that are used in the study.

Animation. Animation is a process of making a static image look like it is moving, the state of being animated. This is also used by the teachers in their actual teaching as a means of multimedia.

Audio. Audio is a multimedia application that may require the use of speech, music, and sound effects.

Graphics. Graphics refers to multimedia applications that are attractive or related to pictorial art.

Information and Communication Technology. Information and Communication Technology refers information and communication technology refers to computers connected to the internet and multimedia techniques and devices used in teaching.

Multimedia. Multimedia refers to more than one medium, such as audio, video, tools, or both. Multimedia programs can be used to present information in many exciting ways. In relation to this study, it involves the text, graphics, audio, video, and animation in teaching.

Text. Text is the basic element of multimedia techniques. In connection with this study, text encompasses the use of text types, sizes, color, and background color.

Video. Video refers to multimedia applications; the digital video lips can be edited in the digital video files.

The Methodology

Research Design

This study used a descriptive correlation method of research relying primarily on the researcher's questionnaires to gather information regarding the extent of practice in teaching Social Studies using multimedia and its relationship to the respondents' demographic profiles. The descriptive correlation method is the most common and widely used method in gathering data and information using a questionnaire checklist. Gay (2015) defines descriptive research as the process of collecting data in order to test a hypothesis or to answer questions concerning the current status of the subject of the study.

Research Locale

The study was conducted in the following schools in District X, namely: Banlag Integrated School, Dagatkidavao Integrated School, and Pantaron Integrated School in the Division of

Valencia City. Valencia City is a rising city in the province of Bukidnon, where the educational sector is doing its best in the delivery of educational services. Valencia City Division is known to be among the most performing divisions in the region. Presently, it is the most populous among all cities and municipalities, and the 6th largest in terms of area, in the whole province of Bukidnon. The territory that now comprises the city of Valencia was the former thirteen barangays of the City of Malaybalay, Bukidnon. The earliest inhabitants in the area presently comprising part of the Poblacion were Bukidnon natives who founded a settlement along the banks of the Pulangi River and the confluence of the Panglibatuhan River. The pioneers were led by Datu Sebastian Manangkila together with the families of the Binalhays, Laugas, Dongogans, Gua-ans, Lanayans, and the Arenzos. The first site of the settlement was a sitio named "Panglibatuhan" because the area was thickly forested by tree species called by the natives as "Malibato trees".

It has the rich natural resources found in the territory, which eventually attracted Christian settlers from the highly populated coastal areas of Mindanao, Visayas, and the Luzon islands. Immigration of Christian settlers to the area started in the middle 1930's. During the Second World War, the continued migration of Christian settlers further increased the population of the area from 13,898 in 1960 to 64,541 in 1975. The population grew to 223,620, according to the latest census conducted by the Philippine Statistics Authority in 2024. Valencia City has a total land area of 607.13 km2 (234.41 sq. mi) with a total population of 223,620 (2025 population census). The city is located in the central part of the Province of Bukidnon. It is bounded on the north by the municipality of Lantapan and Malaybalay City; on the east by the municipality of San Fernando; on the west and southwest by the municipalities of Pangantucan and Talakag; and on the south by the municipalities of Maramag and Quezon.

The relative distance of the barangay from the city proper varies: four barangays are more or less 5 kilometers away, 20 barangays are 6 – 15 kilometers away, while the remaining 7 barangays, considered as the most interior, are situated 16 kilometers or more from the city proper. There are no seaports or airports in the city, but the nearest are in Cagayan de Oro City. Most of the people speak Cebuano. There are some who speak Ilonggo and Ilocano. English and Tagalog are widely used in schools, business, and government offices. Presently, Valencia City is known for being the City of Golden Harvest and the city that never sleeps.

However, the Local City Government Unit (LGU) of Valencia City is noted for being supportive and active in giving its assistance to District 10 in the Division of Valencia City and to all other schools comprising the Division as a whole. The members of the community,

in addition to the parents and the government officials, the professionals, and all the residents, are highly motivated to participate in the school activities and projects.

Respondents of the Study

The subjects of the study were composed of all teachers in the three Integrated Schools of District 10; there were 99 respondents who served as subjects of the study.

Sampling Procedure

The data concerning the level of practice in teaching Social Studies using multimedia and its relationship to the respondent's profile among public-school teachers in District X were obtained through the use of a research instrument. The respondents were chosen by the complete enumeration technique.

Research Instrument

The research instrument of this study was adapted from the study of Resolute 2018), which was anchored to the study of Dengue (2017), but it was modified to suit the variables in the present study. The research instrument has 3 parts. Part 1 was the demographic profile of teachers. It includes teachers' age, gender, length of service, and educational qualification. The second part determined the practices in teaching using multimedia techniques in teaching social studies. The third part determined whether there was a significant relationship between the level of practice using multimedia techniques in teaching social studies and respondents' profiles.

Administration of the Instrument

The data were gathered from the teachers teaching social studies at the three Integrated Schools of District 10 through the use of survey questionnaires. Written permission from the Schools Division Superintendent was secured through the recommendation of the Dean of the Graduate School of Valencia Colleges (INC), Bukidnon, Valencia City, for the approval letter. The request was also made through the Public Schools District Supervisor to signify the administrator's cooperation and support.

Scoring Procedure

Table 2 – Shows the scoring procedure of the study.

Scale	Interval	Qualitative Description	Qualifying Statement
5	4.20-5.00	Highest level	Practiced at all times
4	3.40-4.19	High level	Practiced most of the time

3	2.60-3.39	Moderate level	Practiced sometimes
2	1.80-2.59	Less level	Practiced rarely
1	1.00-1.79	Least level	Not at all practiced

This study used the Likert Scale of Scoring, where it was numbered 1-5 and each number had a corresponding qualifying description. Since the level of practice of the use of multimedia techniques in teaching was investigated, 5 means to the highest level, 4 to a high level, 3 to a moderate level, 2 means to a lower level, and 1 to the lowest level.

FINDINGS

The majority of the respondents were in ages between 20 and 30 years old. Most of them were female and single. The majority of them had an ongoing Master's degree with 7 – 10 years in service.

Social Studies teachers from Banlag Integrated School, Dagatkidavao Integrated School, and Pantaron Integrated School in District X, Division of Valencia City, exhibited high levels of practice in integrating multimedia techniques specifically text, graphics, audio, video, and animation into their instruction.

There were significant relationships between age, gender, length of service, civil status, and educational qualification, and respondents' levels of practice in integrating multimedia techniques.

CONCLUSIONS

Effectiveness of Tax Collection Strategies. The study concludes that municipal tax administrators perceive the tax collection strategies including real property tax strengthening, business tax fees and regulatory charges, taxpayer information and education campaigns, enforcement and delinquency management, use of digital tools, and revenue generation planning as highly effective. This indicates that the municipalities have successfully implemented comprehensive strategies to enhance real property tax collection.

Implementation of Policy Interventions. It can be concluded that policy interventions, specifically policy and administrative reforms and digital tax system implementation, are very highly executed in the municipality. This reflects strong adherence to statutory and administrative frameworks and demonstrates a commitment to modernizing tax administration.

Perceived Challenges in Property Tax Collection. The study concludes that municipal tax administrators perceive the challenges in administrative, technological, and legal aspects of property tax collection as very high.

Relationship Between Strategies, Interventions, and Challenges. The research concludes that there were associations between the effectiveness of tax collection strategies, the implementation of policy interventions, and the level of perceived challenges in property tax collection.

RECOMMENDATIONS

Social Studies teachers may continue enhancing their skills in multimedia integration by attending seminars, workshops, and training related to educational technology and digital pedagogy. They were encouraged to explore more innovative multimedia tools and platforms that promote interactive and student-centered learning experiences. Those who have higher proficiency in multimedia use may mentor colleagues who need support, fostering collaborative learning and peer coaching within schools.

School administrators were encouraged to provide sustained professional development programs focusing on multimedia and technology-integrated teaching strategies. Schools may allocate funds for updated multimedia equipment, stable internet access, and relevant software to support effective implementation.

Since the results of the study are all significant, it is recommended that teachers continue to update and enhance their teaching practices through the integration of new and emerging technologies. By incorporating innovative digital tools, multimedia resources, and interactive learning platforms, teachers can create more engaging, effective, and learner-centered instructional environments.

Future studies may include a wider scope by involving more schools and districts to enhance the generalizability of findings. They may examine the impact of multimedia integration on students' academic performance and engagement in Social Studies.

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