Information and Communication Technology: Learners' Perspectives on Multimedia Instructional Materials Used In Teaching at Marawi City National High School

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ABSTRACT: The study aimed to determine the learners' perspectives on the Multimedia Instructional Materials used in teaching at Marawi City National High School. The study used descriptive method and utilized survey-questionnaires, these contained three parts, first, what is the profile of the respondents, second, the kinds of multimedia instructional materials used in teaching, and third, the implications can be drawn from the findings of the study. Frequency, percentage and weighted mean were used as statistical tools to analyze the data. Upon the retrieval of the instruments, it was directly tabulated and interpreted. The results revealed that 50.00% of the respondents' ages ranged from 17-19 years old, 60.00% of the respondents were male. Likewise, 64.00% of the respondents agreed PowerPoint Presentation was always used as multimedia instruction. The respondents' perception on the multimedia instructional materials used in teaching showed the overall mean average of 2.34; standard deviation= 0.91 which mean agreed to all the indicators or the perception given in the questionnaire regarding the use of multimedia instructional materials in teaching. Moreover, the results implied that multimedia instructional materials being used in teaching helped the learners attentively engaged in classroom discussions, it helps learners think critically and supports retain useful information. It is recommended to teachers to always use multimedia instructions to help the learners understand the concept of the topic, increase their interests and motivation, and hold their attention to the classroom discussion.

KEYWORDS: Information and Communication Technology, Perspectives, Multimedia Instructional Materials

I.   INTRODUCTION

Nowadays, in education it is highly encouraged that teachers should use multimedia instructional materials to provide learners with different ways to understand their lessons and it motivate the learners to become more attentive during their classes. According to Tanggorro (2015) there are some factors why the learners are not interested in studying such, first, the teaching-learning process still conventional. The teachers still apply the same method although the curriculum, approaches, and techniques have been changed. Second, some teachers cannot afford to activate the learners on teaching learning process.

In addition, the use of multimedia instructional materials in teaching technology can be beneficial for learners in several ways, the Multimedia instructional materials can help learners to have better understanding on complex concepts due to a combination of text, images, videos, and audio. Learners can immerse with the material in different ways, which can enrich their learning experience and refine their retention of the discussion.

Therefore, it is important to understand the perspectives of learners on the use of multimedia instructional materials in teaching information and communication technology. By examining the experiences and perceptions of Technology-Vocational-Livelihood specialized in Information and Communication Technology learners so educator can gain valuable insights into the effectiveness of these materials and identify areas for improvement. In today's technological era, teachers must integrate useful instructional materials and devices in their lessons to motivate and engage students actively, therefore, it is crucial for teachers to choose the best instructional materials that suit the needs of learners, especially in TVL Track.

II.   METHODOLOGY

A descriptive-survey method design was used to gather the necessary data through survey questionnaire. This method was used to understand the learners' perspectives on Multimedia Instructional Materials used in teaching Senior High School

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TVL-ICT Strand at Marawi City National High School for on academic year 2023-2024. The respondents were the fifty (50) selected learners from the ICT strand. Table 1 presents the selected respondents through random sampling. It is believed to be the best procedure to attain the exact result of the study.

Table 1: Population of the Study

Grade Level	Population of Respondents	Number of Respondents	Percentage
Grade 11 ICT	35	20	40%
Grade 12 ICT	37	30	60%
Total	72	50	100%

Moreover, the research instruments questionnaire composed of two major parts: the first part deals with the profile of the respondents in terms of age and sex. Second part deals with the kinds of multimedia instructional materials used in teaching in terms of Tutorial Lecture Videos, Power Point Presentation, Facebook Page, Messenger Application, Pre-recorded Lecture and Watching Animated Videos. The Survey-questionnaire was crossed-checked by experts, and seek approval from the respondents, learners' advisers and school's head before its administration, in addition, upon launching to its respondents, retrieval has been done, then, statistician validated the results afterwards and interpreted accordingly. The results were treated based on the statistical tools such are frequency and percentage distribution and weighted mean. Likewise, an informal interview to some teacher and respondents to supports the results of the study.

III.   RESULTS AND DISCUSSION

On Problem number one, the Respondents' profiles. Table 2 displayed the profiles of the respondents. It can be seen that there is a total of 50 respondents who participated in the study.

Table 2: Frequency and Distribution of the Respondents' Age

Profile		Frequency	Percentage (%)
Age	14 - 16 years old	5	10 %
	17 - 19 years old	25	50 %
	20 - 22 years old	20	40 %
	TOTAL	50	100%

The respondents' age, five (5) of them whose age ranges from 14 – 16 years old, twenty-five (25) aged between 17 – 19 years old, twenty (20), aged between 20 – 22 years old, respectively. The results also showed that 30 or 60% of the respondents were female and 20 of 40% were male.

The Problem number two, presents the kinds of Multimedia Instructional Materials used by your teacher in teaching. Based on the results, twenty-three (23) out of fifty (50) perceived that their teachers used Tutorial Lecture Videos in their class, sixty-four (64%) responded that their teachers use Power Point Presentation in their lecture, 50% noted that their teachers are using Facebook Page for posting of lectures, and twenty-four (24) observed that their teachers use Messenger Application for faster dissemination of information, there are twenty-two (22) respondents who perceived that their teachers are using Pre-recorded Videos in their discussion, and fourteen (14) heeded that their teachers let them watch animated videos.

Table 3: Frequency and Distribution of the Multimedia Instructional Materials Used by the Teacher

Kinds of Multimedia	Frequency	Percentage (%)
Tutorial Lecture Videos	23	46 %
Power Point Presentation	32	64 %

Facebook Page	25	50 %
Messenger Application	24	48 %
Pre-recorded Lecture	22	44 %
Watching Animated Videos	14	28 %

Table 3 presents the evidence that teachers are employing variety of multimedia tools such as tutorial lecture videos, PowerPoint presentations, Facebook Pages, Messenger applications, pre-recorded videos, and animated videos to enhance the learning experience of their students. The findings implied that the integration of multimedia resources in teaching has become a prevalent practice of the teachers. When the questions "why use media?" are asked, teachers responded with almost as many different answers as there are respondents. "because learners learn more", because the class gets tired of lectures only", "because pictures are better than words", and so forth. According to Clohesy (2021) to differentiate teaching practices and learning experiences means to make adjustments to what is being taught, how it is being taught, or what the resultant expectations are. Integration of Information, Communication, and Technology (ICT) will assist teachers to the global requirement to replace traditional teaching methods with a technology-based teaching and learning tools and facilities.

On Problem number three, the Perception on the Multimedia Instructional Materials Used in Teaching.

Table 4: Frequency and Distribution of the Respondents' Perception on the Multimedia Instructional Material Used in Teaching

	Indicators	Mean	SD	Interpretation
1.	My teacher used Messenger Application Software whenever she is not around.	2.48	1.02	Agree
2.	PowerPoint Presentation used by our teacher is so engaging where it able me to think critically.	1.90	0.73	Agree
3.	My teacher in Media and Information Literacy used PowerPoint presentation every meeting.	2.50	0.92	Agree
4.	When my teacher is using Tutorial Lecture Videos it is accessible to me.	2.14	0.72	Agree
5.	PowerPoint Presentation helps me to retain information than traditional methods such as lectures or using textbooks.	2.10	0.81	Agree
6.	I can easily create presentation or reports using PowerPoint with the guide of my teacher.	2.16	1.03	Agree
7.	PowerPoint Presentations are sometimes complex to understand.	2.42	0.85	Agree
8.	When my teacher let us watch animated videos it helps me gain and hold my attention.	2.24	0.99	Agree
9.	Pre-recorded videos used by the teacher are sometimes unhelpful and inappropriate to the discussion.	2.48	0.94	Agree
10.	The integration of video clips by our teacher is relevant.	2.26	0.98	Agree
11.	The videos being showed by our teachers are sometimes not suitable to the topic being discussed.	2.80	1.00	Undecided
12.	The pre-recorded lecture used by our teacher is vague due to the sound system being used.	2.64	0.91	Undecided
13.	I still have to use the paper and pen just to take note of the ideas being presented by our teacher using PowerPoint Presentation.	2.24	0.99	Agree
14.	I can understand the concept when my teacher used of Tutorial Lecture Videos.	2.42	0.94	Agree
15.	My teacher brings up my potential abilities when she/he let us watch animated videos.	2.40	0.85	Agree
16.	The use of Facebook Page specific for our subject can arouse my interest and motivation to learn.	2.38	0.75	Agree
17.	My creativity increase when our teacher used tutorial videos integrated with our lessons.	2.22	0.94	Agree
18.	With the use of Messenger Application Software, our teacher updates us easily. She/he can answer our inquiries.	2.10	0.85	Agree
19.	My teacher can make the classroom atmosphere enjoyable when she or he used animated videos.	2.28	1.13	Agree
20.	My teacher used Messenger Application Software for reporting.	2.60	0.94	Undecided
	OVERALL	2.34	0.91	Agree

Legend: 1.00 – 1.75 (Strongly Agree); 1.76 – 2.50 (Agree); 2.51 – 3.25 (Undecided); 3.26 – 4.00 (Disagree)

Table 4 revealed the perceptions of the respondents on the multimedia instructional materials used in teaching were perceived to "agreed" by the respondents and there are 3 statements that they were undecided. Results implied that Media and Information Literacy by using Messenger Application Software was used whenever teacher is not around, PowerPoint presentation often used during meeting, and Tutorial Lecture Videos used to make it accessible for the learners. Results conveyed that PowerPoint Presentation used by the teacher is so engaging where it able learners to think critically and helps them to retain information than traditional methods such as lectures or using textbooks.

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According to the respondents, they can easily create presentation or reports using PowerPoint with the guide of their teacher but sometimes complex to understand. They agreed that when their teacher let them watch animated videos it helps them gain and hold their attention as integration of video clips by their teacher is relevant; however, pre-recorded videos used by their teacher are sometimes unhelpful and inappropriate to the discussion.

The respondents also agreed that they can understand the concept when their teacher used of Tutorial Lecture Videos and their creativity increase when their teacher used tutorial videos integrated with our lessons. They agreed that their teacher brings up their potential abilities when she/he let them watch animated videos and make the classroom atmosphere enjoyable. Furthermore, the results also suggest that the respondents still agreed that they still need to use the paper and pen to take note of the ideas being presented by their teacher during classroom discussion.

In addition, the respondents were undecided on the videos being showed by their teachers because sometimes it is not suitable to the topic being discussed and the pre-recorded lecture used by their teacher is vague due to the sound system being used. Also, they were undecided if their teacher used Messenger Application Software for reporting or not.

Lastly, the overall mean was 2.34 which mean that the respondents agreed to all the indicators or the perception given in the questionnaire regarding the use of multimedia instructional materials in teaching. This implies that multimedia instructional materials, being used in teaching, can help the students to engage more in the discussion, let them think critically, and it can retain useful information. Also, the use of multimedia instructional materials in teaching helps the students to understand the concept of the topic, increase their interests and motivation, and hold their attention to the discussion or topic.

According to, Jorge et al. (2003) ICT provides the help and complementary supports for both teachers and students where it involves effective learning with the help of the computers to serve the purpose of learning aids. it because with the help of technology, teaching and learning is not only happening in the school environment, but also can happen even if teachers and students are physically in distance. However, Young (2003) also emphasized that ICT integration is not a one-step learning process, but it is a continual process of learning that provides proactive teaching-learning environment.

CONCLUSIONS

The results conveyed the importance of integrating multimedia tools and technology in teaching. It encourages a more dynamic and interactive classroom environment, fostering learners' engagement and facilitating effective knowledge transfer. As technology continues to advance in education, it is likely that the use of multimedia tools in teaching will continue to grow, leading to further enhancements in teaching methodologies and student outcomes. As perceived by the respondents, they "agreed" the multimedia instructional material were effective tools in teaching. However, respondents were undecided about the suitability of certain videos to the topics and the clarity of pre-recorded lectures, suggesting areas for improvement. Therefore, teachers should properly evaluate the videos they will use during teaching. Surprisingly, the respondents affirmed that multimedia instructional materials significantly enhanced their learning experience. These tools help learners engage more deeply in classroom discussions, aid their information retention, and boost motivation and interest in their lessons. Despite some uncertainties about specific aspects, the positive feedback from the learners emphasized the value of integrating multimedia resources into educational practices.

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