WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
**GRADUATE SCHOOL**
Iloilo City

# LET'S WATCH: VIDEO LESSONS ON SELECTED TOPICS IN BIOLOGY AND ACHIEVEMENT OF GRADE 9 STUDENTS

A Thesis Presented to the

Faculty of the Graduate School

College of Education

West Visayas State University

La Paz, Iloilo City

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

(Biological Science)

by

Ruthchel A. Gahaton

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APPROVAL SHEET

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## Abstract

This quasi-experimental research study aimed at determining the effects of video lessons as a teaching strategy in the biology achievement of Grade 9 students. The subjects of this study were the seventy - six (76) Grade 9 students enrolled in a public junior high school during school year 2017-2018. One class of 36 students was exposed to traditional teaching, which employed pure-lecture discussion method while the other 40 students were exposed to biology instruction with the integration of video lessons. Results of the biology achievement pretest mean scores were low, signifying that the two groups were comparable at the onset of the study.The pre-test result for the group exposed to lecture discussion method had a mean of 27.139 while that off the group exposed to lessons with integration of video lessons had a mean of 29. 675. The study was conducted from June to August 2017 and used the following research instruments: (1) a validated teacher-made test to measure biology achievement; (2) lesson plans for (a) lecture – discussion group, (b) lesson plans for the group exposed to the use of videos; (3) Class Observation Form and Checklist; and (4) Interview Guide. The statistical tools utilized were means and standard deviation for descriptive statistics; and t-test for independent samples, t - test for paired samples for inferential statistics, and Pearson's r for significance of relationship which was set at 0.05 level. The posttest mean scores showed considerable increase in the mean scores in biology achievement in

both groups. Furthermore, there was a small disparity in the posttest mean scores; however, the values of the standard deviations were relatively large, indicating a wider dispersion of the scores from the mean. There were students who increased their scores fairly well and there were also those who retained or decreased their scores. It shows that there was no significant difference in the posttest mean scores of both groups but there was a significant relationship in the use of video lessons and the science achievement of Grade 9 students. This study also revealed that both lecture-discussion method and science teaching integrating video lessons can be used to improve students' achievement in science. Further, almost all students like to use videos in learning science. The use of videos in science lessons should be tried with another set of students to further ascertain the effectiveness of the said strategy.

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