



Evaluation of Pre-recorded Video as Instructional Material and Its Associated Efficacy on the Third-Year BSBA Students at NEUST Atate Campus

Dr. Fhrizz S. De Jesus¹, Prof. Merlina C. Garcia², and Julius B. Ramos³

¹RET Chair/ Asst. Prof 3, NEUST Atate Campus

²Asst. Prof. III, NEUST Atate Campus

³Student, BSBA NEUST Atate Campus

Abstract— The use of teaching materials, which is seen as an important part of teacher education, is linked to getting students' attention. In fact, different teaching materials have different effects on each student when it comes to getting information across. Pre-recorded videos have become more common in synchronous lessons, especially here at the NEUST-State Campus. The goal of this study was to see if there was a difference between watching a pre-recorded video and learning in real time when it came to advertising in the third-year BSBA major in marketing management. At the Nueva Ecija University of Science and Technology Atate Campus in Palayan City, the study was conducted. The researchers used a sampling method called "total enumeration." In total, 71 people answered. The t-test was used to look at the difference between the above-mentioned variables based on the data that was being collected. As a result, in terms of modality of discussion, students preferred pre-recorded video than synchronous discussion. Respondents added that this type of instructional materials help them to be more reliable in the said subject. Increasing the usage of applications available and other apps to help students in producing their outputs; and developing more dependable and modern educational resources to improve academic knowledge and active involvement of all BSBA students as recommended.

Keywords— instructional materials, advertising, pre-recorded video, synchronous learning.

I. INTRODUCTION

Getting students' attention is linked to the use of instructional materials, which is seen as an essential factor in teacher education. Furthermore, it allows learners to apply their abilities, ideas, and work in a number of ways, as well as get practical experience. [1] Thus, the utilization of instructional resources often elevated students' topic knowledge and led to excellent academically.

An instructor may employ a variety of instructional resources to successfully transmit knowledge throughout the class, and they often include visual and audio-visual features. On the contrary, various instructional materials have varying impacts on each student when it comes to transferring information. As a result, while designing and choosing instructional materials, both the variety and depth of information should be considered to ensure that students' learning is improved. [2] Intelligent, positive, motivating, timely, and consistent faculty communications encourage social engagement and compassionate behaviors while also allowing for caring interactions, mutual respect, and assistance - seeking in interactions.

Pre-recorded video is one of instructional materials that has become prevalent during the synchronous mode of lessons, particularly here at the NEUST-Atate Campus. This sort of educational material was used extensively in the curriculums taken by third-year students pursuing a BS in Business Administration at this university. Numerous studies show that pre-recorded video classes have the same value as verbal or face-to-face lessons [3].

Because of its flexibility, convenience, and instructional efficiency, pre-recorded video lectures are favored over live ZOOM lectures. Learning through video lectures, on the other hand, is dependent on students' motivation to go through the topics on their own. Lack of desire and clear deadlines to watch such video course materials may result in a buildup of workload that is tough to overcome before exams [4].

[5] Pre-recorded online lectures may be preferable to live online lectures since they allow students to revisit the video if they forget it while performing the activity. Furthermore, it allows students to save money because downloading video is far less expensive than online broadcasts.

Several additional researchers have investigated technical implementations and practical strategies for using online technologies to efficiently arrange virtual lectures [6]. So, the objectives of this study was to examine whether there was a difference in advertising learning between pre-recorded video and synchronous learning in the third-year BSBA major in marketing management at NEUST Atate Campus during the academic year 2021-2022. Wherefore, this research developed from the study Comparing Pre-recorded Online Lectures with Live Online Lectures in Malang, Indonesia, for the Business Administration Major.

II. STATEMENT OF OBJECTIVES

The purpose of this study is to assess whether there is a statistically significant difference between the pretest and posttest results on the use of pre-recorded video as an IM and synchronous mode of learning in the advertising subject of third-year BSBA major in marketing management students at the NEUST Atate Campus in Academic Year 2021-2022.

III. Materials and Methods

Research Design

The researchers utilized a descriptive quasi-experimental study design to assess the efficacy of pre-recorded video discussions and synchronous methods of class engagement on BSBA students.

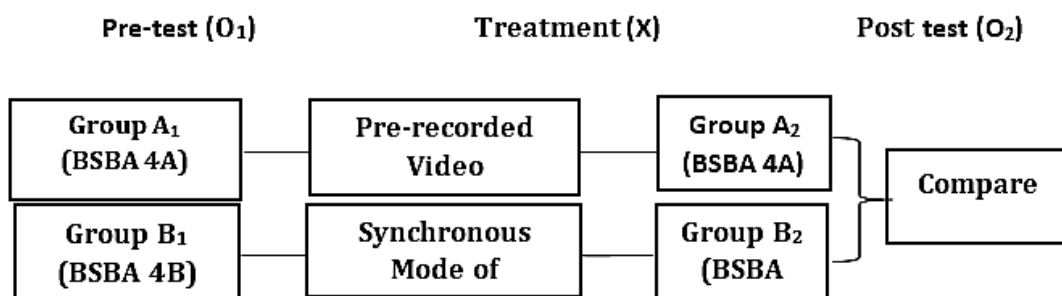


Figure 1. Flow diagram that shows the process of research

Research Locale

The research was carried out at Nueva Ecija University of Science and Technology Atate Campus in Palayan City. Researchers decided the site for the study since it will provide them with the essential information on the identified problem.

Respondents of the Study

The study’s target population were the 3rd year BS in Business Administration major in Marketing Management of the NEUST Atate Campus A.Y. 2021-2022. Hundred percent of the population will serve as the respondents of this study in total of 71 respondents from BSBA 3A & 3B of the said course.

Sample and Sampling Procedure

The researchers utilized a total enumeration sampling approach, which is a purposive design of sampling in which the full number of chosen population would be the primary source of data. We acquire the proper parameter value using the total enumeration approach if all of the population's y-values are accurate [7].

Data Collection

To be meaningful, the pretest form is given before the treatment if provided and followed by posttest regarding the pre-recorded video and synchronous mode of learning.

Data Analysis

The t-test analysis was used to compare the results of the pretest and posttest of the 3rd year BSBA students at the NEUST Atate Campus during the A.Y. 2021-2022. This type of analysis tool is utilized to assess whether two variables' means and relationships vary significantly [8].

IV. FINDINGS

These following findings were derived from the study:

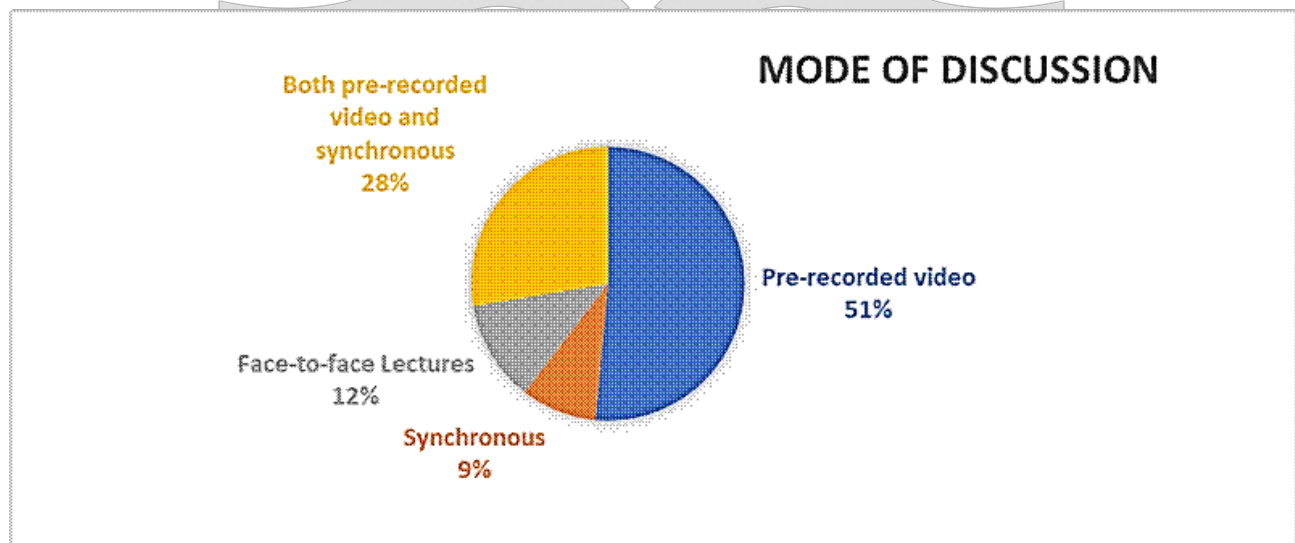


Figure 2. Mode of discussion/learning where 3rd year BSBA prefer the most

As seen in the figure above, 51% of the total respondents, comprising 36 students, chose pre-recorded video as instructional materials and received the most responses of the four modalities of discussion. Conversely, synchronous learning received the lowest proportion, which is equivalent to 6 students or 9% of all those who responded to the question concerning advertisement.

The respondents highlighted that they can repeat and recall a pre-recorded video though the lesson is done and they missed valuable insights they needed that day. Once students watch pre-recorded materials, they become more independent, self-directed, and driven. It also makes people feel less stressed [9].

Table 1. Difference in posttest with the equal difficulty with pretest

Group Statistics						
Instructional Materials	N	Mean	Std. Deviation	Std. Error Mean	t-value	Significance level(p-value)
Pre-recorded Video	45	37.7771	26.94637	4.26133	1,460	<0.0001
Synchronous Discussion	26	48.8882	48.78144	8.60567		

The significance of the difference between pre-recorded video as instructional materials and synchronous learning was tested using a t-test. As per Table 1, pre-recorded video had a stronger impact on respondents' understanding about advertising than synchronous discussion. When the researcher analyzed the pretest results, the pre-recorded video received a t-value of 1,460 and a p-value less than 0.05. It impacts both the respondents' involvement and the subject's advertising. It also allows you to repeat the video recording numerous times while maintaining a simulated live experience [10].

Table 2. Difference in posttest with intermediate level (more difficult than pretest)

Group Statistics						
Instructional Materials	N	Mean	Std. Deviation	Std. Error Mean	t-value	Significance level (p-value)
Pre-recorded Video	52	28.8887	26.17740	6.03784	3,343	<0.0002
Synchronous Discussion	19	18.5000	30.47130	6.97591		

Pre-recorded had a greater t-value of 3,343 from the post-test that the researcher used after the respondents answered the pretest and a p-value of less than 0.05, as shown in table 2. As a result, it suggests that pre-recorded video seems to be much better than synchronous discussion in terms of instructional materials. Respondents also claimed that it enables them to become more autonomous, self-directed, and driven, which improves student learning. A video may deliver a lot of information in a short amount of time. When compared to prose, video allows you to say more in less time. Even though video is more appealing to the senses, it can transmit more information by both demonstrating and communicating [11].

CONCLUSION

Based on the findings the researchers were able to draw the following conclusions:

1. The majority of respondents favored pre-recorded video over synchronous discussion as teaching material in the advertising field.
2. Furthermore, the respondents increased their understanding of the advertising issue after seeing the pre-recorded video provided by their teacher via video editing, as well as other related material.

RECOMMENDATIONS

Based on the findings and conclusions presented, the following were the recommended:

1. Strengthening the utilization of applications and other digital materials to help students become more literate in terms of producing different promotional outputs as required by the course.
2. Creating more reliable and up-to-date instructional materials to boost academic understanding and active participation of all BSBA students in the address mentioned.

REFERENCES

- [1] Adalikwu, S. A., & Iorkpilgh, I. T. (2013). The influence of instructional materials on academic performance of senior secondary school students in chemistry in Cross River State. *Global Journal of Educational Research*, 12(1), 39-46.
- [2] Plante, K., & Asselin, M. E. (2014). Best practices for creating social presence and caring behaviors online. *Nursing education perspectives*, 35(4), 219-223.
- [3] Peter W. Callas, Tania F. Bertsch, Michael P. Caputo, Brian S. Flynn, Stephen Doheny-Farina & Michael A. Ricci (2004) Medical Student Evaluations of Lectures Attended in Person or From Rural Sites via Interactive Videoconferencing, *Teaching and Learning in Medicine*, 16:1, 46-50, DOI: 10.1207/s15328015tlm1601_10
- [4] Islam, M., Kim, D.-A., & Kwon, M. (2020). A Comparison of Two Forms of Instruction: Pre-Recorded Video Lectures vs. Live ZOOM Lectures for Education in the Business Management Field. *Sustainability*, 12(19), 8149. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/su12198149>
- [5] Hadistya, D. D. N. (2020) Comparing Pre-Recorded Online Lecture and Live Online Lecture at State Polytechnic of Malang, *Business Administration Major. Editorial Boards*, 311.
- [6] Helms, Jeffrey L., Pam Marek, Christopher K. Randall, Daniel T. Rogers, Lauren A. Tagliatalata, and Adrienne L. Williamson. "Practical Advice from a Departmental Initiative." *Best practices for technology-enhanced teaching and learning: Connecting to psychology and the social sciences* (2011): 53.
- [7] Arnab, R. (2017), *Survey Sampling Theory and Applications: Complete Enumeration*, Complete Enumeration - an overview | ScienceDirect Topics
- [8] Hayes, A. (2022), T-Test: What It Is with Multiple Formulas and When to Use Them. <https://www.investopedia.com>
- [9] Burt, C. (2021), Study: Pre-recorded videos can boost student learning, *University Business*, Study: Pre-recorded videos can boost student learning - University Business
- [10] Wong, L. (2022), "The Benefits of Pre-recorded video", <https://www.goto.com>
- [11] Whiteboard Animation, (nd.), "The 9 Key Advantages to Video Advertising", <https://www.whiteboardanimation.com>