

From Basic to Proficient: Developing a Video Assisted Manual for the Least Mastered Microsoft Word Functions

J-Paolo Agcopra Jabagat¹, Darlene Lumapas Trinidad²,
Hazel Vine Betarmos Orito³, Maria May Senillo Sambilad⁴

¹Teacher III (Special Science Teacher I), Department of Education, Cebu City Don Carlos A. Gothong Memorial National High School

²Teacher III, Banilad National High School

³Teacher I, Maria Clara Integrated School

⁴Teacher I, Cuanos Integrated School

ABSTRACT

This study, titled “From Basic to Proficient: Developing a Video-Assisted Manual for the Least Mastered Microsoft Word Functions,” explored the effectiveness of a video-assisted manual in addressing the least mastered Microsoft Word features among Grade 7 learners of Cebu City Don Carlos A. Gothong Memorial National High School. Using a descriptive quantitative design, the researcher administered a validated questionnaire to seventy randomly selected learners to determine their demographic profile, the most challenging Microsoft Word functions, and their perceived improvement in engagement, confidence, and ICT self-efficacy. Results showed that learners struggled most with advanced features such as Mail Merge, Hyperlinking and Cross-References, Table of Contents creation, and SmartArt/Charts. Learners agreed that the video-assisted manual enhanced their participation, confidence, and ability to perform ICT-related tasks. A subsequent and more appropriate Kendall’s Tau analysis revealed a significant weak negative relationship ($\tau = -0.30$, $p = 0.0412$) between manual use and the number of least mastered features, indicating improved mastery as learners used the manual more frequently. The study concludes that the video-assisted manual is an effective supplementary resource that supports digital literacy and skill acquisition.

Keywords: vocational education, video-assisted manual, Microsoft Word features, ICT literacy, engagement, confidence, self-efficacy, MATATAG Curriculum, descriptive-correlational research design

CHAPTER I

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

The rapid development of science and technology has transformed education worldwide. Modern tools such as computers, the internet, and digital media have enabled teachers to design creative and

interactive learning experiences that enhance students' engagement and knowledge (Lai & Bower, 2020; Redecker, 2020). Globally, digital learning continues to expand—around 70% of schools have introduced some form of technological integration (Linder, 2025).

In the Philippines, the Department of Education introduced the MATATAG Curriculum to strengthen learners' literacy, numeracy, and digital literacy, highlighting the importance of technology integration in the teaching of ICT under TLE (DepEd, 2023). Despite these efforts, many teachers and students still face challenges in mastering Microsoft Word features and using digital tools effectively (Conda & Benavides, 2024).

At Cebu City Don Carlos A. Gothong Memorial National High School, these issues remain evident. The school faces persistent limitations in technological resources, including outdated equipment, a limited number of functioning computer units, and inconsistent internet connectivity. Learners often find it difficult to navigate advanced Microsoft Word features such as mail merge, macros, referencing tools, and various formatting functions skills that are essential for producing academic outputs and performing higher-order digital tasks. Existing video-based instructional materials tend to be generic, lack contextual relevance, and fail to address the specific needs and digital readiness of Filipino learners (Cohen & Cohen, 2024), making them insufficient for supporting effective and meaningful ICT learning. In response to these challenges, this study proposes the development and evaluation of a contextualized, video-assisted Microsoft Word manual designed to address the least-mastered competencies of Grade 7 learners. Video-assisted instruction has been widely recognized for its capacity to enhance engagement, improve retention, and support self-paced learning, making it an ideal approach for addressing learners' varied digital proficiencies.

Therefore, this study seeks to bridge the identified gaps by developing and evaluating a contextualized video-assisted manual focused on enhancing students' knowledge of least-mastered Microsoft Word features. Grounded in multimedia learning theory and supported by global and local literature, this intervention is expected to improve mastery, increase learner confidence, and strengthen ICT instruction aligned with the MATATAG Curriculum. Through this initiative, the study aims to contribute to accessible, effective, and technology-enhanced learning resources for Filipino learners.

Theoretical Background

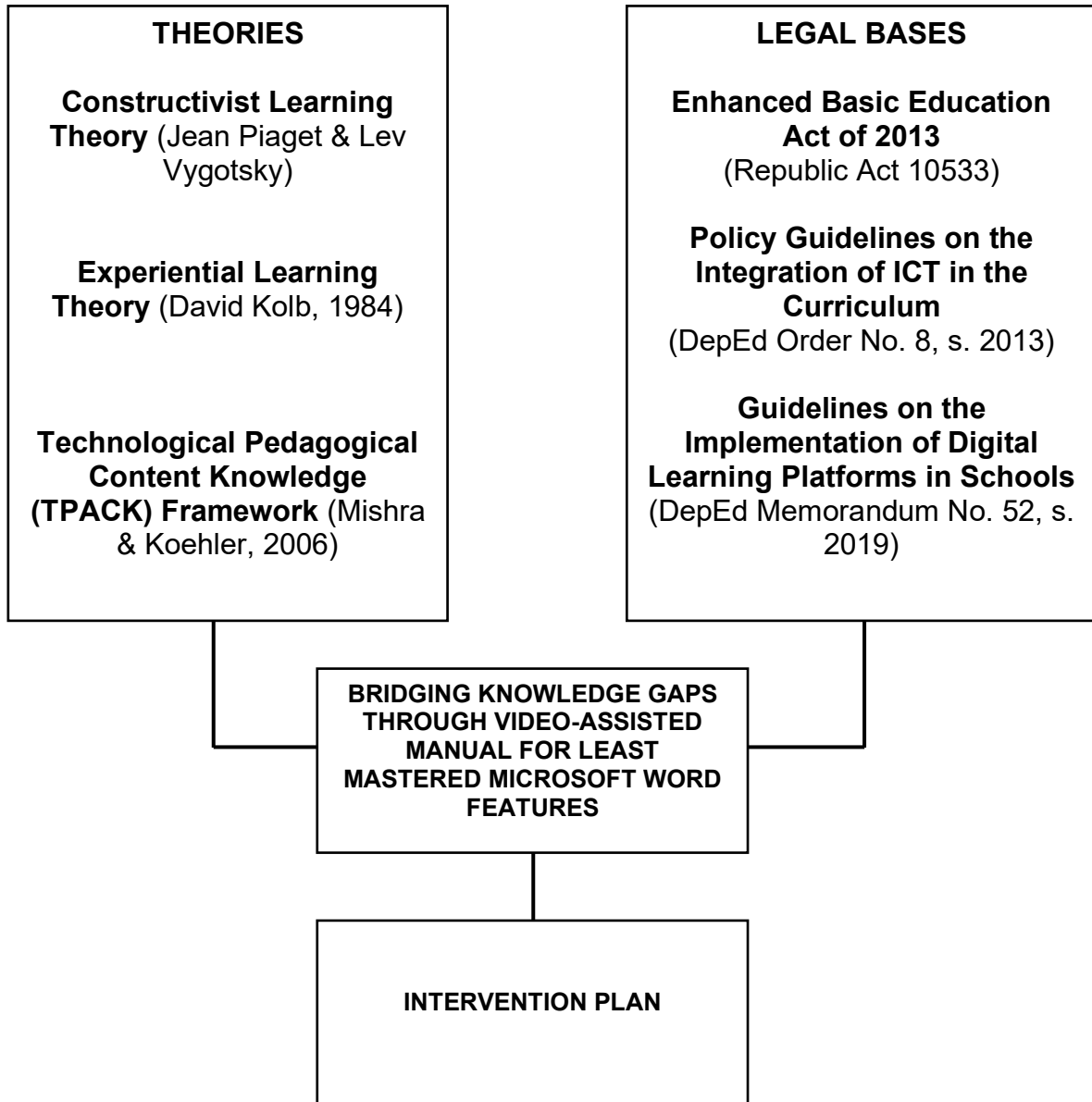


Figure 1. Theoretical Framework of the Study

The framework illustrates the connection between established educational theories, government mandates, and the proposed intervention of developing a video-assisted manual to bridge knowledge gaps in the least mastered features of Microsoft Word.

The study is grounded on three key learning theories: **Constructivist Learning Theory (Jean Piaget & Lev Vygotsky)**, **Experiential Learning Theory (David Kolb, 1984)**, and the **Technological Pedagogical Content Knowledge (TPACK) Framework (Mishra & Koehler, 2006)**. **Constructivist Learning Theory** emphasizes that learners actively construct knowledge through experience and social interaction. **Experiential Learning Theory** highlights learning as a process where knowledge is created through the transformation of experience. The TPACK Framework integrates technology, pedagogy, and content knowledge to promote effective teaching using digital tools. Together, these theories support the design of a video-assisted manual that enhances learners’ engagement and understanding of Microsoft Word functionalities.

The study is also anchored on legal foundations, particularly the **Enhanced Basic Education Act of 2013 (Republic Act 10533)**, which mandates the integration of ICT in education. Additionally, **DepEd Order No. 8, s. 2013** provides policy guidelines on ICT integration in the curriculum, while **DepEd Memorandum No. 52, s. 2019** outlines the implementation of digital learning platforms in schools. These legal bases emphasize the importance of digital literacy and the use of technology in enhancing teaching and learning processes.

By aligning theoretical underpinnings and legal frameworks, the study aims to bridge knowledge gaps through a video-assisted manual that focuses on the least mastered Microsoft Word features. The final stage involves formulating recommendations to enhance the effectiveness of the video-assisted manual and developing a proposed intervention plan for sustainable implementation in the educational setting.

THE PROBLEM

Statement of the Problem

This study aims to bridge the knowledge gaps through a video-assisted manual for least mastered Microsoft Word features among Grade 7 learners at Cebu City Don Carlos A. Gothong Memorial National High School for the School Year 2025-2026 as basis for an intervention plan.

Specifically, this study aims to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. gender; and
 - 1.3. ICT exposure?
2. What are least mastered Microsoft Word features among the learners as perceived by Grade 7 learners?
3. What is the level of video-assisted manual on improving learners' mastery of Microsoft Word features with regards to:
 - 3.1. learner engagement;
 - 3.2. confidence in using Microsoft Word; and
 - 3.3. Self-efficacy in ICT-related tasks?
4. Is there a significant relationship between learners' perception of the video-assisted manual and their perceived mastery of the least mastered MS Word features?
5. What is the output of the study?

Statement of Hypotheses

Based on the objectives of this study, the following null hypotheses were to be tested at the 0.05 level of significance:

H₀₁: There is no significant relationship between the use of video-assisted manual and the mastery of least mastered Microsoft Word when grouped according to demographic profile.

H₀₂: There is no significant relationship between learners' perception of the video-assisted manual and their perceived mastery of the least mastered MS Word features.

H₀₃: The video-assisted does not significantly affect the level of learners' engagement, confidence and self-efficacy in using Microsoft Word and performing other ICT-related tasks.

Significance of the Study

This study addressed the persistent gaps in digital literacy by focusing on Cebu City Don Carlos A. Gothong Memorial National High School Learners and their least mastered Microsoft Word features,

which are essential for academic success, professional readiness, and effective ICT integration in the classroom. Therefore, this study is beneficial to following stakeholders;

Learners. This study is beneficial to all Grade 7 learners as it can help them to overcome challenges in mastering Microsoft Word features with the help of using video-assisted manual. The findings of this study will allow them to improve their digital literacy, build their self-efficacy, and enhance their ability to create professional and academic documents, thus empowering them to become competent and confident digital citizens.

Teachers. The results of the study will help every teacher to improve their teaching experiences through the use of video-assisted manual in both online and actual settings. It will allow them to enhance knowledge on using supplementary resource that enhances lesson delivery, provides consistent demonstrations, and to focus on higher-order skills development while ensuring learners gain mastery of fundamental ICT competencies especially Basic Document Formatting.

School. This study will allow the institution to provide a concrete instructional material in the form of a video-assisted manual that can be adopted and integrated into ICT teaching practices. It will enhance the institution's capacity to deliver quality digital literacy programs, promote effective use of resources, and support the school's vision of producing competent, ICT-proficient graduates.

School Administrators. The results of the study will guide them to develop a scheme that is more focused on helping teachers in gaining an evidence-based resource that highlights the importance of investing in ICT-based interventions. The study also allows them to provide better support system for making the use of video-assisted manual for fostering digital learning experiences for both educators and learners.

Researchers. Conducting the study will provide them more knowledge and information about the effectiveness of video-assisted manual on improving learners' mastery of Microsoft Word features. This will help them to improve their critical thinking in performing and conducting their own research about identifying the existing gaps on the use of video-assisted manual among Grade 7 Science Class learners and teachers and proposing of effective multimedia-supported resources for better improvement.

Future Researchers. This study will serve as a foundation for further investigations into ICT-based interventions and instructional materials such as the implementation of video-assisted manual. The findings can inspire subsequent studies on other productivity tools, subject areas, or teaching methods, contributing to the broader discourse on technology integration in education and the continuous improvement of digital literacy initiatives.

RESEARCH METHODOLOGY

This chapter presented the research methodology employed in the study. It outlined the research design, participants, sampling techniques, research instruments, data collection procedures, and statistical treatments used. The methodology served as the framework that guided the systematic gathering, analysis, and interpretation of data to ensure the accuracy, validity, and reliability of the research findings.

Design

This study utilized descriptive quantitative approach to explore the knowledge gaps of Grade 7 learners on using video-assisted manual for least mastered Microsoft Word features. Descriptive research was considered a suitable approach when researchers aim to describe a situation or problem systematically and objectively (Singh, 2023). Descriptive approach, as defined by Creswell and Creswell (2017), this

approach allowed the researcher to concurrently gather quantitative data and qualitative data to describe the patterns and trends emerging from the said date. Specifically, a quantitative approach was a useful method for preventing the act of biases and being able to gather accurate data. Gathering and evaluating numerical data was part of conducting a quantitative research method. Finding trends and averages, generating hypotheses, examining causality, and extrapolating findings to larger populations are all possible with it (Bhandari, 2023).

Similarly, according to Sirisilla (2023), descriptive research design was used to observe and gather various data on a certain topic. It also provided an accurate picture of the population or phenomenon under study. In this case, the students answered the research instrument, laid their perceptions, attitudes, and levels of mastery regarding the least mastered Microsoft Word features.

Flow of the Study

This study followed the Input–Process–Output (IPO) model to examine the knowledge gaps of Grade 7 learners in using Microsoft Word and to evaluate the effectiveness of a video-assisted manual in improving their mastery.

Input

The input stage involved gathering the essential baseline data and instructional materials needed for the study. This included the demographic profile of the learners such as age, gender, grade level, and ICT exposure. It also identified the least mastered Microsoft Word features based on learners' responses. Additionally, the input considered the learners' initial levels of engagement, confidence in using Microsoft Word, and self-efficacy in ICT-related tasks. The video-assisted manual served as the primary intervention material.

Process

The process stage outlined the systematic procedures conducted in the study. The researcher first secured permission from Cebu City Don Carlos A. Gothong Memorial National High School. This was followed by the construction and validation of the survey questionnaire aligned with the research objectives. The instrument was then administered to the Grade 7 learners, along with the implementation of the video-assisted manual. After data collection, statistical analyses such as frequency, mean, weighted mean, and inferential tests are utilized to interpret the findings and evaluate the effectiveness of the intervention.

Output

The output stage presented the results of the study. It identified the least mastered Microsoft Word features and determines the extent of improvement in learners' mastery after using the video-assisted manual. It also revealed changes in learners' engagement, confidence, and self-efficacy in performing Microsoft Word tasks. Based on these findings, the study produced a proposed enhanced video-assisted manual as an effective supplemental instructional material for teaching Microsoft Word to Grade 7 learners. Beyond cognitive performance, the output stage also revealed notable changes in learners' engagement, confidence, and overall self-efficacy in navigating Microsoft Word. Students demonstrated increased willingness to explore features independently, greater participation during ICT classes, and a more positive attitude toward digital tasks. These behavioral and affective improvements suggested that the video-assisted manual served not only as a cognitive aid but also as a motivational and confidence-building tool.

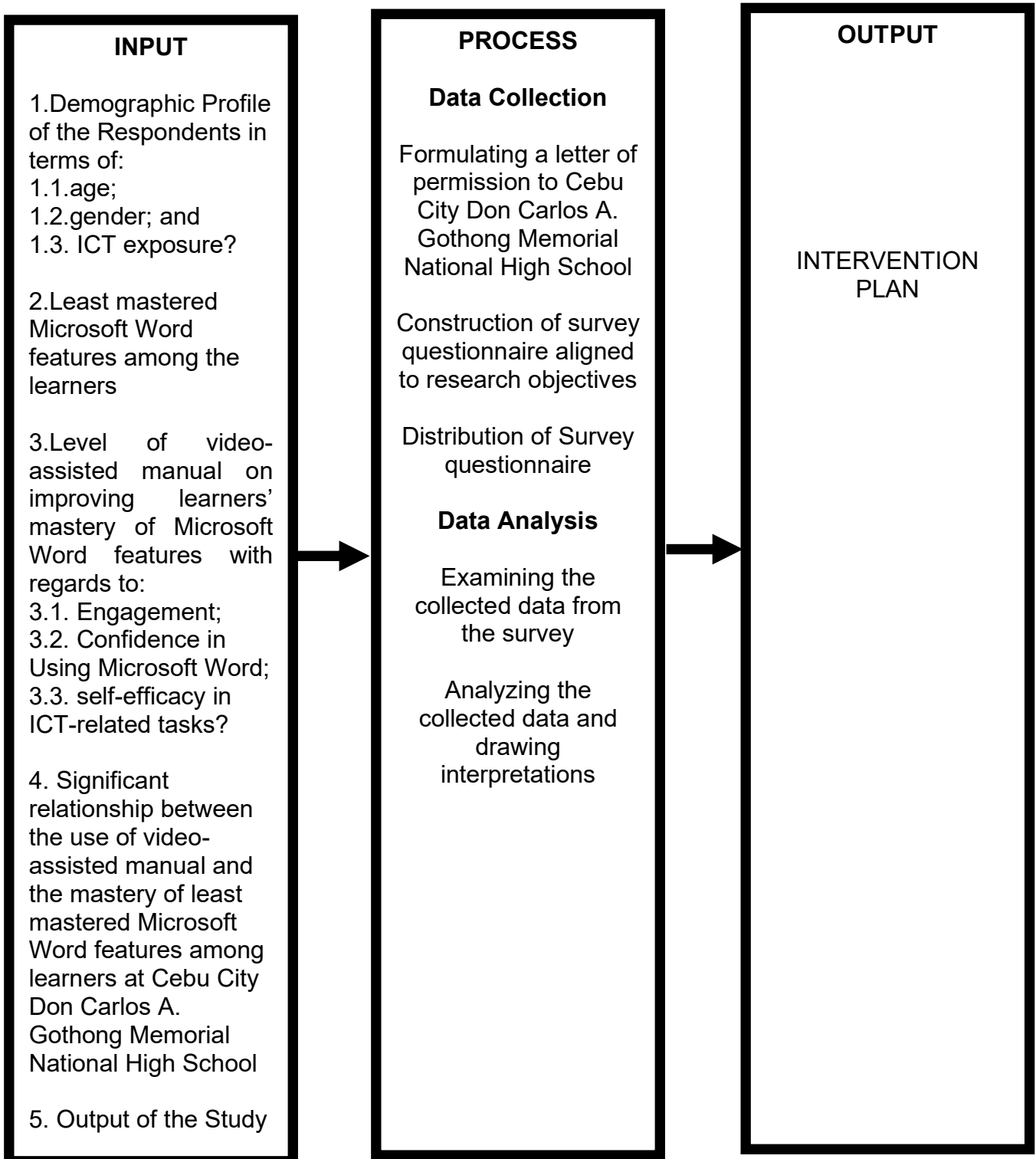


Figure 2. Flow of the Study

Environment

This study was conducted at Cebu City Don Carlos A. Gothong Memorial National High School, a public institution that caters to Junior High School Grade 7 learners under the K to 12 and MATATAG Curricula. The basis for conducting the study was the current integration of ICT and Technology and

Livelihood Education (TLE) subjects with the use of computers and internet access within the institution. This setting offered a captivating context for exploring the challenges of the school on integrating technology in its instructional practices, making it an appropriate environment for examining gaps in digital literacy and self-efficacy.

This research environment enabled researcher to better assess the knowledge gaps of Grade 7 learners on using video-assisted manual for least mastered Microsoft Word features. This study incorporated a diverse range of experiences and perspectives from students under the ICT program. Lastly, the chosen locale was approved and permitted by the school administrators and respondents ensuring that the study was conducted with full cooperation and access to necessary data. This approval facilitated a thorough investigation and supported the research objectives effectively.



Figure 3. Location Map of the Research Environment

Respondents

The respondents of this study consist of Seventy (70) Grade 7 learners for the Academic Year 2025–2026, who are currently learning and enhancing their mastery of Microsoft Word features. In selecting the sample size, the study utilized the Slovin’s formula to determine the appropriate number of respondents from the total population of Grade 7 learners. Based on the computed results, the corresponding sample size was obtained with a 5% margin of error and a 95% confidence level. The study employed simple random sampling to ensure that every student in the population had an equal chance of being selected. This method reduced bias and increased the representativeness of the sample, making the findings more reliable.

All respondents are currently enrolled Grade 7 learners both male and female from Cebu City Don Carlos A. Gothong Memorial National High School. These schools were chosen because they integrate ICT and Science education, making them suitable settings for assessing learners’ mastery of Microsoft Word features.

The researchers also ensured that all respondents were informed about the study’s objectives and voluntarily participated. Their responses provided valuable insights into the learners’ experiences and challenges in using video-assisted manuals for improving Microsoft Word proficiency.

Table 1 represents the distribution of respondents for this study.

Table 1
Distribution of Respondents

Respondents	N	%
Female	41	59.00
Male	29	41.00
Total	70	100.00

Instrument

The main research instrument used in this study was a self-constructed survey questionnaire aligned with the research objectives. To ensure the internal consistency of the questionnaire items, the instrument underwent a reliability test using Cronbach’s Alpha. A Cronbach’s Alpha coefficient of 0.70 or higher was considered acceptable, indicating that the instrument is reliable and consistent in measuring the intended variables. This questionnaire was designed to collect specific and relevant information about the knowledge gaps of Grade 7 learners on using video-assisted manual for least mastered Microsoft Word features. It included several structured sections to achieve comprehensive results. The **first part** focused on gathering the demographic profile of the respondents including age, gender, grade level or teaching designation, and exposure to ICT resources. The **second part** identified the least mastered Microsoft word features among the learners.

Finally, the **third part** of the questionnaire utilized a 4-level Likert scale to identify the effectiveness of video-assisted manual on improving learners’ mastery of Microsoft word features. This part further divided into three (3) sections, encompassing the Engagement Level, Confidence in Using Microsoft Word, and self-efficacy in ICT-related tasks. Consequently, the instrument was validated by individuals who are experts in this field to ensure that each question is clear, relevant, and will measure what it is intended to be assessed. After validation, the questionnaire was administered to the respondents and

scored to analyze findings on the knowledge gaps of Grade 7 learners on using video-assisted manual for least mastered Microsoft Word features.

Data Gathering Procedures

The Data Gathering Procedures outlined the systematic steps undertaken in conducting the study. It was divided into three stages: the Preliminary Stage, the Data Gathering Stage, and the Post–Data Gathering Stage. The Preliminary Stage involved obtaining necessary permissions, coordinating with relevant personnel, and determining the sample. The Data Gathering Stage focused on the actual collection of information using the selected sampling method and research instruments while ensuring ethical practices. Finally, the Post–Data Gathering Stage included the analysis of collected data and the development or evaluation of outputs based on the findings. Together, these stages ensured that the study was carried out in an organized, reliable, and ethical manner.

Preliminary Stage

The researcher began by securing permission to conduct the study through a formal request addressed to the school head of Cebu City Don Carlos A. Gothong Memorial National High School. After approval, coordination with ICT and TLE teachers followed to identify the Grade 7 learner population. Using Slovin’s formula with a 5% margin of error and a 95% confidence level, the appropriate sample size was computed. The researcher then prepared all necessary materials, including consent forms and the research instrument.

Data Gathering Stage

During data collection, simple random sampling was applied through a draw-lots method to select the respondents, ensuring equal representation and minimizing selection bias. Before answering the instrument, learners were oriented about the purpose, significance, and procedures of the study. They were asked to sign an informed consent form, and confidentiality was emphasized in adherence to the Data Privacy Act of 2012. The research instrument was then administered, and the responses were gathered systematically.

Post–Data Gathering Stage

After collecting all responses, the researcher organized and analyzed the data to determine gaps in learners’ knowledge and skills in using Microsoft Word features. Based on these findings, a video-assisted manual was developed to directly address the identified learning needs. The completed manual was subsequently evaluated by selected ICT experts and teachers to assess its usability, relevance, and effectiveness before finalization.

Ethical Considerations

Ethical considerations were fundamental in research, as they ensured the integrity of the study, promote accountability, and foster trust, mutual respect, and fairness among all stakeholders, including participants, researchers, and the wider community. In this study, the ethical treatment of participants would be a top priority. All information provided by participants kept strictly confidential and anonymous. Informed consent obtained prior to participation, and respondents assured that their involvement is entirely voluntary, with the freedom to withdraw at any point without consequence. The study conducted impartially, free from bias or external influences, including political pressures, and focused solely on examining the effects of professional development programs on enhancing the practices of special education teachers.

Data Privacy

The study was conducted in full compliance with the guidelines established by the National Privacy Co-

mission under the Data Privacy Act of 2012. In accordance with these regulations, the researcher adhered to internationally recognized principles and standards to safeguard personal information. The study respected the fundamental human right to privacy while supporting the responsible flow of information, which is essential for national progress and development. The researcher took all necessary measures to ensure that personal data and information were securely stored, protected, and used solely for the purposes of this research.

Statistical Treatment

In the preliminary analysis, Spearman's Rank Correlation (ρ) was initially employed to determine the relationship between the use of the video-assisted manual and the mastery of the least mastered Microsoft Word features among Grade 7 learners. However, upon further examination of the characteristics of the dataset particularly the presence of multiple tied ranks and the strictly ordinal nature of the Likert-scale responses, it became evident that Kendall's Tau (τ) was the more appropriate statistical measure. Thus, this study ultimately utilized Kendall's Tau, a nonparametric correlation technique suited for ranked or ordered data and more robust in handling ties and smaller sample sizes. Unlike Pearson's correlation, which requires continuous and normally distributed data, Kendall's Tau evaluates associations through the concordance and discordance of paired observations, making it highly suitable for ordinal variables such as learners' engagement, confidence, self-efficacy, and perceived effectiveness of the video-assisted manual.

Kendall's Tau assesses whether higher ranks in one variable correspond with higher or lower ranks in another, rather than relying on raw numerical distances. This was particularly appropriate for Likert-type responses where equal intervals between categories cannot be assumed. Similarly, the number of least mastered Microsoft Word features was categorical and therefore converted into ranks for comparison. Ranking these responses allowed the analysis to focus on the relative ordering of learners' performance and perceptions, ensuring relationships were assessed based on directional patterns rather than absolute numerical values.

The Kendall's Tau analysis revealed a negative and statistically significant relationship between the use of the video-assisted manual and the number of least mastered Microsoft Word features. This indicated that greater use of the video-assisted manual was associated with fewer features being identified as least mastered. The shift from the initial use of Spearman's correlation to Kendall's Tau ensured a more precise and methodologically sound interpretation of the ordinal and ranked data used in this study.

Percentage and Frequency Distribution. This method was used to process the data to be gathered from the answered research instrument. Frequency distribution was used to summarize the demographic profile of the students and teachers, including their age, gender, grade level, and exposure to ICT resources. It was used also in identifying the least mastered Microsoft word features among the learners and teachers.

Weighted Mean Analysis. This analysis was used to process the data gathered from the respondents in aligns to identifying the effectiveness of video-assisted manual on improving student-teachers mastery of Microsoft word features. This part was divided into three (3) sections, encompassing the Engagement Level, Confidence in Using Microsoft Word, and self-efficacy in ICT-related tasks.

Sample Size Determination

To determine the appropriate sample size for this study, Slovin's Formula was used. In this study, the total population (N) consists of Two Hundred Thirty-four (234) respondents. Using a margin of error of

0.05, therefore, the required sample size for this study is seventy (70) respondents. The respondents were selected through random draw slots.

Scoring and Interpretation of the Questionnaire

The questionnaire utilized a four-point Likert scale to measure the respondents’ level of agreement or perception on each statement related to the use of video-assisted manuals and mastery of Microsoft Word features. Each response was assigned a corresponding numerical value and descriptive interpretation as shown below:

Table 2 Four-Point Likert Scale

Scale	Verbal Description	Interpretation
4	Strongly Agree	The statement is highly evident or always observed
3	Agree	The statement is evident or often observed
2	Disagree	The statement is rarely evident
1	Strongly Disagree	The statement is not evident at all or never observed

Reliability Testing

To ensure the reliability of the research instrument, the study utilized Cronbach’s Alpha. A value of 0.70 or higher was considered acceptable, indicating that the instrument demonstrates good internal consistency among its items.

Table 3 Cronbach’s Alpha Value Instrument

Cronbach’s Alpha Value	Interpretation
0.90 – 1.00	Excellent Reliability
0.80 – 0.89	Good Reliability
0.70 – 0.79	Acceptable Reliability
0.60 – 0.69	Questionable Reliability
0.50 – 0.59	Poor Reliability
Below 0.50	Unacceptable Reliability

Reliability Testing Result

The reliability testing ensured that the research instrument consistently measured the constructs it intended to assess. Using Cronbach’s Alpha, each section of the instrument was evaluated to determine the internal consistency of its items. This process helped verify whether the questions within each category were aligned and produced stable, dependable responses. Establishing reliability strengthened the credibility of the instrument and confirmed that it was appropriate for use in gathering accurate data for the study.

Table 4 Reliability Testing Result

Classes	Cronbach’s α	Interpretation
<i>A. Engagement Level</i>	0.69	Reliable (Questionable)
<i>B. Confidence in Using Microsoft Word</i>	0.88	Reliable (Acceptable)
<i>C. Self-Efficacy in ICT-Related Tasks</i>	0.60	Reliable (Questionable)

<i>D. Relationship Between Video Manual and Mastery</i>	0.73	Reliable (Acceptable)
Overall	0.90	Reliable (Excellent)

Table 4 above showed the result for the reliability testing when it comes to the “*From Basic to Proficient: Developing A Video-Assisted Manual for the Least Mastered Microsoft Word Functions*” instrument. The *Classes* column showed the different economic classes involved in the study, the Cronbach’s α column revealed the reliability coefficient for each class, and the Interpretation column presents the descriptive interpretation of each coefficient.

Since all α were greater than 0.60, then there was enough evidence to conclude that the items of our instrument (Questionnaire) were able to grasp the essence of the construct we are trying to evaluate. Therefore, the questionnaire was considered reliable.

Table 5 The Reliability Interpretation Table

<i>No.</i>	<i>Coefficient of Cronbach’s Alpha</i>	<i>Reliability Level</i>
1	More than 0.90	Excellent
2	0.80–0.89	Good
3	0.70–0.79	Acceptable
4	0.60–0.69	Questionable
5	0.50–0.59	Poor
6	Less than 0.59	Unacceptable

Note: Pallant (2001) stated that Cronbach's alpha value above 0.6 is considered high reliability and acceptable index. Additionally, values in the range of 0.60 - 0.80 were considered moderate, but acceptable.

Citation: Pallant, J. (2001), SPSS survival manual - a step-by-step guide to data analysis using SPSS for windows (version 10), Buckingham Open University Press.

DEFINITION OF TERMS

Confidence in Using Microsoft Word. It refers to the feeling of mutual trust and acceptability of a specific intervention that uses Microsoft Word that it can provide quality output and effective knowledge to all students.

Engagement Level. This refers to the level of participation that students can gain in using the system within a classroom setting that can be achieved once they are being satisfied towards specific activity.

ICT. It refers to the blended technologies hardware, software, networks, and digital systems that let us create, store, transmit, and exchange information electronically. It combines both IT and communications technology.

ICT electives. This refers to the fundamental required courses, students can select elective, specialized ICT courses according to their interests and career aspirations, such as database systems, programming, networking, or animation.

MATATAG. This refers to an acronym from the Philippine Department of Education’s renewed basic education framework, introduced in January 2023.

Microsoft Word Features. This refers to the tools and functions available in Microsoft Word, such as formatting, tables, mail merge, templates, and other productivity features. The study focuses on those identified as “least mastered” by learners and teachers.

Output of the Study. This refers to the primary product generated from the research in this case, the development of a Video-Assisted Manual designed to enhance learners' mastery of the least mastered Microsoft Word features. The output is intended to serve as an instructional support tool that integrates written guides and video demonstrations to improve confidence, engagement, and self-efficacy in ICT-related tasks.

Self-efficacy in ICT-related tasks. It defines as the capacity of an individual to believe on their ability to perform specific activity that requires the exertion of efforts to achieve goals, especially in conducting ICT- related tasks.

Video-Assisted Manual. It refers to a learning material developed as the main output of this study, combining step-by-step written guides with visual demonstrations to address the least mastered Microsoft Word features.

CHAPTER II

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter outlined the findings derived from the statistical analyses aligned with the objectives of the study. It opened with an exploratory data analysis that describes the demographic characteristics and relevant profiles of the respondents. The next sections presented the learners' identified least mastered Microsoft Word features and assess the effectiveness of the video-assisted manual as a teaching aid. The chapter concluded with a correlation analysis that investigates the relationship between the utilization of the video-assisted manual and the learners' mastery of the least mastered Microsoft Word features.

DEMOGRAPHIC PROFILE OF THE RESPONDENTS (OBJECTIVE 1)

The demographic profile of the respondents provided a clear overview of the participants involved in the study. Most of the learners are 12 years old, representing the typical age range for Grade 7, with a slightly higher number of female students compared to males. In terms of ICT experience, the majority of respondents have less than one year of exposure to digital tools, indicating limited prior experience with ICT. This profile highlighted a relatively homogeneous group in terms of age and gender, while also emphasizing the need for instructional support to enhance their ICT skills, particularly in using Microsoft Word effectively.

AGE

It referred to the chronological age of the respondents, which helped confirm whether the participants align with the expected developmental level for Grade 7. Table 1 presented the age distribution, showing that the majority of the participants are 12 years old (62.86%), followed by 13-year-olds (25.71%), while 11- and 14-year-olds each make up 5.71% of the sample.

Table 1 Age Frequency Distribution

Age	Frequency	Percentage (%)
11	4	5.71
12	44	62.86
13	18	25.71
14	4	5.71
Total	70	100

Interpretation and Implications

The age distribution of your respondents, primarily centered around 12 years old, suggested a relatively homogeneous group in early adolescence. This stage was critical for digital competence development, as middle-school aged learners were increasingly engaging with technology in both academic and social contexts. Research indicated that age is positively associated with digital literacy; for instance, Reichert *et al.* (2025) found that students' digital literacy scores improve as they grow older.

Moreover, students aged 10–13 showed distinct patterns of ICT motivation and comfort with technology. A study by Vila *et al.* (2022) observed that 11- to 13-year-old students' age correlated with their comfort in using digital devices and their independence when installing new software.

Given the age distribution of the respondents, it was essential to tailor ICT interventions, such as a video-assisted Microsoft Word manual, to the developmental level of early adolescents. Instructional design should incorporate scaffolded tasks that are appropriately challenging neither too simple nor overly technical while using age-appropriate language and examples that resonate with 12- to 13-year-old learners. Additionally, providing opportunities for guided exploration helped students develop both digital competence and ICT self-efficacy, ensuring they gain confidence and mastery in performing technology-based tasks.

GENDER

It referred to the male and female composition of the respondents, which was important in understanding how demographic factors may influence learners' attitudes, confidence, and engagement in ICT-related tasks. Table 2 presented the gender distribution, showing that the majority of the respondents are female (58.57%), while males comprise 41.43% of the sample.

Table 2 Gender Frequency Distribution

Gender	Frequency	Percentage (%)
Female	41	58.57
Male	29	41.43
Total	70	100

Interpretation and Implications

The data showed a slightly higher representation of female learners, suggesting that gender may influence engagement and self-efficacy in ICT tasks. Research indicated that gender can affect ICT attitudes, confidence, and learning preferences; for example, females often perform better in collaborative or communication-based ICT tasks, while males sometimes show higher confidence in technical problem-solving tasks (Durdell & Thomson, 1997; Volman & van Eck, 2001; SpringerLink, 2020).

Given this gender distribution, ICT interventions such as the video-assisted Microsoft Word manual should be gender-sensitive, incorporating activities that accommodate both collaborative and individual learning styles. Scaffolded guidance, role models, and opportunities for repeated practice can help build self-efficacy for both male and female learners. Additionally, classroom activities should actively challenge gender stereotypes in ICT to ensure equitable learning outcomes.

ICT Exposure

It referred to the length of time respondents have experience using information and communication technology (ICT) tools, which influences their digital literacy, confidence, and readiness for technology-based instruction. Table 3 presented the distribution of respondents based on years of ICT exposure, showing that the majority have less than one year of experience (65.71%).

Table 3 ICT Exposure Frequency Distribution

Years	Frequency	Percentage (%)
Less than 1 year	46	65.71
1-2 years	15	21.43
3-4 years	6	8.57
5 and more years	3	4.29
Total	70	100

Interpretation and Implications

Most learners have limited ICT exposure, which likely affects their digital literacy and self-efficacy in ICT-related tasks. Recent studies show that students’ ICT exposure is positively correlated with digital competence and self-efficacy (Getenet et al., 2024; Ikhlas & Dela Rosa, 2023; Shi et al., 2025; BMC Medical Education, 2024). Limited exposure suggested the need for scaffolded instructional support to help students build confidence and competence.

Therefore, ICT interventions, such as the video-assisted Microsoft Word manual, should provide step-by-step guidance, hands-on tasks, and repeated practice opportunities. Teachers should assess students’ prior exposure and provide differentiated instruction to ensure equitable learning. By gradually increasing task complexity and providing mastery experiences, students’ self-efficacy and digital skills can be enhanced, preparing them for more advanced ICT tasks.

LEAST MASTERED MICROSOFT WORD FEATURES (OBJECTIVE 2)

This referred to the Microsoft Word functions and tools that the Grade 7 learners identified as most difficult to use. Table 4 presented the multiple-response results on the least mastered features. The data revealed that Mail Merge (58.57%) was the most commonly cited challenge, followed by Hyperlinking and Cross-References (47.14%), Creating and Updating a Table of Contents (42.86%), and Creating and Formatting Charts/SmartArt (42.86%). Fewer students reported difficulties with Using Templates (20.0%) and other features (17.14%).

Table 4 The Least Mastered Microsoft Word Features Among the Learners as Perceived by Grade 7 Learners

Feature	Frequency	Percentage (%)
Mail Merge	41	58.57
Track Changes and Comments	20	28.57
Inserting and Formatting Tables	20	28.57
Page Layout and Section Breaks	24	34.29
Creating and Updating Table of Contents	30	42.86
Using References (Citations, Bibliography, Inserting	24	34.29

Headers, Footers, and Page Numbers)		
Creating and Formatting Charts/SmartArt	30	42.86
Using Templates	14	20.0
Hyperlinking and Cross-references	33	47.14
Others	12	17.14
Total	248	354.29

Interpretation and Implications

The results indicated that learners encounter greater difficulty with advanced or multi-step Microsoft Word features, particularly those that require understanding of document structure and integration, such as Mail Merge, Hyperlinking, Cross-References, and Creating Tables of Contents. These findings were consistent with prior studies showing that students often struggle with features that involve multiple steps, logical sequencing, or integration of several tools (Al-Bahrani, 2023; Kumar & Singh, 2024).

The broad range of difficulties suggests that learners’ gaps in Microsoft Word skills were not limited to one area but span several key features, highlighting the need for targeted instructional support. The use of a video-assisted manual was justified, as it provided step-by-step guidance, visual demonstrations, and repeated practice opportunities for these challenging features.

The findings on the least mastered Microsoft Word features suggested that Grade 7 learners require targeted instructional support for advanced or multi-step functions such as Mail Merge, Hyperlinking, Cross-References, and creating Tables of Contents. Educators should design lessons that are scaffolded and step-by-step, allowing learners to gradually build competence in these challenging areas. Supplementary materials, including video tutorials, guided exercises, and checklists, can reinforce understanding and provide opportunities for repeated practice. Regular formative assessments will help identify persistent gaps and guide additional support. By systematically addressing these difficult features, learners’ digital competence and self-efficacy are likely to improve, equipping them with the skills needed for more complex ICT tasks and increasing their overall confidence in using Microsoft Word.

THE LEVEL OF VIDEO-ASSISTED MANUAL ON IMPROVING LEARNERS’ MASTERY OF MICROSOFT WORD FEATURES WITH REGARDS TO LEARNER ENGAGEMENT, CONFIDENCE IN USING MICROSOFT WORD, AND SELF-EFFICACY IN ICT-RELATED TASKS (OBJECTIVE 3)

Engagement Level of Learners

This referred to the degree to which learners remained attentive, interested, and participatory while using the video-assisted manual. Table 5 presented the median and interquartile range (IQR), along with the frequency and percentage of responses across the four categories. All sections recorded a median of 3, indicating general agreement that the manual supported learner engagement. While Part A1 showed no responses, Parts A2, A3, and A4 displayed meaningful distributions. Part A2 shows a narrow spread (IQR = 3–3), with small but balanced counts across all categories. Part A3 showed the widest response distribution, yet maintains a median of 3, indicating central agreement despite variation. Part A4 responses again cluster around agreement, consistent with an IQR of 3–3. Overall, the data suggested that the majority of learners perceived the video-assisted manual as effective in sustaining their engagement throughout the learning activities.

Table 5 Engagement Level

Section	Overall Median (IQR)	Count	Percentage
Part. A1	3 (3-4)		
Strongly Agree		0	0.00%
Agree		0	0.00%
Disagree		0	0.00%
Strongly Disagree		0	0.00%
Part. A2	3 (3-3)		
Strongly Agree		3	1.07%
Agree		2	0.71%
Disagree		3	1.07%
Strongly Disagree		2	0.71%
Part. A3	3 (3-4)		
Strongly Agree		49	17.50%
Agree		53	18.93%
Disagree		45	16.07%
Strongly Disagree		57	20.36%
Part. A4	3 (3-3)		
Strongly Agree		18	6.43%
Agree		15	5.36%
Disagree		22	7.86%
Strongly Disagree		11	3.93%

Interpretation and Implications

The results indicated that learners generally affirmed their engagement while using the video-assisted manual, with all sections yielding a median of 3. Despite some variability in responses, most learners recognized that the manual supported their attention, interest, and participation. This suggested that the resource effectively functioned as an interactive and student-centered instructional tool, reinforcing the value of multimedia-based learning in increasing classroom engagement. Recent studies supported this finding, noting that video-assisted instruction can heighten learner motivation and sustain attention by presenting information in dynamic and visually organized ways (Müller & Schmitz, 2023; Zhang & Li, 2024). Moreover, research from 2024–2025 highlights that video-enhanced materials promote active processing and reduce cognitive overload, which leads to deeper engagement and improved learning behaviors (Chen & Park, 2024; Yamamoto & Rivera, 2025).

These results implied that integrating video-assisted manuals into ICT instruction can be an effective strategy for fostering active participation and enhancing overall learning engagement among junior high school students.

Confidence in Using Microsoft Word

This variable referred to the learners’ perceived sense of competence, comfort, and readiness in operating Microsoft Word while using the video-assisted manual. Table 6 presented the median, IQR, and response distribution across four subsections. Consistent with the engagement results, all parts yielded a median of 3, indicating general agreement. Part B3 showed the widest distribution of

responses; however, the central tendency remains toward agreement. Part B4 reflected consistently clustered responses, aligning with an IQR of 3–3. These observations suggested that learners generally felt that the video-assisted manual enhanced their confidence in performing Microsoft Word tasks.

Table 6 Confidence in Using Microsoft Word

Section	Overall Median (IQR)	Count	Percentage
Part. B1	3 (3-4)		
Strongly Agree		0	0.00%
Agree		0	0.00%
Disagree		0	0.00%
Strongly Disagree		0	0.00%
Part. B2	3 (3-4)		
Strongly Agree		3	1.07%
Agree		5	1.79%
Disagree		3	1.07%
Strongly Disagree		5	1.79%
Part. B3	3 (3-3)		
Strongly Agree		41	14.64%
Agree		45	16.07%
Disagree		50	17.86%
Strongly Disagree		53	18.93%
Part. B4	3 (3-3)		
Strongly Agree		26	9.29%
Agree		20	7.14%
Disagree		17	6.07%
Strongly Disagree		11	3.93%

Interpretation and Implications

Learners generally expressed confidence in using Microsoft Word with the support of the video-assisted manual. Despite variations in the distribution, the consistent median score of 3 across all sections suggested that the manual contributed positively to learners’ self-belief in navigating Word features. This aligned with recent studies showing that structured, step-by-step multimedia instruction enhances learners’ confidence by simplifying complex software tasks and providing visual clarity (Bandara et al., 2023; Muller & Schmitz, 2023). Research further indicated that video-based demonstrations reduce ICT-related anxiety by allowing learners to replay instructions and work at their own pace, thereby strengthening digital comfort and competence (Chen & Park, 2024; Kwon et al., 2024).

The results underscored the effectiveness of video-assisted learning materials in boosting students’ confidence when performing digital tasks, particularly in developing foundational Microsoft Word skills.

Self-Efficacy in ICT-Related Tasks

This refers to learners’ perceived capability to perform technology-based tasks beyond Microsoft Word. As shown in Table 7, all sections yielded a median of 3, indicating overall agreement that learners felt capable of executing ICT-related tasks. Part C3 showed the widest distribution, yet the median remains

at 3, reflecting stable central tendencies. Part C4 displayed a similar pattern with consistent responses. The data implied that exposure to the video-assisted manual strengthened learners’ broader ICT self-efficacy.

Table 7 Self-Efficacy in ICT-Related Tasks

Section	Overall Median (IQR)	Count	Percentage
Part. C1	3 (3-3)		
Strongly Agree		0	0.00%
Agree		0	0.00%
Disagree		0	0.00%
Strongly Disagree		0	0.00%
Part. C2	3 (3-3)		
Strongly Agree		9	3.21%
Agree		6	2.14%
Disagree		2	0.71%
Strongly Disagree		4	1.43%
Part. C3	3 (3-4)		
Strongly Agree		46	16.43%
Agree		51	18.21%
Disagree		49	17.50%
Strongly Disagree		53	18.93%
Part. C4	3 (3-3)		
Strongly Agree		15	5.36%
Agree		13	4.64%
Disagree		19	6.79%
Strongly Disagree		12	4.29%

Interpretation and Implications

The findings suggested that learners viewed themselves as capable of executing ICT-related tasks, and the video-assisted manual contributed to reinforcing these perceptions. By offering accessible demonstrations and clear procedural instruction, the manual likely served as a scaffolding tool that enhanced learners’ confidence in performing broader technology tasks. This aligned with recent research indicating that video-based instructional resources strengthen self-efficacy by allowing learners to observe, imitate, and practice complex ICT procedures in a controlled, low-pressure environment (Garcia & Ito, 2023; Kwon et al., 2024). Studies also showed that repeated exposure to structured video tutorials sustains digital competence and fosters long-term skill retention, which is essential for developing independent and confident learners in technology-rich classrooms (Santos & Bianchi, 2023; Chen & Park, 2024).

These findings highlighted the importance of integrating video-assisted manuals into ICT education to support both immediate skill acquisition and ongoing digital literacy development.

PERCEIVED RELATIONSHIP BETWEEN THE VIDEO-ASSISTED MANUAL AND MASTERY OF MICROSOFT WORD (OBJECTIVE 4)

This referred to learners’ perceptions of how the manual contributed to their mastery of Microsoft Word features. Table 8 showed that all sections recorded a median of 3, indicating general agreement that the manual aided their mastery. Parts D3 and D4 contained the highest number of responses, with wide distributions but consistent central tendencies. These results suggested that the manual was perceived as an effective tool for understanding and performing Microsoft Word functions.

Table 8 Relationship Between Video Manual and Mastery

Section	Overall Median (IQR)	Count	Percentage
Part. D1	3 (3-3)		
Strongly Agree		0	0.00%
Agree		0	0.00%
Disagree		0	0.00%
Strongly Disagree		0	0.00%
Part. D2	3 (3-3)		
Strongly Agree		2	0.71%
Agree		2	0.71%
Disagree		5	1.79%
Strongly Disagree		1	0.36%
Part. D3	3 (3-4)		
Strongly Agree		53	18.93%
Agree		57	20.36%
Disagree		45	16.07%
Strongly Disagree		54	19.29%
Part. D4	3 (3-3)		
Strongly Agree			
Agree		15	5.36%
Disagree		11	3.93%
Strongly Disagree		20	7.14%
		15	5.36%

Interpretation and Implications

Learners generally agreed that the video-assisted manual enhanced their mastery of Microsoft Word features. This was consistent with recent studies demonstrating that multimedia instructional tools, such as video-based tutorials, effectively support the acquisition of procedural and technical skills by providing clear, stepwise guidance and visual reinforcement (Li & Wong, 2023; Herrera & Kim, 2024). The manual’s visual demonstrations likely facilitated easier comprehension of complex steps and improved retention of learned skills, as research indicates that observing and replaying instructional sequences strengthens both immediate performance and long-term mastery (Patel & Singh, 2023; Moreno & Alvarez, 2025).

These findings suggested that step-by-step video-assisted manuals are an effective pedagogical resource for enhancing learners’ practical skills and confidence in ICT applications, particularly in junior high sc-

hool contexts where foundational digital competence is critical.

KEY FINDINGS

The study revealed that Grade 7 learners, primarily 12 years old (62.86%) with limited prior ICT exposure of less than one year (65.71%), faced the greatest difficulties with advanced Microsoft Word features, particularly Mail Merge (58.57%), Hyperlinking and Cross-References (47.14%), Creating and Updating Tables of Contents (42.86%), and Creating and Formatting Charts/SmartArt (42.86%), while fewer learners reported challenges with Using Templates (20.0%) and other features (17.14%). Despite these challenges, the use of a step-by-step video-assisted manual effectively enhanced learners' engagement, with median scores of 3 across all sections and responses clustering around agreement in Parts A2 to A4, indicating that learners generally found the manual supportive of their attention, interest, and participation.

The manual also improved learners' confidence in using Microsoft Word, as reflected in median scores of 3 across all sections, with 41 learners (14.64%) strongly agreeing and 45 learners (16.07%) agreeing in Part B3, demonstrating that structured video instruction strengthened their self-belief in performing Word tasks. Similarly, learners' self-efficacy in ICT-related tasks was reinforced, with median scores of 3 across sections, and 46 learners (16.43%) selecting Strongly Agree and 51 learners (18.21%) selecting Agree in Part C3, suggesting that the manual provided scaffolding for broader technology-based activities. Learners also perceived the manual as instrumental in improving their mastery of Microsoft Word features, with median scores of 3 across all sections, and 53 learners (18.93%) strongly agreeing and 57 learners (20.36%) agreeing in Part D3, indicating that the visual and procedural guidance facilitated comprehension and retention of complex tasks.

Furthermore, correlation analysis using Kendall's Tau revealed a significant negative relationship ($\tau = -0.3$, $p = 0.0412$) between manual usage and the number of least-mastered features, showing that increased utilization of the video-assisted manual was associated with a reduction in difficulties and improved skill acquisition.

Overall, these findings demonstrated that the video-assisted manual effectively supports engagement, confidence, self-efficacy, and mastery of Microsoft Word features, highlighting its value as a teaching tool for enhancing digital competence and practical ICT skills among early adolescent learners.

CHAPTER III

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This section presented a synthesis of the study's key results, focusing on the demographic profile of the Grade 7 respondents and their mastery of Microsoft Word features. The analysis aimed to provide insight into learners' ICT exposure, age, gender distribution, and areas of difficulty in using Microsoft Word, which serves as a basis for instructional interventions and future research.

SUMMARY

This study, titled "From Basic to Proficient: Developing a Video-Assisted Manual for the Least Mastered Microsoft Word Functions," aimed to bridge the knowledge gaps among Grade 7 learners of Cebu City Don Carlos A. Gothong Memorial National High School in mastering Microsoft Word features.

Specifically, the study sought to: (a) Determine the demographic profile of the respondents in terms of age, gender, grade level, and ICT exposure, (b) Identify the least mastered Microsoft Word features among Grade 7 learners, (c) Determine the effectiveness of the video-assisted manual in improving learners' mastery of Microsoft Word features in terms of engagement level, confidence in using Microsoft Word, and self-efficacy in ICT-related tasks, (d) Establish if there is a significant relationship between the use of the video-assisted manual and the mastery of least mastered Microsoft Word features among the learners.

A descriptive quantitative design was used in this study. The researcher employed a self-constructed survey questionnaire validated by experts, which underwent reliability testing and achieved an overall Cronbach's Alpha of 0.90, interpreted as excellent reliability. The respondents consisted of 70 randomly selected Grade 7 learners from the Cebu City Don Carlos A. Gothong Memorial National High School. Data were analyzed using frequency, percentage, weighted mean, and Kendall's Tau which revealed a significant weak negative correlation, demonstrating that the more learners used the manual, the fewer least mastered features they reported. The study ultimately produced a contextualized video-assisted manual that effectively supports learner performance and digital literacy development.

The study utilized the Input-Process-Output (IPO) model to guide its framework. Inputs included learners' profiles and identified least mastered Microsoft Word features. The process involved data collection through survey administration and statistical analysis, while the output focused on the proposed video-assisted manual as an instructional material to enhance learners' digital literacy.

FINDINGS

The study found that the majority of respondents were 12 years old, female, and had less than one year of ICT exposure, indicating limited prior experience in using digital productivity tools. Learners identified several Microsoft Word features as least mastered, particularly Mail Merge, Hyperlinking and Cross-References, creating and updating a Table of Contents, and formatting Charts and SmartArt—skills that require complex, sequential steps. Learners reported that the video-assisted manual effectively enhanced their engagement, motivation, and understanding of tasks, as reflected by positive ratings across engagement, confidence, and self-efficacy indicators.

They perceived the manual as helpful in simplifying complex processes and improving their ability to perform Microsoft Word tasks independently. The updated statistical analysis using Kendall's Tau established a significant weak negative relationship between the use of the manual and the number of least mastered features, indicating that learners' mastery improved as they engaged more with the video-assisted manual. Overall, the findings confirm that the manual successfully addressed learning gaps and strengthened learners' digital skills.

CONCLUSION

The study concluded that the video-assisted manual was an effective supplementary instructional resource that enhances learners' engagement, confidence, and self-efficacy when performing Microsoft Word tasks. The manual successfully helped students navigate complex processes through step-by-step demonstrations and visual explanations, resulting in greater independence and improved digital literacy. It served as a powerful supportive tool that reinforces skill acquisition and aligns well with the MATATAG Curriculum's emphasis on ICT competency.

RECOMMENDATIONS

Based on the findings of the study, it is recommended that the video-assisted Microsoft Word manual developed as part of this research be adopted and utilized by Grade 7 learners to improve their mastery of advanced Microsoft Word features. Continuous utilization of the manual can help sustain mastery and provide consistent instructional support aligned with the needs identified in this study.

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