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| RESEARCH ARTICLE

Film and Streaming Media as Resource in Learning Readings in Philippine History

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| ABSTRACT
This study regards filming and streaming media in Social Studies teaching. The study aims to examine the role of film and streaming media as educational resources and investigate students' utilization and perception of these media in education. Freshmen students in the College of Teachers Education at the University of Cebu- Main Campus were used as respondents for this study. The findings of this study indicate that there are multiple reasons to consider film as a valuable teaching resource. According to the respondents, a "film and streaming experience" is a powerful tool for quickly understanding a discussion and can also benefit different learning styles. Additionally, the respondents highlighted that film and streaming media provide authentic target language input, suggesting their significance. Furthermore, it is plausible that students' favorable views of film and streaming media in teaching can influence their learning, as previous research has shown that motivation and attitudes can impact the process of acquiring knowledge. The results also suggested that students generally are optimistic about the use of film in education and believe that they can learn many things from audio-visual media. The interviewed students can adjust to the demands of technological advancement to benefit learning, which is especially important.

| KEYWORDS
Film and Streaming Media, Readings in Philippine History, Anchor Instruction, University of Cebu Main-Campus

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1. Introduction

The world is changing, and so is technology. Considering the present situation that the world is facing due to the threat of COVID-19, Students are now mainly relying on social media for almost everything. Using social media such as LMS, YouTube, Facebook, WhatsApp, Instagram, and so on provides free access to online communication and information. Undoubtedly, our students spend much of their free time on social media platforms. Teachers are frequently irritated by their students' proclivity to use their phones in class. They must begin to see things from a different perspective. The study investigates the use of film and online streaming media as a reading tool in Philippine history. The evolution of Internet technology has established it as the foremost communication medium.

As a result, two-thirds of the world's internet population uses social networking sites or blogging sites, acting as a tool for communication and connection. Social networking sites (SNSs) are digital communities where internet users with personal, business, or academic interests connect to communicate about shared topics, as described by William, Boyd, Densten, Chin, Diamond, and Morgenthaler in 2009. Numerous social networking sites have transformed the idea of a global village into a tangible reality, facilitating communication among billions of people. Many advantages have resulted from using social networking sites for distant communication.

Social networking sites have gained recognition as significant educational resources in recent years. Nevertheless, research indicates that students predominantly use platforms like Facebook for entertainment, passing time, connecting with current acquaintances, or forming new connections, as noted by Ellison, Steinfield, and Lampe in 2007.

Recently, social media has been a significant stay in students' minds and the world, resulting in many drastic measures by students, teachers, and even educational administrators. As a result, it is critical to investigate some of the current issues affecting students' academic performance due to social media. Students at all levels of education are now diverting their attention away from their studies due to the opportunities provided by social media. The question of whether these opportunities promote education must be addressed.

As a result, the researcher conducted this study to investigate the effectiveness of Film and Streaming media as resources for learning for the first-year college of teachers' education at the University of Cebu, Main Campus, academic year 2020 - 2021.

2. Theoretical Background

A method of looking at teaching and learning is called an approach. A theoretical view of social studies and how it can be learned is at the heart of any social studies teaching approach. This study is supported by John Bransford's Anchor Instruction Theory, which states that an approach gives rise to methods, or the way of teaching something, which uses classroom activities to help learners learn.

The lexical meaning of the word 'anchor' is to moor or anchor something with an anchor. In the context of anchor learning, it pertains to a broad knowledge foundation or environmental adaptation that furnishes students with abundant information resources. In the context of anchor teaching, another interpretation of 'anchor' pertains to an extensive narrative or problem scenario that incorporates introductory and explanatory background information essential for students and serves as a valuable source of information.

Anchored instruction is a significant paradigm for technology-based learning developed by John Bransford's Cognition & Technology Group at Vanderbilt.

Numerous individuals have contributed to the theory and research of anchored instruction, but Bransford stands as the primary advocate, leading to the naming of the theory after him. The work commenced by developing interactive videodisc tools designed to stimulate students and educators in formulating and resolving intricate real-world challenges. All subsequent learning and instruction are built around the video materials, which act as "anchors" (macro-contexts). According to CTGV (1993, p. 52), "the design of these anchors differed significantly from conventional educational video design; we aimed to craft engaging, lifelike settings that fostered learners' active knowledge construction." Our anchors took the form of narratives rather than traditional lectures, intending that students and teachers would delve into them. "Interactive videodisc technology enables students to explore the content effortlessly."

Anchor learning activities support learning by associating ideas with other content areas or expanding them. The scope of anchor learning, on the other hand, requires students to be placed in a story based on a problem. Anchor teaching provides students with pragmatic basics, fills in the gaps between theory and practice, breaks the weakness of information (stable, lifeless, memorized information) by structuring cognitive theories and new methods of learning utilizing blending both; and thus, anchor teaching helps students develop the necessary information, ability, and confidence for being an individual who can think independently and solve problems at the same time. The scope of anchor teaching necessitates placing students in a story based on a problem. Students define the information range and look for the information required to solve the problem while researching the problem. They take on an authentic role in problem-solving. The teacher, on the other hand, facilitates students' work and serves as a trainer.

Case-Based Learning and Situated Learning are also closely related to Anchored Instruction. Essentially, learners become deeply engaged in a narrative or scenario, enabling them to not only investigate a particular problem but also develop practical skills applicable to real-world situations. Anchor-based scenarios, discovery learning, and extensive use of multimedia are vital components of an instructional design based on the Anchored Instruction Educational Model.

Anchor-based scenarios: All lessons should be centered on an "anchor." Usually, this anchor takes the form of a problem-solving scenario or a case study. For instance, one narrative might center around a mystery that necessitates solving involving mathematical equations. When applied to eLearning, the model forms the foundation for scenario-based learning, which allows learners to follow different learning paths and gain experience with alternative solutions in a risk-free environment.

Another fundamental principle of the anchored instruction approach is that the curriculum should always allow the learner to investigate and delve into the problem or scenario. The same concept can be extended to eLearning instructional design by embracing a constructivist approach to knowledge building and integrating eLearning activities that transform each learner into an engaged participant within the scenario rather than a mere spectator.

When using an anchored instruction approach, the use of multimedia programs or tools is strongly encouraged. According to the Cognition and Technology Group, the videos were created to recreate interesting, engaging, and realistic content that encouraged "active construction" of knowledge. Compared to verbal presentations, lectures, or textbooks, their videodiscs of the time provided learners with a way to explore a particular topic more interestingly, rather than simply reading about it or being relayed the information from the instructor. The use of multimedia in eLearning is now taken for granted. Smaller file sizes and more advanced technology have improved the quality of eLearning content, which has a positive impact on both the effectiveness of the eLearning course and the satisfaction of learners with their eLearning experience.

Anchored instruction can now be used in a wide range of subjects, particularly those intended to promote the development of reasoning skills. Its principles are still used in instructional design, particularly for case studies presented as branching scenarios and other types of eLearning activities that necessitate active participation from learners. In such cases, the instructional design is typically based on a constructivist discovery learning approach appropriate for all age groups, which is strongly recommended for eLearning courses aimed at adult learners.

Some students in the Philippines struggle to complete their studies during a school year. Some have lost interest for various reasons, but I have never heard of a drop in social media users. Students use social media extensively in their daily lives.

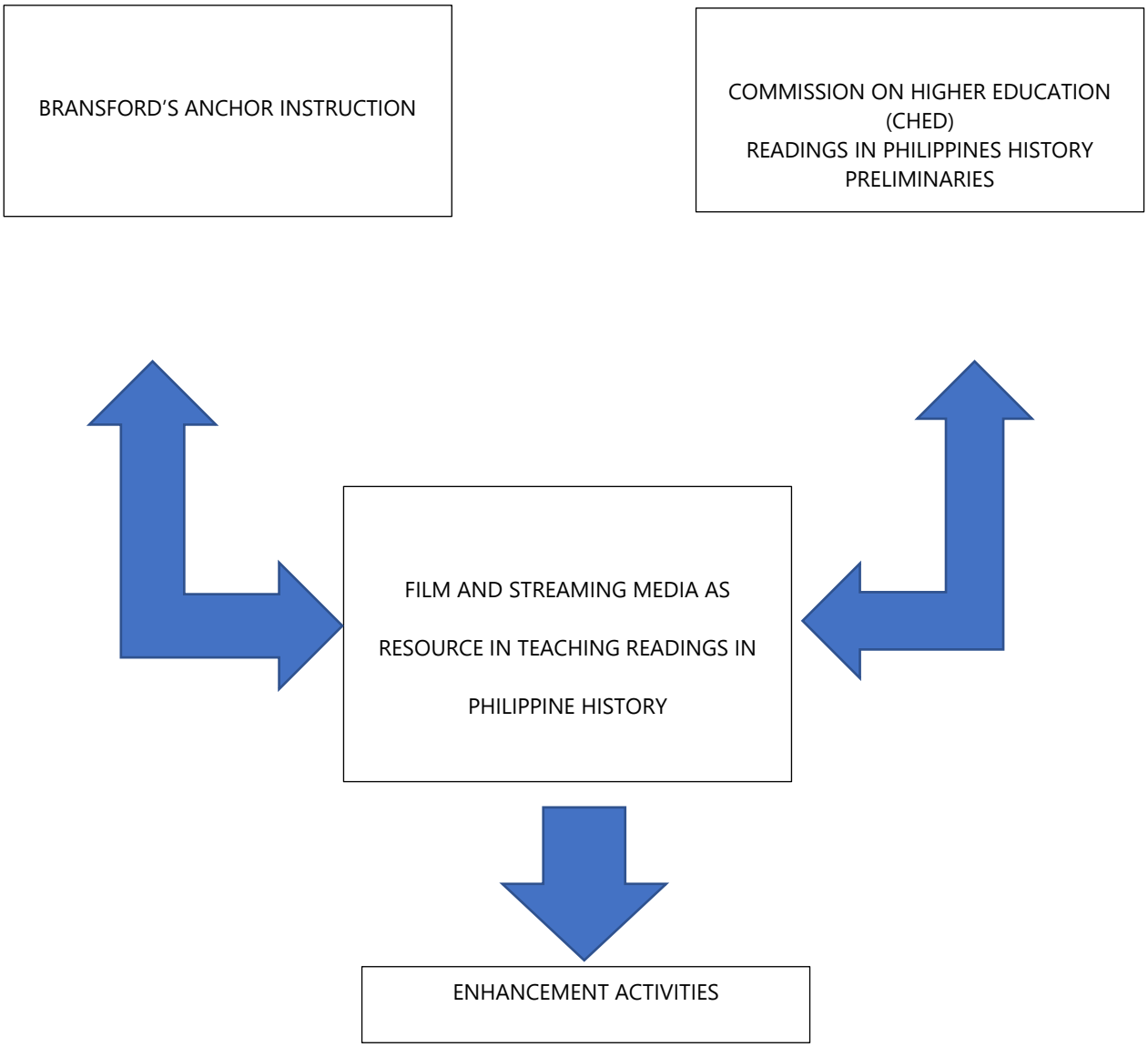


Figure 1

3. Objective of the Study

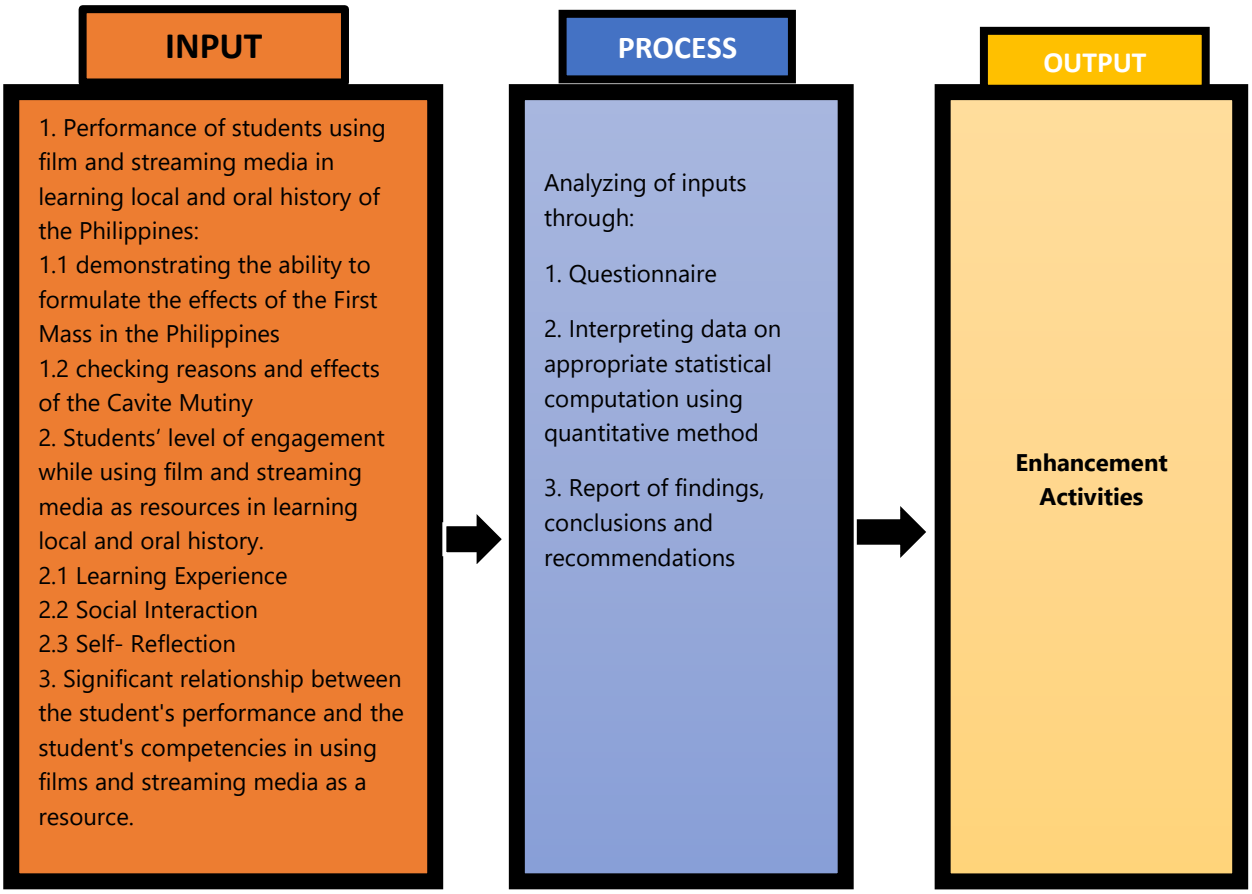
For proposed enhancement activities, this study assessed the status of using film and streaming media as resources in learning Readings in Philippine History among first-year students in the College of Teachers' Education, University of Cebu, Main Campus Cebu City academic year 2020-2021. Specifically, it looked into the student's performance in terms of demonstrating the ability to formulate the effects of the First Mass in the Philippines, checking reasons and effects of the Cavite Mutiny after using film and streaming media in learning Readings in Philippine History, the student's level of engagement while using film and streaming media as resources in learning local and oral history, and finally the relationship between the student's performance and their level of competencies in using films and streaming media as resources.

4. Methodology

4.1 The Flow of the Study

The study's flow was divided into three (3) stages: input, process, and output. The researcher used a study design that included the INPUT, PROCESS, and OUTPUT. Figure 2 depicts the flow of the study - INPUT. It indicated the competencies in Social Studies from the Commission on Higher Education in their new course design for the new standard studies. The competencies serve as the foundation for creating a table of specifications to serve as a guide in the questionnaire. PROCESS: Questionnaire

administration, data collection, data consolidation, data presentation, and data analysis. The output will be instructional materials for the presentation of lessons via social media



4.2 Environment

The research was conducted at the University of Cebu's main campus on Sanciangko Street in Cebu City. It is an institution that can be easily found in the heart of Cebu City. Furthermore, the said institution is made up of three major campuses: UC-METC, UC-LM, UC-Banilad, and the UC-Main campus, which is the location of this study.

This school was formerly known as the Cebu College of Commerce or CCC, and it is a place where nobles, commoners, and even ordinary young men and women can study to pursue their desired courses. Students can realize their dreams with the various aid and assistance provided by this institution, including academic and non-academic scholarships, cultural, sports, and other related subsidies.

4.3 Respondents

First-year students from the College of Teachers Education, University of Cebu, Main Campus, with schedules of 9:00- 10:30 M/W, 12:00- 1:30 M/W, and 1:30- 3:00 T/TH, participated in the study. These students are enrolled in the Readings in Philippine History course for 2020-2021.

In this study, thirty percent of the population in each schedule was considered respondents, which we determined through simple random sampling using the "lottery technique.

Table 1
Distribution of Respondents for the Study

Students enrolled in the Subject.	
Class Schedule	**Total number of Students Enrolled**
9:00- 10:30 (M/W)	15
12:00- 1:30 (M/W)	15
1:30- 3:00 (T/TH	15
TOTAL NUMBER OF STUDENTS	45

4.4 Research Instruments
The first research instrument is a ready-made Summative Examination that covers the competencies in the CHED "Commission on Higher Education" course outline.

The second research instrument is an adopted and modified checklist that shows the feedback from the respondents on using films and streaming media to accomplish the activities of the lessons for first-year students in a college of teachers' education students at the University of Cebu Main Campus.

4.5 Data-gathering Procedure
The research instrument was given as a summative test, and the second part is where I gathered feedback from the students using some guided questions about what they experienced in class when we used social media to present the topic.

4.6 Statistical Treatment
The data analysis tool pack of Excel software was used to treat the data statistically. The student's performance levels were identified using simple percentages, and the level of engagement among the students was determined using a weighted mean. Pearson Product Moment Correlation (or Pearson r) was used to determine the significant degree of relationship between the student's level of engagement and performance, both of which were measured on a scale.

4.6.1 Scoring Procedure
This scoring procedure was used to determine the level of engagement with the use of film and streaming media as a resource in learning Readings in Philippine history:

Range of Scores	Level of Performance	Verbal Description
4.21 - 5.00	Very Effective	The respondents gained mastery of the given performance in the competencies
3.41 - 4.20	Effective	The respondents have above Average performance in the competencies
2.61 - 3.40	Slightly Effective	The respondents have Average performance in the competencies

5. Results and Discussion
This part discusses the study's findings, which were analyzed and interpreted in light of the study's hypothesis. This section, in particular, discusses the findings concerning the following: academic performance among first-year students in a college of teachers' education in Film and Streaming Media as a resource in learning Readings in Philippine History.

5.1 Academic Performance of the Students
These sections present the test results of the respondents in Social Studies. Academic performance is presented specifically in terms of level competencies and level acceptability.

Table 2 summarizes the student's academic performance regarding the competencies studied in this study.

1) What are the students' performance in the following competencies after using film and streaming media in learning Readings in Philippine History?

1.1 Demonstrating the ability to formulate the effects of the **First Mass in the Philippines**;

Table 2
Academic Performance of the Students by Level of Competency 1

Range of Score	Frequency	Percentage	Description
14 – 15	4	8.889	Outstanding
12 – 13	16	35.55	Very Satisfactory
10 – 11	16	35.55	Satisfactory
7 – 9	8	17.79	Fair
6 and below	1	2.222	Poor
TOTAL	**45**	**100%**	

The results presented in Table 2 for the first competency revealed that with the frequency of four respondents with scores ranging from 14 to fifteen, the percentage is 8.889, equivalent to **"outstanding."** Sixteen respondents received a score between 12 and 13 with a percentage of 35.555, equivalent to **"Very Satisfactory."** Sixteen respondents received a score of 10 to 11 and a percentage of 35.55, equivalent to **"satisfactory."** Eight respondents received a score of 7 to 9 with a percentage of 17.79, which is equivalent to "Fair," and only one student received a score of 6 or lower with a percentage of 2.22, which is equivalent to **"Poor."**

As a result, using film and streaming media as resources is efficacious in improving students' academic performance, especially as technology advances. They prefer to learn through activities that measure their enjoyment of learning, such as learning experiences, social interaction, and self-reflection.

The findings of this study are also supported by Hadeel Al-study Obaidi at the University of Bahrain (2016) (Harrath & Alobaidy, 2016) on Arabian Gulf students, who found that this technology has a positive impact on their academic performance through the effective and efficient use of social networking sites. The study's findings revealed that students are aware of, and have a high awareness of, using social media for academic purposes.

Ananda Kamal (2020) concurs with this conclusion. Utilizing films in the classroom can present challenges, but when executed effectively, it can produce favorable outcomes. Films facilitate visual learning and create lasting impressions on students' understanding of the subject matter. For example, showing the film 'Gandhi' to students in the classroom will allow them to relive Mahatma Gandhi's life through the film, in addition to history books. Videos and clips help people understand the subject matter better. Furthermore, unlike books, films do not have a limited scope; they can go beyond the curriculum and touch on topics that are not covered in the curriculum, providing students with additional information.

It has been demonstrated that watching videos with subtitles improves reading and literacy skills significantly. Many novels and works of literature are being adapted into films these days. To enhance classroom sessions, teachers can introduce versatility in a literature class by showing films based on popular novels and poems. Teachers can also start a discussion among students about whether they prefer the original or the adapted film version.

This research endeavor illustrates our ongoing commitment to discerning the factors contributing to increased student satisfaction in a learning approach. We achieve this through observations, surveys, and the analysis of student demographics and course design. This approach, in turn, will help train online instructors in methods and design educational support programs that will help students succeed in the online environment. Integrating Google Classroom's tools into the teaching and learning of data mining software is well-timed, and it goes beyond being a practical utility tool. Significantly, it is a pedagogical instrument to enhance the education of data mining and related applications.

1.2 Checking reasons and effects of **the Cavite Mutiny.**

Table 3

Academic Performance of the Students by Level of Competency 2

Range of Score	Frequency	Percentage	Description
14 – 15	8	17.79	Outstanding
12 – 13	20	44.44	Very Satisfactory
10 – 11	11	24.4and 4	Satisfactory
7 – 9	5	11.11	Fair
6 and below	1	2.222	Poor
TOTAL	**45**	**100%**	

The results presented in Table 3 for the first competency revealed that with a frequency of 8 respondents with scores ranging from 14 to 15 15, the percentage is 17.79, equivalent to **"Outstanding."** The percentage of 44.44 for 20 respondents who received a score between 12 and 13 is equivalent to **"Very Satisfactory."** 11 respondents received a score between 10 and 11, resulting in a percentage of 24.44, which is equivalent to **"Satisfactory."** 5 respondents received a score of 7 to 9 with a percentage of 11.11, which is equivalent to **"Fair**." Only one student received a score of 6 or lower with a percentage of 2.22, equivalent to "**Poor."**

As a result, using film and streaming media activities is efficacious in improving students' academic performance, especially as technology advances. They prefer to learn through activities that measure their enjoyment of learning, such as learning experiences, social interaction, and self-reflection.

J. concurs with the outcome. This study states that in 2011, they built out a representative United States faculty sample, including part and full-time educators from all types of institutions in all Carnegie classifications, according to Seaman, H. Tinti-Kane (2013). For the first time, they created a report sharing more information about the work. They added a live professional development event in 2012, where we released the survey results and invited educators to share their best practices for using social media for teaching and learning. The survey received responses from over 8,000 faculty members. They also included a series of case studies on best practices in PG-level disciplines, as well as courses from individual faculty members identified through our 2012 survey results. Social technologies can open up new avenues for engaging students, and many educators are developing effective strategies for incorporating them into face-to-face, blended, and online classrooms. We appreciate Pearson's and the higher education community's support as we continue to expand this critical work with the overall goal of promoting effective teaching and learning. We hope to share more research in the future.

It is also supported by C research. T. Marwaha, B. Singh, and Gupta (2013). According to the study, most respondents (73.87 percent) claimed to use social media tools and scored 3.93 (on a 5-point scale) regarding usage and preference. Furthermore, academic performance and academic use of social media are determined to be independent of one another. Overall, there is a positive attitude toward e-enablement and using social media tools to improve student-institution interaction. The study offers insights into the psychology of learners (primarily working professionals) enrolled in PG-level management courses via distance learning. This will aid in the organization of course and learning methodology offerings in order to maximize learning and improve the student's learning experience.

Table 4

Overall Academic Performance of the
Students by Level of CompetencyOverall Performance

Range of Score	Frequency	Percentage	Description
26 – 30	11	24.44	Outstanding
21 – 25	25	55.56	Very Satisfactory
16 – 20	7	15.56	Satisfactory
11 - 15	2	4.444	Fair
10 and below			Poor
TOTAL	**45**	**100%**	

The results presented in Table 4 for the Overall Academic Performance of the Students in all competencies revealed that with a frequency of 11 and scores ranging from 26 to 30, respectively, it has a percentage of 24.44, equivalent to **"Outstanding."** Twenty-five respondents received a score between 21 and 25, resulting in a percentage of 55.56, which is equivalent to **"Very Satisfactory."**

Seven respondents received a score between 16 and 20 with a percentage of 15.56, corresponding to **"Satisfactory."** Five respondents received a score between 11 and 15 and had a percentage of 4.44, which is equivalent to **"Fair,"** and no students received a score between 10 and below, which is equivalent to "**Poor."**

As a result, using Google Classroom-based activities to improve students' academic performance is effective, especially now that technology is trending. They prefer to learn through learning experiences, social interaction, and self-reflection in activities that measure their enjoyment of learning.

Social media engage students and must be examined as understanding entrepreneurs. With the expansion of its programs, the Internet has become a marketing medium. Social networking has added to the interactive nature of online environments. Hooking up via social networking began as a niche activity but has since become a phenomenon. Websites are used in various ways, including urban planning, public speaking, and blogging. Furthermore, various institutions still create groups on various websites today (Saba Mehmood, 2013).

Some aspects of film make it an extremely effective teaching tool. According to film theorist Kraucher (1973), some aspects of reality can only be communicated through cinema. Camera movements, angles, and editing are some of the unique features of film that allow the creation of perspectives not found in reality. Different visual effects are also combined with sound and music, and the artistic effects of film, as well as the effects on the viewer, are enhanced by sound, according to Weis and Belton (1985).

For quite some time, improved Website usage has been a worldwide phenomenon. What began as a hobby for a few computer-literate people has evolved into a social norm and way of life for people worldwide (Nicole Ellison, 2007). Adolescents and teenagers have embraced these websites as platforms for connecting with their peers, exchanging information, reshaping their identities, and presenting their social lives (Nicole Ellison, 2007 & 2008).

2. What is the student's level of engagement while using film and streaming media as resources in learning local and oral history?

5.2 Students' Level of Engagement with the Use of Film and Streaming Media as Resources in Learning Readings in Philippine History

Table 5
Learning Experience

Statements	Mean	Standard Deviation	Description
1. The teacher uses a variety of learning activities (writing, reading, drawing, and others.)	4.27	0.78	Very Effective
2. The teacher praises you when you do well.	4.31	0.79	Very Effective
3. The teacher gives feedback about your work.	4.29	0.76	Very Effective
4. The student is making progress with regard to developing your learning and skills.	4.20	0.81	Effective
5. The student enjoys the majority of the activities.	4.22	0.79	Very Effective
6. The use of streaming media is very helpful in learning the topics.	4.27	0.84	Very Effective
7. The activities were useful learning experiences.	4.33	0.77	Very Effective
8. The language that I used to express myself in the virtual class is easily understood.	4.36	0.83	Very Effective
Grand Mean	**4.28**	**-**	**Very Effective**

[4.21 – 5.00 -Very Effective, 3.41 – 4.20- Effective, 2.61 – 3.40-Slightly Effective]

Range of Scores	Level of Performance	Verbal Description
4.21 - 5.00	Very Effective	The respondents gained mastery of the given performance in the competencies
3.41 - 4.20	Effective	The respondents have above Average performance in the competencies
2.61 - 3.40	Slightly Effective	The respondents have Average performance in the competencies

Table 5 shows the students' feedback on using Google Classroom-based activities as it relates to their learning experience. It is "Very Effective," with a computed weighted average of 4.28.

For the first feedback, the material is acceptable. This means that all the content is "**Very Effective**." The first learning experience of respondents has (*M* 4.27, *SD=0.78*). Second learning experience has (*M* = 4.31, *SD = 0.79*Third level has (*M* = 4.29, *SD = 0.76*). The fourth learning experience has (*M* = 4.20, *SD =0.81)*. The fifth learning experience has (*M* = 4.22, *SD =0.79*). The sixth learning experience has (*M* = 4027, *SD =0.84*). Seventh learning experience has (*M* = 4.33, *SD =0.77*). The last learning experience was (*M* = 4.36, *SD =0.83)*.

It is straightforward to use, which contributes to its effectiveness. "Learning through films can be extremely beneficial to many students." Students enjoy and can relate to films. Furthermore, financially disadvantaged students frequently need books to study with. However, they relate to films and the positive things depicted in them. They are frequently ecstatic and eager to talk about movies. Students connect with films while also learning from them. The film industry is gradually evolving, focusing on social, environmental, and economic issues. This allows students to learn about various aspects of our society.

Furthermore, many films convey positive and inspirational messages that can motivate students to take their studies seriously and hone their skills in order to compete in today's world. For many students, film is a 'universal language' that overcomes language and textual learning barriers." (Ananda Kamal Das 2020) highlights the advantages of using film and streaming media as resources.

Respondents share the same viewpoint, particularly regarding using film and streaming media as resources. They agree to use Google Classroom-based activities, particularly the content, to improve their academic performance. According to the study, most students had a positive learning experience when we used film and streaming media as resources.

Table 6
Social Interaction

	Statements	Mean	Standard Deviation	Description
1.	I was able to develop problem-solving skills through social interaction.	3.96	0.90	Effective
2.	I felt comfortable conversing in the films and Streaming media classes.	3.96	0.95	Effective
3.	I felt comfortable participating in the class discussion.	4.07	0.89	Effective
4.	I felt that my point of view was acknowledged by other students in the class.	3.96	0.82	Effective
5.	The virtual class is an excellent means for social interaction during the pandemic.	3.93	0.86	Effective
6.	The quality of interaction with other students in the class was appropriate.	4.11	0.71	Effective
7.	The amount of interaction with other students in the class was appropriate.	4.07	0.69	Effective
8.	The quality of interaction with the teacher in the class was appropriate	4.22	0.70	Very Effective
9.	The amount of interaction with the teacher in the class was appropriate.	4.22	0.71	Very Effective
	Grand Mean	**4.05**	**-**	**Effective**

[4.21 – 5.00-Very Effective; 3.41 – 4.20-Effective; 2.61 – 3.40-Slightly Effective]

*The description is the following:

Range of Scores	Level of Performance	Verbal Description
4.21 - 5.00	Very Effective	The respondents gained mastery in the given performance in the competencies
3.41 - 4.20	Effective	The respondents have above Average performance in the competencies
2.61 - 3.40	Slightly Effective	The respondents have Average performance in the competencies

Table 6 shows the students' feedback on the use of film and streaming media in terms of social interaction. It is "Effective," with a computed average weighted mean of 4.05.

For the first feedback, the material is acceptable. This means that all the content is "**Effective**." The first learning experience of respondents has (*M* 3.96, *SD=0.90*). The second learning experience has (*M* = 3.96, *SD = 0.95*). The third level has (*M* = 4.07, *SD = 0.89*). The fourth learning experience has (*M* = 3.96, *SD =0.82*). The fifth learning experience has (*M* = 3.93, *SD =0.86*). The sixth learning experience has (*M* = 4.11, *SD =0.71*). Seventh learning experience has (*M* = 4.07, *SD =0.69*). The eighth learning experience has (*M* = 4.22, *SD =0.70*). The last learning experience was (*M* = 4.22, *SD =0.71*).

This finding is supported by (Keiran D. 2014). Film can add variety and flexibility to the language classroom by broadening the range of teaching techniques and resources. Film can act as a launchpad for follow-up activities like discussions, debates on societal matters, role-playing, dialogue reconstruction, or summarization. Furthermore, diversifying the language learning environment is achievable by incorporating various film formats, including feature-length films, short film segments, brief films, and advertisements.

Considering the advantages of utilizing film in the language-learning classroom, it's no wonder that many teachers aspire to incorporate it into their teaching, and a growing number of them effectively integrate film into the language-learning curriculum. Until recently, locating pedagogically sound film resources for enhancing students' language skills through movie-watching was challenging, often requiring teachers to invest numerous hours in developing their materials. Nonetheless, with the rise of the internet, there is now a wealth of online resources available for language teachers and their students. With so many resources, it can be difficult for teachers to see the forest for the trees.

The students took part in the class discussion and had a great time interacting with one another, which is especially important during a pandemic when students have little or no time to interact with one another physically. A. Keeler's A. R. Crawford (2014) According to (2015), streaming media promotes collaborative learning. Teachers can upload materials and provide feedback to students via this site. Students can also upload files and leave personal comments. Students can also work together. They can share their documents and assignments, allowing them to complete the task. According to Keeler A. (2014), Stream Media promotes student collaboration.

Respondents shared the same viewpoint, particularly regarding using film and streaming media as resources. They agree to participate in the activity, particularly the content, to improve their academic performance. The study found that when we used film and streaming media as resources in teaching Readings on Philippine History, most students had a significant social interaction in class.

Table 7
Self-Reflection

Statements	Mean	Standard Deviation	Description
1. The student was able to learn the topics.	4.20	0.79	Effective
2. Discussions and activities assisted me in understanding other points of view.	4.18	0.81	Effective
3. The activities of the topics were helpful learning experiences where students can draw pictures about the essence of the topics.	4.13	0.87	Effective
4. My level of learning that took place in the film and streaming media was of the highest quality.	4.02	0.78	Effective
5. The diversity of the activities prompted me to participate in the discussions.	4.02	0.75	Effective
6. The activities in the virtual class is suited to my learning style.	4.11	0.71	Effective
Grand Mean	**4.11**	**-**	**Effective**

[4.21 – 5.00-Very Effective; 3.41 – 4.20-Effective; 2.61 – 3.40-Slightly Effective]

*The description is the following:

Range of Scores	Level of Performance	Verbal Description
4.21 - 5.00	Very Effective	The respondents gained mastery in the given performance in the competencies
3.41 - 4.20	Effective	The respondents have above Average performance in the competencies
2.61 - 3.40	Slightly Effective	The respondents have Average performance in the competencies

Summary

Components of Students' Engagement	Grand Mean	Description
Learning Experience	4into8	Very Effective
Social Interaction	4.05	Effective
Self-Reflection	4.11	Effective
Overall Mean	**4.15**	**Effective**

[4.21 – 5.00-Very Effective; 3.41 – 4.20-Effective; 2.61 – 3.40-Slightly Effective]

Table 7 shows the students' feedback on using film and streaming media and their self-reflection. It is "Effective," with a computed average weighted mean of 4.11 points. For the first feedback, the material is acceptable. This means that all the content is "**Effective**." The first learning experience of respondents has (*M* = 4.20, *SD =0.79)*. The second learning experience has (*M* = 4.18, *SD =0.81*). The third level has (*M* = 4.13, *SD = 0.87*). The fourth learning experience has (*M* = 4.02, *SD = 0.7a 8*). The fifth learning experience has (*M* = 4.02, *SD =0.75*). The sixth learning experience has (*M* = 4.11, *SD =0.71*).

This discovery aligns with the findings of Hernandez-Ramos and DeLa Paz's study in 2009, which suggested that students taught using technology held a positive perspective on engaging with multimedia. In Google Classroom, many instructional materials and activities can be integrated into the platform; various ways can be made possible in the Google Classroom in completing the activities. The positive self-reflection of the students when doing the activities is one of the keys to being very effective, as shown in the data in Table 6. According to Rogers (2003), "technology is a design for instrumental action that diminishes the uncertainty in the cause-effect relationships required to attain a desired outcome."

Respondents shared the same viewpoint, particularly regarding using film and streaming media as resources. They agree to use film and streaming media as resources, particularly the content, to improve their academic performance. The study found that when we used film and streaming media as resources in class, most students had much self-reflection.

5.3 Significant Relationship between the Academic Performance of the Students and Their Feedback about Film and Streaming Media as Resource

One of the primary goals of the study was to determine the significance of the relationship between students' academic performance and their feedback on the use of Google Classroom-based activities. The study's findings are presented in Tables 2 and 3 for academic performance and Tables 4, 5, and 6 for feedback on film and streaming media as resources. Table 8 shows the significant relationship.

3. Is there a significant relationship between the student's performance and the student's level of competencies in using films and streaming media as resources?

Table 8

Correlation: Students' performance and
Level of competencies in using films and streaming media as resources

Regression Statistics	
Multiple R	0.164621927
R Square	0.027100379
Adjusted R Square	0.004474806
Standard Error	3.715997625
Observations	45

	df	*SS*	*MS*	*F*	*Significance F*
Regression	1	16.53966225	16.53966225	1.197776481	0.279859345
Residual	43	593.7714489	13.80863835		
Total	44	610.3111111			

	Coefficients	*Standard Error*	*t Stat*	*P-value*
Intercept	18.40737737	3.910913651	4.706669339	2.62931E-05
Level of Engagement	1.021515123	0.933376602	1.094429752	0.279859345

There is no significant relationship between the level of engagement and student performance at the 0.5 level of significance, r (43) = 0.16, p > 0.05.

The findings revealed a modest correlation between students' academic performance and their feedback regarding the use of Google Classroom-based activities, with a Pearson correlation coefficient (r) of 0.365 and a standard error of 0.4976. The coefficient of determination is 0.1332. Table 8 shows that the Individual relativism of 0.1294, with a coefficient of 0.5772 and a probability value of 0.4456, was determined by academic performance versus learning experience. Second, the Individual relativism of 0.2868 was determined by academic performance versus social interaction, with a coefficient of 1.0643 and probability resources. The next one is about academic performance versus self-reflection, which determined the Individual relativism of 0.16939, with a coefficient of 1.0845 and a probability value of 0.2591. They intersect at 0.7575 in the coefficient and 0.9152 in the probability value. Individual relativism of learning experience versus social interaction is 0.1063. Individual relativism of learning experience versus self-reflection is -0.1944, and individual relativism of social interaction versus self-reflection is -0.0556.

The students and teacher communicated effectively during the live streaming, and the students received excellent scores in both competencies; however, there are components in the tool that need to be improved, resulting in a weak relationship between academic performances.

6. Conclusion

This study assessed the utilization of film and streaming media as educational tools for teaching Readings in Philippine History to freshman students in the College of Teachers' Education at the University of Cebu, Main Campus Cebu City, during the academic year 2020-2021. The research utilized both quantitative and qualitative methods to assess students' academic performance and collect their feedback on the efficacy of film and streaming media in achieving educational outcomes. The study occurred at the University of Cebu-Main Campus on Sanciangko Street in Cebu City, Cebu, and randomly sampled first-year students from the University of Cebu College of Teachers' Education. The quantitative data collected underwent statistical analysis.

The respondents' performance in the test for the first and second competencies was consistently rated as "outstanding." However, it is essential to note that performance alone may not be the most precise indicator of competency level. The score percentage exceeded the average, indicating strong performance. Furthermore, students' feedback regarding using film and streaming media as resources for teaching Readings in Philippine History was highly positive, with a consensus that the content delivery was "very effective."

This finding is specific to College of Teacher Education students, and its applicability to other programs may differ. Variations in results are mainly expected in programs where students have less interest in learning history.

Based on the findings, it is concluded that using film and streaming media as a resource enhances students' competency in learning Readings in Philippine History; however, there is room for improvement in the delivery of history through these resources. The study suggests an enhanced tool should be employed for teaching Readings in Philippine History to first-year Social Studies students at the University of Cebu.

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