



INCREASING PROFICIENCY ON PRINCIPLES OF MARKETING THROUGH PROJECT TEACH (TIKTOK AS EDUCATIONAL AND COMPREHENSIVE HUB)

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ABSTRACT

The study aimed to determine the effectiveness of the adoption of Project TEACH (TikTok as Educational and Comprehensive Hub) on increasing proficiency of Grade 11 Nela Yu Ferrer students in Principles of Marketing at Lumban Senior High School, Lumban, Laguna. The respondents were composed of 12 students of Grade 11 Nela Yu Ferrer under ABM strand. This research used descriptive-comparative method and utilized self-structured pre-test and post test to determine the effectiveness of the adoption of Project TEACH. Mean scores for pretest and post test were determined and t-test was used to analyze the significant difference between the pre-test and post-test. The t-value obtained was -12.52 and the critical value obtained was 2. 20 at 0.05 level of significance which indicate an increase in the proficiency of learners on Principles of Marketing through Project TEACH. The findings of this study indicated a significant difference between the result of the pre-test and post-test. Thus, the null hypothesis was rejected. The study had certain limitations as it was conducted during the Covid-19 pandemic. Based on the results presented on this study, the adoption of Project TEACH (TikTok as Educational and Comprehensive Hub) as contextualized and localized learning material on Principles of Marketing for selected Grade 11 Nela Yu Ferrer students increased the learners' proficiency.

KEYWORDS: Project TEACH, increasing proficiency, TikTok

CONTEXT AND RATIONALE

Covid-19 pandemic brought drastic changes in the different aspects of people's lives. Many people were prohibited to go outside and do the normal routines that made their entire life. Face-to-face classes, outdoor games, exercises, mall shopping, cinema hopping, bar happenings and many more were restricted for more than a year. This situation had a great impact on the social lives of everybody. In just a split of a second, most of the people were mandated to stay at home to break the chain and flatten the curve. People felt deprived on the life that everybody were used to. And sudden changes in a person's routine had greater impact on one's mental health.

Mental health had been an issue and was given a great emphasis during the heightened spread of Covid-19 virus. Awareness on mental health were pushed as same as physical health. People had learned to be physically and virtually in touch to their loved ones especially when families were obliged to stay home. Those that need to go on duty for work still manage to keep in touch even they are not physically present. And social media took a big part of the connections between families that were apart. Various sort of social media platforms were explored to spend the 24/7 home duty during the quarantine periods. One of the most popular entertaining social media platform is Tiktok.

Tiktok was a popular social media application that had been widely used all over the world. It had enabled users to create, watch and share videos ranging from 15-seconds up to three minute shot using a smart phone. With its customized video set music and sound effects, the app had been popular for its addictive engagement with the users and viewers. Video filters, background music and stickers were incorporated in the

video and users from different parts of the planet collaborate using the duet feature of the app. Tiktok users used this platform to share their talents such as dancing, singing, acting, cooking, vlogging and many more. This also became a venue for education and learning on various aspects. And the Department of Education (DepEd) was one of the institutions that recognized the use of TikTok as educational platform.

Pursuant to DepEd OUA Memo-00-1121-0174 dated November 17, 2021, a webinar with the theme "Tiktok for Education: The Educator's Content Creation for Inter-Changing Instruction" had been conducted. The said webinar helped teachers to be equipped with the necessary skills to create engaging and useful content. The Department of Education saw the potential of reaching students even in the pandemic thru this very popular app known as Tiktok. Tiktok was popularized among the youth and showed potential to be a great platform for a teaching-learning process during the modular distance learning.

Modular Distance Learning (MDL) was used as learning modality in Lumban Senior High School were this research was conducted,. Many learners experienced problems in answering tasks on their own without a teacher beside them to serve as their guide. Some learners used YouTube, google apps and social media platforms to guide them in their studies. And since the senior high school students were considered as young adults, most of them have access to social media platforms like Facebook, Twitter, Instagram and Tiktok. These platforms took a big part in the biggest educational transition in the history which is from face-to-face classes to distance learning.



Transition from a modular distance learning junior high school experience to a modular distance learning senior high school environment was never easy. New set of subjects were introduced depending on the chosen track and strand. From the result of the diagnostic test on Principles of Marketing administered during the beginning of the second semester, the MPS revealed a limited subject background on the part of Grade 11 Nela Yu Ferrer enrolled under ABM strand. Given this alarming scenario, the researcher decided to develop a strategy which intends to provide contextualized and localized video material on Principles of Marketing for selected Grade 11 – Nela Yu Ferrer students thru utilization of one popular social media app, TikTok. And this led to the idea of launching Project TEACH (TikTok as Educational And Comprehensive Hub) to help Grade 11 learners cope up with the content of Principles of Marketing subject. The researcher prepared TikTok contextualized and localized video material on Principles of Marketing focusing on MELCS for quarter three particularly for weeks three to six and provided the link to students through their group chat and Weekly Home Learning Plan (WHLP).

Since this issue was very relevant and timely, the researcher opted to conduct an action research to evaluate if the adoption of Project TEACH (TikTok as Educational And Comprehensive Hub) as contextualized and localized material on Principles of Marketing for selected Grade 11 – Nela Yu Ferrer students during the modular distance learning in light to the Covid-19 pandemic will increase learner's proficiency.

ACTION RESEARCH QUESTIONS

This research was conducted to evaluate if the adoption of Project TEACH (TikTok as Educational And Comprehensive Hub) as contextualized and localized material on Principles of Marketing for selected Grade 11 – Nela Yu Ferrer students during the modular distance learning in light to the Covid-19 pandemic will increase learner's proficiency.

Specifically, it sought to answer the following questions:

1. What is the mean score of learners before and after the adoption of Project TEACH (TikTok as Educational And Comprehensive Hub) as contextualized and localized learning material on Principles of Marketing of selected Grade 11 – Nela Yu Ferrer students?
2. Is there a significant difference in the mean scores of Grade 11 – Nela Yu Ferrer students before and after the adoption of Project TEACH (TikTok as Educational And Comprehensive Hub) as contextualized and localized learning material on Principles of Marketing?
3. What recommendations can be formulated from the result of this action research for the enhancement of Project TEACH (TikTok as Educational And Comprehensive Hub) as contextualized and localized learning material to increase students' proficiency?

HYPOTHESIS

There is no significant difference in the mean scores of the selected Grade 11 Nela Yu Ferrer students before and after the adoption of Project TEACH (TikTok as Educational And Comprehensive Hub) as contextualized and localized learning material on Principles of Marketing.

PROPOSED INNOVATION, INTERVENTION AND STRATEGY

The researcher adopted Project TEACH (TikTok as Educational And Comprehensive Hub) as contextualized and localized learning material on Principles of Marketing for selected Grade 11 – Nela Yu Ferrer students during their modular distance learning in light of the Covid-19 pandemic. This served as a supplementary video material that helped students understand their lessons despite the absence of face-to-face interaction with the teacher. The effectiveness of this project had been determined using pre-test and post-test.

ACTION RESEARCH METHODS

This section dealt with the methods and procedures used in this research study. It consisted of the participants or sources of data information, data gathering methods, and plan for data analysis that would evaluate **effectiveness of the adoption of Project TEACH (TikTok as Educational And Comprehensive Hub) as contextualized and localized material on Principles of Marketing for selected Grade 11 – Nela Yu Ferrer students during the modular distance learning in light to the Covid-19 pandemic.**

A. Participants and/or other Sources of Data Information

Descriptive-comparative method is intended to figure out the basic answer towards causality aspect by analyzing the factors that causes certain phenomenon (Meyer, 2011). A comparative method is the fastest way to get at the essence of one thing is to compare it with something else that is similar. This method had been made possible with the use of the pre-test and post test that served as the tool in gathering the data. It showed something about their condition and does not aim to find out the answer to the effect of one variable to another. In this study, the focus of the investigation is to evaluate Project TEACH (TikTok as Education And Comprehension Hub) as contextualized and localized learning material on Principles of Marketing for selected Grade 11 – Nela Yu Ferrer students before and after the intervention project.

The population of the respondents was composed of twelve (12) students in which 6 are male and 6 are female both from Grade 11 – Nela Yu Ferrer. Quota sampling was used in the selection of the subjects of the study. Quota sampling is a strategy used when the researcher would like to limit the respondents based on certain characteristics. Some types of research design necessitate researchers taking a decision about the individual participants who would be most likely to contribute appropriate data, both in terms of relevance and depth.

B. Data Gathering Methods

The researcher utilized a ten (10) item self-structured pre-test and post test focusing on the MELCs for Quarter 3 for Weeks 3 to 6 of Principles of Marketing which was personally prepared by the researcher. It was used to determine the increase in proficiency on Principles of Marketing through Project TEACH (TikTok as Educational And Comprehensive Hub) as contextualized and localized learning material for selected Grade 11 – Nela Yu Ferrer students.

The research proposal was recommended by the school principal and approved in the district level for the conduct the



study. Upon the approval of the research proposal, the researcher had proceed on the conduct of the study. Enough copies of both self-structured pre-test and post test were given to students through their parent or guardian during the schedule of retrieval and distribution of modules.

C. Data Analysis Plan

The data collected in this study was subjected to appropriate statistical treatment. The data was coded, tallied and tabulated for better presentation and interpretation of the results. The statistical tools used were the following:

For problem number 1, mean score of learners before and after the adoption of Project TEACH (Tiktok as Educational And Comprehensive Hub) as contextualized and localized learning material on Principles of Marketing of selected Grade 11 – Nela Yu Ferrer students was obtained.

It was computed using the formula,

$$M = \frac{\sum M}{N}$$

Where:

- M = mean of the students' score
- $\sum M$ = sum of students' score
- N = total number of students

For problem number 2, t-Test was used to analyze the significant difference in the mean scores of Grade 11 – Nela Yu Ferrer students before and after the adoption of Project TEACH (Tiktok as Educational And Comprehensive Hub) as contextualized and localized learning material on Principles of Marketing.

It was computed using the formula,

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where,

- \bar{x}_1 = Mean of first set of values
- \bar{x}_2 = Mean of second set of values
- S_1 = Standard deviation of first set of values
- S_2 = Standard deviation of second set of values
- n_1 = Total number of values in first set
- n_2 = Total number of values in second set.

ACTION RESEARCH WORK PLAN AND TIMELINES

During the conduct of this action research, the following action plan was proposed.

ACTIVITIES	January 2022	February 2022	March 2022	April 2022	May 2022	June 2022
1. Identified the area for research						
2. Reviewed related literature and studies						
3. Formulated action research title and proposal						
1. Sought permission from the school head						
2. Reviewed of action research proposal						
3. Revision of the proposal						
4. Assessment of the proposal in the school level						
5. Evaluation of the assessed proposal under the district level						
6. Implementation of the action research - Launched Project TEACH - Administered Pre-test - Adopted Project TEACH - Administered Post Test - Collected data - Analyzed and interpreted the data collected						
7. Prepared the terminal report of the approved proposal						
8. Submitted the result of the action plan						



DISCUSSION OF RESULT AND RECOMMENDATION

A. FINDINGS

This section presents the findings of the study. It also

includes the discussion and analysis of the data as well as the interpretation of the results. The presentation of data in tabular form are based on the order of statement of the problem.

Table 1. Mean Score of Pre-test and Post-test using Project TEACH (Tiktok as Educational And Comprehensive Hub) as contextualized and localized learning material on Principles of Marketing for selected Grade 11 – Nela Yu Ferrer students

Grade Level	No. of Test Items	No. of Respondents	Pre-Test Mean	Post-Test Mean	Difference
11	10	12	5.25	7.67	1.42

Table 1 shows the result of pre-test and post-test of the 12 respondents in the ten-item self-structured test conducted by the researcher before and after the adoption of Project TEACH. It revealed that the pre-test acquired a mean of 5.25 and a mean of 7.67 for the post-test result.

Table 1 clearly reflects that there was a remarkable increase in the mean of pre-test and post test after the adoption

of Project TEACH (Tiktok as Educational And Comprehensive Hub) as contextualized and localized learning material on Principles of Marketing for selected Grade 11 – Nela Yu Ferrer students. This is an evident indication that the adoption of Project TEACH for localized and contextualized learning video is an effective material in increasing students proficiency on the content of Principles of Marketing.

Table 2. T-test Result on Analyzing the Signifant Difference in Mean Scores of Pre-test and Post-test before and after the adoption of “Project TEACH (Tiktok as Educational And Comprehensive Hub) as contextualized and localized learning material on Principles of Marketing for selected Grade 11 – Nela Yu Ferrer students”

Compared Variables	Df	Mean	Computed t-value	Critical t-value	Decision	Impression @ 0.05 Level
Pre-test (X_1) and Post-Test (X_2)	14	$X_1 = 5.25$ $X_2 = 7.67$	-12.52	2.20	Reject H_0	Significant

Table 2 shows the result of the t-test on finding the significant difference between the pre-test and post-test. It can be garnered from the t-value of -12.52 and the critical value of 2.20. The researcher rejected the null hypothesis which is significant at 0.05 level. This shows that there was a substantial increase in proficiency of selected Grade 11 – Nela Yu Ferrer on Principles of Marketing because of the significant increase in the mean during the post-test.

RECOMMENDATIONS

Based on the findings of this research, the researcher hereby recommended the following:

1. Adoption of Project TEACH (Tiktok as Educational And Comprehensive Hub) as contextualized and localized learning material in other learning areas specifically for specialized subjects.
2. The school head may organize a LAC session for instructional video making to improve the quality of teacher-made video materials and make it visually appealing to target learners.
3. The ICT teacher-coordinator may facilitate a LAC session about the adoption of Tiktok for Education as introduced in DepEd OUA Memo-00-1121-0174 dated November 17, 2021.
4. The researcher may propose the adoption of Project TEACH to Lumban District.

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