



# INTERACTIVE HISTORY COMICS AS PEDAGOGICAL TOOL IN IMPROVING THE STUDENTS' PERFORMANCE

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## ABSTRACT

*This study aims to find out the effects of using History comics in improving students' performance of selected Grade 7 students of Pedro Guevara Memorial National High School for the school year, 2020-2021. Specifically, it will seek to answer the following questions. 1. What is the level of acceptability of using History Comics as pedagogical tool as rated by teachers in terms of: Content Quality; Instructional Quality; and technical Quality? 2. What is the mean level of the students' performance in terms of: pre-test; and post-test? 3. Is there a significance difference on the students' performance to pre-test; and post-test? 4. Is there a significance effect using History comics in improving the students' performance?*

*The descriptive method of research was employed in this study to gather necessary data and information on the effectiveness of Interactive History Comics as Pedagogical Tool in improving the students'.*

*The design was utilized because according to White et. al. (214), descriptive method is used to describe the nature of the situation as it exists at the time of the study and to explore the causes of the particular phenomena. The descriptive method of research was used to gather and treat the data on the three areas of investigation advanced in this study.*

*This study utilized grade seven (7) students as the actual respondents through a random sampling technique. One hundred (100) students were used at Pedro Guevara Memorial National High School at the time the actual gathering of data was executed. In addition, twenty-five teachers (25) from the same school were used to measure the level of acceptability of Interactive History Comics as Pedagogical Tool in teaching.*

*The descriptive method was used to find out the effects of using History comics in improving students' performance of selected Grade 7 students of Pedro Guevara Memorial National High School for the school year, 2020-2021.*

*The sample of this study will comprise selected 100 (one hundred) students of Grade 7 at Pedro Guevara Memorial National High School for the school year 2020-2021. The instrument used in the study is a survey questionnaire-checklist and data obtained from the questionnaire-checklist were then treated with statistical tools such as Weighted mean, standard deviation and regression analysis. The following were the significant findings of the investigation: 1. Level of acceptability of using History Comics as pedagogical tool as rated by teachers' in terms of Content Quality, Instructional Quality and Technical Quality. The overall mean of 4.14 with supported standard deviation of 0.696 indicated that a great extent of level of respondents' perception using History Comics as Pedagogical Tool in terms of Content Quality is how well the content achieves its goals. It refers to the depth of information and insight contain within a piece of content. It goes beyond information to include formatting, readability, and grammatical correctness.*

*On the other hand, the overall mean of 4.21, and 4.24 with supported standard deviation of 0.637, and 0.605, respectively, indicated that the level of respondents' perception using History Comics as Pedagogical Tool in terms of Instructional Quality and Technical Quality is how well the content achieves its goals. It refers to the depth of information and insight contain within a piece of content. It goes beyond information to include formatting, readability, and grammatical correctness. 2. Mean level of the students' performance in terms of pre-test and post-test With the (Weighted Mean = 6.82, SD = 2.967) and with Lowest score = 2 and Highest score = 12 shows that the level of level of students' performance in terms of pre-test has a descriptive equivalent of Low Mastery.*

*On the other hand, with the (Weighted Mean = 16.67, SD = 2.804) and with Lowest score = 11 and Highest score = 19 shows that the level of level of students' performance in terms of post-test has a descriptive equivalent of Closely Approximating Mastery. 3. Significant effect of the Students Performance in Terms of Pre-test and Post-test. The t-value of 19.811 is greater than the critical t-value of 1.6526 and supported with p-value of 0.0000, it can infer that there is an increase in the performance and the analysis is Significant. 4. Significant effect of the mean level of students' performance in terms of pre-test and post-test. The t-value of 19.811 is greater than the critical t-value of 1.6526 and supported with p-value of 0.0000, it can infer that there is an increase in the performance and the analysis is Significant.*

*On the basis of the foregoing findings, the following conclusion was drawn. Based on the data, it is shown that there is a significant difference between students' performance in pre-test and post-test at 0.05 level of significance. It shows that the null hypothesis stating that "There is no significant difference between students' performance in pre-test and post-test" is rejected, it can infer that there is "significant" difference between them.*

*Based on the data, it is shown that there is "significant effect of History Comics as Pedagogical Tool and students' performance of*



selected Grade 7 students of Pedro Guevara Memorial National High School for the school year, 2020-2021” at 0.05 level of significance. It shows that the null hypothesis stating that “There is no significant effect of History Comics as Pedagogical Tool and students’ performance of selected Grade 7 students of Pedro Guevara Memorial National High School for the school year, 2020-2021” is rejected, it can infer that there is “significant” effect between them. There was an increased in the post-test mean scores, although same tools were treated to them it shows that the students’ level of performance on the post-test behaves differ from one another and can be attributed to their level of understanding and mental abilities. Based on the drawn conclusions resulted to the following recommendations:1. Teacher may administer pre-test/ post-test to identify student’s prior knowledge and to focus to the topics that need to be addressed also evaluate how much they have learned.2. DepEd officials, Administrators of public schools including the Principal and Head Teachers, are encouraged to provide materials and to conduct seminars that will develop their teachers’ ability in making instructional materials since it enhances the student’s performance. 3. It may be recommended materials should be checked and validated first by the experts before using it in the classroom because contents should be based on facts and real people to avoid sacrificing the validity of contents just because it is visually appealing. In this specific study, this expert is member of Bureau of Curriculum Development and was screened and was selected by the selection and screening committee of Bureau of Learning Delivery.4. Instructional Developer may be subjected to revisions and modifications for future use to cater the needs of the students during teaching and learning process. This research may become another reference for the other researchers who want to investigate the use of comic strip in teaching students. It will better make learning process more interesting and enjoyable using this media.

**INDEX TERMS**— Instructional Materials, students’ performance, Content Quality, Instructional Quality, Technical Quality

## 1. INTRODUCTION

History plays an important role in our lives its help us to understand our past, which eventually allows us to understand our future. Thus, the teaching of History in Junior High Schools should emphasize at helping them to able to understand history. They have to master History both in retention and written forms. One of the History learning objectives are knowledge, understanding, critical thinking, interest and attitudes relating to historical matters.

Among the objectives, understanding is considered as the most essential skill to master because it is the primary indicator successful learning, it has been widely noticed that majority of the students face difficulties in retention of the lesson. Consequently, students are not willing to participate in classroom discussion or just say silently at the desk without desire to get involved in the activities. If these kinds of situation kept going on, the students might not be able to understand well.

In addition, students’ problems are not only from the classroom environment but also from the students themselves. The reality we often see is that, in fact, many students master theory better than practice. For example, in memorization, they have the time to memorize, but in practice they find difficulties. They lack self-confidence. To build their confidence, students need more practice so that teachers are suggested to create and use interesting learning materials. One of such learning materials is History Comics. Generally, comics is liked by the students because they like stories. It is also an appropriate material for the students at their age. Comics, specifically in history, is one of the many media to improve the performance of students. History Comics are art form using a series of static images in fixed sequence. Using History comics as a means for teaching can be very pleasing and interesting for the students. By using History comics, students will be more interested and more active in learning. They will feel something new and different from what the usually get in their class. Consequently, with the use of History comics, they will be active as participants, and they have

more chances to express their minds, emotions, feelings, and attitudes.

Upon knowing that History Comics can be utilized as help pedagogical tools, how effective is it in improving the performance ability of the students? This question makes the research interested and determined to know the answer to the question through this study.

## 2. OBJECTIVES

This study aims to find out the effects of using History comics in improving students’ performance of selected Grade 7 students of Pedro Guevara Memorial National High School for the school year, 2020-2021.

Specifically, it will seek to answer the following questions.

1. What is the level of acceptability of using History Comics as pedagogical tool as rated by teachers in terms of:
  - 1.1 Content Quality;
  - 1.2 Instructional Quality; and
  - 1.3 technical Quality?
2. What is the mean level of the students’ performance in terms of:
  - 2.1. pre-test; and
  - 2.2. post-test?
3. Is there a significance difference on the students’ performance to
  - 3.1 pre-test; and
  - 3.2 post-test?
4. is there a significance effect using History comics in improving the students’ performance?

## 3. METHODOLOGY

In this study, the researcher made use of descriptive method in order to determine the effectiveness of Interactive History Comics as Pedagogical Tool in improving the students’ Performance of one hundred (100) students of grade 7 at Pedro



Guevara Memorial National High School.

This study utilized grade seven (7) students as the actual respondents through a random sampling technique. One hundred (100) students were used at Pedro Guevara Memorial National High School at the time the actual gathering of data was executed. In addition, twenty-five teachers (25) from the same school were used to measure the level of acceptability of Interactive History Comics as Pedagogical Tool in teaching.

The researcher used random sampling in this study where students from a secondary school were involved. They were chosen using random sampling since they were the appropriate respondents who can provide the necessary data useful to this study.

Also, the researcher made use of purposive sampling technique on the teacher respondents.

Kerlinger (2015) states that an instrument plays an important role in a study in the sense that reliability of the instrument will influence the reliability of the data obtained. Before collecting the data, the researcher made instrument such as questionnaire, pre-test and post-test conducted and administered to the student's respondents of Pedro Guevara Memorial National High School during the School Year 2021-2022.

The researcher used the questionnaire, with 5-point rating scale indicated below was used in measuring their level of awareness to determine the responses of the subject to the study.

Range	Interpretation
17-20	Outstanding
13-16	Very Satisfactory
9-12	Satisfactory
5-8	Fair
0-4	Needs Improvement

The main instrument used in this study was the questionnaire (pre-test and post-test) which is a multiple-choice type of test consisting of 20 items that will determine the effectiveness of Interactive History Comics as pedagogical tool in improving the students' performance to selected Grade 7 student's performance at Pedro Guevara Memorial National High School, School Year 2021-2022. The rating used to evaluate the response of the students in the survey is as follows:

The rating scale above was used to determine the frequency and relative frequency of the scores of the respondent in pre-test and post-test

#### 4. LITERATURE REVIEW

The use of graphic novels in language classrooms has a short history that makes the array of its literature limited. Although there are not many comprehensive studies assessing their impact as teaching tools, the feedback from educators and scholars as to the use of graphic novels in language classrooms is a clear indication of their worth as a pedagogical tool (Yildirim, 2019)

With these, student's performance was perceived to be

an important indicator found relevant in this study.

Academic performance is among the several components of academic success. Many factors, including socioeconomic status, student temperament and motivation, peer, and parental support influence academic performance (Masud et al., 2019).

Academic performance is undoubtedly becoming a research after the heart of social scientists particularly psychologists in their struggle to know what determine academic performance of students. In recent time, previous studies have indicated that students' academic performance in schools have been affected by many psychosocial factors such as motivation, attitude, interaction, academic self-efficacy, family, stress etc. (Li, 2019).

Academic self-efficacy is the belief that an individual can efficiently perform some tasks that usually influence his or her own behavior in a positive way. Self-efficacy was originated from social cognitive theory which states a significant interaction between individual, environment, behavior and cognitive factors (Bandura, 2018). Self-efficacy is a psychological concept that influence healthy and is also considered as a belief in one's capabilities to organize and execute the causes of action required to manage prospective situation.

According to Lindquist (2018), student's academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests. In connection with the student's performance, reading is the process of extracting meaning from a written or printed text as it is a process whereby a mind, with nothing to operate on but the symbols of the readable matter, and with no help from outside, elevates itself by the power of its own operations.

Reading literacy focuses on the ability of students to use written information in real-life situations. This definition goes beyond the traditional notion of decoding information and literal interpretation of what is written towards more applied tasks. Nevertheless, the fact that these characteristics correlate with subsequent reading achievement is potentially very useful for identifying children who may be in the greatest need of intervention.

Furthermore, a foundation in reading and writing has been the basis of our educational system since its inception and discovering new ways to increase student interest in those basic components of learning is something that every teacher struggle with at one time or another. Many educators encourage their students to read outside of the classroom in order to increase reading comprehension, vocabulary, general knowledge, and cultural awareness; however, research indicates that pleasure reading may have a greater influence on a child's overall academic performance than their socio-economic background (Pearson, 2018).

Also, Comics can make great history books. They can convey the meaning of the past to the present as effectively as a



good textbook or the most detailed monographic (Clarke, 2018). Evidently, compared with textbooks, graphic histories will always be a more democratic and multiform genre that evidently improves a student's performance.

On the other hand, according to Galiher and Parling (2018), performance refers to how well a person, machine, etc. does a piece of work or an activity. states that the student's GPA can be used to measure student's performance if the main focus is on the student's performance for the particular semester. Some other researchers used test results or previous year result since they are studying performance for the specific subject or year.

Hwang et. al, (2017) revealed that academic performance has significant influence on various career development and decision -making factors. Therefore, it is important for career counselors to understand how past the Academic underachievement affects students' current lives and to develop interventions that might ameliorate negative effects. The results suggest that underachieving students are better able to cope with and overcome academic difficulties when they set career goals, use effective learning strategies, consciously put forth more effort, and receive external support.

Furthermore, according to Willcox (2016), besides the critics and the debatable aspects about grades, most research refer to this measure as the reflection of performance. It is also taken into consideration for scholarship requirements, promotion to higher education levels and getting a job, and it is the main indicator of the student's school results. There are studies that seek to calculate some reliability and validity indices of the most used academic performance criteria: school grades.

In the past decade's comics have emerged as an increasingly popular form of communication, able to engage readers of different age groups and cultural backgrounds. Despite some early resistance, the potential of comics as an educational tool has always been recognized by teachers and psychologists alike. From an educational perspective learning from comics may offer several advantage. First of all, most comics are built on the integration of text and pictures, which has been highlighted by Mayer and colleagues as a guiding principle of textbook. Moreover, the multimodal nature of comics has the potential to increase readers engagement and facilitate learning. Finally, comics often rely on the use of characters and situation models, which provide the basis for emotional attachment and self-reference, which can also facilitate the formation of new memories.

Building on these intuitions, many teachers and educators have experimented with comics in their classroom, mostly to support students with low literacy skills. However, comics adoption on a larger scale has been hindered by the 'perennial disorganization' of educational comics, which makes them extremely difficult to find, and the lack of clear models for how comics may be integrated in classroom practice. These issues are particularly relevant in the field of 'science comics' or 'graphic science'. Although many comics covering STEM subjects (Science, Technology, Engineering and Mathematics)

have been published over the years and the format has become increasingly popular with online science communication platforms, the effects of comics on public engagement and perception of science remain poorly understood. Most literature on science comics consists of qualitative reports, often by teachers and educators who are also the authors of the comics themselves, therefore providing a small and possibly biased sample.

Some useful insights may be drawn from the field of Graphic Medicine in which several empirical studies on the use of comics have been conducted. When compared to traditional text-based material, comics appear to significantly improve understanding and recollection of medical, compliance with medical instructions, promote informed consent, facilitate interactions between patients and doctors and between patients and their communities, and generally improve community engagement with medical. However, the health-related information presented in these comics clearly has a different emotional value than generic scientific knowledge. Moreover, graphic medicine often deals with personal narratives, which better lend themselves to visualization, and are probably easier for the readers to identify with. Therefore, the promising effects observed in Graphic Medicine may not extend to science comics, which often deal with non-human, abstract subjects.

History Comics as Pedagogical Tool is also perceived as an indicator found relevant in this study, with Content Quality as one of the variables being sought.

Content quality is how well your content achieves its goals. It refers to the depth of information and insight contained within a piece of content. Content quality goes beyond information to include formatting, readability, and grammatical correctness (Abel, 2019). However, there isn't any universal measure for content quality as It is inherently tied to the author's goals for the content.

On the other hand, Borges (2019) followed the 3P's of content quality of which stands for Punctuation, Polish and Power. For Borges, a well-structured story opens with a compelling introduction, follows with the main point and closes with a summary, all written with good grammar and punctuation. Also, stylized formats and relevant images help to create a good user experience as well as how the content causes a reader to act or change behavior or thinking.

Quality content is what your audience values as meaningful and relevant (Riserbato, 2018). Newspapers and magazines put out quality content to their readers/subscribers. Quality content is well written and has a purpose and can be quite a simple content as it does not need an expensive platform or incredible visuals.

Moreover, Quality Content was said to be best perceived if look upon the attributes of Originality, Authority, Reliability, Consistency and Depth. A content should express a perspective that no content has ever done to the reader, but if the topic is not original, the author should establish on the said topic. Also, the content needs to consistently act as a reliable source of



content while achieving a content that is comprehensive and have depth (Deshpande, 2017).

Accordingly, content Quality is in the eyes of the beholder which might apply to the author and/or the reader of the content (Feldman, 2017). An author might gauge quality by its reach, pull, conversion, or any measure you define as an objective. If look upon the content quality at large, the reader would feel that the best or high-quality content succeeds in educating, entertaining and inspiring action.

Devang (2017) discussed that the first step in creating content that users consider high-quality is making sure that it contains the information they're looking for. To find out what information readers are looking for, authors have to conduct proper keyword research. This will help to determine what subjects to write about and what words the readers use.

Content is not only important, but it is the most important thing. Ultimately, content is what will make cash register ring. Good, relatable, and well-researched content is what sets your website and your brand apart from the masses of competitors all fighting for the spotlight in your industry. High-quality content is both what customers and search engines want to see. Every additional page of quality content is a new landing page, or avenue, for consumers to find you through (Fernando, 2017).

On the other hand, as teachers, if it is possible to motivate our students to read, teachers would have won half the battle because comic books have a noticeable advantage over other forms of text. Kids find comic books interesting. For starters, the visual appeal grabs the attention of young readers. Enticing covers plastered with colorful artwork are enough to make anyone look twice. Then there are the characters. Most students are very familiar with the characters whose faces are depicted on the covers of comic books. Students already have connections to these characters and storylines through television shows, movies, and video games.

Moreover, emerging readers are intimidated by a great deal of text. The task of reading a chapter book can seem too daunting for their consideration. Comic books, on the other hand, do not pose such a threat. The pages of a comic book are peppered with small chunks of text. Comic books serve as great stepping-stones to longer, more complex texts. In a comic book, readers are provided with details without the use of a lot of words.

Comic book illustrations are not only motivating to the reluctant reader, but also instrumental in promoting comprehension. The sequential artwork is helpful for readers and nonreaders alike. I have used comic strips when teaching sequencing by cutting apart the panels and asking students to arrange them in sequential order. This is a fun activity for students, and it requires several high-level thinking skills. In a comic book, the illustrations are just as important to comprehension as the words. Students must use the details in the text and illustrations to arrange the comic panels in sequence.

When reading a comic book, students must read between

the lines. This is a wonderful manner in which to teach students to draw inferences and synthesize information. Inferencing can be an abstract skill for young students. Comic books can give meaning to the use of this cognitive strategy. When students understand the purpose behind a strategy, they have more motivation to use the strategy independently in a variety of text situations.

Comic books require readers to visualize. The action-packed writing styles of many comic writers cause readers to create vivid story-pictures in their mind. Class discussions about the art of visualization may stem from comic book text. Comic books cause readers to visualize without realizing they are using a cognitive strategy.

When reading a comic book, students must interact with both text and images, and they do so out of authentic interest in the text, not because the teacher is necessitating the process. This application of cognitive strategies is true reading. Students are self-motivated to comprehend text.

Comic books contain basic story elements such as setting, characters, rising action, climax, falling action, and resolution. Each panel in comic book writing represents a paragraph. Narrative sentences are representative of topic sentences. The details appear in both the words of the characters and the pictures. Students may use these guidelines to create comic panels of their own. With the addition of details, these panels may be turned into detailed narrative paragraphs.

A variety of comic books is now readily available. Comics are not limited to the traditional superhero characters that generally come to mind. Many classics have been rewritten in a comic book format. Several authors have taken historical and other content-rich information and reworked it into a comic book format that is as instructionally sound as it is appealing to children.

Comic books may also be the underdog of the literacy world, but a lot of instructional value can be gleaned from these short, powerful texts. The motivational quality of comic books constitutes an enticing appeal to reluctant readers that may serve to hook them on reading. If we can get students to read and enjoy reading, strategy instruction will become both meaningful and effective.

Under the history comic as a Pedagogical Tool, Instructional Quality is considered as one of the variables found relevant in this study.

Outcome-based definitions of instructional quality focus on how student behaviors and accomplishments—such as achievement of learning outcomes, course grades, persistence, or choice of. major—vary by instructor. These definitions measure an instructor's quality based on those outcomes (Saroyan and Trigwell, 2019). Without quality instruction, students' motivation to learn recedes not to mention that poor quality instruction is even more frustrating to students who have less time and resources to commit to their studies.

On a broad spectrum, quality instruction embraces the soundness of all teaching and learning transactions in the



classroom (Hansen and Munk, 2018). It manifests itself in the use of appropriate instructional strategies to evoke enduring learning. With these, Quality instruction is defined as the degree to which an instruction is adequately delivered, meets students' learning needs, learning styles, interests, expectations, and is well aligned to standards. It is a composite of andragogical competency, adequate preparation and effective organizational skills; currency of knowledge of content; technological competency, resourcefulness, and instructors' dispositional attributes Sogunro (2017).

Instructional quality is a construct that reflects those features of teachers' instructional practices well known to be positively related to student outcomes, both cognitive and affective ones (Goe, 2017). The construct is understood and operationalized differently across the field but its multidimensionality was revealed in major research projects in Europe and United States.

Accordingly, Scherer and Gustaffson (2016) stated that instructional quality is a key construct, central to most of the chapters of this volume. As is described above, there is converging evidence from within-country studies that four dimensions (clarity of instruction, cognitive activation, classroom management, and supportive climate) may be needed to adequately measure instructional quality. However, some construct underrepresentation exists in both cases. Furthermore, concerns have been raised about the reliability and validity of both teacher and student assessments of instructional quality.

Another variable under the Historic Comic as a pedagogical tool is Technical Quality.

Tanika (2019) defined Technical quality as an attribute that pertains to what is created at the point of service and the outcomes resulting from the interaction between the student and the teacher. Technical quality refers to what is delivered whereas functional refers to how it was delivered and both of them develop customers' perceived service quality. Technical Quality also includes the systems and infrastructure designed and created to organize delivery of the service. (De Keyser & Lariviere, 2018)

Among other things, the use of computer applications has been noted to sustain students' motivation to learn, develop their critical thinking skills, and enhance their active participation in classroom activities (Sogunro, 2017). Since today's higher education students are growing in the information age and rampant use of digital devices, the need to use cutting edge technological gadgets or computer applications for teaching has more than ever before become a challenge for instructors.

Furthermore, Technical Quality in general is defined as "the degree to which the industry is able to do things 'right,' as measured against a technical industry standard." It can be considered to be much like the service equivalent of a quality specification for a manufactured item (Fiala, 2017).

One straightforward way for teachers to secure evidence of their instructional effectiveness is to collect defensible data showing whether students have made substantial progress in

mastering significant cognitive skills. Using this method, teachers collect and contrast pre-instruction and post-instruction evidence of students' skill mastery. But the evidence must be collected in an atypical manner to ensure that students' performances can then be objectively scored by nonpartisan judges.

Create a daily schedule that is achievable and plan logistics well, so the site is a well-oiled machine that runs smoothly. Create and communicate to all staff the program's vision and expectations of what students will receive from participation. Communicate to teachers that every moment matters. Provide academic and enrichment staff the resources they need to achieve their goals. For academic teachers, this includes a curriculum, weekly pacing guide, and additional differentiated materials that teachers can distribute during independent practice for students who finish quickly and need more of a challenge. Check in with teachers during the program to ensure they have sufficient resources. Provide training to staff prior to the program launch that encompasses topics such as vision and goals of the program, daily schedule, site behavior management plan, curriculum, and tips for using independent practice time effectively.

School grades have been used as a performance criterion and these have been related to different cognitive behavioral and self-control variables. They have also been related to study habits, student's personality, professional interests, school and family environment, school and gender.

## 5. DISCUSSION

### Level of Respondents' Perception using History Comics

Table 1 presents the Level of respondents' perception using history comics as pedagogical tool in terms of content quality.

Interesting results were found on the respondents' role in using History Comics as Pedagogical Tool in terms of Content Quality.

The respondents perceived that, to a *very great extent*, the discussion of the topic is more Interesting by using this History Comics ( $M=4.30$ ,  $SD=0.67$ ) and increase understanding, attention, and interest, improve motivation towards learning ( $M=4.27$ ,  $SD=0.62$ ). However, the item with the lowest rating was on the History comics help student to gain more knowledge in the content ( $M=3.93$ ,  $SD=0.86$ ).

All the item indicators for the respondents' perception using History Comics as Pedagogical Tool in terms of Content Quality were verbally interpreted from *great extent* to a *very great extent*.

The overall mean of 4.14 with supported standard deviation of 0.696 indicated that the level of respondents' perception using History Comics as Pedagogical Tool in terms of Content Quality is how well the content achieves its goals. It refers to the depth of information and insight contain within a piece of content. It goes beyond information to include formatting, readability, and grammatical correctness.



Content quality is how well your content achieves its goals. It refers to the depth of information and insight contained within a piece of content. Content quality goes beyond information to include formatting, readability, and grammatical correctness (Abel, 2019).

Table 2 presents the Level of respondents' perception using history comics as pedagogical tool in terms of instructional quality.

The level of respondents' perception using History Comics as Pedagogical Tool in terms of Instructional Quality is presented in Table 2.

Results showed that the respondents display to a very great extent where graphics are used for appropriate instructional reasons ( $M=4.35$ ,  $SD=0.59$ ) and the purpose of the material is well defined. The learning goals are defined clearly and are observable ( $M=4.31$ ,  $SD=0.57$ ). Although also observed to a great extent, the item with the lowest rating was on the Target user can control the rate and sequence of presentation and review ( $M=4.04$ ,  $SD=0.82$ ).

The respondents' perception using History Comics to a very great extent, as indicated by the overall mean of 4.21 with supported standard deviation of 0.637. This means that the Pedagogical Tool in terms of Instructional Quality is an outcome-based that is focus on how student behaviors and accomplishments such as achievement of learning outcomes, course grades, persistence or choice vary by instructor.

Without quality instruction, students' motivation to learn recedes not to mention that poor quality instruction is even more frustrating to students who have less time and resources to commit to their studies (Saroyan and Trigwell, 2019).

Table 3 presents the Level of respondents' perception using history comics as pedagogical tool in terms of technical quality.

The level respondents' perception using History Comics as Pedagogical Tool in terms of Technical Quality is shown in Table 3.

As a pedagogical tool, technical quality was strongly agreed by the teachers in the school. The visuals sustain interest and do not distract user's attention to a very great extent ( $M=4.30$ ,  $SD=0.58$ ). At the same degree, the work text makes use of illustrations which are interesting and relevant to the lessons, material contains visuals that fit the level of interests, knowledge and skills of the target learners, user support materials (if any) are effective and the design allows the target user to navigate freely through the material ( $M=4.28$ ,  $SD=0.63$ ,  $0.58$ ), and the visuals provide accurate representation of the concept discussed ( $M=4.24$ ,  $SD=0.57$ ). The item with the lowest rating was on the work text uses appropriate text font size and style ( $M=4.18$ ,  $SD=0.60$ ), and got a verbal interpretation of great extent.

The overall mean of 4.24 with supported standard deviation of 0.605 indicated that the level of respondents' perception using History Comics as Pedagogical Tool in terms of Technical Quality was in very great extent. This means that what the clientele receive as a result of interactions with the service and

how the students receive the service, the expressive nature of the service delivery.

Technical Quality includes the systems and infrastructure designed and created to organize delivery of the service. (De Keyser & Lariviere, 2018). Among other things, the use of computer applications has been noted to sustain students' motivation to learn, develop their critical thinking skills, and enhance their active participation in classroom activities (Sogunro, 2017).

#### Level of Students Performance

Table 4 shows the level of students' performance in terms of pre-test, out of 100 students, the scores "3 to 10" got the highest frequency of ninety (90) or 90.00% of the sample population and with descriptive equivalent of Low Mastery. And the scores "11 to 12" got the frequency of seven (7) or 7.00% of the sample population and with descriptive equivalent of Average Mastery.

While the scores "1 to 2" got the lowest frequency of three (3) or 3.00% of the sample population and with descriptive equivalent of Very Low Mastery With the (Weighted Mean = 6.82,  $SD = 2.967$ ) and with Lowest score = 2 and Highest score = 12 shows that the level of level of students' performance in terms of pre-test has a descriptive equivalent of Low Mastery.

Table 5 shows the level of students' performance in terms of post-test, out of 100 students, the scores "13 to 16" got the highest frequency of fifty (50) or 50.00% of the sample population and with descriptive equivalent of Moving Towards Mastery. And the scores "17 to 18" got the frequency of thirty (30) or 30.00% of the sample population and with descriptive equivalent of Closely Approximating Mastery. While the scores "11 to 12" got the lowest frequency of three (3) or 3.00% of the sample population and with descriptive equivalent of Average Mastery.

With the (Weighted Mean = 16.67,  $SD = 2.804$ ) and with Lowest score = 11 and Highest score = 19 shows that the level of level of students' performance in terms of post-test has a descriptive equivalent of Closely Approximating Mastery.

Table 6 presents the difference between students' performance in pre-test and post-test. The data were statistically treated using the t-test. The pre-test is paired to the post-test scores of students using think History Comics as Pedagogical Tool and performance of selected Grade 7 students.

The t-value of 19.811 is greater than the critical t-value of 1.6526 and supported with p-value of 0.0000, it can infer that there is an increase in the performance and the analysis is Significant.

Based on the data, it is shown that there is a significant difference between students' performance in pre-test and post-test at 0.05 level of significance. It shows that the null hypothesis stating that "There is no significant difference between students' performance in pre-test and post-test" is rejected, it can infer that there is "significant" difference between them.

Results from Table 7 revealed that the History Comics had effect on student's performance. The beta coefficient indicates that for every standard deviation unit increase in content,



instructional and technical quality, there is a corresponding unit increase in the performance. The t-value is significant having a p-value less than 0.05 level of significance.

Based on the data, it is shown that there is “significant effect of History Comics as Pedagogical Tool and students’ performance of selected Grade 7 students of Pedro Guevara Memorial National High School for the school year, 2020-2021” at 0.05 level of significance. It shows that the null hypothesis stating that “There is no significant effect of History Comics as Pedagogical Tool and students’ performance of selected Grade 7 students of Pedro Guevara Memorial National High School for the school year, 2020-2021” is rejected, it can infer that there is “significant” effect between them.

## 6. CONCLUSION

On the basis of the foregoing findings, the following conclusion was drawn.

Based on the data, it is shown that there is a significant difference between students’ performance in pre-test and post-test at 0.05 level of significance. It shows that the null hypothesis stating that “There is no significant difference between students’ performance in pre-test and post-test” is rejected, it can infer that there is “significant” difference between them.

Based on the data, it is shown that there is “significant effect of History Comics as Pedagogical Tool and students’ performance of selected Grade 7 students of Pedro Guevara Memorial National High School for the school year, 2020-2021” at 0.05 level of significance. It shows that the null hypothesis stating that “There is no significant effect of History Comics as Pedagogical Tool and students’ performance of selected Grade 7 students of Pedro Guevara Memorial National High School for the school year, 2020-2021” is rejected, it can infer that there is “significant” effect between them. There was an increased in the post-test mean scores, although same tools were treated to them it shows that the students’ level of performance on the post-test behaves differ from one another and can be attributed to their level of understanding and mental abilities.

## 7. RECOMMENDATION

Based on the drawn conclusions resulted to the following recommendations:

1. Teacher may administer pre-test/ post-test to identify student’s prior knowledge and to focus to the topics that need to be addressed also evaluate how much they have learned.

2. DepEd officials, Administrators of public schools including the Principal and Head Teachers, are encouraged to provide materials and to conduct seminars that will develop their teachers’ ability in making instructional materials since it enhances the student’s performance.

3. It may be recommended materials should be checked and validated first by the experts before using it in the classroom because contents should be based on facts and real people to avoid sacrificing the validity of contents just because it is visually appealing. In this specific study, this expert is member of Bureau

of Curriculum Development and was screened and was selected by the selection and screening committee of Bureau of Learning Delivery.

4. Instructional Developer may be subjected to revisions and modifications for future use to cater the needs of the students during teaching and learning process. This research may become another reference for the other researchers who want to investigate the use of comic strip in teaching students. It will better make learning process more interesting and enjoyable using this media.

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