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EDUCATIONAL VIDEO AND EARLY CHILDHOOD DEVELOPMENT

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ABSTRACT

Educational videos have become an increasingly common learning resource in early childhood, providing opportunities to support children's cognitive, language, and socio-emotional development. This study examined the extent of educational video utilization and its relationship with the level of early childhood development among learners in Zamboanga City, during the School Year 2026–2027. A descriptive–quantitative correlational research design was employed, involving 52 early childhood learners selected through total enumeration, with their parents or guardians serving as respondents. Data were collected using a researcher-made questionnaire and analyzed using frequency, percentage, weighted mean, and Pearson product-moment correlation. The findings revealed that most learners watched educational videos daily, with nearly half exposed to more than three hours of viewing. Alphabet and number videos were the most commonly accessed content, while parents were the primary providers of supervision. In terms of development, learners demonstrated a moderate level of cognitive development and language and communication skills, while socio-emotional development was rated high. Further analysis revealed no significant relationship between the extent of educational video utilization and the level of early childhood development, indicating that video utilization was not significantly associated with children's developmental outcomes. The results imply that early childhood development involves various factors beyond exposure to educational videos, including parental involvement, caregiver interaction, and meaningful learning experiences. It is therefore recommended that parents and early childhood educators complement educational video exposure with guided play, storytelling, interactive activities, and social interaction to promote the holistic development of young learners.

KEYWORDS: *Educational Video Utilization; Early Childhood Development; Cognitive Development; Language and Communication; Socio-Emotional Development*

BACKGROUND OF THE STUDY

Early childhood is a critical stage of human development, where foundational skills in cognition, communication, and socio-emotional behavior are established. According to Bautista, Ho, Lee, and Sun (2022), multimedia tools such as classroom and educational videos have become increasingly integrated into early childhood education, offering opportunities to enhance teaching and learning practices.

With the rise of digital technology, educational videos are now widely used both in schools and at home. These videos are designed to stimulate children's curiosity, improve attention, and support language acquisition. However, their impact depends on frequency of use, duration of exposure, type of content, and adult supervision. As Melo, Oliveira, Sousa, and Formiga (2026) emphasize, educational videos can improve parent engagement and guide home-based activities, but their effectiveness relies on quality and proper application.

Educational videos are believed to support cognitive development (problem-solving, memory, attention), language and communication skills (vocabulary, storytelling, dialogue), and socio-emotional growth (empathy, cooperation, social interaction). Bautista et al. (2022) highlight that videos can foster teacher and learner engagement, but caution that more research is needed to understand how video-related variables affect children's developmental outcomes.

While studies have explored the use of videos in teacher education and parental engagement, limited research has examined the direct impact of educational video utilization on early childhood learners themselves. Specifically, there is a lack of empirical evidence on how the extent of utilization (frequency, duration, content, supervision) correlates with developmental domains such as cognition, language, and socio-emotional growth. This gap underscores the need for systematic investigation.

The researcher embarks on this study to determine the extent of educational video utilization and its relationship to early childhood development in Barangay Sibulao during the academic year 2025–2026.

Research Problem

1. What is the extent of educational video utilization among early childhood learners in terms of:
   - 1.1 frequency of use;
   - 1.2 duration of exposure;
   - 1.3 content of educational videos
   - 1.4 adult supervision
2. What is the level of early childhood development of the learners in terms of:
   - 2.1 Cognitive development;
   - 2.2 Language and communication
   - 2.3 Socio-emotional development
3. Is there a significant relationship between the extent of educational videos utilization and the level of early childhood development?

RESEARCH METHODOLOGY

Quantitative research was used to determine the level of early childhood development in terms of cognitive, language and communication, and socio-emotional domains. The quantitative approach concentrated on accumulating numerical data via researcher-made questionnaires and generalizing it among respondents. The numerical data collected described and explained the preceding kind of study design. Hesketh and Laidlaw (2019) posit that quantitative research tends to focus on

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measurement and proof. This research adopts a scientific approach, based on the premise that something is meaningful only if it can be observed and counted. Its key characteristics are numerical data that permit a range of statistical analyses, including correlation tests to determine the relationship between educational video utilization and early childhood development.

Research Locale

This study was conducted in one of the Sitios in Zamboanga City during the school year 2026-2027.

Sitio X. It is located at Zamboanga City, 6.3 kilometers away from the national road and 79 kilometers away from the city proper. Based on community records, Sitio Lower Sibulao has a population of over 150 families and a total of 52 children in the early childhood stage (ages 3–7).

Table 1. Population – Distribution of School Respondents

AGE	N	n
0 - 3	12	12
4 - 5	25	25
6 - 7	15	15
Total	**52**	**52**

Table 1 shows that the highest number of respondents belonged to the 4–5 age group, with 25 out of 52 respondents. This means that most respondents were aged 4–5 years. This implies that the study's findings will mainly reflect the experiences and needs of children within this age group.

Sampling Design

In this study, the researcher used total enumeration sampling. The total population of 52 early childhood learners residing in Sitio Lower Sibulao was selected to be the participants in the study through their parents and guardians as respondents.

According to Robert (2004), sampling is related to the selection of a subset of individuals from within a population to estimate the characteristics of the whole population. The two main advantages of sampling are faster data collection and lower cost. Each observation measures one or more properties of observable subjects distinguished as independent individuals. Total enumeration sampling, however, is a systematic method used in research to exhaustively search and investigate a finite set or population. Punch (2004) further emphasized that in terms of sampling, the strategy for participant selection should be integrated into the overall logic of any study, and the rationale for sample selection needs to be aligned from an ontological, epistemological, and axiological perspective with the overarching aims of the research.

Thus, the use of total enumeration sampling in this study ensured that all qualified respondents were included, providing a complete and accurate representation of the population of early childhood learners.

Research Instrument

This study used a researcher-made survey questionnaire as the primary tool for data collection. The questionnaire was designed to gather information from parents and guardians regarding the utilization of educational videos and the developmental progress of their children.

The survey questionnaire consisted of three parts:

Part I collected the respondent's profile, including age, sex, relationship to the child, and the child's age and educational level.

Part II sought information on the extent of educational video utilization in terms of frequency of use, duration of exposure, content of educational videos, and adult supervision. Respondents selected multiple-choice options that best described their child's experience.

Part III assessed the level of early childhood development in terms of cognitive, language and communication, and socio-emotional domains. Each designated indicator consisted of several statements, and respondents were asked to rate each statement using a 5-point scale: 5 – Excellent, 4 – Very Good, 3 – Good, 2 – Fair, and 1 – Poor.

Validity and Reliability of the Research Instrument

The research questionnaire will be crafted based on the study's problems. It will be submitted to the

adviser for the necessary corrections of the content. The same questionnaire will be submitted to the group of evaluators to assess the instrument's consistency, relevance, and appropriateness to the research problems. The suggestions of the adviser and panel of evaluators will be considered as deemed necessary.

The research instrument will be validated by the panel of evaluators by providing them with a validation from whether to revise, discard or retain the statements in each part. On the same form, they as well will be provided with a space where they will write their suggestions, comments and remarks.To check the reliability of the instrument, the researcher will use a coefficient of reliability to test the reliability of the research instrument. Ten questionnaires will be administered to non-respondents with the same characteristics as the respondents of the study. The Cronbach alpha will be used to test the reliability of the research instrument.

Data Gathering Procedure

The researcher will execute the succeeding steps related to the procedure in gathering the necessary data for the study.

Permission will be sought from the Barangay Captain of Sibulao to allow the conduct of data collection among the parents and guardians of early childhood learners. Once permission is granted, the researcher will personally administer the survey questionnaires to the identified respondents.

After all the data are collected, these will be carefully tabulated, analyzed, and interpreted using appropriate statistical tools to ensure accuracy and relevance to the research problems.

Analysis and Discussion

Table 2. The extent of educational video utilization among early childhood learners in terms of frequency of use.

Frequency of Duration	f	%
Daily	31	59.6
3-4 times/week	0	0
1 – 2 Time/Week	6	11.5
Rarely	15	28.8
Never	0	0
Total	52	100

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Table 2 shows that the highest frequency was recorded in the Daily category, with 31 respondents or 59.6%. This means that the majority of early childhood learners utilize educational videos every day as part of their learning activities. This implies that educational videos are regularly integrated into their learning experiences and serve as a frequently used instructional resource that can support children's engagement, understanding, and acquisition of knowledge.

Table 3. The extent of educational video utilization among early childhood learners in terms of frequency of duration of exposure.

Frequency of Duration	f	%
Less than 30 minutes	16	30.8
30 minutes – 1 hour	3	5.8
1- 2 hours	8	15.4
More than 3 hours	25	48.00
Total	52	100

Table 3 shows that the highest frequency was recorded in the More than 3 hours category, with 25 respondents or 48.0%. This means that nearly half of the early childhood learners are exposed to educational videos for more than three hours. This implies that educational videos play a significant role in children's daily exposure to digital learning materials. However, prolonged exposure to educational videos highlights the need for proper parental and teacher supervision to ensure that screen time is balanced with other essential activities, such as physical play, social interaction, and hands-on learning experiences.

Table 4. The extent of educational video utilization among early childhood learners in terms of content of educational videos

Content of Educational Videos	f	%
Alphabet/numbers	36	69.23
Stories	6	11.54
Songs/ Rhymes	10	19.23
Total	52	100

Table 4 shows that the Alphabet/Numbers category had the highest frequency, with 36 respondents (69.23%). This means that the majority of early childhood learners are exposed to educational videos focusing on alphabet recognition and number learning. This implies that educational videos are primarily utilized to develop children's foundational literacy and numeracy skills, particularly in recognizing letters, identifying numbers, and developing early learning competencies.

Table 5. The extent of educational video utilization among early childhood learners in terms of content and adult supervision

Content and Adult Supervision	f	%
Parents	22	42.3
Guardians	4	7.7
Older Siblings	7	13.5
None	19	36.5
Total	52	100

Table 5 shows that the highest frequency was recorded in the Parents category, with 22 respondents or 42.3%. This means that parents are the primary individuals who supervise early childhood learners when watching educational videos. This implies that parents play an important role in guiding children's exposure to digital learning materials by monitoring the content they access, ensuring that the videos are age-appropriate, educational, and supportive of their learning and development.

Table 6. The level of early childhood development of the learners in terms of Cognitive development.

Statements	Mean	Interpretation
My child can…		
1. Recognize letters and numbers.	3.33	Moderate
2. Solve simple problems (e.g., puzzles and matching activities).	2.69	Moderate
3. Demonstrate curiosity by asking questions.	3.56	High
Over-all mean	**3.19**	**Moderate**

Table 6 shows the overall mean of 3.19 interpreted as Moderate, indicates that the learners demonstrate a moderate level of cognitive development. This means that the learners are developing their cognitive abilities, particularly in recognizing letters and numbers, solving simple problems, and demonstrating curiosity by asking questions. This implies that learners have emerging cognitive abilities but still require appropriate learning experiences and instructional support to strengthen their problem-solving skills, letter and number recognition, and critical thinking.

Table 7. The level of early childhood development of the learners in terms of Language and communication.

Statements	Mean	Interpretation
My child can…		
1.Express needs and ideas clearly.	3.21	Moderate
2.Retell simple stories or events.	2.96	Moderate
3.Use age-appropriate vocabulary.	3.25	Moderate
Over-all mean	**3.14**	**Moderate**

Table 7 shows that the overall mean of 3.14 interpreted as Moderate, indicates that the learners demonstrate a developing level of language and communication skills, particularly in expressing their needs and ideas, retelling simple stories or events, and using age-appropriate vocabulary. This means that learners have acquired basic communication skills but still experience difficulties in expressing their thoughts clearly, narrating events, and using appropriate words in everyday conversations. This implies that learners need more opportunities to practice verbal communication and improve their ability to organize and express their ideas. Furthermore, parents and early childhood educators can encourage language development through storytelling, reading aloud, interactive conversations, role-playing, and vocabulary-building activities. These learning experiences can help learners become more confident in expressing themselves and develop communication skills essential for their future learning.

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Table 8. The level of early childhood development of the learners in terms of Socio-emotional development

Statements	Mean	Interpretation
My child can…		
1.Play and interact well with other children.	4.02	High
2.Show empathy toward others (e.g., expressing concern when others are sad).	3.46	High
3.Manage emotions (e.g., anger and frustration).	2.75	Low
Over-all mean	**3.41**	**High**

Table 8 shows that the overall mean of 3.41, interpreted as High, indicates that the learners demonstrate a high level of socio-emotional development, particularly in playing and interacting with other children, showing empathy, and managing their emotions. This means learners can build positive relationships with peers and show concern for others' feelings, although their ability to regulate emotions, particularly anger and frustration, still needs improvement. This implies that while learners demonstrate positive social interactions and empathy, they still need guidance in recognizing, expressing, and regulating their emotions. Furthermore, parents and early childhood educators can provide supportive learning environments through cooperative games, group activities, role-playing, and guided emotional expression to help learners develop self-control, empathy, and healthy relationships with others.

Table 9. The significant relationship between the extent of educational video utilization and the level of early childhood development.

Variable 1	Variable 2	p-value	r-value	Decision	Interpretation
The level of educational video utilization	The Level of early childhood development	.257	.337	Accepted	Not Significant

Table 9 revealed that the level of educational video utilization has no significant relationship with the level of early childhood development, as indicated by the p-value of .257, which is greater than the 0.05 level of significance. Therefore, the null hypothesis is not rejected. This means that the extent of educational video utilization is not significantly associated with learners' cognitive, language and communication, and socio-emotional development. This implies that children's developmental progress may also depend on other factors, such as parental involvement, caregiver interaction, and learning experiences. Furthermore, educational videos should be complemented with interactive activities, guided play, storytelling, and social interaction to support the holistic development of young learners.

CONCLUSION

The study concludes that educational videos are regularly used by early childhood learners, primarily for alphabet and number learning, with parents serving as the main supervisors. Learners demonstrate moderate cognitive and language development and high socio-emotional development. However, no significant relationship was found between educational video utilization and early childhood development. Thus, parents and educators are encouraged to monitor screen time and complement video exposure with guided play, storytelling, interactive activities, and social interaction. Future researchers may explore other factors, such as parental involvement and the home learning environment, that may be associated with children's development.