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Driving Transformative Impact Across Disciplines

Manuscript Title:	Utilization of Flipped Videos in Teaching Araling Panlipunan and Test Scores among Grade 7 Students
Type of Article:	Original Article

FIRST ROUND

Editor

General Comments and Recommendations
The reviewers find the manuscript relevant but recommend several revisions to further strengthen its clarity, organization, and overall scholarly quality. The authors are encouraged to carefully consider and address all the reviewers' comments in preparing the revised version of the manuscript.

Reviewer 1

General Comments and Recommendations
This paper is quite interesting and has real value for Philippine teachers, especially those handling Araling Panlipunan in public high schools. The idea of using flipped videos to improve test scores is timely and the crossover design is a clever way to give every student the chance to benefit. I like how the findings point to better engagement and even equity across different family backgrounds. With some careful improvements on the big parts, this can become a stronger contribution that DepEd might actually use.

Specific Comments and Recommendations
One major concern is the crossover design itself. Since students learn the same subject area, there might be carryover effects from the first cycle to the second, like students remembering ideas even when they switch roles. The paper does not explain clearly if the two cycles cover completely different topics or units, or how you checked for period or sequence effects.
Another key point is the achievement test and how scores are compared. The pre- and posttest means are shown, and you report nice percentage increases, but it is not stated if the same test or parallel forms were used across cycles. If it is the exact same questions, students might just remember answers from the first time, which can inflate the second cycle results. Also, the test score range is not mentioned out of how many items, so readers cannot judge how low the starting means really are.
The biggest issue for me is the claim that flipped videos act as a socio-economic equalizer. Table 7 shows no significant difference in the treatment group by sex, household size, or income, which is good, but the ANOVA is only on the treatment posttests. To really prove it neutralizes barriers, you also need to show that the control group did have differences by those

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same variables. Without that comparison or an interaction test, the equalizer effect feels a bit overstated.
Finally, the statistical approach is simple t-tests per cycle, which works, but for a true crossover many reviewers expect a mixed-model or repeated-measures ANOVA that looks at overall treatment effect while controlling for period.

Please indicate your recommendation by checking the appropriate box below.

	Decision
	Accept the manuscript for publication.
/	Reconsider the manuscript after the authors have satisfactorily addressed and complied with the reviewers' comments and recommendations.
	Reject the manuscript, as it is not suitable for publication.

Reviewer 2

General Comments and Recommendations
Thank you for the opportunity to review this manuscript. The study presents a highly relevant and commendable endeavor, especially in the context of Philippine public education where large class sizes and dense curricula often challenge the teaching of Araling Panlipunan. The attempt to implement a quasi-experimental crossover design to evaluate the efficacy of flipped videos in DepEd-Camiguin shows a strong commitment to finding evidence-based pedagogical solutions.

Specific Comments and Recommendations
The manuscript states that a quasi-experimental crossover design was used, where both intact sections served as control and treatment groups at different intervals. However, the statistical treatment section mentions the use of an independent samples t-test to compare achievement gaps, and Table 5 presents a pairwise comparison between "Lemon (Treatment) vs Grapes (Control)" with 70 df. Using an independent samples t-test defeats the primary statistical advantage of a crossover design. Since the same students experienced both the control and treatment phases, analyzing the data via paired t-tests or a repeated-measures/mixed ANOVA is highly suggested to properly account for within-subject variance.
The paper strongly asserts that flipped videos neutralize traditional learning barriers and act as a socio-economic equalizer. This conclusion is derived from the One-Way ANOVA results showing no significant difference in posttest scores when grouped by sex, household size, and income. In statistics, failing to reject the null hypothesis ($p > 0.05$) does not definitively prove that the intervention completely equalized the groups. Furthermore, looking at the demographic profile in Table 3, the sub-sample sizes are quite small and imbalanced (only 4 students in the Lower Middle-income bracket), which severely limits the statistical power of the ANOVA to detect actual differences. Please soften this claim. Instead of saying it neutralized barriers, it would be more scientifically accurate to state that the intervention was beneficial across the represented demographic groups, acknowledging the limitations of the sample size.

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Table 4 presents the mean pretest and posttest scores. However, the manuscript does not state the total number of items in the Standardized Multiple-Choice Achievement Test. Without knowing the perfect score, the reader cannot gauge the actual performance level of the students. Please indicate the total number of items in the test in the "Research Instrument" section. Additionally, the standard deviations appear quite large relative to the means (e.g., M=4.08, SD=2.23). It would be helpful to briefly discuss this high variance in the results section.
There is a discrepancy in the labeling of the tables within the text. The narrative introduces the ANOVA results by stating "Table 6 displays the one-way analysis of variance..." , but the actual table containing this data is labeled as Table 7. Please review the sequential numbering of all tables in the manuscript to ensure they match their corresponding text citations.

Please indicate your recommendation by checking the appropriate box below.

Decision	
	Accept the manuscript for publication.
/	Reconsider the manuscript after the authors have satisfactorily addressed and complied with the reviewers' comments and recommendations.
	Reject the manuscript, as it is not suitable for publication.

SECOND ROUND

Decision	**Editor**	**Reviewer 1**	**Reviewer 2**
Accept the manuscript for publication.	/	/	/
Reconsider the manuscript after the authors have satisfactorily addressed and complied with the reviewers' comments and recommendations.			
Reject the manuscript, as it is not suitable for publication.			