Development and Validation of Instructional Videos on Philippine Folk Dance Basic Terms and Students' Performance in Physical Education

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ABSTRACT

The adage, "We cannot give what we don't have" (Brené Brown), reflects a principle applicable not only to personal life but also to teaching. In General Santos City, anecdotal evidence suggests similar challenges. Physical Education teachers may struggle to demonstrate intricate folk dance steps, thereby hindering students' proper learning. One feedback item from Learning Action Cell (LAC) Sessions indicated that some teachers lack confidence in demonstrating the steps in their classes because they are not Physical Education major graduates. This study aimed to develop and validate instructional videos on Philippine folk dance basic terms and to investigate their impact on students' performance in Physical Education, specifically focusing on cognitive understanding and psychomotor skills. The need for accessible and reliable teaching resources for Philippine folk dance, particularly for teachers with diverse backgrounds, motivated this research. Literature-based instructional videos were developed and validated. The study then compared the performance of students using the instructional videos with those receiving traditional instruction, which emphasized direct feedback and physical practice. Assessments included measures of cognitive knowledge and psychomotor skill development. The developed videos demonstrated high validity and usability, effectively enhancing students' cognitive knowledge of the cultural and contextual aspects of the dances. However, a significant discrepancy emerged between cognitive learning and psychomotor performance. Students exposed to traditional instruction exhibited superior psychomotor skill development compared to those using the videos. This finding highlights a potential 'knowing-doing' gap, where cognitive understanding does not necessarily translate to improved physical execution. The study concludes that while instructional videos are valuable for delivering cognitive content and enhancing cultural appreciation, traditional teaching methods remain crucial for psychomotor skill development in folk dance. A hybrid approach, integrating the cognitive benefits of multimedia with the practical advantages of direct instruction, is recommended. Future research should explore strategies to bridge the 'knowing-doing' gap, refine video psychomotor components, and examine the long-term effectiveness of blended teaching methods in physical education. The development of standardized, validated resources for teaching Philippine folk dance is essential to support teachers in providing consistent and effective instruction.

INTRODUCTION

Background of the Study

The rhythmic stomp of feet, the vibrant sway of skirts, the echoing melodies of traditional instruments – Philippine folk dances are living narratives, breathing stories of our ancestors. They are more than mere steps; they are the heartbeats of our culture, pulsing with history and identity. Yet, in the face of modern distractions, the challenge of preserving and transmitting this vital heritage looms large. Philippine folk dances are vibrant tapestries woven from our nation's history, traditions, and cultural essence. They depict everyday life, community celebrations, and the rich tapestry of ethnicities. These dances are more than entertainment; they serve as expressions that unify communities and embody our cultural identity. However, effectively transmitting this heritage faces hurdles in today's educational system.

Globally, the preservation of traditional dance forms faces significant hurdles. The pervasive influence of Western pop culture has led to a decline in interest and appreciation for indigenous arts (Ang, 2014). This trend

is not unique to the Philippines. For instance, in many countries, educational systems struggle to integrate traditional dance into curricula, often due to a lack of qualified instructors and resources (Smith & Jones, 2019). Furthermore, the rapid dissemination of digital content, while offering potential benefits, can also contribute to the homogenization of cultural expressions, diminishing the unique characteristics of local dances (Garcia et al., 2021). The challenge, therefore, lies in finding innovative ways to bridge the gap between tradition and modernity.

Within the Philippines, the challenges of maintaining and teaching folk dances are compounded by national-level issues. Macascas et al. (2017) highlighted the critical shortage of PE teachers with specialized training in folk dances, leading to inconsistent instruction. Dacanay et al. (2022) further pointed to the problem of job mismatch, where teachers without proper qualifications are assigned to PE classes, hindering effective teaching. Additionally, Llagas et al. (2016) noted the scarcity of high-quality, culturally relevant instructional materials in public schools, leaving teachers and students with limited resources. While the National Philippine Folk Dance Society, under the National Commission for Culture and the Arts, offers workshops, the reach of these programs may not adequately address the nationwide need.

Locally, in General Santos City, anecdotal evidence suggests similar challenges. Physical Education teachers may struggle to demonstrate intricate folk dance steps, hindering students' proper learning. One of the feedback items noted by the researcher during their Learning Action Cell (LAC Sessions) in teaching this subject matter is that some teachers are not confident in demonstrating the steps in their classes since they are not PE major graduates. This lack of confidence, in turn, could lead to a decline in students' appreciation for their cultural heritage. Unfortunately, it is apparent that with the move of the K-12 curriculum, public schools in the Philippines have limited instructional materials that will meet the growing diverse learning needs of the millennials (Llagas et al., 2016). Also, many videos are uploaded online but lack reliability in content, which can hamper the transmission of factual information, especially about Philippine Folk dances.

Also, this study stems from the researcher's observations within the Division of General Santos City. During teacher hiring processes in the Department of Education, job mismatches occur, where teachers are assigned subjects unrelated to their degrees specifically those who are assigned to teach Physical Education are Math, Science, English, Filipino majors. Additionally, overlapping activities within the system, particularly coaching responsibilities at the Division, Regional, and National levels, result in students being left with unsupervised seatwork based solely on their modules.

This study is significant because it explores the potential of instructional videos on Philippine Folk dance basic terms which will be based upon the literature of Francisca Reyes Aquino (National Artist for Dance) to address the gaps in Philippine Physical Education, particularly in General Santos City. By utilizing these videos, Physical Education teachers, regardless of their prior folk dance experience, can gain valuable knowledge and effectively demonstrate dance steps to students. This approach has the potential to revitalize folk dance education, fostering cultural awareness and appreciation among the younger generation.

Theoretical Framework

This study draws upon two primary theoretical frameworks: Mayer's (2014) Cognitive Theory of Multimedia Learning (CTML) and Arshavskiy's (2018) cognitive abilities framework. CTML provides a foundation for understanding how multimedia resources, such as literature-based instructional videos, can optimize learning. Arshavskiy's cognitive abilities framework complements CTML by offering insights into the cognitive processes involved in absorbing and applying new concepts.

Mayer's (2014) CTML posits that learning is most effective when information is presented through multiple channels, such as visual and auditory, rather than a single channel. In the context of this study, literature-based instructional videos serve as multimedia resources that combine narration (auditory) and dance demonstrations (visual) to explain Philippine folk dances. CTML emphasizes three key principles for effective multimedia instruction: (1) selecting appropriate words and images, ensuring clarity and conciseness; (2) coherently organizing verbal and visual information to create a logical learning progression; and (3) integrating new information with prior knowledge through contextualization, such as providing historical or cultural background.

These principles guide the design and implementation of the instructional videos in this study, aiming to enhance students' understanding and performance of Philippine folk dances.

Arshavskiy's (2018) cognitive abilities framework provides a lens through which to examine the cognitive processes involved in learning from the instructional videos. This framework highlights the importance of cognitive abilities such as attention, working memory, and long-term memory in the acquisition and application of new knowledge. In the context of this study, the instructional videos are designed to engage these cognitive abilities by presenting information in a clear, organized, and engaging manner. For example, the synchronization of narration and visuals helps to capture students' attention, while the logical progression of dance steps supports working memory and the integration of cultural context facilitates long-term memory encoding. This framework helps to explain how the human brain processes and internalizes the concepts presented in the instructional videos.

The interplay between Mayer's CTML and Arshavskiy's cognitive abilities framework provides a comprehensive understanding of the learning process in this study. CTML offers practical guidelines for designing effective multimedia instruction, while Arshavskiy's framework elucidates the cognitive mechanisms through which students learn from these resources. By integrating these two frameworks, this study aims to optimize the use of literature-based instructional videos for teaching Philippine folk dances. CTML guides the creation of the videos, ensuring they are designed in a way that maximizes cognitive processing. Arshavskiy's framework then helps to understand how students utilize their cognitive abilities to engage with and learn from the videos. Contextually, this integrated approach addresses the specific challenges of teaching Philippine folk dances in the modern educational setting, where diverse learning needs and technological advancements necessitate innovative instructional strategies.

Conceptual Framework

Figure 1 presents the schematic diagram of the study. This figure illustrates that the performance of the students in physical education is affected by the instructional video material on Philippine folk dance that the teacher uses.

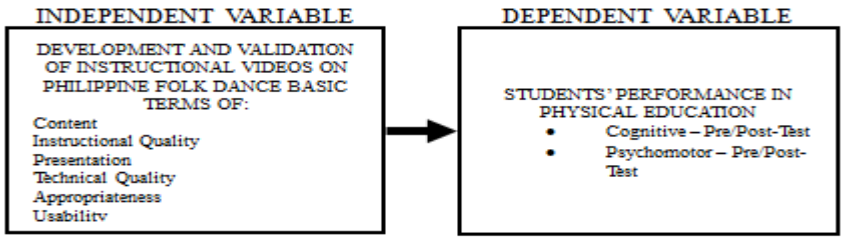

Figure 1. Conceptual Framework of the Study

Statement of the Problem

The study aimed to determine the impact of literature-based instructional videos of Philippine Folk dance on the student's performance. Specifically, it answered the following questions:

1. What is the level of validity and acceptability of the Literature-based videos of Philippine Folk dance as instructional material in Physical Education in terms of:

1.1 Content;

1.2. Instructional Quality;

1.3. Presentation;

1.4. Technical Quality;

1.5. Appropriateness; and

1.6. Usability?

2. What is the level of students' performance in the pre-test and post-test of the control and experimental groups in terms of:

2.1 Cognitive Performance, and

2.2 Psychomotor Performance?

3. Is there a significant difference in the post-test scores between the control and the experimental groups as controlled by the pre-test scores in terms of:

3.1 Cognitive Performance?

4. Is there a significant difference in the post-test scores between the control and the experimental groups as controlled by the pre-test scores –

4.1 Psychomotor Performance?

Hypotheses

The following are the hypotheses of the study:

Ha^1: There is a significant difference in the pre-test between the control group and experimental group in terms of Cognitive Performance and Psychomotor Performance.

Ha^2: There is a significant difference in the post-test between the control group and experimental group in terms of Cognitive Performance and Psychomotor Performance.

Ha^3: There is a significant difference in the mean gain between the control group and experimental group in terms of Cognitive Performance and Psychomotor Performance.

Significance of the Study

This study focuses on the literature-based instructional videos of Philippine folk dance and students' performance in physical education. The study is very significant to the following benefactors:

For the Students. This study helps students enhance their understanding and appreciation of Philippine folk dance through engaging, literature-based instructional videos. It aims to improve their performance in Physical Education by providing accessible and structured learning materials.

For the Physical Education Teachers. The study provides educators with validated instructional videos that can serve as effective teaching tools. These resources can help standardize instruction, making folk dance lessons more engaging and easier to teach.

For the Curriculum Developers. The findings can contribute to the enhancement of Physical Education curicula by integrating multimedia instructional materials, ensuring that folk dance is taught effectively and consistently.

For the School Administrators. The study supports schools in promoting cultural heritage by providing innovative teaching tools that improve student learning outcomes in Physical Education.

For the Future Researchers. They can use this study as a reference for developing instructional materials in other subjects, particularly in integrating multimedia into traditional learning methods.

For the Cultural Preservation Advocates. The study helps in preserving and promoting Philippine folk dance by making learning materials more accessible.

For the Stakeholders. The study would be an eye opener for them to support more movement in developing instructional videos in the different learning areas.

And for the National Philippine Folk Dance Society. The study would help the organization's mission and vision to preserve the authenticity of the Philippine folk dance steps through time.

Scope and Delimitation of the Study

This study employed a quasi-experimental research design to investigate the effectiveness of the instructional videos in teaching Philippine folk dances to Grade 7 students. The study focused on assessing student performance in terms of accuracy of steps, rhythm and timing, and overall execution of selected basic steps. The subjects of this research were Grade 7 students enrolled in MAPEH (Music, Arts, Physical Education, Health) at General Santos City National High School during the school year 2024-2025. Data collection was conducted in February 2025.

The scope of this research is delimited to Grade 7 students at General Santos City National High School. This school was chosen due to its large student population (approximately 1,652 Grade 7 mainstream students out of a total school population of nearly 13,000), providing a reasonably generalized sample within the city. The quasi-experimental design involved comparing the performance of a group using literature-based instructional videos to a control group receiving traditional instruction. However, the findings of this study may not be directly applicable to other grade levels or schools with different demographics or Physical Education curricula.

Furthermore, the study solely examined the impact of instructional videos on student performance, excluding other potentially influential factors such as teacher instruction style, class size, or prior dance experience. The selection of Philippine folk dance basic steps was based on their cultural significance and complexity, deeming them suitable for Grade 7 students within the city's curriculum.

Operational Definition of Terms

For a better understanding of the content of this study, the following are operationally defined:

1. Acceptability refers to the extent to which something is considered acceptable or suitable.
2. Cognitive relating to, being, or involving conscious intellectual activity (such as thinking, reasoning, or remembering)
3. Content refers to information made available by a website or other electronic medium, the material dealt with in a speech, literary work, etc., as distinct from its form or style
4. Instructional Aspect is purposeful interaction to increase a learner's knowledge or skills in a specific, pre-determined fashion.
5. Instructional Video any video that demonstrates a process, transfers

   knowledge, explains a concept, or shows someone how to do something.
6. Literature consists of books and writings published on a particular subject like Philippine folk dance, especially those considered to have superior or lasting artistic merit (ex. Sayaw by Francisca Reyes Aquino).
7. Performance in Physical Education refers to the grade of each respondent.
8. Philippine Folk dance mirrors the culture and tradition of the Filipinos in the form of a dance. It has also been a source of cultural identity for the people.

9. Posttest is a test given at the end of the experiment to the control and experimental groups, similar to the pretest.
10. Pretest is a test given to the learner-respondents before the start of the experimentation.
11. Psychomotor relating to motor action directly proceeding from mental activity
12. Relevance the concept of one topic being connected to another topic in a way that makes it useful
13. Technical Aspect pertaining to the useful or mechanic arts, or any academic, legal, science, engineering, business, or the like terminology with specific meaning or (frequently, as a degree of distinction) shades of meaning; especially appropriate to any art, science or engineering field, or business

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter reviews related literature and studies that have a close bearing on the present investigation.

Instructional Materials/Videos

Instructional videos are multimedia resources that integrate textual content with visual and auditory elements to facilitate learning. These videos aim to enhance understanding and engagement by presenting information through multiple channels.

Teacher Vision (2024) mentions that a textbook is a collection of a selected topic or course's knowledge, concepts, and principles. It is usually written by one or more teachers, college professors, or education experts who are authorities in a specific field. Most textbooks are accompanied by teacher guides, providing supplemental teaching materials, ideas, and activities throughout the academic year. Moreover, the advantages of textbooks are the following: (1) Structured information, (2) Standardized Knowledge, (3) Resources for Homework and Revision, (4) Teaching Aid, and (5) Reliability. However, according to Alber (2019), educators strive to incorporate more active learning strategies rather than simply lecturing students. New teachers often face challenges in making their curriculum more engaging. Research shows that students learn best by encountering information through multiple channels, including reading, visual aids, listening to explanations, and engaging in hands-on activities. This is particularly true for students acquiring new languages.

Traditional lecture methods can be ineffective, as students may struggle to stay engaged and retain information. It can lead to decreased motivation, with students chatting with classmates, daydreaming, or becoming disengaged. Textbooks as the sole learning resource can also lead to boredom and difficulty understanding the material (Alber, 2019). Therefore, alternative approaches are needed to enhance student motivation. One promising alternative is leveraging technology as a teaching tool (Puspitarini & Hanif, 2019).

The rise of mobile devices and widespread internet access has transformed learning, making it possible to access educational resources beyond the limitations of time and space (Puspitarini & Hanif, 2019). Lin et al. (2017) emphasize the importance of designing engaging digital learning activities and strategically integrating technology tools into the curriculum. The goal is to leverage the advantages of digital learning to develop effective teaching strategies that complement current educational trends. However, according to Sullivan (2022), mobile learning, like eLearning, relies entirely on technology. Creators must consider operating system compatibility and optimization for mobile devices or risk creating awkward and hard-to-use courses. Reliance on tech can also exclude skills that rely on practical experience. For example, artists and mechanics may struggle with learning real-world skills without personal feedback and in-person instruction.

Alciso et al. (2022) highlight the diverse range of instructional materials available for teacher education programs, including modules, videos, eBooks, PDFs, slides, computers, textbooks, mobile phones, handouts, software applications, multimedia resources, study guides, journals, televisions, films, tablets, and pamphlets. They also propose that administrators can promote the development of high-quality instructional materials by providing training workshops and incentives for instructors (Alciso et al., 2022).

Content

Instructional videos should present accurate and culturally relevant content. Teacher Vision (2024) highlights the importance of well-structured information, similar to that found in textbooks, but adapted for a visual medium. The content should align with learning objectives and provide a clear understanding of Philippine folk dance fundamentals.

According to Brame (2017), videos should be brief, targeted on learning goals, and use audio and visual elements to convey appropriate parts of an explanation, thus ensuring that the content is easily digested by the learners.

Instructional Quality

Effective instructional videos should employ pedagogical strategies that promote active learning. Alber (2019) notes that students learn best through multiple channels, including visual aids and explanations. Puspitarini & Hanif (2019) emphasize the use of technology to create engaging learning experiences.

Llupar et al. (2022) indicated that well-developed e-learning videos can be a valuable tool for teaching dance.

Presentation

The presentation of instructional videos should be clear, organized, and engaging. Brame (2017) suggests using a conversational and enthusiastic style to enhance engagement. Lin et al. (2017) stresses the importance of designing engaging digital learning activities.

Technical Quality

High technical quality is essential for effective instructional videos. Velasco (2024) found that students reported satisfaction with the video and audio quality of online learning platforms. Sullivan (2022) warns that poor technical quality can hinder usability.

Story Tagger (2020) highlights the time-consuming nature of high-quality video production.

Appropriateness

Instructional videos should be appropriate for the target audience, considering their age, learning styles, and cultural background. Alciso et al. (2022) highlight the diverse range of instructional materials available, emphasizing the need for tailored resources. Annaliza (2021) highlights the importance of qualified MAPEH teachers for effective instruction.

Usability

The usability of instructional videos refers to their ease of use and accessibility. Sullivan (2022) notes that mobile learning relies on technology, and creators must consider operating system compatibility. Llupar et al. (2022) indicate that students find e-learning videos useful and relevant.

Student Performance in Philippine Folk Dance

Student performance in Philippine folk dance encompasses the ability to accurately execute dance steps, maintain rhythm and timing, and demonstrate overall proficiency in the dance.

Accuracy of Steps

Accurate execution of dance steps is crucial for preserving the integrity of Philippine folk dances. Asael (2023) emphasizes the importance of these dances in representing Filipino culture and traditions.

Rhythm and Timing

Maintaining rhythm and timing is essential for synchronized dance movements. Stocker & Deogracias (2021) highlight that folk dance is a channel for emotions and fosters a sense of community through shared rhythmic experiences.

Overall Execution

Overall execution involves the integration of steps, rhythm, and timing, along with appropriate expression and cultural understanding. Reyes (2020) indicates that students often have limited experience with Philippine folk dance, which can impact their overall performance. Lobo (2023) argues that higher education has a role in preparing future educators to be guardians of the Philippines' intangible cultural heritage. Rosima (2023) highlights the need for diverse teaching methods to cater to various learning styles.

Philippine Folk dance

Philippine folk dance is a vibrant art form with a long history, representing the culture and traditions of the Philippines (Asael, 2023). These dances incorporate various movements expressing emotions, from love and joy to sorrow. Graceful twisting motions of the arms and body complement the intricate steps. Often, dancers wear brightly colored skirts adorned with intricate beadwork, adding to the visual spectacle. People of all ages participate in these dances, keeping traditions alive and celebrating their heritage through deeply rooted rituals and stories.

Beyond entertainment, Philippine folk dance is a powerful tool for cultural preservation, as noted by Asael (2023). Passed down through generations, these dances embody the values and identity of the nation. By learning and performing various styles, including regional variations, people gain a deeper understanding of the rich tapestry of Filipino society. Stocker & Deogracias (2021) point out that folk dance is a channel for emotions and fosters a sense of community. The shared experience of expressing joy or sorrow through movement creates a bond between participants. These dances are often intertwined with traditional celebrations like fiestas and weddings, allowing people to honor ancestral rituals that hold recreational and spiritual significance.

However, preserving cultural heritage presents a challenge in today's globalized world, as Poralan et al. (2014) discuss. Cultural awareness, which involves understanding and appreciating different values, beliefs, and customs, is crucial. As Poralan et al. (2014) highlights, educators play a key role. They can foster this awareness by encouraging students to explore Philippine folk dance while ensuring traditions are preserved.

Ultimately, Philippine folk dance is more than just steps. It is a vibrant expression of Filipino culture, passed down through generations to keep traditions and stories alive. It fosters a sense of community and celebrates the rich heritage of the Philippines.

Teaching Philippine Folk dance

Studies by Reyes (2020) indicate that students often have limited experience with Philippine folk dance and may lack enthusiasm for it. This lack of experience can significantly impact their interest. Lobo (2023) argues that a key objective of higher education is to prepare future educators to become guardians of the Philippines' intangible cultural heritage, including folk dances. It necessitates assessing students' interest in traditional dances and overall school engagement. By fostering these aspects, future educators can effectively transmit knowledge and contribute to strengthening the nation's identity.

As Rosima (2023) highlights, MAPEH (Music, Arts, Physical Education, Health) teachers face the challenge of catering to diverse learning styles in the 21st century. To address this, they implement various teaching methods and techniques. The K-12 MAPEH curriculum for junior high school emphasizes integrating real-life situations into classroom learning, aiming to cultivate lifelong learners. Considering these points, the following recommendations aim to address the concerns of secondary physical education teachers, particularly in teaching folk dance. First, to improve folk dance instruction in secondary PE, consider offering comprehensive seminars

and workshops for teachers to solidify their foundational folk dance skills. Also, it inspires teachers to develop a passion for teaching folk dancing. Prioritize assigning PE specialists to handle folk dance units. If unavailable, select teachers with demonstrated interest in the subject. Equip new PE teachers with the fundamentals of dance through seminars, workshops, and dance clinics.

Moreover, expand professional development opportunities for administrators and department heads to include physical education activities. It will enhance their supervision of folk dance instruction. Lastly, Advocate for increased dedicated time for Physical Education classes, ensuring they are not used for unrelated activities.

In addition, studies by Llupar et al. (2022) indicate that well-developed e-learning videos can be a valuable tool for teaching dance. Students find these videos acceptable, useful, and relevant. This approach offers physical education instructors, folk dance trainers, and choreographers' opportunities to focus on developing their skills while providing students with pre-recorded learning materials. Students can then learn at their own pace without requiring constant physical presence from the instructor. However, developing an e-learning video involves film crews, actors, and editors – to name a few–making video materials an expensive option. Also, creating high-quality demonstrations and how-to videos can be time-consuming and resource-intensive, as highlighted by Story Tagger (2020).

Velasco's (2024) research supports the effectiveness of online learning for Philippine folk dance. Students reported satisfaction with the video and audio quality, ease of use, and overall technological efficiency of the online platform. This approach allowed them to effectively grasp the required learning competencies, including the dance's nature, background, and proper execution of skills. While students showed mastery of the sequence of steps, beat, and style, there's still room for improvement in attitude towards the dance form. Annaliza (2021) highlights the diverse teaching strategies employed by educators for songs and dances. Students generally favored technology-aided approaches, while the Kodaly method received less preference. The study also emphasizes the importance of qualified MAPEH teachers for effective instruction. The recommendation is for education officials to provide more targeted seminar workshops and training programs to enhance MAPEH teachers' knowledge and skills in teaching songs and dances. Engaging students in enjoyable and meaningful activities, particularly in folk songs and dances, is key. Additionally, incorporating technology into teaching can help students retain information and develop a love for these cultural art forms.

Synthesis

The reviewed literature underscores the potential of instructional videos to enhance learning, particularly in the context of Philippine folk dance. Effective instructional videos should prioritize content clarity, pedagogical quality, engaging presentation, technical excellence, audience appropriateness, and usability. Studies consistently highlight the importance of multimedia resources in accommodating diverse learning styles and promoting active engagement.

However, challenges remain, including the need for high-quality video production, the integration of cultural context, and the provision of adequate teacher training. The literature also emphasizes the importance of preserving Philippine folk dance as a vital aspect of cultural heritage, requiring educators to adopt innovative teaching strategies.

This study aims to address the identified gaps by examining the effectiveness of literature-based instructional videos in improving student performance in Philippine folk dance. By focusing on the indicators of content, instructional quality, presentation, technical quality, appropriateness, and usability, this research seeks to provide practical insights for educators and contribute to the preservation of Filipino cultural traditions.

METHODOLOGY

This chapter presents the research design, the study's locale, participants, sampling technique, research instruments, data gathering procedure, and statistical data treatment.

Research Design

This study employs a quantitative research approach, which focuses on collecting and analyzing numerical data to identify patterns and relationships. Quantitative research is characterized by its emphasis on objectivity, measurement, and statistical analysis (Creswell & Creswell, 2018). It aims to test hypotheses and generalize findings to larger populations. In educational research, quantitative methods are often used to evaluate the effectiveness of interventions and measure student outcomes (Johnson & Christensen, 2019). The use of rubrics and survey questionnaires in this study to quantify student performance and instructor evaluations aligns with the principles of quantitative research (Fraenkel et al., 2023).

A true-experimental research design is characterized by the random assignment of participants to experimental and control groups, manipulation of an independent variable, and control over extraneous variables to establish cause-and-effect relationships (Babbie, 2020). This design is considered the gold standard for determining causality in research. Fraenkel et al. (2017) highlight the strength of true-experimental designs in establishing causal relationships. When implemented correctly, it allows researchers to isolate the impact of an intervention on a specific outcome. The work of Shadish, Cook, and Campbell (2002) also emphasize the importance of random assignment for internal validity in true experiments.

This study primarily employs a quasi-experimental research design, which shares similarities with true experiments but lacks full random assignment of participants (Cook & Campbell, 1979). Quasi-experimental designs are often used in educational settings where random assignment is impractical or unethical (Shadish et al., 2002). They allow researchers to compare groups and examine cause-and-effect relationships, albeit with some limitations in controlling extraneous variables. Yildirim and Koç (2016) demonstrate the effectiveness of quasi-experimental designs in examining the quality and impact of educational materials. This design is appropriate for this study, as it allows for the comparison of student performance between a group using literature-based instructional videos and a group receiving traditional instruction, within the practical constraints of a school setting.

In the context of this study, a quasi-experimental design is most suitable due to the nature of the educational setting and the research questions. While a true-experimental design would offer stronger control, it is often challenging to implement full randomization within existing school classes. The quasi-experimental approach allows for a practical and ethical evaluation of the literature-based instructional videos' effectiveness. The study utilizes pre-existing Grade 7 classes, comparing the performance of a group using the instructional videos to a control group receiving traditional instruction. This design allows for the examination of the intervention's impact on student performance in Philippine folk dance, while acknowledging the inherent limitations of non-random assignment. The descriptive-evaluative components, using rubrics and surveys, support the quasi-experimental design by providing detailed quantitative data on the intervention and the impact.

Locale of the study

The study was conducted at General Santos City National High School (GSCNHS), which was strategically chosen as the research locale for several reasons: (1) Large and Diverse Student Population with nearly 13,000 students, 1,652 of which were Grade 7 Mainstream Learners, GSCNHS offers a broad and diverse sample population. It allowed the findings to generalize to other large public high schools within General Santos City. The presence of students from various barangays also ensured a good mix of cultural backgrounds, potentially leading to a wider range of experiences and perspectives on Philippine folk dance. (2) Largest School in the City: GSCNHS's status as the biggest school in the city suggests it has established resources and potentially a larger pool of qualified MAPEH teachers. It can be beneficial for ensuring the quality of PE instruction and the effective implementation of the research protocol. (3) Variety of Curriculums: GSCNHS offers diverse curriculums, including arts and sports, alongside mainstream academics, indicating a potentially more open and progressive learning environment. It was conducive to exploring innovative teaching methods like using literature-based instructional videos.

By conducting the study at GSCNHS, the researcher can leverage the school's large and diverse student body, established resources, and potentially receptive learning environment to gather robust data and effectively evaluate the impact of the instructional videos on student performance in Philippine folk dance.

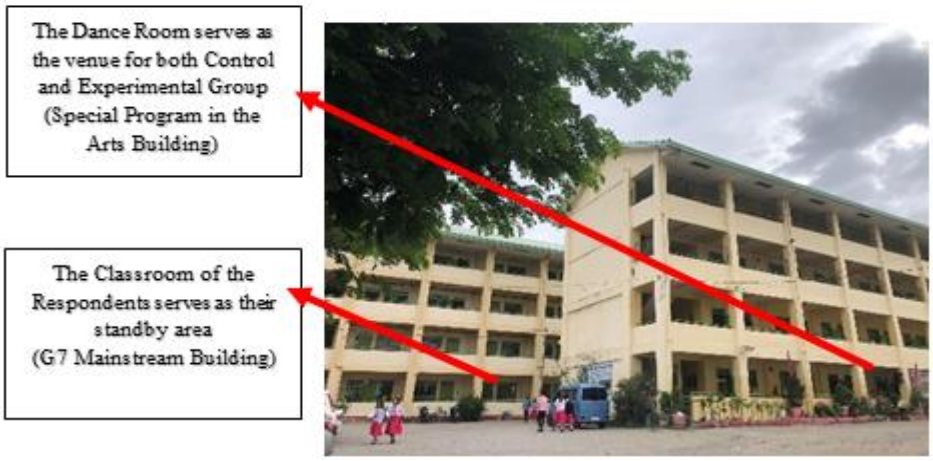

Figure 2. Map of the Locale of the Study

SOURCE: Special Program in the Arts - Media Arts Team

Grade 7 Mainstream Building and Special Program in the Arts Building of the General Santos City National High School (February 2025)

Respondents of the Study

This study employed a purposive sampling technique to select 45 Grade 7 mainstream students from General Santos City National High School during the 2024-2025 academic year. These students were chosen based on their section and pre-test achievement levels, ensuring a heterogeneous representation within the sample. The sample size of 45 is considered adequate for experimental research involving two groups, particularly when considering the need to balance practical constraints with statistical power. According to Julious (2018), for studies with two independent groups, a sample size of 20-30 per group can be sufficient to detect moderate effect sizes, which aligns with the present study's group sizes (n=22 experimental, n=23 control). Furthermore, Field (2018) emphasizes that for educational research, especially when controlling for within-group variance through pre-test matching, smaller sample sizes can still yield meaningful results. The participants were then randomly assigned into two groups: an experimental group (n=22) utilizing the instructional videos, and a control group (n=23) receiving traditional instruction. This near-equal distribution aimed to minimize potential bias and ensure comparable group sizes. Both groups were instructed by the same teacher but in separate classrooms, with a 10-minute interval between sessions to maintain consistency. The control group was scheduled from 9:30 AM to 10:20 AM, and the experimental group from 10:30 AM to 11:20 AM.

Sampling Technique

The researcher used purposive sampling because, according to Bisht (2024), it is a non-randomized sampling technique that selects sampling units based on certain criteria. Purposive research sampling is a non-probability approach in which the researcher chooses a sample (person, cases, or events) based on their assessment that it would fit the study's objectives. As a result, purposive sampling is an intentional and strategic selection procedure that uses samples to explore their specific characteristics. In addition, this method is effective when applied to a small population or group; thus, it is easier to draw conclusions and generalize (Glen, 2021).

Data Gathering Instrument

The researcher followed the guidelines of DepEd's TV-based instructional materials for crafting instructional videos during the recording and editing phase. Validation of all the content was conducted with the following

participant jurors: (a) Videographer, (b) Digital/Visual Artist, (c) Dance Expert, (d) Dancer, and (e) Book Illustrator/Writer/Manager. They used a survey questionnaire adapted from the Office of the Graduate School of Sultan Kudarat State University then evaluated by experts to fit the study. It is a Likert scale with items answered on a five-point scale from strongly agree to strongly disagree. Then, the finalization of all the videos was done. After this, the researcher utilized the videos in physical education classes. The researcher also prepared a set of test questions (50 items), which were scrutinized through pilot testing to determine the best 30 questions for the study. Then, it was used for the pre-test and post-test to measure differences in students' academic performance. It was followed by using the adopted performance rubric from the Department of Education (DepEd Form138-E) to assess the students' performance. The scoring procedure is as follows:

Interpretation of Mean Scores on the Quality of the Instructional Video in Philippine Folk Dance

Numerical Rating	Mean Interval	Description	Interpretation
5	4.21-5.00	Strongly Agree	Meets above 91-100% desired quality standard
4	3.41-4.20	Agree	Meets above 75-90% desired quality standard
3	2.61-3.40	Neutral	Meets above 60-74% desired quality standard
2	1.81-2.60	Disagree	Meets above 35-59% desired quality standard
1	1.00-1.80	Strongly Disagree	Meets above 1-34% desired quality standard

To assess the quality of the instructional video in Philippine Folk Dance, a five-point Likert-type scale was employed, with corresponding numerical ratings and descriptive interpretations (Table 1). This scoring procedure, which translates mean scores into qualitative descriptions (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree), allows for a standardized and readily interpretable evaluation of the video's effectiveness. The use of defined mean intervals and corresponding quality standards facilitates a clear understanding of the video's strengths and weaknesses, enabling targeted improvements. This approach is commonly utilized in educational research to provide a structured framework for evaluating instructional materials and ensuring consistency in assessment (Joshi, A. et al 2015). The specific intervals were chosen to provide a balanced distribution across the quality spectrum, allowing for nuanced differentiation between varying levels of quality.

Interpretation of Mean Scores on the Cognitive Performance of Students

Range	Descriptors	Grading Scale	Remarks
5	Outstanding	90-100	Passed
4	Very Satisfactory	85-89	Passed
3	Satisfactory	80-84	Passed
2	Fairly Satisfactory	75-79	Passed
1	Failed/Unsatisfactory	Below 75	Failed

This criterion used to interpret the mean scores representing the cognitive performance of students. This table provides a clear framework for translating numerical scores into meaningful qualitative descriptors. The five-point scale, ranging from 'Outstanding' to 'Failed/Did not meet expectations,' aligns with a standard grading scale, allowing for a straightforward assessment of student achievement. Each descriptor corresponds to a specific numerical range and a traditional grading scale, facilitating easy comprehension and application. The 'Remarks' column further clarifies the outcome, indicating whether a student 'Passed' or 'Failed' based on their cognitive performance. This structured approach allows for a consistent and objective evaluation of student

learning, providing a basis for identifying areas of strength and areas needing improvement. This type of scale is commonly used in educational evaluations to provide a clear and concise assessment of student performance against established criteria. The most widely used measures of cognitive load are subjective measures based on ratings of perceived mental effort and task difficulty (Sweller, et al., 2019).

Interpretation of Mean Scores on the Psychomotor Performance of Students

MEAN	INTERPRETATION
3.51 - 4.00	*Exceeds Expectations:* Students consistently demonstrate excellent performance across all indicators (knowledge of choreography, musicality, technique, and effort). They exhibit a high level of proficiency, accuracy, and engagement, performing the choreography with minimal to no errors and full understanding of the dance style.
2.51 - 3.50	*Meets Expectations:* Students generally meet the expected performance standards. They show good understanding and skill in the dance, with only a few errors or minor issues in areas such as timing, technique, or effort. They perform the choreography with proficiency and demonstrate adequate knowledge of the dance style.
1.51 - 2.50	*Approaching Expectations:* Students show some understanding and effort, but they have significant errors or deficiencies in several areas. They may struggle with the rhythm, have limited knowledge of the choreography, or show minimal effort. Performance may be inconsistent, and they require improvement in their dance technique and style to fully meet the expectations.
1.00 - 1.50	*Does Not Meet Expectations:* Students fail to meet the required performance standards. They lack basic understanding or knowledge of choreography, musicality, technique, or effort. Their performance is significantly below the expected level, showing numerous errors, lack of coordination, and minimal engagement. They demonstrate little to no effort during the performance.

This was used to measure the psychomotor performance and achievement of the Grade 7 students. The researcher used this rating scale and rubric based on the given indicators interpreted as follows adopted from the DepEd (Form 138-E).

Data Gathering Procedure

Data are facts gathered through methodical scientific techniques. In this study, the stages of the data collection process are described as a researcher's guide to help the researcher collect data.

Upon acquiring permission to conduct the study from the Dean of Sultan Kudarat State University – Graduate School, the researcher sent letters of communication to the Superintendent of the General Santos City Division. The Research Adviser and the Dean of the Graduate School signed the letters. The researcher properly coordinated and facilitated all communication.

While awaiting approval, the researcher began planning, rehearsing, and shooting the instructional videos. The researcher sought permission from the co-demonstrators' parents for their children to appear in the instructional videos. After editing, the researcher then seeks for the validation of the videos through the help of experts.

Research is about collecting data from people and about people. Hence, ethical issues may arise (Creswell, 2009; Langkos. 2014; Protacio, 2019). The researcher submitted a letter of communication to the school head and MAPEH department head of General Santos City National High School to seek approval to conduct the study among the Grade 7 mainstream students. Furthermore, the researcher solicited permission and approval from the respondents through their parents to prove their voluntary participation in the study. Confidentiality was assured as data was coded, substituted by real names, or optional.

Choosing the study respondents with appropriate and various experiences to increase the possibility can help address the question and understanding of the phenomenon (Creswell, 2017; Protacio, 2019). In identifying the participants, it must pass the inclusion criteria. It is recommended that the participants must be Grade 7 mainstream students at General Santos City National High School currently enrolled in School Year 2024-2025.

In conducting the research study, the researcher used an adapted (Form from the Sultan Kudarat State University Graduate School Office and the Department of Education - DepEd Form138-E) survey questionnaire that measures the quality of the instructional video on Philippine Folk dance basic terms and the students' performance.

Finally, the researcher compiled and analyzed the responses received from the respondents.

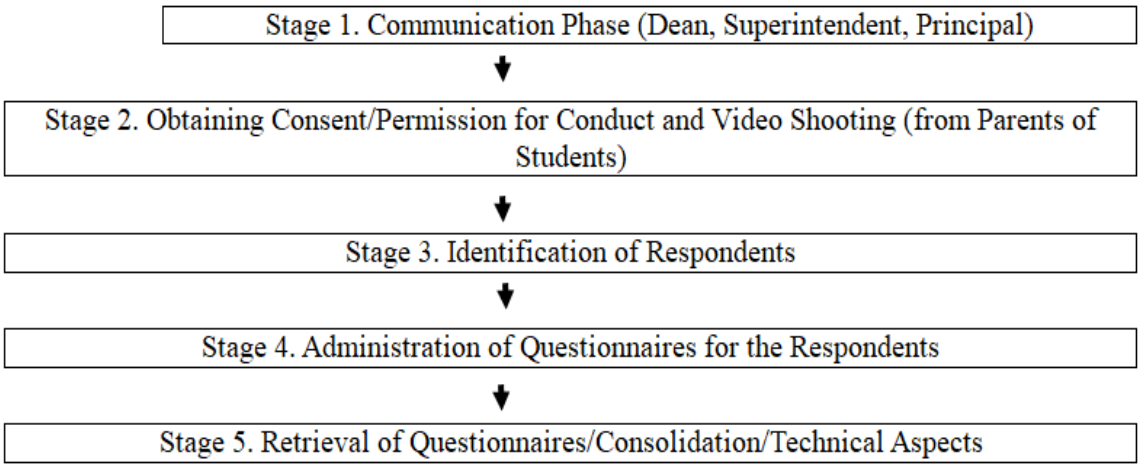

Figure 3. Data Gathering Procedure

Statistical Treatment

The data will be organized, tabulated, then analyzed and interpreted utilizing the following:

Mean and standard deviation will be used to get the level of validity and acceptability of the Instructional Videos on Philippine Folk dance Basic Terms in developing the learners' achievement in terms of content, instructional quality, presentation, technical quality, appropriateness and usability and to get the level of achievement of grade seven (7) learners utilizing the video material in their pretest and posttest.

ANCOVA will be used to solve the significant difference in the dance achievement of the learners in the cognitive and psychomotor in the control and experimental groups as controlled by the pre-test scores.

Ethical Considerations

This study prioritized ethical considerations throughout its implementation. Consent was obtained from the parents of all students co-demonstrators and the videographer prior to their participation in the instructional video shooting. To acknowledge their contribution, food and tokens of appreciation were provided. Similarly, expert evaluators, who assessed the questionnaire and videos, received formal letters of request, along with food and tokens, in recognition of their time and expertise. These measures ensured transparency and respect for all contributors involved in the video production and evaluation phases of the research.

Furthermore, parental consent was secured for all student-respondents before their participation in the study. Following the data collection, food was provided as a gesture of gratitude. This practice aimed to create a positive and respectful research environment, ensuring that all participants felt valued. Additionally, the study adhered to principles of confidentiality and anonymity, safeguarding the privacy of all student-respondents and ensuring that their data was used solely for the purposes of this research. These ethical protocols were implemented to uphold the integrity of the study and to protect the rights and well-being of all individuals involved.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter discusses the analysis and interpretation of the acquired study-related data, particularly on the extent to which a new strategy was implemented.

The Evaluation of the Instructional Videos on Philippine Folk Dance Basic Terms and the achievement of the Grade 7 students.

Table 1. The level of validity of the instructional videos in terms of its Content.

Content	Mean	SD	Description
1. The content comprehensively covers the intended topics and objectives.	4.80	0.45	Strongly Agree
2. The contents are factual, precise, and clearly articulated.	4.80	0.45	Strongly Agree
3. The contents are appropriate to the ability or level of the intended learners.	4.80	0.45	Strongly Agree
4. The contents promote hands-on and performance-based learning activities.	4.80	0.45	Strongly Agree
OVERALL	4.80	0.45	Outstanding

Table 1 presents the validity assessment of the instructional video's content. The overall grand mean for content validity was 4.80, with a standard deviation of 0.45, indicating an "Outstanding" level of agreement. Notably, all individual content indicators received a mean of 4.80, demonstrating a high degree of consistency in the evaluators' assessments. This uniformity suggests that the video's content was consistently perceived as comprehensive, factual, appropriate for the learners, and supportive of hands-on learning activities. The high mean of 4.80 across all content indicators reflects the evaluators' strong agreement that the instructional video effectively addressed the intended learning objectives. This finding aligns with the principles of effective instructional design, which emphasize the importance of clear learning objectives and relevant content (Mayer, 2020). When learning materials are closely aligned with instructional goals, learners are more likely to engage with and benefit from the content. Furthermore, the consistency of the 4.80 mean across all items suggests that the evaluators had a shared understanding of the content's quality and relevance. Effective content delivery is a critical factor in the success of educational videos, as it enhances learner engagement and comprehension (Brame, 2016). When content is presented in a clear, organized, and accessible manner, learners can more easily process and retain the information. The cognitive theory of multimedia learning also supports the importance of well-organized and relevant content in instructional materials (Sweller, Ayres, & Kalyuga, 2019). According to this theory, learners construct mental models by actively selecting, organizing, and integrating information from multimedia presentations. When content is presented in a way that facilitates these cognitive processes, learners are better able to build meaningful connections and enhance their understanding.

Table 1.1 The level of validity of the instructional videos in terms of its instructional quality.

Instructional Quality	Mean	SD	Description
1. The material supports and expands on the existing learning plan (curriculum).	5.00	0.00	Strongly Agree
2. The material allows students to work together and learn from each other.	5.00	0.00	Strongly Agree

3. The material supports self-paced and independent learning.	5.00	0.00	Strongly Agree
4. The instructions are concise and easy to follow for learners.	5.00	0.00	Strongly Agree
5. The material builds on learners' prior knowledge and experiences in basic exercises.	5.00	0.00	Strongly Agree
OVERALL	5.00	0.00	Outstanding

Table 1.1 presents the evaluation of the instructional video's validity in terms of instructional quality. The overall grand mean for instructional quality was 5.00, with a standard deviation of 0.00, indicating an "Outstanding" level of agreement. This perfect score across all indicators signifies that the evaluators unanimously agreed that the instructional video excelled in all aspects of instructional quality. Specifically, the video was perceived as seamlessly supporting and expanding upon the existing curriculum, fostering collaborative learning, promoting self-paced learning, providing clear and concise instructions, and effectively building upon learners' prior knowledge and experiences. The unanimous agreement on the video's instructional quality, reflected in the perfect 5.00 mean, underscores its effectiveness as a teaching tool. This aligns with the principles of constructivist learning theory, which emphasizes the importance of building upon prior knowledge and facilitating active learning experiences (Richardson, 2020). When instructional materials are designed to connect with learners' existing knowledge and promote independent learning, they are more likely to foster meaningful understanding. Moreover, the video's ability to support collaborative learning aligns with social cognitive theory, which highlights the role of social interaction and observation in learning (Bandura, 2018). By enabling students to work together and learn from each other, the video enhances their self-efficacy and promotes a deeper understanding of the subject matter. Furthermore, the alignment of the instructional video with the existing curriculum reflects the application of the ADDIE model of instructional design (Branch, 2019). This model emphasizes the importance of analyzing, designing, developing, implementing, and evaluating instructional materials to ensure their effectiveness. The perfect scores in this table, indicate that the design of the video was extremely effective.

Table 1.2 The level of validity of the instructional videos in terms of its presentation

Presentation	Mean	SD	Description
1. The presentation was logically sequenced to facilitate understanding.	5.00	0.00	Strongly Agree
2. The presenter delivered key points in a clear, engaging, and understandable manner.	5.00	0.00	Strongly Agree
3. The presentation provided comprehensive and detailed coverage of the topic.	5.00	0.00	Strongly Agree
4. The presentation offered practical knowledge or insights relevant to my work or studies.	5.00	0.00	Strongly Agree
5. The presentation effectively conveyed its objectives and what students were expected to learn.	5.00	0.00	Strongly Agree
OVERALL	5.00	0.00	Outstanding

Table 1.2 displays the evaluators' assessment of the instructional video's presentation validity. The overall grand mean for presentation was 5.00, with a standard deviation of 0.00, indicating an "Outstanding" level of agreement. This perfect score across all presentation indicators reflects unanimous agreement among evaluators that the video's presentation was exceptionally effective. Specifically, the presentation was perceived as logically sequenced, delivered clearly and engagingly, providing comprehensive coverage, offering practical insights, and

effectively conveying learning objectives. The consistent 5.00 mean across all items signifies a high degree of perceived quality in the video's presentation. This uniformity suggests that the evaluators found the presentation to be well-structured and easy to follow. Effective sequencing of information is crucial for facilitating understanding, as it allows learners to build mental models and connect new information with existing knowledge (Mayer, 2020). Moreover, the clear and engaging delivery of key points aligns with the principles of effective multimedia learning. When presenters communicate information in a way that is both clear and engaging, learners are more likely to pay attention and process the information effectively (Brame, 2016). The comprehensive coverage and practical insights provided by the presentation also contribute to its effectiveness. By offering relevant and applicable knowledge, the video enhances learners' understanding and promotes the transfer of learning to real-world contexts. Furthermore, the fact that the objectives were effectively conveyed, shows that the video was successful in its goals. The cognitive load theory also supports that when the information is presented in a logical sequence, and clearly, then the cognitive load is reduced, and the learning is enhanced (Sweller, Ayres, & Kalyuga, 2019)

Table 1.3 The level of validity of the instructional videos in terms of its Technical quality

Technical Quality	Mean	SD	Description
1. The instructional video is easy to navigate, making it simple to use.	4.80	0.45	Strongly Agree
2. The video runs very smoothly with minimal interruptions.	4.60	0.55	Strongly Agree
3. The instructional video supports independent use through a user friendly design.	4.8	0.45	Strongly Agree
4. The video resolution enhances clarity and visual quality for users.	4.6	0.55	Strongly Agree
5. The audio quality is clear and helps users understand the information.	4.60	0.55	Strongly Agree
OVERALL	4.68	0.41	Outstanding

Table 1.3 presents the evaluators' assessment of the instructional video's technical quality. The overall grand mean was 4.68 (SD = 0.41), indicating an 'Outstanding' level of agreement. Among the technical quality indicators, 'ease of navigation' and 'user-friendly design' received the highest mean of 4.80, suggesting strong evaluator satisfaction with the video's intuitiveness and accessibility. Conversely, 'video smoothness,' 'resolution,' and 'audio quality' received slightly lower means of 4.60, though still within the 'Strongly Agree' range. The high mean of 4.80 for ease of navigation and user-friendly design underscores the significance of intuitive interface design in educational videos. When learners can effortlessly navigate and utilize the video, their focus remains on the content, mitigating distractions from technical complexities. This aligns with contemporary usability research, which emphasizes the importance of seamless user experience in digital learning environments (Nielsen, 2020). The slightly lower means of 4.60 for video smoothness, resolution, and audio quality suggest areas for potential refinement. While still rated positively, these findings imply that some evaluators encountered minor technical inconsistencies. Such technical disruptions can impede learner engagement and information processing. According to Mayer's Cognitive Theory of Multimedia Learning (CTML), effective multimedia instruction relies on minimizing extraneous cognitive load, which can be exacerbated by technical flaws (Mayer, 2020). Ensuring high technical fidelity is crucial for creating a learning environment that supports optimal cognitive processing and knowledge acquisition. Moreover, research on digital learning quality, such as that by Lin et al. (2017), has shown that high quality media enhances learning outcomes.

Table 1.4 The level of validity of the instructional videos in terms of its appropriateness

Appropriateness	Mean	SD	Description
1. The presentation flow was engaging and suited to the learners' needs.	5.00	0.00	Strongly Agree

2. The presenter explained concepts in a way that was easy to understand.	5.00	0.00	Strongly Agree
3. The presentation deepened my understanding of the subject matter.	5.00	0.00	Strongly Agree
4. The presentation pacing matched the learners' ability to follow along.	5.00	0.00	Strongly Agree
5. The presentation achieved its objectives and addressed learner expectations.	5.00	0.00	Strongly Agree
OVERALL	5.00	0.00	Outstanding

Table 1.4 presents the evaluation of the instructional video's validity in terms of its appropriateness. The overall grand mean was 5.00 (SD = 0.00), indicating an 'Outstanding' level of agreement. This perfect score across all appropriate indicators signifies unanimous evaluator consensus on the video's high suitability for its intended audience. Specifically, the presentation flow was engaging and tailored to learners' needs, concepts were explained with clarity, the presentation deepened understanding, the pacing aligned with learners' abilities, and the presentation effectively achieved its objectives. This consistent 5.00 mean underscores the video's success in meeting the specific needs and expectations of the learners. Such unanimous agreement highlights the video's perceived relevance and suitability for its target demographic. When learning materials are meticulously tailored to learners' needs, engagement and learning outcomes are significantly enhanced. The fact that the presentation flow was engaging and suited to learners' needs is consistent with contemporary principles of learner-centered design. Learner-centered design, as emphasized by recent educational research, prioritizes understanding learners' characteristics and preferences to optimize learning experiences (Johnson et al., 2021). The clear and accessible explanations provided by the presenter reflect effective communication strategies. Clear communication, as highlighted by recent research in educational technology, is crucial for facilitating understanding and knowledge transfer (Clark & Mayer, 2016). When concepts are presented in an accessible manner, learners can more effectively process and retain information. Furthermore, the alignment of presentation pacing with learners' abilities and the achievement of learning objectives reinforces the video's appropriateness. Effective pacing, as discussed in cognitive load theory, ensures that learners have adequate time to process information, minimizing cognitive overload (Sweller, Ayres, & Kalyuga, 2019). The achievement of learning objectives, as outlined by Mayer's Cognitive Theory of Multimedia Learning (Mayer, 2020), further validates the video's effectiveness in optimizing learning.

Table 1.5 The level of validity of the instructional videos in terms of its usability

Usability	Mean	SD	Description
1. The video is easy to navigate and user-friendly for first-time users.	5.00	0.00	Strongly Agree
2. The video offers clear guidance on how to move through the video.	5.00	0.00	Strongly Agree
3. The video design and how it's presented enhance the learning experience.	4.80	0.45	Strongly Agree
4. The video is accessible on various devices (e.g., mobile, tablet, desktop).	5.00	0.00	Strongly Agree
5. The video can be used by learners with different preferences.	5.00	0.00	Strongly Agree
OVERALL	4.96	0.09	Outstanding

Table 1.5 presents the evaluators' assessment of the instructional video's usability. The overall grand mean for usability was 4.96 (SD = 0.09), indicating an 'Outstanding' level of agreement. Among the usability indicators, 'ease of navigation and user-friendliness,' 'clear guidance,' 'accessibility across devices,' and 'adaptability to learner preferences' received perfect means of 5.00, suggesting unanimous evaluator agreement. The 'video design and presentation' indicator received a slightly lower mean of 4.80, though still within the 'Strongly Agree' range. The perfect 5.00 means for most usability indicators highlight the video's effectiveness in providing a seamless and accessible learning experience. This unanimous agreement on ease of navigation, clear guidance, and device accessibility underscores the importance of user-centered design in educational videos. Contemporary research in human-computer interaction emphasizes that user-centered design, which prioritizes user needs and preferences, is critical for creating intuitive and effective digital learning tools (Norman & Draper, 2023). When learners can easily navigate and use a video, their focus remains on the content, minimizing distractions from technical complexities. The slightly lower mean of 4.80 for 'video design and presentation' suggests that while highly rated, there may be opportunities for refinement in this area. This indicates that while the design was effective, enhancements could further improve the learning experience. Usability is a pivotal factor in the success of educational videos, as it directly influences learners' ability to engage with and benefit from the material. The high overall mean of 4.96 signifies that the video was highly usable, reflecting a user-friendly and accessible design. This aligns with recent studies on usability in educational technology, which demonstrate that well-designed interfaces significantly enhance learning outcomes (Stavroulia et al., 2020). Moreover, according to Mayer's Cognitive Theory of Multimedia Learning (Mayer, 2020), intuitive interfaces reduce extraneous cognitive load, thereby optimizing learning.

Table 2 presents the level of acceptability of the Instructional Videos on Philippine Folk Dance Basic Terms as a strategy for developing the achievement of Grade 7 students.

Table 2. The level of acceptability of the instructional videos in terms of Content

Content	Mean	SD	Description
1. The content comprehensively covers the intended topics and objectives.	4.80	0.45	Strongly Agree
2. The contents are factual, precise, and clearly articulated.	4.80	0.45	Strongly Agree
3. The contents are appropriate to the ability or level of the intended learners.	4.80	0.45	Strongly Agree
4. The contents promote hands-on and performance-based learning activities.	4.80	0.45	Strongly Agree
OVERALL	4.80	0.45	Outstanding

Table 2 presents the evaluation of the literature-based instructional video's acceptability in terms of content. The overall grand mean for content acceptability was 4.80 (SD = 0.45), indicating an 'Outstanding' level of agreement. All individual content indicators received a mean of 4.80, demonstrating consistency in the evaluators' perceptions. This uniformity suggests that the video's content was consistently perceived as comprehensive, factual, appropriate for learners, and supportive of hands-on learning activities. The high mean of 4.80 across all content indicators reflects the evaluators' strong agreement that the instructional video's content was acceptable and effectively met the intended learning objectives. This finding aligns with contemporary research on content validity, which emphasizes the importance of ensuring that instructional materials accurately and comprehensively cover the intended content domain (Sireci & Sukin, 2021). When content is perceived as relevant and aligned with learning objectives, learners are more likely to engage with and benefit from it. Furthermore, the consistency of the 4.80 mean across all items suggests a shared understanding of the content's quality and relevance among evaluators. Effective content delivery is a critical factor in the acceptability of educational videos, as it enhances learner engagement and comprehension. Recent studies in educational

multimedia have highlighted the importance of clear, organized, and accessible content presentation (Brame, 2017). When content is presented in a manner that facilitates cognitive processing, learners can more easily process and retain information. The Cognitive Theory of Multimedia Learning (Mayer, 2020) further supports the importance of well-organized and relevant content in instructional materials. According to this theory, learners construct mental models by actively selecting, organizing, and integrating information from multimedia presentations. When content is presented in a way that aligns with these cognitive processes, learners are better able to build meaningful connections and enhance their understanding.

Table 2.1 The level of acceptability of the instructional videos in terms of Instructional quality

Instructional Quality	Mean	SD	Description
1. The material supports and expands on the existing learning plan (curriculum).	5.00	0.00	Strongly Agree
2. The material allows students to work together and learn from each other.	5.00	0.00	Strongly Agree
3. The material supports self-paced and independent learning.	5.00	0.00	Strongly Agree
4. The instructions are concise and easy to follow for learners.	5.00	0.00	Strongly Agree
5. The material builds on learners' prior knowledge and experiences in basic exercises.	5.00	0.00	Strongly Agree
OVERALL	5.00	0.00	Outstanding

Table 2.1 presents the evaluators' assessment of the Literature-based Instructional video's acceptability in terms of instructional quality. The overall grand mean for instructional quality acceptability was 5.00, with a standard deviation of 0.00, indicating an "Outstanding" level of agreement. This perfect score across all indicators signifies unanimous agreement among evaluators that the instructional video was exceptionally acceptable in all aspects of instructional quality. Specifically, the video was perceived as seamlessly supporting and expanding upon the existing curriculum, fostering collaborative learning, promoting self-paced learning, providing clear and concise instructions, and effectively building upon learners' prior knowledge and experiences. The unanimous agreement on the video's instructional quality acceptability, reflected in the perfect 5.00 mean, underscores its effectiveness as a teaching tool. This aligns with the principles of constructivist learning theory, which emphasizes the importance of building upon prior knowledge and facilitating active learning experiences (Richardson, 2020). When instructional materials are designed to connect with learners' existing knowledge and promote independent learning, they are more likely to foster meaningful understanding. Moreover, the video's ability to support collaborative learning aligns with social cognitive theory, which highlights the role of social interaction and observation in learning (Bandura, 2018). By enabling students to work together and learn from each other, the video enhances their self-efficacy and promotes a deeper understanding of the subject matter. Furthermore, the alignment of the instructional video with the existing curriculum reflects the application of the ADDIE model of instructional design (Branch, 2019). This model emphasizes the importance of analyzing, designing, developing, implementing, and evaluating instructional materials to ensure their effectiveness. The perfect scores in this table, indicate that the design of the video was extremely effective and acceptable to the evaluators.

Table 2.2 The level of acceptability of the instructional videos in terms of Presentation

Presentation	Mean	SD	Description
1. The presentation was logically sequenced to facilitate understanding.	5.00	0.00	Strongly Agree

2. The presenter delivered key points in a clear, engaging, and understandable manner.	5.00	0.00	Strongly Agree
3. The presentation provided comprehensive and detailed coverage of the topic.	5.00	0.00	Strongly Agree
4. The presentation offered practical knowledge or insights relevant to my work or studies.	5.00	0.00	Strongly Agree
5. The presentation effectively conveyed its objectives and what students were expected to learn.	5.00	0.00	Strongly Agree
OVERALL	5.00	0.00	Outstanding

Table 2.2 presents the evaluators' assessment of the Literature-based Instructional video's acceptability in terms of presentation. The overall grand mean for presentation acceptability was 5.00, with a standard deviation of 0.00, indicating an "Outstanding" level of agreement. This perfect score across all presentation indicators reflects unanimous agreement among evaluators that the video's presentation was exceptionally acceptable. Specifically, the presentation was perceived as logically sequenced, delivered clearly and engagingly, providing comprehensive coverage, offering practical insights, and effectively conveying learning objectives. The consistent 5.00 mean across all items signifies a high degree of perceived acceptability in the video's presentation. This uniformity suggests that the evaluators found the presentation to be well-structured and easy to follow, enhancing the overall learning experience. Effective sequencing of information is crucial for facilitating understanding, as it allows learners to build mental models and connect new information with existing knowledge (Mayer, 2020). Moreover, the clear and engaging delivery of key points aligns with the principles of effective multimedia learning. When presenters communicate information in a way that is both clear and engaging, learners are more likely to pay attention and process the information effectively (Brame, 2016). This contributes to the overall acceptability of the instructional material. The comprehensive coverage and practical insights provided by the presentation also contribute to its acceptability. By offering relevant and applicable knowledge, the video enhances learners' understanding and promotes the transfer of learning to real-world contexts. Furthermore, the fact that the objectives were effectively conveyed, shows that the video was successful in its goals, and therefore acceptable. The cognitive load theory also supports that when the information is presented in a logical sequence, and clearly, then the cognitive load is reduced, and the learning is enhanced, which leads to a more acceptable learning experience (Sweller, Ayres, & Kalyuga, 2019).

Table 2.3 The level of acceptability of the instructional videos in terms of Technical quality

Technical Quality	Mean	SD	Description
1. The instructional video is easy to navigate, making it simple to use.	5.00	0.00	Strongly Agree
2. The video runs very smoothly with minimal interruptions.	4.80	0.45	Strongly Agree
3. The instructional video supports independent use through a user friendly design.	4.60	0.55	Strongly Agree
4. The video resolution enhances clarity and visual quality for users.	4.80	0.45	Strongly Agree
5. The audio quality is clear and helps users understand the information.	4.40	0.55	Strongly Agree
OVERALL	4.80	0.45	Outstanding

Table 2.3 presents the evaluators' assessment of the literature-based instructional video's technical quality acceptability. The overall grand mean for technical quality acceptability was 4.80 (SD = 0.45), indicating an 'Outstanding' level of agreement. Among the technical quality indicators, 'ease of navigation' received the highest mean of 5.00, signifying unanimous agreement on its simplicity. 'Video smoothness' and 'video resolution' also received high means of 4.80. Conversely, 'user-friendly design' and 'audio quality' received slightly lower means of 4.60 and 4.40, respectively, though still within the 'Strongly Agree' range. The perfect 5.00 mean for 'ease of navigation' underscores the importance of intuitive interface design in the acceptability of educational videos. When learners can easily navigate and use the video, they can focus on the content without technical distractions. This aligns with contemporary usability research, which emphasizes the critical role of intuitive design in enhancing user experience (Nielsen, 2020). The slightly lower means of 4.60 and 4.40 for 'user-friendly design' and 'audio quality' suggest areas for potential improvement in terms of acceptability. While still rated positively, these findings indicate that some evaluators experienced minor technical inconsistencies that affected their perception of the video's overall acceptability. Technical glitches can impede learner engagement and information processing. Recent studies on media richness in digital learning highlight the importance of high-quality media for effective information delivery (Sundar et al., 2016). When technical quality is compromised, the richness of the media is diminished, reducing its perceived acceptability. Furthermore, cognitive load theory emphasizes the importance of minimizing extraneous cognitive load to optimize learning (Sweller, Ayres, & Kalyuga, 2019). Technical issues, such as suboptimal audio quality or less user-friendly design, can increase extraneous cognitive load, diverting learners' attention from the instructional content and thus affecting the perceived acceptability. Maintaining high technical quality ensures a learning environment conducive to effective cognitive processing and enhances the overall acceptability of the instructional video.

Table 2.4 The level of acceptability of the instructional videos in terms of Appropriateness

Appropriateness	Mean	SD	Description
1. The presentation flow was engaging and suited to the learners' needs.	5.00	0.00	Strongly Agree
2. The presenter explained concepts in a way that was easy to understand.	5.00	0.00	Strongly Agree
3. The presentation deepened my understanding of the subject matter.	5.00	0.00	Strongly Agree
4. The presentation pacing matched the learners' ability to follow along.	5.00	0.00	Strongly Agree
5. The presentation achieved its objectives and addressed learner expectations.	5.00	0.00	Strongly Agree
OVERALL	5.00	0.00	Outstanding

Table 2.4 presents the evaluators' assessment of the literature-based instructional video's appropriateness acceptability. The overall grand mean for appropriateness acceptability was 5.00 (SD = 0.00), indicating an 'Outstanding' level of agreement. This perfect score across all appropriateness indicators signifies unanimous evaluator agreement that the instructional video was highly acceptable and appropriate for its intended audience. Specifically, the presentation flow was engaging and tailored to learners' needs, concepts were explained with clarity, the presentation deepened understanding, the pacing aligned with learners' abilities, and the presentation effectively achieved its objectives. This consistent 5.00 mean underscores the video's effectiveness in meeting the specific needs and expectations of the learners, directly contributing to its overall acceptability. This unanimous agreement indicates that the evaluators perceived the instructional video as highly relevant and suitable for its target audience. Tailoring learning materials to learners' needs enhances engagement and learning outcomes, thereby increasing the materials' acceptability. The engaging and learner-suited presentation flow aligns with contemporary principles of learner-centered design. Recent research in educational technology emphasizes the importance of understanding learners' characteristics and preferences to create effective learning experiences (Johnson et al., 2021). Designing the presentation flow to be engaging and appropriate effectively captures and maintains learners' attention, enhancing the video's acceptability. Moreover, the clear and accessible explanations provided by the presenter reflect effective communication strategies. Recent studies on instructional design highlight the importance of clear communication for facilitating understanding and

knowledge transfer (Clark & Mayer, 2016). Presenting concepts in an accessible manner enables learners to more effectively process and retain information, increasing the material's acceptability. The alignment of presentation pacing with learners' abilities and the achievement of learning objectives further contributes to the video's appropriateness and acceptability. Effective pacing, as supported by cognitive load theory, ensures that learners have adequate time to process information, minimizing cognitive overload (Sweller, Ayres, & Kalyuga, 2019). Achieving learning objectives, as outlined by Mayer's Cognitive Theory of Multimedia Learning (Mayer, 2020), validates the video's effectiveness and enhances its acceptability.

Table 2.5 The level of acceptability of the instructional videos in terms of Usability

Usability	Mean	SD	Description
1. The video is easy to navigate and user-friendly for first-time users.	5.00	0.00	Strongly Agree
2. The video offers clear guidance on how to move through the video.	5.00	0.00	Strongly Agree
3. The video design and how it's presented enhance the learning experience.	4.80	0.45	Strongly Agree
4. The video is accessible on various devices (e.g., mobile, tablet, desktop).	5.00	0.00	Strongly Agree
5. The video can be used by learners with different preferences.	5.00	0.00	Strongly Agree
OVERALL	4.96	0.09	Outstanding

Table 2.5 presents the evaluators' assessment of the literature-based instructional video's usability acceptability. The overall grand mean for usability acceptability was 4.96 (SD = 0.09), indicating an 'Outstanding' level of agreement. Among the usability indicators, 'ease of navigation and user-friendliness,' 'clear guidance,' 'accessibility across devices,' and 'adaptability to learner preferences' received perfect means of 5.00, signifying unanimous agreement on their acceptability. The 'video design and presentation' indicator received a slightly lower mean of 4.80, though still within the 'Strongly Agree' range. The perfect 5.00 means for most usability indicators highlight the video's effectiveness in providing a seamless and accessible learning experience, directly contributing to its overall acceptability. This unanimous agreement on ease of navigation, clear guidance, and device accessibility underscores the importance of user-centered design in educational videos. Contemporary research in human-computer interaction emphasizes that user-centered design, which prioritizes user needs and preferences, is critical for creating intuitive and effective digital learning tools (Norman & Draper, 2023). When learners can easily navigate and use a video, they are more likely to find the material acceptable. The slightly lower mean of 4.80 for 'video design and presentation' suggests that while highly rated, there may be opportunities for refinement in this area. This indicates that while the design was effective, enhancements could further improve the learning experience and increase its perceived acceptability. Usability is a pivotal factor in the acceptability of educational videos, as it directly influences learners' ability to engage with and benefit from the material. The high overall mean of 4.96 signifies that the video was highly usable and therefore highly acceptable, reflecting a user-friendly and accessible design. This aligns with recent studies on usability in educational technology, which demonstrate that well-designed interfaces significantly enhance learning outcomes (Stavroulia et al., 2020). Moreover, according to Mayer's Cognitive Theory of Multimedia Learning (Mayer, 2020), intuitive interfaces reduce extraneous cognitive load, thereby optimizing learning and increasing the material's perceived acceptability.

The Cognitive and Psychomotor Performance of Grade Seven (7) Students during the Pretest and Posttest.

Table 3. The Level of the Cognitive Performance of Grade Seven (7) Students during the Pretest and Posttest. (General Santos City National High School, January to February 2025).

Cognitive Performance

	Pretest	SD	Posttest	SD
Control	9.77	2.37	16.32	4.24

Experimental	10.38	1.88	20.48	5.75

Table 3 presents the cognitive performance of Grade 7 students in both the control and experimental groups during pretest and posttest assessments. In the pretest, the control group had a mean score of 9.77 (SD = 2.37), while the experimental group had a slightly higher mean score of 10.38 (SD = 1.88). This indicates that both groups had similar baseline levels of cognitive performance before the intervention. Following the intervention, significant improvements were observed in both groups. However, the experimental group, which utilized the Literature-based Instructional Video, demonstrated a more substantial increase in cognitive performance. The posttest mean score for the experimental group was 20.48 (SD = 5.75), compared to 16.32 (SD = 4.24) for the control group. This indicates that the experimental group had a statistically significant higher cognitive performance after the intervention. The substantial increase in the experimental group's posttest scores suggests that the Literature-based Instructional Video was effective in enhancing students' cognitive understanding of Philippine folk dance. This finding aligns with the cognitive theory of multimedia learning, which posits that learners construct mental models by actively selecting, organizing, and integrating information from multimedia presentations (Mayer, 2020). The instructional videos likely facilitated this process by providing structured and engaging content that promoted cognitive processing. Furthermore, the significant improvement in cognitive performance in the experimental group can be attributed to the enhanced learning experience provided by the instructional videos. The videos likely offered a more comprehensive and engaging learning environment compared to traditional instruction, leading to improved knowledge acquisition and retention. This aligns with the principles of effective instructional design, which emphasize the importance of creating learning experiences that are engaging, relevant, and aligned with learning objectives (Branch, 2019). The difference in posttest scores between the experimental and control groups may also be explained by the concept of cognitive load. The experimental group, using the videos, may have had a reduction in extraneous cognitive load due to the well organized and presented information, while the control group, receiving traditional instruction, might have experienced a higher extraneous cognitive load. This allowed the experimental group to have a higher germane cognitive load, therefore enhancing learning (Sweller, Ayres, & Kalyuga, 2019).

Table 4. The Level of the Psychomotor Performance of Grade Seven (7) Students during the Pretest and Posttest. (General Santos City National High School, January to February 2025).

Psychomotor Performance

	Pretest	SD	Posttest	SD
Control	4.29	0.49	13.17	0.85
Experimental	6.38	1.78	11.67	0.90
ANCOVA Pvalue	0.0001			

Table 4 presents the psychomotor performance of Grade 7 students in both the control and experimental groups during pretest and posttest assessments. In the pretest, the experimental group had a slightly higher mean score of 6.38 (SD = 1.78) compared to the control group's 4.29 (SD = 0.49). This indicates that the experimental group may have had a slightly higher baseline level of psychomotor skills related to Philippine folk dance. Following the intervention, both groups demonstrated improvement in psychomotor performance. However, the control group, which received traditional instruction, showed a significantly greater increase in posttest scores. The control group's posttest mean score was 13.17 (SD = 0.85), while the experimental group's posttest mean score was 11.67 (SD = 0.90). This indicates that the control group had a statistically significant higher psychomotor performance after the intervention. The ANCOVA P-value of 0.0001 indicates that there is a statistically significant difference in psychomotor performance between the control and experimental groups after controlling for pretest scores. This result reinforces the observation that traditional instruction was more effective in enhancing psychomotor skills in this context. The control group's superior psychomotor performance may be attributed to the direct, hands-on nature of traditional instruction, which prioritized physical execution and fostered muscle memory. Traditional instruction likely provides more opportunities for students to practice and refine their physical movements, leading to improved psychomotor skills. This aligns with the principles of

motor learning, which emphasize the importance of practice and feedback in skill acquisition (Schmidt & Lee, 2018). Conversely, the experimental group, which utilized the Literature-based Instructional Video, may have focused more on cognitive understanding of the dance steps rather than physical execution. While the videos likely provided valuable information and cultural context, they may not have offered the same level of physical practice and feedback as traditional instruction. This "knowing-doing" gap, where students have cognitive knowledge but lack physical proficiency, is a common challenge in skill development (Wulf, 2016). Furthermore, the testing environment, immediate feedback provided by the teacher, and possible novelty effects in both the control and experimental groups could have influenced the results. Direct interaction with the teacher during traditional instruction may have provided more personalized feedback and guidance, contributing to the control group's improved psychomotor performance.

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the study's summary, conclusions, and recommendations based on the results.

Summary and Findings

This study aimed to determine the impact of instructional videos on Philippine Folk Dance Basic Terms on the performance of Grade 7 students. The research employed a quasi-experimental design, comparing the cognitive and psychomotor performance of students in an experimental group, who used the instructional videos, with a control group, who received traditional instruction. The study also evaluated the validity and acceptability of the instructional videos in terms of content, instructional quality, presentation, technical quality, appropriateness, and usability.

The instructional videos were evaluated as 'Outstanding' across key dimensions, including content, instructional quality, presentation, technical quality, appropriateness, and usability. Specifically, content, instructional quality, presentation, and appropriateness achieved perfect or near-perfect mean scores, indicating strong evaluator consensus. While technical quality and usability were also highly rated, slightly lower means suggested areas for potential minor enhancements. In terms of student performance, the experimental group, which utilized the instructional videos, demonstrated significantly higher post-test scores in cognitive understanding of Philippine folk dance compared to the control group. Conversely, the control group, receiving traditional instruction, exhibited significantly higher post-test scores in psychomotor performance, indicating its greater effectiveness in developing physical dance skills. Statistically significant differences were observed in post-test scores between the control and experimental groups for both cognitive and psychomotor performance, even after controlling for pre-test scores. The experimental group showed higher cognitive performance gains, while the control group showed higher psychomotor performance gains.

Conclusions

In conclusion, this study revealed that the instructional video developed for Philippine folk dance was deemed highly valid and usable, effectively enhancing students' cognitive understanding through its detailed cultural content and structured presentation. However, a notable discrepancy emerged regarding psychomotor performance; traditional instruction, with its emphasis on direct feedback and physical practice, proved more effective in developing these skills. This highlights a potential 'knowing-doing' gap, where cognitive understanding does not necessarily translate to improved physical execution.

Consequently, a hybrid approach, combining the cognitive benefits of instructional videos with the practical advantages of traditional instruction, is suggested as optimal for teaching folk dance. These findings imply that educators should integrate multimedia for cognitive content delivery, balance cognitive and psychomotor learning, and recognize the continued importance of direct instruction for psychomotor skills. Future research should explore the long-term effects of instructional videos, investigate strategies to bridge the 'knowing-doing' gap, examine the effectiveness of hybrid teaching approaches, and refine video content to enhance its psychomotor components. Ultimately, this study demonstrates the potential of instructional videos to enhance cognitive learning and help teachers that do not major in Physical Education while underscoring the necessity of

integrating traditional methods for a comprehensive and effective learning experience. Prioritizing direct feedback and practice is crucial.

Recommendations

Based on the study's findings and conclusions, several recommendations are proposed to enhance the teaching and learning of Philippine folk dance.

1. Physical Education teachers may integrate the instructional videos as a cognitive tool, effectively conveying cultural context and theoretical knowledge.

2. Hybrid teaching approach may be applied by Teachers, combining these videos with traditional, hands-on methods, is advised, using videos for concept introduction and direct instruction for psychomotor development.

3. Administrators may provide Training for Teachers on how to effectively use the instructional videos and integrate them into their lesson plans.

4. Curriculum developers may create comprehensive multimedia resources, design curricula with a hybrid approach, include assessment tools for both cognitive and psychomotor domains, and prioritize cultural context.

5. Future Researchers may investigate the effectiveness of combining the instructional videos with traditional instruction to optimize both cognitive and psychomotor learning. Future researchers could also examine the effects of the instructional videos on students of different grade levels. And lastly, to develop the next set of instructional materials that focuses on the Philippine Folk dance Basic steps in 2⁄4, 3⁄4, and 4⁄4 time signature.

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