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TEACHERS COMPETENCY IN THE DEVELOPMENT OF VIDEO LESSONS IN MAPEH

Laarni Joy S. Aguilar

Faculty of the Institute of Graduate and Advanced Studies in partial Fulfillment for the Degree Master of Arts in Physical Education and Sports, Urdaneta City University

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***Corresponding author:** Laarni Joy S. Aguilar

Faculty of the Institute of Graduate and Advanced Studies in partial Fulfillment for the Degree Master of Arts in Physical Education and Sports, Urdaneta City University

Abstract

Although instructional videos are frequently employed as the major form of delivery for teaching in MAPEH subjects, many concerns about how to plan and create video lessons remain unsolved despite their widespread use in formal learning environments. Hence, this study determined the competency level of the MAPEH teachers in the development of video lessons in the Division of Pangasinan II. It also identified the profile of the respondents in the Division of Pangasinan II in terms of their highest educational attainment, position, years of teaching service, software used in constructing video lessons, gadgets used in teaching and number of trainings and seminars attended on computer and video-aided lessons. Items along engagement, effectiveness, authenticity, inspired teaching, and inclusivity were the view grounds in identifying their competency level. It also determined the significant difference between the competency level of the MAPEH teachers in the development of video lessons across their profile variables and further identified the extent of seriousness of the challenges encountered by the MAPEH teachers in the development of video lessons along personal-related, peer-related, administration-related and community-related as the basis in crafting the LAC session to sustain the competency of the MAPEH teachers in the development of video lessons. There were 112 respondents that were considered in the study.

The study found out that most of the MAPEH teachers are Teacher III who are still on the process of completing their Master's degree, have been in the teaching service for about five years, utilize Wondershare Filmora X to edit their video lessons with their laptops and had attended 1-2 trainings on computer and video-aided lessons. The respondents have high competency in developing their video lessons intended for MAPEH-related classroom educational purposes. The position of the teachers differs in their ability to develop video lessons. Challenges met by the MAPEH teachers are just moderate and still can be managed accordingly..

The LAC Session is intended to enhance the competency level of the MAPEH teachers in the development of MAPEH-related video lessons.

The researcher strongly recommended that since educational attainment is very important to all teachers in an institution, they are modestly encouraged to complete their Master's degree since most of them are still on their way to finishing it. Anyway, this educational achievement could also be used in their promotion. Though the level is high as regards their competency in developing video lessons, there is always room for improvement to make it very high. The plans, implementation, and evaluation mechanisms to improve more on this matter should be considered by the curriculum planners. Challenges, though found to be just moderate, must be attended with much focus and attention to have a more effective delivery of the subject matter with the use of the video lessons. Prospective research studies may be conducted to further evaluate the profile variables which are not correlated to the present study. The study also highly recommends the adoption or integration of the training design to sustain the competency of the MAPEH teachers in the development of their video lessons.

Keywords: *competency, video lessons development, engagement, effectiveness, authenticity, inspired teaching, and inclusivity.*

Introduction

Background of the Study

Students will benefit from, learn from, and retain information from the lesson more if they are more interested, engaged, and actively participating in each learning session. Video offers an engaging learning method and is a very adaptable media. The option to pause, resume, and rewind is absolutely vital. It offers the option to pause each video and ask students to explain or argue a historical point of reference or anticipate the conclusion of a demonstration. Rewinding a portion of the film to go over it again will help kids grasp a crucial lesson (Varela et.al, 2018). It makes sure to increase interaction by having students reproduce exercises, participate in debates, or repeat experiments and demonstrations in the classroom. Like other teaching tools or resources, videos should be prepared for use in the classroom by teachers. It is important to plan out reinforcement activities, construct instructional sequences, and identify specific learning objectives in advance. However, it is crucial to choose the best online educational video source so that each teacher may be sure of the caliber of the information and teaching being delivered. By allowing them to quickly identify and choose the appropriate video for the lesson and make use of the other resources offered by that service to improve the learning outcomes, the quality, and the advantages of each lesson, using the right online educational video service should help teachers or parents reduce the amount of time spent on lesson preparation (zaneeducation, 2020)

To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Jackson, 2019).

Teachers need to improve knowledge and skills to enhance, improve and explore their teaching practices. Many of the studies on competencies of teachers focus on the teaching role of teachers in the classroom rather than teachers' competencies. Teachers' competencies have been broadening with respect to reform studies in education, development of teacher education, scientific results of educational science and other fields.

Ou et.al (2019) stressed that it has always been an old-age problem to make sure that there are highly qualified teachers in every school and to figure out the best way to define and prepare these qualified teachers. However, as time passes, courses are revised to meet the needs of society, employers, and a variety of student

populations; as a result, teachers must stay current with these changes. Evaluating the current knowledge, attitudes, skills, and positive aspects of the instructors' practice can help identify what needs to be updated, altered, or improved.

In like manner, technology is widely used in companies, schools, and homes nowadays because it promotes learning and advances knowledge. Integration is the use of technology to improve, emphasize, present, and gauge how well students comprehend a syllabus or a program. (Edutopia, 2017). The use of video as a tool for transformation in the classroom has gone through a special cycle of acceptance over time. Videos in educational resources foster student collaboration and creativity. Students who have access to video may be more motivated and experience studying in a more interesting setting. Based on a true event, using video in the classroom has enabled Broadmeadows students and teachers to assist with broadcasting school announcements, use pre-recorded lessons to address teacher shortages, and improve self-directed learning using Internet-based digital video (Greenberg et al., 2018)

Furthermore, Mendoza et. al (2015) determined how well video presentations help students learn. This resulted from the improvements in student wisdom that the globe has to give in terms of adjustments and updates. Educational movies are frequently used by teachers and even students to help them understand, compare, and learn new ideas. The demands of today's and tomorrow's learners are only just starting to be met by the usage of video. It's not new to use videos in the classroom. Students who have access to video may be more motivated and experience studying in a more interesting setting.

On the same wavelength, Mayer et. al (2020), identified the five ways video can have a powerful impact on teaching and learning: First, **Engagement:** video learning benefits students on several levels, including motivation and learning depth, and it can particularly affect their capacity to lead discussions and spot issues.; Second, **Effectiveness:** Both sides of the classroom can benefit from video learning, and teachers can use it to set up time and space for it. The ability to reuse and change videos after they have been made frees up classroom time for in-person interactions and conversations with students; Third, **Authenticity:** Without ever being in the same room, video engages both the student and the instructor in a one-on-one conversation. Fourth, **Inspired Thinking:** The understanding and retention of new information

greatly benefits from the use of both visual and aural cues. Fifth, **Video for All (Inclusivity):** By enabling both general and special education teachers to instruct pupils at their own pace, video can help close this training gap. To acquire and remember information, students can watch video numerous times. Additionally, students who are deaf can read the video's captions.

In the middle of the COVID-19 pandemic, teachers are having difficulties using video-based education as instructional learning tools for students. These include a lack of knowledge about how to use video-based lessons as a teaching tool in the classroom, a lack of teaching tools like laptops and cellphones that can be used to access information in video-based lessons, difficulty creating video-based lessons due to poor internet connections, learners' short attention spans and lack of interest in watching videos, and the time and expense required of students, especially during pandemics when not all students can afford it. The study was successful in surfacing the teachers' solutions to the challenges associated with using video-based instruction as instructional learning materials, including seeking help from the ICT Coordinator and well-trained teachers to learn how to create and use video-based materials for teaching purposes, understanding the needs of students, accessing ideas through watching YouTube to gain different ideas for creating interactive video-based lessons, and developing videos. Therefore, it is advised that teachers use creativity while creating video courses and other types of instructional teaching materials that are appropriate for students. The Department of Education has to increase its assistance in educating teachers about the many technology instruments utilized in the teaching-learning process. In order to effectively teach students who are digital natives, teachers should work to advance their technological skills in computer manipulation. More professional development must be offered, and an atmosphere must be created where teachers can integrate these materials into their lessons, according to the departmental administration, policymakers, and educators. The perspectives and experiences of teachers using video-based classes from various schools and divisions may potentially be the subject of similar investigations.

According to McGhee (2020), when participants are encouraged to participate in generative learning activities, they are more likely to learn from a video lecture or demonstration. People retain more information from a video lecture when the instructor alternates between looking at the audience and the board while lecturing as opposed to just the board or just the audience, and they retain more information from a video documentary when the words are printed (or printed and spoken) rather than spoken in their second language.

The study of Umayam (2022) looked at teacher-learners' comments on the use of video creation in their K–12 classrooms for proof of content learning, as well as the elements that helped teachers employ video production and the difficulties they encountered. The results showed successful subject learning outcomes as determined by standardized assessments, rubrics, and personal experience. The employment of alternate evaluation methods, student motivation and engagement, links to curriculum, and changes in teacher identity were all enhanced by integrating video creation. Teachers have to deal with equipment, logistical, and time-related problems. The study came to the conclusion that video creation has a significant role to play in K–12 content learning when seen as an instructional approach rather than a subject of study.

In his paper, Sykes (2019) pointed out that there is growing emphasis on teaching methods due to concerns about the status of the American educational system. Online learning environments are becoming more prevalent in most higher education institutions, and more video content is being sought for these environments. Internet-related infrastructure has gotten cheaper and more powerful. The efficacy of employing video as a teaching tool isn't clear yet, though. Without more investigation, video will continue to be an expensive gamble for a system that is already having trouble. The goal of this study is to compare the effectiveness of using video content as a primary teaching strategy versus more conventional lecture-based classes in terms of student learning results.

Ghavifekr (2016) examined teachers' opinions on how well ICT integration supports teaching and learning in the classroom. The findings showed that ICT integration is quite effective for instructors and students alike. Findings show that one of the key elements in the success of technology-based teaching and learning is teachers who are well-prepared with ICT tools and resources. Additionally, it was shown that teacher professional development training programs were crucial in improving the caliber of students' learning.

In a special edition on "*Developments and Trends in Learning with Instructional Video*," Logan et. al (2018) reviewed the papers. In particular, it concentrated on fundamental findings regarding which instructional features or learner characteristics do not improve learning with instructional video (e.g., matching the instructor's gender to the learner's gender; having the instructor's face on the screen; adding practice without feedback; inserting pauses throughout the video). Examples of these features or learner attributes include breaking the lesson into segments pace by the learner and recording from both first- and third-person perspectives.

Despite the widespread usage of instructional videos in both formal and informal learning environments, many concerns about how to plan and construct video lessons—which are frequently utilized as the principal mode of instruction in online courses—remain unsolved.

Enhancing the teaching and learning processes, particularly what takes place during the classes, is a crucial component in raising the standard of education. The lesson is the most crucial component of the delivery of the curriculum and the learning process. However, there are a number of approaches available to determine what happens in a class. Studies based on video recordings of teacher and student activities, however, are one of the approaches that have demonstrated to systematically document what is happening inside the classroom. Additionally, video classes have demonstrated to be highly useful as a method to improve the caliber of instruction. (Varela et.al, 2018)

It is within these prevailing concepts that the researcher intended to determine the MAPEH teachers' competency in the development of video lessons in the Division of Pangasinan II.

Theoretical/Conceptual Framework

This study was based on *Kolb's theory of experiential learning*, according to which knowledge is formed by transforming experience. According to this, learning necessitates the acquisition of abstract notions that can later be used flexibly in a variety of contexts. As a result, experience is transformed to produce

knowledge. Around the world, it has inspired the work of educators, instructional designers, and learning and development specialists. The idea serves as a beneficial framework for developing efficient training interventions since it encourages both educators and students to comprehend various learning styles.

The *constructivism theory*, another significant learning theory used by educators to support student learning, is also the foundation for this study. Although it has the concept that active learning requires physical activity and hands-on experiences, this is not true. For learning to be successful, the mind must be engaged.

Lastly, it has also been emphasized as a serious drawback of the present study because **Robert Gagné** educational circumstances or situations that promote learning. Getting the learner's attention: The learning process must be launched by getting the learner's attention. This can be accomplished in a number of ways, such as by posing a fascinating question or making use of multimedia components.

These theories are related to the present study because these call for the creation of knowledge through learning and experiences and construction of something that could benefit others.

Statement of the Problem

This study determined the competency level of the MAPEH teachers in the development of video lessons in the Division of Pangasinan II.

1. What is the profile of the MAPEH Teachers in the Division of Pangasinan II in terms of their:
 - a. highest educational attainment;
 - b. position;
 - c. years of teaching service as MAPEH teacher;
 - d. software used in constructing video lessons;
 - e. gadgets used in teaching; and
 - f. number of trainings and seminars attended on computer and video-aided lessons?
2. What is the competency level of the MAPEH teachers in the development of video lessons along:
 - a. engagement;
 - b. effectiveness;
 - c. authenticity;
 - d. inspired teaching; and
 - e. inclusivity?
3. Is there a significant difference between the competency level of the MAPEH teachers in the development of video lessons across their profile variables?
4. What is the extent of seriousness of the challenges encountered by the MAPEH teachers in the development of video lessons along:
 - a. personal-related;
 - b. peer-related;
 - c. administration-related; and
 - d. community-related?
5. What LAC session is proposed to sustain the competency of the MAPEH teachers in the development of video lessons?

Research Hypothesis

There is a significant difference between the competency level of the MAPEH teachers in the development of video lessons across their profile variables that was tested at .05 level of significance. of the fourth industrial revolution in

Methodology

This chapter presents the research design and strategy, the population of the study, data gathering instruments, procedure, and statistical treatment.

Research Design and Strategy

This descriptive study sought to determine the competency level of the MAPEH teachers in the development of video lessons in the Division of Pangasinan II. Descriptive research, according to Dudovskiy (2013), is an account of things as they are right now without the researcher having any control over the variables. Descriptive research gives researchers a complete picture of the traits of the variables under study in their natural environment, enabling them to fully examine the variables.

Given the premises of the research design, the researcher described the profile of the MAPEH teachers in terms of their highest educational attainment, position, years of teaching service as MAPEH teacher, software used in constructing video lessons, gadgets used in teaching, and number of trainings and seminars attended on computer and video-aided lessons, the competency level in the development of video lessons of the MAPEH teachers; after which, a test of difference between the competency level in the development of video lessons of the MAPEH teachers across their profile variables were also used to anchor on the challenges encountered by the MAPEH teachers in the development of video lessons in their teaching and learning of students as basis in proposing a LAC session that sustain their competency in developing video lessons.

Population and Locale of the Study

The number of respondents for this study based on the data from the EPS-Division Office and by having thorough and rough interview among various schools in the division. A total of one-hundred twelve (112) MAPEH teachers were considered from the schools within the Division II of Pangasinan.

Data Gathering Tool

This study made use of a researcher-made survey questionnaire which were patterned from related literature and studies of the study. The researcher formulated the instrument through intensive consultation with experts with the supervision of the adviser. The questionnaire composed of the profile of the teachers, the 4-point Likert scale on the competency level and also the 4-point Likert scale on the challenges encountered by the MAPEH teachers in the development of video lessons.

The statements for the Likert scale on the competency level in the development of video lessons was based on *Memorandum No. 233, S. 2020* as regards Evaluation of Video Lessons, *DO 42, S. 2016* reflecting the Policy Guidelines on Daily Lesson Preparation for Basic Education Program as well as from the different memoranda and orders released by the Department of Education, namely, *DepEd Order no. 12 series of 2020* on the Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021, and *DepEd Order no. 18 series of 2020* on the Policy Guidelines

for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan (BE-LCP).

Results and Discussion

Profile of the MAPEH Teachers

Highest Educational Attainment. It could be gleaned on the table that most of the MAPEH teachers have MA units as supported by the frequency of 52 or 46.43%. Twenty-seven (27) or 24.11% and 18 or 16.07% are Master's Degree and

Baccalaureate Degree holders, respectively. Moreover, fifteen (15) or 24.11% have Doctoral units. This data imply that the respondents intend to pursue graduate studies yet still some of them are still bachelor's degree holders. One will be better to make data-driven decisions for the students and, in the end, establish themselves as an expert educator across school environments by understanding the needs of the current educational landscape and obtaining a **master's or doctoral degree** in education that provides with practical, transferable classroom skills (Mcklaine, 2020)

Table 1: Profile of the Respondents N=112

Profile	Items	Frequency	Percentage
Highest Educational Attainment			
	DA/PhD/EdD		
	with Doctoral units	15	13.39
	Master's Degree	27	24.11
	with MA units	52	46.43
	Baccalaureate Degree	18	16.07
Position			
	Teacher I	42	34.43
	Teacher II	3	2.68
	Teacher III	57	36.72
	Master Teacher I	5	4.64
	Master Teacher II	4	3.57
	Head Teacher I	1	0.89
Years of teaching service as MAPEH teacher			
	1-5 years	44	39.28
	6-10 years	30	26.78
	11-15 years	12	10.71
	16-20 years	6	5.36
	21 and above	20	17.86
Software used in constructing video lessons			
	Adobe Premiere Pro	18	16.07
	Cyberlink Power Director 365	6	5.36
	Wondershare Filmora X	38	33.93
	Adobe Premiere Elements	1	0.89
	VideoProc	4	3.57
	Corel Video Studio Ultimate	1	0.89
Gadgets used in Teaching			
	laptop	103	91.96

	iPad	1	0.89
	Smartphones	46	41.07
	Smart TV	53	47.32
	Touch screen LED TV	25	22.32
Number of trainings and seminars attended on computer and video-aided lessons			
	5-6	3	2.68
	3-4	20	17.86
	1-2	67	59.82
	0	22	19.64

Position. The table shows that most of the respondents are Teacher III as supported by the frequency of 57 or 36.72%. Forty-two (42) or 4.43% are still Teacher I and 5 or 4.64% are Master Teacher I.

Years of Service as MAPEH Teacher. Most of the respondents have 1-5 years in service as indicated by the frequency of 44 or 39.28%. Thirty (30) or 26.78% and 20 or 17.86% have 6-10 years and 21 years and above, respectively. The experienced teachers are still of significant number. Ladd (2018) mentioned that on average, more experienced teachers are more successful in improving student accomplishment than less experienced colleagues. As they gain experience, teachers perform better. Younger teachers are frequently mentored by more seasoned educators, who also aid in building and sustaining a supportive school climate.

Software Used in Constructing Video Lessons. The tables shows that most of the respondents utilize Wondershare Filmora X as their medium in constructing their video lessons as evidenced by the frequency of 38 or 33.93%. While 18 or 16.07% use Adobe Premiere Pro, six (6) or 5.36% use Cyberlink Power Director 365. The data imply that with the variety of software that are readily available on the internet, the teachers have their choice as to what software is to be used depending on their orientation, exposure and expertise.

Gadgets used in Teaching. The table shows that majority of the respondents use laptop as their main gadget in teaching (103 or 91.96%). Fifty-three (53) or 47.32% and 46 or 41.07% utilize Smart TV and Smartphones, respectively. This implies that the teachers are teachy and have profound knowledge as to the utilization of gadgets used in teaching.

Number of Trainings and Seminars Attended on Computer and Video-Aided Lessons.

Most of the MAPEH teachers have attended 1-2 seminars (67 or 59.82%). Twenty (20) or 17.86% have participated 3-4 trainings and seminars. However, twenty-two (22) or 19.64% never had the attendance to seminars or trainings on computer and video-aided lessons. This suggests that because there are not many people attending trainings and seminars related to this, their need to gain knowledge and skills pertinent to their personal and professional development objectives appears to be unmet.

Competency Level in the Development of Video Lessons of the MAPEH Teachers

Along Engagement

The table shows that the MAPEH teachers are highly competent in developing video lessons along engagement as indicated by the weighted mean of 3.47. This means that the lessons made are engaging and the students show active participation. The goal of the instructional content is to captivate students' curiosity so that they will actively engage with the subject matter in a dynamic and interactive learning environment. Consequently, the students exhibit fervent and engaged engagement in the educational process.

Table 2.a. **Competency Level in the Development of Video Lessons of the MAPEH Teachers along Engagement**

No.	Indicator <i>Through the developed video lessons, the teachers...</i>	Frequency				Mean	Descriptive Equivalent	Rank
		4	3	2	1			
1	provoke creative thinking and promote deeper learning.	47	52	13	0	3.30	HC	8
2	induce logical and reflective thinking because of the scenes and visual occurrences	51	52	9	0	3.37	HC	7
3	encourage memory retention regarding matters on Physical Education.	60	46	6	0	3.48	HC	5.5
4	enhance student comprehension and discussion	59	48	5	0	3.48	HC	5.5
5	aid in the development of a common base of knowledge among students.	62	45	5	0	3.50	HC	3.5

6	provide a better understanding of the concepts and lessons taught in MAPEH subjects	71	36	5	0	3.58	HC	1
7	hone the ability to remember well the subject matter	63	44	5	0	3.51	HC	2
8	develop a sense of responsibility among students through the videos included in the discussions.	63	43	6	0	3.50	HC	3.5
Weighted Mean						3.47	HC	

Legend:

3.26 – 4.00 Highly Competent (HC)

1.76 – 2.50 Slightly Competent (SC)

2.51 – 3.25 Moderately Competent (MC)

1.00 – 1.75 Least Competent (LC)

The table further showed that the teachers are highly competent in developing a sense of responsibility among students through the videos included in the discussions with a mean of 3.50. This implies that their full commitment to do their responsibility in developing video lessons is very evident.

Additionally, to engage students and support learning, these video lectures frequently include in-video quizzes or self-assessment questions. This also really demonstrates the creators' dedication to developing practical and effective educational resources. It is also deemed that these video lessons ignite the drive of the students to have their curiosity to the topic because sometimes they are persuaded with the animations. They enjoy themselves, are inspired, and gain knowledge via animation. Learning results are enhanced by animated materials, which also increase student engagement and enthusiasm for learning (Sykes, 2019).

Along Effectiveness

Table 2.b. Competency Level in the Development of Video Lessons of the MAPEH Teachers along Effectiveness

No.	Indicators <i>Through the developed video lessons, the teachers...</i>	Frequency				Mean	Descriptive Equivalent	Rank
		4	3	2	1			
1	give students the opportunity to learn about a whole range of skills involved in all components of PE.	64	43	5	0	3.58	HC	1.5
2	provide nice break for students to see visually the execution of various skills in sports, dances and other components of PE.	65	44	3	0	3.55	HC	3
3	show proper and correct execution of the basic skills	69	40	3	0	3.58	HC	1.5
4	expose students to a variety of language and cultures	58	48	6	0	3.46	HC	7
5	offer better visual effects when images are presented with spoken language.	57	48	7	0	3.44	HC	8
6	bring the outside world to students to do more	63	43	6	0	3.50	HC	5
7	ignite the energy and vitality to do the return demonstration	63	44	5	0	3.51	HC	4
8	provide powerful social cues and assist with guiding learners' way for skills increase.	57	48	5	0	3.48	HC	6
Weighted Mean						3.51	HC	

Legend:

3.26 – 4.00 Highly Competent

2.51 – 3.25 Moderately Competent

1.76 – 2.50 Slightly Competent

1.00 – 1.75 Least Competent

It could be gleaned on the table that the MAPEH teachers are highly competent in giving students the opportunity to learn about a whole range of skills involved in all components of PE as supported by the mean of 3.58. This means that the video lessons created by the teachers really intend to cater to the holistic skill development of the students. Detailed information is embedded in all the ways of constructing video lessons. With the help of the teacher and using videos as a teaching tool, students can practice key concepts and abilities while also learning new ones at their own pace (Robinson, 2021).

Martin (2021) said in her article that by using a brief video to introduce the topic, teachers can catch students' attention right away.

The videos are purposefully designed to inspire students by giving them a visual representation of how physical education exercises are carried out step-by-step. This encourages students to get involved and follow along with the

Over-all, the MAPEH teachers are highly competent in the development of video lessons along effectiveness as supported by the weighted mean of 3.51. This indicates that video lessons utilized by the respondents are effective in the delivery of PE-related lessons. This also suggests that the respondents believe the video lessons do a good job of communicating material linked to physical education. The video classes are used to provide lessons in the context of in-person instruction is thought to be an effective and efficient approach. By using video in lectures, students can learn and explore more information as well as many other cognitive themes (Curtin, 2022).

Along Authenticity

Table 2.c. Competency Level in the Development of Video Lessons of the MAPEH Teachers along Authenticity

No.	Indicators <i>Through the developed video lessons, the teachers...</i>	Frequency				Mean	Descriptive Equivalent	Rank
		4	3	2	1			
1	create video that are real and not copied	50	53	9	0	3.36	HC	7
2	converse with students without boundaries	57	49	6	0	3.45	HC	3
3	encourage students where they can express fully themselves	65	41	6	0	3.52	HC	1
4	provide avenue for unmasking the true selves of students	54	53	5	0	3.43	HC	4.5
5	tend to share clear thoughts without any hold bars	58	46	3	0	3.51	HC	2
6	cultivate genuine concepts of students	56	48	8	0	3.42	HC	6
7	can demand real and heart-grounded perceptions	54	53	1	0	3.43	HC	4.5
Weighted Mean						3.45	HC	

Legend:

- 3.26 – 4.00 Highly Competent
- 2.51 – 3.25 Moderately Competent
- 1.76 – 2.50 Slightly Competent
- 1.00 – 1.75 Least Competent

The table shows that the video lessons of the MAPEH teachers, they encourage students where they can express fully themselves as evidenced by the mean of 3.52. It is deemed that through videos that the teachers prepared for their lesson, students are persuaded to participate because they have the model to emulate. The activity becomes easier to each and lesser time for further elaboration. It is believed that the teacher-produced videos act as persuasive instruments that entice the students to participate by offering a clear example for them to follow. This simplified method saves time throughout the learning process by reducing the need for extra explanation and increasing the activity's accessibility for students. On the other hand, the students have to freedom to create more exciting activities on their own. During video instruction, students can brainstorm and have the opportunity to chime their thoughts (Burns, 2020). Also, through this medium, the students can cultivate genuine concepts of students (3.42).

Over-all, the MAPEH teachers are highly competent in the development of video lessons along authenticity as supported by the weighted mean of 3.45. This means that their love for teaching is manifested through their capacity to create video lessons that are real and highly personally created. Additionally, the fact that they are able to create genuinely engaging and highly customized video lectures suggests that they are passionate about teaching and the sincere and personalized quality of the educational materials they create reflects their love for their work. According to Nyu (2022), across all disciplines, the use of video lessons in educational settings is growing quickly. There are some, though, that are invalid and illegitimate. Video can, however, be used for learning and studying both within and outside of the classroom. It is frequently appealing as a way to capture course material and deliver direct instruction. Although video is a potent medium, it must be produced authentically and with a strong pedagogical focus in order to be most effective.

Along Inspired Thinking

It emphasizes how important it is to ignite students' passion for learning and how MAPEH teachers should look beyond conventional lecture formats to more creative approaches. Adding video lessons is seen to have the potential to be a major catalyst for a classroom revolution in education. It is indeed very important to ignite the passion of the students to learn. Therefore, the MAPEH teachers should really innovate their strategies away from just doing lecture method, and these video lessons can be a matter of a higher educational revolution in the classroom. Through video lessons, this increases student motivation and enthusiasm (3.64) and boosts confidence because execution is transpired in the videos (3.64).

On the same note, the respondents are highly competent in developing the innovative imagination of students that leads to being resourceful with a mean of 3.53. This implies that since video lessons can also generate creativity and intellectual imagery, the students can also be motivated to make inspiring activities through their ingenuity like making practicum that are a modification of the given instructions in the video lessons prepared by the teacher. This shows that students may be motivated to participate in creative activities, such as altering practicum exercises based on the instructions provided in the teacher-prepared video lectures, since video lessons have the ability to foster creativity and intellectual imagery. The study conducted by Bjørke's, et. al (2020) on the final theme, "*social-emotional learning*," identified elements of students' learning through video lessons that eventually result in all students being capable of cooperating with peers to complete academic tasks in physical education with creativity and resourcefulness.

Table 2.d. Competency Level in the Development of Video Lessons of the MAPEH Teachers along Inspired Thinking

No.	Indicators <i>Through the developed video lessons, the teachers...</i>	Frequency				Mean	Descriptive Equivalent	Rank
		4	3	2	1			
1	help gain attention and maintain student interest in the theories and concepts under discussion.	72	40	0	0	3.60	HC	5
2	increase student motivation and enthusiasm.	76	36	0	0	3.64	HC	2.5
3	boost confidence because execution is transpired in the videos.	75	34	3	0	3.64	HC	2.5
4	allow benefit in locating best practices for constructing videos	66	40	6	0	3.53	HC	7.5
5	connect learners with events that are culturally relevant.	69	40	3	0	3.58	HC	6
6	develop the desire of the students to learn more	76	34	2	0	3.66	HC	1
7	link the emotions if the scenes have strong emotional content	66	43	3	0	3.61	HC	4
8	develop innovative imagination that leads to being resourceful.	63	46	3	0	3.53	HC	5.5
Weighted Mean						3.60	HC	

Legend:

- 3.26 – 4.00 Highly Competent
- 2.51 – 3.25 Moderately Competent
- 1.76 – 2.50 Slightly Competent
- 1.00 – 1.75 Least Competent

To ensure relevance and engagement, video classes introduce students to current events that are significant within their cultural context. Students are given a dynamic and real-world link to improve their grasp of the subject matter by mixing current issues into the subject. As a result, a benefit of using these is that teachers must keep their examples and resources current. It can be used to link concepts learned in class to actual policies and events (Green, 2020).

The teachers also have high competence in creating video lessons to develop innovative imagination that leads to being resourceful as indicated by the mean of 3.53. Students that are creative thinkers are more equipped to imagine, invent, and react to unforeseen or changing circumstances. This also shows that encouraging creativity helps the students to develop their capacity for imagination as well as important skills for dealing with uncertainty and adjusting to changing circumstances. All students have had to be innovative in their approaches to work, teaching, and learning. It is very important to encourage the students to have the sense of creative thinking (Escandor, 2022)

Along Videos for All: Inclusivity

The table shows that through the video lessons of the MAPEH teachers, they assessed themselves as highly competent in increasing the participation of students of color in school life as supported by the mean of 3.58. The data imply that all students are urged to join in all PE activities whatever is the gender, race, beliefs, forms and angles of their lives. This inclusive approach places a strong emphasis on giving all students, regardless of their backgrounds or traits, equal opportunities and involvement.

Table 2.e. Competency Level in the Development of Video Lessons of the MAPEH Teachers along Videos for All: Inclusivity

No.	Indicators <i>Through the developed video lessons, the teachers...</i>	Frequency				Mean	Descriptive Equivalent	Rank
		4	3	2	1			
1	engage students of all ages and abilities	65	41	6	0	3.52	HC	3

2	offer greater accommodation of thoughts of diverse learning styles and develop quantitative reasoning.	59	49	3	0	3.47	HC	7
3	enhance students' ability to participate in a pluralistic, interdependent global community.	61	45	6	0	3.49	HC	6
4	increase the participation of students of color in school life.	69	39	4	0	3.58	HC	1
5	ensure that students of underrepresented populations have the support they need to be academically successful.	61	48	3	0	3.51	HC	4.5
6	build relationships and develop multicultural skills with members from diverse backgrounds.	61	47	4	0	3.56	HC	2
7	Avoid stereotyping	57	52	3	0	3.51	HC	4.5
Weighted Mean						3.52	HC	

Legend:

- 3.26 – 4.00 Highly Competent
- 2.51 – 3.25 Moderately Competent
- 1.76 – 2.50 Slightly Competent
- 1.00 – 1.75 Least Competent

Inclusion is a condition where all children, regardless of ability or disability, have the right to be respected and appreciated as valuable members of the school community, fully participate in all school activities, and interact with peers of all ability levels with opportunities to form friendships (CDC, 2021)

Moreover, the respondents are highly competent in building relationships and developing multicultural skills with members from diverse backgrounds (3.56). The respondents exhibit a strong degree of proficiency in forming relationships and developing intercultural competencies that indicate their capacity to interact productively with people from a variety of backgrounds. This ability illustrates a crucial facet of the respondents' interpersonal and intercultural competencies by indicating that they are capable of navigating and cultivating meaningful interactions in multicultural environments.

The MAPEH teachers demonstrate a high degree of proficiency in involving the students of all ages and skill levels in an effective manner to demonstrate their adaptability and variety in teaching a range of demographics. This also implies that they have the talents required to address the particular requirements and learning preferences of the students of all ages and ability levels in establishing a welcoming and encouraging learning environment. Curtin (2022) mentioned that the curriculum, in particular those elements where videos are used as a teaching tool, and the teacher both affect how well-taught a class is. Teachers must have the ambition to grow and improve through professional development and continuous learning toward students' academic progress since they are the main drivers in achieving the specified goals in the curriculum. The kind of teaching should be along with and caters all ages.

The teachers' proficiency in producing video courses highlights their dedication to offering academic support that is customized to meet the requirements of students from underrepresented groups. This calls for a fair and inclusive strategy that recognizes the significance of guaranteeing every student's academic success regardless of their background or representation. Underrepresented students require ongoing assistance from other students, staff, and faculty members in order to close the achievement gap even during discussions and other PE activities. Peer mentoring gives college students access to the academic and social assistance of fellow, more seasoned students (Nyu, 2022)

Avoid stereotyping is also given an attention when teaching using video lessons (3.51). A deliberate attempt is made to steer clear of stereotyping when using video in the classroom. This shows a dedication to advancing impartial and inclusive education and an understanding of the need of avoiding stereotypes in the curriculum. Stereotypes are Shortcuts. They uniformly apply a known or held belief about a group to all of its members. Stereotypes might be neutral or positive, although we typically see them negatively. (O'Brien, 2019)

Likewise, video lessons made by teachers enhance students' ability to participate in a pluralistic, interdependent global community (3.49). Teachers' video lectures are an important part of helping students become more capable of participating and making contributions in a multicultural, global community. This shows that the teaching strategy encourages a wider viewpoint and gives students the tools they need to participate effectively in a pluralistic society. A pluralistic and global community makes sure that students from underrepresented groups have the resources they need to succeed academically, fosters connections and the development of multicultural competencies with people from different backgrounds, improves students' capacity and raises the presence of students of color on schools (Osborne, et, al, 2020)

Over-all, the MAPEH teachers are highly competent in the development of video lessons along inclusivity as supported by the weighted mean of 3.52. This suggests that teachers of MAPEH (Music, Arts, Physical Education, and Health) are highly skilled at producing inclusive video lessons that their lesson plans are made to accommodate a range of learning styles and requirements and guarantee that every student receives a thorough and easily accessible education.

Table 2.f. Summary Table on the Competency Level in the Development of Video Lessons of the MAPEH Teachers

Area	Mean	Descriptive Equivalent
Engagement	3.47	Highly Competent
Effectiveness	3.51	Highly Competent
Authenticity	3.45	Highly Competent
Inspired thinking	3.60	Highly Competent
Inclusivity	3.52	Highly Competent
Overall Average Weighted Mean	3.51	Highly Competent

The table shows that the MAPEH teachers are highly competent in all areas of concern namely Engagement (3.47), Effectiveness (3.51), Authenticity (3.45), Inspired thinking (3.60) and Inclusivity (3.52). With a rating of 3.47 out of 4, this shows that MAPEH teachers exhibit considerable competency in a number of areas, including their capacity to effectively engage pupils. They also do a great job at producing real-world educational materials and are skilled at inspired thinking. The general high evaluation in all of these categories imply that MAPEH educators are competent and successful in providing inclusive, captivating, and real education. This further implies that the teachers really go with the times of educational change and instructional shift of not just having their classes the traditional methods but has moved to a more engaging way of delivering their lessons through video lessons.

Roslaniec (2018) mentioned that students of all ages and abilities must engaged in video lessons, which also motivate with real-world material, give context for comprehension, expose to a diversity of languages and cultures, and offer cultural and novel concepts.

Significant Difference Between the Competency Level of the MAPEH Teachers in the Development of Video Lessons Across Their Profile Variables

Table 3.a. Result of Test Difference Between the Competency Level of the MAPEH Teachers in the Development of Video Lessons Across Their Profile Variables

Source	F/t	Significance
Highest Educational Attainment	2.591	.076
Position	4.881*	.001
Years of teaching service as MAPEH teacher	3.004	.064
Software used in constructing video lessons	5.46	.065
Gadgets used in teaching	3.546	.060
Number of trainings and seminars attended on computer and video-aided lessons	2.036	.060

In comparing the level of competency of the MAPEH teachers in the development of video lessons across the categories of their profile variables, as observed in Table 3.a., when grouped, it shows that they do not differ in highest educational attainment, years of teaching service as MAPEH teacher, software used in constructing video lessons, gadgets used in teaching and number of trainings and seminars attended on computer and video-aided lessons. This suggests that, when grouped by various profile variables, such as highest educational attainment, years of teaching service, software and gadgets used, and the number of computer and video-aided lesson-related trainings and seminars attended, there is no significant difference in the competency of MAPEH teachers in developing video lessons, based on the observations presented in Table 3.a. The research indicates that the MAPEH teachers developed video courses with a consistent degree of skill across these parameters.

However, it could be gleaned on the table that the positions held by the MAPEH teachers had the significant difference on their competency level in the development of video lessons as supported by the computed value of 4.881 with the significance value of .001 which is lower than the level of probability set at 5%. This means that the higher the position, the higher the level of competency level in the development of video lessons. This clarifies even more why MAPEH teachers' proficiency levels in creating video courses vary greatly depending on the roles they occupy. The calculated value of significance value indicates that the teachers' positions have a statistically significant impact on how well they are able to create video lectures.

Result of the Post Hoc Comparison Competency Level of the MAPEH Teachers in the Development of Video Lessons Across Categories of Position

Table 3.b. Result of the Post Hoc Comparison Competency Level of the MAPEH Teachers in the Development of Video Lessons Across Categories of Position

Compared Categories	Mean Difference	Significance
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Teacher I	Teacher II	.417	.076
	Teacher III	.021	.990
	Master Teacher I	-.083	.149
	Master Teacher II	.136	.149
	Head Teacher I	.219	.333
Teacher II	Teacher III	.115	.234
	Master Teacher I	.104	.235
	Master Teacher II	.337	.996
	Head Teacher I	.345	.999
Teacher III	Master Teacher I	.291*	.001
	Master Teacher II	.337	.657
	Head Teacher I	.345	.996
Master Teacher I	Master Teacher II	.291	.089
	Head Teacher I	.456	.490
Master Teacher II	Head Teacher I	.345	.999

In terms of position, the post hoc analysis as shown in Table 3.b, only the difference between the Teacher III and Master Teacher I is considered significant. The difference in the competency level which is 0.219 (sig=.001) shows that the Teacher III are more competent in teachers in the development of video lessons compared to the Master Teacher I. This suggests that the ability level for creating video lessons varies significantly between Teacher III and Master Teacher I jobs.

EXTENT OF SERIOUSNESS OF THE CHALLENGES ENCOUNTERED BY THE MAPEH TEACHERS IN THE DEVELOPMENT OF VIDEO LESSONS

Along Personal-related Challenges

Table 4.a. Personal-related Challenges

No.	Challenges	Frequency				Mean	DE	Rank
		4	3	2	1			
1	No enough budget to have the gadgets needed	51	49	10	2	3.30	HS	3
2	Limited knowledge on how to use applications to develop videos	37	57	14	4	3.13	MS	6
3	High prize of the application because of online charges	53	42	11	1	3.22	MS	5
4	Overloaded with work that impedes the development of video lessons	53	48	9	2	3.35	HS	1
5	No ample time to create because of other chores at home to attend to	51	49	11	1	3.33	HS	2
6	Limited awareness of the process using various video applications	42	50	14	1	3.27	HS	4
7	No knowledge in editing and less resources for raw clips	40	44	21	7	3.04	MS	7
Weighted Mean						3.23	MS	

Legend:

DE= Descriptive Equivalent

3.26 – 4.00 - Highly Serious

2.51 – 3.25 - Moderately Serious

1.76 – 2.50 - Less Serious

1.00 – 1.75 - Least Serious

The table shows that overloaded with work that impedes the development of video lessons has been a highly serious problem of the teachers as supported by the mean of 3.35. This indicates that the time and lot of paper works have been an issue to cover such accomplishment. However, with the number of teachers who have the video lessons, they still find time to manage and create such. The teachers' major challenge of having too much work on their plates seriously impedes their capacity to create video lessons. This shows that teachers' ability to provide instructional

content using video approaches effectively is negatively impacted by their workload. Pope (2022) and a colleague discovered that doing too much work can reduce effectiveness and even have the opposite impact. They referenced earlier study showing that the benefits of doing too much labor plateau.

Likewise, a problem as regards ample time to create video lessons because of other chores at home to attend to has been assessed as highly serious with the mean of 3.33. This imply that even the work at home influences their time to produce lessons. The problem of not having enough time to create video lectures because of other household chores has been deemed to be extremely serious. This implies that the difficulties associated with handling household tasks have a substantial influence on the teachers' capacity to set aside sufficient time for the creation of video lectures.

It is also very true and has been transpired on the table that there has been a limited awareness of the **process** using various video applications as evidenced by the mean of 3.27. The teachers admitted that they have exposure to Wondershare Filmora X and Adobe Premiere Pro. However, it is just only the nature of the application, but the process, navigation and the other plotting techniques are not yet very familiar to them.

Over-all, the MAPEH teachers encountered moderately serious personal challenges as indicated by the mean of 3.23. This means that their personal problems in the creation of video lessons are just with right amount and still manageable. Green (2020) cited that the teacher education programs are failing to prepare teachers to analyze, modify, and enact high-quality instructional materials effectively.

Along Peer-related Challenges

It could be gleaned on the table that the MAPEH teachers have moderately serious per-related challenges as supported by the weighted mean of 2.78. This indicates that the teachers have a good relationship with their peers. Kaufman, et. al (2018) revealed in their study that compared to past generations, teachers today are more engaged in collaboration.

Table 4.b. Peer-related Challenges

No.	Challenges	Frequency				Mean	DE	Rank
		4	3	2	1			
1	No sharing of resources	31	50	23	8	2.92	MS	2
2	Selfishness to train the other teachers	28	42	28	14	2.75	MS	5
3	Mismatch of the required time to create the video together.	33	54	20	5	3.02	MS	1
4	Jealousy among other teachers	22	39	27	24	2.76	MS	4
5	Filming does not go to plan because of division and conflict	32	48	23	9	2.91	MS	3
6	Unhealthy and bad competitions in the department	21	38	32	21	2.52	MS	7
7	Less intention to collaborate	21	42	29	20	2.57	MS	6
Weighted Mean						2.78	MS	

Legend:

DE=Descriptive Equivalent

3.26 – 4.00 - Highly Serious

2.51 – 3.25 - Moderately Serious

1.76 – 2.50 - Less Serious

1.00 – 1.75 - Least Serious

As to the specific indicators, a mismatch of the required time to create the video together has been deemed as moderately serious challenge (3.02). Teachers in MAPEH are facing a somewhat major issue with the amount of time needed for group video production not matching up. This implies that a significant barrier to teachers working together to create video lessons is the disparity in time availability for collaborative efforts.

Moreover, jealousy among other teachers has been assessed as a challenge as indicated by the mean of 2.76. This implies that there is always a point that teachers have this feeling due to professional resentment and personal grudge if it is. This shows that interpersonal dynamics, particularly jealousy, could be a barrier for the MAPEH teaching community which could have an impact on overall professional relationships and collaboration. Cure (2021) mentioned that a crucial tool in a teacher's toolkit is the capacity to comprehend and interpret emotions. It is dangerous for them to ignore jealousy and envy since these emotions have a significant impact on how others behave, produce quality work, and connect with one another.

Table 4.c. Administration-related Challenges

No.	Challenges	Frequency				Mean	DE	Rank
		4	3	2	1			

1	No provision of the equipment needed in the construction of the videos	38	50	20	4	3.08	MS	3
2	No monitoring and coaching processes	37	41	19	15	2.98	MS	4
3	Less training program for teachers along video making and editing.	39	51	16	6	3.09	MS	2
4	Bombardment of classwork that leads to having no time to do video lessons	51	51	7	3	3.33	HS	1
5	Discrimination of the ability to construct video lessons	29	46	26	11	2.83	MS	5
6	Low level of appreciation of the resources or videos created	28	51	24	9	1.97	LS	7
7	Less emotional support to be motivated in making videos for lessons	30	47	25	10	2.33	MS	6
Weighted Mean						2.80	MS	

Legend:

DE= Descriptive Equivalent

3.26 – 4.00 - Highly Serious

2.51 – 3.25 - Moderately Serious

1.76 – 2.50 - Less Serious

1.00 – 1.75 - Least Serious

The table shows that bombardment of classwork that leads to having no time to do video lessons has been assessed as highly serious challenge as indicated by the mean of 3.33. This implies that the administration gives a lot of work to do that hinders the creation of video lessons. The deluge of classwork, in particular, has been assessed as a very substantial barrier for teachers, severely impeding their capacity to set aside time for making videos courses. This implies that a significant barrier to the successful adoption of video-based teaching approaches is the overwhelming workload. An important part of the job as a teacher is making sure everyone on the team has the right amount of work (Knight, 2019).

Moreover, it has also shown on the table that no provision of the equipment needed in the construction of the videos (3.08), no monitoring and coaching processes (2.98) and less training program for teachers along video making and editing (3.09) have been assessed as moderately serious. This implies that in order to improve the teachers' competency in creating video lessons, it is imperative to address these concerns, which include equipment provision, supervision, and training.

Teachers of MAPEH encounter somewhat severe administrative hurdles when creating video classes. This shows that there are administrative barriers that, although not very serious, nevertheless stand in the way of their successful adoption of video-based teaching strategies. This implies that the administration is still very supportive of the teachers. Blanchet (2022) said that teachers may weather a challenging year by focusing on their strengths, which administrators should encourage because when they are not, they lose their influence and become irritated.

Table 4.d. Community-related Challenges

No.	Challenges	Frequency				Mean	DE	Rank
		4	3	2	1			
1	Less concern for the developed video lessons	23	56	24	9	2.83	MS	1
2	Do not share inputs for the betterment of the video lessons	25	47	41	9	2.78	MS	2
3	Selfishness	25	45	23	19	2.70	MS	6.5
4	Less support for the teachers	28	46	22	16	2.70	MS	6.5
5	No dolling out of resources for the video lessons	23	49	30	10	2.75	MS	3
6	Insensitivity	22	52	25	13	2.74	MS	4
7	Discrimination and no collaboration	24	47	27	14	2.72	MS	5
Weighted Mean						2.75	MS	

Legend:

DE= Descriptive Equivalent

3.26 – 4.00 - Highly Serious

2.51 – 3.25 - Moderately Serious

1.76 – 2.50 - Less Serious

1.00 – 1.75 - Least Serious

It could be gleaned on the table that less concern for the developed video lessons has been noted as a moderately serious community-related challenge as supported by the mean of 2.83. This implies that the community is of no concern to the developed material. This shows that MAPEH teachers' support for the video lesson initiatives and community participation may not be as strong as it could be, which presents a significant barrier to the adoption and integration of video-based teaching approaches in the larger community. Schools and the community should make an effort to get together and work together (O'Brien, 2019).

This means that the community has less concern to the classroom management, IM operations and outputs of the teachers most especially on the use of technology and videos in the field of instruction. Confirming with the results of the study, the study of Kahn (2020) indicated that (1) community involvement takes the form of "paguyuban" in each class, suggestions for school initiatives, involvement of religious leaders in religious celebrations, observation of children's learning at home, and promotion of schools; and (2) schools can increase community involvement by including the community in their activities, using social media to spread the word about them, conducting house calls, and holding events.

Over-all, the MAPEH teachers have moderately serious community-related challenges in the development of video lessons as supported by the average weighted mean of 2.75. This indicates that still the community offer their services for the development of the schools particularly the classroom activities of the teachers. Nebor (2019) mentioned that since teachers are the foundation of the educational system, their role in fostering a positive school-community relationship is crucial. Teachers are the people who put school policy into practice. In order to maintain public support, teachers must also be ready to present themselves in the best light under any situations. The community's opinions of the teacher have an impact on their opinions of the school, which in turn have an impact on student morale, school resources, and community support for the school as a whole.

Table 4.e. Summary Table on the Extent of Seriousness of the Challenges Encountered by the MAPEH Teachers in the Development of Video Lessons

Areas of Challenges	Mean	Descriptive Equivalent
Personal-related	3.23	Moderately Serious
Peer-related	2.78	Moderately Serious
Administration-related	2.80	Moderately Serious
Community-related	2.75	Moderately Serious
Overall Average Weighted Mean	2.89	Moderately Serious

The table shows that the personal-related challenges have been assessed as moderate as indicated by the mean of 3.23. This means that the problems are still tolerable and being able to be managed. Teachers encountered moderate levels of difficulty creating effective daily lesson plans, very high levels of difficulty finding personal laptops for academic use, and high levels of difficulty with the following: a lack of computer units in schools for ICT integration; large class sizes; damaged or obsolete computer units; absenteeism; and conceptualizing English-language classroom rules (Nemenzo, 2018)

Further, the MAPEH teachers have also evaluated that the peer-related problems were moderately serious as supported by the mean of 2.78. Clark (2019) stressed that the voices of teachers who designed educational experiences for students in rural areas have been largely excluded in the existing body of peer collaboration is a concern where this endeavor looked into how instructors in schools were using peer collaboration practices.

Finally, the table shows that all the areas of challenges encountered by the MAPEH teachers in the development of video lessons have been assessed as moderate as evidenced by the weighted mean of 2.89. It follows that all of the difficulties MAPEH teachers encountered when creating video lessons were rated as moderate overall. This implies a moderate degree of difficulty in all areas, pointing to areas that require work and development without any one area being unduly difficult. This data imply that these

difficulties are manageable and able to be controlled. The findings of the study of Honra (2022) demonstrated that reported difficulties faced by teachers do not significantly relate to coping techniques as a whole.

Conclusions and Recommendations

Conclusions

From the salient findings, conclusions drawn are as follows:

1. Most of the MAPEH teachers are Teacher III who are still on the process of completing their Master's degree, have been in the teaching service for about five years, utilize Wondershare Filmora X to edit their video lessons with their laptops and had attended 1-2 trainings on computer and video-aided lessons.
2. The respondents have high competency in developing their video lessons intended for MAPEH-related classroom educational purposes.
3. The position of the teachers differs in their ability to develop video lessons.
4. Challenges met by the MAPEH teachers are just moderate and still can be managed accordingly.
5. The LAC SESSION is intended to enhance the competency level of the MAPEH teachers in the development of MAPEH-related video lessons.

Recommendations

Based on the conclusions, the recommendations are as follows:

1. Since educational attainment is very important to all teachers in an institution, they are modestly encouraged to complete their Master's degree since most of them are still on their way to finishing it. Anyway, this educational achievement could also be used in their promotion.
2. Though the level is high as regards their competency in developing video lessons, there is always room for improvement to make it very high. The plans, implementation, and evaluation mechanisms to improve more on this matter should be considered by the curriculum planners.
3. Challenges, though found to be just moderate, must be attended with much focus and attention to have a more effective delivery of the subject matter with the use of the video lessons.
4. Prospective research studies may be conducted to further evaluate the profile variables which are not correlated to the present study.
5. The study highly recommends the adoption or integration of the LAC session to sustain the competency of the MAPEH teacher in the development of their video lessons.

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