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Effectiveness of Video-Based Instruction, Teachers' Performance and Challenges among Junior High School Teachers in the New Normal in the District of Masinloc, Division of Zambales

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Abstract

The video-based instruction (VBI) was used as alternative classroom teaching and learning instruction and observation processes which is common in today's educational venues in the new normal of education. However, there has been a dearth of awareness and training to help teachers critically analyze and effectively utilize video-based instruction of authentic classroom instruction for their technological and pedagogical development. The study aimed to evaluate the effectiveness of video-based instruction as a teaching approach and its relation to the teacher performance and challenges among Junior High School Teachers in the New Normal situation in the district of Masinloc, Division of Zambales during the School Year 2020-2021.

The study employed the descriptive – evaluation research design. The researcher administered a validated Likert – scale questionnaires to ninety- five (95) Junior High school teacher-respondents from the six high schools in Masinloc District. Data were analyzed using descriptive and inferential statistics. The results revealed that majority of the teacher-respondents obtained Outstanding performance ratings based on their Classroom Observation Tool. More so, teacher-respondents assessed strongly effective on the level of effectiveness using video-based instruction in terms of pedagogical content, individual learning focus, ability to work at own pace, increased engagement and ease of creating video using mobile technology, respectively.

Furthermore, the results indicate that there is no significant difference on the dimensions towards level of effectiveness using video-based instruction as to Pedagogical Content, Individual Learning Focus, Ability to work at own Pace, Increased Engagement and Ease of creating video using mobile technology respectively. There is no significant relationship between the level of teaching performance and the level of effectiveness using video-based instruction. Likewise, there is no significant relationship between the level of teaching performance and the challenges encountered using video-based instruction. The teacher capability program is hereby proposed in order to enhance teachers' capability and competence in the implementation of the Video-Based Instruction.

Based on the salient findings and the conclusions arrived at, the researcher have offered the following recommendations: (1) The District of Masinloc may provide training, seminars and workshops on the use of Video Based instruction in order to enhance their competence in the utilization of the Video Based instruction to the pilot schools; (2) The Local Municipal Government is encouraged to prioritize the installation of internet connectivity and strengthen the electrical distribution to the community and also as much as possible to the remote areas (3) Since Masinloc District made an effort and initiated the implementation of the new learning platform, the local leaders, stakeholders, students, parents is encouraged to give full support to make the program meaningful and increase learners level of knowledge and understanding; (4)

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Teachers may be provided with special training to enhance their capability on stimulating students' proactive behavior and maintain learners attention and participation even through on online learning; and (5) Conduct parallel or similar study with in-depth and wider in scope so as to validate and confirm the findings of the study.

Keywords: *new normal, teachers' performance and challenges, video-based instruction*

Introduction

The Department of Education (DepEd) recognizes the need to provide undisrupted opportunities for learning to students despite the COVID19 pandemic and have correspondingly made statements on the need for flexible/alternative delivery mechanisms for implementing their programs (Ogena et al., 2020). To address these issues, the Department of Education (DepEd) implemented the TV and radio-based solutions in areas with limited access to the Internet, through the implementation of RA 8375, which allots 15 percent of the total daily airtime in a broadcast network to child-friendly content (Buenviaje, 2021). From this, the education department launched DepEd TV—a program that converts self-learning modules into video lessons that can be accessed through IBC13 and Solar Learning Outlets. It features "teacher-broadcasters" who underwent training on how to effectively deliver lessons via pre-recorded videos.

More so, based on the Guidelines on the Implementation of the Results-based Performance Management System (RPMS) for School Year 2020-2021, it elaborates that observation of a video lesson as one of the alternative classroom observation processes are almost similar with the process done in face-to-face instruction which follows the Classroom Observation Tools for RPMS rubric (Memorandum DM-PHROD 2021-0010).

Given the multitude of academic and behavioral difficulties that occur amidst of pandemic, teaching is a daunting activity. When faced with a large class filled with different needs and insufficient teacher-aide support, teachers are required to effectively develop and nurture each learner, which may seem like an unrealistic expectation

Teachers often struggle to find ways to amplify the Most Essential Learning Competencies (MELCs) in the new normal of education. Considerably, digital technology in new normal of education allows teachers and administrators to find entirely new answers to what students learn, how students learn, where students learn and when they learn. Technology can enable teachers and students to access specialized materials well beyond textbooks, in multiple formats and in ways that can bridge time and space (Velunta, 2021). Of all the emerging areas of technology, video has been one of the most widely used tools for teaching and learning (Zhang et al., 2011). The technological infrastructure for the use of instructional and professional videos is common in today's educational venues. In addition, video lesson can be a great tool to assist students in gaining that deeper understanding of content. However, there has been a dearth of awareness and training to help teachers critically analyze and effectively utilize video lesson in the authentic classroom instruction for their professional development (Hong & Riper, 2016).

Stansbury (2015) stressed that teacher-generated video can have a positive influence on student satisfaction and engagement in distance learning. Video lessons have also proven to have a high level of effectiveness as a tool to enhance the quality of teaching (Calandra & Rich, 2015). Taking aside, creating interesting, video lessons does take some planning and technical skill. However, many of teachers lack digital proficiency in creating videos for their instruction. The sudden shift of the learning modality from face-to-face to distance learning likewise shocked the teaching community in the preparation of materials to be provided to the learners. Assessing the effects of such video-based instruction (VBI) on situated knowledge requires valid instruments that are able to represent the complexity of teaching (Gold & Holodynski, 2017). Moreover, despite the advantages of VBI, it also imposes a number of challenges (Blomeke et al., 2015).

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One of these is context dependence or the idiosyncratic effects related to the particular situations depicted in the classroom videos. For standardized assessments, this can lead particularly to problems with validity and reliability (Gold & Holodynski, 2017).

This study anchored in the Constructivism Theory which the idea that learners construct knowledge for themselves. Constructivists assume that learners do not just comprehend information as they encounter but also, they do a great deal with the information they get, trying to organize and make sense them in light of prior knowledge, experience, mental structures, and beliefs. (Samosa, 2021). Constructivists claim that learning occurs when a learner constructs knowledge for themselves (each learner individually and socially construct meaning) based on past experience.

Constructivism is student-centered that means learners play active roles in learning activities. When learners, active in learning activities, can engage and motivate learning more effectively than activities where learners are passive. Learners are expected to learn better when instruction is constructed based on constructivism; learners use prior knowledge to solve complex problems, discover things by themselves, and control the pace of learning. Therefore, we can expect that self-motivated and interactive learning would improve learning outcome. The constructivist learning theory argues that learners should engage in the process of learning instead of finding a correct answer. On the other hand, teachers' role, in this theory, is to help learners when it comes to their own understanding instead of giving a lecture. Therefore, richer learning environment such as graphics, video, and other media and educational materials is required to aid learners discover things by themselves. This environment also enhances learners' interest and participation to learning materials. From this idea that the qualities of good video lesson on teaching were underpinned with these theoretical principles.

Hence, the researcher is prompted to explore the level of effectiveness of video-based instruction in the new normal in relation to the teachers' performance and challenges in its utilization among the teachers at Junior High School in Masinloc District, Division of Zambales. The results of this study will be the basis of capacity building program in the new normal of education.

RESEARCH QUESTION

The study aimed to assess the effectiveness of video-based instruction as a teaching approach and its relation to the teacher performance, and challenges among Junior High School Teachers in the New Normal situation in the district of Masinloc, Division of Zambales during the School Year 2020-2021.

Specifically, this research sought to answer the following questions:

1. What is the level of Teaching Performance of JHS teacher-respondents during the SY 2020-2021 based on their class observation tools?
2. How do the level of effectiveness of Video-Based Instruction in teaching in the New Normal be described by the teachers with regards to the following aspects:
    a. Pedagogical Content;
    b. Individual Learning Focus;
    c. Ability of Work at Own Pace;
    d. Increased Engagement;
    e. Ease of Creating Videos Using Mobile Technologies?
3. What are the challenges in using Video-Based Instruction among teacher- respondents as to:
    a. Instructional Challenges; and
    b. Technological Challenges

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4. Is there significant difference on the level of effectiveness of Video-Based Instruction among teachers in the New Normal?
5. Is there significant relationship between teachers' performance and the Video-Based Instruction assessment in the New Normal?
6. Is there significant relationship between teachers' performance and the challenges using Video-Based Instruction in the New Normal?
7. What Capability Building program maybe proposed to enhance Video-Based Instruction in the New Normal?

METHODOLOGY

The research study employed the descriptive evaluative research design. Samosa (2020), pointed out that descriptive - evaluation research assess the effects, impacts or outcomes of practices, policies, or program. This method of investigation measured the effectiveness of using Video-based instruction in teaching, assessed the teachers' performance based on the Classroom Observation Tool (COT) aligned with the results-based performance management system (RPMS), and the challenges of Junior High School Teachers in the New Normal situation in the district of Masinloc, Division of Zambales during the School Year 2020-2021. The respondents of this study were the ninety-five (95) Public Junior High School in Masinloc District, Division of Zambales during the School Year 2020-2021. The respondents were selected based on purposive sampling design which comprises the following Schools: Bamban National High School, Bani National High School, Sto. Rosario Integrated School, Taltal National High School, Coto High School and San Salvador National High School.

The questionnaire was the main tool used in this study in gathering data needed. This questionnaire is a research instrument consisting of series of items for the purpose of gathering information from the respondents. The researcher used the structured questionnaire which was a researcher made instrument with 4 Likert scale survey formulated based on literature and studies. The indicators used in this study were carefully chosen and improved after several consultations and discussions with the adviser. Important points were chosen that could necessarily represent the essence, substance, and intention of the study. The instruments composed of three (3) parts:

Part I, involved the level of Teaching Performance of JHS teacher-respondents during the SY 2020-2021 based on their class observation tools. Then, Part II, focused on the level of effectiveness of the video-based instruction in teaching in the new normal in terms of Pedagogical Content, Individual Learning Focus, Ability of Work at Own Pace, Increased Engagement and Ease of Creating Videos Using Mobile Technologies. Part III dealt on determining the challenges in using Video-Based Instruction in terms of Instructional Challenges and Technological Challenges.

The researcher sought pre-approval from the members of research panel to assure on correctness of the questionnaire used in the study. After which, the researcher conducted a dry run or trial among ten teachers for the validation using Cronbach. Alpha Test of Validity and Reliability. All noted discrepancies or vague statement on the instrument were integrated and incorporated in the finalization of the instrument.

More so, the data from the study were gathered and collected. Upon the approval of the final draft of the instruments by the research adviser, the researcher wrote a letter to the School Division Superintendent (SDS) for approval to conduct a research study on the video-based instruction in the new normal in relation to the teachers' performance among the teachers at Junior High School in Masinloc District, Division of Zambales. Upon the approval and endorsement of the Schools Division Superintendent., the researcher asked the help of the Principal or School Head in the distribution of questionnaire to the Junior High school teachers for the actual conduct of the study. The conduct of the study was hereby granted with the condition that no government funds shall be used during the conduct of the activity, classes will

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not be disrupted as indicated in DepED Order No. 9 s. 2005 re: "Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith" and proper coordination with the school principal shall be arranged prior to the conduct of the said activity.

The researcher sent the survey questionnaire to all teacher- respondents of the study via Google form. On some cases where there was face to face setup, proper health protocol was strictly followed like wearing of mask wearing and face shield, physical distancing, and hand sanitizing.

After the collection of data, the researcher tallied, tabulated all the data and information acquired and were statistically analyzed and interpreted.

The data gathered from this study were subjected to the following data analysis.

Percentage and Frequency. The percentage and frequency distribution were used to determine the frequency counts and percentage distribution of personal related variables of the respondents.

Weighted Mean. The weighted mean was used to assess the Teaching Performance of JHS teacher-respondents during the SY 2020-2021 based on their class observation tools that were analyzed with verbal interpretation adapted in RPMS:

Weighted Mean	Verbal Interpretation
4.50-5.00	Outstanding
3.50-4.49	Very Satisfactory
2.50-3.49	Satisfactory
1.50-2.49	Unsatisfactory
1.00-1.49	Poor

Weighted Mean was also used to determine the level of effectiveness in using Video-Based Instruction in the New Normal with verbal interpretation of:

Weighted Mean	Verbal Interpretation
3.50-4.00	Strongly Effective (SE)
2.50-3.49	Effective (E)
1.50-2.49	Ineffective (I)
1.00-1.49	Extremely Ineffective (EI)

Likewise, the challenges encountered in using Video-Based Instruction among teacher-respondents were analyzed using weighted mean with verbal interpretation of:

Weighted Mean	Verbal Interpretation
3.50-4.00	Strongly Agree (SA)
2.50-3.49	Agree (A)
1.50-2.49	Disagree (D)
1.00-1.49	Strongly Disagree (SD)

Pearson – Product Moment Correlation Coefficient. This was used to indicate the significant relationshipbetween teachers' performance and the Video-Based Instruction assessment in the New Normal. Similarly, the test of significant relationship between teachers' performance and the challenges using Video-Based Instruction in the New Normal.

Qualitative Interpretation of the Computed Pearson Correlation Coefficient r

Correlation Coefficient Value	Interpretation of Correlation Coefficient Value
± 0.00 to ±0.20	negligible correlation.
±0.21 to ±0.40	low or slight correlation.
±0.41 to ±0.70	moderate relationship
±0.71 to ±0.90	high relationship.
±0.91 to ±0.99	very high relationship
±1.00	perfect correlation

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Analysis of Variance (ANOVA) is a statistical technique that is used to check if the means of two or more groups are significantly different from each other specifically the significant difference on the assessment of Video-Based Instruction among teachers in the New Normal.

RESULTS & DISCUSSION

The data acquired in this investigation was rigorously evaluated and interpreted to ensure transparency and correctness.

Table 1 Level of Teaching Performance based on the Classroom Observation Tool for the SY 2020-2021

Level of effectiveness of Video-Based Instruction in teaching in the New Normal	Frequency (f)	Percentage (%)
Poor (2.50 – 3.499)	0	0.00
Unsatisfactory (3.50 – 4.499)	0	0.00
Satisfactory (4.50 – 5.499)	0	0.00
Very Satisfactory (5.50 – 6.499	6	6.30
Outstanding (6.50 – 7.00)	89	93.70
Total	**95**	**100.00**
Mean of Teaching Performance= 6.94 (Outstanding)		

Results show that majority of the teacher-respondents obtained an "Outstanding" performance based on the Classroom Observation Tool for the School Year 2020-2021 with 89 or 93.70 percent. While 6 or 6.30 percent of the teachers garnered "Very Satisfactory" performance. Nobody among the teacher-respondents obtained Satisfactory, Unsatisfactory of Poor ratings, respectively. Overall, the mean rating of teacher-respondents teaching performance based on the Classroom Observation Tool was recorded as 6.94 with a descriptive equivalent of "Outstanding". The results imply that the teacher-respondents have demonstrated a very good competence in preparing and using video-based instruction in the New Normal to enhance learner's motivation in learning. Since majority of the teacher-respondents obtained Outstanding performance, this clearly indicates that teachers are performing to their best in the delivery of services to the pupils in the District of Masinloc.

In the current study, the teacher performance was based on the classroom observation tool (COT) utilizing the RPMS (Results-based Performance Management System) tools. Due to the CoVid-19 pandemic, it has affected tremendously our education system during the School Year 2020-2021 that prompted the Department of Education (DepEd) to shift to Module Learning and made use of various distance learning delivery modalities (DLDMs) including Video-Based Learning particularly in the District of Masinloc in the Division of Zambales.

Table 2: Assessment of the Teacher-Respondents on the Level of Effectiveness using Video-based Instruction

Level of effectiveness using video-based instruction	Overall Weighted Mean	Qualitative Interpretation
Pedagogical Content	3.44	Strongly Effective
Individual Learning Focus	3.40	Strongly Effective
Ability of Work at Own Pace	3.38	Strongly Effective
Increased Engagement	3.36	Strongly Effective
Ease of Creating Videos Using Mobile Technologies	3.35	Strongly Effective
Grand Mean	**3.39**	**Strongly Effective**

Table 2 shows the summary table on the assessment of the teacher-respondents on the level of effectiveness using video-based instruction. The teacher-respondents assessed "strongly effective" on all dimensions in which Pedagogical Contents obtained the highest overall

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weighted mean of 3.44 and ranked 1st; Individual Learning Focus, 3.40 and ranked 2nd; Ability of work at Own pace, 3.38 and ranked 3rd; Increased Engagement, 3.36 and ranked 4th while Ease of Creating Videos using mobile technologies with lowest mean value of 3.35 and ranked 5th. The computed overall grand mean on the responses towards level of effectiveness using video-based instruction was 3.39 with qualitative interpretation of "Strongly Effective".

In line with the study of Consequently, Bravo et. al (2011), that the use of videos has a positive effect upon students' perception regarding the enhancement of their learning motivation. the authors recommend the use of educational videos as a common practice in different universities, given the very positive results obtained in this research. More so on the study of Gezegin (2014), using the use of video, it was evident that was lead better vocabulary learning in language classrooms as compared to the use of audio material only. The found effect of video-use on learning target expressions supports the positive prediction of this study. Although exposure to different kinds of materials such as spoken language, printed text or visual information all convey the same message, the way they are comprehended as input can vary from context to context and from student to student. The results of this study indicate that if these devices are used with right materials, they can be useful for teaching and learning. Furthermore, Resurreccion (2014), supported that using videos lesson, students performed better in analysis, synthesis, and evaluation levels in specific lessons in Physics based. In addition to the study of Mendoza et al. (2015), confirmed that the effectiveness of video presentation to students' learning.

Table 3: Challenges of the Teacher-Respondents Using Video-based Instruction

Challenges of using video-based instruction	Overall Weighted Mean	Qualitative Interpretation
Instructional Challenges	2.77	Agree
Technological Challenges	2.68	Agree
Grand Mean	**2.73**	**Agree**

Table 3 presents perceptions of the teacher-respondents on the challenges of using video-based instruction. The teacher-respondents "agreed" on the two dimensions where Instructional Challenges obtained the highest overall weighted mean of 3.77 and ranked 1st. While Technological Challenges with the lowest mean value of 2.68 and ranked 2nd. The computed overall grand mean on the responses towards challenges encountered by teachers using video-based instruction was 2.73 with qualitative interpretation of "Agree".

The data implies that the teachers have to face the challenges particularly on instructional aspects and make students be more proactive even when pupils are connected online. The teachers may give more efforts in the preparation for video-based instruction so learners may be encouraged and motivated to do future tasks and projects related to their subjects. Teachers may need to enhance their knowledge on instructional design, formulation of effective assessment strategies in assessing student's progress and development. Parents may also be encouraged to provide needed electronic gadgets to students so they may have an access for video-based instruction.

Table 4: Analysis of Variance to test significant difference on the level of effectiveness using video-based instruction

Sources of Variations		SS	Df	MS	F	Sig.	Decision
*Pedagogical Content *Individual Learning Focus	Between Groups	0.455	4	0.114	0.382	0.821	
	Within Groups	139.667	470	0.297			

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*Ability of Work at Own Pace *Increased Engagement *Ease of Creating Videos Using Mobile Technologies	**Total**	**140.121**	**474**				Accept Null Hypothesis Not Significant

To determine the significant difference in the assessment of on the level of effectiveness using video-based instruction., the researcher employed Analysis of Variance (ANOVA) to determine the extent difference between the means of two or more groups on the variables under study. The results of the ANOVA test of differences on the extent difference of teacher respondents on the level of effectiveness using video-based instruction has no significant difference in terms of Pedagogical Content, Individual Learning Focus, Ability of Work at Own Pace, Increased Engagement, and Ease of Creating Videos Using Mobile Technologies. as can be gleaned on P-value of 0.821. Further discussion showed that the comparison of the P-value exceeds on the given (>) 0.05 alpha level of significance, giving the researcher reason to accept the null hypothesis, hence there is no significant difference on the level of effectiveness using video-based instruction. This finding supports on the study of Bozkurt & Sharma, (2020) as they averred that the utilization of video-based instruction also poses challenges to teachers. With Covid-19 pandemic, it has become clearer that education system is susceptible to external dangers. Likewise, the study of Ribeiro (2020) rightly noted that this digital transformation of instructional delivery came with several logistical challenges and attitudinal modifications. In the study of Feldman as cited in Adedoyin & Soykan (2020) reiterated that while addressing student assessment during this pandemic on how districts can legislate unbiased and evenhanded grading policies based on these recommendations; (i) pandemic related anxiety would have negative effects on student academic performance, (ii) academic performance of students might be affect by racial, economic and resource differences, and (iii) the larger parts of instructors were not effectively ready to deliver high-quality instruction remotely. On the same vein, the study of Johnson et al. (2016) averred that although teachers generally appreciate the benefits of educational technologies, they often find smooth and effective integration of new educational technologies challenging. From acquisition of new technology equipment to adaptation of curricula and teaching techniques to incorporate new educational tools, technology integration presents significant challenges to educators at each level of school systems.

Table 5: Pearson Product Moment Coefficient of Correlation to Test Relationship between Teaching Performance and the Level of Effectiveness using Video-based Instruction

Sources of Correlations		**Teaching Performance**	**Level of Effectiveness using video-based instruction**
Teaching Performance	Pearson Correlation	1	-0.168
	Sig. (2-tailed)		0.104
	N	95	95
Level of Effectiveness	Pearson Correlation	-0.168	1
	Sig. (2-tailed)	0.104	
	N	95	95

The data revealed the obtained Pearson r value -0.168 denotes negligible correlation. This means the higher the teaching Performance, might be the higher is the Level of Effectiveness of the Video – Based – Instruction**.** Since the computed Sig. (2-tailed) test value of 0.104 is greater than 0.05 Alpha Level of Significance, giving the researcher reasons to accept in favor of null hypothesis. This may be safely concluded that there is no significant relationship between teaching performance and the level of effectiveness using video-based instruction.

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This finding is in contrast with the study of Harford et al. (2010) show that peer video viewing and analysis foster pre-service teachers' reflection and self-assessment, helping them to shift their focus from the technical aspects of their practice to a critical analysis of the theoretical concepts that support it in the classroom. In similar manner, the Flandin and Ria (2012), on their side, show that peer analysis can motivate teachers to change their perspectives and adopt new or different ways of teaching.

Likewise, the study of Tripp and Rich (2012) asserted that the use of video in teacher education showed that video enables preservice teachers to switch their focus from themselves and focus more on students and their learning. To this end, tasks involving some form of interaction (with a trainer and/or peers) were preferred by the participants, even though individual tasks were more frequently proposed by the trainers. However, it was limited to training mechanisms wherein the learners analyzed their own videos and thus does not provide a better understanding of how watching another teacher (a peer or unknown teacher) on video might contribute to the reflective practice of teachers.

Table 6: Pearson Product Moment Coefficient of Correlation to Test Relationship between Teaching Performance and the Challenges of using Video-based Instruction

Sources of Correlations		Teaching Performance	Challenges of using video-based instruction
Teaching Performance	Pearson Correlation	1	-0.089
	Sig. (2-tailed)		0.394
	N	95	95
Challenges	Pearson Correlation	-0.089	1
	Sig. (2-tailed)	0.394	
	N	95	95

Table 6 shows the Pearson Product Moment Coefficient of Correlation to test relationship between the level of teaching performance and the challenges of using video-based instruction. The data revealed the obtained Pearson r value -0.089 denotes negligible correlation. This means the higher the teaching Performance, might be the higher is the Level of Effectiveness of the Video – Based – Instruction**.** Since the computed Sig. (2-tailed) test value of 0.394 is greater than 0.05 Alpha Level of Significance, giving the researcher reasons to accept in favor of null hypothesis. This may be safely concluded that there is no significant relationship between the level of teaching performance and the challenges of using video-based instruction.

This finding opposed on the results of the studies analyzed by Brunvand (2010) show that the use of video in teacher training makes it possible to analyze the same situation several times from different angles, something that direct observation does not allow. Marsh and Mitchell (2014), confirmed that video can effectively be used in teacher education with different aims, including developing the ability to reflect on one's own teaching skills. These studies show that using video, by exposing preservice teachers to many different potential situations (and all their complexities) and engaging them in a collective analysis of these situations, can help promote deeper reflection.

Equally, the current efforts of the Department of Education in the Philippines, its schools and workforce, are towards developing learning resources and upskilling and retooling teachers to support the DLDMs adopted by schools. As the learning delivery changes, so do the duties of teachers to their learners and the performance expected of them. The expectations of teachers must be captured in their performance assessment through a more contextualized (RPMS). The modifications in RPMS, its tools, processes, and protocols, for SY 2020-2021 captures the DepEd current system that governs teachers' functions. The selected RPMS objectives aim to assist teachers to adapt and/or respond more quickly and effectively to emerging circumstances associated with the challenges brought by the pandemic (Department of Education, 2021).

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Table 7: Proposed Teachers' Capability Program to Enhance Capability and Competence Using Video based Instruction Teaching Approach

Key Area	Objectives	Strategies	Person/s Involved	Time Frame	Budgetary Requirements
Pedagogical Content	To increase the engagement of students in asking questions via messenger, phone calls or text messages regarding the subject matter of the instructional video.	Strengthen the teacher- students engagement in utilization of VBI through collaborative activities after exposing on VBI by follow -up question via messenger and text messages on the subject matter.	School Heads/ Teachers Students	September 10, 2021	No budget required
Pedagogical Content	To integrate the principles of indigenization in the VBI.	Conduct INSET and SLAC on the application of indigenization on the learning competencies as applied to the VBI	School Heads/ Teachers	October 1-3, 2021	MOOE P15,000.00
Pedagogical Content	To develop videos which considers the students' the attention span of the students.	Strengthen the creativity of the Video lessons by upgrading the Teacher' competencies by attending seminar – workshop.	School Heads/ Teachers/ Video content creator/ editor	October-15, 26 – November 10, 2021	MOOE P20,000.00
Individual Learning Focus	To evaluate the produced videos on the principle of personalized and individualized learning.	Webinar – Workshop on Personalized and Individual Learning suited on Learners' style.	Teachers/ Video expert validators	December 6, 7 and 8, 2021	MOOE P25,000
Ability of Work at Own Pace	To discuss the role of VBI in enabling students' express of their ideas and thoughts better.	Conduct of LAC session for Teachers to strengthen the learners' work at own Pace by integrating the other social media platform to express learners' ideas and though.	School Heads/ Teachers/ Resource speakers	January 21-23 2022	MOOE P 22,000.00
Increased Engagement	To discuss the role of instructional videos in reducing student's anxiety.	Conducts Online Kamustahan and feedbacking for Learners' to lessen the student's anxiety Conduct of action research related to this matter	School Heads/ Teachers/ Resource speakers / Action research committee	March- 21,2022	MOOE 5,000

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Ease of Creating Videos Using Mobile Technologies	To train teachers in production of video content using mobile devices.	Conduct of in-service trainings on video content production using mobile devices. Provide local government sponsorship or Private entity sponsorship on internet infrastructures for the video production (video editing software, internet subscription) Create Public-Private Partnership on Strengthen the easy access of VBI at home of learners.	School Heads/ Teachers/ Resource speakers /	April 23-25, 2022	MOOE Donation from Private and Local Government Entity P20,000.00
Instructional Challenges	To discuss innovative teaching methods using videos.	Conduct of teacher-demonstration on the innovative teaching methods using videos. Provide Coaching – Mentoring session by Master Teacher integrating Innovative VBI in teaching	School Heads/ Teachers/	May 22-23 and June 10-12, 2022	MOOE P 25,000.00
Instructional Challenges	To explain instructional design for VBI.	Conduct of LAC session on instructional design for VBI Create a adopt the school program imitated by SUC or Private University to strengthen the Teachers' capacity in Instructional Design in VBI	School Heads/ Teachers/	Jun 3-5, 2022	MOOE Donation from Private and Local Government Entity P26,000.00

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Technological Challenges	To strengthen teamwork among teachers in providing technical assistance.	Provide a Mentoring – Coaching Session to Teachers on utilization of VBI. Builds a Private – Public Partnership Strengthening the Internet Connectivity near the learners' barangay or Collaboration on SUC Community Extension Program on ICT Initiative Training and Workshop.	School Heads/ Teachers/	July 11-13 and August 15-17, 2022	MOOE Donation from Private and Local Government Entity P30,000.00

CONCLUSION

Based on the summary of the investigations, the researcher has concluded that:

1. The teacher-respondents obtained "Outstanding" level of teaching performance based on the Classroom Observation Tool for the SY 2020-2021.
2. The teacher-respondents assessed "strongly agreed" on the level of effectiveness using video-based instruction in terms of Pedagogical Content, Individual Learning Focus, Ability to work at own Pace, Increased Engagement and Ease of creating video using mobile technology, respectively.
3. The teacher-respondents "agreed" on the perceived challenges encountered in using video-based instruction with regards to Instructional Challenges and Technological Challenges, respectively.
4. There is no significant difference on the level of effectiveness using video-based instruction in terms of Pedagogical Content, Individual Learning Focus, Ability to work at own Pace, Increased Engagement and Ease of creating video using mobile technology respectively.
5. There is no significant relationship between the level of teaching performance and the level of effectiveness using video-based instruction.
6. There is no significant relationship between the level of teaching performance and the challenges encountered using video-based instruction.

RECOMMENDATIONS

Based on the salient findings and the conclusions arrived at, the researcher has offered the following recommendations:

1. The District of Masinloc may provide training, seminars and workshops on the use of Video Based instruction in order to enhanced their competence in the utilization of the Video Based instruction to the pilot schools.
2. The Local Municipal Government is encouraged to prioritize the installation of internet connectivity to the community and also as much as possible to the remote areas.

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3. The Local Municipal Government through corporate social responsibility may ask assistance from multi- national company like AES which may provide soft loans to families for the purchase of technological gadgets and internet subscriptions.
4. Since Masinloc District tried and initiated the implementation of the new learning platform, the local leaders, stakeholders, students, parents are encouraged to give full support to make the program meaningful and increase students level of knowledge and understanding.
5. Teachers may be provided with special training to enhance their capability on stimulating students' proactive behavior and maintain student's attention and participation even through on online learning.
6. The result of the study may give future researchers insights to conduct a parallel or similar study with in-depth and wider in scope so as to validate and confirm the findings obtained in the study.

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