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UTILIZATION OF DEPED TV VIDEO LESSONS IN LEARNING PE 9 (COMMUNITY FITNESS) AT DONSOL NATIONAL COMPREHENSIVE HIGH SCHOOL

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ABSTRACT

This study examined the utilization of DepEd TV video lessons and its effect on the academic performance and appreciation of Grade 9 students in Physical Education (Community Fitness) at Donsol National Comprehensive High School. An experimental pretest–posttest control group design was employed, involving seventy-six (76) students divided into control and experimental groups through purposive sampling. The control group received conventional instruction, while the experimental group was exposed to DepEd TV video lessons. Data were gathered using a validated 30-item test and a researcher-developed Video Lesson Appreciation Scale. Statistical tools such as frequency count, weighted mean, and t-test for dependent samples were used in analyzing the data. Findings revealed that students demonstrated a high level of appreciation in terms of visuals, narration, and arrangement, indicating positive reception of the video lessons. Moreover, posttest results showed a statistically significant improvement compared to pretest scores, suggesting that the utilization of DepEd TV video lessons contributed to enhanced learning outcomes. The study concludes that the integration of video-based instruction supports improved student

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performance and engagement. It is recommended that educators may continuously utilize and optimize DepEd TV lessons to strengthen learner-centered and flexible instructional delivery.

Keywords: *DepEd TV, video-based instruction, academic performance, student appreciation, Physical Education 9*

INTRODUCTION

Innovative teaching strategies and technology integration have fundamentally reshaped pedagogical practice, compelling educators to move beyond conventional instruction toward more dynamic, learner-centered approaches. In contemporary classrooms, the integration of innovative teaching strategies and technology-mediated resources is no longer supplementary but essential to fostering meaningful, inclusive, and equitable learning experiences. Among these innovations, video-based instruction has emerged as a particularly effective modality, consistently demonstrated by research to enhance learner engagement, motivation, critical thinking, and academic achievement (Sulistyaningrum et al., 2023; Alrefaie et al., 2022). Such evidence-based practices are directly aligned with Sustainable Development Goal 4 (SDG 4), which calls for the provision of quality education for all, underscoring the global urgency of harnessing educational technology to address persistent gaps in instructional quality and access.

Empirical literature substantiates the instructional value of visual and multimedia materials. Studies have established that well-designed educational videos significantly improve

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learners' comprehension, content retention, and higher-order thinking skills by simultaneously engaging visual and auditory processing pathways (Pham & Nguyen, 2022; Karim & Hassan, 2021). These findings affirm the utility of video-based instruction as a transformative tool capable of enriching both teaching delivery and student learning outcomes across diverse educational contexts.

The relevance of video-based learning gained unprecedented prominence during the COVID-19 pandemic, when educational institutions worldwide were compelled to adopt flexible and remote learning modalities. Researchers across multiple contexts documented how video-based instruction sustained learner engagement and academic continuity during school closures, effectively bridging gaps left by the suspension of face-to-face learning (Joaquin et al., 2021; Toquero, 2021). In the Philippines, this period accelerated institutional shifts toward technology-supported instruction, prompting the Department of Education (DepEd) to institutionalize television-based learning as a long-term strategy for educational resilience. In response, DepEd established DepEd TV - a curriculum-aligned, broadcast-based instructional platform designed to accommodate diverse learning styles, ensure continuity of learning, and extend instructional reach to learners across varied geographic and socioeconomic contexts. This initiative is operationalized under DepEd Orders No. 18, s. 2023, No. 10, s. 2024, and No. 12, s. 2024, which provide the policy framework governing the production, delivery, and utilization of televised lessons at the national level.

This study examined the utilization of DepEd TV Physical Education 9 video lessons at Donsol National Comprehensive High School (DNCHS), particularly in teaching Social and

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Ballroom Dances. The researcher, who participated in the production of these video lessons, recognized their potential as instructional materials that provide clear and consistent demonstrations of movements and dance steps. This involvement also gave the researcher firsthand knowledge of the instructional design and classroom application of the video lessons.

Physical Education instruction in secondary schools presents distinct challenges that further underscore the need for supplementary instructional resources. These include class disruptions resulting from inclement weather, limited availability of specialized instructional materials, large and heterogeneous class sizes, teacher specialization gaps, and physical constraints that may prevent educators from consistently demonstrating complex movement sequences. In contexts where these challenges are prevalent, video-assisted instruction offers a practical and scalable solution — one that provides learners with accessible, standardized, and repeatable instructional demonstrations regardless of situational limitations (Mabunda & Mangena, 2023; Santos & Reyes, 2022).

By integrating DepEd TV video lessons into the Physical Education curriculum, this study investigates how multimedia instructional materials can address existing gaps in teaching practice while simultaneously enhancing learner engagement and performance. The findings are expected to contribute to the growing body of literature on video-based learning in the Philippine educational context, and to provide evidence-based insights for educators, curriculum designers, and policymakers seeking to optimize the use of DepEd TV as an instructional resource. Ultimately, this study affirms the role of educational technology not

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merely as a supplement to traditional instruction, but as a substantive driver of quality, inclusive, and resilient physical education for Grade 9 learners at DNCHS.

MATERIALS AND METHODS

This section presents the research design, participant selection, instrumentation, validation procedures, data gathering protocols, and statistical treatment employed in examining the effectiveness of DepEd TV video lessons in Physical Education 9. The methodological framework was structured to ensure rigor, reproducibility, and alignment with established standards in educational research.

Research Design

This study employed an quasi-experimental pretest–posttest control group design to assess the instructional effectiveness of DepEd TV video lessons in improving Grade 9 learners' academic performance and appreciation of Physical Education 9 content on Community Fitness and Social and Ballroom Dances. Quasi-experimental design was deemed appropriate given the intact classroom setting, which precluded random assignment of individual participants while still permitting systematic comparison between groups under controlled instructional conditions (Creswell & Creswell, 2023; Fraenkel et al., 2022).

Two intact sections were designated as the control group and the experimental group, respectively. Both groups were administered identical pretests prior to instruction and identical posttests upon completion of the intervention period. The groups differed solely in their mode of instructional delivery: the control group received conventional, teacher-led instruction,

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while the experimental group was exposed to DepEd TV video lessons as the primary instructional medium. This design enabled a direct, objective comparison of learning outcomes attributable to the difference in instructional approach.

Participants

The study involved 76 Grade 9 students enrolled at Donsol National Comprehensive High School (DNCHS) during School Year 2024–2025. The experimental group consisted of 38 students from Grade 9–Acacia, while the control group comprised 38 students from Grade 9–Atipolo. Both sections had a balanced distribution in terms of sex composition and demonstrated comparable academic profiles based on prior grading period performance, providing a reasonable basis for group equivalence prior to the intervention.

Participants were selected through purposive sampling, a non-probability sampling technique appropriate for studies involving intact classroom groups where the researcher seeks to ensure that both groups are comparable in relevant academic and contextual characteristics (Etikan et al., 2021). Parental consent and student assent were obtained prior to data collection, and participation was voluntary. Ethical considerations, including the confidentiality of individual responses and the right to withdraw without academic consequence, were observed throughout the study.

Research Instruments

Two instruments were used for data collection. The first was a Video Lesson Appreciation Scale, a researcher-constructed survey instrument designed to assess students' level of appreciation of the DepEd TV video lessons along three dimensions: (1) visuals, which

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evaluated the shot size, focus, composition, color, and effects; (2) narration, which assessed the voice, volume, clarity, speed, language, tone, detail, imagery, and syntax; and (3) arrangement, which examined the scenes, content and music. Responses were gathered using a 4-point Likert scale ranging from 1 (Not Appreciated) to 4 (Highly Appreciated), with higher scores reflecting more favorable levels of appreciation.

The second instrument was a 30-item multiple-choice test aligned with the Most Essential Learning Competencies (MELCs) in Physical Education 9. The test assessed learners' cognitive understanding of Social and Ballroom Dance content. The same test was administered as both the pretest to establish baseline knowledge prior to instruction and the posttest to measure learning gains following the instructional intervention.

Validity and Reliability of the Instruments

Content validity of both instruments was established through expert validation. A panel of specialists in MAPEH and Research Teacher evaluated each instrument using structured validation forms focusing on item clarity, relevance, content accuracy, and alignment with the prescribed learning competencies. Feedback and recommendations from the panel were incorporated into the final versions of the instruments prior to administration.

Reliability was assessed through a pilot test conducted with a comparable group of Grade 9 students not included in the main study. Internal consistency was computed using Cronbach's Alpha coefficient. The resulting reliability indices for both instruments fell within the acceptable range for educational research instruments, confirming their consistency and suitability for use in the study (George & Mallery, 2021).

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Data Gathering Procedures

Prior to implementation, formal written permission was obtained. Upon approval, coordination with the classroom adviser and subject teachers was conducted to establish the schedule of activities without disrupting the regular academic calendar.

During the first session, both groups were administered the pretest under standardized conditions to establish baseline performance. This was followed by a five-session instructional period spanning the duration of the study unit. The control group received conventional teaching. The experimental group, in contrast, received instruction primarily through the discussion and utilization of DepEd TV Physical Education 9 video lessons, facilitated using available multimedia equipment including a television monitor and digital playback device. The researcher served as the facilitator for both groups to minimize instructor variability as a confounding factor.

Upon completion of the instructional sessions, both groups were administered the posttest under the same standardized conditions as the pretest. Following the posttest, students in the experimental group individually accomplished the Video Lesson Appreciation Scale to document their perceptions of the video lessons' instructional quality.

Data Analysis

Data gathered from the instruments were analyzed using both descriptive and inferential statistical techniques appropriate to the study's objectives.

Weighted mean was computed to describe and interpret Grade 9 students' level of appreciation of the DepEd TV video lessons across the three dimensions of visuals, narration,

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and arrangement. The following interpretive scale was applied: 3.25–4.00 (Highly Appreciated), 2.50–3.24 (Moderately Appreciated), 1.75–2.49 (Poorly Appreciated), and 1.00–1.74 (Not Appreciated).

Mean scores and mean gain scores were used to describe and compare the academic performance of both groups before and after the instructional intervention.

A paired sample t-test was employed to determine whether a statistically significant difference existed between the pretest and posttest scores within each group, thereby assessing the magnitude of learning gains attributable to each instructional approach.

RESULTS AND DISCUSSIONS

This section presents the findings of the study in relation to the effectiveness of DepEd TV video lessons in improving the academic performance and learning experience of Grade 9 students in Physical Education 9.

The results showed that students had a high level of appreciation of the DepEd TV video lessons in terms of visuals, narration, and arrangement. All indicators were interpreted as "Highly Appreciated," indicating that the video lessons were engaging, clear, and well-structured. The visual composition, clear narration, and logical sequencing of lessons contributed to better understanding and learner engagement.

In terms of academic performance, both the control and experimental groups improved from pretest to posttest. However, the experimental group exposed to DepEd TV

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video lessons obtained a higher mean gain (5.03) compared to the control group (2.42), indicating greater learning improvement.

Statistical analysis revealed a significant difference between pretest and posttest scores, with the experimental group showing a highly significant result. This confirms that DepEd TV video lessons were more effective than traditional instruction in enhancing students' learning outcomes in Physical Education 9.

Overall, the findings suggest that the utilization of DepEd TV video lessons enhances comprehension, engagement, and retention, particularly in skill-based subjects such as social and ballroom dances.

Recommendations

Based on the findings of the study, the following recommendations are presented:

Teachers may regularly integrate DepEd TV video lessons as supplementary instructional materials, especially in topics requiring visual demonstration such as social and ballroom dances.

Instructional designers may further improve video lessons by enhancing visual effects, pacing of narration, and clarity of presentation to maximize learner engagement and comprehension.

School administrators may adopt and support blended learning strategies that combine traditional instruction with video-based materials to improve student learning outcomes.

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The developed digital collection of DepEd TV Physical Education 9 video lessons may be maintained, updated, and made accessible to both teachers and students for continuous instructional support.

Future researchers may conduct similar studies in other subjects, grade levels, and schools to further validate the effectiveness of video-based instruction in improving academic performance.

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