Tutorial Videos of Folk Dances as Instructional Materials Towards the Enhancement Performance of Students' Interaction in Physical Education

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Abstract

In this study, it was aimed to determine the use of tutorial videos of folk dances as instructional materials towards the enhancement performance of students' interaction in physical education. Specifically, this determined the validity level of the component of tutorial videos in terms of objectives, content, demonstration, presentation, its features in terms of audio, time duration, complexity, clarity and usability, the level of students' interaction in terms of reflection and feedback, task allocation and equal participation and level of students' performance as to practical test and the significant effect between using tutorial video components and feature compare to students interactions. Lastly the Signiant effect on using tutorial videos on performance.

Furthermore, an experimental research design was used in this study. The researcher conducted the study in Cornelio C. Dalena Elementary School, Brgy. Gonzales, Pakil, Laguna. The respondents are the Grade 6 students who had their practical test after using tutorial video of folk dance. A self-made survey questionnaire was distributed to elicit responses from the students and retrieved by the researcher.

The study results how a strong correlation between video tutorials for folk dances and their various components such as objective, content, demonstration, presentation, leading to the rejection of null hypothesis. The researcher also indicates a significant association between different features including audio, time duration, complexity of these tutorial videos and the rejection of null hypothesis. Students' engagement in learning is closely linked to their involvement in reflective activities and feedback. When students have equal opportunities to work on tasks, they tend to perform better. Practical results are consistent with oral understanding, demonstrating successful application of learning from tutorial videos. The study reveals a significant positive impact if using video tutorials on interactions and performance. Students benefit from being able to replay steps and retain information's effectively. Overall, the findings highlight the significant influence of video tutorials on students' interaction and performance, ultimately rejecting the null hypothesis.

The research indicated that utilizing video tutorials has a notable impact on students' participation, leading to the rejection of the null hypothesis.

This study recommended that the teachers can use video materials to teach folk dance in PE classes, not just in Pakil district. More instructional resources should be created for folk dance, which could be useful for DepEd curriculum and other subjects, also for school administrators should pay attention to the importance of instructions. The study also shows that the findings can be used as references for improving Physical Education class. Physical Education teachers can learn how to enhance students' physical activity and use the learning materials for teaching, also this study recommend that the topic video tutorial of folk dances can use this study as motivation to innovate new strategies for teaching folk dance in elementary schools.

1. Introduction

Folk dance is part of our culture. People expresses their way of life and it also helps them to represent the place they were in. This is also an important part of the world's cultural heritage, reflecting the traditions, history, and values of diverse communities. These expressive and lively forms of dance have been passed down through generations, preserving the unique identities of various cultures.

Folk dances are traditional dances that have developed within a community, cultural group, or region. They are often passed down from generation to generation, reflecting the customs, rituals, and daily life of a particular community. The study of folk dances involves examining their cultural significance, historical roots, regional variations, and the role they play in the social fabric of a society.

Learners nowadays are captivated by the new technologies arising and being developed. They tend to rely their opinions and knowledge from these things and somehow forget that there can be more appreciation and learnings from cultivation of our culture.

Everywhere in the world, in every period of time and in every culture, learners have been enjoying and dancing. Their performances are based on how these dances were being taught. This may help them perform well during practical test and enhance their skills and abilities in dancing. Teachers have to communicate with learners. They have to give different approaches to different learning styles of learners because they do not learn on the same way or the same day.

Teachers have to be innovative in the same way instilling in the young minds the preservation of culture.

In this study, it is also stated that there is an educational value of folkdance. Which is why the researcher aims to study this to preserve the culture through teaching learners this kind of folk dances with the help of instructional materials which is tutorial videos and upskilling performance of students' interaction in Physical Education.

2. Review of Related Literature

Students' Reflection and Feedback is an indicator found relevant to this study.

According to Secor (2018) students' feedback and reflection is an essential component of all movement training, especially in the art of dance that can be useful in this study. In her research on video feedback and dance skills, "feedback has been previously shown to improve physical movement that enhance every factor in this study or a combination of gross motor skills in physical education". Dance practitioner and researcher Elizabeth Gibbons found "students who know what they are doing incorrectly and how to correct it will be more likely to change how they perform and what they called self-correction.

The most frequently used by educators is individualized screencast feedback. Some of the major benefits of this approach include that it provides students with deeper, cleaner, improved and better-quality

feedback, which would enhance students understanding in higher order thinking skills and thus increase the student's cognitive presence in your physical education class.

It is also stated by Quinn et al. (2019) that feedback also helps to provide a combination and well engaged learning facility where learners can easily develop and improve a sense of unity. It developed students' awareness of learning feedback and the rubrics required to

express with their different task.

According to Gatrell (2019), reflection and feedback can be used for considering one of the tools for video. Students can used recordings in that has slow motion or at a faster speed; stop to focus on some specific moments in an interaction; review pictures that has no sound, or replay audio that has no image; use a split-screen technique to show the impact of behaviors on another person; edit recordings to focus on part of an interaction; or join recordings together to show improved over time.

True performance can only be developed if the video reflection and feedback are positive empowering that is focused on what the students are doing right. Any negative comment must be focused on the behavior and not the performer. Learner should fill up an evaluation form structed to ger specific and detailed comment. It is necessary that the learner understand their assessment criteria, so it is good to practice to let them in on the writing and aggreging to them before recording. It is also good to practice to provide space for learners to reflect on their own performance first. Before receiving feedback from a peer.

Task allocation is an indicator found relevant to this study.

According to Guo et al. (2014), one of the most essentials aspects of making educational videos is to include elements that help promote learning engagement for task allocation. If learners don't watch the learning materials, they can't learn from it.

According to Shuffler et.al. (2018), Organizations regularly make significant investments to ensure their teams will thrive, through interventions intended to support their effectiveness. Such team development interventions (TDIs) have demonstrated their value from both a practical and empiricalview, through enabling teams to minimize errors and maximize expertise and therebyadvance organizational gains.

Equal Participation is an indicator found relevant to this study.

This concurs with Onge (2017), which holds the engagement and participation are equally key factors in learners' academic performance and in adding motivation and interest in the students learning process. Outdoor environment teachers and traditional classroom teachers are constantly findings new and innovative ways to increase learning participation and engagement. For the learners, both participation and engagement are considered important because of their function and behavior pathway that contributes to an increased amount of learning and development. Furthermore, Cook-Sather (2014) stated that inviting learners to actively join and to have an impact on curriculum design may entail the needs for re-assessing both teacher and learners' roles, which may have impacts social relationships and thereby the hierarchy.

When it comes to teaching, students' interaction should always be on top priority since it is our task and responsibility to impart knowledge and give the best that teachers can. Their participation, reflection and

feedback regarding how they have learned and, in every lesson, and task we have given them is very essential for us to assess how well they have learned.

Practical test for student performance which is also a dependent variable is an indicator found relevant in this study.

According to Mctighe (2015), A learning performance task is any learning activity or assessment that asks learners to perform do performance task that their knowledge, understanding and proficiency. Performance tasks holds a tangible product and/or performance that used as evidence of achievement. That is not similar to a selected-response item like multiple choice that asks students to select from given alternatives, a performance task provide a situation that calls for students to apply their learning in outcome.

Performance tasks are completely made in certain attributes, such as visual and performing arts, physical education, and career-technology where performance is the already focus of instructions. However, such tasks can (and should) be used in all subjects that include all grade levels.

Performance tasks are important in education for several reasons, and they offer a more comprehensive and authentic assessment of a student's skills and knowledge. It offers a more meaningful and comprehensive way to assess students' skills and knowledge, preparing them for success in a rapidly changing and dynamic world.

Video Tutorial component is an indicator found relevant in this study.

Video-based learning is new learning method used as an educational tool in the classroom, but recent technological advances have accelerated its use. With this change, many institutions are interested in what educational videos can do and how they can be used optimally. For instance, determining how videos affect student engagement and learning, how videos make a difference in higher education, and the factors and indicators for successful use of video materials for the students and the researchers.

It was affirmed by Qin et.al, (2022) that the traditional dance training methodology has been significantly influenced by video instruction. The collaboration of video lesson technology and dance teaching mode, as well as the training of dance lesson, gradually incorporates the odds of video lesson technology, producing the "screenization" of performance space, the "fragmentation" of performance task, and the "montageization" of linguistic instruction.

National Dance Education Organization (2016) stated that dance is an art form that shows movement to convey define about the common experience. It is significantly more than just a form of exercise or amusement. It is a strong medium for expressing one's ideals, thoughts, and goals about the lives we live and the world we live in. Dance education teaches the knowledge and skills needed to create, perform, and comprehend movement as a way of artistic communication. Throughout our lifetimes, our bodies and minds change dynamically, and experiences (rather than genes) impact brain composition, chemistry, genetics expression, and, ultimately, personal and socio - cultural development (Warburton, 2019). Individuals are shaped by their activities. Individuals influence activities. This is the circular and logical that pervades teaching and learning.

Objective is an indicator found relevant in this study.

According to Pierce (2021), Using learning objectives is also the step a lot of us want to skip. we heard terms such learning objectives and learning goals. It's way easy to assume those same things. That also shows similarity, and also has key differences. Learning goals describe what you expect to accomplish with your course wholistically. They can be both relatively indefinite and aspirational. Learning objectives, on the other hand, define in some specific terms what your audience will understand or to be able to do when the course is finish. Remember, too, that you don't need to be that formal with it, depending on the tone, volune of your videos and your audience.

Content video tutorial is found relevant in this study.

Jia (2021) stated that content as clearly defined structure and arrangement, make sure your instructional film has a clear, well-defined structure. Dividing intricate movements or procedures into manageable chunks will make them easier to comprehend. Give readers a clear road map to follow by clearly outlining the milestones and progressions. Consider using a progressive design approach when creating your instructional videos, starting with fundamental ideas and working your way up to more complex strategies. This ensures a strong foundation before progressing to more complex actions and enables viewers to build their skills gradually.

Demonstration in tutorial videos is found relevant in the study.

It is stated by Meij (2016) that Demonstration videos were saved or recorded demonstrations. They displayed animated or cartoon sequences of screenshots pair with narration. Goal statement is present in demonstration. For sequence, adjustment of the video through the right margin began as follows: "The margins in this text are too small. There is not enough space between the words and the page border. We will start by adjusting the right margin." In each demonstration showed and told how to do particular formatting task. The demonstrations were sometimes paused for two seconds between steps, and were always conclude with the kind of pause. Frequently visual indicators were given that drew attention to appropriate interface location and objects.

In addition, Schwerdtfeger et al. (2014) stated that it is believed that demonstrations are helpful to give an overview of a complete set of skills to be learned most especially if the overview comes very early in the learning process. There is proof that video demonstrations play a significant role in managing the availability of little time for clinical teaching because it allows for the better utilization of resources and improved cost-efficiency in both economic and social terms

Presentation is found to be relevant in this study.

Meij (2016) added that a multimedia presentation may allow for either and/or visual cues as far as we can determine, little research has addressed additional attentional effect of such verbal cues; to the contrary, there is a large body of research on the categories of visuals that may draw attention. Some of the features that can influence the choice of attention are color, abrupt onset and motion.

These tutorial video components are essential for a good quality of video to be projected especially for educational purposes. These should always be taken into consideration because the response of the students will always rely based on how the video was made for its own objectives.

Audio features of video tutorial is found relevant to this study.

According to Brame (2015), using both the audio and verbal channel and the visual and pictorial channel to convey new learning, fitting the normal type of information to the most appropriate channel is very much important.

Burgstahler (2014) stated that after filming and editing is finished, specially trained professionals can mix audio content to the video sounds. When stops occur in the based production, the speaker reads sub-titles, names andengage scenery, things, and other audio-visual information for the learners.

Time duration is one factor which is found relevant to this study.

According to Simi (2021), the time duration of video can determine the success of a training video. The views show the reach of the content of the video. If you want many people to access your video, track the online views. An ideal video length is all about considering how you keep the viewers' attention for a long time and deliver the important information. The attention span may shrink over time but it does not mean that grabbing and maintaining viewers'' attention is impossible.

Perfect video length does not exist and so it is not necessary to spend so much time wondering whether a training video is of optimal length or not. Whereas the length of a video matters when you want to create good instructional videos, the main thing that matters is how best to cover the content and drive value to the viewers. Having considered that, you can plan the video that can achieve the specific learning goals.

Complexity is an indicator that is relevant to the study.

Orlandi (2020), he further said that original appreciation of the dance is really tied with useful message passing from performer inspector. It must then rely on the complexity of the motion movement message.

Clarity is one factor found relevant to this study.

Visual clarity is essential for properly communicating dance sport methods and movements to viewers of instructional films. Adequate lighting to clearly see the dancers and their motions. Viewers can better observe the specifics of the footwork, body positioning, and hand placements with enough lighting. Use a variety of camera angles to capture the dancers' moves from various viewpoints. This range of perspectives enables viewers to comprehend the actions and postures from various perspectives, enhancing their understanding and capacity to imitate the movements.

Bennett D. (2015) compares and contrasts studio and online dance classes to investigate the effect of video on dance education in this research. The reason of the study is to identify how student engagement and learning results in dance education are impacted by video-based instruction. The author contrasts the learning outcomes of students who attend conventional in-person dance classes in a studio setting and those who take online dance classes using video-based instruction.

Harrison and Marlow C. (2017) look into how internet video lessons affect dance students' learning processes and self-control abilities. The researchers investigate how students' interest, motivation, and

capacity to control their own learning in a dance setting are impacted by the usage of online video lessons. The study used a mixed-methods approach to collect data from dance students who used online video lessons as part of their learning, including surveys, interviews, and observations. To find patterns and themes relating to students' experiences and perceptions of learning through online video lessons, the researchers examine the data.

According to Forbes et. Al (2016), when made with through and put to use appropriately, Video has the potential to enhance the students learning in powerful ways. Tips for increasing the long-term usability of the videos it is tempting to think that every hour of face-to-face lectures should be moved to video. This is not ideal approach. First, there is a plethora of a strong research evidence showing that lectures, regardless of the format, is not the best method to promote deep learning.

3. Methodology

This chapter clearly defines the research methods utilized in the study. The researcher explains how the necessary data and information have addressed the research objectives and data collected, presented, and analyzed. Reasons and justifications for research design, research instruments, data collection techniques, data presentation techniques, and analytical techniques utilized in this study.

4. Result and Discussion

Table 1. The Level of Acceptance of Tutorial Video Component in Terms of Objective

Table 1 The Level of Acceptance of Tutorial Video Component in Terms of Objective shows the level of validity of the components of video tutorials in dance sports in terms of Objective.

Table 1 shows that students Strongly Agree that the video recognizes the value of dancing got the highest mean *(Mean=4.75, SD= 0.54).* Students also strongly agreed that video describes the skill in dancing got the lowest mean of *(Mean=4.48, SD= 0.81).*

The level of acceptance of tutorial video component in terms of objective attained a weighted mean score of 4.66 and a standard deviation of 0.64 and was verbally interpreted as Highly Evident among the respondents.

The result of the discussion shows that the video recognizes the value of dancing is highly evident component of video tutorial in terms of objective, this is the video tutorial provides a step-by-step instruction that are easy to follow.

Table 1. The Level of Acceptance of Tutorial Video Component in Terms of Objective

STATEMENTS	MEAN	SD	REMARKS
The video promotes the preservation of folk dance	4.72	0.52	Strongly Agree
The dancers show correct costume of the dance	4.63	0.69	Strongly Agree
The dance introduces the nature and origin of the folk dance	4.70	0.56	Strongly Agree
The video recognizes the value of dancing	4.75	0.54	Strongly Agree
The video describes the skill in dancing	4.48	0.81	Strongly Agree
Weighted Mean		4.66	
SD		0.64	
Verbal Interpretation		*Highly Evident*	

It is similar to Winker (2018) that video lesson is being used more frequently by teachers in their courses to achieve a variety of objectives, such as boosting conceptual understanding or enhancing student interest. The main objective of every lesson is to impart let the students learn in a way that they will be served with good strategies and approaches fitted to them and relative to their interests and capabilities.

In addition, MacHardy and Pardos (2015) have also agreed that developing a model relating educational video characteristics to students' performance on subsequent assessments. It is said that a self-made tutorial video captivates the interests of the students and perform well during practical tests.

According to Pierce (2021), Creating learning objectives is also the step a lot of us want to skip. Setting the objective is the first and foremost step in the beginning of the lesson. It cannot be skipped because the teacher will base his or her entire lesson from the objectives.

Table 2 shows the level of validity of the components of video tutorials in dance sports in terms of Content.

Table 2. The Level of Acceptance of Tutorial Video Component in Terms of Content.

STATEMENT	MEAN	SD	REMARKS
The content of the video tutorial is accurate and useful.	4.75	0.60	*Strongly Agree*
Novelty of the content has been considered when presented.	4.53	0.60	*Strongly Agree*
The video itself is bias-free and avoids stereotyping.	4.65	0.58	*Strongly Agree*
The video portrays current and useful situations for folkdance.	4.62	0.76	*Strongly Agree*
The video allows time for students to reflect on the content and application.	4.52	0.79	*Strongly Agree*
Weighted Mean		*4.66*	
SD		*0.64*	
Verbal Interpretation		**Highly Evident**	

Table 2 shows that students Strongly Agree that the content of the video tutorial is accurate and useful got the highest mean *(Mean=4.75, SD= 0.60)*. Students Strongly Agree that the video allows time for students to reflect on the content and application got the lowest mean of *(Mean=4.52, SD= 0.79)*.

The level of acceptance of tutorial video component in terms of content attained a weighted mean score of 4.61 and a standard deviation of 0.67 and was verbally interpreted as Highly Evident among the respondents.

The result of the discussion shows that the content of the video tutorial is accurate and useful is highly evident component of video tutorial in terms of content, this is because the video tutorial provides a clear, accurate and useful content.

This result is related to the study of Cook-Sather (2014) stated that encouraging students to actively participate and to have an impact on curriculum design may entail the need for re-examining teacher and student roles, which in turn impacts social relationships and thereby the hierarchy.

It is also related to the study of Jia (2021) stated that content as clearly defined structure and arrangement, make sure your instructional film has a clear, well-defined structure. The content of any lesson is imparted to students and should always be correct, concise and has its novelty.

Table 3 shows the level of validity of the components of video tutorials in dance sports in terms of Demonstration.

Table 3. *The Level of Acceptance of Tutorial Video Component in Terms of **Demonstration.***

STATEMENT	MEAN	SD	REMARKS
Tutorial video is properly demonstrated.	4.70	0.53	*Strongly Agree*
The overall quality of a video demo has been observed.	4.60	0.62	*Strongly Agree*
The dances of the video are easy to understand.	4.25	0.82	*Strongly Agree*
The steps are very visible for students.	4.43	0.81	*Strongly Agree*
The different figure is well demonstrated.	4.67	0.60	*Strongly Agree*
Weighted Mean		4.53	
SD		0.70	
Verbal Interpretation		**Highly Evident**	

Table 3 shows that students Strongly Agree that the Tutorial video is properly demonstrated got the highest mean of *(Mean=4.70, SD= 0.53)*. Students Strongly Agree that the dances of the video are easy to understand got a mean of *(Mean=4.25, SD= 0.82)*.

The level of acceptance of tutorial video component in terms of demonstration attained a weighted mean score of 4.53 and a standard deviation of 0.72 and was verbally interpreted as Highly Evident among the respondents.

The result of the discussion above shows that Tutorial video is properly demonstrated is highly evident component of video tutorial in terms of demonstration this is because the video tutorial provides a clear, accurate and useful figures of dance.

The results show relation to the study of Frisby (2015), When it comes to teaching, students' interaction should always be on top priority since it is our task and responsibility to impart knowledge and give the best that teachers can.

Video-based learning has long been used as an educational tool in the classroom, but recent technological advances have accelerated its use. With this change, many institutions are interested in what educational videos can do and how they can be used optimally.

The study found relevant to the study of Mei (2006) stated that Demonstration videos were recorded demonstrations. They displayed animated sequences of screenshots with narration. Each demonstration began with a goal statement.

In addition, Schwerdtfeger et al. (2014) stated that demonstrations are believed to be useful for providing an overview of the complete set of skills to be learned, especially when an overview is provided early in the learning process.

Table 4. *The Level of Acceptance of Tutorial Video Component in Terms of Presentation.*

STATEMENT	MEAN	SD	REMARKS
Tutorial video is properly presented.	4.72	0.56	*Strongly Agree*
The overall quality of a video tutorial has been observed.	4.55	0.59	*Strongly Agree*
The video itself, texts, animation, music and sound contribute meaningfully to understanding the lesson.	4.45	0.72	*Strongly Agree*
The video was made creatively.	4.43	0.70	*Strongly Agree*
The video is appealing to the eyes of the audience.	4.40	0.81	*Strongly Agree*
Weighted Mean		4.51	
SD		0.69	
Verbal Interpretation		**Highly Evident**	

Table 4 shows that students Strongly Agree that the Tutorial video is properly presented got the highest mean of *(Mean=4.72, SD= 0.56)*. Students Strongly Agree that the video is appealing to the eyes of

the audience got the lowest mean of *(Mean=4.40, SD= 0.81)*.

The level of acceptance of tutorial video component in terms of presentation attained a weighted mean score of 4.51 and a standard deviation of 0.69 and was verbally interpreted as Highly Evident among the respondents.

The result of the discussion above shows that Tutorial video is properly presented is highly evident component of video tutorial in terms of presentation this is because the video tutorial provides a good presentation of video tutorial for learners.

The study shows relevant to the study of (Jia, 2021) According to a survey of dance learning channels of dance-related employees, short video platform and sharing network resources account for about 60% of total resources. This study implies that a good presentation of video is essential to meet standardized performance in any platform.

It is related to study of (Bih Ni Lee, 2019). Instructional videos provide learners with the opportunity to further strengthen their basic skills and improve their performance level. This implies that the lesson will be interesting if the students see or visualize the topic.

Also, to Meij (2016) added that a multimedia presentation can provide verbal and/or visual cues of our knowledge little research has assessed the attentional effect of such verbal cues. This study implies that if lessons are presented through videos, there is a long retention span of students' knowledge.

Level of Acceptance of Tutorial Video Features

In this study, the level of acceptance on the features of video tutorials in folk dance refers to Audio, Time Duration, Complexity, Clarity and Usability.

The level of acceptance of the features of video tutorials in folk dance is revealed in the following table, which shows the statement, mean, standard deviation, and verbal interpretation.

Table 5 shows the level of validity of the features of video tutorials in dance sports in terms of Audio.

Table 5 shows that students Strongly Agree that the audio involve any specific speech patterns or accents got the highest mean of *(Mean=4.58, SD= 0.59)*. Also, students Strongly Agree that Video viewing provides one-way communication that transcends space and time got the lowest mean of *(Mean=4.42, SD= 0.77)*.

Table 5. *The Level of Acceptance of Tutorial Video Features in Terms of Audio.*

STATEMENT	MEAN	SD	REMARKS
The audio quality is clear, ensuring that instructions and music are easily audible.	4.45	0.75	*Strongly Agree*
The sound effect emphasizes the visual content of a video to improve learning.	4.53	0.65	*Strongly Agree*
The pronunciation of the different terms and figures are all clear.	4.45	0.75	*Strongly Agree*
Video filming provides one-way communication that transcends space	4.42	0.77	*Strongly Agree*
The audio involves any specific speech patterns or accents.	4.58	0.59	*Strongly Agree*
Weighted Mean		**4.49**	
SD		**0.68**	
Verbal Interpretation		**Highly Evident**	

The level of acceptance of tutorial video features in terms of audio attained a weighted mean score of 4.49 and a standard deviation of 0.68 and was verbally interpreted as Highly Evident among the respondents.

The result of the discussion shows that audio involve any specific speech patterns or accents in terms of audio this is because the video tutorial audio is evident and essential to the video.

The result shows relation to study of (Zhou, 2021). In instructional videos, audio is extremely important since it enhances the visual demonstration and aids viewers in understanding directions, timing, and melody. This implies that audio is one of the most essential elements of video for without it, the video will not be complete and interactive.

Also relevant to study of Vella R. (2016) explores the function of language in dance instruction and how it affects the construction of meaning. It explores how language is used in dance instructional videos, examining how verbal cues, descriptions, and explanations impact students' comprehension and movement embodiment.

Also, to a Brame (2015), using both the audio and verbal channel and the visual and pictorial channel to convey new information, fitting the similar type of information to the most correct channel is very much important.

Table 6 shows the level of validity of the features of video tutorials in dance sports in terms of Time duration.

Table 6. *The Level of Acceptance of Tutorial Video Features in Terms of Time duration.*

STATEMENT	MEAN	SD	REMARKS
The time for tutorial video is relevant to the content.	4.63	0.55	*Strongly Agree*
The tutorial video used exact time for different figures or steps.	4.40	0.83	*Strongly Agree*
The tutorial video is not time consuming	4.35	0.76	*Strongly Agree*
The duration aligns with the intended message or purpose of the video.	4.55	0.65	*Strongly Agree*
Pacing considerations maintain viewer interest all throughout.	4.45	0.85	*Strongly Agree*
Weighted Mean		**4.48**	
SD		**0.74**	
Verbal Interpretation		**Highly Evident**	

Table 6 shows that students Strongly Agree that the time for tutorial video is relevant to the content got the highest mean of *(Mean=4.63, SD= 0.55).* Lastly, students Strongly Agree that the tutorial video is not time consuming got the lowest mean of *(Mean=4.35, SD= 0.76).*

The level of acceptance of tutorial video features in terms of time duration attained a weighted mean score of 4.48 and a standard deviation of 0.74 and was verbally interpreted as Highly Evident among the respondents.

The result of the discussion above shows that *time for tutorial video is relevant to the content* in terms of time duration this is because the time used for the video is managed properly.

Table 7 shows the level of validity of the features of video tutorials in dance sports in terms of Complexity.

Table 7. *The Level of Acceptance of Tutorial Video Features in Terms of Complexity.*

STATEMENT	MEAN	SD	REMARKS
The instructions provided in the tutorial video is clear and concise.	4.63	0.74	*Strongly Agree*
The steps and movements broken down in a way that is easy for beginners to follow.	4.45	0.72	*Strongly Agree*
There is a balance between verbal explanations and visual demonstrations.	4.58	0.62	*Strongly Agree*
Recommended practice routines or drills for learners reinforce their skills.	4.62	0.67	*Strongly Agree*
The video structured in a way that makes it easy for	4.43	0.77	*Strongly Agree*

users to follow along	
Weighted Mean	*4.54*
SD	*0.70*
Verbal Interpretation	***Highly Evident***

Table 7 shows that students Strongly Agree that the instructions provided in the tutorial video is clear and concise got the highest mean of *(Mean=4.63, SD= 0.63)*. Lastly, students Strongly Agree that video structured in a way that makes it easy for users to follow along got the lowest mean of *(Mean=4.43, SD= 0.77)*.

The level of acceptance of tutorial video features in terms of complexity attained a weighted mean score of 4.54 and a standard deviation of 0.70 and was verbally interpreted as Highly Evident among the respondents.

The result of the discussion above shows that instructions provided in the tutorial video is clear and concise in terms of complexity this is because the dance is performed well because of good instructions provided. the video is managed properly.

Table 8 shows the level of validity of the features of video tutorials in dance sports in terms of Clarity.

Table 8. *The Level of Acceptance of Tutorial Video Features in Terms of Clarity.*

STATEMENT	MEAN	SD	REMARKS
Each dance move was performed with clarity, emphasizing the details of the footwork, body movement, and hand gestures.	4.55	0.65	*Strongly Agree*
The video clearly articulates and demonstrates each step before moving on to the next.	4.57	0.62	*Strongly Agree*
The instructor uses clear and concise language to explain concepts, steps, or procedures.	4.62	0.69	*Strongly Agree*
Clear visual cues, such as arrows or highlights, help direct the viewer's attention.	4.55	0.59	*Strongly Agree*
Demonstrations are visually clear and well-executed, allowing viewers to easily follow along.	4.62	0.61	*Strongly Agree*
Weighted Mean		*4.58*	
SD		*0.63*	
Verbal Interpretation		***Highly Evident***	

Table 8 shows that students Strongly Agree that the instructor uses clear and concise language to explain concepts, steps, or procedures and demonstrations are visually clear and well-executed, allowing viewers to easily follow along got the highest mean of *(Mean=4.62, SD= 0.69)*. Lastly, students Strongly Agree that video structured in a way that makes it easy for users to follow along got the lowest mean of *(Mean=4.55, SD= 0.59)*.

The level of acceptance of tutorial video features in terms of clarity attained a weighted mean score of 4.58 and a standard deviation of 0.63 and was verbally interpreted as Highly Evident among the respondents.

The result of the discussion above shows that each dance move was performed with clarity, emphasizing the details of the footwork, body movement, and hand gestures in terms of clarity this is because the dance is performed well because of showing clear movements of hand and body gestures.

Bennett D. (2015) compares and contrasts studio and online dance classes to investigate the effect of video on dance education in this study. This study shows that there is a big difference between studio and online classes. Results showed that initial learning in a mirrored setting produced better performances in the

retest one week later.

Harrison and Marlow C. (2017) look into how internet video lessons affect dance students' learning processes and self-control abilities. It was revealed that students for courses considered streaming video was effective for self-evaluations. Video's usefullness and online peer-feedback for other reflection processes differed among the courses.

Table 9 shows that students Strongly Agree that the instructions provided in the tutorial video is clear and concise got the highest mean of *(Mean=4.63, SD= 0.74)*. Moreover, students Strongly Agree that video structured in a way that makes it easy for users to follow along got the lowest mean of *(Mean=4.43, SD= 0.77)*.

Table 9. *The Level of Acceptance of Tutorial Video Features in Terms of Usability.*

STATEMENT	MEAN	SD	REMARKS
The tutorial video is designed to be inclusive for a diverse audience.	4.63	0.74	*Strongly Agree*
The tutorial video provides a sense of progression for learners.	4.45	0.72	*Strongly Agree*
The tutorial video adapts to different screen sizes, especially on mobile devices.	4.58	0.62	*Strongly Agree*
The video is accessible on various platforms and devices.	4.62	0.67	*Strongly Agree*
The video interface is intuitive and easy to navigate.	4.43	0.77	*Strongly Agree*
Weighted Mean	**4.54**		
SD	**0.70**		
Verbal Interpretation	**Highly Evident**		

The level of acceptance of tutorial video features in terms of usability attained a weighted mean score of 4.54 and a standard deviation of 0.70 and was verbally interpreted as Highly Evident among the respondents.

The result of the discussion above shows that each dance move was performed with clarity, emphasizing the details of the footwork, body movement, and hand gestures in terms of clarity this is because the dance is performed well because of showing clear movements of hand and body gestures.

In relation to the study of Wijnker (2018) video is being used more frequently by teachers in their courses to achieve a variety of objectives, such as boosting conceptual understanding or unique student interest. This implies that it is easier to use video lessons but will attain your goal for the day and set the interests of the students to study and learn.

MacHardy and Pardos (2015) have developed a model relating educational video characteristics to students' performance on subsequent assessments. This study was conducted in order to test if there is an impact using the model to students' performance which is related to this study of tutorial videos in enhancing students' performance in physical education.

Level of Student Interaction on Tutorial Videos

In this study, the level of student interaction of video tutorials in folk dance refers to Reflection and feedback, Task Allocation and Equal Participation.

The level of student interaction of video tutorials in folk dance is revealed in the following table, which shows the statement, mean, standard deviation, and verbal interpretation.

Table 10 shows the level of student interaction of video tutorials in folk dance of Reflection and feedback.

Table 10. *The Level of student interaction of video tutorials in folk dance in terms of Reflection and feedback*

STATEMENT	MEAN	SD	REMARKS
The tutorial video allows me to communicate its place and time.	4.65	0.73	*Strongly Agree*
The tutorial video makes the topic more interesting.	4.45	0.79	*Strongly Agree*
The tutorial video helps me understand the topic.	4.57	0.67	*Strongly Agree*
The tutorial video gives me additional learning and knowledge to the topic.	4.52	0.72	*Strongly Agree*
The tutorial video gives me insights and reflection about its essence.	4.63	0.71	*Strongly Agree*
Weighted Mean		**4.56**	
SD		**0.73**	
Verbal Interpretation		**Highly Evident**	

Table 10 shows that students Strongly Agree that the tutorial video allows them to communicate its place and time got the highest mean of *(Mean=4.65, SD= 0.73).* In addition, students Strongly Agree that tutorial video make the topic more interesting got the lowest mean of *(Mean=4.45, SD= 0.79).*

The level of student interaction of video tutorials in folk dance of Reflection and feedback attained a weighted mean score of 4.56 and a standard deviation of 0.73 and was verbally interpreted as Highly Evident among the respondents.

The result of the discussion above shows that tutorial video allows me to communicate its place and time in terms of Reflection and feedback this is because the dance is easy to understand when it anchored to specific place and time.

(Borup et al., 2015; Lowenthal, 2021). Further, little-to-no research has focused on student perceptions of giving and receiving peer video feedback. Therefore, understanding the role and value of asynchronous video feedback to learners is timely, especially given the COVID-19 pandemic and the need for instructors to teach in blended, remote, or fully online courses.

Table 11. *The Level of student interaction of video tutorials in folk dance in terms of Task Allocation*

Table 11 shows the level of student interaction of video tutorials in folk dance of Task Allocation.

Table 11 shows that students Strongly Agree that the assigned activities reflect the practical use of the skills being taught got the highest mean of *(Mean=4.72, SD= 0.58.* And students Strongly Agree that assigned tasks relate to real-world applications of the learned skills got the lowest mean of *(Mean=4.50, SD= 0.68).*

The level of student interaction of video tutorials in folk dance of Task Allocation attained a weighted mean score of 4.64 and a standard deviation of 0.63 and was verbally interpreted as Highly Evident among the respondents.

Table 11. The Level of student interaction of video tutorials in folk dance in terms of Task Allocation

STATEMENT	MEAN	SD	REMARKS
The assigned activities reflect the practical use of the skills being taught.	4.72	0.58	*Strongly Agree*
Tasks appropriately graded in difficulty to match the learners' progression through the tutorial.	4.67	0.66	*Strongly Agree*
Tasks encourages collaboration among students.	4.67	0.60	*Strongly Agree*
The assigned tasks relate to real-world applications of the learned skills.	4.50	0.68	*Strongly Agree*
Students are given guidelines on how to manage their time effectively while completing the tasks.	4.67	0.63	*Strongly Agree*
Weighted Mean	**4.64**		
SD	**0.63**		
Verbal Interpretation	**Highly Evident**		

The result of the discussion above shows that assigned activities reflect the practical use of the skills being taught in terms of Task Allocation this is because the dance being taught should be applied for practical use.

According to Guo et al. (2014), one of the most essential elements of making educational materials is to include aspects that help enhance student engagement for task allocation. If learners don't watch the videos materials, they can't learn from them. Their participation and cooperation as well is important for the success of the activities set within the day.

Henrie et al. (2015) stated that Student engagement is a key priority for higher education and National Student Surveys are routinely undertaken to assess students' confidence and engagement levels. This statement implies that students should always be involved in any kind of activities suited for them in order for them to learn.

Table 12 shows the level of student interaction of video tutorials in folk dance of Equal Participation**.**

Table 12. The Level of student interaction of video tutorials in folk dance in terms of Equal Participation.

STATEMENT	MEAN	SD	REMARKS
There are opportunities for all students to participate actively in activity.	4.75	0.57	*Strongly Agree*
There are rotating roles within group activities to ensure that each student has a chance to take on different responsibilities.	4.58	0.53	*Strongly Agree*
The tutorial accommodates diverse learning styles to ensure all students can engage effectively.	4.55	0.67	*Strongly Agree*
There are efforts to create a culturally sensitive space where all students feel comfortable participating.	4.53	0.65	*Strongly Agree*
Students are given opportunities for individual reflections on their participation and contributions.	4.71	0.58	*Strongly Agree*
Weighted Mean	**4.63**		
SD	**0.61**		
Verbal Interpretation	**Highly Evident**		

Table 12 shows that students Strongly Agree that there are opportunities for all students to participate actively in activity got the highest mean of (Mean=4.75, SD= 0.57. Lastly, students Strongly Agree that there are efforts to create a culturally sensitive space where all students feel comfortable participating got the lowest mean of (Mean=4.53, SD= 0.65).

The level of student interaction of video tutorials in folk dance of Equal Participation attained a weighted mean score of 4.63 and a standard deviation of 0.61 and was verbally interpreted as Highly Evident among the respondents.

The result of the discussion above shows that *There are opportunities for all students to participate actively in activity* in terms of Equal Participation this is because the students participate well in dances when the class has equal opportunity and participation.

The result found relevant to the study of Winter (2023) stated that it is generally accepted that educational opportunities for students ought to be pair. Equal opportunities for students cater a non favoritism idea of others. They will give their best shot in everything they do because all of them have equal rights to learn.

It is also relevant to the study of Anggraini and Hasnawati (2016) asserted that in dance learning, the practical test is not whether the dance produced is good or not, but is the creative process that they go through.

Table 13. *Level of Student's Performance in terms of Practical Test*

Raw Score	Students' Performance		
	Practical Test		
	f	%	VI
96-100	15	25.00%	Advanced (A)
90-95	17	28.33%	Proficient (P)
84-89	8	13.33 %	Approaching Proficiency (AP)
78-83	17	28.33%	Developing (D)
77 Below	3	5.00%	Beginning (B)
	N=60	100 %	**Advanced (A)**
	Mean=73.27 **SD=10.03**		

The table 13 shows that most of the respondents belong to Proficient and Developing, which both represented by seventeen (17) or twenty-eight-point thirty three percent (28.33 %). Fifth teen (15) or twenty five percent (25%) as Advance. Followed by eight (8) thirteen percent (13.33%) as Approaching Proficiency. And last is three (3) or five (5) percent.

It can be gleaned from table 10 that the level of Students' Performance in terms of Practical Test is 73.27 with "Advanced" as verbal interpretation.

The standard deviation of 10.03 indicates that the level of Students' Performance in terms of Written Test is heterogenous.

Table 14. *Significant Effect of Using Tutorial Videos of Folk Dances as Instructional Materials on the Students' Interaction*

Using Tutorial Video			Students' Interaction		
			Reflection and Feedback	Task Allocation	Equal Participation
Components	Objective	t-value Sig.(2-tailed) N	3.910* .000 60	4.010* .000 60	3.222* .00 60
	Content	t-value Sig.(2-tailed) N	4.437* .000 60	6.303* .000 60	3.398* .001 60
	Demonstration	t-value Sig.(2-tailed) N	7.950* .000 60	4.568* .000 60	3.364* .001 60
	Presentation	t-value Sig.(2-tailed) N	8.066* .000 60	6.820* .000 60	5.211* .000 60
Features	Audio	t-value Sig.(2-tailed) N	6.013* .000 60	4.510 *.000 60	5.269* .00 60
	Time Duration	t-value Sig.(2-tailed) N	6.636* .000 60	5.615* .00 60	4.220* .000 60
	Complexity	t-value Sig.(2-tailed) N	8.765* .000 60	5.700* .000 60	5.489* .000 60
	Clarity	t-value Sig.(2-tailed) N	7.614* .000 60	5.382 *.00 060	7.396* .000 60
	Usability	t-value Sig.(2-tailed) N	7.210* .000 60	5.507*.0060	5.240*.0060

The table 14 shows the Significant Effect of Using Tutorial Videos of Folk Dances as Instructional Materials on the Students' Interaction. In this study, the level of significant effect of using tutorial videos of folk dance refers to components and features while Students' interaction refers to reflection and feedback, task allocation and equal participation.

Table 15. *Significant Effect of Using Tutorial Videos of Folk Dances as Instructional Materials on the Students' Performance*

Using Tutorial Video			Students' Performance
Components	Objective	t-value Sig.(2-tailed) N	-0.825 .413 60
	Content	t-value Sig.(2-tailed) N	-0.512 .610 60
	Demonstration	t-value Sig.(2-tailed) N	-1.547 .127 60
	Presentation	t-value Sig.(2-tailed) N	-0.583 .562 60
Features	Audio	t-value Sig.(2-tailed) N	.5570 .580 60
	Time Duration	t-value Sig.(2-tailed) N	.390 .698 60
	Complexity	t-value Sig.(2-tailed) N	-0.0660 .948 60
	Clarity	t-value Sig.(2-tailed) N	.475 .637 60
	Usability	t-value Sig.(2-tailed) N	-0.8160 .418 60

The table 15 shows the Significant Effect of Using Tutorial Videos of Folk Dances as Instructional Materials on the Students' Performance. In this study, the level of significant effect of using tutorial videos of folk dance refers to components and features towards Students' performance.

The table also shows the beta coefficient of -0.17573, -0.09732, -0.26552, -0.11044, 0.104813, 0.07264, -0.01211, 0.091298, -0.14415 respectively has a significant effect on the Student Performance with a p-value of 0.412892, 0.610408 ,0.127343, 0.562192 respectively.

The p-value indicates that there is a Significant Effect of Using Video Tutorial on the Students' Performance which is less than the level of significant value of 0.05.

5. Conclusion

The study showed that there is a significant effect on using video tutorial to students' interaction. This means that the null hypothesis is rejected.

The study showed that there is a significant effect on using video tutorial to students' performance. This means that the null hypothesis is rejected.

6. Recommendations

Tutorial video materials provide learners with the opportunity to further strengthen their basic skills and improve their performance level, especially in folk dance. After honing the basics and developing the technology in this phase, learners will be offered activities to find out what else they can do. With this, creativity and craftsmanship are further improved. In addition to developing techniques, musicality, partner skills and choreography, learners have the opportunity to demonstrate their understanding of fitness and patriotism by participating in folk dances activities. It is therefore suggested the following:

1. Teachers may utilize the video material to be implemented in PE classes related to Folk dance by showing to the students not limited to Pakil District.
2. Develop more instructional materials of folk dances especially this study focused only on Itik-Itik dance and that may be beneficial to DepEd curriculums and other related subjects.
3. To School Administrator to serve as an eye-opener to focus on the importance of instructions. The output of this study could be utilized by other offices or departments and use it as their point of reference regarding the development or enhancement of the current Physical Education.
4. To Physical Education Teachers to an insight on how to enhance physical activity to their students and serve as one of the instructional materials in teaching and learning.
5. To Students/Learners to appreciate traditional, cultural dances like folk dance.
6. To the Researcher to provide strong motivation to the researcher in innovating new strategies and instructional material that may give excellent solutions to different challenges in teaching folk dance especially in elementary schools.
7. To Future Researchers to serve as a guide in understanding any related study that they intend to investigate.

7. Acknowledgement

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