

DEVELOPMENT OF DASMA INDAK - INSTRUCTIONAL VIDEO FOR ATHLETES AND COACHES IN DANCESPORT: A BASIS FOR INSTRUCTION

NIÑO C. MELINDO, MAEd-PE
nino.melindo@deped.gov.ph
Laguna State Polytechnic University, Philippines

ABSTRACT

This descriptive quantitative research study was conducted to determine the level evaluations of the Dasma Indak- instructional video material to standard ballroom dancing of selected coaches and athletes of Dasmariñas City that serve as a basis of instruction in the training Dancesport particularly the level of evaluation of the video material in terms of visual clarity and appeal, audio, content, learning and its impact. There were 10 coaches and 46 athletes participated in this study, the information was gathered through survey questionnaire. Descriptive statistics, t-test, single factor analysis of variance, and spearman rho correlation was used to analyze the data gathered from the coaches and athletes. The result of the study found that the instructional video material is significant, effective and indicated that the Dasma-Indak instructional video material has a major long-term impact. The null hypotheses was rejected except on the test of differences in the evaluation of the Dasma-Indak instructional video material, based on the coaches' years of involvement in dance sports. This study recommends that the video material to be implemented in PE courses related to Dancesport or ballroom dancing where teacher and students can benefit as well. This could be incorporated also in a wider range of area, coaches, and athletes and not limited in the City of Dasmariñas. It is also possible to develop an instructional video material in Latin American Discipline of Dancesport since the material is only limited to standard ballroom dancing. Lastly, the support for future research would further help this investigation.

Keywords:

Instructional video material, dancesport, development, athletes, coaches, technicalities, content, learning, perception

INTRODUCTION

Today, more than ever, the role of education technology in education is critical. Instructors are not taught to use the device, even if they are aware of its educational benefits Balalle et al. (2021).

Terminological differences emerge mostly as a result of approaching mechanical aspects and using new equipment, rather than their direct application in education. Teachers of social and technical sciences have differing perspectives. Using educational technologies also necessitated competence in a variety of fields, including pedagogy, psychology, Didactics, informatics, and etc. Balalle et al. (2021).

To add, instructional video materials provide learners with the opportunity to further strengthen their basic skills and improve their performance level, especially in dancesport. It provides fixed activities to the four components required for dancesport already introduced at previous levels. 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 by participating in dancesport activities.

Dancesport is a competitive ballroom with couples (boys and girls) on the dance floor for presentations on technical quality, musical movements, partner skills, and choreography and performance. The dancers are evaluated individually or with their partners according to specific criteria consisting of standardized technical and artistic qualities. Dancesport brings a world of attraction to the world of sports as athletes prepare their head-to-toe with the most beautiful outfits with perfect hairstyles and makeup.

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

This study provides relevant ideas on how comprehension can be improved through learner control and multimedia interpretation. This study enables faculty and students to use multimedia presentations, especially with video-based materials, to create stronger techniques and routines.

This also sought to determine determine the level evaluations of the Dasma Indak- instructional video material to standard ballroom dancing of selected coaches and athletes of Dasmariñas City. Specifically, this study seek to answer the following questions.

1. What is the demographic Profile of the coaches and athletes in terms of :
 - a. Sex
 - b. Level
 - c. Years involvement in Dancesport
2. What is the level of evaluations of the Dasma Indak- instructional video material in terms of:
 - a. Visual clarity and Appeal
 - b. Audio
 - c. Content
 - d. Learning
 - e. Perception
3. Is there a significant difference in the evaluation of the of the Dasma-Indak instructional video material based on the profile of the coaches?
4. Is there a significant difference in the evaluation of Dasma Indak- instructional video material based on the profile of the athletes?

REVIEW OF RELATED LITERATURE

Dancesport

National Dance Education Organization (2016) stated that dance is an art form that uses movement to convey meaning about the human 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.

Certain experts and researchers believe that coaches should combine professional knowledge with textbook concepts, and that when confronted with difficult knowledge points, they should use internet resources to assist athletes in developing their knowledge. When there is a sufficient number of video instruction materials available at training, the education system becomes more vivid and dynamic, and it may also improve vitality and aid athletes' comprehension of textbook knowledge. Video education may be regarded as a significant tool for enlivening the training session environment in the current situation.

According to Sosiawan et al. (2020), in general, the technical abilities to train have been mastered by the coaches because they are former athletes. This means that improving the technical quality of athletes does not only rely on the trainer's personal experience and background but also on an effective communication model that allows athletes to receive, process information, and transfer knowledge in a more efficient way (West, 2016, 13 as cited by Sosiawan & Saptono, 2020). According to Michael Hall (2008, 82 as cited by Sosiawan et al., 2020), effective communication can help coaches improve athlete self-regulation which in turn contributes to improving athlete performance.

Athlete self-regulation refers to a complex process that provides the ability to monitor athletes' thoughts and behavior and enables them to respond appropriately to the sports environment. That is why it is very important for coaches to learn about effective communication structures that equip athletes to act according to the trainer's training system (Rosca, 2010 as cited by Sosiawan et al., 2020)

Dancesport Involvement

Dancesport refers to competitive ballroom dancing wherein dancers are assessed solo or with their competition partners based on specific criteria that include standardized technical and artistic attributes. The Dancesport adds a new dimension to the world of sports by requiring athletes to dress from head to toe in the most gorgeous clothes, complete with immaculate hairstyles and cosmetics. It demonstrates technical quality, musical movements, partner skills, choreography, and performance and aims to foster student creativity and innovation in sports. This will give more possibilities to move beyond the fundamentals of sport and competent technical excellence practice.

Basic governance has been implemented to teach students how to evaluate sports performance. This will provide learners with a greater grasp of the component applications required for dancesport, how the components for excellence in dancesport performance work, and how to innovate and develop dance steps and movements. Students are given the opportunity to improve their fitness and create value.

Dancesport according to Outevsky, 2015, is a competitive branch of ballroom dancing, poses great physiological and psychological demands on its participants, yet pedagogical resources in these areas are limited for this dance style. Competitors in dancesports could benefit from methods applied in other aesthetic sports.

Instructional Video

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

The role of video education in this context is to give athletes excellent examples to follow as well as to establish a pleasant learning environment. The content of dance teaching shifts from figurative to abstract with video instruction. It makes the subject of study in the arts more difficult to understand, yet it can broaden the student's thinking by removing the constraints of everyday life. Excellent learning examples can be turned into teaching materials that coaches can use in the training. Using a video instruction system in dance lessons also allows the video instruction to serve as training reference material and increase teaching efficiency. It raises the training room vibrancy and vigor, captures athletes' attention through video education, and increases athletes' desire in learning dance.

Video images can also be made available to students through websites that they can view during their private study hours. Examples include explaining clinical conditions, demonstrating clinical skills, and stimulating student discussion.

The notion of video clip technology is broad, and it has an infinite number of applications; it is an important component of educational technology, as well as its usage in medical, statistics, and database creation. Furthermore, the entertainment industry is one of the leading users of this technology. Engagement is important in video clip technology since most of its applications involve engagement through viewing. As a result, video clip programs can give more effective and strong tests than each

technology alone. Researchers believe that video clips are one of the finest instructional strategies since they deal with several meanings at the same time, as well as the senses of sight and hearing (Bih Ni Lee, 2019). Instructional videos provide learners with the opportunity to further strengthen their basic skills and improve their performance level. It provides fixed activities to the four components required for dance sports already introduced at previous level. After honing the basics and developing the technology in this phase, learners will be offered activities to find out what else they can do; and 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 by participating in dancesport activities. At the end of this phase, learners show a sporting, healthy and active lifestyle, not only to increase their competitiveness, but also to promote the core values of becoming a more responsible personality to become the future builders of these people. Is expected.

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. 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.

Technicalities of Instructional Videos

Most teachers have been encouraged to use technology in the classroom, but there has been no expectation or enforcement of its use for instructional purposes. The current epidemic, on the other hand, has significantly raised the demand on teachers' time and capacity to use technology, as well as the necessity for instructors to use technology effectively and efficiently. Prior to the COVID-19 issue, video-based instruction as a primary teaching method in physical education received little attention (Lee & Chang, 2021).

Maintaining a Narrow Focus. According to Brad Weiner, the 2013 National Adapted Physical Education Teacher of the Year, the best films are brief and to the point, and he recommends keeping videos no longer than 2 to 5 minutes. He also remarked that the point tends to be lost in longer videos. Teachers can construct many films to teach complex skills while keeping students' attention spans in mind (most adults have an attention span of 10 to 15 minutes) by focusing on one to two aspects every video. Including Skill Organizational Aspects. The organizational features of the skill must be included in video-based education. Consider what a child might need to do in that skill. A visual step sequence, a visual location marker to indicate where to stand, and verbal exhortation such as "1, 2, 3, and throw!", and teachers that use video-based instruction should follow a similar preparation, implementation, and reflection cycle to their traditional teaching style. (Lee & Chang, 2021).

In Gee's 2019 book, they created a guide in developing dance instructional video material, first, *Dance and the Camera* and *Developing the Work* continue with this foundational work, further exploring ways to develop movement material and the basics of how the camera works "in relation to human movement." "4 *Developing the Work*" has quite a few new sections and exercises designed to get us to a richer movement experience, including using and devising scores as a way to develop movement material. The camera's role and how to "see" movement in this new way are also highlighted. These chapters expand on the first edition by including new images, scores, exercises, and discussion. Second, the production process and how to get a concept from the page to the set. She discusses the importance of "Creating Your On Screen World" and the role of intentionality and mise-en-scene in properly describing the universe of a film. Lastly, the post-production and editing, from "Edit Preparation and Choreography" and the detailed and vital job of structuring post, layering in sound, color correction, dubbing, and the obvious "Future Proofing" of work.

Content of Instructional Videos

T. Desai. & D.C. Kulkarni. (2022) Interactive video is highly recommended to address this issue since it provides for proactive and random access to video content and fosters learner-content interactivity by incorporating interactive components. Through the incorporation of interactive components,

interactive video promotes student engagement and active learning. The study also used two learning settings: demonstrative video learning and interactive video learning. It has been discovered that students' performance in the post-video quiz of interactive video improved dramatically, and so interactive video leads to greater learner satisfaction.

According to (Umayam, 2019), there are five ways video can have a significant impact on teaching and learning. Engagement: Research has demonstrated that video learning improves students' capacity to organize dialogues and identify problems on numerous levels, including higher motivation and deeper learning. Effectiveness: Video learning can be used to generate time and space for active learning on both sides of the classroom. Once generated, a video can be replayed and modified as needed, freeing up time in the classroom for live discussions and student interaction. Authenticity: Video connects both the student and the educator in a one-on-one interaction without ever being in the same room.

Learning in the Instructional Videos

This study is based on the Constructivism Theory, which holds that learners generate their own knowledge. Constructivists believe that students do not only comprehend information as they come across it, but they also do a lot with it, attempting to organize and make sense of it in light of prior knowledge, experience, mental structures, and beliefs. (Samosa, 2021). According to constructivists, learning happens when a learner develops knowledge for themselves (each learner constructs meaning individually and socially) based on prior experience.

Teachers should recognize the importance of dance creation, take effective measures to create dance based on the psychological and physical characteristics of contemporary children, and mobilize children to participate in dance learning. Video teaching can help children develop a good form, increase physical and mental health, make them more comfortable, and improve their aesthetic level. It is extremely important to promote the overall development of young children's physical and mental qualities, improve aesthetic ability, effectively summarize online and offline resources, improve educational efficiency, and network effectively. The quality of video-guided dance instruction represents a watershed moment in the evolution of video-guided learning (Qin et al., 2022).

Videos are an excellent remote learning tool and have been recognized as a valuable addition for Virtual Instructor-Led Training (VILT) and blended learning. They not only reduce cognitive strain but also capture viewer attention and boost student engagement. Video content, unlike text or infographics, may assist portray various facets of a topic, making for a more interesting watch and a more engaging learning experience. When compared to static visuals, text, or music, videos provide a higher level of memory and retention to a focused and captive audience (Pandey, 2022).

METHODOLOGY

The study employed a descriptive quantitative research design. Descriptive research describes data and characteristics about the population or phenomenon being studied. Descriptive research answers the questions of who, what, where, when and how. This type of research is also a grouping that includes many particular research methodologies and procedures, such as observations, surveys, self-reports, and tests (National Research Council, 2002). This research design enables the researchers to describe the variables which consist of the level of evaluations and impact of the instructional video material given to the coaches and athletes in Dancesport.

The survey was conducted at the City Schools Division of Dasmariñas City, Cavite, Philippines and respondents were selected. Researchers have selected coaches and athletes of Dancesport. There were 56 respondents who participated in this study. There were 10 coaches: 5 from the elementary level and 5 from the secondary level, as well as 32 athletes (16 couples) from both the latin american discipline and the standard ballroom discipline in the elementary

level and 14 athletes (7 couples) from both the latin american discipline and the standard ballroom discipline in the secondary level.

The study used a researcher-made survey questionnaire to assess the evaluations and impact of the Dasma-Indak instructional video material for standard ballroom dancing in Dancesport in selected coaches and athletes.

Dasma-indak Instructional Video. The researcher developed an instructional video in Dancesport that includes instruction of basic steps and techniques in dancing standard ballroom. This instructional video was given to coaches and athletes of Dasmariñas City as the basis of their instruction and training for their preparation for the Dasmariñas Inter Public School Athletic Association (DIPSAA) Dancesport Competition.

The instructional video was given 3 months prior to the gathering data. The execution and application of the learnings in the instructional video was during the sport clinic and actual dancesport competition.

The research instrument was then pilot tested to 10 coaches and athletes from other cities to test for the reliability and validity. The research instrument was reliable and valid with Cronbach’s Alpha results of 0.916 which means that the instrument has excellent consistency and acceptable.

The researcher used frequency to determine the number of times that each variable was chosen, such as socio-demographic profile, level of evaluations and level of impact of the instructional video material of the coaches and athletes. Mean to find out the average of socio-demographic profile, level of evaluations and level of impact of the instructional video material of the coaches and athletes. Percentage to represent statistics by percentage of observations that exist for each data. This represented the percentage results of socio-demographic profile, level of evaluations and level of impact of the instructional video material of the coaches and athletes

The researcher also used T-test statistical treatment in order to get the significant difference among the level of evaluations and impact of the instructional video material to the coaches and athletes, Single Factor Analysis of Variance to get the significant difference among the level of evaluations and impact of the instructional video material to the coaches and athletes and Spearman Rho Correlation to get the significant relationship between the level of evaluations and impact of the instructional video material to the coaches and athletes.

RESULT AND DISCUSSION

Table 1. Demographic Profile of the Coaches and Athletes

Profile	Coaches		Athletes	
Sex	Frequency	Percentage	Frequency	Percentage
Male	4	40.0%	23	50.0%
Female	6	60.0%	23	50.0%
Level	Frequency	Percentage		
Elementary	7	70.0%	32	69.6%
Secondary	3	30.0%	14	30.4%
Years of Involvement	Frequency	Percentage		
3 - 6 months	4	40.0%	23	50.0%
1 to 2 years	2	20.0%	7	15.2%

3 to 4 years	2	20.0%	5	10.9%
5 to 6 years	2	20.0%	8	17.4%
7 years & above	0	0.0%	3	6.5%
Total	10 coaches		46 athletes	

Table 1 presents the demographic profile of the coaches and athletes. The respondents of the study was composed of 10 coaches and 46 athletes. Of the 10 coaches, four were male (40.0%) and the rest were female (60.0%). Seven of the coaches were handling elementary level (70.0%) while the rest were in the secondary level (30.0%). As to years of involvement in dance sports, four of them had been handling dance sports from 3 to 6 months (40.0%); two from 1 to 2 years (20.0%); and with the same frequency of those handling dance sports from 3 to 4 years (20.0%) and 5 to 6 years (20.0%). This means that the coaches were mostly from the elementary level, female, and had been involved in dance sports for a short stint.

There were 46 athletes who served as respondents of the study. Of the 46 athletes, 23 of them are either male or female. Thirty-two of the athletes were from the elementary level (69.6%) and the rest were from the secondary level (30.4%). With regard to the years of involvement in dance sports, half of the athletes had been involved in dance sports from 3 to 6 months (50.0%); seven of them had been involved from 1 to 2 years (15.2%); five, from 3 to 4 years (10.9%); eight, from 5 to 6 years (17.4%); and three of them had been involved in dance sports from 7 years and above (6.5%). This means that there were equal number of male and female athlete; more than half of them were from the elementary level; and half of them had been involved in dance sports for a considerable length of time.

Table 2. Level of Evaluations of Dasma-Indak Instructional Video Material in terms of Visual Clarity and Appeal

Indicators	Coaches			Athletes		
	Mean	SD	VI	Mean	SD	VI
1. The viewing of instructional videos allows one-way communication that transcends place and time.	4.70	0.483	HE	4.37	0.711	HE
2. The viewer is surrounded by visual and auditory viewpoints.	4.50	0.527	HE	4.35	0.766	HE
3. Viewing instructional videos engages all of the senses at the same time.	4.60	0.699	HE	4.50	0.658	HE
4. Viewing instructional videos requires interaction and participation.	4.50	0.707	HE	4.37	0.645	HE
5. The instructional video is well-presented and unique in its delivery of the topic.	4.70	0.483	HE	4.50	0.624	HE
Overall Mean	4.60 <i>(Highly Effective)</i>			4.42 <i>(Highly Effective)</i>		
Legend: 4.20 – 5.00 <i>Highly Effective (HE)</i> 3.40 – 4.19 <i>Effective (E)</i> 2.60 – 3.39 <i>Moderately Effective (ME)</i> 1.80 – 2.59 <i>Somewhat Effective (SE)</i> 1.00 – 1.79 <i>Not Effective (NE)</i>						

Table 3. Level of Evaluations of Dasma-Indak Instructional Video Material in terms of Audio

Indicators	Coaches			Athletes		
	Mean	SD	VI	Mean	SD	VI
1. The narration contains words that the audience is familiar with.	4.50	0.527	HE	4.32	0.762	HE
2. Background music complements the visual impression or auditory commentary.	4.50	0.7071	HE	4.46	0.622	HE
3. The music chosen is ideal for good learning.	4.70	0.483	HE	4.48	0.722	HE
4. The sound effect emphasizes the visual content of a video to improve learning.	4.60	0.5164	HE	4.57	0.655	HE
Overall Mean	4.58 (Highly Effective)		4.46 (Highly Effective)			
Legend: 4.20 – 5.00 Highly Effective (HE) 3.40 – 4.19 Effective (E) 2.60 – 3.39 Moderately Effective (ME) 1.80 – 2.59 Somewhat Effective (SE) 1.00 – 1.79 Not Effective (NE)						

As presented in table 3, the coaches perceived that the Dasma-Indak instructional video material was *highly effective* since the music chosen is ideal for good learning ($M=4.70, SD=0.483$), the sound effect emphasizes the visual content of a video to improve learning ($M=4.60, SD=0.5164$), the background music complements the visual impression or auditory commentary ($M=4.50, SD=0.7071$), and the narration contains words that the audience is familiar with. ($M=4.50, SD=0.527$).

The athletes gave almost the same level of evaluation in terms of the evaluations of the audio of the Dasma-Indak instructional video material. They found the material *highly effective* in terms of sound effects ($M=4.57, SD=0.655$), music chosen ($M=4.48, SD=0.722$), background music ($M=4.46, SD=0.622$), and narration ($M=4.32, SD=0.762$).

The overall mean of 4.58 for the coaches and 4.46 for the athletes indicated that the Dasma-Indak instructional video material was highly effective in terms of audio. This means that the material was effective since the background music fitted in the audio narration.

Table 4. Level of Evaluations of Dasma-Indak Instructional Video Material in terms of Content

Indicators	Coaches			Athletes		
	Mean	SD	VI	Mean	SD	VI
1. The content of the instructional video is accurate, current, and updated.	4.80	0.4216	HE	4.43	0.720	HE
2. The content of the instructional video stimulates, motivates and informs the viewer to act on the information that is being presented.	4.50	0.7071	HE	4.37	0.645	HE

3. The instructional video stay focused on the content and logically flow.	4.70	0.6749	HE	4.37	0.771	HE
4. The length of the instructional video is in balance with the content, intended for the audience.	4.50	0.7071	HE	4.33	0.668	HE
Overall Mean	4.63 (Highly Effective)		4.38 (Highly Effective)			
Legend: 4.20 – 5.00 Highly Effective (HE) 3.40 – 4.19 Effective (E) 2.60 – 3.39 Moderately Effective (ME) 1.80 – 2.59 Somewhat Effective (SE) 1.00 – 1.79 Not Effective (NE)						

As presented in table 4, The coaches perceived that the Dasma-Indak instructional video material was highly effective since the content of the instructional video is accurate, current, and updated (M=4.80, SD=0.4216), the instructional video stay focused on the content and logically flow (M=4.70, SD=0.6749), the content of the instructional video stimulates, motivates and informs the viewer to act on the information that is being presented, and the length is in balance with the content, intended for the audience (M=4.50, SD=0.7071).

The athletes gave almost the same level of evaluation in terms of the evaluations of the content of the Dasma-Indak instructional video material. They found the material highly effective in terms of accuracy (M=4.43, SD=0.720), motivation and information presented (M=4.37, SD=0.645), content focused and logically flow (M=4.46, SD=0.622), and the length of the instructional video is in balance with the content, intended for the audience. (M=4.33, SD=0.668).

The overall mean of 4.63 for the coaches and 4.38 for the athletes indicated that the Dasma-Indak instructional video material was highly effective in terms of content. This means that the material was very effective since it is correct and up to date.

Table 5. Level of Evaluation of Dasma-Indak Instructional Video Material in terms of Learning

Indicators	Coaches			Athletes		
	Mean	SD	VI	Mean	SD	VI
1. What is visually depicted on the video is fit in the learning objectives.	4.30	0.9487	HE	4.54	0.6221	HE
2. The video suggests methods for learner application of the newly acquired knowledge.	4.70	0.483	HE	4.39	0.6824	HE
3. The overall video is conducive for learning.	4.80	0.4216	HE	4.59	0.6174	HE
4. The instructional videos add learning to the viewer.	4.80	0.4216	HE	4.59	0.6174	HE
Overall Mean	4.65 (Highly Effective)		4.53 (Highly Effective)			
Legend: 4.20 – 5.00 Highly Effective (HE) 3.40 – 4.19 Effective (E) 2.60 – 3.39 Moderately Effective (ME) 1.80 – 2.59 Somewhat Effective (SE) 1.00 – 1.79 Not Effective (NE)						

As presented in table 5, the coaches perceived that the Dasma-Indak instructional video material was highly effective since the instructional video is conducive for learning (M=4.80, SD=0.4216), can add learning to the viewer (M=4.80, SD=0.4216), the instructional video suggests methods for learner application of the newly acquired knowledge (M=4.70, SD=0.483), and What is visually depicted on the video is fit in the learning objectives (M=4.30, SD=0.9487).

The athletes gave almost the same level of evaluation in terms of the evaluations of the learning of the Dasma-Indak instructional video material. They found the material highly effective in terms of conduciveness (M=4.59, SD=0.6174), additional learnings (M=4.59, SD=0.6174), learning objectives (M=4.54, SD=0.6221), and methods for application (M=4.39, SD=0.6824).

The overall mean of 4.65 for the coaches and 4.53 for the athletes indicated that the Dasma-Indak instructional video material was highly effective in terms of learning. This means that the material was potent, since watching learning materials improve the students’ observational learning.

Table 6. Level of Evaluation of Dasma Indak Instructional Video Material in terms of Perception

Indicators	Coaches			Athletes		
	Mean	SD	VI	Mean	SD	VI
1. The instructional video allows me to communicate its place and time.	4.70	0.483	MLTI	4.41	0.717	MLTI
2. The instructional video engages all of my senses.	4.40	0.516	MLTI	4.37	0.678	MLTI
3. The video allows me to participate in the instruction.	4.70	0.675	MLTI	4.48	0.658	MLTI
4. The instructional video make the topic more interesting.	4.80	0.422	MLTI	4.50	0.658	MLTI
5. The instructional video enriches the topic that the teacher taught.	4.70	0.483	MLTI	4.33	0.598	MLTI
6. The instructional video gives clarity to the topic.	4.40	0.516	MLTI	4.39	0.682	MLTI
7. The instructional video helps me understand the topic.	4.70	0.675	MLTI	4.52	0.722	MLTI
8. The instructional video helps me with the practical application of the topic.	4.60	0.699	MLTI	4.46	0.657	MLTI
9. The instructional video gives me additional learning and knowledge to the topic.	4.80	0.422	MLTI	4.59	0.652	MLTI
Overall Mean	4.64		4.45			
	<i>(Major Long-Term Impact)</i>			<i>(Major Long-Term Impact)</i>		
Legend:						
4.20 – 5.00 Major long-term impact (MLTI)						
3.40 – 4.19 Major short-term impact (MSTI)						
2.60 – 3.39 Significant impact (SI)						
1.80 – 2.59 Short-term impact (STI)						
1.00 – 1.79 Minimal impact (MI)						

As presented in table 6, the coaches perceived that the Dasma-Indak instructional video material has major long-term impact since the instructional video is make the topic more interesting (M=4.80, SD=0.422), gives additional learning (M=4.80, SD=0.422), the instructional video allows me to communicate its place and time (M=4.70, SD=0.483), allows coaches to participate in the instruction (M=4.70, SD=0.675), enriches the topic that the teacher taught (M=4.70, SD=0.483), and help coaches to understand the topic (M=4.70, SD=0.675), help the coaches with the practical application of the topic (M=4.60, SD=0.699), engages all the senses of the coaches (M=4.40, SD=0.516), and gives clarity to the topic (M=4.40, SD=0.516).

The athletes gave almost the same level of evaluation in terms of the impact of the Dasma-Indak instructional video material. They found that the material has major long-term impact in terms of additional learning (M=4.59, SD=0.652), understanding the topic (M=4.52, SD=0.722), making the topic more interesting (M=4.50, SD=0.658), participation in the instryction (M=4.48, SD=0.658), practical application(M=4.46, SD=0.657), communication (M=4.41, SD=0.717), clarity of the topic (M=4.39, SD=0.682), senses engagement (M=4.37, SD=0.678), and enriching the topic (M=4.33, SD=0.598).

The overall mean of 4.64 for the coaches and 4.45 for the athletes indicated that the Dasma-Indak instructional video material has a major long-term impact.

Table 7. Difference in the Evaluation of Dasma-Indak Instructional Video Material based on the Profile of the Coaches

Video Material	Sex			Level			Years of Involvement		
	t-value	p-value	Analysi s	t-value	p-value	Analysi s	F-value	p-value	Analysi s
Visual	-13.95	0.000*	S	-15.94	0.000*	S	1.496	0.237	NS
Audio	-13.64	0.000*	S	-15.57	0.000*	S	1.419	0.289	NS
Content	-12.76	0.000*	S	-14.46	0.000*	S	1.549	0.230	NS
Learning	-14.38	0.000*	S	-16.41	0.000*	S	1.652	0.215	NS
Impact	-14.86	0.000*	S	-17.01	0.000*	S	1.642	0.216	NS

*Sig. ≤05, F-critical: 4.414

As presented in table 7, the difference in the evaluation of the evaluations of the Dasma-Indak instructional video material based on the profile of the coaches is shown in Table 7.

The test of differences in the perceptions in the evaluations of the Dasma-Indak instructional video material, based on sex of the coaches, was found significant as to visual clarity and appeal (t=-13.95, p=0.000), audio (t=-13.64, p=0.000), content (t=-12.76, p=0.000), learning (t=-14.38, p=0.000), and its impact (t=-14.86, p=0.000). This contradicts the study of Laxdal et al. (2012) wherein the results showed that there is no significant difference based on the coaches' gender; same with the interchange of the coaches' and students' gender.

There were significant differences in the perceptions of the evaluations of the Dasma-Indak instructional video material, based on level handled by the coaches, with regard to visual clarity and appeal (t=-15.94, p=0.000), audio (t=-15.57, p=0.000), content (t=-14.46, p=0.000), learning (t=-16.41, p=0.000), and its impact (t=-17.01, p=0.000). This means that coaches handling athletes from elementary and secondary level can both incorporate any dance activities easily and effectively (Skoning, 2019).

When a test of differences was used in the perceptions in the evaluations of the Dasma-Indak instructional video material, based on the coaches' years of involvement in dance sports, it was found that no significant differences surfaced. The computed F-value were all less than the F-critical value of 4.414 and the p-values did not exceed the threshold of 0.05.

Table 8. Difference in the Evaluation of Dasma-Indak Instructional Video Material based on the Profile of the Athletes

Video Material	Sex			Level			Years of Involvement		
	t-value	p-value	Analysis	t-value	p-value	Analysis	F-value	p-value	Analysis
Visual	-27.82	0.000*	<i>S</i>	-30.90	0.000*	<i>S</i>	4.48	0.037*	<i>S</i>
Audio	-26.88	0.000*	<i>S</i>	-29.73	0.000*	<i>S</i>	4.84	0.030*	<i>S</i>
Content	-25.49	0.000*	<i>S</i>	-28.18	0.000*	<i>S</i>	4.04	0.047*	<i>S</i>
Learning	-29.10	0.000*	<i>S</i>	-32.27	0.000*	<i>S</i>	5.62	0.020*	<i>S</i>
Impact	-27.84	0.000*	<i>S</i>	-30.88	0.000*	<i>S</i>	4.79	0.031*	<i>S</i>

**Sig. ≤0.05, F-critical: 3.947*

As presented in table 8, the test of differences in the perceptions in the evaluations of the Dasma-Indak instructional video material, based on sex of the athletes, was found significant as to visual clarity and appeal ($t=-27.22$, $p=0.000$), audio ($t=-13.64$, $p=0.000$), content ($t=-12.76$, $p=0.000$), learning ($t=-29.10$, $p=0.000$), and its impact ($t=-27.84$, $p=0.000$). To support this idea, male athletes have more favorable perceptions than the female athletes in applying what they have learned in an instructional video material (Laxdal et al., 2019).

There were significant differences in the perceptions of the evaluations of the Dasma-Indak instructional video material, based on athletes level, with regard to visual clarity and appeal ($t=-30.90$, $p=0.000$), audio ($t=-29.73$, $p=0.000$), content ($t=-28.18$, $p=0.000$), learning ($t=-32.27$, $p=0.000$), and its impact ($t=-30.88$, $p=0.000$). The result agrees with the study of Skoning (2019) where he stated that athletes on the elementary level should be taught of the differences between heavy and light, direct and indirect, and fast and slow movement first before dwelling into more complicated concepts .

When a test of differences was used in the perceptions in the evaluations of the Dasma-Indak instructional video material, based on the athletes' years of involvement in dance sports, it was found that there is also a significant differences with regard to visual clarity and appeal ($F=4.48$, $p=0.037$), audio ($F=4.84$, $p=0.030$), content ($F=4.04$, $p=0.047$), learning ($F=5.62$, $p=0.020$), and its impact ($F=4.79$, $p=0.031$). This means that, regardless of how tenured coaches are, video materials are just an aid in teaching.

CONCLUSION

The difference in the evaluation of the evaluations of the Dasma-Indak instructional video material based on the profile of the coaches was found significant as to visual clarity and appeal, audio, content, learning, and its impact. This means that the null hypothesis of the study was rejected.

There were significant differences in the perceptions of the evaluations of the Dasma-Indak instructional video material, based on level handled by the coaches, with regard to visual clarity and appeal, audio, content, learning, and its impact. This means that the null hypothesis of the study was rejected.

When a test of differences was used in the perceptions in the evaluations of the Dasma-Indak instructional video material, based on the coaches' years of involvement in dance sports, it was found that no significant differences surfaced. This means that the null hypothesis of the study was fail to be rejected.

The difference in the evaluation of the evaluations of the Dasma-Indak instructional video material based on the profile of the athletes was found significant as to visual clarity and appeal, audio, content, learning, and its impact. This means that the null hypothesis of the study was rejected.

There were significant differences in the perceptions of the evaluations of the Dasma-Indak instructional video material, based on level of the athletes, with regard to visual clarity and appeal, audio, content, learning, and its impact. This means that the null hypothesis of the study was rejected.

When a test of differences was used in the perceptions in the evaluations of the Dasma-Indak instructional video material, based on the athletes' years of involvement in dance sports, it was found that there is also a significant differences with regard to visual clarity and appeal, audio, content, learning, and its impact. This means that the null hypothesis of the study was rejected.

Overall, the null hypotheses was rejected except on the test of differences in the evaluations of the Dasma-Indak instructional video material, based on the coaches' years of involvement in dance sports.

RECOMMENDATIONS

1. Instructional video materials provide learners with the opportunity to further strengthen their basic skills and improve their performance level, especially in dancesport. It provides fixed activities to the four components required for dancesport already introduced at previous levels.
2. 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 by participating in dancesport activities.
3. The video material to be implemented in such PE courses related to Dancesport or ballroom dancing where teacher and students can benefit as well. This could be incorporated also in a wider range of area, coaches, and athletes and not limited in the City of Dasmariñas.
4. Develop an instructional video material in Latin American Discipline of Dancesport since the material is only limited to standard ballroom dancing.
5. Support for future research would further help this investigation.

ACKNOWLEDGEMENTS

The researcher would like to express his gratitude and acknowledgments to the following this study successful.

To the ALMIGHTY GOD, for proving His work of wonders and for providing knowledge, guiding her spiritually to sustain her strength and wisdom to finish this study.

BENNY B. JUACALLA, Ph.D., Thesis Adviser, for the fruitful advice, guidance, comments, valuable suggestions and expertise to make this manuscript and research possible;

M.A.E.D Classmates and Friends, The Graduate School for always there, for the moral support and friendship shared with them.

DIHS SHS, for the unconditionally loved that they shared specially to my SGH who for the helping hand to push us finish this study. To the community of **Dancesport Team- Dasmariñas** for the best coverage and inspired me to more and push me to the limit for the successful of this study with the help of **co-coaches** who become guide to research the best coaches and athletes for this study and for the coverage City Schools Division of Dasmariñas for the encouragement and support to my studies.

The accomplishment would not be possible without them thank you.

REFERENCES

- Bih Ni Lee. (2019, July 25). *The Effectiveness of Video Clips to Enhance Students' Achievement and Motivation on History Learning and...* ResearchGate; unknown.

- https://www.researchgate.net/publication/334668088_The_Effectiveness_of_Video_Clips_to_Enhance_Students
- Desai, T. & Kulkarni, D.C.. (2022). Assessment of Interactive Video to Enhance Learning Experience: A Case Study. *Journal of Engineering Education Transformations*. 35. 74-80. 10.16920/jeet/2022/v35is1/22011.
- Gee, R. (2019, May). *Making Video Dance: A Step-by-Step Guide to Creating Dance for the Screen (2nd ed)*. The International Journal of Screendance. https://www.researchgate.net/publication/333525378_Making_Video_Dance_A_Step-by-Step_Guide_to_Creating_Dance_for_the_Screen_2nd_ed_by_Katrina_McPherson_2018_London_and_New_York_Routledge_280_pp_Black_and_white_images_120_hardcover_ISBN_978-1-13-869912
- Lee, J., & Chang, S. H. (2021). Video-Based Learning: Recommendations for Physical Educators. *Journal of Physical Education, Recreation & Dance*, 92(2), 3-4. <https://doi.org/10.1080/07303084.2021.1854018>
- National Dance Education Organization (2016), 'About Dance Education'. Available online: http://www.ndeo.org/content.aspx?page_id=22&club_id=893257&module_id=194704 (accessed 11 October 2016).
- Outevsky, D. (2015). Conditioning Methodologies for DanceSport: Lessons from Gymnastics, Figure Skating, and Concert Dance Research. *Medical Problems of Performing Artists*, 30(4), 238-250. <https://doi.org/10.21091/mppa.2015.4043>
- Pandey, A. (2022, October 28). *Benefits Of Video-Based Learning*. ELearning Industry. <https://elearningindustry.com/benefits-of-video-based-learning#:~:text=Unlike%20text%20or%20infographics%2C%20video%20content%20can%20help>
- Qin, Y., Huang, T., & Tang, G. (2022). Analysis of the Effect of Video-Guided Dance Creation for Young Children. *Mobile Information Systems*, 2022, e1110698. <https://doi.org/10.1155/2022/1110698>
- Samosa. R. C. (2021). Mobile Physics as Innovation to Reinvigorating Active Engagement and Learning Dynamics of Grade 11 Learners on Uniform Accelerated Motion. *International Journal for Research in Applied Sciences and Biotechnology*, 8(2), 162-166. <https://doi.org/10.31033/ijrasb.8.2.21>.
- Sosiawan, E. A., & Saptono, T. (2020). Coaching Communications Model For Improving Athlete Achievement. *Proceeding of LPPM UPN "VETERAN" YOGYAKARTA CONFERENCE SERIES 2020 - POLITICAL and SOCIAL SCIENCE SERIES*, 1(1), 200-207. <https://doi.org/10.31098/pss.v1i1.197>
- Umayam, C. (2019, October 5). *The Importance of Videos for Teaching and Learning*. Giving Compass. <https://givingcompass.org/article/the-importance-of-videos-for-teaching-and-learning>