

Self-Made E-Learning Video in Philippine Folk Dances: A Tool in Fostering Students' Behavior and Performance in Physical Education

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Abstract— *The study determines the features and components of e-learning videos in teaching folk dance. Specifically, it sought to determine the level of self-made e-learning video in terms of components and features, the level of students' behavior, the level of students' performance, the significant relationship between the components and features of self-made e-learning video and students' behavior, and the significant effect between the components and features of self-made e-learning video and students' performance.*

This research used a quantitative-descriptive correlational design that used a total enumeration sampling technique. The respondents were 175 grade 8 student from one Junior high school in the city of Dasmariñas, province of Cavite, during the school year 2025 - 2026.

A self-made survey questionnaire was used in this study.

Findings showed that the level of self-made e-learning video as to components and features, and the level of students' behavior appears to have a verbal interpretation of very high. Meanwhile, the level of students' performance in terms of written assessment and performance appears to have a verbal interpretation of high and very high respectively.

Thus, the researcher therefore concludes that the null hypotheses stating that "there is no significant relationship between the components and features of self-made e-learning video and students' behavior", and "there is no significant effect between the components and features of self-made e-learning video and students' performance" were both rejected. Indicating that there are a significant relationship and effect between them respectively.

The study showed that self-made e-learning videos are an effective teaching tool that improves student involvement, behavior, and performance in studying Philippine folk dances. Video-based instruction should be integrated by educators to help both skill development and cultural appreciation in Physical Education.

Keywords: *Self-Made E-Learning Videos, Philippine Folk Dance, Physical Education, Student Behavior, Student Performance, Instructional Video, Multimedia Learning, Technology-integrated Instruction*

I. INTRODUCTION

This study investigates the efficacy of self-produced e-learning videos as an instructional tool for Philippine folk dances, examining their impact on student behavior and performance within the context of Physical Education. Specifically, it explores how these digital resources can enhance students' perceived competence and engagement, particularly given the reduced exposure to such cultural practices during recent global challenges (Abulon & Balagtas, 2016).

By leveraging technology-based media, such as e-learning videos, educators can significantly enhance student motivation and engagement in learning traditional dances, exceeding the effectiveness of conventional teaching methods. This digital integration has been further observed to foster more active participation in the learning process and can serve as a foundational platform for developing techno-pedagogy in educational settings (Astuti, 2021).

This approach aligns with findings that integrating technology, like social media platforms such as Facebook and YouTube, is effective for both learning and promoting intangible cultural heritage, including traditional dances (Lobo et al., 2024). This pedagogical approach is particularly relevant in school, where shaping learners into preservations of intangible cultural heritage, such as folk dances, is a primary objective.

This integration of technology into dance instruction not only enhances student interest and engagement but also provides a robust framework for professional development among teachers, thereby strengthening the preservation of Philippine dance traditions (Lobo, 2023). The dance component of the school physical education curriculum advocates the inclusion of folk-dance instruction. While certain educators implement this recommendation effortlessly owing to their personal proficiency in the domain, others face significant challenges. These difficulties often arise from a lack of requisite competence or interest in folk dance.

The use of e-learning materials is a practical and efficient method for improving students' performance, particularly in dance (Aguelo & Aquino, 2023). E-learning video tutorials provide visual demonstrations, sequential guidance, and the flexibility for repeated review and self-paced practice, positioning them as invaluable resources for dancers at every skill level. One of the primary advantages of employing e-learning video tutorials in dance instruction is the promotion of visual learning. These tutorials offer a precise visual depiction of dance movements, enabling dancers to observe and replicate proper techniques and executions. Visual learning methods significantly improve dancers' comprehension and retention of choreographed steps. Also, it facilitates self-paced learning, enabling dancers to progress at their own rhythm through rewinding, pausing, and replaying the e-learning video tutorials. This flexibility facilitates a comprehensive comprehension and proficient mastery of

dance routines and techniques. Lastly, it promotes remote learning, e-learning video tutorials proved especially valuable during periods of restricted in-person instruction, enabling dancers to sustain their training remotely.

Scholars in dance studies and policymakers have investigated a range of technology-enhanced pedagogical innovations, offering evidence-based recommendations for their effective integration into dance education. Incorporating dance into physical education curricula yields manifold benefits for students' physical, cognitive, and emotional development. Dancing is a fun and different approach to get pupils moving, improve their coordination, and foster their creativity. Teachers can provide a comprehensive and inclusive learning environment that accommodates students with a range of interests and skill levels by integrating dance into physical education curricula.

Video-based instructional materials positively influence students' performance in rhythmic activities within physical education (Aquino, 2022). Using e-materials in the classroom can significantly increase students' learning performance in physical education dancing because they enhance accessibility, clarity, engagement, and individualized learning. E-materials such as instructional videos, interactive modules, animations, and digital demonstrations complement traditional teaching and address common challenges in dance instruction.

II. METHODOLOGY

This study employed a quantitative descriptive research design to gather and analyze numerical data. Quantitative descriptive research is a methodological approach that describes prevailing conditions, interrelationships, explicit outcomes, prevailing attitudes, and emerging patterns using statistical measures. While primarily focused on current phenomena, it may also consider past events in relation to present conditions. In this study, descriptive statistics were used to address the research questions, test hypotheses, and determine the current status of the subject under investigation. The primary aim of this approach is to objectively describe phenomena as they exist at the time of the study and to examine factors associated with specific occurrences.

Deckert and Wilson (2023) further states that descriptive research, as articulated by Creswell, aims to delineate the attributes of a population or phenomenon under scrutiny. These attributes are typically encapsulated within descriptive categories, representing a particular form of categorization framework. Descriptive correlational research, in turn, delineates variables alongside their inherent interrelationships. The research variables are categorized as independent (predictor) and dependent (respondent) in the same way as experimental designs are (outcome).

III. RESULT AND DISCUSSION

Table 1 presents the level of self-made e-learning video as to components in terms of objectives. The weighted mean of 4.50, verbally interpreted as very high, with a standard deviation of 0.74, indicating minimal variability in respondents' perceptions. These results imply that the learning objectives embedded in the self-made e-learning videos are

clearly defined, achievable, and well-structured, which may help guide students toward expected learning outcomes.

Table I. Level of Self-Made E-Learning Video as to Components in terms of Objective.

Statements	Mean	SD	Remarks
<i>The learning objective of the self-made e-learning video is...</i>			
...specific.	4.61	0.67	Strongly Agree
...measurable.	4.38	0.76	Strongly Agree
...attainable.	4.46	0.83	Strongly Agree
...realistic.	4.54	0.75	Strongly Agree
...time-bounded.	4.50	0.67	Strongly Agree
Weighted Mean	4.50		
SD	0.74		
Verbal Interpretation	Very High		

In summary, the consistently high ratings across all indicators emphasize that the videos provide clear learning targets that help students understand lesson expectations and focus on essential competencies. These findings highlight the importance of well-formulated learning objectives in instructional video design, as they contribute to improved student engagement, and comprehension.

These results imply that the self-made e-learning videos provide clear and well-structured learning targets that help students understand lesson expectations and monitor their learning progress.

Table II. Level of Self-Made E-Learning Video as to Components in terms of Content.

Statements	Mean	SD	Remarks
<i>The self-made e-learning video is...</i>			
...clear, showing each folk-dance step or figure visibly.	4.66	0.65	Strongly Agree
...organized, presenting one step or figure at a time.	4.57	0.75	Strongly Agree
...easy to understand, giving step-by-step demonstrations.	4.70	0.56	Strongly Agree
...engaging, sustaining students' interest in learning the routine.	4.54	0.74	Strongly Agree
...easy to navigate, allowing students to replay steps or figures smoothly.	4.51	0.73	Strongly Agree
Weighted Mean	4.60		
SD	0.69		
Verbal Interpretation	Very High		

Table 2 presents the level of self-made e-learning videos as to components in terms of content. The weighted mean of 4.60, verbally interpreted as very high, with a standard deviation of 0.69, indicating minimal variability in respondents' perceptions.

The findings revealed that all indicators under the content component were rated strongly agree, indicating a very high level of effectiveness. Among the indicators, the learning content provides a step-by-step demonstration, making it easier to understand and follow by the learners. These results imply that the content of the instructional video is clear, well-structured and relevant to the needs of the learners which enhances

These results imply that the learning content strongly meets learners' expectations. Thus, very high rating indicates

that the material is aligned with the learners' needs, and level of understanding the result of learning content is likely clear, and well-organized, which enhances knowledge acquisition and skill development.

Table III. Level of Self-Made E-Learning Video as to Components in terms of Activity

Statements	Mean	SD	Remarks
The activity in the self-made e-learning video is...			
...simple, letting students follow the basic steps and figures easily.	4.58	0.71	Strongly Agree
...motivating, encouraging students to try the movements on their own.	4.45	0.75	Strongly Agree
...interactive, guiding learners to imitate each demonstrated step or figure.	4.56	0.72	Strongly Agree
...enjoyable, building confidence as students practice the routine.	4.54	0.70	Strongly Agree
...organized, presenting steps and figures in the correct sequence of the dance.	4.50	0.80	Strongly Agree
Weighted Mean	4.53		
SD	0.74		
Verbal Interpretation	Very High		

Table 3 presents the level of self-made e-learning videos as to components in terms of activity. The weighted mean of 4.53, verbally interpreted as very high, with a standard deviation of 0.74, indicating minimal variability in respondents' perceptions.

The findings revealed that all indicators under the activity component were rated strongly agree, indicating a very high level of effectiveness. Among the indicators, simple activity is easy to follow, and the steps are broken down into basic sequence, guiding learners to imitate each demonstrated step or figure.

These results imply that the activities implemented are well-designed and aligned with the objectives of the program. This further implies that the participants likely find the activities engaging and beneficial to their learning outcomes.

Table IV. Level of Self-Made E-Learning Video as to Components in terms of Assessment.

Statements	Mean	SD	Remarks
The assessment in the self-made e-learning video is ...			
...aligned with the learning objectives.	4.57	0.70	Strongly Agree
...focused on correct execution of steps and figures in the routine.	4.54	0.67	Strongly Agree
...practical, showing clear actions required for each step.	4.52	0.75	Strongly Agree
...short, highlighting the most essential patterns and figures.	4.51	0.70	Strongly Agree
...supportive, helping learners assess if they performed the step correctly.	4.59	0.67	Strongly Agree
Weighted Mean	4.55		
SD	0.70		
Verbal Interpretation	Very High		

Table 4 presents the level of self-made e-learning videos as to components in terms of assessment. The weighted mean of

4.55, verbally interpreted as very high, with a standard deviation of 0.70, indicating minimal variability in respondents' perceptions.

The findings revealed that all indicators under the assessment component were rated strongly agree, indicating a very high level of effectiveness. Among the indicators in the assessment shows that the respondents strongly agree that the assessment is supportive, helping learners assess if they performed the step correctly.

These results imply that the assessment methods used are clear and aligned with the program's objectives, this further implies that assessment practices support learning rather than merely measure it.

Table V. Level of Self-Made E-Learning Video as to Features in terms of Originality

Statements	Mean	SD	Remarks
The self-made e-learning video is...			
...authentic, presenting the creator's own demonstration of steps and figures.	4.64	0.60	Strongly Agree
...self-made, showing original recordings of the dances.	4.53	0.77	Strongly Agree
...unique, reflecting the creator's own teaching style.	4.57	0.72	Strongly Agree
...accurate, showing each step and figure clearly for learners to follow.	4.63	0.67	Strongly Agree
...simple to follow, fitting Grade 8 learners learning folk dance steps.	4.63	0.60	Strongly Agree
Weighted Mean	4.60		
SD	0.67		
Verbal Interpretation	Very High		

Table 5 presents the level of self-made e-learning videos as to features in terms of originality. The weighted mean of 4.60, verbally interpreted as very high, with a standard deviation of 0.67, indicating minimal variability in respondents' perceptions.

The findings revealed that all indicators under the originality component were rated strongly agree, indicating a very high level of effectiveness. Among the indicators, authentic, presenting the creator's own demonstration of steps and figures, showing each step and figure clearly for learners to follow.

These results imply that the material demonstrates creativity and innovation and the strategies and instructional materials are tailored to the specific context and needs of the learners.

Table 6 presents the level of self-made e-learning videos as to features in terms of clarity. The weighted mean of 4.60, verbally interpreted as very high, with a standard deviation of 0.68, indicating minimal variability in respondents' perceptions.

The findings revealed that all indicators under the clarity component were rated strongly agree, indicating a very high level of effectiveness. Among the indicators, including self-made e-learning video that gives consistent instructions, so learners can follow easily.

Table VI. Level of Self-Made E-Learning Video as to Features in terms of Clarity

Statements	Mean	SD	Remarks
<i>The creator of the self-made e-learning video...</i>			
<i>...uses clear language that students can understand.</i>	4.55	0.69	Strongly Agree
<i>...shows good knowledge of the dance steps and figures, explaining them accurately.</i>	4.60	0.69	Strongly Agree
<i>...demonstrates the dances in proper sequence, step by step.</i>	4.58	0.67	Strongly Agree
<i>...gives consistent instructions, so learners can follow easily.</i>	4.63	0.66	Strongly Agree
<i>...speaks clearly with a steady voice, giving directions that students can hear and follow.</i>	4.66	0.68	Strongly Agree
Weighted Mean	4.60		
SD	0.68		
Verbal Interpretation	Very High		

Table VIII. Level of Self-Made E-Learning Video as to Features in terms of Audio Quality.

Statements	Mean	SD	Remarks
<i>The audio quality of the self-made e-learning video is...</i>			
<i>...loud and clear, easy for students to hear and understand.</i>	4.62	0.63	Strongly Agree
<i>...no static or interruptions, so the audio is smooth.</i>	4.48	0.75	Strongly Agree
<i>...no background or unnecessary noises, keeping focus on the instructions.</i>	4.54	0.72	Strongly Agree
<i>...clear speech, without mumbling or echoing.</i>	4.52	0.72	Strongly Agree
<i>...steady and consistent volume, so learners can follow comfortably.</i>	4.63	0.66	Strongly Agree
Weighted Mean	4.56		
SD	0.70		
Verbal Interpretation	Very High		

These results imply that objectives, procedures, expectations, and evaluation criteria were well-defined. In instructional, clear directions promote efficiency, better time management, and smoother implementation of activities.

Table VII. Level of Self-Made E-Learning Video as to Features in terms of Video Quality.

Statements	Mean	SD	Remarks
<i>The video quality of the self-made e-learning video is...</i>			
<i>...clear, making each step and figure visible.</i>	4.63	0.64	Strongly Agree
<i>...well-lit, showing full body movement.</i>	4.63	0.65	Strongly Agree
<i>...not blurry, allowing students to observe footwork and arm positions.</i>	4.58	0.68	Strongly Agree
<i>...stable, keeping the steps and figures easy to watch.</i>	4.51	0.74	Strongly Agree
<i>...smooth in transitions, showing changes from one step to the next clearly.</i>	4.61	0.69	Strongly Agree
Weighted Mean	4.59		
SD	0.68		
Verbal Interpretation	Very High		

Table 7 presents the level of self-made e-learning videos as to features in terms of video quality. The weighted mean of 4.59, verbally interpreted as very high, with a standard deviation of 0.68, indicating minimal variability in respondents' perceptions.

The findings revealed that all indicators under the video quality component were rated strongly agree, indicating a very high level of effectiveness. Among the indicators, it includes clear video quality making each step and figure visible.

These results imply that high quality of video enhances engagement and motivation because learners are more likely to watch well-produced videos compared to poorly made ones. This can improve knowledge retention and skill mastery.

Table 8 presents the level of self-made e-learning videos as to features in terms of audio quality. The weighted mean of 4.56, verbally interpreted as very high, with a standard deviation of 0.70, indicating minimal variability in respondents' perceptions.

The findings revealed that all indicators under the audio quality component were rated strongly agree, indicating a very high level of effectiveness. Among the indicators, it includes clear audio, free from unnecessary noise so that the learners can focus on the content of the video.

These results imply audio elements of the instructional videos such as voice clarity, volume consistency, and absence of background noise were highly satisfactory making it easier for the learners to follow the explanations without distraction.

Table IX. Level of Students' Behavior in Physical Education in terms of Self-Confidence.

Statements	Mean	SD	Remarks
<i>As I engage in Folk dance, I find myself...</i>			
<i>...feeling confident and excited about learning new dance steps.</i>	4.66	0.60	Strongly Agree
<i>...reducing shyness and stage fright while performing in front of others.</i>	4.50	0.72	Strongly Agree
<i>...believing in my own dancing skills and abilities.</i>	4.55	0.72	Strongly Agree
<i>...showing proper posture and projection during the dance.</i>	4.58	0.68	Strongly Agree
<i>...working well with my partner to perform correctly and aim for a high grade.</i>	4.60	0.69	Strongly Agree
Weighted Mean	4.58		
SD	0.68		
Verbal Interpretation	Very High		

Table 9 presents the level of students' behavior in physical education in terms of self-confidence. The weighted mean of 4.58, verbally interpreted as very high, with a standard deviation of 0.68, indicating minimal variability in respondents' perceptions.

The findings revealed that all indicators of students' behavior under self-confidence component were rated strongly agree, indicating a very high level of effectiveness. Among the indicators, it indicates that the learners are confident and excited about learning new dance steps.

These results imply that students feel competent and prepared, demonstrate greater willingness to participate, perform tasks, and take initiative without fear of failure. This reflects a positive and supportive learning environment.

Table X. Level of Students' Behavior in Physical Education in terms of Collaboration.

Statements	Mean	SD	Remarks
<i>As I engage in Folk dance, I find myself...</i>			
<i>...working together with other students during dance activities.</i>	4.61	0.72	Strongly Agree
<i>...building social skills and interacting positively with classmates.</i>	4.61	0.64	Strongly Agree
<i>...learning to communicate effectively with groupmates.</i>	4.63	0.68	Strongly Agree
<i>...maintaining good relationships and teamwork with peers.</i>	4.59	0.69	Strongly Agree
<i>...creating personal connections and cooperating well with others.</i>	4.58	0.75	Strongly Agree
Weighted Mean	4.60		
SD	0.69		
Verbal Interpretation	Very High		

Table 10 presents the level of students' behavior in physical education in terms of collaboration. The weighted mean of 4.60, verbally interpreted as very high, with a standard deviation of 0.69, indicating minimal variability in respondents' perceptions.

The findings revealed that all indicators of students' behavior in physical education under collaboration components were rated strongly agree, indicating a very high level of effectiveness. Among the indicators, indicates that the learners communicate effectively with their groupmates.

These results imply that students demonstrate a very high level of cooperative behavior, show respect for others' ideas, share responsibilities, communicate effectively, and work harmoniously toward common goals.

Table XI. Level of Students' Behavior in Physical Education in terms of Discipline.

Statements	Mean	SD	Remarks
<i>As I engage in Folk dance, I find myself...</i>			
<i>...following instructions carefully when learning each dance step and figure.</i>	4.61	0.72	Strongly Agree
<i>...practicing the folk-dance steps and figures regularly and on time.</i>	4.65	0.66	Strongly Agree
<i>...staying focused and patient while learning new movements, steps, and figures.</i>	4.58	0.72	Strongly Agree
<i>...respecting rules, dance etiquette, and group arrangements during practice and performance of steps and figures.</i>	4.66	0.68	Strongly Agree
<i>...taking responsibility for improving my skills and performing Philippine folk-dance steps and figures correctly.</i>	4.65	0.71	Strongly Agree
Weighted Mean	4.64		
SD	0.69		
Verbal Interpretation	Very High		

Table 11 presents the level of students' behavior in physical education in terms of discipline. The weighted mean of 4.64, verbally interpreted as very high, with a standard deviation of 0.69, indicating minimal variability in respondents' perceptions.

The findings revealed that all indicators of students' behavior in physical education under discipline components were rated strongly agree, indicating a very high level of

effectiveness. Among the indicators, indicates that the learners regularly practice the figures and steps on time.

These results imply that students consistently demonstrate responsible and orderly behavior as they follow rules, respect authority, manage their time well, and complete tasks as expected.

Table XII. Level of Students' Behavior in Physical Education in terms of Teamwork.

Statements	Mean	SD	Remarks
<i>As I engage in Folk dance, I find myself...</i>			
<i>...happy to be part of a group and participate in dance activities.</i>	4.59	0.70	Strongly Agree
<i>...motivated to work together with classmates.</i>	4.61	0.69	Strongly Agree
<i>...sharing the same goal with the group.</i>	4.57	0.74	Strongly Agree
<i>...achieving the group's objective through teamwork.</i>	4.63	0.66	Strongly Agree
<i>...maintaining a positive and cooperative relationship with peers.</i>	4.58	0.70	Strongly Agree
Weighted Mean	4.60		
SD	0.70		
Verbal Interpretation	Very High		

Table 12 presents the level of students' behavior in physical education in terms of teamwork. The weighted mean of 4.60, verbally interpreted as very high, with a standard deviation of 0.70, indicating minimal variability in respondents' perceptions.

The findings revealed that all indicators of students' behavior in physical education under teamwork components were rated strongly agree, indicating a very high level of effectiveness. Among the indicators, indicates that the learners are motivated to work together with their classmates.

These results imply that students consistently demonstrate strong group coordination and mutual support. They likely communicate effectively, respect each member's role, and work together toward achieving common goals.

Table XIII. Level of Students' Performance in Physical Education in terms of Written Assessment.

Written Assessment	Frequency	Percentage	Remarks
33-40	64	36.57%	Outstanding
25-32	87	49.71%	Very Satisfactory
17-24	18	10.29%	Satisfactory
9-16	6	3.43%	Fairly Satisfactory
1-8	0	0.00%	Did Not Meet Expectations
Total	175	100%	
Weighted Mean			29.97
SD			5.50
Verbal Interpretation			High

Table 13 presents the level of students' performance in physical education in terms of written assessment. The findings revealed that the majority of the students achieved a very satisfactory level, with 87 students (49.71%), followed by 64 students (36.57%) who demonstrated outstanding performance. Meanwhile, 18 students (10.29%) attained a satisfactory level, and 6 students (3.43%) were classified

under fairly satisfactory. None of the respondents fell under the category that did not meet expectations.

The overall results yielded a weighted mean of 29.97, verbally interpreted as high, with a standard deviation of 5.50, indicating high variability among students' written assessment scores. These results imply that most students have developed a strong understanding of the learning content and are capable of effectively expressing their knowledge through written tasks. Furthermore, the absence of students in the lowest performance category implies that the instructional strategies and learning materials, particularly the use of self-made e-learning videos, may have contributed positively to students' comprehension and academic achievement in written assessments.

Overall, the results indicate that students demonstrated a high level of performance in written assessment. The concentration of students within the very satisfactory and outstanding levels implying that learners possess a strong understanding of the lesson content and are capable of demonstrating their knowledge through written tasks. These findings means that the instructional strategies and learning materials used in the learning process effectively supported students' academic achievement in written assessment.

Table XIV. Level of Students' Performance in Physical Education in terms of Performance Task.

Performance Task	Frequency	Percentage	Remarks
90 – 100	116	66.29%	Outstanding
85 – 89	46	26.29%	Very Satisfactory
80 – 84	12	6.86%	Satisfactory
75 – 79	0	0.00%	Fairly Satisfactory
Below 75	1	0.57%	Did Not Meet Expectations
Total	175	100%	
Weighted Mean			91.51
SD			5.51
Verbal Interpretation			Very High

Table 14 reveals the level of students' performance in physical education in terms of performance tasks. The findings revealed that the majority of the students demonstrated outstanding performance, with 116 students (66.29%), followed by 46 students (26.29%) who achieved a very satisfactory level, while 12 students (6.86%) attained a satisfactory level. Only one student (0.57%) failed to meet expectations, and none of the respondents fell under the fairly satisfactory level.

The overall results yielded a weighted mean of 91.51, interpreted as very high, with a standard deviation of 5.51, indicating minimal variability among students' scores. This means that most learners consistently performed well in their performance tasks.

In summary, the results indicate that students exhibit a very high level of performance in performance tasks, indicating their strong ability to apply knowledge and skills in task-based activities. The concentration of students within the outstanding and very satisfactory levels implies that learners were able to meet and exceed expected learning outcomes. These findings highlight the effectiveness of instructional strategies and learning materials in enhancing students' practical performance and skill development.

Table XV. Significant Relationship between the Components and Features of Self-Made E-Learning Video and Students' Behavior in Physical Education.

Self-made E-learning Video		Student's Behavior			
		Self-confidence	Collaboration	Discipline	Team work
Components					
Objectives	Pearson Correlation	.738**	.776**	.802**	.769*
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	175	175	175	175
Content	Pearson Correlation	.773**	.788**	.830**	.810*
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	175	175	175	175
Activity	Pearson Correlation	.749**	.787**	.823**	.796*
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	175	175	175	175
Assessment	Pearson Correlation	.819**	.869**	.870**	.806*
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	175	175	175	175
Features					
Originality	Pearson Correlation	.827**	.817**	.829**	.818*
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	175	175	175	175
Clarity	Pearson Correlation	.849**	.903**	.893**	.858*
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	175	175	175	175
Video Quality	Pearson Correlation	.828**	.872**	.858**	.847*
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	175	175	175	175
Audio Quality	Pearson Correlation	.818**	.871**	.893**	.827*
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	175	175	175	175

Note: *p<.05, **p<.01, ***p<.001

Table 15 presents the significant relationship between the components and features of self-made e-learning videos and students' behavior in physical education.

The findings indicate that all components and features of self-made e-learning videos have a strong to very strong positive correlation with students' behavior p<0.001. The components demonstrated strong to very strong relationships across all behavioral indicators, showing that well-structured objectives, relevant content, engaging activities, and appropriate assessment strategies are closely linked to the improvement of students' behavioral engagement. Similarly, the features of self-made e-learning videos also exhibited strong to very strong correlations with students' behavior.

Among these, clarity showed a very strong relationship across behavioral indicators, implying that when instructional videos are clearly presented and well-organized, students tend

to demonstrate higher levels of self-confidence, collaboration, discipline, and teamwork. All relationships were found to be statistically significant, indicating that the observed associations are unlikely due to chance. This further suggests that clarity in instructional delivery plays a crucial role in positively influencing students' behavioral outcomes. Moreover, it highlights the importance of designing instructional materials that are structured and easy to understand to enhance student engagement and performance.

In summary, the results indicate that both the components and features of self-made e-learning videos play a crucial role in shaping positive student behavior. The strong and consistent relationships across all behavioral domains reveal that well-designed and clearly presented instructional videos can enhance learners' engagement, social interaction, and responsibility toward learning tasks. These findings highlight the importance of integrating comprehensive instructional components and high-quality video features to foster holistic student development and promote positive learning behaviors.

This implies that that the design and quality of teacher-created e-learning videos directly influence students' behavioral engagement in the learning process. When videos contain clear explanations, organized content, appropriate visuals, and interactive elements, students are more likely to demonstrate positive behaviors such as attentiveness, participation, discipline, and motivation to learn. This suggests that well-developed instructional videos can help maintain students' focus and encourage active involvement even in a digital learning environment.

Table XVI. Regression Analysis on the Components and Features of Self-Made E-Learning Video and Students' Performance in Physical Education in Written Assessment.

a. Dependent Variable: Written Assessment

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	482.575	8	60.322	2.096	.039 ^b
	Residual	4777.219	166	28.778		
	Total	5259.794	174			

a. Dependent Variable: Written Assessment

b. Predictors: (Constant), Audio Quality, Objectives, Originality, Content, Assessment, Activity, Video Quality, Clarity

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.605	3.751		6.559	.000
	Objectives	4.419	1.527	.503	2.893	.004
	Content	-3.060	2.052	-.296	-1.491	.138
	Activity	.059	1.991	.007	.030	.976
	Assessment	-.361	1.940	-.040	-.186	.852
	Originality	.780	1.876	.078	.416	.678
	Clarity	-1.892	2.345	-.203	-.807	.421
	Video Quality	-.466	2.311	-.050	-.202	.841
	Audio Quality	1.795	1.920	.190	.935	.351

Table 16 shows the regression analysis examining the significant influence of the components and features of self-made e-learning videos on students' performance in physical education in written assessment

The regression analysis revealed that the overall model is statistically significant, with an F-value of 2.096 and a p-value of 0.039, which is lower than the 0.05 level of significance. This indicates that the combined components and features of self-made e-learning videos significantly influence students' performance in written assessment. Among the individual predictors, objectives showed a statistically significant positive effect ($\beta = 0.503$, $p = 0.004$), indicating that clearly defined learning objectives contribute to improved student performance in written assessment. Meanwhile, content ($\beta = -0.296$, $p = 0.138$), activity ($\beta = 0.007$, $p = 0.976$), assessment ($\beta = -0.040$, $p = 0.852$), originality ($\beta = 0.078$, $p = 0.678$), clarity ($\beta = -0.203$, $p = 0.421$), video quality ($\beta = -0.050$, $p = 0.841$), and audio quality ($\beta = 0.190$, $p = 0.351$) were found to have no statistically significant effect on students' written assessment performance.

These results imply that among the components, the presence of clear and measurable objectives plays the most influential role in enhancing written academic outcomes.

Table XVII. Regression Analysis on the Components and Features of Self-Made E-Learning Video and Students' Performance in Physical Education in Performance Task.

a. Dependent Variable: Performance Task

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	482.575	8	60.322	2.096	.039 ^b
	Residual	4777.219	166	28.778		
	Total	5259.794	174			

a. Dependent Variable: PerformanceTask Overall

b. Predictors: (Constant), Audio Quality, Objectives, Originality, Content, Assessment, Activity, Video Quality, Clarity

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	88.137	3.716		23.721	.000
	Objectives	2.928	1.513	.333	1.936	.055
	Content	2.905	2.032	.281	1.429	.155
	Activity	.540	1.972	.060	.274	.784
	Assessment	-1.531	1.921	-.167	-.797	.427
	Originality	-3.188	1.858	-.318	-1.716	.088
	Clarity	1.247	2.323	.134	.537	.592
	Video Quality	-3.989	2.289	-.427	-1.743	.083
	Audio Quality	1.938	1.902	.204	1.019	.310

Table 17 presents the regression analysis examining the significant influence of the components and features of self-made e-learning videos on students' performance in physical education in performance tasks.

The regression analysis revealed that the overall model is statistically significant, with an F-value of 2.096 and a significance level of 0.039, which is lower than the 0.05 level of significance. This indicates that the combined components and features of self-made e-learning videos significantly influence students' performance task. However, when individual predictors were examined, none of the variables showed a statistically significant effect at the 0.05 level. Among the predictors, objectives ($\beta = 0.333$, $p = 0.055$) demonstrated the highest positive contribution and was found

to be nearly significant, implying that clearly stated learning objectives may enhance students' performance task. Similarly, content ($\beta = 0.281$, $p = 0.155$), clarity ($\beta = 0.134$, $p = 0.592$), and audio quality ($\beta = 0.204$, $p = 0.310$) showed positive but non-significant contributions. Meanwhile, assessment ($\beta = -0.167$, $p = 0.427$), originality ($\beta = -0.318$, $p = 0.088$), and video quality ($\beta = -0.427$, $p = 0.083$) displayed negative relationships, although these were not statistically significant.

The findings imply that while the overall features collectively affect student performance tasks, individual components may not independently predict performance task outcomes. Overall, the results indicate that the components and features of self-made e-learning videos collectively contribute to students' performance task, emphasizing the importance of well-designed instructional videos in supporting student learning. Although no single feature significantly predicted performance when analyzed separately, the near-significant influence of learning objectives emphasize that structured and goal-oriented video content may help in improving academic outcomes.

IV. CONCLUSION

Based on the findings above, the following conclusions were drawn: (1) There is a significant relationship between the components and features of self-made e-learning video and students' behavior in physical education. Thus, the null hypothesis is rejected. This implies that the way instructional videos are designed and presented has a meaningful influence on how students behave in the learning environment. (2) There is a significant effect between the components and features of self-made e-learning video and students' performance in physical education. Thus, the null hypothesis is also rejected. This implies that the quality of instructional design and technical presentation directly influences learners' academic achievement, a well-structured components and features help students understand lessons more clearly, stay engaged, and apply what they have learned more effectively.

V. RECOMMENDATION

Based on the drawn conclusions resulted to the following recommendations were given: (1) Schools may provide active support for the growth and integration of instructional e-learning videos by developing a central virtual/content

repository, guaranteeing availability, sustainability, and continuous utilization of learning materials. (2) Teachers may integrate self-made e-learning videos, digital platforms, and interactive media into their teaching strategies to improve student engagement, help students acquire skills, and accommodate varying learning styles in physical education. (3) Students may receive guidance on how to use instructional videos as active learning tools through repeated practice, self-assessment, and reflection, rather than just passive viewing to improve both behavioral development and performance outcomes. (4) School administrators may establish an evaluation process that is systematic, such as an expert review or evaluation committee, to consistently assess the quality, usability, and effectiveness of e-learning videos in teaching. (5) Future researchers may conduct comparative and experimental studies that include self-made and commercially produced instructional videos and explore other factors that could influence student behavior and performance in technology-enhanced learning environments.

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