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Benefits, Practices, and Challenges of Video-Based Instruction in Teaching Reading: A Descriptive-Correlational Study in Bagamanoc Districts, Philippines

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Abegail F. Villon[1], ORCID No. 0009-0004-2653-4702
Engr. Johnmar F. Cordial[2], PhD, ORCID No. 0000-0003-4151-1934
Yolanda M. Tariman[3], EdD, ORCID No. 0009-0002-7188-8687

[1]Teacher III, San Rafael Elementary School, Bagamanoc South District, Bagamanoc, Catanduanes, Philippines
[2]Faculty Member, Catanduanes State University–Panganiban Campus, Panganiban, Catanduanes, Philippines
[3]Faculty Member (Retired Professor II), Graduate School, Catanduanes Colleges, Virac, Catanduanes, Philippines

Abstract

The increasing need for flexible and engaging literacy instruction has accelerated the adoption of digital pedagogies in elementary classrooms, particularly in geographically dispersed and resource-constrained settings. In the Bagamanoc North and South Districts, teachers have increasingly employed video-based instruction (VBI) to address learner diversity and enhance reading outcomes; nevertheless, notable variations in classroom practices and persistent contextual challenges remain evident. This study examined teachers' perceived benefits, instructional practices, and implementation challenges associated with VBI in teaching reading and investigated the associative relationships among these variables to inform a context-responsive action plan. Employing a descriptive–correlational research design, data were gathered from 82 elementary teachers using a validated, researcher-developed questionnaire with high internal consistency (Cronbach's α = 0.972). Descriptive statistics, including weighted means and standard deviations, were utilized to summarize teachers' perceptions, practices, and challenges, while Pearson's correlation coefficient was applied to determine the strength and direction of relationships among variables. Findings revealed that teachers strongly perceived VBI as beneficial (overall WM = 3.42), particularly in improving reading comprehension and enhancing learner engagement, and consistently demonstrated effective instructional practices related to video selection, alignment with reading objectives, and differentiated learning (overall WM = 3.45). Implementation challenges were moderately experienced (overall WM = 3.03), with insufficient training, time constraints, and technological reliability identified as primary concerns. Correlation analyses further indicated a significant moderate positive relationship between perceived benefits and instructional practices ($r = 0.532$, $p < .05$) and a significant positive association between perceived benefits and encountered challenges ($r = 0.324$, $p < .05$), highlighting the complex interplay between teacher beliefs, pedagogical behaviors, and contextual limitations. Overall, the findings underscore the critical need to strengthen professional development initiatives, infrastructure, and instructional support mechanisms to ensure the sustainable and effective integration of VBI in elementary reading instruction, particularly within rural school contexts.

Keywords: instructional innovation, teacher cognition, digital pedagogy, elementary literacy, rural education, technology integration challenges

INTRODUCTION

The increasing integration of digital technologies in literacy instruction reflects global efforts to improve reading outcomes while addressing learner diversity and instructional flexibility (OECD, 2019; UNESCO, 2021). Among these innovations, Video-Based Instruction (VBI) has emerged as a pedagogically grounded approach for enhancing reading comprehension, learner engagement, and differentiated instruction through multimodal learning experiences (Mayer, 2020; Schindler et al., 2017). Anchored in multimedia learning theory, VBI supports cognitive processing by integrating visual, auditory, and textual cues, thereby reducing cognitive load and facilitating deeper

comprehension, particularly among struggling readers (Kiili et al., 2025; Ertmer et al., 2017). These theoretical and empirical foundations informed the present study's focus on teachers' perceived benefits, instructional practices, and implementation challenges of VBI in reading instruction.

Consistent with existing literature, the findings indicate that teachers perceive VBI as highly beneficial, especially in enhancing reading comprehension and sustaining learner engagement. Such perceptions align with studies demonstrating that video-supported instruction strengthens vocabulary development, inferencing skills, and comprehension through contextualized and interactive content (Azores & Velasco, 2025; Mayer, 2020). Teachers' strong endorsement of these benefits reinforces evidence that perceived instructional value plays a critical role in technology adoption and sustained classroom use, underscoring the relevance of teacher beliefs in shaping instructional decisions (Ertmer et al., 2017; Mayer, 2020).

The study further shows that positive perceptions translate into concrete instructional practices, reflected in teachers' consistent use of VBI for content alignment, differentiated learning, and lesson integration. This finding corroborates earlier research emphasizing that instructional effectiveness depends not on the presence of technology alone, but on its deliberate integration within pedagogical frameworks (Schindler et al., 2017; Cordial, Valledor, & Bermudo, 2025). Teachers' emphasis on purposeful video selection and alignment with reading objectives mirrors recommendations from multimedia learning and curriculum alignment research, which stress coherence between instructional materials and learning goals to maximize learning outcomes (Mayer, 2020; Kiili et al., 2025).

Despite these positive practices, the results also reveal persistent challenges that constrain effective VBI implementation. Teachers reported limitations related to insufficient training, time constraints, and technological reliability—challenges frequently documented in rural and resource-constrained educational settings (Open Praxis, 2025; UNESCO, 2021). These constraints highlight the importance of examining implementation conditions alongside instructional practices, as pedagogical intent alone may be insufficient in the absence of adequate systemic support (Open Praxis, 2025). Variability in challenge-related responses further reflects unequal access to resources and professional support across schools, reinforcing the need for context-sensitive solutions.

Importantly, the study establishes significant associations between teachers' perceived benefits and both their instructional practices and perceived challenges. The positive relationship between perceived benefits and practices supports models positing that teacher beliefs directly influence pedagogical behavior (Ertmer et al., 2017). Simultaneously, the association between perceived benefits and challenges suggests that teachers who value VBI are also more critically aware of its limitations, reflecting reflective engagement rather than resistance to innovation (OECD, 2019). This finding underscores the complex and dynamic nature of technology integration in classroom contexts.

Collectively, these findings address a key gap in the literature: the limited number of integrated, teacher-centered studies that simultaneously examine beliefs, practices, and challenges in elementary reading instruction, particularly within rural contexts (Open Praxis, 2025). By situating the study in Bagamanoc North and South Districts, the research responds to calls for geographically grounded investigations that capture contextual realities beyond generalized outcomes (UNESCO, 2021). In response, the proposed action plan emerges as a logical extension of the findings, emphasizing professional development, infrastructure support, instructional guidance, and administrative engagement. Such alignment reflects evidence that sustainable technology integration requires systemic coherence rather

than isolated interventions (OECD, 2019), positioning the study as both empirically grounded and practically relevant.

Statement of the Problem. This study aimed to investigate the benefits, practices, and challenges of implementing video-based instruction (VBI) in teaching reading among teachers in the Bagamanoc North and South Districts. Specifically, it sought to answer the following questions:

1. What benefits do teachers gain from implementing VBI in teaching reading, in terms of:
   1.1 Improved effectiveness in teaching reading comprehension;
   1.2 Enhanced capacity to engage and motivate students;
   1.3 Greater accessibility and flexibility in instructional delivery; and
   1.4 Support for addressing diverse learning styles?

2. What practices do teachers employ in implementing VBI in teaching reading, in terms of:
   2.1 Selection and integration of appropriate video content;
   2.2 Use of VBI for differentiated learning;
   2.3 Strategies for aligning video content with reading objectives; and
   2.4 Assessment methods linked to video-based reading activities?

3. What challenges do teachers encounter in implementing VBI in teaching reading?

4. Is there a significant relationship between teachers' perceived benefits and their practices in implementing VBI?

5. Is there a significant relationship between teachers' perceived benefits and the challenges encountered in implementing VBI?

6. What action plan can be proposed to enhance the implementation of VBI in teaching reading in Bagamanoc North and South Districts?

Null Hypotheses. The following null hypotheses were formulated and tested at a 0.05 significance level:

H_{01}: There is no significant relationship between teachers' perceived benefits and their practice in implementing video-based instruction (VBI) in teaching reading at the 0.05 level of significance.

H_{02}: There is no significant relationship between teachers' perceived benefits and the challenges they encounter in implementing video-based instruction (VBI) in teaching reading at the 0.05 level of significance.

Scope of the Study. This study examined the benefits, practices, and challenges associated with the implementation of video-based instruction (VBI) in teaching reading among teachers in the Bagamanoc North and South Districts. It focused on teachers' perceptions of VBI in enhancing reading comprehension, learner engagement and motivation, instructional flexibility, and support for diverse learning styles. The study was delimited to teachers who actively integrated video-based materials into reading instruction during the 2024–2025 academic year and excluded students, school administrators, and educators from other districts. The investigation emphasized instructional practices, perceived benefits, and implementation challenges, relying primarily on self-reported data. As such, the findings reflect teachers' subjective assessments, which may be influenced by personal beliefs, recall accuracy, or professional expectations and should therefore be interpreted with appropriate caution. The study also primarily addressed short-term instructional outcomes rather than long-term effects on reading achievement. Despite these delimitations, the study aimed to generate context-specific, evidence-based insights and propose a practical action plan to strengthen

VBI implementation within the local instructional setting.

Theoretical and Conceptual Framework. The theoretical and conceptual framework of this study integrates Mayer's Cognitive Theory of Multimedia Learning and the Universal Design for Learning (UDL) framework to examine the use of video-based instruction (VBI) in teaching reading. Mayer's theory explains how learning is enhanced when verbal and visual information are processed through dual channels, allowing learners to construct meaning while managing cognitive load (Mayer, 2020). This theoretical lens supports the study's emphasis on reading comprehension, learner engagement, and instructional effectiveness through multimedia-supported instruction.

Complementing this perspective, the UDL framework advances flexible and inclusive instructional approaches by promoting multiple means of representation, engagement, and expression to address learner variability (CAST, 2018). Together, these frameworks underscore the relevance of VBI in supporting accessibility, differentiated instruction, and responsiveness to diverse learning needs, while also recognizing the practical challenges inherent in implementation.

The conceptual framework, presented in Figure 1, organizes the study variables to illustrate their associative relationships without implying causality. Teachers' perceived benefits of VBI are positioned as a key influencing factor linked to instructional practices and implementation challenges within the classroom context. This streamlined representation highlights the alignment between teacher perceptions and pedagogical actions, as well as the moderating role of contextual constraints. By avoiding redundancy and focusing on core relationships, the framework serves as a clear analytical guide for interpreting the findings and informing the development of a context-sensitive action plan aimed at optimizing VBI in reading instruction.

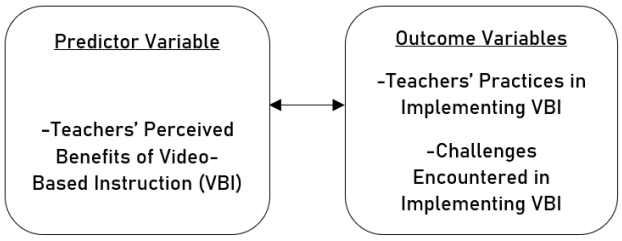

Figure 1

Conceptual framework illustrating the associative relationships among teachers' perceived benefits of video-based instruction, instructional practices, and implementation challenges in teaching reading.

LITERATURE REVIEW

The use of video-based instruction (VBI) in reading education has gained attention as an effective approach to improve student comprehension, engagement, and support for diverse learning needs. Research has examined VBI from various angles, including its pedagogical benefits, the instructional practices teachers employ, and the challenges faced during classroom implementation. This literature review is organized into four thematic areas: benefits of VBI for reading, instructional practices and integration strategies, implementation challenges, and research gaps, offering a clear overview of current knowledge and highlighting areas addressed by the present study.

Benefits of Video-Based Instruction for Reading. A growing body of research demonstrates that VBI can enhance reading comprehension and learner engagement. Empirical studies indicate that videos support multimodal learning by reducing cognitive load and enhancing memory retention, particularly among students with weaker reading skills, where videos led to better delayed retention than illustrated texts and supported diverse processing pathways for learners (Kiili, Kiili, & Räikkönen, 2025). Similarly, interactive video storytelling significantly improved vocabulary, inferencing ability, and overall reading comprehension in primary pupils, reinforcing Mayer's take on multimedia learning principles (Azores & Velasco, 2025).

Furthermore, teachers perceive that well-designed video demonstrations during professional development enhance instructional clarity and their capacity to implement strategies effectively in classroom settings (Contemporary Educational Technology, 2020). Complementing these findings, Cordial, Evangelista, and Bermudo (2025) emphasize that teachers' technological knowledge directly influences the effectiveness of instructional integration, underscoring the role of educator competence in realizing VBI benefits. Collectively, these studies suggest that VBI offers pedagogical advantages in improving reading comprehension and engagement, aligning with the objectives of the present study.

Instructional Practices and Integration of Videos. Research highlights varied practices in selecting and integrating video content. Systematic literature reviews categorize video use into distinct modes such as recordings, curated content, and live conferencing, which support collaborative learning and reflective practice (Kiili et al., 2025). However, much of the literature focuses on teacher preparation rather than actual classroom application. Embedding interactive elements in videos fosters active processing and potentially improves learning outcomes, although integration practices and effects vary by context (Education and Information Technologies, 2024). Cordial, Valledor, and Bermudo (2025) provide further insights, showing that effective implementation strategies, even in mathematics instruction, rely on alignment with curriculum objectives, structured planning, and regular assessment—principles that are transferable to VBI in reading. These findings point to the need for research clarifying how teachers operationalize these practices in elementary reading classrooms.

Challenges in Implementing Video-Based Instruction. Several studies acknowledge challenges likely relevant in the Bagamanoc context. The digital divide limited infrastructure and inconsistent access to technology remains a significant barrier, particularly in rural and underserved areas (Open Praxis, 2025). Media delivery issues, such as video quality, pacing, and instructional alignment, can inhibit learning if not properly managed (Education and Information Technologies, 2024). Cordial, Amaranto, and Bermudo (2025) highlight additional challenges, including teacher readiness, compliance with instructional protocols, and resource constraints, which collectively affect instructional fidelity. Despite widespread acknowledgment of these obstacles, few studies systematically link teacher perceptions of benefits with encountered challenges, highlighting a literature gap addressed by the present study.

Research Gaps and Contribution. While previous research affirms cognitive and engagement benefits of VBI, most studies focus on student outcomes rather than teacher experiences and classroom practices. There is a scarcity of studies examining associative relationships between teachers' perceived benefits, instructional practices, and encountered challenges, particularly in geographically specific elementary contexts such as Bagamanoc North and South Districts. Therefore, this study addresses the need to connect teacher perceptions and practices with real-world challenges to inform actionable strategies and context-responsive interventions.

METHODS

Research Design. This study employed a descriptive-correlational research design to examine the benefits, practices, and challenges of implementing video-based instruction (VBI) in teaching reading among teachers in the Bagamanoc North and South Districts. This design was appropriate for describing existing instructional conditions and determining the relationships among teachers' perceived benefits, instructional practices, and encountered challenges without manipulating variables (Creswell & Creswell, 2018). Descriptive-correlational approaches are widely used in educational research to capture authentic classroom practices and examine

associations within natural settings (Cohen et al., 2018). The design supported evidence-based analysis for developing an action plan to enhance VBI implementation.

Population, Samples and Sampling Technique. The population of this study comprised all elementary school teachers in the Bagamanoc North and South Districts, totaling 104 individuals across 12 schools. To ensure representativeness, a sample of 82 teachers was determined using Slovin's formula with a 5% margin of error. Specifically, participants were proportionally drawn from each school: for example, 3 of 4 teachers from Cahan Barrio School, 6 of 8 from Hinipaan ES, and 16 of 21 from Bagamanoc CES. This proportional stratified sampling approach allowed for equitable representation from both districts, ensuring that findings reflect the diversity of teaching experiences and practices related to video-based instruction. The sampled teachers served as respondents for data collection on perceived benefits, instructional practices, and implementation challenges of VBI.

Instrumentation. Data for this study were collected using a self-constructed questionnaire developed to examine teachers' perceived benefits, instructional practices, and challenges in implementing video-based instruction (VBI) in reading classes in Bagamanoc North and South Districts. The instrument comprised three sections addressing improvements in reading comprehension, learner engagement, accessibility, instructional integration strategies, and contextual challenges such as technology, training, and student behavior. To ensure content validity, five experts in education and instructional technology reviewed the questionnaire for clarity, relevance, and alignment with the study objectives, and their recommendations were incorporated to refine the items (Creswell & Creswell, 2018; Cohen et al., 2018). Subsequently, a pilot test was conducted with ten teachers to assess clarity and comprehension. Reliability analysis using Cronbach's alpha yielded a coefficient of 0.972, indicating high internal consistency across all sections. Furthermore, all constructs were measured using a 4-point Likert scale, with higher scores representing stronger benefits, more frequent instructional practices, and greater challenges. This standardized scoring enabled systematic interpretation across constructs and facilitated quantitative analysis of associative relationships, supporting evidence-based conclusions and actionable recommendations for optimizing VBI in reading instruction (Ary et al., 2020; Creswell & Creswell, 2018).

Data Analysis. Data obtained from the self-constructed questionnaire were analyzed using both descriptive and inferential statistics. Descriptive statistics, including weighted means and standard deviations, were employed to summarize teachers' perceived benefits, instructional practices, and challenges in implementing video-based instruction (VBI) in reading classes. Weighted means were used to account for the relative importance of each item within a construct, providing a more nuanced representation of teachers' perceptions. To examine associative relationships among variables, Pearson's correlation coefficient was applied, determining the strength and direction of associations between teachers' perceived benefits and their instructional practices as well as encountered challenges. This analytic approach facilitated an evidence-based understanding of patterns and relationships in authentic classroom contexts, enabling actionable insights for optimizing VBI implementation (Ary et al., 2020; Creswell & Creswell, 2018; Cohen et al., 2018; Best & Khan, 2017).

Ethical Considerations. The study adhered to ethical standards by ensuring voluntary participation, informed consent, and confidentiality of all respondents. Participants' identities and responses were anonymized, with data stored securely in password-protected files and planned for safe disposal after five years, in compliance with research ethics guidelines (Israel & Hay, 2020). Potential limitations, including self-report bias, cross-

sectional design, and context specificity, were acknowledged to maintain transparency. Ethical rigor and data protection safeguarded participants while supporting credible, responsible research practices (Creswell & Creswell, 2018).

RESULTS

The present study explored teachers' perceptions, instructional practices, and challenges in implementing Video-Based Instruction (VBI) for reading. Understanding these dimensions provides insight into how VBI is utilized in classroom contexts and identifies areas that require support for more effective implementation. Overall, the results suggest that teachers recognize the value of VBI while navigating both strengths and challenges in its integration, with notable variation emerging in assessment-related practices.

Teachers' Perceived Benefits of Video-Based Instruction in Teaching Reading. Table 1 results reveal that teachers perceive VBI as highly beneficial, with an overall weighted mean of 3.42 (SD = 0.47), indicating strong agreement and relatively low variability. The highest-ranked indicator, Improved Effectiveness in Teaching Reading Comprehension (WM = 3.55, SD = 0.43), demonstrates a high magnitude and strong consensus, underscoring VBI's perceived role in enhancing comprehension skills.

Similarly, Increased Capacity to Engage and Motivate Students (WM = 3.49, SD = 0.45) and Enhanced Support for Addressing Diverse Learning Styles (WM = 3.39, SD = 0.47) reflect consistently positive perceptions across respondents. In contrast, Greater Accessibility and Flexibility in Instructional Delivery (WM = 3.26, SD = 0.53) shows comparatively higher variability, suggesting that contextual factors such as resources and scheduling influence the extent to which flexibility is realized. Collectively, these findings affirm VBI as a valued instructional approach while indicating areas where implementation conditions may affect perceived benefits.

Table 1

Composite Summary of Teachers' Perceived Benefits of Video-Based Instruction in Teaching Reading

Variable	Weighted Mean	SD	Verbal Interpretation	Rank
Improved Effectiveness in Teaching Reading Comprehension	3.55	± 0.43	Strongly Agree / Highly Beneficial	1
Increased Capacity to Engage and Motivate Students	3.49	± 0.45	Strongly Agree / Highly Beneficial	2
Greater Accessibility and Flexibility in Instructional Delivery	3.26	± 0.53	Strongly Agree / Highly Beneficial	4
Enhanced Support for Addressing Diverse Learning Styles	3.39	± 0.47	Strongly Agree / Highly Beneficial	3
Overall weighted mean	3.42	± 0.47	Strongly Agree / Highly Beneficial	

**Legend: 3.25-4.00 - Strongly Agree /Highly Beneficial; 2.50-3.24 - Agree /Beneficial; 1.75-2.49 - Disagree /Less Beneficial; 1.00-1.74 - Strongly Disagree /Least Beneficial*

Teachers' Instructional Practices in the Implementation of Video-Based Instruction. Moving to instructional practices, Table 2 indicates that teachers consistently demonstrate strong utilization of VBI (overall WM = 3.45, SD = 0.45). The top-ranked practice, Selection and Integration of Appropriate Video Content (WM = 3.59, SD = 0.41), reflects both high utilization and low dispersion, highlighting shared understanding of the importance of content relevance. Practices such as Use of VBI for Differentiated Learning (WM = 3.48, SD = 0.44) and Strategies for Aligning Video Content with Reading Objectives (WM = 3.45, SD = 0.43) further indicate deliberate pedagogical integration.

Table 2

Composite Summary of Teachers' Instructional Practices in Implementing Video-Based Instruction for Reading

Variable	Weighted Mean	SD	Verbal Interpretation	Rank
Selection and Integration of Appropriate Video Content	3.59	± 0.41	Strongly Agree / Highly Utilized	1
Use of Video-Based Instruction for Differentiated Learning	3.48	± 0.44	Strongly Agree / Highly Utilized	2
Strategies for Aligning Video Content with Reading Objectives	3.45	± 0.43	Strongly Agree / Highly Utilized	3
Assessment Methods Linked to Video-Based Reading Activities	3.29	± 0.52	Strongly Agree / Highly Utilized	4
Overall weighted mean	3.45	± 0.45	Strongly Agree / Highly Utilized	

**Legend: 3.25-4.00 - Strongly Agree /Highly Utilized; 2.50-3.24 - Agree /Utilized; 1.75-2.49 - Disagree /Less Utilized; 1.00-1.74 - Strongly Disagree /Least Utilized*

Notably, Assessment Methods Linked to Video-Based Reading Activities (WM = 3.29, SD = 0.52) exhibits the highest variability among instructional practices. This increased dispersion suggests inconsistency in how teachers assess learning outcomes from VBI,

reflecting differing levels of assessment literacy, confidence, and available tools. The finding highlights assessment as a critical area for instructional improvement, as effective evaluation is essential for ensuring that video-based activities translate into measurable reading gains. Strengthening teachers' capacity to design and implement aligned assessment strategies may therefore enhance the instructional impact of VBI.

Challenges Encountered by Teachers in Implementing Video-Based Instruction in Teaching Reading. Regarding challenges, Table 3 indicates moderate difficulties overall (WM = 3.03, SD = 0.81), with relatively high variability across indicators. Lack of training in integrating VBI (WM = 3.23, SD = 0.77) emerged as the most prominent challenge, suggesting uneven access to professional development opportunities. Time constraints and Technological issues (WM = 3.18, SD = 0.80 and 0.72, respectively) reflect workload pressures and infrastructure disparities. Lower-ranked challenges, such as Limited access to technology and Lack of administrative support, display higher standard deviations, indicating inconsistent experiences across schools.

Table 3.
Teachers' Perceived Challenges in the Implementation of Video-Based Instruction for Reading

Indicators	Weighted Mean	SD	Verbal Interpretation	Rank
Limited access to necessary technology (e.g., devices, internet)	2.96	± 0.88	Agree / Challenging	8
Difficulty in finding appropriate video content	2.93	± 0.84	Agree / Challenging	9
Time constraints in preparing and creating video lessons	3.18	± 0.80	Agree / Challenging	2.5
Lack of training in integrating video-based instruction	3.23	± 0.77	Agree / Challenging	1
Student disengagement due to passive video content	3.09	± 0.74	Agree / Challenging	4
Difficulty in measuring student comprehension through videos	3.00	± 0.78	Agree / Challenging	6
Technological issues such as buffering or poor video quality	3.18	± 0.72	Agree / Challenging	2.5
Challenges in maintaining student focus during videos	2.98	± 0.79	Agree / Challenging	7
Inadequate infrastructure for video streaming	3.06	± 0.81	Agree / Challenging	5
Lack of support from school administration for video-based lessons	2.69	± 0.93	Agree / Challenging	10
Average weighted mean	3.03	± 0.81	Agree / Challenging	

**Legend: 3.25-4.00 - Strongly Agree /Highly Challenging; 2.50-3.24 - Agree /Challenging; 1.75-2.49 - Disagree /Less Challenging; 1.00-1.74 - Strongly Disagree /Least Challenging*

Importantly, challenges related to measuring comprehension and maintaining student engagement during videos align with the observed variability in assessment-related practices, reinforcing the need for systematic support in evaluation and monitoring of learning outcomes within VBI contexts.

Relationship between Teachers' Perceived Benefits of Video-Based Instruction and Instructional Practices in Teaching Reading. As shown in Table 4, a significant positive association exists between teachers' perceived benefits of VBI and instructional practices ($r = 0.532$, $p < 0.05$). This moderate relationship indicates that teachers who recognize greater instructional value are more likely to implement purposeful and structured practices. The computed value exceeding the critical value ($0.532 > 0.217$) confirms statistical significance, emphasizing that perception meaningfully shapes pedagogical behavior. Enhancing teachers' understanding of effective assessment within VBI may further strengthen this perception–practice alignment.

Table 4
Pearson r Test Analysis between Teachers' Perceived Benefits of Video-Based Instruction and Instructional Practices in Teaching Reading

Variables Examined	Statistical Test	Computed Value (r)	Critical Value (α = .05)	Decision	Interpretation
Teachers' Perceived Benefits of Video-Based Instruction and Instructional Practices in Teaching Reading	Pearson's r	0.532	0.217	Reject Ho	Significant Positive Association

Relationship between Teachers' Perceived Benefits of Video-Based Instruction and Implementation Challenges in Reading Instruction. Finally, Table 5 shows a significant positive association between perceived benefits and implementation challenges ($r = 0.324$, $p < 0.05$). This relationship suggests that teachers who value VBI are also more aware of its practical limitations, including assessment difficulties, time demands, and technological constraints. The computed value exceeding the critical value ($0.324 > 0.217$) confirms statistical significance and highlights that recognizing instructional value does not eliminate challenges. Rather, it underscores the need for targeted interventions, particularly in assessment design and feedback mechanisms, ensuring positive perceptions translate to sustained instructional improvement and effective reading outcomes.

Table 5

Pearson r Test Analysis between Teachers' Perceived Benefits of Video-Based Instruction and Implementation Challenges in Teaching Reading

Variables Examined	Statistical Test	Computed Value (r)	Critical Value (α = .05)	Decision	Interpretation
Teachers' Perceived Benefits of Video-Based Instruction and Implementation Challenges in Teaching Reading	Pearson's r	0.324	0.217	Reject Ho	Significant Positive Association

Proposed Action Plan to Enhance the Implementation of Video-Based Instruction in Teaching Reading in Bagamanoc North and South Districts

Rationale. Video-Based Instruction (VBI) has emerged as an effective pedagogical strategy for enhancing reading comprehension, student engagement, and differentiated learning. In the Bagamanoc North and South Districts, teachers have integrated video resources to supplement reading instruction; however, several persistent challenges have limited its full potential. Prominent issues include insufficient training in VBI integration, technological difficulties, time constraints for lesson preparation, and limited access to devices and reliable internet connectivity. Moreover, student engagement and attention during video lessons are often compromised by passive or poorly designed content, while assessment of comprehension through videos remains inconsistent. Infrastructural limitations, such as inadequate streaming support and limited administrative backing, further hinder effective implementation. Therefore, a structured and comprehensive action plan is imperative to provide professional development, technological support, and resource allocation. Such strategic interventions aim to optimize VBI integration, enhance instructional quality, and improve student learning outcomes in alignment with curriculum objectives.

Objectives. Below are the objectives of the proposed action plan.

Table 6

Action plan matrix to enhance the implementation of Video-Based Instruction in Bagamanoc North and South Districts.

Challenge	Strategic Objective	Activities / Strategies	Persons Involved	Time Frame	Resources Needed	Expected Outcomes
1. Lack of training in integrating VBI	Provide professional development	- Conduct workshops on VBI strategies - Provide ongoing coaching and mentoring - Share best practices and instructional guides	District Supervisors, Teacher Trainers, School Heads	Q1–Q4 2026	Training modules, workshop materials, video samples	Teachers demonstrate improved confidence and competence in using VBI
2. Technological issues such as buffering or poor video quality	Improve technical reliability	- Upgrade internet bandwidth - Provide high-quality devices - Establish troubleshooting support	ICT Team, School Heads, District Supervisors	Q1–Q3 2026	Internet upgrades, devices, IT support	Reduced technical disruptions and smoother video playback
3. Time constraints in lesson preparation	Support lesson planning efficiency	- Create a repository of pre-selected quality videos - Encourage collaborative lesson planning - Provide time management training	Teachers, School Heads	Q1–Q4 2026	Shared drive, planning templates	Reduced preparation time and more efficient lesson delivery
4. Student disengagement due to passive content	Increase student engagement	- Design interactive video activities - Include quizzes, discussion prompts, reflective tasks	Teachers, ICT Team	Q1–Q4 2026	Interactive video tools, activity sheets	Improved student engagement and participation
5. Inadequate infrastructure for video streaming	Ensure smooth access	- Install projectors, smart TVs, or suitable devices - Optimize classroom layout for multimedia use	School Heads, ICT Team, District Supervisors	Q2–Q4 2026	Streaming equipment, devices	Reliable access to video content during lessons
6. Difficulty measuring comprehension through videos	Strengthen assessment practices	- Integrate formative assessments with video activities - Use quizzes, journals, peer assessments, and discussions	Teachers, Supervisors	Q1–Q4 2026	Assessment tools, rubrics	Accurate measurement of student learning outcomes
7. Challenges in maintaining student focus	Enhance student attention	- Break videos into shorter segments with interactive pauses - Monitor and guide student viewing behavior	Teachers, Teacher Aides	Q1–Q4 2026	Video editing tools, monitoring guides	Improved student focus and learning retention
8. Limited access to technology	Provide sufficient resources	- Allocate devices and mobile hotspots - Establish lending system for students and teachers	School Heads, District ICT Team	Q1–Q3 2026	Devices, hotspots, inventory system	Increased access to technology for all learners and teachers
9. Difficulty finding appropriate video content	Support content curation	- Create a repository of curriculum-aligned videos - Provide guidance on selecting quality and relevant videos	Teachers, ICT Team	Q1–Q4 2026	Shared drive, curation guidelines	Teachers access relevant videos efficiently
10. Lack of administrative support	Strengthen leadership support	- Conduct advocacy meetings with school heads - Include VBI in school improvement plans	School Heads, District Supervisors	Q1–Q4 2026	Meeting venues, policy guidelines	Increased administrative support and prioritization of VBI lessons

1. To enhance teachers' capacity to integrate VBI effectively through targeted training and mentoring.
2. To provide sufficient technological resources and infrastructure, ensuring smooth access and reliable video playback.
3. To support lesson planning and content curation, reducing preparation time while promoting high-quality video selection.
4. To increase student engagement, comprehension, and focus through interactive and meaningful video-based activities.
5. To strengthen administrative support and monitoring for sustainable and effective implementation of video-based reading instruction.

DISCUSSION

The present study investigated teachers' perceptions, instructional practices, and challenges in implementing Video-Based Instruction (VBI) for reading in the Bagamanoc North and South Districts. Understanding these dimensions is essential for examining how VBI is operationalized in classroom contexts and identifying areas that require targeted support to optimize student learning outcomes (Creswell & Creswell, 2018; Cohen, Manion, & Morrison, 2018). The findings indicate that teachers recognize the pedagogical value of VBI, actively employ video-based strategies, and simultaneously encounter contextual constraints that limit full instructional integration, consistent with previous studies (Arquero et al., 2024; Contemporary Educational Technology, 2020; Cordial, Evangelista, & Bermudo, 2025).

Results presented in Table 1 reveal that teachers perceive VBI as highly beneficial, with an overall weighted mean of 3.42 (SD = 0.47), indicating strong agreement and low variability. The highest-ranked benefit, Improved Effectiveness in Teaching Reading Comprehension (WM = 3.55, SD = 0.43), demonstrates both magnitude and consensus, affirming evidence that video-mediated instruction enhances multimodal processing, reduces cognitive load, and strengthens memory retention, particularly among learners with weaker reading skills (Kiili, Kiili, & Räikkönen, 2025). Similarly, Increased Capacity to Engage and Motivate Students (WM = 3.49, SD = 0.45) and Enhanced Support for Addressing Diverse Learning Styles (WM = 3.39, SD = 0.47) reflect strong consensus, reinforcing the role of VBI in supporting differentiated instruction and learner engagement (Azores & Velasco, 2025; Mayer, 2020). The slightly higher variability observed in Greater Accessibility and Flexibility in Instructional Delivery (WM = 3.26, SD = 0.53) suggests that contextual factors, such as infrastructure availability and scheduling constraints, moderate the consistency of VBI implementation across classrooms (Open Praxis, 2025). Overall, these findings confirm VBI's pedagogical value while underscoring the need for targeted support to ensure flexible and equitable instructional use.

Analysis of instructional practices in Table 2 indicates that teachers consistently utilize VBI, with an overall weighted mean of 3.45 (SD = 0.45). The highest-ranked practice, Selection and Integration of Appropriate Video Content (WM = 3.59, SD = 0.41), reflects strong consensus regarding the importance of curated, curriculum-aligned instructional materials (Kiili et al., 2025; Cordial, Valledor, & Bermudo, 2025). Practices such as Use of VBI for Differentiated Learning (WM = 3.48, SD = 0.44) and Strategies for Aligning Video Content with Reading Objectives (WM = 3.45, SD = 0.43) demonstrate purposeful instructional planning, aligning with Mayer's multimedia learning principles and research showing that structured integration enhances learning outcomes (Mayer, 2020; Education and Information Technologies, 2024). In contrast, Assessment Methods Linked to Video-Based Activities (WM = 3.29, SD = 0.52) exhibits higher variability, indicating inconsistency in evaluation practices and a need for clearer assessment frameworks to ensure instructional fidelity (Cordial, Valledor, &

Bermudo, 2025). Collectively, these results suggest that while teachers are proficient in content selection and alignment, assessment-related practices remain an area requiring further support.

Table 3 highlights moderate challenges in implementing VBI, with an overall weighted mean of 3.03 (SD = 0.81). The most prominent challenge, Lack of training in integrating VBI (WM = 3.23, SD = 0.77), indicates uneven access to professional development opportunities, consistent with literature emphasizing the role of teacher readiness in effective technology integration (Cordial, Amaranto, & Bermudo, 2025; Cohen et al., 2018). Time constraints and Technological issues (WM = 3.18, SD = 0.80 and SD = 0.72, respectively) further underscore workload demands and infrastructure disparities across schools (Open Praxis, 2025). Lower-ranked challenges, including Limited access to technology (WM = 2.96, SD = 0.88) and Lack of administrative support (WM = 2.69, SD = 0.93), display higher variability, suggesting differential institutional support and resource allocation among schools (Cordial, Amaranto, & Bermudo, 2025). These findings confirm that successful VBI implementation requires coordinated interventions addressing training, technical assistance, and administrative engagement.

Associative analyses further elucidate the relationship between perception and practice. As shown in Table 4, a significant positive correlation exists between teachers' perceived benefits of VBI and their instructional practices ($r = 0.532$, $p < 0.05$), indicating that stronger perceived value corresponds with more strategic classroom implementation. This finding supports prior research asserting that teacher beliefs and confidence significantly influence the quality of technology-mediated instruction (Cordial, Evangelista, & Bermudo, 2025; Contemporary Educational Technology, 2020). Table 5 likewise reveals a significant positive correlation between perceived benefits and implementation challenges ($r = 0.324$, $p < 0.05$), demonstrating that teachers who value VBI also encounter operational difficulties. This result highlights the complex interplay between instructional enthusiasm and contextual constraints (Open Praxis, 2025; Education and Information Technologies, 2024).

It is important to acknowledge that reliance on teacher-reported data introduces potential limitations. Responses may be influenced by halo effects, social desirability bias, or overestimation of instructional effectiveness and fidelity (Cohen et al., 2018; Ary, Jacobs, Sorensen, & Walker, 2020). Teachers may equate exposure to video content with effective instruction or overreport student engagement, thereby inflating outcomes. Accordingly, triangulation using classroom observations, student performance data, and digital learning analytics is recommended to validate findings and reduce self-report bias (Creswell & Creswell, 2018).

The study proposes a comprehensive action plan to address identified challenges, including targeted professional development, mentoring programs, technical support systems, improved access to devices and reliable internet, curated video repositories, interactive instructional design, and strengthened administrative support. These interventions align with established best practices in educational technology integration, aiming to enhance teacher capacity, reduce implementation barriers, and optimize reading outcomes (Cordial, Amaranto, & Bermudo, 2025; Kiili et al., 2025). The action plan prioritizes teacher preparedness, infrastructure enhancement, engagement strategies, and sustainability to ensure that VBI's pedagogical potential is fully realized.

In conclusion, the study demonstrates that VBI is highly valued by teachers and strategically implemented to enhance reading comprehension, engagement, and differentiation. Effective integration, however, depends on addressing professional development gaps, technological infrastructure, assessment strategies, and administrative support. By recognizing the dynamic interplay between perception, practice,

and contextual challenges, policymakers and school leaders can design responsive interventions that strengthen instructional fidelity and maximize VBI's benefits for student learning. Future research should incorporate multiple data sources, including classroom observation and student achievement metrics, to corroborate teacher-reported data and provide a more comprehensive evaluation of VBI's impact in elementary reading instruction (Creswell & Creswell, 2018; Cohen et al., 2018).

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