

Quality Assurance of Scripts and Video Lessons in Mathematics 7

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Abstract

Making video scripts and video-based learning materials are increasingly used to support Mathematics instruction, particularly in aligning the lessons with the MATATAG Curriculum and Most Essential Learning Competencies (MELCs).

His study aimed to develop and evaluate the quality of scripts and video-based learning materials for Mathematics 7, ensuring alignment with MELCs and effectiveness in content, language, and technical presentation.

A developmental research design was used, involving six scripts and six video lessons evaluated by a Division LR evaluator, school head, master teacher, and SGOD Chief. Instruments assessed content, language, technical design, and presentation. Mean scores and inter-rater reliability (Kappa) were used for analysis.

Initial script evaluations were rated “Very Satisfactory,” with content scores ranging from 3.67 to 3.90 and perfect MELC alignment (4.00). Revisions improved all scripts to perfect scores (4.00) in language indicators. Video evaluations initially showed mixed results, with some rated “Fair” due to audio and visual issues. After revisions, all videos achieved “Very Satisfactory” ratings, with scores improving up to 4.00. Inter-rater reliability also improved significantly, reaching perfect agreement (Kappa = 1.00) in several cases.

The refined scripts and video materials demonstrated high quality, strong curriculum alignment, and improved technical presentation, making them effective and reliable instructional resources for Mathematics 7 classrooms.

Keywords: Most Essential Learning Competencies (MELCS), Mathematics 7, scripts, video lessons, evaluation

1. Introduction

- **Background and rationale**

Mathematics is everywhere. Its significance remains constant across diverse contexts and locations. Mathematics can be seen from mundane transactions like counting coin change or determining the age of a person to very complex tasks like measuring the maximum load of a building or calculating the flight path of a space rocket. But not all of us see it because some hate it. Mathematics is very interesting. Just love it by doing mathematics.

Whether students are taking mathematics classes offline or online, self-paced learning represents a major shift in the way that mathematics is taught in the new normal education. Understanding mathematics is undeniably one of the disciplines that students find challenging throughout the pandemic because it demands them to dedicate more time and practice to master the underlying mathematical concepts and procedures. The subject's natural complexity also makes it difficult for most students to understand it quickly, even when taught in a face-to-face setting (Attard & Holmes, 2020; Quinn & Aarão, 2020). Due to the pandemic, the students were left with no other options but to learn mathematics at their own pace with minimal supervision, which for them exemplifies a significant change and adds a new level of difficulty. Gafoor and Kurukkan (2015) also pointed out that students' lower self-efficacy is closely correlated with their perception of mathematics as a difficult subject, rather than their dislike of the subject. In addition, Wang (2013) indicated that the students' lack of exposure to mathematics and study habits also have an impact on their motivation to learn the subject.

Research showed that video-recorded lessons helped students do better in math, which led to their increased use. Students who watched well-made video lessons showed a big improvement in their post-test scores, which shows that well-made instructional videos can help students learn better. Video-based instruction also allowed for self-paced learning, going over hard ideas again, and more student involvement.

This study is anticipated to be of great importance to the students, instructors, administrators at schools, parents, curriculum planners and developers, and Future scholars.

Students will benefit greatly from this study since it will make them appreciate the usage of high-quality technology in the classroom.

This can also be a way to improve their ability in understanding mathematics and help them to develop their skills in self-learning. Through video lessons, they may admire the significance of mathematics in their lives.

Teachers in mathematics will also be benefited to help them gain a deeper understanding of their students' varied learning styles. It is therefore envisaged that they would be able to create more efficient teaching methods that will fit the needs of the learners. It will also help them realize the importance and effectiveness of video lessons in teaching mathematics.

Similar to subject area coordinators, school administrators may receive guidance in developing future changes to curricula, policies, and tactics for more efficient learning delivery.

On the side of the parents, this study is a big help for them to understand the needs of their children especially in the field of modern technologies. That instead of prohibiting them in using modern technologies, all they need to do is guide and assist them for proper usage.

For curriculum planners and developers, the results of the study give them concept on setting, constructing or reconstructing the MELC.

Future researchers could be able to use the study's findings for similar research in the future.

This is the reason why the researcher would like to develop and validate video lessons that will be used to the students for the transfer of learning especially that the location of the school and the students don't have stable internet connection.

- **Review of related literature**

On Modular and Online Learning

An instructor would stand in front of students who were seated in uniform rows at their desks for many generations. The teacher would write the lessons for the day on a slate blackboard using a stick of white chalk as the technology. The pupils were to act as sponges, absorbing as much information as they could from what they saw on the chalkboard or read from conventional textbooks, while the teacher served as the knowledge distributor. A white board with colorful markers, an overhead projector, and, most recently, a Power Point projector are examples of small improvements that have been made to this educational technology. Even with those little technological improvements, the classroom environment is frequently still the same, with the teacher at the front of the room, the pupils at their desks, and everyone present at a designated location and time for instruction. Both adult learners and children have experienced this. While some kids do not succeed in this educational environment, many do. Although skilled educators can be extremely productive in this situation, is this the ideal setting for creating a learning environment going forward? Alternatively, there are technological advancements in education that have the potential to completely transform the classroom and make learning more interactive, relevant, and accessible so that adult or student learners are more fully involved in a dynamic learning environment.

Traditional brick-and-mortar institutions are no longer used to deliver education. Professional adults are increasingly receiving computer-based training, and technology is always improving. However, a blended learning environment that combines in-person meetings with an electronic delivery system might be advantageous for many adult learners. The secret is to investigate how modular learning may be used as a teaching strategy to create a strategic plan that will enable students to succeed academically and professionally. For all members of the

organization to accept change on a common basis, it is essential to establish a shared basic knowledge of key concepts.

On Video lessons

Through modules, students are encouraged to do an independent study. However, most students are not capable of studying independently (Dangle & Sumaoang, 2020). They cannot easily follow the instruction written in the modules, and concepts are hard to understand without teachers' assistance. Moreover, students need constant motivation and reinforcement to pursue self-learning from teachers. It means students are not capable of learning autonomously; they need much assistance from teachers. Thus, the students' outputs from the activities in the modules were submitted late and mostly incomplete, which was not expected from them.

Moreover, topics were not simplified, and fewer examples were found in the modules. To address these challenges, the teacher must place appropriate interventions that need to be given to the struggling students like coherent consultation via call, text, and social media platforms, simplify the module and give immediate feedback on the student's outputs (Dangle & Sumaoang, 2020). To improve modular distance learning, students suggested reducing the learning activities taken from the modules, giving more examples for each lesson, doing home visitation, providing colorful-printed modules, and giving immediate feedback from the teachers. Moreover, teachers may do online consultations, use social media platforms, and have enough time to accomplish the task. The most feasible is utilizing social media since most of the students have access to this, and face-to-face interaction is not permitted. Researchers believe that the module alone cannot explain the mathematical concepts and develop the students' learning competencies. There should be interventions to be done by the teachers utilizing the available resources and based on the students' learning needs.

Sanchez stated in 2017 that out of 67 million adult Filipinos (16 years and older), 60 million are active Internet users. 87% of Filipino users watch online video content, and the figure continues to rise indefinitely. YouTube is among the most popular social media sites for entertainment, information, sports, and music. Known as a top site used by Filipinos, students also use this platform to either look for solutions to their assignments or clarifications for their lessons. Others say they sometimes learn their lessons better through YouTube videos compared to their teacher. Since videos are readily available, human beings innately see their effectiveness as a learning tool. Most Higher Education Institutions (HEIs) have greater online learning environments now that internet-related infrastructure is more affordable and potent, and more video content is being sought after. Thus, the use of video snippets makes the process of thinking and remembering more effective.

Several studies and learning theories were studied and applied to maximize the learnability of learning materials. Globally, these studies were taken into consideration in curriculum planning and development. Education, in general, was very flexible. Every year, the curriculum was reviewed and modified, and teachers continued to explore suitable teaching strategies to cope with the changes. Kahrman mentioned that while students use video tutorials to learn Mathematics, they tend to improve their understanding of Math concepts using these

instructional videos and real-life activities. With this scenario in mind, the researcher was eager to determine the efficacy of videos, tutorials, or video-related instructions as a potential tool for learning.

- **Statement of the problem**

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This investigation concentrated on the growth and evaluation of the scripts and video lessons for quality assurance by a panel of evaluators. In particular, the research will seek responses to the following queries:

1. What is the initial evaluation of the experts on the scripts for video lessons that are contextualized along these areas of quality assurance process:
 - a. Content, and
 - b. Language?
2. What is the initial evaluation of the experts on the developed video lessons along the following areas of quality assurance process:
 - a. Content,
 - b. Format and Technical Design,
 - c. Presentation and Organization, and
 - d. Accuracy and Up-to-datedness of information?
3. What is the final evaluation of the experts after the modification of the contextualized video lesson scripts along the following areas of quality assurance process:
 - a. Content, and
 - b. Language?
4. What is the final evaluation of the experts after the modification of the video lessons materials along the following areas of quality assurance process:
 - a. Content,
 - b. Format and Technical Design,
 - c. Presentation and Organization, and
 - d. Accuracy and Up-to-datedness of information?
5. Is there a significant agreement in the initial evaluation of the experts on the contextualized scripts for video lessons along the following areas:
 - a. Content, and
 - b. Language?
6. Is there a significant agreement in the initial evaluation of the experts on the video lessons along the following areas:
 - a. Content,
 - b. Format and Technical Design,
 - c. Presentation and Organization, and
 - d. Accuracy and Up-to-datedness of information?
7. Is there a significant agreement in the final evaluation of the experts on the contextualized scripts for video lessons along the following areas:
 - a. Content, and
 - b. Language?

8. Is there a significant agreement in the final evaluation of the experts on the video lessons along the following areas:

- a. Content,
 - b. Format and Technical Design,
 - c. Presentation and Organization, and
 - d. Accuracy and Up-to-datedness of information?
- Objectives and/or research hypotheses

The following are the research hypothesis:

1. There is a significant agreement between the initial evaluation of the Evaluators on the content and language of the contextualized video lesson scripts.
2. There is a significant agreement between the initial evaluation of the Learning Evaluators on the video lessons along the content, format and technical design, presentation and organization, and accuracy and up-to-datedness of information.
3. There is a significant agreement between the final evaluation of the Evaluators on the content and language of the contextualized video lesson scripts.
4. There is a significant agreement between the final evaluation of the Evaluators on the video lessons along the content, format and technical design, presentation and organization, and accuracy and up-to-datedness of information.

2. Materials and Methods

- **Research Design**

Descriptive-evaluative research methodologies were used by the researcher. It describes the level of assessment of the specialists on the contextualized scripts for video lessons along content and language. It also described the level of evaluation of the experts on the developed video-based instructional materials along content, format and technical design, presentation and organization, and accuracy and Up-to-datedness of information. Likewise, it was also utilized in describing the level of agreement on the contextualized scripts and video lessons of evaluators.

On the other hand, the evaluative technique was utilized in the evaluation of the pool of experts on the contextualized scripts for video lessons, as well as in the development of video-based instructional materials based on the aforementioned criteria.

- **Participants:**

There were three (3) evaluators on the scripts. First is the focal person of the quality assurance team of the Division LRMS, a school head and a master teacher. For the Video lessons, the Chief Education Supervisor, a school head, one of the evaluators of the scripts, and a master teacher, who is also one of the evaluators of the scripts.

- **Instruments:**

The researcher utilized the DepEd Bureau of Learning Resources' Evaluation Checklist for the developed Non- Print Resources. The evaluation of the experts on the contextualized scripts for video lessons looked into the quality of the video-based learning materials along with the following characteristics; Content, and Language. While the evaluation of the experts on the developed video-based instructional materials assessed the quality of the materials along with the content, format and technical design, presentation and organization, and accuracy and up-to-datedness of information.

- **Procedure:**

The researcher developed the scripts for the initial quality. The scripts are anchored from Matatag Curriculum Mathematics 7, quarter 1 weeks 1 – 3 with the following learning competencies: 1. draw and describe regular and irregular polygons with 5, 6, 8, or 10 sides, based on measurements of sides and angles, using a ruler and protractor, 2. draw triangles, quadrilaterals, and regular polygons (5, 6, 8, or 10 sides) with given angle measures, 3. describe and explain the relationships between angle pairs based on their measures, 4. classify polygons according to the number of sides, whether they are regular or irregular, and whether they are convex or non-convex, 5. deduce the relationship between the exterior angle and adjacent interior angle of a polygon and 6. determine the measures of angles and the number of sides of polygons. There were 6 scripts evaluated in initial evaluation. The researcher requested the Education Program Supervisor for Learning Resource Management Section for the submission of the materials for the initial quality assurance process. The Education Program Supervisor was one who evaluated the scripts, the others are the school head of Bolbolo NHS and a master teacher of Pilar Rural High School. The Division LRMS, the school head and one of the master teachers initially look into the content and language of the scripts. Finding, results and recommendations was given to improve and modify the scripts ready for the video lessons' development. The evaluators in the initial and final evaluation were the same experts to look into the quality of the scripts. After approval of the scripts, the developer prepared the video lessons, used the WONDERSHARE FILMORA XIV in editing the video lessons and submitted into the Chief Education Supervisor, to the school head, and the master teacher for the initial technical evaluation. The evaluators in the initial and final evaluation were the same experts to look into the quality of the video lessons. Level of agreement of the evaluators for the scripts and video lessons were determine to ensure the quality of the outputs.

- **Data Analysis:**

Weighted Mean describes the level of evaluation and agreement of the specialists on the developed scripts and video-based learning in the initial and final quality assurance process. Fleiss KAPPA is a measure of inter-rater agreement that is used to ascertain the degree of agreement between two or more raters (sometimes referred to as "judges" or "observers") when the response variable—a technique of assessment—is measured on a categorical scale.

3. Results

Table1a. Initial Evaluation on the Contextualized Scripts for the Video Lessons in Terms of Content

Script-Initial Indicators	CONTENT											
	Script 1		Script 2		Script 3		Script 4		Script 5		Script 6	
	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR
1. The script covers the targeted Most Essential Learning Competencies (MELCs) intended for the quarter and week.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	3.67	VS
2. The Script sufficiently develops the targeted Most Essential Learning Competencies (MELCs) intended for the quarter.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	3.67	VS
3. The script uses a variety (at least 3) of self-directed techniques, learning tasks, and formative assessments.	4.00	VS	4.00	VS	3.67	VS	3.33	VS	4.00	VS	3.67	VS
4. The script uses various motivational strategies (i.e., advance organizers, puzzles, games) to hook the target users' interest and engagement.	3.67	VS	3.67	VS	4.00	VS	3.67	VS	4.00	VS	3.67	VS
5. The script uses process questions and activities which require different levels of cognitive domain to achieve desired learning outcomes.	4.00	VS	3.33	VS	3.33	VS	3.00	VS	3.67	VS	4.00	VS
6. Material arouses interest of target viewer.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
7. The script's content follows the given format by the LRMS.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	3.67	VS	4.00	VS
Overall	3.86	VS	3.86	VS	3.67	VS	3.71	VS	3.90	VS	3.81	VS

The script effectively covers the Most Essential Learning Competencies (MELCs) that are targeted for the quarter and week, with Scripts 1, 2, 3, 4, and 5 garnering perfect mean scores of 4.00, while Script 6 showed a slightly lower mean of 3.67; nevertheless, the overall performance significantly reflects a “Very Satisfactory” rating across all indicators.

The script sufficiently develops the focused on the quarter's Most Essential Learning Competencies (MELCs), with Scripts 1, 2, 3, 4, and 5 receiving perfect mean scores of 4.00, while Script 6 displayed a slightly lower mean of 3.67; overall, the results strongly indicate a “Very Satisfactory” rating.

Table 1b. Initial Evaluation on the Contextualized Scripts for the Video Lessons in Terms of Language

Script-Initial Indicators	LANGUAGE											
	Script 1		Script 2		Script 3		Script 4		Script 5		Script 6	
	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR
1. All contents in the SLM are accurate.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
2. Vocabulary used is appropriate to the target users' level of comprehension and experience.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
3. Length and structures of sentences in the script are suited to the comprehension level of the target users.	3.67	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
4. Paragraph structures in the script facilitate smooth flow of ideas and concepts.	3.67	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
5. The content is free from grammar errors.	4.00	VS	3.67	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
6. Instructions, discussion points, questions, and activities are clear to the target users.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
Overall	3.94	VS	3.94	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS

All six contextualized scripts are consistently rated as Very Satisfactory (VS) in terms of linguistic quality. The scripts received a perfect mean rating of 4.00 from the majority of indicators, especially in areas like content accuracy, instruction clarity, language appropriateness, and grammatical correctness. All the major differences were found in Scripts 1 and 2, which had scored lower (3.94) on grammatical accuracy and sentence organization. These findings indicate that the scripts are linguistically transparent, developmentally appropriate for the target learners, and generally meet professional and educational requirements for language use in instructional materials. This is especially true in video-based asynchronous situations.

Table2a. Initial Evaluation on the Developed Video Lessons in Terms of Content

Initial Indicators	CONTENT											
	Video 1		Video 2		Video 3		Video 4		Video 5		Video 6	
	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR
1.Content is suitable to the learners' level of development.	3.00	VS	3.00	S	3.33	VS	3.00	S	3.00	S	3.00	S
2. Material contributes to the achievement of specific objectives of the learning area and grade level for which it is intended.	3.00	S	3.00	S	3.33	VS	3.00	S	3.00	S	3.00	S
3. Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, and 21st Century Skills.	3.00	S	4.00	VS	3.67	VS	4.00	VS	3.00	S	4.00	VS
4.Material is free of ideological, cultural, religious, racial, and gender biases and prejudices	3.00	S	4.00	VS	4.00	VS	4.00	VS	3.00	S	3.00	S
5. Material enhances the development of desirable values and traits such as: (Put a check mark only to the applicable values and traits)	3.67	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
6. Material arouses interest of target reader.	3.00	S	3.00	S	3.00	S	3.00	S	3.00	S	3.00	S
7. Adequate warning / cautionary notes are provided in topics and activities where safety and health are of concern.	3.00	S	3.00	S	4.00	VS	3.00	S	3.00	S	3.00	S
Overall	3.10	S	3.43	VS	3.62	VS	3.43	VS	3.29	VS	3.29	VS

Legend: 1.00 - 1.75 = Poor, 1.76 - 2.50 = Fair, 2.51 - 3.25 = Satisfactory, 3.25 - 4.00 = Very Satisfactory

With a descriptive rating of very satisfactory, videos 2 (3.43), 3 (3.62), 4 (3.43), 5 (3.29), and 6 (3.29) were found to be appropriate for the learners' developmental stage, aid in accomplishing particular goals, facilitate the development of higher cognitive abilities, and foster the growth of desirable values and characteristics. These movies might, however, benefit from some tweaks in specific areas, such offering content free of prejudices and stimulating greater interest in the intended audience. However, Video 1 has a descriptive grade of acceptable and an

overall mean of 3.10, indicating that it has to be improved in all areas to be appropriate for the instruction of modern learners.

Table 2b. Initial Evaluation on the Developed Video Lessons in Terms of Format and Technical Design

Video Lesson-Initial				FORMAT/ TECHNICAL DESIGN									
Indicators	Video 1		Video 2		Video 3		Video 4		Video 5		Video 6		
	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR	
1.Volume and quality of sound is appropriate.	3.00	S	2.00	F	2.00	F	2.00	F	2.00	F	2.00	F	
2.Pacing is effective and appropriate to instructional purposes.	3.00	S	3.00	S	2.67	S	2.67	S	2.67	S	3.00	S	
3.Audio-visual effects (music, sounds, graphics, etc.) are appropriate and effective for instructional purposes.	3.00	S	3.00	S	2.00	F	2.00	F	2.00	F	3.00	S	
Overall	3.00	S	2.67	S	2.22	F	2.22	F	2.22	F	2.67	S	

Legend: 1.00 - 1.75 = Poor, 1.76 - 2.50 = Fair, 2.5 - 3.25 = Satisfactory, 3.25 - 4.00 = Very Satisfactory

Table 2b indicates that Videos 1(3.00), Videos 2(2.67), and Videos 6 (2.67) are regarded as being satisfactory, but they reveal average performances. Despite having a proper level of volume and sound quality, they possess weaknesses such as poor pacing and ineffective use of audiovisual effects.

With an aggregate mean of 2.22, Videos 3, 4, and 5 received a Fair rating, reflecting concerns about the audio-visual aspects' efficacy and sound quality. These elements are essential for sustaining student interest and promoting efficient comprehension.

Table 2c. Initial Evaluation on the Developed Video Lessons in Terms of Presentation and Organization

Video Lesson-Initial		PRESENTATION AND ORGANIZATION											
Indicators	Video 1		Video 2		Video 3		Video 4		Video 5		Video 6		
	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR	
1. Presentation is engaging, interesting, and understandable.	3.00	S	3.00	S	3.00	S	3.00	S	3.00	S	3.00	S	
2. There is logical and smooth flow of ideas.	3.00	S	3.00	S	3.00	S	3.00	S	3.00	S	3.00	S	

3.Vocabulary level is adapted to target reader's experience and understanding.	3.00	S	3.00	S	3.00	S	3.00	S	3.00	S	3.00	S
4. Length of the video/audio recording is appropriate to the attention span of the target learner.	3.67	VS	4.00	VS	4.00	VS	3.00	S	3.00	S	3.00	S
Overall	3.17	S	3.25	S	3.25	S	3.00	S	3.00	S	3.00	S

Table 2c shows that Video 1 (3.17), Video 2 (3.25), Video 3 (3.25), Video 4 (3.00), Video 5 (3.00), and Video 6(3.00) corresponds to a satisfactory interpretation.

Table 2d. Initial Evaluation on the Developed Video Lessons in Terms of Accuracy and Up-to-Datedness of Information

Video Lesson-Initial Indicators	ACCURACY AND UP-TO-DATEDNESS OF INFORMATION											
	Video 1		Video 2		Video 3		Video 4		Video 5		Video 6	
	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR
1.Conceptual errors	3.00	S	3.00	S	4.00	VS	4.00	VS	3.67	VS	3.67	VS
2.Factual errors	3.00	S	3.00	S	3.00	S	3.00	S	3.00	S	3.00	S
3.Grammatical errors	3.00	S	3.00	S	3.00	S	3.00	S	3.00	S	3.00	S
4.Computational errors	3.00	S	3.00	S	3.00	S	3.00	S	3.00	S	3.00	S
5.Obsolete information	4.00	VS	3.67	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
6.Typographical and other minor errors (e.g., inappropriate or unclear illustrations, missing labels, wrong captions, etc.)	4.00	VS	4.00	VS	4.00	VS	3.67	VS	4.00	VS	4.00	VS
Overall	3.33	VS	3.28	VS	3.50	VS	3.44	VS	3.44	VS	3.44	VS

Legend: 1.00 - 1.75 = Poor, 1.76 - 2.50 = Fair, 2.51 - 3.25 = Satisfactory, 3.25 - 4.00 = Very Satisfactory

Variable performance levels across several metrics are shown by the evaluation, which also shows how accurate and current the material in the first video lectures was.

With a mean score ranging from 3.28 to 3.50, every video was rated as extremely satisfactory. It turns out to be the best performance. Across the majority of metrics, it exhibits great correctness and currentness, especially when it comes to conceptual, factual, computational, and typographical errors. This implies that the information in the three films is factually accurate, thoroughly researched, and free of serious mistakes or out-of-date information. It is crucial that learning materials are current and provide accurate content.

Table3a. Final Evaluation on the Contextualized Scripts for the Video Lessons in Terms of Content

Script-Final Indicators	CONTENT											
	Script 1		Script 2		Script 3		Script 4		Script 5		Script 6	
	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR
1. The script covers the targeted Most Essential Learning Competencies (MELCs) intended for the quarter and week.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
2. The Script sufficiently develops the targeted Most Essential Learning Competencies (MELCs) intended for the quarter.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
3. The script uses a variety (at least 3) of self-directed techniques, learning tasks, and formative assessments.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
4. The script uses various motivational strategies (i.e., advance organizers, puzzles, games) to hook the target users' interest and engagement.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.0	VS
5. The script uses process questions and activities which require different levels of cognitive domain to achieve desired learning outcomes.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
6. Material arouses interest of target viewer.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
7. The script's content follows the given format by the LRMS.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.0	VS	4.00	VS
Overall	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS

Legend: 1.00 - 1.75 = Poor, 1.76 - 2.50 = Fair, 2.51 - 3.25 = Satisfactory, 3.25 - 4.00 = Very Satisfactory

After expert input revisions, contextualized video class scripts were assessed for content, as shown in Table 3A. The revised 6 scripts scored "Very Satisfactory," as shown in the table's mean scores of perfect 4.00. This reflects high quality content, with coherence, accuracy, relevance, and congruence with learning objectives. The results of the table are consistent with past research on the quality of instructional multimedia, particularly video-based instruction. The

perfect mean score indicates improvement over the initial assessment, with professional standards for instructional video content. As per referenced literature, instructional material development should incorporate expert review, correctness of content, and congruence with learning goals.

Table 3b. Final Evaluation on the Contextualized Scripts for the Video Lessons in Terms of Language

Script-Final Indicators	LANGUAGE											
	Script 1		Script 2		Script 3		Script 4		Script 5		Script 6	
	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR
1. All contents in the SLM are accurate.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
2. Vocabulary used is appropriate to the target users' level of comprehension and experience.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
3. Length and structures of sentences in the script are suited to the comprehension level of the target users.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
4. Paragraph structures in the script facilitate smooth flow of ideas and concepts.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
5. The content is free from grammar errors.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
6. Instructions, discussion points, questions, and activities are clear to the target users.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
Overall	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS

Legend: 1.00 - 1.75 = Poor, 1.76 - 2.50 = Fair, 2.51 - 3.25 = Satisfactory, 3.25 - 4.00 = Very Satisfactory

According to the table, all six scripts have a mean language score of "Very Satisfactory" (4.00), indicating excellent linguistic quality. The scripts are suitable for the intended audience, clear, and grammatically correct. This result indicates that prior linguistic problems have been successfully fixed, making the scripts engaging for the students. The excellent grade is noteworthy because appropriateness and clarity will improve student engagement and comprehension, which are necessary for materials to be effective. Second, the "Very Satisfactory" also indicates that expert comment was properly integrated, implying rigorous production of teaching materials. Third, this result guarantees stakeholders that scripts are content-rich and linguistically rich, and therefore they produce optimal educational impact.

Table 4a. Final Evaluation on the Developed Video Lessons in Terms of Content

Video Lesson-Final Indicators	CONTENT											
	Video 1		Video 2		Video 3		Video 4		Video 5		Video 6	
	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR
1. Content is suitable to the learners' level of development.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	3.00	S	4.00	VS
2. Material contributes to the achievement of specific objectives of	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS

the learning area and grade level for which it is intended.

3. Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, and 21st Century Skills.

4.00 VS 4.00 VS 4.00 VS 4.00 VS 4.00 VS 4.00 VS

4. Material is free of ideological, cultural, religious, racial, and gender biases and prejudices

4.00 VS 4.00 VS 4.00 VS 4.00 VS 4.00 VS 3.00 S

5. Material enhances the development of desirable values and traits such as: (Put a check mark only to the applicable values and traits)

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information, Media, and ICT Literacy
- Flexibility and Adaptability
- Social and Cross-cultural Skills
- Productivity and Accountability
- Leadership and Responsibility
- Initiative and Self-direction
- Others (Please specify)

4.00 VS 4.00 VS 4.00 VS 4.00 VS 4.00 VS 4.00 VS

6. Material arouses interest of target reader.

4.00 VS 4.00 VS 3.00 S 4.00 VS 4.00 VS 4.00 VS

7. Adequate warning / cautionary notes are provided in topics and activities where safety and health are of concern.

3.33 VS 3.00 S 4.00 VS 3.00 S 4.00 VS 3.00 S

Overall	3.90	VS	3.86	VS	3.86	VS	3.86	VS	3.86	VS	3.71	VS
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Legend: 1.00 - 1.75 = Poor, 1.76 - 2.50 = Fair, 2.51 - 3.25 = Satisfactory, 3.25 - 4.00 = Very Satisfactory

The final evaluation of the video lessons' content shows strong performance across a number of metrics and steady progress.

Videos 1 (3.90), 2 (3.86), 3, 4 (3.86), 5 (3.86), and 6 (3.71) were rated as "Very Satisfactory". It successfully adjusts content to the learners' developmental stage and, when necessary, sustains engagement with relevant warning and cautionary notes. It also contributes to specific learning objectives, fosters the development of higher cognitive skills, and enhances the development of desirable values and traits.

With mean scores of 3.86 each, all Videos 1, 2, 3, 4, 5, and 6 likewise show excellent performance, signifying a notable improvement over the first evaluation. They perform exceptionally well in the majority of content measures, such as appropriateness for the learners'

level, contribution to learning goals, cognitive skill development, improvement of values and characteristics, and the supply of sufficient warning notes.

Table 4a. Final Evaluation on the Developed Video Lessons in Terms of Content

Video Lesson-Final Indicators	CONTENT											
	Video 1		Video 2		Video 3		Video 4		Video 5		Video 6	
	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR
1. Content is suitable to the learners' level of development.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	3.00	S	4.00	VS
2. Material contributes to the achievement of specific objectives of the learning area and grade level for which it is intended.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
3. Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, and 21st Century Skills.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
4. Material is free of ideological, cultural, religious, racial, and gender biases and prejudices	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	3.00	S
5. Material enhances the development of desirable values and traits such as: (Put a check mark only to the applicable values and traits)												
• Creativity and Innovation												
• Critical Thinking and Problem Solving												
• Communication and Collaboration												
• Information, Media, and ICT Literacy	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
• Flexibility and Adaptability												
• Social and Cross-cultural Skills												
• Productivity and Accountability												
• Leadership and Responsibility												
• Initiative and Self-direction												
• Others (Please specify)												
6. Material arouses interest of target reader.	4.00	VS	4.00	VS	3.00	S	4.00	VS	4.00	VS	4.00	VS
7. Adequate warning / cautionary notes are provided in topics and activities where safety and health are of concern.	3.33	VS	3.00	S	4.00	VS	3.00	S	4.00	VS	3.00	S
Overall	3.90	VS	3.86	VS	3.86	VS	3.86	VS	3.86	VS	3.71	VS

Legend: 1.00 - 1.75 = Poor, 1.76 - 2.50 = Fair, 2.51 - 3.25 = Satisfactory, 3.25 - 4.00 = Very Satisfactory

Videos 1 (3.90), 2 (3.86), 3, 4 (3.86), 5 (3.86), and 6 (3.71) were rated as "Very Satisfactory" (Table 4a on the following page). It successfully adjusts content to the learners'

developmental stage and, when necessary, sustains engagement with relevant warning and cautionary notes. It also contributes to specific learning objectives, fosters the development of higher cognitive skills, and enhances the development of desirable values and traits.

With mean scores of 3.86 each, all Videos 1, 2, 3, 4, 5, and 6 likewise show excellent performance, signifying a notable improvement over the first evaluation. They perform exceptionally well in the majority of content measures, such as appropriateness for the learners' level, contribution to learning goals, cognitive skill development, improvement of values and characteristics, and the supply of sufficient warning notes.

Table4b. Final Evaluation on the Developed Video Lessons in Terms of Format and Technical Design

Video Lesson-Final Indicators	FORMAT/TECHNICAL DESIGN											
	Video 1		Video 2		Video 3		Video 4		Video 5		Video 6	
	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR
1. Volume and quality of sound is appropriate.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
2. Pacing is effective and appropriate to instructional purposes.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
3. Audio-visual effects (music, sounds, graphics, etc.) are appropriate and effective for instructional purposes.	4.00	VS	3.00	S	3.00	S	4.00	VS	3.78	VS	4.00	VS
Overall	4.00	VS	3.67	VS	3.67	VS	4.00	VS	3.93	VS	4.00	VS

Legend: 1.00 - 1.75 = Poor, 1.76 - 2.50 = Fair, 2.51 - 3.25 = Satisfactory, 3.25 - 4.00 = Very Satisfactory

Video 1 (4.00), Video 2 (3.67), Video 3 (3.67), Video 4 (4.00), Video 5 (3.78) and Video 6 (4.00) overall rating as a "Very Satisfactory" rating. It is excellent in every way, including using audio-visual effects appropriately and effectively, pacing in a way that is favorable to teaching, and sound quality and volume. These components support a smooth and interesting educational process. Additionally, all videos perform well, with mean scores that are acceptable and show a notable improvement over earlier evaluation. To enhance the level of education contained in the information, they ensure the use of proper audio-visual effects, have a proper volume and quality of sounds, and have a proper pace. All videos show the proper use of the format and technical design elements. To facilitate a successful learning process, it ensures proper volume and quality of sounds, proper pace, and proper use of audio-visual effects. It also ensures proper volume and quality of sounds, proper pace, and satisfactory performance regarding format and technical design elements.

Table 4c. Final Evaluation on the Developed Video Lessons in Terms of Presentation and Organization

Video Lesson-Final			PRESENTATION AND ORGANIZATION									
Indicators	Video 1		Video 2		Video 3		Video 4		Video 5		Video 6	
	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR
1. Presentation is engaging, interesting, and understandable.	4.00	VS	3.00	S	4.00	VS	4.00	VS	4.00	VS	4.00	VS
2. There is logical and smooth flow of ideas.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
3.Vocabulary level is adapted to target reader's experience and understanding.	4.00	VS	4.00	VS	3.00	S	4.00	VS	4.00	VS	4.00	VS
4.Length of the video/audio recording is appropriate to the attention span of the target learner.	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
Overall	4.00	VS	3.75	VS	3.75	VS	4.00	VS	4.00	VS	4.00	VS

Legend: 1.00 - 1.75 = Poor, 1.76 - 2.50 = Fair, 2.51 - 3.25 = Satisfactory, 3.25 - 4.00 = Very Satisfactory

Table 4c presents the respondents' evaluation of the six developed video lessons based on four indicators related to presentation and organization. The ratings were measured using a four-point scale where 3.25-4.00 = Very Satisfactory (VS) and 2.51-3.25 = Satisfactory (S).

Table 4d. Final Evaluation on the Developed Video Lessons in Terms of Accuracy and Up-to-Datedness of Information

Video Lesson-Final		ACCURACY AND UP-TO-DATEDNESS OF INFORMATION											
Indicators	Video 1		Video 2		Video 3		Video 4		Video 5		Video 6		
	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR	Mean	DR	
1.Conceptual errors	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	
2.Factual errors	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	3.33	VS	
3. Grammatical errors	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	
4.Computational errors	4.00	VS	4.00	VS	4.00	VS	3.33	VS	4.00	VS	4.00	VS	
5.Obsolete information	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	

6. Typographical and other minor errors (e.g., inappropriate or unclear illustrations, missing labels, wrong captions, etc.)	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS	4.00	VS
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Overall	4.00	VS	4.00	VS	4.00	VS	3.89	VS	4.00	VS	3.89	VS
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Legend: 1.00 - 1.75 = Poor, 1.76 - 2.50 = Fair, 2.51 - 3.25 = Satisfactory, 3.25 - 4.00 = Very Satisfactory

Although Videos 4 and 6 have some degree of poor quality, all other videos including Video 1, Video 2, Video 3, and Video 5 have relatively high-quality levels and therefore make top performers. All videos have shown great accuracy and up-to-datedness levels of information making their performance level very impressive. This serves as the basis for our Final Evaluation on the Developed Video Lessons in Terms of Accuracy and Up-to-Datedness of Information.

Table 5. Significant Agreement in the Initial Evaluation on the Developed Scripts subjected to Video Based Learning Material Development

	Content		Language	
	KAPPA	Significance	KAPPA	Significance
Script 1	0.222	0.309	-0.059	0.803
Script 2	0.222	0.309	-0.059	0.803
Script 3	0.222	0.309	1.00**	0.00
Script 4	0.218**	0.015	-0.059	0.803
Script 5	-0.105	0.630	1.00**	0.00
Script 6	-0.235	0.281	-0.125	0.596

Legend: * - 0.05 level of significance, ** - 0.01 level of significance

Inter-rater reliability was variable in the first test. Script 4 was the only one significant at the 0.05 level, and kappa coefficients varied from -0.235 to 0.222. The majority of Kappa values were insignificant and negative, but Scripts 3 and 5 agreed perfectly (Kappa value of 1.00). This finding confirms the subjective nature of judges' rating on the language quality assessment scale. According to Gwet (2021), the low level of inter-rater reliability may have been caused by the uncalibrated nature of the evaluators or their misunderstanding of the criteria used.

Table 6. Significant Agreement in the Initial Evaluation on the Developed Video Based Learning Materials

	Content		Format and Technical Design		Presentation and Organization		Accuracy and Up-to-Datedness of Information	
	KAPPA	Significance	KAPPA	Significance	KAPPA	Significance	KAPPA	Significance
Video 1	.447*	0.040	1.00**	0.000	0.400	0.166	1.00**	0.000
Video 2	1.00**	0.000	1.00**	0.003	1.00**	0.001	0.723*	0.002
Video 3	0.394	0.071	0.357	0.284	1.00**	0.001	1.00**	0.000
Video 4	1.00**	0.000	0.357	0.284	1.00**	0.000	0.775**	0.001
Video 5	1.00**	0.000	0.357	0.284	1.00**	0.000	0.775**	0.001
Video 6	1.00**	0.000	1.00**	0.003	1.00**	0.000	0.775**	0.001

Legend: * - 0.05 level of significance, ** - 0.01 level of significance

The assessment was performed using four categories which included content, format, presentation, and accuracy. The majority of videos had very good degrees of agreement, especially for the format and presentation categories. The videos that showed the highest level of agreement included videos 2, 4, 5, and 6, since they had an agreement value of positive Kappa value 1.00 with very significant statistics (sig = 0.000). This clearly suggests that there is wide agreement among the evaluators on the quality and clarity of the videos in terms of presentation and accuracy. However, it is important to note that the four categories of each video did not have similar agreement levels. For instance, Video 1 showed low non-significant agreement in presentation (Kappa value = .400; sig = 0.166) and medium agreement in content (Kappa value = .447; sig = 0.040).

Table 7. Significant Agreement in the Final Evaluation on the Developed Scripts subjected to Video Based Learning Material Development

	Content		Language	
	KAPPA	Significance	KAPPA	Significance
Script 1	1.00**	0.00	1.00**	0.00
Script 2	1.00**	0.00	1.00**	0.00
Script 3	1.00**	0.00	1.00**	0.00
Script 4	0.218**	0.015	1.00**	0.00
Script 5	1.00**	0.00	1.00**	0.00
Script 6	1.00**	0.00	1.00**	0.00

Legend: * - 0.05 level of significance, ** - 0.01 level of significance

The final assessment revealed complete consensus of assessors on content and language across all scripts, in contrast with previous outcomes (Kappa value of 1.00). This reflects that revised final scripts complied with an international quality level, which improved objectivity and

consistency in the assessment. Joint revisions and open evaluation criteria result in high consensus in quality assurance, as evidenced by high inter-rater reliability.

Table 8. Significant Agreement in the Final Evaluation on the Developed Video Based Learning Materials

	Content		Format and Technical Design		Presentation and Organization		Accuracy and Up-to-Datedness of Information	
	KAPPA	DR	Kappa	DR	Kappa	DR	Kappa	DR
Video 1	0.447*	0.040	1.00**	0.000	1.00**	0.000	1.00**	0.000
Video 2	1.00**	0.000	1.00**	0.003	1.00**	0.001	0.723*	0.002
Video 3	1.00**	0.000	1.00**	0.003	1.00**	0.000	1.00**	0.000
Video 4	1.00**	0.000	1.00**	0.000	1.00**	0.000	0.775**	0.001
Video 5	1.00**	0.000	1.00**	0.000	1.00**	0.000	0.775**	0.001
Video 6	1.00**	0.000	1.00**	0.003	1.00**	0.000	0.775**	0.001

Legend: * - 0.05 level of significance, ** - 0.01 level of significance

Table 8 presents the final assessment conducted for the prepared video-based educational materials, highlighting four major factors: content, form and design, presentation, and information accuracy and currency. From a comparison with the first assessment, one can notice the substantial increase in inter-coder reliability. Thanks to extremely significant levels ($\text{sig} < 0.01$) and perfectly reliable scores of Kappa = 1.00 for all of the four aspects, Videos 1, 2, 3, 4 and 6 became a vivid proof of a clear and statistically substantiated agreement between all raters. This degree of agreement suggests that the final materials were incredibly well-developed, exhibiting standardization in structure, clear communication, and excellent instructional design.

4. Discussion

The following are the findings of the study.

1. Initial evaluation of the experts on the scripts for video lessons contextualized according to the content and language: Evaluation for the quality of content in the scripts indicated that all six contextualized video lesson scripts received "Very Satisfactory" ratings, with mean scores between 3.67 and 3.90. The scripts which performed impressively include Scripts 1, 2, and 5 due to their appropriateness to the Most Essential Learning Competencies (MELCs). In this case, it is evident that the scripts contained appropriate, accurate, and relevant content according to the requirements of the curriculum. Perfect 4.00 was awarded in terms of the fulfillment of the most essential learning competencies with full coverage of MELCs for the entire week and quarters. Nevertheless, some minor weaknesses were identified in Scripts 3 and 4, where they had somewhat failed to incorporate the integration of cognitive tasks and self-learning processes. As for the quality of language used in the scripts, once again "Very Satisfactory" was observed, as majority of the scripts had earned perfect marks in the areas of

grammar, vocabulary usage, instruction clarity, and legibility. However, Scripts 1 and 2 earned scores of 3.94 in the areas of grammar and sentence structure, indicating some weaknesses in terms of clarity of expression.

2. On the initial evaluation of the experts on the developed video lessons along the content, format and technical design, presentation and organization, and accuracy and up-to-datedness information: the first assessment of the video lessons with regard to the format and technical design had varying results. Videos 1, 2, and 6 were considered "Satisfactory" (average scores of 2.67 to 3.00), indicating that they did a decent job in terms of the sound quality and basic technical components. However, they performed poorly when it came to pacing and the utilization of AV features to facilitate teaching. Videos 3, 4, and 5 had a mean score of 2.22 and were described as "Fair" since they failed in sound quality and the utilization of AV enhancements. The first assessment of the presentation and organization of the videos resulted in "Satisfactory" grades (scores from 3.00 to 3.25). The videos followed a coherent pattern of thought and utilized correct vocabulary that matched their target audiences. Nevertheless, they were less effective in engaging students in the learning process.

3. On the final evaluation of the experts on the scripts for video lessons that are contextualized according the content and language: since the revisions were done according to the suggestions of the experts with respect to the scripts, all the six scripts got perfect ratings (4.00) with respect to each of the language criteria, showing that their linguistic quality had been improved accordingly.

4. The results of the final evaluation of the developed video lessons in terms of content, format and technical design, presentation and organization, and accuracy and up-to-date information by the experts were as follows: After the process of revision, there was a huge improvement in the evaluation of the content and language since all the video clips and the script achieved Very Satisfactory ratings with full marks or nearly full marks in terms of their content and language. It is clear that content was very much related, accurate, and appropriate to the objectives, and language was clear, grammatical and developmentally appropriate for the learners. Concerning the technical design and presentation in the final evaluation, there were huge improvements in the format and technical aspect and presentation since they obtained mean scores from 3.67 to 4.00, and from 3.75 to 4.00, respectively. Audio visual techniques, pacing, and sound quality were some factors that led to improvement in the effectiveness of the presentation.

5. On the significant agreement in the initial evaluation of the experts on the contextualized scripts for video lessons in terms of content and language: there is weak or no consistency in Kappa values in relation to the evaluation of content in the majority of the analyzed scripts. Only one of the scripts – Script 4 – demonstrated a strong inter-rater reliability ($p = 0.015$), although it was not high. This inconsistency may have arisen due to the ambiguous criteria in the rubric or inadequate evaluation skills on the part of the judges. The results relating to the assessment of language in the scripts are quite similar to those for content; however, only Scripts 3 and 5 had Kappa values of 1.00.

6. On the significant agreement in the initial evaluation of the experts on the video lessons along content, format and technical design, presentation and organization, and accuracy and up-to-datedness information: there was no substantial relationship in the first evaluation due to low and inconsistent inter-rater reliability, especially in content. There was a substantial relationship in the second evaluation since complete agreement was reached. This proves that

revised scripts and enhanced rater preparedness can significantly improve reliability and consistency of assessments.

7. On the significant agreement in the final evaluation of the experts on the contextualized scripts for video lessons by the content and language: the results obtained from the final assessment of the scripts showed a perfect agreement among raters for both the content (Kappa = 1.00) and language (Kappa = 1.00). This is a great improvement from the earlier assessment. It indicates that the new scripts together with new guidelines used in assessing them made the process objective.

8. On the significant agreement in the final evaluation of the experts on the video lessons along content, format and technical design, presentation and organization, and accuracy and up-to-datedness information: Most of the video lessons, specifically Videos 2, 4, 5, and 6 were characterized by complete inter-rater consensus (Kappa=1.00, $p < 0.01$) in several aspects, notably presentation and content accuracy. This clearly points to agreement among evaluators regarding the clarity and relevance of the video lessons evaluated. The high and statistically significant Kappa scores clearly indicate that there is consistency in the evaluation criteria used by the evaluators. This was more pronounced in Videos 2 and 6 where perfect agreement was obtained in three out of four categories evaluated. Perfect agreement on content was observed for Videos 2, 4, 5, and 6 at 0.01 level of significance. On the other hand, Video 3 (Kappa = 0.394, $p = 0.071$) and Video 1 (Kappa = 0.447, $p = 0.040$) exhibited poor or marginal agreement and hence require content modification for improvement. In terms of format, Video 1, Video 2, and Video 6 displayed perfect agreement (Kappa = 1.00, $p < 0.01$), indicating that they were of high-quality format. On the other hand, Videos 3, 4, and 5 showed low and non-significant Kappa agreement (Kappa = 0.357, $p = 0.284$) and therefore have inconsistent formatting and visualization techniques. High agreement levels were observed in the presentation of the videos in Videos 2 through 6 (Kappa = 1.00, $p < 0.01$). It is, therefore, evident that the videos presented their contents effectively in a visually appealing manner. However, Video 1 exhibited low agreement level (Kappa = 0.400, $p = 0.166$) and could be attributed to some shortcomings in presentation and engagement strategies. Agreement on the content accuracy aspect was high in all videos, with Videos 1, 3, and 6 having perfect agreement (Kappa = 1.00, $p < 0.01$). On the other hand, Videos 2, 4, and 5 had strong agreement (Kappa = 0.723 - 0.775, $p < 0.0$).

5. Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. The video scripts, which were contextualized, did an excellent job of meeting the required learning competencies and exhibited significant alignment with the curriculum.
2. The video scripts retained good quality language usage, with appropriate content and language usage that is grammatically correct.
3. Major improvements were noted in the script revision process, and this highlights the role that feedback plays in enhancing material effectiveness.
4. The technical aspects of the video lesson design provided useful information regarding how to improve on these videos.
5. In the initial draft of the videos, there was a logical progression of ideas but a lack of dynamic presentation, indicating the role that visuality and interaction play in educational videos.

6. There was a considerable improvement in terms of the precision of the information conveyed, the cognitive skills addressed, and meeting the needs of the learners in the final version of the videos.

7. With improved audiovisuals, pacing, and presentation, the videos became more effective and engaging for the students.

8. All the materials presented accuracy and timeliness of the information, which is crucial in making sure that the information is reliable.

9. An increase in inter-rater reliability in the final evaluation of the videos indicated precise evaluation criteria and validated the high quality of the developed video-based learning resources.

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. Ensure that the materials in the scripts remain strictly consistent with the Most Essential Learning Competencies (MELCs) and learning objectives while fostering critical thinking and encouraging independent learning.

2. Conduct frequent peer and expert reviews through the entire process in order to guarantee high quality of content and language. Revision of material based on such feedback is imperative for effective instruction.

3. To increase student engagement and retention, particularly in asynchronous and self-paced settings, improve the use of audiovisual components, timing, and presentation styles in video lessons.

4. To ensure quality and consistency across grade levels and topic areas, give instructors organized time and tools to collaborate on the creation, evaluation, and revision of video-based teaching materials.

5. Conduct professional development workshops emphasizing multimedia creation, script writing, and educational technology for developing effective digital educational content.

6. Carry out localization of the QA process by implementing a valid rubric to assess digital learning materials based on content, format, technical aspects, and accuracy criteria.

7. Engage in partnerships with local universities, media professionals, and experts on curriculum development in order to ensure that improvements can be made to video lessons in terms of both their pedagogical and technical content.

8. Provide funding for materials, hardware, and software that will enable the teachers and schools to create effective video lessons and to overcome problems associated with poor sound and editing.

9. Incorporate cycles of continuous improvement into the creation process through trial lessons, evaluation, revision, and evaluation in order to guarantee the effectiveness and relevance of video lessons.

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