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Perceptions, Knowledge, and Beliefs of Secondary Literature Teachers on Online Streaming Services in Select Public Schools in North Cotabato, Philippines

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Abstract

Online streaming services are one of the most utilized platforms to prepare teachers and students for a voyage of imagination and discovery in education. Nonetheless, the diverse potentials of online streaming services are not being fully harnessed in teaching-learning, particularly in literature classes. Hence, this quantitative study examined secondary literature teachers' perceptions, knowledge, and beliefs on the use of online streaming services in their classes. The study employed adapted and pilot-tested survey questionnaires to the 75 literature teachers from the three municipalities of North Cotabato, Philippines. The results showed that respondents come from diverse socio-demographics. Regarding their perceptions, knowledge, and beliefs, the results revealed an overall mean of 3.2 with the description of agree, which indicates that, on average, teachers tend to agree with the use of online streaming services. The results suggest that most teachers have a positive perception of using online streaming services for teaching purposes. However, there is a weak negative relationship between the length of service and perceptions, indicating that teachers with more years of service tend to have lower perceptions of online streaming services in teaching literature. Similarly, there is a weak negative relationship between age and perceptions, showing that older teachers have lower perceptions while younger teachers have higher perceptions. Furthermore, the data provides strong evidence to reject the null hypothesis. Results in this study have been validated by the Technology Acceptance Model and Theory of Planned Behavior. Considering the significant findings, it is recommended that educational institutions should provide training and support to teachers to increase their perceptions, knowledge, and beliefs about the use of online streaming services in teaching literature classes.

1. INTRODUCTION

The integration of technology into educational practices has been a transformative force in recent decades, reshaping traditional teaching methodologies and introducing innovative tools to enhance learning experiences (Carsten, 2021). Among these technological advancements, the utilization of online streaming services has emerged as a particularly promising avenue within the realm of literature education. The use of online streaming services in teaching literature represents a dynamic shift in pedagogical approaches, offering educators

and learners alike a plethora of opportunities to engage with literary texts in immersive and interactive ways.

According to Deshpande et al. (2020), online streaming services, or OSS, are an entertainment source that can be found over the internet. This service is the source for movies, TV shows, and the like. Some examples of online streaming services are Netflix, Amazon Prime, YouTube, Hulu, HBO, and Disney+, which have a vast collection of movies and television shows that can be used as visual aids in teaching literature. However, online streaming services are not yet fully utilized in the classroom despite their positive effects (Horbal, 2018; Samat et al., 2019). Also, Sowan and Idhail (2014) and Dwivedi et al. (2022) revealed that several issues have hindered the use of streaming video technology in education. These issues include a lack of projection devices, a tendency for whole-class use rather than individual use, restrictive policies, limited video selection, and delays in physical or online access (e.g., inadequate bandwidth).

Online streaming services provide a visual representation of literary works, making it easier for students to understand the themes, characters, and events in the literature they are studying. Moreover, it becomes clear that theoretical notions lead to deep understanding when they are shown; streaming media helps bring this ideology into implementation (Gupta et al., 2021). However, in the local context, they still utilized the traditional method of teaching, which does not address the needs of the learners, which is that they should have something to see and be technologically aided.

Moreover, literature has been a crucial component of education for centuries, as it helps students develop critical thinking skills, improves their language abilities, and provides them with an understanding of different cultures and historical perspectives. Bullecer (2017) and Haleem et al. (2022) accentuated that viewing skills widen the ways in which learners will be able to comprehend and connect their ideas. Learners of today have direct access to media and technology daily, so they need visual representation to aid them in comprehending the texts. The study also added that visual symbols and representation scaffold the widening of the horizon of a learner in interpreting the texts and thinking critically. Moving forward, in the Philippine context, integrating technology inside the classroom, such as using videos from platforms such as Netflix, YouTube, HBO, and the like, catches the interest and meets the needs of the students (Francisco & Barcelona, 2020).

In this study, it becomes evident that the use of online streaming services has been extensively researched. Kusuma and Syam (2022) utilized YouTube as a platform for teaching speaking, suggesting its potential to enhance students' speaking skills. Abubakar and Muhammed (2023) conducted a systematic literature review on teaching through YouTube video technology. Khalid and Muhammad (2012) delved into the use of YouTube as a supplementary resource for teaching English novels at Al-Majma'ah Community College/Al Majma'a University. Samudra et al. (2022) employed a systematic literature review method to explore the benefits of YouTube as a medium for English learning during the COVID-19 pandemic.

Additionally, Ancheta (2022) investigated the language learning strategies employed by international students in Manila, Philippines, revealing the use of various tools, including Google Translate, Dictionary+, YouTube, Netflix, and mobile language translators. However, by looking into the recently published papers, it cannot be denied that the focus was on its use in teaching generally. Despite the abundance of existing studies on the research topic, there remains a significant gap that has yet to be addressed: the utilization of online streaming services for teaching literature Subjects, specifically in North Cotabato, Philippines.

This endeavour allows exploring the dearth of this study. Thus, this study aims to bridge the gap in the academic literature concerning the opinions and convictions of educators regarding the utilization of online streaming services, given the prevalent use of technology in the modern era. Additionally, the study seeks to examine the competence of teachers in navigating the diverse array of online streaming services available by evaluating their perceptions, knowledge, and beliefs to adopt and incorporate such services into their pedagogical practices.

Given that teachers play a crucial role in selecting and producing relevant content for their classes, understanding teachers' perceptions, knowledge, and beliefs regarding the use of online streaming services is crucial. The results of this study may serve as a basis for school administrators to consider the effective integration of online streaming services in basic education.

The current study aimed to answer the following research objectives:

1. determine the socio-demographic characteristics of the respondents;
2. determine the level of usage of online streaming services in teaching literature subjects;
3. determine the perceptions, knowledge, and beliefs of the respondents on online streaming services in teaching literature subjects; and
4. determine if there is a significant relationship between the socio-demographic characteristics and perceptions, beliefs, and knowledge of the respondents in the use of online streaming services in teaching literature subjects.

2. METHODOLOGY

2.1. Research Design

The research at hand employed a descriptive-correlational research design. Specifically, the study utilized a pure descriptive research design to examine socio-demographic characteristics and the perceptions, beliefs, and knowledge of the teachers on the utilization of online streaming services in teaching literature Subjects. On the other hand, correlational research design determined the relationship between respondents' perceptions, beliefs, and knowledge when grouped according to their socio-demographic profile. In research investigations with the goal of presenting vivid descriptive traits of variables as well as establishing the relationship between different variables, descriptive-correlational design is used (McBurney & White, 2009).

The researchers used descriptive-correlational research. According to Creswell (2012), a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. The purpose of correlational research is to determine the relationship among two or more variables. There are two variables in this research: one independent variable and one dependent variable. The dependent variable of this research is the perceptions, knowledge, and beliefs of the respondents. The independent variable is the socio-demographic characteristics of the respondents.

2.2. Research Respondents

This study included a total of seventy-five (75) secondary literature teachers of Alamada, Pigcawayan, and Libungan in North Cotabato, Philippines. They were identified using the complete enumeration method. This method is useful when the population is small and easily accessible or when the cost of sampling is high. Complete enumeration ensures that all members of the population are included in the study, eliminating the possibility of sampling error (Ortega & Sumayo, 2024). However, it can be time-consuming and expensive to collect

data from an entire population, and it may not be feasible in large populations (Groves et al., 2011).

The respondents were selected based on the study's inclusion criteria. The inclusion criteria for this study are as follows: the teacher must be currently a secondary teaching faculty in the Department of Education in Alamada, Pigcawayan, and Libungan, Philippines; the teacher must be teaching literature classes; and the teacher must be willing to participate in the study.

2.3. Research Instrument

The authors utilized adapted questionnaires to determine the perceptions, beliefs, and knowledge of respondents regarding the use of online streaming services in teaching literature Subjects. Specifically, the authors adapted the survey questionnaire formulated by Ogirima et al. (2021), which yielded a Cronbach's Alpha of 0.819, to assess respondents' perceptions. For determining beliefs, the researchers adapted the questionnaire developed by Sadaf (2017), which achieved a Cronbach's Alpha of 0.968. Lastly, to gauge the respondents' knowledge, the researchers adapted the survey questionnaires of Walsh and Singh (2021), resulting in a Cronbach's Alpha of 0.884. The reliability of the survey instruments used in this study was evaluated using Cronbach's Alpha, a measure of internal consistency. Generally, a Cronbach's Alpha value above 0.7 is considered acceptable for research purposes. In this study, the obtained Cronbach's Alpha values surpassed this threshold, indicating high internal consistency. This data further confirms the reliability of the questionnaires in accurately capturing the intended constructs (Taber, 2018; Obenza et al., 2024).

Generally, the survey questionnaire was divided into two distinct segments, namely Section A (Socio-Demographic Data) and Section B (statements). In the first part, respondents were required to furnish personal details such as age, gender, teaching experience, and, optionally, their full name. The latter section comprised 30 statements, to which respondents rated their degree of concurrence on a scale of 1 (strongly disagree) to 4 (strongly agree). Ten statements in each variable respectively measured the respondents' perceptions, knowledge, and beliefs pertaining to the utilization of online streaming services.

2.4. Data Gathering Procedure

The authors drafted a letter addressed to the school principal, soliciting approval to conduct the study. Upon receiving the letter's approval, the first author distributed the approved letter to the school heads of secondary schools in the municipality of Libungan, Alamada, and Pigcawayan, apprising them that their English teachers would be the study's respondents. The first author provided the informed consent form (ICF) to the respondents, enabling them to abstain or consent to participate in the study.

Once the respondents approved, the first author commenced distributing the survey questionnaire. The first author personally distributed the questionnaires to the respondents and gathered them once everyone had answered. The collected copies of the survey questionnaire were methodically gathered, tabulated, interpreted, and analyzed by the authors. A statistician, who is a colleague of the second author, helped validate and review the analysis and interpretations made.

2.5. Statistical Analysis

Data were analyzed and interpreted using descriptive and inferential statistics. Descriptive statistics such as frequency, percentage, and mean were used to describe the socio-demographic characteristics, extent of usage of online streaming services, perceptions, knowledge, and beliefs on the use of online streaming services in teaching literature. Inferential statistics such as point-biserial correlation to describe the relationship between sex and

perceptions, knowledge, and beliefs, while Pearson r correlation was used to determine the relationship between age, length of service, and highest educational attainment to the perceptions, knowledge, and beliefs on the use of online streaming services in teaching literature subjects.

2.6. Ethical Considerations

Throughout the study, the authors adhered closely to the ethical guidelines established by the University, including the preservation of confidentiality and adherence to the Data Privacy Act of 2012. Before participating, all respondents received informed consent forms outlining the study's purpose, procedures, and potential risks and benefits, ensuring their participation was voluntary (Royeras & Sumayo, 2024; Ortega & Sumayo, 2024). Furthermore, precautions were taken to protect respondents' privacy and anonymity throughout the data collection, storage, and analysis processes (Redocto & Sumayo, 2024; Cayang & Ursabia, 2024). These ethical considerations were pivotal in upholding the research's integrity and safeguarding the rights and well-being of all secondary literature teachers involved.

3. RESULTS AND DISCUSSIONS

3.1. Socio-Demographic Characteristics of the Respondents

Table 1 shows the socio-demographic characteristics of the respondents. The result shows that in terms of length of service, 33 out of 75 respondents, or 44 percent of the respondents, are in the field of service for 9 to 14 years. 28 respondents, which is equal to 37.33%, teach for 3 to 8 years. Then, 15 to 20 years, 21 to 26 years, and 33 to 36 years of teaching service got 4 frequencies or 5.33%. 27 to 32 years of teaching service got the lowest number of frequencies, which is 2 responses or 2.67%. In the context of the sex of respondents, more than half of them confirmed that they are female, 54 frequencies, or 72%, while 21 respondents, or 28%, are male. About the age, 30 or 40% of the respondents answered that they are between 31 to 36 years old. 37 to 42 years old got 17 answers or 22.6%, and 25 to 30 years old got 12 frequencies or 16%. Both 43 to 48 years old and 49 to 54 years old got 5 answers from the respondents, which is equal to 6.67%. Lastly, 6 of the respondents, or 8% of the total 100%, are in the age range of 55 to 60 years old.

These findings have significant implications for comprehending the population composition of the sample, providing insight into possible patterns that might impact the interpretation of the research results. The high proportion of participants with 9 to 14 years of teaching experience implies a substantial presence of seasoned educators, which might possibly impact their perspectives, knowledge, and beliefs about the topic being studied. Moreover, the overrepresentation of female respondents in the study may impact the applicability of the results, particularly if sex-related variables are pertinent to the research setting. It is essential to consider these socio-demographic features in order to have a thorough discussion and understanding of the research findings.

Table 1:*Socio-demographic Characteristics of the Respondents*

Variables	Frequency	**Percentage %**
Length of Service		
3-8 years	28	37.33
9-14 years	33	44
15-20 years	4	5.33
21-26 years	4	5.33
27-32 years	2	2.67
33-36 years	4	5.33
Sex		

Male	54	72.0
Female	21	28.0
Age		
25-30 years old	12	16
31-36 years old	30	40
37-42 years old	17	22.67
43-48 years old	5	6.67
49-54 years old	5	6.67
55-60 years old	6	8
Highest Educational Attainment		
Bachelor's degree	40	53.3
Master's degree	28	37.3
Doctorate's degree	7	9.3

3.2. Level of Usage of the Respondents

In terms of the level of usage of online streaming services in teaching literature, the results revealed that more than half of the respondents (51 responses or 68 percent) agreed that they used online streaming services for 1 to 2 hours, while 18 of them, or 24 percent, used 2 to 4 hours. Then, 5 respondents, or 6.7 percent, used online streaming services for 4 to 6 hours; only 1 among 75 respondents, or 1.3 percent out of 100 percent, used online streaming services for 6 to 8 hours. One of the possible reasons why almost all of the respondents use online streaming services for only 1 to 2 hours is because the time allotment for every subject teacher at the high school level is limited to 1 to 2 hours. The result is supported by the study of Horbal (2018), who found that some teachers reiterated that using streaming services in the classroom is "bad pedagogy" for the reason that the class duration is only an hour. It was also supported by TeachersClick (2022), who posted the DepEd Order No. 34, s. 2022, also known as School Calendar and Activities for the school year 2022-2023. This article provides information about the time allotment for Junior High School students; it states that students at this level should only have 240 minutes per week or 48 minutes per day session for English subjects.

Table 2:*Level of Usage of the Respondents*

Variables	Frequency	Percentage
Level of Usage		
1-2 hrs	51	68.0
2-4 hrs	18	24.0
4-6 hrs	5	6.7
6-8 hrs	1	1.3

3.3. Perceptions on the Use of Online Streaming Services in Teaching Literature Subjects

Table 3 shows the perceptions on the use of online streaming services in teaching literature subjects. With the highest mean of 3.3 with the description of agree, this reveals that teachers perceived that they find online streaming services useful for them to access relevant information, and online streaming services enhance their effectiveness in finding relevant information about the concept. This finding implies that online streaming services can be a valuable tool for teaching literature subjects. Also, the possible factors that affect the results of respondents' perceptions are YouTube and other ubiquitous streaming services that are intended not only for entertainment but also for educational purposes. In addition, technology and its platform are easy to access because they are one click away, which means the respondents just have to search and click whatever they need, and the result will come up, which is ready to use. In this context, teachers utilize and become independent with online

streaming services as instructional material. As cited in the study of Onivehu et al. (2018), aspiring teachers hold a favorable view of YouTube as a tool for teaching and learning. They find it helpful in discovering relevant information about various concepts and increasing their efficiency in the classroom.

On the other hand, some teachers perceived that online streaming services are easy to use and learning how to use online streaming services for teaching-learning is easy for them, with a total mean of 3.1 with the description of agree. The finding implies that online streaming services can be a convenient and accessible tool for teachers to teach literature Subjects. This revealed statistic is supported by the study of Camillere and Falzon (2021), who discovered through their study that the perceptions of teachers on the use of online streaming services using the Technological Acceptance Method that the participants found the streaming technologies to be easy to use and useful. The survey also found that participants thought online TV and video streaming services were helpful in enhancing their enjoyment of educational and entertaining programs, especially when using their mobile devices.

Additionally, in the study of Safar and Alkhezzi (2016), they found that pre-service and in-service teachers perceived online streaming media services as a facilitative and innovative tool for teaching, learning, professional development, and teacher preparation. However, the results contradict the study of Shukor et al. (2018), who stated that the teachers faced challenges when attempting to use these videos in the classroom, primarily due to infrastructure and other limiting factors. These factors could reduce the likelihood of teachers intending to use STEM videos if the existing barriers still need to be addressed.

The results above are confirmed by the Technology Acceptance Model (TAM). According to this model, it determines whether individuals perceive the technology to be useful for what they can do to it. This proposition helps to explain why people decide to accept or reject a technology (Joo & Sang, 2013). This further shows that the advent of technology and the use of online streaming services is an aid in the teaching and learning processes, but there are still limitations.

Table 3:*Perceptions on the Use of Online Streaming Services in Teaching Literature Subjects*

Statement	Mean	Description
I find online streaming services useful for me to access relevant information.	3.3	Agree
Online streaming services enhance my effectiveness in finding relevant information about the concept.	3.3	Agree
I find it easy to use online video streaming services to find what I want.	3.2	Agree
Online streaming services enable me to access course materials more quickly.	3.2	Agree
My interaction with online streaming services to access information is clear and understandable.	3.2	Agree
Online streaming services are flexible to interact with	3.1	Agree
Online streaming services increase my productivity in the classroom within the shortest time frame.	3.1	Agree
Online streaming services allow me to access more information than otherwise.	3.1	Agree
Overall, I find using online streaming services easy to use	3.1	Agree
Learning how to use online streaming services for teaching-learning is easy for me.	3.1	Agree
Mean	3.2	

Legend:

1.00-1.74 - Strongly Disagree
1.75-2.49 - Disagree
2.50-3.24 - Agree
3.25-4.00 - Strongly Agree

3.4. Knowledge on the Use of Online Streaming Services in Teaching Literature Subjects

Table 4 presents the knowledge on the use of online streaming services in teaching literature Subjects. The results show that respondents agreed that they use online streaming services in lesson plans to enhance students' understanding of literature through multimedia and to transform traditional lectures into a very lively discussion, with a 3.3 mean.

It can be gleaned from the finding that teaching literature requires visual presentations that can be provided by multimedia and other visual interpretations. Also, today's generation is technology-centered, which means technology can be used even in the learning process. Because of the integration of technology, many students are interested in learning, for it gives entertainment while learning. Another factor is that technology can provide videos, pictures, and other literature-related information from different sources. The findings above are supported by Valenti et al. (2019), who revealed that faculty favored video-based discussions, videoconferencing, and student-made videos and wanted the learning management system to make creating and sharing videos easier. Simplifying multimedia use could increase adoption by instructors and students, indicating that instructors sought efficient methods to incorporate multimedia into their online teaching, with the belief that students would appreciate more videos in their courses, whether created by the instructor or sourced from elsewhere.

This finding holds true with the study of Osamuyimen (2013), which stated that teachers use streaming videos in education for many reasons. Teachers used streaming videos for classroom enrichment. This utilization allows students to travel to remote places outside or other places without leaving school. Additionally, educators used streaming videos to facilitate students' engagement with peers situated in many different places, enabling them to interact with various cultures and engage in the exchange of knowledge and mutual learning. Furthermore, educators used streaming videos to create educational experiences that include technology-driven methods to cater to the diverse requirements of the students. In addition, educators use video streaming as a means of enhancing students' educational engagement by providing enjoyment inside the classroom.

On the other hand, the results showed that respondents agreed with the mean of 3.2 that the use of online streaming services is to provide students with virtual field trips to historical sites, museums, and libraries related to literature, allowing them to explore and learn from these resources without leaving the classroom. This data implies that online streaming services can provide access to a wide range of resources that may not be available in traditional classroom settings, such as historical sites, museums, and libraries. Also, virtual field trips can enhance students' understanding of literature and make learning more engaging and interactive. Students can visualize and experience the concepts being taught, which can help them to retain information better. This is supported by the study of Bhosale et al. (2015). The study revealed that online streaming videos are greatly beneficial because teachers can assign tasks to the students that refer to the video they have watched to help them think independently and improve their higher-order thinking skills. Also, online streaming videos are useful when

providing outdoor action or viewing that cannot be physically brought inside the classroom, such as wildlife, museums, sports events, libraries, or any linguistic samples. For this reason, teachers tend to utilize streaming videos to provide the necessary learning for the learners.

Table 4:*Knowledge on the Use of Online Streaming Services in Teaching Literature Subjects*

Statement	Mean	Description
Use online streaming services in lesson plans to enhance students' understanding of literature through multimedia resources such as documentaries, interviews, and visual interpretations.	3.3	Agree
Use online streaming services to transform traditional lectures into a very lively discussion by using online streaming services.	3.3	Agree
Use online streaming services to design learning opportunities that apply technology-enhanced strategies to support the diverse needs of students.	3.2	Agree
Use online streaming services to apply online streaming services to develop students' higher-order thinking skills and creativity in literature Subjects.	3.2	Agree
Use online streaming services to provide entertainment and simulations in my classroom when teaching literature Subjects.	3.2	Agree
Use online streaming services to provide students with virtual field trips to historical sites, museums, and libraries related to literature, allowing them to explore and learn from these resources without leaving the classroom.	3.2	Agree
Use online streaming services to promote active learning by assigning projects that require students to create their own media content, such as podcasts or video essays related to literature.	3.2	Agree
Use online streaming services to plan for the management of online streaming services as resources within the context of teaching literature Subjects.	3.2	Agree
Use online streaming services to evaluate online streaming services as resources for accuracy and suitability.	3.1	Agree
Use online streaming services to develop literature-related learning activities that may result in my students being comfortable using online streaming services in learning.	3.1	Agree
Mean	3.2	

Legend:

1.00-1.74 - Strongly Disagree

1.75-2.49 - Disagree

2.50-3.24 - Agree

3.25-4.00 - Strongly Agree

Furthermore, with a mean of 3.1, teachers agreed that they use online streaming services to evaluate online streaming services as resources for accuracy and suitability, and they use online streaming services to develop literature-related learning activities that may result in my students being comfortable using online streaming services in learning. This finding implies that using online streaming services to evaluate their accuracy and suitability as resources can help teachers select high-quality content for their lesson plans. However, these items represented the lowest mean because teachers only rely a little on the information that can be found over the internet because sometimes sources from these platforms are reliable and

credible. This finding was supported by Lapitan et al. (2021), who state that teachers are concerned about the reliability and credibility of online sources. The study used a survey to collect data from 200 teachers and found that 70% of them were concerned about the accuracy of online information. The findings of Zeng's (2021) study also supported the result, for it stated that findings revealed that teachers' knowledge significantly influences technology integration into teaching practices. Teachers with higher technological knowledge are more inclined to incorporate technology into their teaching.

Dorudulo (2016) affirms that in evaluating the accuracy and reliability of information from technology, the Technology Acceptance Model suggests that the perceived usefulness and ease of use of the technology can influence users' acceptance and use of the technology. If users perceive the technology as useful and easy to use, they are more likely to accept and use it. However, if users perceive the technology as unreliable or difficult to use, they are less likely to accept and use it. Therefore, using online streaming services to evaluate their accuracy and suitability as resources can help teachers select high-quality content for their lesson plans, which can increase the perceived usefulness of the technology and, in turn, increase its acceptance and use by students.

3.5.Beliefs on the Use of Online Streaming Services in Teaching Literature Subjects

Table 5 discusses the beliefs on the use of online streaming services in teaching literature Subjects. The results reveal a mean of 3.3, which means respondents agree to the following beliefs that online streaming services develop students' skills in using technology tools, modernize the curriculum, and make it more relevant to the students. This empirical data implies that teachers are using online streaming services through digital tools, so the students must learn how to use different digital tools; this may be one of the factors why students' skills in using digital technology tools are developed. In addition, online streaming services provide entertainment for both teachers and students, so their motivation and engagement to teach and learn increases. Teachers, as respondents, believe that online streaming services have the purpose of enriching and improving students' abilities, skills, and appreciation through the modernization of curriculum where technology is integrated.

The results also show that respondents agreed that online streaming services build students' ability to be thoughtful readers or interpreters of the media, and it strengthens students' abilities to resist the negative messages present in digital and mass media, with a mean of 3.1. This data implies that through their active participation in information on online streaming services, students are likely cultivating the essential cognitive abilities required to scrutinize and comprehend media messages with proficiency. This finding is significant in an era dominated by digital technology, where having the ability to analyze and understand media critically is becoming more essential.

These implications and results are supported by the study written by Caner and Aydin (2021), which stated that as pre-service teachers go through the grade levels, their degree of confidence in using technology in their teaching techniques steadily rises. The study emphasizes that pre-service teachers are willing to incorporate technology in their future classrooms, but they might need help in effectively implementing it.

A similar statement from Ayten (2021) states that teachers incorporate technology in their lessons for a variety of reasons, including enhancing student engagement, making learning enjoyable, assessing student progress, and providing concrete examples of concepts. Furthermore, the study reveals that pre-service teachers believe that they have the potential to integrate technology into their teaching practices effectively, but they may need further support to overcome challenges in getting others to use technology effectively. Moreover, this holds true when Lohmann and Frederiksen (2017) found out in their study that teachers, especially

younger generation teachers, tend to use online streaming services. Another study proves that the implications of the researcher and the result of the study are valid; the study is from Zhuo (2021), which stated that learners can combine the development and teaching of information to meet their actual needs. They can download videos and watch them at any time to enhance their ability to be thoughtful interpreters of media.

Furthermore, she accentuated that teachers believed that using video streaming services dramatically increases students' motivation to learn and improves teaching quality and efficiency. Also, she added that teaching using video streaming services has an enormous effect on meeting the educational needs of different groups of people to a certain extent.

Table 5:*Beliefs on the Use of Online Streaming Services in Teaching Literature Subjects*

Statement	Mean	Description
Online streaming services develop students' skills in using digital technology tools.	3.3	Agree
Online streaming services modernize the curriculum and make it more relevant to the students.	3.3	Agree
Online streaming services help students enrich their viewing skills.	3.3	Agree
Online streaming services support the development of students' content knowledge.	3.3	Agree
Online streaming services increase student motivation and engagement in the classroom.	3.3	Agree
Online streaming services promote creativity and self-expression.	3.3	Agree
Online streaming services promote appreciation for locally produced media and respect for diverse cultures.	3.3	Agree
Online streaming services improve students' writing and communication skills by enabling them to use a wide range of technologies.	3.2	Agree
Online streaming services build students' ability to be thoughtful readers or interpreters of the media.	3.1	Agree
Online streaming services strengthen students' abilities to resist the negative messages present in digital and mass media.	3.1	Agree
Mean	3.2	

Legend:

1.00-1.74 - Strongly Disagree

1.75-2.49 - Disagree

2.50-3.24 - Agree

3.25-4.00 - Strongly Agree

3.6. Length of Service and Perceptions, Knowledge, and Beliefs of the Respondents on the Use of OSS in Teaching Literature

Table 6.1 shows the relationship between the length of service and the perceptions, knowledge, and beliefs about the use of online streaming services in teaching literature subjects. The results show that there is a weak negative relationship between the length of service and perceptions (-0.304). The correlation shows that teachers with a longer length of service had a lower level of perceptions of the use of online streaming services in teaching literature subjects. Thus, the result reveals that there is very strong evidence to reject the null

hypothesis since the p-value is less than 0.01, which indicates that the relationship between the length of service and perceptions is highly significant. The relationships of the length of service and knowledge (-0.168) and length of service and beliefs (-0.095) were found to be negatively very weak and statistically insignificant since the p-value is greater than 0.05 or 5%.

This finding implies that educators who have been working in the profession for a longer period may be less open to new teaching methods and technology improvements. Therefore, it is crucial to establish professional development programs that enable instructors to effortlessly incorporate contemporary teaching approaches and technology. This is parallel to the results of Onivehu et al. (2018), which suggest that young teachers new to the service are skilled in using ICT devices and apps, such as YouTube and other online streaming services, have a greater awareness of how easy it is to incorporate YouTube videos into educational environments. Onivehu et al. (2018) suggest that it is essential for experienced instructors to have a strong command of technology to help learners understand ideas in the modern digital age effectively.

Table 6.1.: *Relationship Between Length of Service And Perceptions, Knowledge, and Beliefs of the Respondents on the Use of Online Streaming Services in Teaching Literature Subjects*

Paired Variables	Correlation Coefficient	Interpretation	p-value
Length of Service and Perception	-0.304**	Weak	0.008
Length of Service and Knowledge	-0.168ns	Very Weak	0.150
Length of Service and Beliefs	-0.095ns	Very Weak	0.416

**- Highly Significant at 1% level

ns – Not significant at 5% level

Legend:

0.01-0.20- Very weak

0.21-0.40- Weak

0.41-0.60- Moderate

0.61-0.80- Strong

0.81-0.99- Very Strong

3.7. Sex and Perceptions, Knowledge, and Beliefs of the Respondents on the Use of OSS in Teaching Literature

Table 6.2 shows that there is no significant relationship between sex and perceptions (0.183, p-value= 0.117); there is also no significant relationship between sex and knowledge (0.119, p-value= 0.311) and sex and beliefs (0.065, p-value=0.579). The result tells us that sex is not statistically associated with the perceptions, knowledge, and beliefs on the use of online streaming services in teaching literature subjects. The findings imply that we cannot say that male or female teachers are more likely to have higher perceptions, knowledge, and beliefs on the use of online streaming services in teaching literature subjects.

Table 6.2:*Relationship Between Sex and Perceptions, Knowledge, and Beliefs of the Respondents on the Use of Online Streaming Services in Teaching Literature Subjects*

Paired Variables	Correlation Coefficient	p-value
Sex and Perceptions	0.183^{ns}	0.117
Sex and Knowledge	0.119 ^{ns}	0.311
Sex and Beliefs	0.065 ^{ns}	0.579

Ns- Not significant at 5% level

3.8. Age and Perceptions, Knowledge, and Beliefs of the Respondents on the Use of OSS in Teaching Literature

Table 6.3 shows that there is also a weak negative relationship between age and perceptions (-0.234); this tells us that older teachers have lower perceptions, while younger teachers have higher perceptions of online streaming services; thus, the relationship between age and perceptions was statistically significant (p-value = 0.044). There is a very weak negative relationship between age and knowledge (-0.112) and age and beliefs (-0.007).

Also, older teachers have a lower knowledge and belief in the use of online streaming services in teaching literature. In comparison, younger teachers have higher knowledge and beliefs on the use of online streaming services in teaching literature subjects. However, the result reveals that their relationship was not statistically significant (p-value > 0.05).

This finding implies that traditional teaching methods without the use of technology might be one of the reasons why older teachers have lower perceptions than younger ones. The traditional teaching method is full of a teacher-centered approach, and without the integration of technology, board and chalk materials were used. Older teachers might prefer to use traditional tools rather than digital tools in teaching. The respondents' experience while using online streaming services enhances their knowledge and perception of it; this might be one of the possible factors in the results. These results and implications are supported by the study by Gupta et al. (2021). Their data revealed that some teachers still utilize the traditional method of teaching, which does not address the needs of the learners who should have something to see and be technologically aided.

Also, it can be deduced that older teachers may need to be more open to new teaching methods and technologies. Also, there is a need for professional development programs to help teachers adapt to new teaching methods and technologies. There is a need to expose them to the integration of technology in teaching. This holds with the study of Onivehu et al. (2018) that young people who are proficient in using ICT devices and applications, including YouTube and other online streaming services, have a high level of perception regarding the ease of using YouTube videos in teaching and learning. However, seasoned teachers should also be knowledgeable about technology in education to aid students in understanding the concepts of the digital age. Roa (2021) elaborates that there is a need for teachers to have a strong understanding of technology and how to effectively integrate it into their teaching practice to improve student outcomes and prepare them for success in the digital age.

Table 6.3:*Age and Perceptions, Knowledge, and Beliefs of the Respondents on the Use of Online Streaming Services in Teaching Literature Subjects*

Paired Variables	Correlation Coefficient	Interpretation	p-value
Age and Perceptions	-0.234*	Weak	0.044
Age and Knowledge	-0.112 ^{ns}	Very weak	0.340
Age and Beliefs	-0.007 ^{ns}	Very weak	0.952

*- Significant at 5% level

ns- Not significant at 5%

Legend:

0.01-0.20- Very weak

0.21-0.40- Weak

0.41-0.60- Moderate

0.61-0.80- Strong

0.81-0.99- Very Strong

3.9. Highest Educational Attainment and Perceptions, Knowledge, and Beliefs of the Respondents on the Use of OSS in Teaching Literature

Table 6.4 shows that the highest educational attainment has a very weak positive relationship with perceptions (0.173), knowledge (0.076), and beliefs (0.100) on the use of online streaming services in teaching literature subjects. The results indicate that teachers who hold master's or doctorate degrees are more likely to have higher perceptions, knowledge, and beliefs about the use of online streaming services. However, results revealed that the highest educational attainment contributes only a very small influence on the perceptions, knowledge, and beliefs, yet their association was still found to be statistically insignificant.

The findings imply that engagement in professional advancement, specifically enrolling in MA/PhD programs, can help educators stay updated with technological advancements and teaching strategies. This, in turn, positively influences their perceptions, knowledge, and beliefs about using online streaming services in teaching literature, albeit the influence is minimal.

Table 6.4:*Highest Educational Attainment And Perceptions, Knowledge, and Beliefs of the Respondents on the Use of Online Streaming Services in Teaching Literature Subjects*

Paired Variables	Correlation Coefficient	Interpretation	p-value
Highest educational attainment and Perceptions	0.173^{ns}	Very weak	0.138
Highest educational attainment and Knowledge	0.076 ^{ns}	Very weak	0.515
Highest educational attainment and Beliefs	0.100 ^{ns}	Very weak	0.391

ns- Not significant at 5% level

Legend:

0.01-0.20- Very weak

0.21-0.40- Weak

0.41-0.60- Moderate

0.61-0.80- Strong

0.81-0.99- Very Strong

3.10. Level of Usage and Perceptions, Knowledge, and Beliefs of the Respondents on the Use of OSS in Teaching Literature

Table 7 shows the relationship between the level of usage and the perceptions, knowledge, and beliefs of the respondents on the use of online streaming services in teaching

literature. There is a very weak positive relationship between the level of usage and perceptions (0.158), results also show that there is a weak positive relationship between the level of usage and knowledge (0.218), while there is a very weak negative or almost negligible relationship with beliefs (-0.002). The data suggests that while increased usage of online streaming services in teaching literature is somewhat positively correlated with better perceptions and knowledge among respondents, it has little to no impact on their beliefs. Educators might focus on enhancing perceptions and knowledge through targeted training and resources while exploring other strategies to influence beliefs about the effectiveness of online streaming services in teaching literature.

Table 7 :*Extent of Usage and Perceptions, Knowledge, and Beliefs of the Respondents on the Use of Online Streaming Services in Teaching Literature Subjects*

Paired Variables	Correlation Coefficient	Interpretation	p-value
Extent of Usage and Perceptions	0.158^{ns}	Very weak	0.117
Extent of Usage and Knowledge	0.218 ^{ns}	Weak	0.060
Extent of Usage and Beliefs	-0.002 ^{ns}	Very weak	0.985

ns- Not significant at 5% level

Legend:

0.01-0.20- Very weak

0.21-0.40- Weak

0.41-0.60- Moderate

0.61-0.80- Strong

0.81-0.99- Very Strong

4. CONCLUSIONS

Based on the results of the study, the researchers concluded that most of the respondents have perceived and believed that it is evident that online streaming services could help the respondents to deliver their literature classes easily and accessible and would help them become effective and efficient literature teachers. Also, literature teachers are knowledgeable about transforming lessons into interactive ones through the use of online streaming services. More so, the socio-demographic characteristics are low indicators in associating the perceptions, knowledge, and beliefs on the use of online streaming services, although the length of service and age were found to be statistically associated with the perceptions.

There is no sufficient evidence to reject the null hypothesis in the relationship between sex, highest educational attainment, and extent of usage to perceptions, knowledge, and beliefs

reject the null hypothesis, also in age and length of service to knowledge and beliefs. While there is sufficient evidence to reject the null hypothesis in the relationship between age and perceptions and length of service and perceptions. Therefore, only the relationship of age and length of service to perceptions can be generalized because it was found to be statistically significant.

With much emphasis on the significant findings of the study, it is pivotal to look at the limitations of this study that will lead other researchers to explore this parlance. This study only focused on the perceptions, knowledge, and beliefs of teachers about the use of online streaming services in teaching literature subjects. It did not explore the actual use of these services in the classroom or the impact on student learning outcomes. Also, the study did not have a control group to compare the perceptions, knowledge, and beliefs of teachers who use online streaming services with those who do not. The research only focused on teaching literature subjects, and it did not explore the other subject areas. Therefore, a wide range of avenues might be taken into consideration to explore more on this topic.

Based on the conclusions and limitations presented above, it is recommended that the Department of Education (DepEd) provide training and support to teachers to increase their perceptions, knowledge, and beliefs about the use of online streaming services in teaching literature subjects. This could include professional development programs, workshops, and access to resources and tools. Also, DepEd could encourage the use of online streaming services in teaching literature subjects and provide resources to support their implementation. This could include access to high-quality content, tools for creating multimedia content, and technical support.

On the other hand, future researchers may consider examining the actual use of these services in the classroom and their impact on student learning outcomes not only in literature subjects but also in other subject areas. Further studies may also consider exploring other theoretical models, although many researchers have appraised and used TAM's and UGT's measures to determine the perceptions, knowledge, and beliefs on the use of streaming technology. It may probably shed more light on why, where, and how they are using online streaming services. Additionally, the study found that teachers agreed to use online streaming services to evaluate their accuracy and suitability as resources. Future research could investigate the reliability and credibility of online streaming services and how teachers can effectively evaluate them. Lastly, future research could examine the impact of technology integration on student learning outcomes, such as academic achievement, engagement, and motivation in this ever-changing educational landscape.

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