

**TEACHERS' UTILIZATION OF VIDEO-BASED INSTRUCTIONAL MATERIALS IN
RELATION TO STUDENTS' ENGAGEMENT
AND ACADEMIC PERFORMANCE**

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In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
Major in English Language Teaching

by

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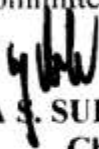
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This thesis entitled, **“TEACHERS UTILIZATION OF VIDEO-BASED INSTRUCTIONAL MATERIAL IN RELATION TO STUDENTS’ ENGAGEMENT AND ACADEMIC PERFORMANCE,”** prepared and submitted by **Ilyanor H. Saludo**, in partial fulfillment of the requirements for the degree **Master of Arts in Education major in English Language Teaching**, has been examined and is recommended for acceptance and approval for Oral Examination.



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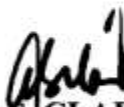
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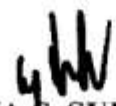
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DEDICATION

This thesis is dedicated to
to everyone who believed in me and stood by my side.
Your encouragement and support gave me the strength to persevere.
My parents, for your unconditional love, guidance, and sacrifices.
This achievement is yours;
My younger self, may this research remind you that every effort,
every challenge, and every small step
mattered.

Ilyanor

ABSTRACT

Amid the numerous obstacles that may arise in successfully using digital resources to improve student learning, teachers have a vital role in incorporating technology into their teaching. This study examined how teachers use video-based instructional resources in relation to student participation and academic achievement. It was conducted in a public university in the Municipality of Dumingag, Zamboanga del Sur. A descriptive-correlational design was used in the study. There were 140 Bachelor of Secondary Education students major in English were chosen as respondents identified through stratified random sampling. Researcher-made questionnaires were used in gathering the data. Documentary analysis was used to assess the respondents' academic performance. Mean, Standard Deviation, and Pearson Product-Moment Correlation Coefficient were used in analyzing the data gathered. Teachers' utilization of video-based teaching resources was mostly in the areas of technological proficiency, pedagogical approaches, and instructional support. The students were highly engaged in cognitive, behavioral, and emotional aspects, and generally outstanding academically. The use of video-based resources by instructors was strongly correlated with student engagement but not in academic performance. The findings emphasize the significance of incorporating video-based teaching to boost student participation in class. It is recommended for teachers to use innovative teaching materials to ensure increased engagement among students.

Keywords: *academic performance, instructional technology, student engagement, teachers' utilization, video-based instruction*

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Chapter 1

INTRODUCTION

Rationale of the Study

Technology has emerged as a powerful facilitator of education, communication, and innovation in many areas of society in the modern digital era. It has transformed the ways in which people acquire, disseminate, and generate knowledge, bringing about changes in social, professional, and educational practices. According to research, instructors' readiness for online and blended learning is a key component in effectively using technology for education (Scherer et al., 2021). Additionally, frameworks for digital proficiency in higher education emphasize how digital technologies facilitate engaging, inclusive, and participatory learning environments (Tondeur et al., 2023). As a result, in a world that is changing quickly, pedagogical innovation and ongoing learning are now supported by technology.

In the academe, technology serves as a vital instrument in enhancing teaching effectiveness and improving student learning outcomes. Its integration allows educators to design interactive, flexible, and differentiated lessons that address diverse learning needs while fostering higher levels of engagement and achievement. Reviews indicate that when teachers adopt digital tools and develop relevant competencies, instructional practices become more dynamic and student-centred (Wohlfart & Wagner, 2023). Consequently, institutions that support digital integration are better positioned to elevate both teaching and learning quality.

In the Philippine setting, the reform-oriented Enhanced K to 12 Curriculum under the Department of Education underscores a shift toward foundational literacy and

numeracy as well as 21st-century competencies, including digital literacy and flexible learning modalities (Dayola et al., 2024). Studies examining this curriculum context have noted its rollout alongside initiatives to integrate digital tools and flexible teaching-learning approaches - making it a timely backdrop to explore how teachers utilise video-based instructional materials and how students engage and perform within these evolving modalities (Alvarado, 2023). Because the Enhanced K to 12 Curriculum reform is being implemented in both well-resourced and less-resourced schools across the Philippines, this setting is especially appropriate for investigating how technology-integrated instruction functions under diverse conditions.

As digital technology becomes more common in educational environments, video-based learning materials have demonstrated great potential for enhancing student participation and academic performance (Tseng, 2021). From simple demonstrations through motion pictures and silent films to more engaging and personalized media like internet videos, AI tutors, and streaming services, the educational potential of video has grown over time (Khomyshak, 2024). Higher Education Institutions (HEIs) are currently being encouraged to use technology and enhance their digital skills in order to adapt to the changing trends in education. Video-based learning materials have been proven to be effective, and studies have shown that students find them to be a great way to improve their educational experience (Aquino, 2022).

Studies continue to emphasize the instructional benefits of video-based learning compared to traditional methods. Video and lecture formats have been found equally effective for certain tasks, particularly when dealing with less complex material (Apatiga & Vu, 2022). The use of cognitive prompts in video settings helps reduce negative emotions

and cognitive overload, while enhancing retention and transfer (Wang et al., 2025). Similarly, in flipped classrooms, integrating questions into pre-class videos and going over them in class enhances student participation and learning (Deng et al., 2024).

Numerous environmental and individual variables affect a student's participation in learning and, as a result, have a significant impact on their academic success. According to research, during crises, online learning is impacted by barriers such infrastructure challenges, cultural concerns, digital inequality, and digital privacy concerns, all of which result in variations in student participation (Khlaif et al., 2021). In addition, psychological and educational factors play a significant role in assessing student engagement. Research indicates that motivation and metacognitive skills such as planning and self-regulation have a beneficial effect on academic achievement, while low self-esteem is associated with emotional and behavioral disengagement (Acosta-Gonzaga, 2023). The use of affective scaffolding by teachers is a strong predictor of both student participation and psychological well-being (Pan et al., 2023).

The employment of technology in the classroom has increased the number of opportunities for fostering student involvement. AI solutions like chatbots have been shown to enhance cognitive, emotional, and behavioral participation in EFL environments (Wang & Xue, 2024). Game-based learning has been shown to improve interest and participation, especially in underserved educational environments with limited internet access, in addition to AI (Cruz, 2022). Furthermore, it has been highlighted its ability to enhance learning results in a variety of settings (Xiangze & Abdullah, 2023). These studies emphasize the importance of combining learner-centered approaches with cutting-edge technology in order to encourage ongoing participation in a range of educational settings.

Student achievement is significantly influenced by technological advancements. The integration of metaverse platforms has been shown to enhance engagement and academic performance, albeit there are still issues with accessibility and the need for fair implementation (Al Yakin & Seraj, 2023). Additionally, social media and artificial intelligence are beneficial to mental health and academic achievement, especially when combined with clever learning techniques (Shahzad et al., 2024). However, excessive smartphone usage and sleep deprivation have been connected to worse academic performance, highlighting the significance of appropriate technology use (Rathakrishnan et al., 2021).

The impact of social and pedagogical variables on academic achievement is highlighted by numerous studies. The consistent use of instructional digital video discs which greatly improves students' performance in basic technology with no significant gender disparities enhances teaching effectiveness and learning outcomes (Abdullahi, 2023). Social media use, including watching videos, sharing media, and conducting online searches, has both positive and negative effects on learning practices and career advancement (Goet, 2022). Social media's knowledge-sharing capabilities help students, educators, and schools achieve academic success and offer useful tools (Shafiq & Parveen, 2023).

The effectiveness of video-based educational resources for improving teaching and learning outcomes has been studied by several research initiatives, but the majority of these were conducted in urban areas where technology infrastructure and digital teaching methodologies are more advanced. According to Daguno et al. (2023), the video lessons from Project ARCHIMEDES have been proven to improve students' mathematical skills

in the sixth grade. In the same way, video lessons improved students' motivation and academic achievement (Taga, 2024), and video-supported teaching tools boosted both participation and success rates for Grade 11 Technical-Vocational students (Maghanoy & Pulido, 2025). However, the majority of these studies were conducted in urban or well-resourced educational institutions. This urban-centric viewpoint has resulted in a contextual deficiency, since there is a clear paucity of research examining the use of video-based educational resources in rural areas of the Philippines, such as state-run universities in rural areas, where issues pertaining to poor internet access, insufficient training, and limited resources may have an impact on their effectiveness.

Given this identified gap, this study sought to closely examine how teachers in rural schools utilized video-based instructional materials within their instructional practices. This urban-centric focus has created a contextual gap, as relatively few studies have explored how such materials are used in rural Philippine settings such as state colleges in provincial areas where limited connectivity, insufficient training, and constrained resources may affect their effectiveness. Additionally, the study investigated the ways in which videos were integrated into lessons, the extent to which they supported teaching and learning, and how their use influenced students' behavioral, cognitive, and emotional engagement. Additionally, it examined whether these materials contributed to students' academic performance, providing a clearer understanding of their instructional value in less-resourced contexts. Through this analysis, the study offered evidence-based insights to assist teachers, school administrators, and policymakers in developing more inclusive, context-responsive, and effective approaches to technology integration in rural educational settings.

The purpose of this study was to assess how well educators employed video-based instructional resources in connection to student engagement and academic achievement. In particular, it sought to evaluate how teachers utilized videos to support instruction, pedagogical approaches, and technological proficiency, as well as how these methods affected student achievement in English and their cognitive, behavioral, and emotional engagement. In a rural higher education environment, the study looked at these connections in an effort to offer empirical data about the efficacy of video-based instruction.

This study is significant as it provided a deeper understanding on how teachers' use of video-based instructional resources impacted student participation and academic achievement. By concentrating on how these resources were actually used in classrooms, the study gave teachers valuable insights that allowed them to improve their teaching strategies, encourage more student engagement, and achieve better learning outcomes. Additionally, the outcomes informed school leaders in formulating professional development initiatives that encouraged the successful incorporation of technology into educational practices. The results also acted as an important resource for those involved in curriculum development and policymakers aimed at promoting innovative, student-focused, and research-driven methods to elevate the standard of education. In conclusion, the findings of the research were utilized by teachers to enhance their teaching strategies through video resources, by administrators to facilitate technology integration, and by educational leaders to advocate for effective and inclusive instructional methodologies.

Theoretical Framework

This study was anchored on the Technology Acceptance Model (TAM) introduced by Fred Davis in 1989 and the Engagement Theory proposed by Greg Kearsley and Ben Shneiderman in 1998.

Fred Davis's Technology Acceptance Model (TAM), developed in 1989, explained how individuals come to accept and use a particular technology. It argued that the acceptance of technology was influenced by two major factors: perceived usefulness, which is the degree to which a user felt that using a specific system enhanced their work performance, and perceived ease of use, which is the degree to which a user believed that using the system would require little effort. Users were more likely to develop positive attitudes toward technology when both of these factors received high marks, leading to a higher willingness to use and engage with it in practice.

For this study, the Technology Acceptance Model (TAM) was significant because it provided a framework for understanding teachers' utilization of video-based instructional materials. Teachers were more likely to integrate video-based tools into their instruction when they perceived them as beneficial for improving teaching effectiveness, student engagement, and learning outcomes, and when they found these tools easy to operate and incorporate into lessons. The model aligned well with the study's focus on teachers' behavior and decision-making in adopting digital innovations in education.

The continuing relevance of the Technology Acceptance Model (TAM) in instructional technology settings has been supported by numerous recent studies. A thorough study effort discovered that instructors' intentions to engage in online education were significantly influenced by their perspectives on the utility and simplicity of

technology, which are core components of TAM, as well as by their technological pedagogical content knowledge (TPACK) (Khong et al., 2023). Similarly, another study supported the relevance of TAM in online learning environments by showing that college students' desire to employ social media tools for learning purposes was significantly influenced by how useful and simple to use they thought they were (Alismaiel et al., 2022). Recent research has demonstrated that external factors, such as teacher enthusiasm and institutional support, considerably improve the link between perceived ease of use (PEOU) and real technology adoption, supporting a more dynamic version of the TAM framework (Wohlfart & Wagner, 2025). In conclusion, these findings highlighted the efficacy of TAM as a theoretical framework for comprehending how teachers integrated video-based learning resources and other technologies into their instructional techniques.

The Engagement Theory, put forward by Kearsley and Shneiderman in 1998, highlighted that significant learning takes place when there is active collaboration, interactive involvement, and practical relevance. This framework was based on the notion that learners achieve optimal understanding when they are engaged in tasks that are genuine and socially interactive, especially within technology-enhanced settings. The theory was constructed around three main concepts encapsulated as "Relate–Create–Donate." Relate centered on the interaction and teamwork among learners; Create entailed engaging in project-oriented and imaginative tasks; while Donate emphasized the importance of producing valuable results that apply to real-world situations.

This theory was relevant to the present study because it provided the conceptual basis for students' engagement in learning with video-based instructional materials. When teachers used videos effectively, they designed learning experiences that fostered

collaboration (Relate), promoted creative application of knowledge (Create), and connected learning to authentic contexts (Donate). Video-based instruction thus became a medium through which students actively participated, expressed ideas, and reflected on meaningful learning experiences—enhancing cognitive, behavioral, and emotional engagement.

The value of Engagement Theory in explaining how students participate in digital and mixed learning contexts has been supported by recent research. For instance, studies have demonstrated that a student's engagement with digital tools in higher education is influenced by how they interact cognitively, emotionally, and socially with different components, such as material, other students, and professors. These components are essential to the Relate–Create–Donate framework within Engagement Theory (Nkomo et al., 2021). Similarly, other research revealed that the use of interactive technology in English learning contexts significantly increased students' behavioral, cognitive, and emotional participation, which is in line with the collaboration and creation principles of Engagement Theory (Teng & Wang, 2021). Additionally, a recent study of online modules intended for self-regulated inquiry discovered that courses that were rich in video and interactivity resulted in greater behavioral participation and peer interaction, which in turn had a positive impact on academic outcomes, thus supporting the theory's emphasis on intentional, technology-enhanced engagement (Al Mamun & Lawrie, 2023). These understandings, when combined, reinforced the significance of Engagement Theory as a framework for understanding how video-based instructional materials might enhance student involvement and raise academic achievement.

Together, the Technology Acceptance Model and the Engagement Theory formed the foundation of this study. TAM provided the framework for analyzing teachers' adoption and utilization of video-based instructional materials, while the Engagement Theory explained how these materials fostered active participation, collaboration, and meaningful learning experiences among students. By combining these theoretical perspectives, the study sought to explore how technology acceptance among teachers translated into enhanced student engagement and improved academic performance.

Conceptual Framework

This paper used teachers' utilization of video-based instructional materials as independent variable, while students' engagement and academic performance as the dependent variables.

Teachers' Utilization of Video-Based Instructional Materials. The way teachers employed video-based teaching resources described how instructors chose, crafted, and executed video material to aid in classroom teaching and improve student understanding. The integration of video-based teaching materials was essential in the modern classroom to enhance the efficacy of curriculum delivery and foster student interaction. Video material was used strategically by educators to improve the communication of difficult subjects (Fernando et al., 2023). According to Fabunan and Ventura (2021), this approach improved students' understanding of the subject matter and elevated the quality of instruction generally. Furthermore, the successful implementation of video-based teaching methods depended on the instructor's ability to incorporate these resources in a way that addressed the diverse requirements of the students (Navarrete et al., 2025).

Instructional Support. Instructional support referred to the strategies, tools, and resources that teachers used to facilitate students' understanding and mastery of learning content. In the context of video-based instruction, this assistance included the intentional usage of video resources to demystify complex ideas, provide lucid explanations, and render abstract concepts more concrete and approachable. Recent research has shown that integrating visual and auditory cues into instruction delivery through video presentations greatly improves student participation and understanding (Fernando, 2023). These resources were especially helpful in catering to a variety of learning styles, allowing students to interact with the information at their own speed and return to lessons as necessary for a more thorough understanding (Aljecera et al., 2023). By combining visual and auditory components in instructional movies that matched clearly defined learning objectives, teaching effectiveness was further improved (Escobido, 2023).

Pedagogical Strategies. Pedagogical strategies referred to the structured instructional methods that teachers employed to facilitate student learning, particularly when using video-based content in tandem with active learning approaches such as guided inquiry, structured classroom discussion, and formative assessments embedded within the video itself. The instructional value of video content was maximized when it was employed alongside active learning methodologies, including guided inquiry, structured classroom discussions, and formative assessments embedded within the video itself (Duterte, 2024). Such integrative practices were found to significantly increase student engagement and attentiveness during lessons (Zou et al., 2025). Moreover, the use of video in teaching served as a bridge between theoretical constructs and practical application, thereby enriching the educational experience and improving learning outcomes (Dumbuya, 2025).

Teacher Competence in Video Technology. Teacher competence in video technology referred to the educator's ability to effectively operate video-based tools including producing, editing, and delivering video content to enhance teaching and learning. The effectiveness of video-based instruction was closely linked to the educator's technical proficiency in managing video tools, including the ability to produce, edit, and deliver content efficiently (Domínguez-González et al., 2025). Teachers who possessed advanced skills in video technology were better equipped to design dynamic and interactive lessons that captured student interest (Alieto et al., 2024). Their capacity to resolve technical challenges and customize instructional materials to suit varied learner profiles contributed positively to student achievement and instructional success (De Vera et al., 2021).

Students' Engagement. The extent to which students participated in the learning experience depended on their level of concentration, curiosity, and engagement. Since it reflected students' cognitive, emotional, and behavioral dedication to their studies, engagement was considered a crucial factor influencing good learning outcomes in contemporary education. Active participation increased focus, motivation, and the entire learning experience (Khalil et al., 2024). Additionally, involvement encouraged sustained attention and commitment, especially when the instructional material was engaging and visually engaging (Tu et al., 2025). Additionally, students with higher levels of involvement frequently showed greater curiosity and more positive attitudes about learning, which was related to improved academic achievement (Al-Obaydi et al., 2023).

Cognitive Engagement. Cognitive engagement referred to the mental effort and thought processes that students invested in understanding and applying new information.

Video-based instruction fostered deeper cognitive processing by prompting students to analyze, interpret, and reflect on content (Al-Obaydi et al., 2023). Interactive video elements such as structured feedback and reflective prompts helped maintain cognitive involvement throughout lessons. This level of engagement also improved knowledge transfer, enabling students to apply learning in practical contexts (Khalil et al., 2024).

Behavioral Engagement. Behavioral engagement described students' observable actions that reflected participation and effort in learning activities. The use of videos in instruction promoted behavioral engagement by encouraging regular attendance, task completion, and active participation (Khalil et al., 2024). Students showed greater persistence and reduced distraction when video-based materials were integrated into lessons. Such tools also enhanced classroom behavior by sustaining attention and providing structured learning experiences (Al-Obaydi et al., 2023).

Emotional Engagement. Emotional engagement referred to the affective connection students formed with their learning experiences, encompassing feelings of interest, enjoyment, and belonging that influenced motivation and participation. Videos contributed to emotional engagement by making content more enjoyable and relatable (Tu et al., 2025). When narratives were culturally relevant or personally meaningful, students developed positive attitudes toward learning activities. Emotional connection was further strengthened when videos depicted real-life scenarios that resonated with learners' experiences (Al-Obaydi et al., 2023).

Students' Academic Performance. Students' academic performance denoted the extent to which learners achieved the intended educational outcomes, as evidenced by their grades. This reflected the measurable outcomes of the learning process. Higher

performance was often associated with the effective use of instructional resources, such as video-based materials, which improved understanding, retention, and application of knowledge (Dela Cruz et al., 2023). Academic achievement was also influenced by students' active participation and consistent effort in learning activities (Fabunan & Ventura, 2021). Research consistently showed that integrating videos into teaching strategies contributed to improved grades, test scores, and overall academic success (Dipon & Dio, 2024).

Next page shows the Schematic Diagram of the Study.

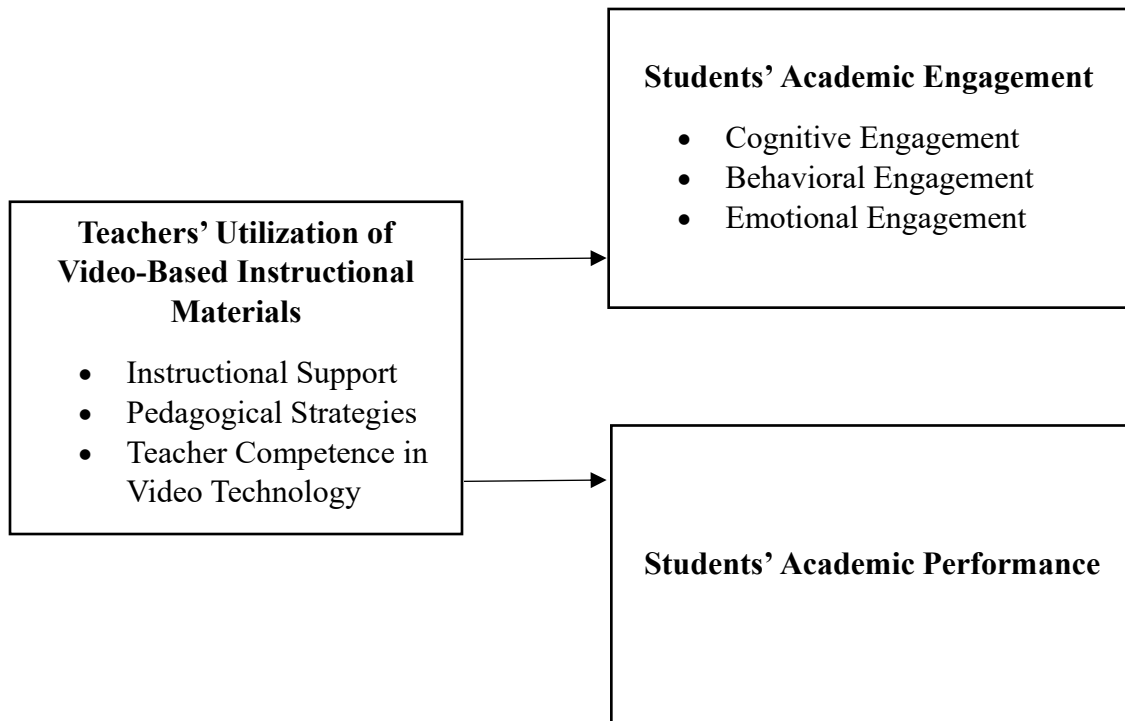


Figure 1. Schematic Diagram of the Study

Statement of the Problem

This study determined the teachers' utilization of video-based instructional materials in relation to students' engagement and academic performance. The study was conducted in one of the state colleges in Dumingag, Zamboanga del Sur. It sought answers to the following research questions:

1. What is the extent of teachers' utilization of video-based instructional materials in terms of lesson delivery, content enhancement, and student interaction?
2. What is the level of students' academic engagement in terms of behavioral, cognitive, and emotional dimensions?
3. What is the level of students' academic performance in the English subject?
4. Is there a significant relationship between the extent of the teachers' utilization of video-based instructional material and the level of the students' academic engagement?
5. Is there a significant relationship between the extent of teachers' utilization of video-based instructional materials and the level of students' academic performance in the English subject?

Null Hypotheses

Ho₁. There is no significant relationship between the extent of the teachers' utilization of video-based instructional material and the level of the students' academic engagement.

Ho₂. There is no significant relationship between the extent of teachers' utilization of video-based instructional materials and the level of students' academic performance in the English subject.

Chapter 2

RESEARCH METHODOLOGY

Design

This study employed a descriptive–correlational research design to examine relationships between variables while describing their characteristics. The descriptive aspect outlined existing teaching methods and student results through numerical measures, creating a distinct representation of instructional techniques and student reactions (Pangilinan, 2025). Subsequently, the correlational aspect analyzed statistical connections between the employment of video resources by educators and the level of student engagement and achievement, without altering variables, thereby enabling the researcher to discern trends as well as the strength and orientation of relationships via objective statistical evaluation (Janse et al., 2021). This approach was suitable for exploring the degree to which teachers incorporated video-based instructional resources and its correlation with student engagement and academic performance.

Setting

The study was conducted in a state college in Dumingag, Zamboanga del Sur. Dumingag is a rural municipality where access to advanced technology and digital pedagogy training remained limited compared to urban areas. As a public higher education institution, the college primarily served students from Dumingag and nearby rural communities, many of whom come from diverse socio-economic backgrounds. The institution has been gradually integrating technology-enhanced teaching strategies as part

of its efforts to improve instructional delivery and respond to evolving educational demands.

This institution offers an ideal setting for the study because it represents a developing higher education environment progressively integrating video-based instructional materials into classroom teaching. As a major provider of tertiary education in the area, the college serves a diverse student population from nearby rural communities, making it well-suited to explore how teachers used video materials to enhance instruction and how these methods influence students' engagement and academic performance.

Respondents

The study used 140 Bachelor of Secondary Education (BSEd) English major students as respondents of the study. They were selected using stratified random sampling to ensure representation across all year levels. Inclusion criteria for the respondents were the following: 1) were officially enrolled in the BSEd-English program and 2) gave consent to participate in the study. The sample size of 140 was determined using the Raosoft Sample Size Calculator, based on a total population of 248 students enrolled in the program.

Instruments

The following were the research instruments used in gathering the data:

A. Teachers' Utilization of Video-Based Instructional Materials Questionnaire. Teachers' use of video-based instructional materials was assessed with a researcher-made instrument consisting of 15 items across 3 constructs, each having 5 indicators. The questionnaire employed a four-point Likert scale. The instrument was validated by experts

and pilot-tested with students outside the actual sample. A Cronbach's Alpha of 0.747 demonstrated the instrument's reliability for use with the study's respondents.

In determining the extent of the teachers' utilization of video-based instructional materials, the following scale was used:

Responses	Continuum	Interpretation
4 – Always (A)	3.25 – 4.00	Very Great Extent (VGE)
3 – Often (O)	2.50 – 3.24	Great Extent (GE)
2 – Sometimes (S)	1.75 – 2.49	Less Extent (LE)
1 – Never (N)	1.00 – 1.74	Least Extent (LtE)

B. Students' Academic Engagement Questionnaire. Students' academic engagement was measured using a researcher-made instrument adapted from the multidimensional engagement framework of Fredricks, Blumenfeld, and Paris (2004), which defines engagement through behavioral, cognitive, and emotional components. The instrument included 15 items (5 indicators per construct) and used a four-point Likert scale. It was validated by experts and pilot-tested with students outside the study sample. A Cronbach's Alpha of 0.732 confirmed the instrument's reliability for the respondents.

In determining the students' academic engagement, the following scale was used:

Responses	Continuum	Interpretation
4 – Always (A)	3.25 – 4.00	Very High (VH)
3 – Often (O)	2.50 – 3.24	High (H)
2 – Sometimes (S)	1.75 – 2.49	Low (L)
1 – Never (N)	1.00 – 1.74	Very Low (VL)

C. Students' Academic Performance. A documentary analysis was conducted to determine students' academic performance in English, using grades provided by their respective instructors. The following grade scale was used:

Quartile Grades	Range	Interpretation
1.0 – 1.50	91.00-100.00	Excellent
1.75 – 2.0	85.00-90.99	Very Good
2.25 – 2.50	79.00-84.99	Good
2.75 – 3.0	73.00-78.99	Passed
5.00	0-72.99	Failed

Data Gathering Procedure

Before data collection, the researcher obtained official consent from the Dean of the Graduate School of Misamis University to conduct the study. Additional permissions were then secured from the Campus Director of the selected institution and the Program Chair of the BSEd English program to survey the targeted respondents. After all approvals, consent forms were obtained, and the study's purpose and significance were explained to the respondents. Data gathering was conducted on school grounds, with the researcher personally distributing and collecting the questionnaires. The collected responses were statistically analyzed and then interpreted.

Ethical Considerations

The study was reviewed and approved by the Misamis University Research Ethics Committee (MUREC), with all necessary paperwork completed, including the Ethical Review Assessment, Informed Consent, and Technical Review forms. Respondents were fully briefed on the study's purpose and gave their consent before data collection. Approval

was also obtained from the Dean of the Graduate School. Ethical standards were upheld by providing clear explanations of the study's aims, benefits, and measures to protect privacy and confidentiality. Participants' identities were kept confidential, and data was securely handled. Participation was voluntary, allowing respondents to withdraw at any time without penalty. The researcher ensured the process was conducted with objectivity, fairness, clarity, and honesty, free from bias or undue influence.

Data Analysis

The study used the following statistical tools in analyzing the data gathered:

Mean and standard deviation. These tools were used to determine the extent of the teachers' utilization of video-based instructional materials, the level of the students' academic engagement and the level of the students' academic performance.

Pearson Product-Moment Correlation Coefficient. This tool was used to examine the significant relationship between teachers' utilization of video-based instructional materials, students' engagement, and their academic performance in English.

RESULTS AND DISCUSSIONS

Extent of the Teachers' Utilization of Video-Based Instructional Materials

Table 1 shows the extent of teachers' utilization of video-based instructional materials across instructional support, pedagogical strategies, and teacher competence in video technology. The overall teachers' utilization of video-based instructional materials was rated as very great extent ($M = 3.41$, $SD = 0.52$). This finding suggests that video-based materials are becoming a significant component of contemporary teaching, contributing to enhanced lesson delivery, student engagement, and learning outcomes. The findings also highlight the need for ongoing institutional support, including professional development and access to updated technology, to sustain and improve this effective practice.

Video-based instruction refers to using multimedia recordings such as educational videos, tutorials, demonstrations, and simulations as tools to support teaching and learning. This material provides visual and auditory representations of concepts, contextualized examples, and step-by-step explanations that enhance understanding, engagement, and retention. By complementing traditional teaching methods, video-based instruction allows teachers to present complex ideas more clearly, reinforce key concepts, and accommodate diverse learning styles. It also encourages active, student-centered learning by enabling interactive discussions, reflection, and collaborative activities, making it an effective approach for improving both instructional delivery and student outcomes. In this study, the

utilization of video-based instructional materials was examined across three constructs: instructional support, pedagogical strategies, and teacher competence in video technology.

Instructional support obtained the highest mean result ($M = 3.48$, $SD = 0.48$), which was interpreted as very great extent. This finding suggests that teachers extensively utilized video-based materials to facilitate lesson delivery, reinforced key concepts, and improved students' understanding of the subject matter. Specifically, teachers leveraged instructional videos to present visual demonstrations, contextualized examples, and supplementary explanations that clarify complex ideas, thereby enhancing comprehension beyond what traditional lecture methods can often achieve.

By integrating these videos into daily instruction, educators can address diverse learning preferences, scaffold student understanding, and make abstract content more concrete. These results align with research indicating that well-designed and purposefully incorporated instructional videos enhance engagement, retention, and comprehension across various educational settings (Noetel et al., 2021). In addition, studies indicate that thoughtfully structured video materials can enhance cognitive processing by helping learners organize information and stay actively engaged with the content (La Torre & Désiron, 2024). Furthermore, recent systematic reviews on multimedia use in higher education reveal that multimedia including videos can enhance student engagement, motivation, and performance when integrated with clear pedagogical strategies (Staneviciene & Žekienė, 2025). Together, these studies imply that video-based materials serve as effective instructional aids that support teachers in achieving lesson objectives and fostering deeper student engagement and understanding (Kay, 2022)).

Pedagogical strategies were also rated as to a very great extent ($M = 3.41$, $SD = 0.56$). This finding indicates that teachers intentionally integrated videos into their instructional approaches rather than using them solely as presentation tools. Videos were employed to stimulate discussion, promote critical thinking, and support learner-centered activities such as analysis, reflection, and collaborative tasks. When videos are embedded within meaningful activities and follow-up tasks, students are more likely to engage actively and develop a deeper understanding of key concepts, particularly in blended and flipped classroom environments (Gutiérrez-González et al., 2024). Additionally, research confirms that active learning strategies embedded in video instruction such as prompting learners to interact, reflect, and respond significantly improve learning outcomes, including comprehension and retention (Zhang et al., 2025).

Furthermore, systematic reviews of video-based learning highlight that pedagogical designs combining videos with interactive tasks, discussion, and problem-solving support higher-order thinking and engagement more effectively than passive video viewing alone (Llanos-Ruiz, 2025). These results support the view that the pedagogical effectiveness of instructional videos largely depends on how they are integrated into teaching strategies (Belt & Lowenthal, 2021). This suggests that teachers demonstrate sound pedagogical judgment in maximizing the instructional value of video-based materials.

In terms of teacher competence in video technology, it was likewise rated as to a very great extent ($M = 3.34$, $SD = 0.53$). The result indicates that teachers exhibited strong technological skills to operate, select, and integrate video-based instructional tools effectively. They showed competence not only of using digital platforms and managing video content but also of troubleshooting technical issues during instruction, which helped

maintain the flow of lessons and ensures that multimedia resources are employed purposefully rather than superficially. Teachers with higher levels of digital competence tend to be more confident and adaptable in aligning instructional videos with lesson objectives, designing engaging video-supported activities, and integrating videos with other digital tools to enhance learning.

Research shows that teacher digital competence is a key factor in successful technology integration, as educators with stronger digital skills are more likely to use video strategically to support learning tasks and student interaction (Basilotta-Gómez-Pablos et al., 2022). Moreover, studies on digital competence frameworks highlight that teachers' ability to integrate educational technologies including video enhances both teaching practices and learner engagement, enabling educators to customize content, scaffold learning, and promote active student involvement (Guillén-Gámez et al., 2023). Additionally, findings from systematic reviews indicate that when teachers demonstrate higher technological proficiency, video-based instruction is more frequently linked with improved instructional quality and positive student outcomes (Ma & Ismail, 2025). Together, these studies imply that teacher competence in video technology not only underpins effective use of instructional videos but also contributes to meaningful integration of multimedia that supports deeper understanding and engagement in learning environments.

The findings indicate that teachers utilize video-based instructional materials to a very great extent across all constructs: instructional support, pedagogical strategies, and technological competence. This highlights the increasing role of video-based instruction in improving teaching effectiveness and supporting student learning. The results also

emphasize the importance of institutional initiatives such as targeted professional development, access to updated technological resources, and policies promoting innovative instructional practices to sustain and enhance the effective use of video-based materials.

Table 1

Extent of Teachers' Utilization of Video-Based Instructional Materials

Strategies	M	SD	Remarks
Instructional Support	3.48	0.48	Very Great Extent
Pedagogical Strategies	3.41	0.56	Very Great Extent
Teacher Competence in Video Technology	3.34	0.53	Very Great Extent
Overall Extent of Utilization	3.41	0.52	Very Great Extent

Note: Scale: 3.25-4.0 (Very Great Extent); 2.50-3.24 (Great Extent); 1.75-2.499(Less Extent); 1.0-1.74 (Least Extent)

Level of the Students' Academic Engagement

Table 2 presents the level of students' academic engagement in terms of cognitive, behavioral, and emotional engagement. The respondents' overall academic engagement was very high ($M = 3.37$, $SD = 0.50$). This overall finding implies that students were actively engaged in and dedicated to their education, which was essential for attaining favorable academic results. The results also emphasize the significance of teaching methods and classroom settings that encourage long-term participation, as well as the necessity for schools to continue using tactics that support comprehensive student involvement.

The level to which students actively participate in their educational experiences, including cognitive, behavioral, and emotional aspects, is referred to as academic engagement. Students that are cognitively engaged put effort into comprehending ideas, using techniques, and resolving issues. Students that are behaviorally engaged take part in

educational activities, adhere to academic standards, and exhibit observable positive learning behaviors. Students that are emotionally invested show curiosity, zeal, and favorable attitudes toward education and the classroom. In general, students' dedication, drive, and perseverance in reaching learning objectives are reflected in their academic engagement.

The cognitive engagement of the respondents was rated very high ($M = 3.42$, $SD = 0.49$). This finding suggests that students were mentally invested in learning tasks, demonstrate effort in understanding complex concepts, and applied effective learning strategies while engaging in critical thinking activities. Students that are cognitively engaged are persistent in finishing assignments, actively reflect on the material covered in class, and purposefully employ techniques like goal-setting, self-monitoring, and elaboration to improve comprehension and solve issues. Students actively arrange and integrate new material at this level of involvement, which goes beyond passive participation and promotes meaningful learning and knowledge development.

Studies demonstrate that children with high levels of cognitive engagement are more likely to use self-regulated learning strategies, maintain focus, and do better academically (Bond et al., 2021). Furthermore, comprehensive studies show that cognitive engagement which is defined by the use of metacognitive strategies and deep processing is essential for developing higher-order thinking abilities and improving content recall in a variety of educational situations (Wong & Liem, 2022). Furthermore, recent studies highlight that cognitive engagement is positively associated with students' ability to transfer learning to novel problems and apply knowledge in complex tasks, which contributes to deeper understanding and long-term academic success (Henrie et al., 2015).

Together, these studies imply that very high cognitive engagement reflects meaningful student investment in the learning process, driving deeper comprehension, strategic thinking, and improved academic performance.

Behavioral engagement of the respondents was also rated very high ($M = 3.25$, $SD = 0.49$). This indicates that students actively participated in learning activities, complied with academic requirements, and demonstrated positive learning behaviors such as attending classes, completing assignments, and participating in discussions. High behavioral engagement reflects observable involvement in the learning process, where students consistently exert effort, remain attentive, and contribute meaningfully to classroom activities. Such engagement is often supported by structured and engaging instructional practices that promote interaction and active participation, helping students remain focused and committed to academic tasks. According to research, children who consistently participate and put out effort tend to do better and exhibit perseverance in their studies, which is favorably correlated with academic accomplishment and overall school success (Estévez et al., 2021).

Higher behavioral engagement, which is defined by persistent effort and active involvement, is also associated with better learning outcomes, academic perseverance, and decreased disengagement in a variety of educational environments, according to systematic research (Li, et al. 2022). Additionally, behavioral engagement is a key component of the engagement-achievement relationship, as evidenced by recent meta-analytic evaluations that show moderate to substantial positive associations with academic performance when examined in conjunction with cognitive and emotional involvement (Wong et al., 2024). Together, these findings imply that very high behavioral engagement reflects meaningful

student investment in learning behaviors that contribute significantly to academic success and sustained participation in the educational environment.

The respondents' emotional engagement was rated very high ($M = 3.43$, $SD = 0.51$). This finding suggests that children had good emotional reactions to learning, including curiosity, delight, and a feeling of community inside the classroom. Students who were emotionally engaged exhibited perseverance in the face of academic difficulties, maintain favorable attitudes toward their instructors and peers, and were enthusiastic about learning activities. In addition to increasing students' willingness to engage in class activities, this kind of positive emotional engagement created a supportive environment where students felt appreciated and inspired to keep going.

Studies demonstrate how positive academic emotions, such as enjoyment, curiosity, and confidence, boost ongoing motivation and engagement in learning activities, which are linked to better academic effort and results (Pekrun & Linnenbrink-Garcia, 2021). Additionally, since they feel more at ease taking intellectual risks and expressing ideas, students in emotionally supportive learning contexts that foster trust, encouragement, and constructive feedback are associated to improved academic perseverance and general well-being (Skinner et al., 2021). Additionally, a large amount of research shows that students' positive attitudes toward learning, intrinsic motivation, and sense of school connectedness are all strongly correlated with emotional engagement. These factors together improve engagement and lead to deeper cognitive and behavioral involvement in academic activities (Reschly et al. 2022). When taken as a whole, these findings suggest that extremely high emotional involvement reflects students' positive attitudes about learning as well as their ongoing dedication and sense of community in the classroom.

The findings show that the very high level of students' academic engagement across cognitive, behavioral, and emotional dimensions emphasizes the critical role of instructional practices and learning environments in actively fostering student participation. The findings suggest that maintaining engaging teaching strategies, supportive classroom environments, and learner-centered approaches can further sustain and enhance students' academic engagement. Educational institutions are encouraged to strengthen policies and programs that promote holistic engagement to support academic success.

Table 2

Level of the Students' Academic Engagement			
Strategies	M	SD	Remarks
Cognitive Engagement	3.42	0.49	Very High
Behavioral Engagement	3.25	0.49	Very High
Emotional Engagement	3.43	0.51	Very High
Overall Academic Engagement	3.37	0.50	Very High

Note: Scale: 3.25-4.0 Very High); 2.50-3.24 (High); 1.75-2.499(Low); 1.0-1.74 (Very Low)

Level of the Students' Academic Performance in English

Table 3 presents the level of students' academic performance in English. It is shown that the overall students' academic performance was rated excellent ($M = 1.49$). This finding indicates that generally, the learners demonstrated outstanding proficiency in English-related skills. This overall result reflects highly favorable learning outcomes and implies that current instructional practices, academic engagement, and available learning resources effectively support students' language development. It also highlights the importance of sustaining effective teaching strategies and providing continuous support to ensure consistent academic excellence.

Academic performance in English reflects learners' proficiency in reading comprehension, writing, and language use, and indicates the extent to which students have mastered essential skills through instructional activities. It is influenced by effective teaching strategies, active engagement in learning, and access to resources that support language acquisition and skill development. Assessing performance provides insights into both the effectiveness of instructional practices and the areas where additional support may be needed.

When examined in detail, the majority of students (107 students, 76.40%) obtained a very good performance level, indicating that most learners have developed strong skills in reading comprehension, writing, and language use. This strong performance may be attributed to effective instructional practices, sustained engagement in learning activities, and exposure to diverse resources that facilitate language acquisition. Higher academic performance is a result of students' increased ability to apply language principles, comprehend complicated texts, and generate coherent written and spoken replies when they are regularly engaged and supported with suitable instructional tactics.

Regular participation and the application of suitable teaching techniques greatly enhance academic achievement in language courses (Bond et al., 2021). Additionally, students' language proficiency and general academic success are improved by well-structured learning settings (Martin et al., 2022). Further supporting students' academic success, research on multimedia integration in English instruction reveals that using multimedia tools such as videos, interactive content, and digital resources positively correlates with enhanced language proficiency and communication skills (De la Cruz & Garcia, 2025). Together, these studies suggest that academic performance in language

subjects is strengthened when learners are engaged through effective pedagogical strategies and supported with varied, resource-rich learning experiences.

Meanwhile, 33 students (23.60%) were classified as having Good academic performance, which indicates some variability in outcomes. This variation may result from individual differences in learning pace, motivation, confidence, study habits, and access to academic support or resources that enable learners to process and apply English language skills. Students performing at this level may have foundational understanding but still require additional reinforcement, practice, or targeted feedback to consistently reach higher proficiency levels. Research suggests that factors such as motivation, confidence, and the use of effective learning strategies play a critical role in shaping students' academic performance in English, as learners who are more motivated and confident tend to engage more actively with language tasks and sustain effort despite challenges (Pekrun & Linnenbrink-Garcia, 2021).

In addition, sustained instructional support, timely feedback, and targeted interventions have been identified as important in helping students improve their language proficiency and bridge gaps in comprehension or expression (Gegenfurtner & Kollar, 2025). Furthermore, studies on English learning self-efficacy indicate that students who hold stronger beliefs in their ability to succeed in language tasks tend to demonstrate higher academic achievement, persistence, and strategic engagement during learning activities (Wang et al., 2022). Together, these findings suggest that variability in academic performance reflects a combination of individual learner characteristics and instructional influences, emphasizing the need for responsive teaching practices that support learners at all performance levels.

The findings show the excellent level of students' academic performance in English reflects effective instructional practices and highly positive learning outcomes. The findings underscore the need to maintain active engagement strategies, provide continuous academic support, and consider enrichment programs or targeted interventions for students who require additional assistance. Such measures can ensure that all learners achieve consistent and high levels of academic success in English.

Table 3

Level of Students' Academic Performance in English		
Performance	Frequency	Percentage
Very Good	107	76.40
Good	33	23.60
Overall Mean Performance		1.49-Excellent

Note: Scale: 1.0-1.50 (Excellent); 1.75-2.0 (Very Good); 2.25-2.50 (Good); 2.75-3.0 (Passed); 5.00 (Failed)

Significant Relationship Between the Levels of the Teachers' Utilization of Video-Based Instructional Material and Students' Academic Engagement

Table 4 presents the significant relationship between the levels of teachers' utilization of video-based instructional materials and students' academic engagement in terms of cognitive, behavioral, and emotional engagement. Overall, the findings reveal a highly significant positive relationships between teachers' utilization of video-based instructional materials and all dimensions of students' academic engagement ($p < .01$). This indicates that higher and more effective use of video-based instructional tools by teachers was associated with increased cognitive, behavioral, and emotional involvement of students in learning activities. These results highlight the critical role of instructional support, pedagogical strategies, and teacher competence in video technology in fostering

meaningful student engagement. The findings further suggest that institutional support, such as professional development and access to quality instructional resources, is essential to sustain and enhance these outcomes.

When examined by construct, instructional support demonstrates a statistically significant and positive relationship with cognitive engagement ($r = 0.560$, $p < .001$), behavioral engagement ($r = 0.501$, $p < .001$), and emotional engagement ($r = 0.507$, $p < .001$). This implies that when teachers effectively use video-based materials to clarify lessons, reinforce key concepts, and provide meaningful instructional guidance, students tend to think more deeply about the content, participate more actively in learning tasks, and develop more positive emotions toward learning. In other words, instructional support appears to encourage students not merely to passively receive content, but to engage with it strategically, persistently, and with interest, which aligns with educational theories that stress the importance of purposeful instructional design for fostering engagement.

The findings are consistent with previous research indicating that instructional videos enhance student understanding and engagement when integrated as active instructional supports rather than passive viewing tools, such as embedding questions or annotations that prompt learners to reflect and interact with the content (Noetel et al., 2021). Furthermore, studies have shown that students exposed to interactive and well-structured video content demonstrate higher levels of engagement and are more likely to sustain their attention and participation across cognitive, behavioral, and emotional domains, compared with traditional non-interactive video formats (Zolkwer et al., 2023). Taken together, these results underscore the role of instructional support in transforming

video resources into dynamic learning tools that not only deliver information but also actively involve students in the learning process.

Pedagogical strategies also show significant positive relationships with students' cognitive engagement ($r = 0.559$, $p < .001$), behavioral engagement ($r = 0.468$, $p < .001$), and emotional engagement ($r = 0.657$, $p < .001$). Notably, the strongest correlation is observed with emotional engagement, suggesting that the strategic integration of videos into learner-centered activities such as guided discussions, text analysis, project work, and reflective tasks greatly influences students' interest, motivation, and enjoyment of learning. This implies that pedagogically sound use of video-based materials fosters deeper emotional connections with content, which is critical for sustaining overall engagement because students perceive the learning activities as relevant and personally meaningful.

The results of the study align with studies emphasizing that effective pedagogical integration of videos enhances student participation and promotes positive learning experiences when videos are embedded within activities that require interaction, reflection, and active thinking (Belt & Lowenthal, 2021). In addition, meta-analytic evidence shows that active learning strategies such as embedded questions, problem-solving tasks, and interactive video components significantly boost learner motivation, cognitive involvement, and engagement during video-enhanced instruction, underscoring the value of pedagogical design that goes beyond passive viewing (Zhang et al., 2025). Furthermore, research on active learning approaches indicates that instructional strategies that incorporate student-centered tasks such as problem solving, collaborative projects, and interactive video prompts significantly boost learner motivation, sustained participation, and engagement across cognitive and emotional domains (Costa et al., 2025). Together,

these findings suggest that when teachers deliberately integrate video resources into instructional sequences that encourage interaction and critical engagement, students are more likely to participate meaningfully, sustain attention, and develop positive attitudes toward learning.

Similarly, teacher competence in video technology exhibits significant positive correlations with cognitive engagement ($r=0.562$, $p<.001$), behavioral engagement ($r=0.480$, $p<.001$), and emotional engagement ($r=0.565$, $p<.001$). This indicates that teachers' ability to operate, select, and integrate video-based instructional tools effectively contributes to higher levels of student engagement by enabling smoother lesson delivery, reducing technical disruptions, and enhancing overall learning experiences. When teachers are confident and skilled in using video technology, they can design lessons that incorporate multimedia resources purposefully, respond to real-time student needs, and maintain instructional momentum, all of which help students remain mentally focused, actively involved, and emotionally positive toward learning. These results support research asserting that teachers' digital competence is a critical factor in maximizing the effectiveness of technology-enhanced instruction and promoting student engagement, as proficient use of digital tools fosters interaction, supports diversified teaching strategies, and boosts learners' motivation to participate in classroom activities (Tondeur et al., 2021).

In addition, studies show that teachers who have well-developed digital skills are more likely to create meaningful learning opportunities, use technology to differentiate instruction, and encourage active student participation in both synchronous and asynchronous learning contexts (Guillén-Gámez, et al. 2023). Furthermore, evidence from systematic reviews of digital competence highlights that teachers' ability to integrate ICT

meaningfully into pedagogy is associated with improved engagement and learning outcomes, underscoring how ongoing development of technology skills enhances instructional quality (Ma & Ismail, 2025). Together, these studies suggest that enhancing teachers' technological skills particularly in video integration plays a vital role in fostering a dynamic and engaging educational experience that promotes cognitive, behavioral, and emotional involvement among students.

The results suggest that students' cognitive, behavioral, and emotional involvement is positively and substantially correlated with all three aspects of instructors' use of video-based instructional materials: instructional support, pedagogical techniques, and teacher competency. This emphasizes how crucial it is to give educators the tools, resources, and pedagogical expertise they need to successfully incorporate video-based content. To maintain student engagement and enhance learning outcomes, educational institutions are urged to support new teaching methods, provide access to high-quality digital materials, and offer ongoing professional development.

Table 4

Significant Relationship between the Levels of the Teachers' Utilization of Video-Based Instructional Material and Students' Academic Engagement

Variables		Cognitive Engagement	Behavioral Engagement	Emotional Engagement
Instructional Support	<i>r</i>	0.560	0.501	0.507
	<i>p</i>	< .001**	< .001**	< .001**
Pedagogical Strategies	<i>r</i>	0.559	0.468	0.657
	<i>p</i>	< .001**	< .001**	< .001**
Teacher Competence in Video Technology	<i>r</i>	0.562	0.480	0.565
	<i>p</i>	< .001**	< .001**	< .001**

Ho₁: There is no significant relationship between the levels of the teachers' utilization of video-based instructional material and students' academic engagement

Note: Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not significant)

Significant Relationship between Levels of the Teachers' Utilization of Video-Based Instructional Material and Students' Academic Performance

Table 5 presents the relationship between the levels of teachers' utilization of video-based instructional materials and students' academic performance in English. Overall, the findings show that there is no statistically significant correlation between students' academic achievement and instructors' usage of video-based teaching resources. All *p*-values were larger than 0.05, demonstrating that the level of video-based education did not have a demonstrable direct influence on students' overall academic success. As a result, the null hypothesis that there was no meaningful connection between students' academic achievement and instructors' use of video-based resources was not rejected.

When examined by construct, instructional support showed a correlation of $r = 0.087$ ($p = 0.304$) with academic performance, pedagogical strategies had a correlation of

$r = 0.055$ ($p = 0.519$), and teacher competence in video technology yielded $r = 0.040$ ($p = 0.640$). All relationships were not statistically significant, indicating that despite teachers' extensive use of video-based materials to support lesson delivery, apply pedagogical strategies, and demonstrate technological competence, these practices alone did not significantly translate into higher academic performance in English.

These results imply that elements other than the utilization of video-based materials alone, such as prior knowledge, study habits, motivation, learning techniques, and external support systems, may have a greater impact on students' academic success. Academic accomplishment is not just a function of instructional resources but also of students actively controlling their own learning by planning, tracking, and assessing their progress, according to modern learning theories and research. For instance, studies on self-regulated learning show that even in technologically advanced settings, students who plan their study objectives, use efficient learning techniques like metacognitive monitoring and effort regulation, and reflect on their performance typically achieve higher academic success (Xu, et al. 2022).

For learning to be meaningful, students must actively choose pertinent information, arrange it into logical mental structures, and integrate it with what they already know. Presenting rich multimedia, such as videos, alone is insufficient without providing opportunities for cognitive engagement and generative activity (Gegenfurtner & Kollar, 2025). Therefore, while video-based materials can enhance engagement, conceptual understanding, and classroom participation by presenting information in multiple modes and fostering interest, their direct effect on measurable academic outcomes may be limited if not complemented by consistent practice, frequent assessments, formative feedback, and

individualized support that encourage deeper processing and strategy use (Noetel et al., 2021; Gegenfurtner & Kollar, 2025). This perspective implies that to translate engagement into stronger academic performance, instructional designs need to integrate multimedia resources with structured learning activities that support self-regulation, reflection, and mastery of content.

The results imply that although teachers' effective utilization of video-based instructional materials is critical for promoting engagement, improving academic performance requires additional interventions. Educational institutions are encouraged to complement video-based instruction with targeted academic support programs, formative assessments, and timely feedback mechanisms to ensure that high engagement translates into measurable student achievement.

Table 5

Significant Relationship between the Extent of the Teachers' Utilization of Video-Based Instructional Material and the Level of the Students' Academic Performance

Variables	r-value	p-value	Decision
Instructional Support and Academic Performance	0.087	0.304	Do not reject Ho
Pedagogical Strategies and Academic Performance	0.055	0.519	Do not reject Ho
Teacher Competence in Video Technology and Academic Performance	0.040	0.640	Do not reject Ho

Ho₂: There is no significant relationship between the extent of the teachers' utilization of video- based instructional material and the level of the students' academic performance.

Note: Probability Value Scale: $**p < 0.01$ (Highly Significant); $*p < 0.05$ (Significant); $p > 0.05$ (Not significant)

Chapter 4

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

Summary

This study was conducted to determine the teachers' utilization of video-based instructional materials in relation to students' engagement and academic performance. Specifically, the study sought to answer the following: 1) What is the extent of the teachers' utilization of video-based instructional materials in terms of lesson delivery, content enhancement, and student interaction? 2) What is the level of the students' academic engagement in terms of behavioral, cognitive, and emotional dimensions? 3) What is the level of students' academic performance in the English subject? 4) Is there a significant relationship between the extent of the teachers' utilization of video-based instructional material and the level of the students' academic engagement? and 5) Is there a significant relationship between the extent of teachers' utilization of video-based instructional materials and the level of students' academic performance in the English subject?

This study was conducted in a state college in Dumingag, Zamboanga del Sur. A descriptive-correlational research design was used in the study. There were 140 BSEd English students as respondents identified through stratified random sampling. Researcher-made questionnaires were used to collect data on the teachers' utilization of video-based instructional material and academic engagement, while documentary analysis for the respondents' academic performance. Pearson Product-Moment Correlation Coefficient, Mean, and Standard Deviation were used in analyzing the data gathered.

Findings

The following are the findings of the study:

1. The extent of teachers' utilization of video-based instructional materials in terms of instructional support, pedagogical strategies, and teacher competence in video technology was to a very great extent.
2. The level of students' academic engagement in terms of cognitive, behavioral, and emotional dimensions were very high.
3. The students' academic performance in English was generally excellent.
4. There was a highly significant relationship between the extent of the teachers' utilization of video-based instructional materials and the students' academic engagement.
5. There was no significant relationship between the levels of the teachers' utilization of video-based instructional materials and the students' academic performance.

Conclusions

Based on findings of the study, the following are the conclusions:

1. Video-based resources are extensively integrated into classroom instruction and are perceived as effective tools in supporting lesson delivery, enhancing content understanding, and facilitating meaningful learning experiences.
2. The use of video-based instructional materials contributes to students' active mental involvement, consistent participation, and positive emotional connection with learning activities.
3. Students demonstrate excellent academic performance in English, indicating a high level of mastery of essential language skills and favorable learning outcomes within the instructional context.

4. Higher levels of instructional support, effective pedagogical strategies, and teacher competence in video technology is associated with increased cognitive, behavioral, and emotional engagement among students.

5. While video-based instruction enhances engagement, students' academic performance may be influenced by other factors such as prior knowledge, study habits, and motivation.

Recommendations

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

1. The institution may provide continuous professional development programs such as workshops and training sessions to further enhance teachers' instructional support, pedagogical strategies, and competence in using video-based instructional materials to ensure effective and innovative classroom integration.

2. Teachers may be encouraged to strategically integrate video-based instructional materials into learner-centered activities such as discussions, reflective tasks, and collaborative learning to further strengthen students' cognitive, behavioral, and emotional engagement.

3. The institution may sustain the excellent academic performance of students by providing adequate technological resources, reliable internet access, and instructional support systems that promote interactive and engaging learning environments.

4. School administrators may complement video-based instruction with additional

academic support mechanisms, such as formative assessments, feedback systems, and enrichment activities, to help translate high student engagement into improved academic performance.

5. The school may explore on how video-based instructional materials can contribute effectively to the students' academic performance.

6. Future researchers explore other factors like students' motivation, study habits, learning preferences, and past academic success as possible contributors to students' academic performance.

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Appendix A

TEACHERS' UTILIZATION OF VIDEO-BASED INSTRUCTIONAL MATERIALS QUESTIONNAIRE

Directions: Please assess your English teacher's use of video-based instructional materials in the lesson. Indicate your level of agreement with each statement by placing a check mark (✓) in the column that best represents your response. Use the following scale: 4 – Always (A); 3 – Often (O); 2 – Sometimes (S); 1 – Never (N)

Indicators	Responses			
	A (4)	O (3)	S (2)	N (1)
Instructional Support <i>The teacher...</i>				
1. Uses videos to explain and reinforce lesson content.				
2. Provides clear instructions before and after video viewing.				
3. Connects video content to real-life examples.				
4. Uses videos to support students with different learning needs.				
5. Encourages students to ask questions about the video.				
Pedagogical Strategies				
<i>The teacher...</i>				
6. Integrates videos into lesson plans effectively.				
7. Facilitates discussions based on video content.				
8. Assigns tasks related to the video lesson.				
9. Uses videos to introduce or bridge new topics.				
10. Promotes critical thinking through video-based activities.				
Teacher Competence in Video Technology				
<i>The teacher...</i>				
11. Operates video equipment or platforms confidently.				
12. Selects appropriate and high-quality video materials.				
13. Troubleshoots technical issues during video use.				
14. Demonstrates familiarity with educational video tools.				
15. Updates video content to match current curriculum.				

Appendix B

STUDENTS' ACADEMIC ENGAGEMENT QUESTIONNAIRE

Directions: Please rate your level of engagement during lessons where video-based instructional materials are used. Indicate your level of agreement with each statement by placing a check mark (✓) in the column that best represents your response. Use the following scale: 4 – Always (A); 3 – Often (O); 2 – Sometimes (S); 1 – Never (N)

Indicators	Responses			
	A (4)	O (3)	S (2)	N (1)
Cognitive Engagement				
1. I think critically about the lesson presented in the class.				
2. I connect the prior knowledge or real-life experiences.				
3. I reflect on how the discussion helps me understand the topic.				
4. I try to apply what I learned from the other lessons.				
5. I stay mentally focused on long or complex topics.				
Behavioral Engagement				
6. I pay close attention to the materials used in delivering the lessons.				
7. I participate actively in discussions.				
8. I complete assignments or tasks based on the video content.				
9. I take notes while the teacher delivers the lessons.				
10. I put effort into the learning process by asking questions as necessary.				
Emotional Engagement				
11. I try to enjoy the learning process.				
12. I feel motivated to learn more about the lessons at hand.				
13. I feel more confident participating in class.				
14. I feel excited when teachers introduce new lessons.				
15. I develop a positive attitude toward the subject.				

Appendix C

Transmittal Letter

November 28, 2025

MOISES GLENN G. TANGALIN, Ed.D.
JHCSC-Dumingag Campus Director
Campus Administration Office
Caridad, Dumingag, Zamboanga del Sur

Dear Sir/Madam:
Greetings!

I am a student in the graduate program Master of Arts in Education Major in English Language Teaching at Misamis University in Ozamiz City. I am pursuing my thesis/dissertation entitled "Teachers' Utilization of Video-Based Instructional Materials in Relation to Students' Engagement and Academic Performance." The study was approved by the Thesis/Dissertation Committee last November 17, 2025.

In this vein, I would like to ask for permission for the conduct of the study at J.H. Cerilles State College-Dumingag Campus. The study aims to examine the extent of teachers' utilization of video-based instructional materials and determine how this relates to students' engagement and academic performance in English. The target respondents will be Bachelor of Secondary Education (BSEd) English major students, selected through stratified sampling to ensure representation across year levels. Data will be gathered using validated questionnaires on teachers' utilization of video-based instructional materials and students' academic engagement, along with documentary analysis of students' grades in English. Be assured that the ethical considerations will be duly observed in the conduct of the study and that the data to be gathered will be used solely for research purposes.

I earnestly hope for your approval of this request.

Truly,


ILYANOR H. SALUDO

Noted:


CYNTHIA S. SUPERABLE, EdD, DScN
Dean, Misamis University Graduate School

Approved:


MOISES GLENN G. TANGALIN, Ed.D.
Campus Director, JHCSC-Dumingag Campus

Ethics Board Approval



Misamis University
H. T. Feliciano St., Ozamiz City, 7200 Philippines
MISAMIS UNIVERSITY RESEARCH ETHICS COMMITTEE
Phone: +6388 521 0367 | Fax: +6388 521 2917
Email: muresearchethics@mmu.edu.ph

MU-REB-001/03 March 2022

November 17, 2025

MS. ILYANOR H. SALUDO
Principal Investigator

MUREC Code 2025-142

**TEACHERS' UTILIZATION OF VIDEO-BASED INSTRUCTIONAL MATERIALS IN
RELATION TO STUDENTS' ENGAGEMENT AND ACADEMIC PERFORMANCE**

Dear Investigator:

The MU Research Ethics Committee (MUREC), upon review of your research protocol, found no risk to the research participants, hence recommending **APPROVAL**. You may proceed with gathering data for your study.

However, the following are the recommendations based on the review by the Committee:

Respondents

- Please clearly explain how the sample size of 140 respondents was determined. Indicate the statistical tool used (for example, the Raosoft Sample Size Calculator) and make sure the calculation is based on the total population. Also, describe the sampling procedure so it's clear how respondents were selected.

Instruments

- Please indicate the source or origin of the instructional material and mention where it was adapted from.

Sincerely yours,


YUNALYN L. VILLANTES, PhD
Chair, MUREC

Appendix E



Misamis University
H. T. Feliciano St., Ozamiz City, 7200 Philippines
MISAMIS UNIVERSITY RESEARCH ETHICS BOARD
Phone: +6388 521 0367 | Fax: +6388 521 2917
Email: muresearchethics@mu.edu.ph

MU-REB-010/03 March 2022

INFORMED CONSENT FORM (PORMA SA NASABTAN NGA PAGTUGOT)

Name of the Researcher/Investigator

(Nagtuon): Ilyanor H. Saludo

Course: Master of Arts in Education Major in English Language Teaching

College: College of Graduate Studies

Email / Contact Number: saludoilyanor14@gmail.com / 09463255926

Thesis Title: “Teachers’ Utilization of Video-Based Instructional Materials in Relation to Students’ Engagement and Academic Performance”

PART I. INFORMATION SHEET

Introduction (Pasiuna)	Good day! I am <u>Ilyanor H. Saludo</u>, the principal researcher/investigator of the study entitled “<u>Teachers’ Utilization of Video-Based Instructional Materials in Relation to Students’ Engagement and Academic Performance</u>.” I am a graduate student under the program <u>Master of Art in Education Major in English Language Teaching</u> at Misamis University in Ozamiz City. I am to conduct the research with <u>BSED English students in JHCSC Dumingag Campus</u> as participants. In this vein, I am respectfully seeking your voluntary participation, being qualified to give your informed consent to take part in this study. Before you decide whether to participate or not in this study, please read the succeeding information about the study and feel free to ask questions anytime should there be anything you do not understand or want to clarify. If you agree to answer the interview, you will be asked to affix your name and signature on this form for which you will be given a copy. (Maayong adlaw! Ako si <u>Ilyanor H. Saludo</u>, ang nagpahigayon sa pagtuon kabahin sa “<u>Teachers’ Utilization of Video-Based Instructional Materials in Relation to Students’ Engagement and Academic Performance</u>.” Ako usa ka estudyante sa <u>Master of Art in Education Major in English Language Teaching</u> sa Misamis University. Ako nagapili kanimo isip participant nga maoy mutubag sa gikinahagnglang impormasyon niining gihimong pagtuon. Ako matinahurong naghangyo sa inyong bulontaryo nga pag-apil niini nga
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	<i>pagtuon. Gikinahanglan nga ikaw naa sa saktong edad ug naay kakayahan nga mohatag sa pagtugot aron makaapil niini nga pagtuon. Sa dili pa ka mohukom sa pagapil niini nga interview, palihug sa pagbasa sa mga impormasyon sa ubos ug gawasnon ka nga makapangutana kon adunay wala nimo nasabtan o gusto nimong iklaro. Kung motugot ka sa pagahimoon nga interview, papirmahon ka niini nga porma ug tagaan usab ka ug imong kaugalingong kopya.)</i>
Purpose (Katuyoan)	The purpose of this study is to <u>determine the relationship between teachers' utilization of video-based instructional materials and students' engagement and academic performance in English</u>. This research is significant because <u>it provides insights into how technology-enhanced instruction can improve student motivation, participation, and learning outcomes, while also guiding teachers, administrators, and policymakers in promoting innovative and effective teaching practices in both rural and urban educational settings</u>. <i>(Ang katuyuan niini nga pagtuon mao ang <u>pagdeterminar sa kalabotan tali sa paggamit sa mga magtutudlo sa video-based instructional materials ug sa partisipasyon ug akademikong performance sa mga estudyante sa English</u>. Kini nga pagtuon makahatag og kahibalo ug kasayuran kung giunsa <u>pagpalambo sa teknolohiya ang pagtuon ug motibo sa mga estudyante, ug makatabang sa mga magtutudlo, administrador, ug mga tigbuhat sa polisiya sa pagpalambo sa epektibo ug inobatibong pamaagi sa pagtudlo ilabina sa mga eskwelahan sa kabaryuhan ug syudad.</u>)</i>
Type of Research Intervention (Matang sa Interbensyon sa Pagtuon)	This study will be conducted through the use of survey questionnaires. The gathering of data will be conducted in person. <i>(Kining pagtuon pagabuhaton pinaagi sa paggamit sa survey questionnaire. Personal ang pagkuha sa datos.)</i>
Selection of Participants (Pagpili sa mga Partisipante)	The selection of the participants is based on the following inclusion criteria: (1) students who are officially enrolled in the Bachelor of Secondary Education (BSEd) major in English program, (2) willingness to participate and provide informed consent, and (3) availability during the data collection period. <i>(Ang mga partisipante niini nga pagtuon mao ang indibidwal nga naga-angkon sa mosunod: (1) mga estudyante nga opisyal nga naka-enrol sa kurso nga Bachelor of Secondary Education (BSEd) major sa English, (2) andam nga motambong ug mopirma sa informed consent, ug (3) anaa sa oras o panahon sa pagkuha sa datos.)</i>

Voluntary Participation (<i>Boluntaryo nga Partisipasyon</i>)	Your participation has to be voluntary and will not affect your situation or status in any way, including your relationship with the researcher. You are free to decide if you will take part or not. If you decide to participate, you are free not to answer any questions that you do not prefer to answer. <i>(Boluntaryo ang imong pag-apil ug kini dili makaapekto sa imong sitwasyon o estado apil na imong relasyon sa nagtuon. Gawasnon ka nga modesisyon kung kung moapil ka niini nga pagtoon o dili. Kung modesisyon ka nga moapil, gawasnon ka nga dili motubag sa bisan asa nga pangutana nga dili nimo gusto nga tubagon.)</i>
Procedure (<i>Pamaagi</i>)	The participants will be given ample time to answer the survey questionnaires. The data gathering will be conducted in person and may take place once or several times as necessary. The researcher will organize and encode the responses for data analysis. The information and data provided by the participants will be used solely for the purposes of this study and will be treated with the utmost confidentiality. <i>(Ang mga partisipante pagahatagan og igong panahon sa pagkompleto sa survey questionnaire. Ang pagkuha sa datos pagahimoon personal ug mahimong usa ra ka higayon o sa makadaghan depende sa panginahanglan. Ang mga tubag sa survey pagatipigon ug iproseso sa magtatampo alang sa pag-analisa sa datos. Ang tanan nga impormasyon ug datos nga makuha gikan sa mga partisipante gamiton lamang alang niining pagtuon ug pagatumanan og labing taas nga pagamping aron dili kini mabutyag sa uban..)</i>
Duration (<i>Gidugayon</i>)	The gathering of data through the survey questionnaire will take approximately 45 minutes to 1 hour. <i>(Ang pagkuha sa datos pinaagi sa survey questionnaire mokabat ngadto sa 45 minutos hangtod usa ka oras.)</i>
Risks and Discomforts (<i>Risgo ug Kahasol</i>)	The respondents will be protected from physical, social, or economic risks. In case the items in the survey instrument are too personal and make you feel uncomfortable, you may decline to answer any or all questions and may terminate your involvement at any time you choose. <i>(Ang mga partisipante ginaprotektahan sa pisikal, sosyal o ekonomikanhong risgo. Kung pananglitan adunay mga pangutana nga personal ra kaayo o kung dili ka komportable, mamahimong dili ka motubag o mobalibad sa pagtubag sa bisan asa o sa tanang mga pangutana ug moatras sa pag-apil sa bisan unsang panahon nga imong gusto.)</i>
Benefits (<i>Kaayohan</i>)	This study will enable you to shed light or provide understanding about how teachers' use of video-based instructional materials influences students' engagement and academic performance. Thus, your responses

	shall be highly valued being deemed important in the field of education and English language teaching. <i>(Kini nga pagtuon makapahimo kanimo paghatag og katin-awan o pagpasabot kabahin sa kung giunsa paggamit sa mga magtutudlo sa video-based instructional materials makaimpluwensya sa partisipasyon ug akademikong performance sa mga estudyante. Ang imong mga tubag hatagan og dakong bili nga giisip nga importante sa linya sa edukasyon ug pagtudlo sa English nga pinulongan.)</i>
Reimburse ments <i>(Hulip nga bayad)</i>	There will be no monetary expenses or costs on your part as a respondent, nor any monetary compensation for your participation in this study. However, personal protective equipment (PPE) like face masks, alcohol and face shields may be provided during the gathering of the research data. <i>(Wala kay magasto sa imong pag-apil niini nga pagtuon ug dili usab ka bayaran ug kwarta sa imong pag-apil niini nga pagtuon. Apan adunay nga personal protective equipment (PPE) sama sa face masks, alcohol ug face shields nga pwede nga mahatag sa panahon sa pagkuha sa mga datos)</i>
Confidentiality of Data <i>(Pag-amping sa Datos)</i>	Only the researcher will have access to the information and responses of the participants. The personal identifying information of the participants will only be used for research analysis and will be treated with the utmost confidentiality. During the study, all data will be kept in a locked, secure filing cabinet, of which will be discarded 6 months after the publication of the results. <i>(Ang nagtuon lamang ang makakita sa mga impormasyon ug tubag sa respondents. Ang mga datos nga makuha i-analisa ug hatagan og tumang pagamping aron dili ibutyag. Sa panahon sa pagtuon, ipahimutang sa usa ka selyadong filing cabinet ang tanang datos nga pagagub-on human sa 6 kabulan gikan sa pag-publish sa resulta.)</i>
Sharing of Findings <i>(Pagpaambit sa Nakaplagan)</i>	The results of this study will be presented during the thesis/dissertation final defense of the researcher. Also, the research findings may be shared through publications and conferences with the assurance that the identities of the respondents will remain confidential. A printed copy of the completed study will be provided to the participants. <i>(Ang mga resulta niini nga pagtuon ipresenta sa panahon sa final defense sa thesis/ dissertation sa nagtuon. Ang mga nakaplagan sa pagtuon posible nga ipaambit pinaagi sa mga publications ug conferences nga adunay kapanigurohan nga dili mabutyag ang pagkatawo sa mga partisipante. Pagahatagan og isa ka giimprinta nga kopya sa kumpleto nga pagtuon ang mga partisipante.)</i>

Rights to Refuse or Withdraw (Katungod sa Pagpalibad o Pag-undang)	You are free to withdraw or terminate participation at any stage of the study, without the need to give any reason. You will not be penalized in case of termination of participation. <i>(Gawasnon ka nga moatras or moundang sa pag-apil sa bisan asa nga punto sa pagtuon nga dili na magkinahanglan pa ug rason. Dili ka ipamulta sa pag-atras o pag-undang.)</i>
Who to Contact (Kinsa ang Kontakon)	Should there be any queries as a parent, you can contact the researcher through the following details: <i>(Kung adunay mga pangutana, mamhimo nga mokontak pinaagi aning mga detalye:)</i> Name of the Researcher (Ngalan sa Nagtuon): <u>Ilyanor H. Saludo</u> Cellphone Number/s: <u>09463255926</u> e-mail ad: <u>saludoilyanor14@gmail.com</u> STATEMENT BY THE RESEARCHER (PAGPADAYAG SA NAGTUON) I will read the Information sheet to the potential participant. With the best of my ability, I make sure that the participant will understand the questions in the survey questionnaire and that possible follow-up interviews may be undertaken. <i>(Akong pagabasahon ang mga nasulat niining Information Sheet ngadto sa potensyal nga partisipante. Kutob sa akong mahimo siguroon nako nga masabtan sa partisipante ang mga pangutana sa survey questionnaireug ang possible nga follow-up nga interviews.)</i> I can assure that the participant will be given an opportunity to ask questions about the study, and all the questions raised will be answered fully. I can likewise assure that the participant will not be coerced into giving consent that must be free and voluntary. <i>(Gisiguro ko nga ang partisipante mahatagan og panahon sa pagpangutana kabahin niining pagtuon og ang tanang pangutana nga iyang gihatag matubag sa hingpit. Siguroon ko usab ang maong partisipante dili mapugos sa paghatag sa pagtugot nga kinahanglan nga gawasnon og boluntaryo.)</i> A copy of this Informed Consent Form will be provided to the participant. <i>(Ang kopya sa niining Informed Consent Form ihatag ngadto sa respondent.)</i>

	Print Name of Researcher (Ngalan sa Nagtuon): <u>ILYANOR H. SALUDO</u>
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PART II. CERTIFICATE OF CONSENT
This research entitled “Teachers’ Utilization of Video-Based Instructional Materials in Relation to Students’ Engagement and Academic Performance” by Ilyanor H. Saludo, with the aim of gathering information and data pertaining to how teachers use video-based instructional materials and how these influence students’ engagement and academic performance in English, has been presented and explained to me clearly. Since the study involves Bachelor of Secondary Education (BSEd) English major students from a state college in Dumingag, Zamboanga del Sur, I am chosen as one of the participants. <i>(Kini nga pagtuon gititulohan “Teachers’ Utilization of Video-Based Instructional Materials in Relation to Students’ Engagement and Academic Performance” ni Ilyanor H. Saludo, nga adunay tumong sa pagkuha og impormasyon ug datos kabahin sa pagpaggamit sa mga magtutudlo sa video-based instructional materials ug kung giunsa kini nakaapekto sa partisipasyon ug akademikong performance sa mga estudyante sa English, gipresenta ug gipasabot og klaro kanako. Tungod kay ang pagtuon kay naglakip sa mga estudyante sa Bachelor of Secondary Education (BSEd) major sa English sa usa ka state college sa Dumingag, Zamboanga del Sur, ako napilian isip usa sa mga partisipante.)</i> I have read the foregoing Informed Consent Form, or it has been read to me. I had the opportunity to ask questions, which were subsequently answered fully. I consent voluntarily to be a participant of this study. <i>(Akong nabasa ang nauna nga Informed Consent Form, o gibasa kini kanako. Natagaan ako og higayon nga makapangutana nga natubag sa hingpit. Ako mosugot nga boluntaryo nga mahimong participant sa niining pagtuon.)</i> Print Name of Participant (Ngalan sa Partisipante): _____ Signature of Participant (Pirma sa Partisipante): _____ Date: [MM/DD/YYYY]_____ If Illiterate (Kung dili makasulat ug makabasa) If the respondent is illiterate, a witness who is literate will sign. The respondent will choose him/ her and who is without connection with the researcher or the research group to attest this undertaking. The respondent will affix his thumb print. <i>[Kung ang participant kay dili makabasa o makasulat, mopirma ang usa ka makabasa ug makasulat nga testigo. Ang respondent ang mopili kaniya nga walay koneksyon sa</i>

nagtuon o sa iyang grupo para mopamatuod sa gimbuhaton. Ang respondent mobutang sa iyang tamla (thumb print)].

Name and Signature of the Witness
(Ngalan ug Pirma sa Testigo)

Thumb mark

CURRICULUM VITAE

PERSONAL DATA

Name : Ilyanor H. Saludo
Age : 24 years old
Birth Date : September 14, 2001
Civil Status : Single
Religion : Seventh Day Adventist
Home Address : Purok Sampaguita, San Pablo, Dumingag, Zamboanga del Sur
Parents : Leofe H. Saludo and Pablito G. Saludo



EDUCATION

Graduate : Master of Arts in Education
Major in English Language Teaching
Misamis University, Ozamiz City
May 2026

College : Bachelor of Secondary Education
J.H. Cerilles State College – Dumingag Campus
Dumingag, Zamboanga del Sur
July 2023

Secondary : J.H. Cerilles State College – Dumingag Campus
Dumingag, Zamboanga del Sur
April 2019

Elementary : Dumingag Sped Center
Dumingag, Zamboanga del Sur
March 2016

PROFESSIONAL ELIGIBILITY : Professional Teacher – Secondary Level
May 2024

: Civil Service Eligible
July 2023

WORK EXPERIENCES

August 2023 – Present : Visiting Lecturer
J.H. Cerilles State College – Dumingag Campus
Dumingag, Zamboanga del Sur

August 2023 – 2024

:

Editor

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CERTIFIED: ISO 21001:2018 Educational Organizations Management System by DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

CERTIFICATION ON PLAGIARISM SCANNING

This is to certify that the thesis/dissertation paper of **ILYANOR H. SALUDO** entitled **TEACHERS' UTILIZATION OF VIDEO-BASED INSTRUCTIONAL MATERIALS IN RELATION TO STUDENTS' ENGAGEMENT AND ACADEMIC PERFORMANCE** has undergone a content checking on plagiarism on **May 21, 2026** and that the plagiarism score/similarity index is **28%**.

Issued this 3rd day of July, 2026 at Misamis University, Ozamiz City.

Signed:


RUSSEL P. GALINDO

Person Conducting the Plagiarism Test

Date: 07/06/2026

Attested by:


CYNTHIA S. SUPERABLE, Ed.D., DScN.

Dean, Graduate School

Date: 07/08/2026

SSS ID No. 08-792000-8

SUBSCRIBED AND SWORN to before me this ____ day of JUL 28 2026 2026 at Ozamiz City, Philippines.

Doc. No: 277
Page No: 57
Book No: VI
Series of: 2026


ATTY. RABINDRANATH S. POLITO

Notarial Commission No. 2025-02

Notary Public for Ozamiz City and Clarin

Until 31 December 2026

Roll of Attorneys No. 76977; TIN 948-122-314

IBP No. INV 583305; 02 January 2026, Mis. Occ. Chapter

PTR No. 6007867; 05 January 2026, Ozamiz City

MCLE Compliance No. VIII-0016916 valid until 04-14-2028

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