Teachers' Utilization of Video-Based Instructional Materials in Relation to Students' Engagement and Academic Performance

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ABSTRACT

Teachers play a crucial role in integrating technology into instruction amid the various challenges that may arise in effectively utilizing digital tools to enhance student learning. This study explored the utilization of video-based instructional materials by teachers in relation to students' engagement and academic performance. The research was conducted at a state college in the Municipality of Dumingag, Zamboanga del Sur. A descriptive–correlational design was used, with 140 Bachelor of Secondary Education major in English students as respondents selected through stratified random sampling. Researcher-made questionnaires were used in determining the teachers' utilization of video-based instructional materials and students' academic engagement, while documentary analysis for assessing the respondents' academic performance. Data were analyzed using Mean, Standard Deviation, and Pearson's Product-Moment Correlation. Findings showed that teachers' utilization of video-based instructional materials was to a very great extent in terms of instructional support, pedagogical strategies, and technological competence. Students' engagement was very high across cognitive, behavioral, and emotional dimensions, while their academic performance was generally excellent. A significant relationship was found between teachers' utilization of video-based materials and students' engagement; however, no significant relationship was observed with academic performance. The results highlight the importance of integrating video-based instruction to enhance student engagement, and teachers are encouraged to pursue continuous professional development in the use of technological resources to sustain effective teaching practices. The findings indicate that while video-based materials effectively foster engagement, they may not directly translate into improved academic outcomes, as academic performance may also be influenced by other factors such as motivation, prior knowledge, and learning strategies. It is recommended that educators complement video-based instruction with targeted academic support, formative assessments, and timely feedback to ensure that increased engagement leads to improved academic performance.

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

INTRODUCTION

Rationale of the Study

In today's digital era, technology has become a central driver of innovation, communication, and learning, transforming how knowledge is accessed, constructed, and shared across educational contexts. In higher education, digital tools have enabled more interactive, flexible, and student-centered learning environments. Studies highlight that teachers' readiness and digital competence are critical in effectively integrating technology into instruction, as these influence both pedagogical practices and student outcomes (Scherer et al., 2021; Tondeur et al., 2023; Wohlfart & Wagner, 2023). Consequently, institutions that support the development of digital competencies are better positioned to enhance teaching effectiveness and student learning.

Within the Philippine context, the Enhanced K to 12 Curriculum emphasizes the development of foundational skills alongside 21st-century competencies, including digital literacy and flexible learning modalities (Dayola et al., 2024). This reform has encouraged the integration of technology in teaching and learning processes, making it relevant to examine how digital tools—particularly video-based instructional materials—are utilized in diverse educational settings (Alvarado, 2023). As implementation occurs across both well-resourced and less-resourced

institutions, it provides an important context for understanding how technology integration functions under varying conditions.

Among digital tools, video-based instructional materials have gained significant attention due to their capacity to enhance engagement and academic performance. Research shows that videos support learning by providing visual explanations, reducing cognitive load through structured prompts, and promoting active engagement in strategies such as flipped classrooms (Tseng, 2021; Apatiga & Vu, 2022; Deng et al., 2024; Wang et al., 2025). Furthermore, the evolution of video technologies—from traditional formats to interactive and AI-supported platforms—has expanded their instructional potential (Khomyshak, 2024). These findings suggest that video-based learning is an effective and adaptable tool in modern education.

Student engagement and academic performance, however, are influenced by multiple interconnected factors beyond instructional materials alone. Studies indicate that engagement is shaped by psychological, pedagogical, and contextual variables, including motivation, self-regulation, affective support, and digital access (Khlaif et al., 2021; Acosta-Gonzaga, 2023; Pan et al., 2023). Emerging technologies such as AI tools and game-based learning further demonstrate potential in enhancing engagement across behavioral, cognitive, and emotional dimensions (Cruz, 2022; Wang & Xue, 2024; Xiangze & Abdullah, 2023). At the same time, technological use must be balanced, as excessive or unstructured use may negatively affect academic outcomes (Rathakrishnan et al., 2021; Shahzad et al., 2024).

Empirical studies have also confirmed the positive impact of video-based instructional materials on student achievement and motivation. For instance, video-assisted instruction has been shown to improve performance in Mathematics and Technical-Vocational subjects, as well as enhance learners' motivation and engagement (Daguno et al., 2023; Taga, 2024; Maghanoy & Pulido, 2025). However, these studies have largely been conducted in urban or well-resourced educational settings where access to technology, infrastructure, and training is more readily available.

This urban-centric focus reveals a significant research gap. There is limited empirical evidence on how video-based instructional materials are utilized in rural Philippine contexts, particularly in state colleges located in provincial areas where challenges such as limited internet connectivity, insufficient technological resources, and lack of professional training may affect implementation. As a result, the effectiveness and practical integration of video-based instruction in these contexts remain underexplored.

To address this gap, the present study examined how teachers in a rural higher education institution utilized video-based instructional materials in their instructional practices. Specifically, it investigated the extent to which videos were used in terms of instructional support, pedagogical strategies, and technological competence, and how these practices influenced students' behavioral, cognitive, and emotional engagement as well as their academic performance in English. By focusing on a less-resourced setting, the study aimed to provide a more context-sensitive understanding of technology integration.

The findings of this study are expected to contribute to both theory and practice. They provide insights for teachers in improving instructional strategies through effective video integration, guide school administrators in designing targeted professional development programs, and inform policymakers and curriculum planners in developing inclusive and context-responsive educational policies. Ultimately, the study seeks to support the advancement of equitable, innovative, and evidence-based teaching practices in rural educational settings.

THEORETICAL FRAMEWORK

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

The Technology Acceptance Model (TAM), developed by Fred Davis (1989), explained how individuals came to accept and use a particular technology. It posited that two primary factors influenced technology adoption: perceived usefulness—the degree to which a person believed that using a specific system enhanced job performance—and perceived ease of use—the degree to which one believed that using the system was free of effort. When both factors were high, individuals were more likely to develop positive attitudes toward using technology, leading to higher behavioral intention and actual utilization.

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.

Recent investigations continued to confirm the enduring significance of the Technology Acceptance Model (TAM) in educational technology settings. A large-scale study found that teachers' perceived usefulness and perceived ease of use—core TAM constructs—alongside their technological pedagogical content knowledge (TPACK) significantly predicted behavioral intention to engage in online teaching (Khong et al., 2023). Similarly, a study demonstrated that perceived usefulness and ease of use significantly influenced higher-education students' behavioral intention to adopt social media technologies for learning, reinforcing TAM's applicability in digital learning contexts (Alismaiel et al., 2022). More recently, a study showed that external factors such as institutional support and teacher motivation further strengthened the path from perceived ease of use (PEOU) to actual technology use, supporting a dynamic TAM framework (Wohlfart & Wagner, 2025). These findings collectively highlighted the robustness of TAM as a theoretical foundation for explaining how educators adopted and integrated technologies such as video-based instructional materials into their pedagogical practices.

The Engagement Theory, proposed by Kearsley and Shneiderman (1998), emphasized that meaningful learning occurred through active collaboration, interactive participation, and real-world relevance. The theory was grounded in the idea that students learned best when they were actively engaged in tasks that were authentic and socially interactive, particularly through technology-supported environments. It was built upon three key principles summarized as "Relate–Create–Donate." Relate focused on communication and collaboration among learners; Create involved project-based and creative activities; and Donate highlighted the value of contributing meaningful outcomes that had real-life applications.

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.

Recent research substantiated the relevance of the Engagement Theory in explaining student participation in digital and blended learning environments. For instance, a study found that student engagement with digital technologies in higher education was shaped by how learners interacted cognitively, affectively, and socially with content, peers, and instructors—dimensions central to the Relate–Create–Donate model of Engagement Theory (Nkomo et al., 2021). Similarly, a study demonstrated that in English language learning settings, interactive technologies significantly enhanced students' behavioral, cognitive, and emotional engagement, aligning well with the collaboration and creation principles of Engagement Theory (Teng & Wang, 2021). More recently, a study on self-regulated inquiry-based online modules reported that video-rich, interactive content facilitated greater behavioral engagement and peer interaction, which then positively influenced academic outcomes—supporting the theory's emphasis on purposeful, technology-supported activity (Al Mamun & Lawrie, 2023). Collectively, these findings reinforced the value of Engagement Theory as a framework for understanding how video-based instructional materials could promote student engagement and enhance performance.

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 considered 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.

Teachers' utilization of video-based instructional materials referred to how educators selected, designed, and implemented video content to support classroom instruction and enhance student learning. In contemporary educational practice, the integration of video-based instructional materials played a pivotal role in enhancing curriculum delivery and facilitating student learning. The strategic use of video content by educators contributed to more effective communication of intricate subject matter (Fernando et al., 2023). This approach was shown to improve students' understanding of lessons and elevated the overall quality of instruction (Fabunan & Ventura, 2021). Furthermore, the successful implementation of video-based pedagogy was contingent upon the teacher's ability to incorporate such tools in a manner that addressed the diverse needs of learners (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, such support involved the deliberate use of video materials to simplify complex ideas, provide clear explanations, and make abstract concepts more concrete and accessible. Recent studies highlighted that video presentations significantly enhanced student engagement and comprehension by integrating visual and auditory stimuli into instructional delivery (Fernando, 2023). These materials were particularly beneficial in accommodating a range of learning preferences, thereby enabling students to engage with content at their own pace and revisit lessons as needed for deeper comprehension (Aljecera et al., 2023). Additionally, instructional videos enhanced teaching efficacy by integrating visual and auditory elements that aligned with clearly defined learning objectives (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. Students' engagement referred to the degree of attention, interest, and active participation that learners demonstrated throughout the learning process. In contemporary education, engagement was recognized as a vital factor influencing successful learning outcomes, as it reflected the cognitive, emotional, and behavioral investment of students in their academic activities. Active participation enhanced motivation, attention, and academic experience (Khalil et al., 2024). Engagement also supported sustained focus and commitment, especially when learning materials were interactive and visually engaging (Tu et al., 2025). Moreover, students who were highly engaged tended to show stronger interest and more positive attitudes toward learning, which correlated with higher 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).

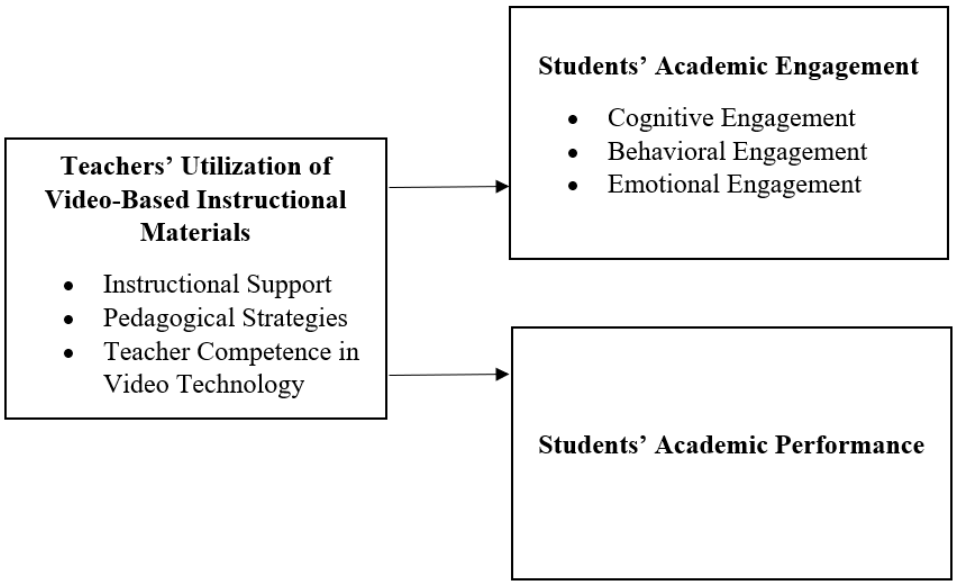

Figure 1: Schematic Diagram of the Study

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 levels of the teachers' utilization of video-based instructional material and 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?

Hypothesis

Ho1. There is no significant relationship between the levels of the teachers' utilization of video-based instructional material and 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.

RESEARCH METHODOLOGY

Research Design

This study employed a descriptive–correlational research design. The descriptive component summarized current instructional practices and student outcomes using numerical indicators, producing a clear profile of teaching strategies and learner responses (Pangilinan, 2025). The correlational component then examined statistical associations between teachers' use of video materials and student engagement/performance without manipulating variables, allowing the researcher to identify patterns and the strength and direction of relationships through objective statistical analysis (Janse et al., 2021). This design was appropriate to examining the extent of teachers' utilization of video-based instructional materials and its relationship to students' engagement and academic performance.

Setting

The study was conducted in a state college located 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 came from diverse socio-economic backgrounds. The institution had been gradually integrating technology-enhanced teaching strategies as part of its efforts to improve instructional delivery and respond to evolving educational demands.

This institution provided a suitable context for the study as it represented a developing higher education environment that was progressively incorporating video-based instructional materials into classroom instruction. As a key provider of tertiary education in the locality, the college served a diverse population of students from nearby rural communities, making it an ideal setting to examine how teachers utilized video-based materials to enhance instruction and how these practices related to students' engagement and academic performance. The Bachelor of Secondary Education (BSEd) English program, in particular, was appropriate for this investigation because English instruction often employed multimedia resources that aligned with the study's focus on technology-supported learning.

Respondents

The study involved 140 Bachelor of Secondary Education (BSEd) English major students enrolled in a state college in Dumingag, Zamboanga del Sur. The respondents were chosen through stratified random sampling to ensure adequate representation across all year levels. The inclusion criteria required that participants: (1) were officially enrolled in the BSEd-English program, and (2) and gave consent to take part in the study. Using the Raosoft Sample Size Calculator, the selected sample of 140 participants was based on the 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' utilization of video-based instructional materials was measured using a researcher-made instrument. Each construct has 5 indicators, for a total of 15 items. A four-point Likert scale was used in the questionnaire. The instrument underwent validation by experts in the field and was pilot-tested using students not included as actual respondents. The resulting Cronbach's Alpha value for the entire instrument was 0.747, confirming that the instrument was reliable for use by the actual respondents.
In assessing the extent of the teachers' utilization of video-based instructional materials, the following scale was used:

Scale	**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 in terms of behavioral, cognitive, and emotional components. Each construct has 5 indicators, for a total of 15 items. A four-point Likert scale was used in the questionnaire. The instrument underwent validation by experts in the field and was pilot-tested using students not included as actual respondents. The resulting Cronbach's Alpha value for the entire instrument was 0.732, confirming that the instrument was reliable for use by the actual respondents.

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

Scale	**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)

Students' Academic Performance.

A documentary analysis was used in determining the students' academic performance in the English subject. The grades were taken from their respective instructors. The following grade scale was used:

In assessing the oral communication performance, a 4-point rubric was utilized:

Quartile Grades	**Range**	**Interpretation**
1.00 – 1.50	91.00 – 100.00	Excellent
1.75 – 2.00	85.00 – 90.99	Very Good
2.25 – 2.50	79.00 – 84.99	Good
2.75 – 3.00	73.00 – 78.99	Passed
5.00	0 – 72.99	Failed

Data Gathering Procedure

Prior to data collection, the researcher obtained formal approval from the Dean of the Graduate School of Misamis University to conduct the study. Once granted, permission was also sought from the Campus Director of the chosen school and from the Program Chair of the BSEd English program to administer the survey to the

identified respondents. After securing all necessary authorizations, the researcher prepared consent forms and explained the purpose and significance of the study to the participants. Data collection took place exclusively within the school premises, where the researcher personally distributed and retrieved the questionnaires. The collected responses were organized and subjected to statistical analysis, followed by interpretation of the findings.

Ethical Considerations

The study underwent review by the Misamis University Research Ethics Committee (MUREC), where required documents such as the Ethical Review Assessment, Informed Consent, and Technical Review forms were accomplished. Respondents were fully informed about the nature of the study and provided their consent before any questions were asked. Prior to data collection, the researcher also secured an approval letter from the Dean of the Graduate School. To uphold ethical research standards, participants received a clear explanation of the study's objectives, possible benefits, and measures to protect their confidentiality and privacy. Their identities remained anonymous, and all responses were handled with strict confidentiality. Participation was voluntary, and respondents could decline or withdraw at any time without penalty. The researcher exercised impartiality and ensured that no bias, misrepresentation, or undue influence affected the process. All procedures were conducted with fairness, transparency, and integrity.

Data Analysis

The following tools were used in the study:

Mean and Standard Deviations. These tools were used in determining the level of teachers' utilization of video-based instructional materials, students' academic engagement, and their academic performance.

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

RESULTS AND DISCUSSIONS

Teachers' Utilization of Video-Based Instructional Materials

Table 1 presents the extent of teachers' utilization of video-based instructional materials in terms of instructional support, pedagogical strategies, and teacher competence in video technology. Overall, the mean score (M = 3.41, SD = 0.52) indicates a Very Great Extent, suggesting that video-based materials are widely integrated into instructional practices.

Across the three constructs, instructional support obtained the highest mean (M = 3.48, SD = 0.48), indicating that teachers primarily use videos to clarify concepts, reinforce lessons, and improve understanding. This shows that video materials function as key tools for enhancing lesson delivery and supporting diverse learners.

Pedagogical strategies (M = 3.41, SD = 0.56) also yielded a Very Great Extent, indicating that teachers integrate videos into structured learning activities such as discussions and analysis rather than using them passively. This reflects purposeful instructional design that promotes active learning.

Meanwhile, teacher competence in video technology (M = 3.34, SD = 0.53) suggests that teachers possess the necessary technical skills to effectively select, manage, and integrate video resources into instruction.

Overall, these findings indicate that teachers demonstrate strong utilization of video-based instructional materials across all dimensions. This supports the role of video integration in enhancing instructional delivery and highlights the importance of continued institutional support to sustain effective practices.

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	3.41	0.52	Very Great Extent

Note: Scale: 3.25–4.00 (Very Great Extent); 2.50–3.24 (Great Extent); 1.75–2.49 (Less Extent); 1.00–1.74 (Least Extent)

Students' Academic Engagement

Table 2 shows the level of students' academic engagement in terms of cognitive, behavioral, and emotional dimensions. The overall mean (M = 3.37, SD = 0.50) indicates a Very High level of engagement.

Among the dimensions, emotional engagement ranked highest (M = 3.43), followed by cognitive engagement (M = 3.42), and behavioral engagement (M = 3.25). These results suggest that students are not only actively participating in learning tasks but are also mentally invested and emotionally connected to the learning process.

The findings imply that students demonstrate strong involvement across all engagement domains, which is essential for meaningful learning. This highlights the effectiveness of instructional practices that promote active participation and positive learning experiences.

Table 2 Level of 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)

Students' Academic Performance in English

Table 3 presents students' academic performance in English. The overall mean (M = 1.49) indicates an Excellent level of performance.

Most students (76.40%) achieved a Very Good level, while 23.60% were classified as Good, suggesting generally strong academic outcomes with some variability among learners.

These results indicate that students demonstrate high proficiency in English. However, the variation in performance suggests the need for continued instructional support and targeted interventions to ensure that all learners achieve consistently high outcomes.

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 relationship between teachers' utilization of video-based instructional materials and students' academic engagement. The results show significant positive relationships ($p < .01$) across all variables.

Instructional support, pedagogical strategies, and teacher competence all show moderate positive correlations with cognitive, behavioral, and emotional engagement. This indicates that increased and effective use of video-based materials is associated with higher levels of student engagement.

Among the variables, pedagogical strategies show the strongest relationship with emotional engagement, suggesting that how videos are integrated into instruction plays a key role in influencing students' interest and motivation.

Overall, these findings confirm that effective use of video-based instructional materials contributes significantly to enhancing student engagement across multiple dimensions.

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	*r*	0.560	0.501	0.507
	p	< .001**	< .001**	< .001**
Pedagogical Strategies	*r*	0.559	0.468	0.657
	p	< .001**	< .001**	< .001**
Teacher Competence in Video Technology	*r*	0.562	0.480	0.565
	p	< .001**	< .001**	< .001**

Ho_1: 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 teachers' utilization of video-based instructional materials and students' academic performance. The results reveal no significant relationship ($p > .05$).

All variables—instructional support ($r = 0.087$), pedagogical strategies ($r = 0.055$), and teacher competence ($r = 0.040$)—show weak and non-significant correlations with academic performance.

This indicates that while video-based materials enhance engagement, they do not directly translate into improved academic achievement. Academic performance may instead be influenced by other factors such as study habits, motivation, and learning strategies.

Overall, the findings suggest that video-based instruction should be complemented with other instructional supports to effectively improve academic performance.

Table 5 Significant Relationship between the Levels of the Teachers' Utilization of Video-Based Instructional Material and 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

Ho_2: There is no significant relationship between the levels of the teachers' utilization of video-based instructional material and students' academic performance

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

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 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 levels of the teachers' utilization of video-based instructional material and 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. utilized a descriptive–correlational research design. The 140 respondents were selected from the BSEd English program, and they were identified through stratified random sampling to ensure representation across year levels. The data were gathered using researcher-made questionnaires for teachers' utilization and student engagement, while a documentary analysis for the respondents' academic performance. The gathered data were analyzed using Mean, Standard Deviation, and Pearson Product-Moment Correlation Coefficient.

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 teachers' utilization of video-based instructional materials and the students' academic engagement.
5. There was no significant relationship between teachers' utilization of video-based instructional materials and the students' academic performance.

Conclusion

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

1. Video-based instructional materials are widely integrated into classroom instruction and effectively support lesson delivery, content understanding, and meaningful learning experiences.
2. The use of video resources enhances students' engagement, promoting active cognitive involvement, consistent participation, and positive emotional connection with learning activities.
3. Although students demonstrate high academic performance in English, this performance is influenced by factors beyond video-based instruction, such as prior knowledge, study habits, and motivation.
4. Teachers' instructional support, pedagogical strategies, and competence in video technology are positively associated with higher levels of student engagement.
5. This study contributes to educational research by providing evidence from a rural higher education context, showing that video-based instruction is effective for fostering engagement but must be complemented with other instructional and learner-centered supports to improve academic outcomes.

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 may conduct further studies by including additional variables such as students' motivation, study habits, learning styles, and prior academic achievement to gain a deeper understanding of factors influencing students' academic performance alongside video-based instructional practices

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