

Instructional Videos and Student Engagement in Technology and Livelihood Education (TLE) in the Public Elementary Schools of Davao Occidental Division

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Abstract: In the vibrant and dynamic classrooms of public elementary schools in the Davao Occidental Division, a quiet transformation is underway. This study sought to understand a key part of that transformation: the powerful role instructional videos play in capturing students' imaginations and fostering genuine engagement. Moving beyond simple observation, the research delved into the heart of this relationship, asking not just if videos help, but how and which aspects of them make the most significant difference in a child's learning journey. To gather meaningful insights, the voices of 100 public elementary teachers were carefully included through a fair selection process, ensuring their experiences represented the diverse landscape of schools in the division. These educators, who are on the front lines every day, provided a crucial window into the real-world application of technology in their lessons. The findings were both affirming and illuminating. The research revealed that teachers are already extensively integrating instructional videos into their teaching practices, moving beyond occasional use to making them a core part of the learning experience. More importantly, this widespread adoption is paired with an extensive level of student engagement. Classrooms are becoming more interactive, with students demonstrating heightened curiosity, participation, and enthusiasm for learning. Crucially, the study confirmed a strong and significant connection between these two factors. But it went a step further, identifying that all domains of instructional videos—be it the clarity of the content, the quality of the production, its relevance to the lesson, or its ability to hold attention—work in concert to significantly influence how engaged students become. This suggests that a well-crafted video is more than just a visual aid; it's a multifaceted tool that, when used effectively, resonates deeply with young learners. Building on these encouraging results, the study proposes a path forward. It recommends that DepEd officials and school principals champion this positive trend by developing supportive programs and strategies. This could include specialized training workshops for teachers on creating and selecting high-impact videos, investing in school-wide digital resources, or fostering communities of practice where educators can share their most successful video-based lessons. Furthermore, this work is presented not as a final conclusion, but as a starting point. It invites future researchers to build upon this foundation by exploring other influencing factors, such as student home environments or specific learning styles, and by employing different methodological approaches. The ultimate goal is a collective one: to continue unlocking innovative, effective, and joyful ways to educate every child, ensuring that the classrooms in Davao Occidental and beyond are places of active discovery and enduring engagement.

Keywords: *Instructional Videos, Student Engagement, Davao Occidental Division, Philippines.*

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I. INTRODUCTION

In the bustling, hands-on world of Technology and Livelihood Education (TLE), where students learn by doing, a new tool is helping to bridge the gap between instruction and application. Instructional videos have moved from a novel supplement to a central pillar in modern classrooms, offering dynamic visual demonstrations that textbooks alone cannot provide. In the public elementary schools of Davao Occidental Division, where resources can be varied, understanding the power of this accessible technology is crucial.

This study was born from a simple, yet vital, question: How do these digital demonstrations truly affect our young learners? Specifically, we sought to investigate the tangible connection between the use of instructional videos and the level of student engagement in TLE subjects. When a video plays, do students simply watch, or do they become more actively involved in their learning? By answering this, we aim to provide local educators and policymakers with empirical evidence, transforming anecdotal success into a strategic roadmap for enhancing classroom practice and ultimately enriching the educational experience for every child.

II. METHODS

To capture an accurate picture of the current landscape, this research engaged the experts themselves: the teachers. Using a careful probability sampling method, we invited 100 public elementary TLE teachers from across the Davao Occidental Division to share their experiences. These educators, who witness student reactions daily, provided the foundational data for our study.

Through a detailed descriptive-correlational survey, we gathered insights on two core areas: the teachers' practices regarding instructional videos (how often they are used, their quality, and their features) and the observable levels of their students' behavioral, emotional, and cognitive engagement. The data collected was then meticulously analyzed. We used mean scores to gauge overall usage and engagement, the Product-Moment correlation to uncover relationships, and Regression Analysis to pinpoint exactly which aspects of the videos held the most influence.

III. RESULTS AND DISCUSSION

The findings were both clear and encouraging. The analysis revealed that TLE teachers in Davao Occidental are not just occasional users of instructional videos; they are extensive adopters, integrating them regularly into their lesson plans. More significantly, this use correlates strongly with an extensive level of student engagement. Classrooms where videos are utilized are reported to be more vibrant, with students showing heightened interest, participation, and motivation.

Statistically, a significant positive correlation was confirmed, meaning that as the thoughtful use of videos increases, so does student engagement. Delving deeper, the regression analysis showed that it isn't just the presence of a video that matters, but its quality. Key domains like content clarity (is the demonstration easy to follow?), relevance (does it directly connect to the lesson and the students' lives?), and interactivity (does it prompt students to think or act?) were all found to be significant influencers on a student's willingness to engage.

This suggests that a well-chosen video does more than just transmit information; it demystifies complex tasks, provides a relatable visual context, and sparks curiosity. In a subject like TLE, which is inherently practical, seeing a skill performed correctly and clearly before attempting it builds confidence and understanding. This creates a positive feedback loop: students feel more capable, which makes them more willing to participate, leading to a more active and successful learning environment.

IV. CONCLUSION AND RECOMMENDATIONS

The message from this study is unequivocal: instructional videos are a powerful catalyst for student engagement in TLE classrooms. They transform passive learning into an active, visual, and engaging experience.

Therefore, we strongly recommend that school administrators and DepEd officials in the division champion and institutionalize the effective use of this technology. This could be achieved by:

Curating or developing a shared library of high-quality, locally relevant TLE video resources.

Providing professional development workshops for teachers on how to select, create, and integrate videos to maximize interactivity and clarity.

Ensuring classrooms have the basic technological infrastructure to support this tool seamlessly.

Finally, this research opens the door for further inquiry. Future studies could explore the impact of student-made videos, examine the long-term effects on skill retention, or investigate how videos support learners with different styles and abilities. By continuing to explore this tool, we can continue to unlock the potential of every student in Davao Occidental.

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