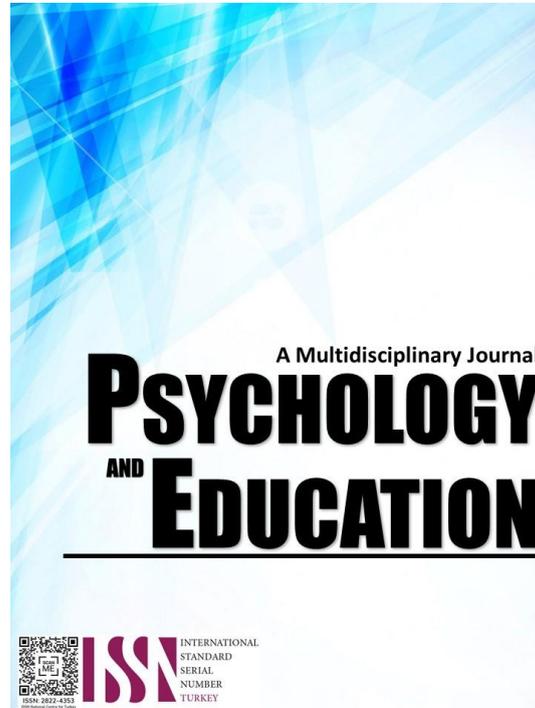


**TEXTBOOK-BASED AND VIDEO-BASED
INSTRUCTIONAL MATERIAL IN ENHANCING
LEARNERS' PERFORMANCE**



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Textbook-Based and Video-Based Instructional Material in Enhancing Learners' Performance

Karen A. Escobido*

For affiliations and correspondence, see the last page.

Abstract

This study aimed to enhance learners' performance using textbook-based and video-based instructional materials and likewise investigated students' perceptions regarding the used of textbook-based and video-based instructional materials as to object, subjects, tool, rules, community, and division of labor and also examined the pretest and posttest scores of students in five competencies in BPP such as; preparing sponges and cakes, preparing, and using fillings, decorating cakes, presenting cakes, and storing cakes for the purpose of determining the significant difference between the performance of the two groups of respondents. Furthermore, this research examined the correlation between the academic achievement of the participants in the second quarter and their perception of the effectiveness of textbook-based and video-based instructional materials. The present study is quasi-experimental research that employed a descriptive approach. The participants of the study were 40 Grade 11 students enrolled in the Bread and Pastry Production specialization program for the school year 2022-2023. The selection of the participants was made through purposive sampling. The participants were deliberately chosen and divided into two cohorts, each receiving distinct forms of guidance: one group was provided with textbook-based instruction, while the other was exposed to video-based instruction. The survey instrument was distributed to the respondents to elicit their viewpoints regarding the viability of instructional materials based on textbooks and videos concerning subjects, object, tools, outcomes, community, rules, and division of labor. A 30-item assessment instrument was used in evaluating the participants' academic proficiency in the five competencies under Bread and Pastry Production. The research revealed significant differences in the pretest and posttest scores of the two groups of participants in the five competencies. On the other hand, the pretest scores of the students under textbook based instruction do not significantly differ from the post test except in decorating cakes. Furthermore, identical outcomes concerning the correlation between second-quarter achievement and the perceived effectiveness of textbook-based and video-based instruction implying insignificant relationship between the variables under study.

Keywords: *bread and pastry production, learners' performance, knowledge, and skill, textbook-based, video-based instructional material*

Introduction

Teaching in today's mainstream is difficult after a pandemic because of the transition from online learning to hybrid learning to in-person sessions. Learning gaps caused by the worldwide disaster necessitated a more significant shift in teachers' teaching and learning practices. Relying on text-based resources and technology is essential to bridge the distance caused by the pandemic. Text-based materials are supplemental material for teaching and learning throughout this crisis. Therefore, DepEd took the opportunity to provide access to high-quality learning resources by reproducing existing text-based materials in either non-print or printed formats. (Do no. 18, s. 2020). All learning transactions happen in text-based materials in the form of self-learning modules, especially those schools in the far-flung area where an internet connection may not be possible. Students rely more on printed formats because this is what they can afford; aside from no internet connection, gadgets' non-availability is also considered. On the forefront of pandemic challenges in education are self-learning

modules instead of textbooks, as some of the delivered textbooks in schools remain quarantined on the bookshelves.

As to DepEd order no. 44, section 2022, distance learning must not be permitted now that schools have returned to full implementation or 5-day in-person classes. It raises the question of whether things will return to normal. Do school textbooks have a role in the teaching and learning sessions? Do textbooks contribute significantly to students' academic performance? Why isn't textbook learning considered a strategy, even though practically every teacher still employs it? Utilizing textbooks remains the cornerstone of efficient classroom practice despite the opposition of many academics. The textbook translates the official objectives into a guide for teachers with resources that can be utilized every day; however, teachers are free to make their own decisions regarding how to use the textbook. The pandemic's radical reforms to the educational landscape have embraced the critical feature of technology. Technology paved the way how students to adjust the manner they learn. The widespread usage of digital devices has expedited

the development of video technology in education in supporting students learning and teachers' development (Sablić, Mirosavljević Škugor,2020). Video is the fundamental approach that satisfies the demands of learners today and in the future. Video can improve how today's learners learn and assimilate lessons while assisting educators in addressing the obstacles posed by various learning styles (Greenberg & Zaretis, 2012). Technology advancements are pushing teachers and students to embrace e-learning programs (Kolekar et al., 2018), enormously contributing to students' learning (Sloan & Lewis, 2014). Considering the rapidly changing technological world, classrooms are gaining more from technology by integrating it into student learning. Nowadays, students are more engaged and at ease with technology; therefore, this must be our priority. (Carsten, Mallon, Bataineh, Al-Bataineh,2021).

Teachers teaching skill-based subjects like Technology, Vocational and Livelihood (T.V.L.) Home Economics Strand has the most considerable adjustment in the new-set up. Teachers had felt the struggle in teaching specialized subjects because these happened to be experiential learning. T.V.L. is about practical skills and job-ready; these require a skill. As a result, in a hybrid learning set-up, teachers struggle to discover the most straightforward approach to provide the skills. Teachers must develop innovative techniques and solutions to provide high-quality education while tackling the pandemic's problems. Teachers, at their capability and accessibility, make all learning possible with technology. They incorporate three dimensional instructional materials to engage learners in active learning. All students with and without a powerfully dominant modality preference benefit from instructions that include video. Incorporating videos in teaching skill-subject is a powerful device that will make students' learn the actual performance they are expected to do in the performance tasks required.

Due to the two-year pandemic, during which students read their modules at home and are now gradually returning to school to learn, the researcher sought to incorporate images, sounds, and explanations through video-based instruction so that students would learn differently than they had in the past. Using video-based instruction, students will have enough time to review, repeat, pause, and rewind the lesson. Students learn more efficiently and retain information when they watch video-based training because they are not simply reading to learn; they also see the steps, tools, equipment, and explanations. It will enable them to be ready for the course's performance requirements. The

previous discussion has led the researcher to study video-based and textbook-based instruction as part of instructional delivery in T.V.L., particularly BREAD AND PASTRY PRODUCTION, especially in dealing with the performance task of preparing gateaux, tortes, and cakes. As a T.V.L. teacher, students in our community are having difficulty learning the concepts and context of this course. The teacher must strengthen instructional delivery strategies, such as text-based education and modern instruction, that promote critical thinking, creativity, and imagination in the core competencies. In addition to emulating learning through visuals (e.g., videos), students also learn through written text instruction. The abilities of students should be kinesthetically developed using whichever method is applicable. This reason has led the researcher to conduct an academic study.

Research Questions:

This study aimed to enhance learners' performance using textbook and video-based instructional material. In this view, the research will seek to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Family Income; and
 - 1.4 Availability of gadgets/devices?
2. What is the perception of the students to textbook based and video-based instructional materials in terms of:
 - 2.1 Subject;
 - 2.2 Object;
 - 2.3 Tool;
 - 2.4 Outcome;
 - 2.5 Community;
 - 2.6 Rules; and
 - 2.7 Division of Labor?
3. What are the pretest and posttest scores of the student's using textbook based and video-based instruction as of the following competencies?
 - 3.1 Preparing sponges and cakes;
 - 3.2 Preparing and using fillings;
 - 3.3 Decorating Cakes;
 - 3.4 Presenting Cakes; and
 - 3.5 Storing Cakes?
4. What is the performance of the respondents during the second quarter?
5. Are the pretest and posttest scores of the respondents exposed to video-based instruction significantly different?
6. Are the pretest and posttest scores of respondents exposed to textbook-based instruction significantly

different?

7. Are the posttest scores of the two group of respondents significantly differ in the following competencies?

- 7.1 Preparing sponges and cakes;
- 7.2 Preparing and using fillings;
- 7.3 Decorating Cakes;
- 7.4 Presenting Cakes; and
- 7.5 Storing Cakes?

8. Is the performance (2nd Quarter Grade) of the respondents significantly related to the perceived video and textbook based instruction?

Methodology

Research Design

The study utilized a descriptive quasi-experimental method of research using a quantitative approach. A quasi-experimental design, like an actual experiment, seeks to establish a cause-and-effect link between an independent and dependent variable. Unlike a real investigation, a quasi-experiment does not rely on random assignment. Instead, subjects were grouped according to non-random criteria.

Respondents of the Study

The researcher conducted this research in Calantas National High School Macalelon, Quezon Senior High School Department, T.V.L. Track, specializing in Home Economics, Bread, and Pastry Production, comprising 40 Grade 11 students. The respondents were taken from two groups, the experimental group receiving the treatment, video-based instruction, and the control group receiving text-based instruction or traditional method of instruction. The purposive sampling technique was used in this study.

Population and Sampling Technique

The researcher chose all the Grade 11 senior high school students in T.V.L.- home Economics strand as the respondents in this Study. The students that took part in the Study were conducting classes in two sessions. Session A was taking classes every Monday - Tuesday while Session B was every Wednesday-Thursday, both same time 1:00-4:00 pm. The course Bread and pastry production should be taught 8 hours a week. Both classes comprise 4 hours in 2 days, and both total 8 hours in 2-day sessions. The researcher

utilized the population of the TVL-HOME ECONOMICS GRADE 11 student enrolment S.Y.: 2022—2023.

Research Instrument

The instrument used in the study was a survey questionnaire and pretest and posttest, mainly gathering responses based on the presented video-based instruction and textbook-based instruction in line with the competency during the 2nd quarter in Bread and Pastry Production. The test and survey questionnaire were part of the data gathering. The researcher made 30-item multiple-choice questions. The instrument was self-made by the teacher and will be checked and validated by the senior teacher specialized in the field. The video-based instruction was presented to three (3) teachers in TLE/TVL afterward. They answered the prepared survey questionnaire. The researcher noted all the inputs, recommendations, and suggestions to improve the survey questions and video and textbook based. Teachers' experts in the field also validated the topic's contents and competency. The test items were taken from each learning outcome of the core competencies of the specialized subject Bread and Pastry Production NCII and are aligned with the K-12 Curriculum: preparing sponges and cakes, filling, and frostings, decorating cakes, presenting cakes, storing cakes. In the self-made test, the researcher aims to find the significant difference between textbook and video-based instruction in enhancing learners' performance. Moreover, the researcher also utilized a survey questionnaire to gather students' perceptions of these two entities as to subject, object, tools, outcome, community, rules, and division of labor. The researcher created a video-based instruction comprising topics, objectives, tools, materials, ingredients, and procedures. This instructional video taught performance-based tasks in Bread and Pastry Production in preparing sponge cakes, filling, decorating, and presenting cakes. The created instructional video aims to determine the adequacy of strategic tools regarding the subject, object, tools, outcome, community, rules, and division of labor. Furthermore, the research developed a text-based material in the form of a task sheet where performance-based tasks, rules, rubrics are the components.

Research Procedures

The researcher requested permission to conduct the study by sending a letter to the office of the School Division Superintendent Officer-in-Charge Sir Elias A.

Results and Discussion

Alicaya Jr. Attached to the letter was the data sharing agreement form, which was then notarized in the public attorney's office to legally bind the document between the researcher and the department. Following this event, another request letter was sent to the public-school administrator in Macalelon, District, requesting that the researcher conduct the study at the school. The supervisor then gave his approval. The researcher wasted no time in delivering another letter to the officer-in-charge of Calantas National High School, Ms. Victoria N. Seño, who affixed her signature to the signed consent from the district supervisor's office. The researcher deliberately started the experimentation.

The researcher selected the students based on their groupings. Students who participated in the study signed an informed consent to value their human interest and voluntary participation. The students were purposively assigned into two groups: experimental and control groups. The control group received textbook-based instruction and video-based instruction as the treatment. A test was given to determine the student's academic performance in Bread and Pastry Production before and after receiving the video-based instruction. The same test was given to the control group. The result was gathered and recorded simultaneously. The impact was analyzed and tabulated to determine the effect of textbook and video-based instruction. After the test, the survey questionnaire was given to assess the adequacy and acceptability of the textbook and video-based instruction on enhancing learners' Bread and Pastry Production performance in terms of subject, object, tools, outcome, community, rules, and division of labor. The survey questionnaire will use a 5-point Likert scale, 5- strongly agree; 4; agree; 3 neither agree nor disagree; 2 disagree, and one strongly disagrees. During the performance-based task, the textbook-based group was given task-based sheets containing the same information as the video-based group. After the competency has been demonstrated through performance-based tasks, the output was evaluated using holistic rubrics.

Table 1. *Distribution of two groups of Respondents as to Age and Sex*

Age	Textbook-based		Video-Based	
	(f)	%	(f)	%
14-16 years old	14	70%	15	75%
17-19 years old	4	20%	5	25%
20-22 years old	1	5%		
23 years old	1	5%		
Sex				
Male	14	70%	17	85%
Female	6	30%	3	15%
Total	20	100%	20	100%

Table 1 shows the distribution for two groups of respondents as to age and sex. Taken from the table above, 14 (70%) were from 14-16 years old, followed by 4 (20%) for 17-19 years old. There was 1 (5%) respondent at the age of 20-22 years old and 23 years old from the Textbook-based group. While from the video-based group, there were 15 (75%), mostly 14-15 years old, and 5 (25%) were 17-19. From 20-22 years and 23 years old, no respondents aged in this category. This result implies that respondents were at their appropriate age according to their grade level. The respondents were mostly in their teenage years, and they were in the moment of active and still enthusiastic to learn.

This table also discusses the partition of the respondents in terms of their sex, wherein 14 (70%) male and 6 (30%) female students were included in the textbook-based group. While 17, or 85%, were male, and only three, or (15%) were female in the video-based group.

The result further showed that the students more likely belonged to the male category. This implies that nowadays, females are interested in baking and males are as well; maybe we are in a society where gender equality is strengthened, and men can also do what women can.



Table 2. Distribution of two groups of respondents as to Family Income, and Availability of Gadgets

Family Income	Textbook-based		Video-Based	
	(f)	%	(f)	%
Lower than 5,000	15	75.0%	13	65.0%
Php 5,000-10,000	5	25.0%	6	30.0%
Php 10,001-15,000	-	-	-	-
Php 15,0001-20,000	-	-	1	0.05
Php 20,001 and above				
Availability Of Gadgets				
Smartphone	18	53%	17	50%
tablet	1	0.02%	1	0.02
laptop	2	0.05%	1	0.02
Basic phone	9	26%	4	12%
desktop	-	0%	-	0%
television	4	18%	12	35%
None	-	0%	-	0%

Table 2 shows that most respondents receive less than 5,000 family income. It confirms that data gathered from the textbook-based group has 15 respondents (75%) with low family income, while 5 or 25% received more than 5,000. On the other hand, the video-based group has a much lower number of families receiving lower than 5,000 monthly incomes with a difference of 2. In contrast, 6 (30%) received 5,000 to 10,000, and only one was compensated, amounting to 15,000 to 20,000. The results reveal that respondents are from low-income families.

The table also shows that 18 students or 53% of them owned smartphones Only 1 (0.02%) owned a tablet and 2 or (0.05%) owned a laptop, while 9 or (26%) were still using basic phones and 4 (18%) has television from the textbook based group. On the other hand, the video-based group has 17 students 50% were owners of smartphones, one (1 or 0.02%) has a tablet, and a laptop, 4 or 12% them has basic phones, and 12 or 35% of them has a television. The result shows that the respondents rarely owned digital devices used in school and at home. Students' families were not all capable of buying digital devices due to low family income.

In today's world, having access to various digital gadgets has become an essential component in teaching and learning process. Providing a cellphone, tablet computer, or any other digital gadget that can assist a child in adjusting to new technological developments in an educational environment is an expense that should be borne by the parents. The parents should seek outside funding for this purpose. Most educational resources available today are available in digital formats, such as e-books, digital modules, and video lessons.

In a world where technology changes rapidly, no

student should be left behind. Everyone should be exposed to digital learning. As quickly as technology evolves, our students adapt to it at the same rate. Parents, educators, and students should collaborate to create a variety of learning opportunities related to the use of digital devices.

Table 3. Perception of the respondents to textbook-based and video-based material as to subject.

Indicators	TEXTBOOK BASED			VIDEO-BASED		
	MEAN	SD	VI	MEAN	SD	VI
I am stimulated by the textbook-based material/ video presentation	3.90	1.02	Agree	4.10	0.64	Agree
I am eager to learn the lesson from reading the textbook /watching the video	3.90	0.64	Agree	4.30	0.73	Agree
I am satisfied with the textbook-based material/ video presented	3.75	1.02	Agree	4.25	0.55	Agree
I can perform our baking tasks by reading textbooks/watching the video	4.25	0.64	Agree	4.10	0.79	Agree
I easily understand the lesson in preparing bread and pastry through the aid of the textbook/ video	4.05	0.60	Agree	4.25	0.55	Agree
Overall	3.97	0.58	Agree	4.20	0.52	Agree

Table 3 presented the perception of the respondents as to textbook-based and video-based material as to subject. The result shows that students were stimulated by the textbook-based and video based with a mean of 3.90 and 4.10 which are both interpreted as Agree. Students were eager to learn the lesson from reading the textbook and watching the video, which is both interpreted as Agree with the mean of 3.90 and 4.30. Students were satisfied with the textbook-based material and video presented which are both interpreted as Agree with the mean of 3.75 and 4.25. Students can perform baking tasks by reading textbooks and by watching videos with a mean of 4.25 and 4.10 both interpreted as Agree. Students easily understand the lesson in preparing bread and pastry through the help of textbooks and videos with a mean of 4.05 and 4.25 both interpreted as Agree. Students' perceptions of textbook-based and video-based as to the Subject are both interpreted as Agree with an average mean of 3.97 and 4.20, respectively.

As a result, teachers should be child centered. Learners are the most significant aspect of the classroom; they are the primary focus of the teaching and learning process. Whatever teaching strategies teachers employ, students are easily motivated to learn. They are all enthusiastic to understand the subject, which is why they can simply complete the activities or performance tasks assigned to them.



Table 4. Perception of the respondents to textbook-based and video-based material as to object

Indicators	TEXTBOOK-BASED			VIDEO-BASED		
	MEAN	SD	VI	MEAN	SD	VI
Each lesson in the video presentation and textbook-based material is accompanied by specific objectives	4.00	0.65	Agree	4.45	0.69	Agree
The objectives of the video presentation and textbook-based material are attainable and measurable.	3.90	0.85	Agree	4.15	0.67	Agree
The objectives are stated in behavioral terms.	4.00	1.12	Agree	4.50	0.61	Strongly Agree
The words used for objectives are clear and easily understood.	4.05	0.83	Agree	4.30	0.80	Agree
The objectives are in line with the competencies set by the DepEd.	4.15	0.67	Agree	4.50	0.69	Strongly Agree
Overall	4.02	0.66	Agree	4.38	0.55	Agree

Table 4 represents the perception of the respondent to textbook-based and video-based material as to Object. Each lesson in the video presentation and textbook-based instruction was accompanied by specific objects that were both Agreed with a mean of 4.00 and 4.45 respectively. Objectives of the video presentation and textbook-based material are attainable and measurable and were both Agreed with the mean of 3.90 and 4.15 respectively. Objectives stated in behavioral terms were Agreed with the mean of 4.00 from the textbook-based group while 4.50 mean was generated and interpreted as Strongly Agree from the video-based group. The words used for objectives are clear and easily understood were both Agreed with a mean of 4.05 and 4.30 respectively. The objectives are in line with the competencies set by the DepEd and were interpreted as Agree with the mean of 4.15 from the Textbook-based group while this was Strongly Agree with the mean of 4.50 from video-based instructional material. For the overall perception of the students as to OBJECT with the overall mean of 4.02 and 4.38 both interpreted as Agree.

The result suggests that any teaching and learning materials should be accompanied by objectives so that students are aware of the required performance they must exhibit in the subject. These standards will always apply to learning tasks that require teachers to provide lessons to the class. Students are in favor that objectives must be clear and understandable so that they will become prepared for the individual or group tasks that the teachers wanted them to accomplish to meet the standard curriculum.

Table 5. Perception of the respondents on textbook-based and video-based instructional material as to tool

Indicators	TEXTBOOK-BASED			VIDEO-BASED		
	MEAN	SD	VI	MEAN	SD	VI
The textbook-based instruction /video presentation improves my skills in baking	4.10	0.97	Agree	4.55	0.51	Strongly Agree
The textbook-based instruction/video instruction helps me practice the skills in baking	4.35	0.75	Agree	4.50	0.61	Strongly Agree
The textbook-based instruction /video instruction helps me to understand better the lesson in preparing cakes and icing	4.25	0.64	Agree	4.55	0.69	Strongly Agree
The textbook-based instruction /video instruction helps me to better understand the lesson	4.05	0.89	Agree	4.45	0.60	Agree
The textbook-based instruction /video instruction gave me a new understanding I didn't have after viewing a video lesson/reading the lesson material on cake preparation	4.10	0.91	Agree	4.45	0.60	Agree
Overall	4.17	0.63	Agree	4.50	0.48	Strongly Agree

Table 5 illustrates the perception of the respondents on textbook-based and video-based instructional material as tool. The respondents have different degrees of responses regarding this variable. Textbook-based instruction improves their skills in baking generated a mean of 4.10 interpreted as Agree while for the video-based instruction, it was Strongly Agreed with a mean of 4.55. Textbook-based instruction helps them to practice the skills in baking generated a mean of 4.35 interpreted as Agree while Video-based instruction was verbally interpreted as Strongly Agree with a mean of 4.50. Textbook-based instruction helps them to understand the lesson in preparing cakes and icing where interpreted as Agree with a mean of 4.25 while video-based instruction was interpreted as Strongly Agree with a mean of 4.55. Textbook-based and video-based instruction helps the students to better understand the lesson and were both interpreted as Agree with the mean of 4.05 and 4.45 respectively. Textbook based gave the students new understanding that they didn't have after watching a video lesson was interpreted as Agree with the mean of 4.10., while video-based instruction gave the students a new understanding that they didn't have after reading lesson material in cake preparation was interpreted as Agree with the mean of 4.45. The overall interpretation of the respondent's perception of textbook-based instruction as to tool was Agree with a mean of 4.17 and Strongly Agree with a mean of 4.50 as to video-based instruction.

The result implies that video-based learning is becoming more significant nowadays. "Students in baking prefer more of video-based instruction because they could practice more and helps them improve their baking skills. Video-based instruction helps the student to understand better the lesson in preparing



cakes and icings. It concluded that using video material to emulate the steps in baking will boost the overall knowledge of the procedure. Students were engrossed entirely in completing a task using video material since they knew what pattern of behavior they needed to follow.

Video lessons as a tool for learning really make the students to be engaged in the lesson, they are interested to learn the instruction and method, as the teacher demonstrated the process. Learning is easy if it has visual representation of the expected behavior students need to simulate.

Table 6. Perception of the respondents to textbook-based and video-based material as to the outcome

Indicators	TEXTBOOK-BASED			VIDEO-BASED		
	MEAN	SD	VI	MEAN	SD	VI
I can bake sponge-based cakes as required by standard procedures	4.05	0.94	Agree	4.30	0.86	Agree
I can be able to make icing, fillings, and frostings as required to standard procedures	3.90	0.85	Agree	4.20	0.70	Agree
I can produce sponge cake, icing, fillings, and frostings using the correct baking tools	4.10	0.79	Agree	4.30	0.66	Agree
I can ice the sponge cake by using a different decorative technique	4.25	0.72	Agree	4.25	0.91	Agree
I can produce delicious and moist sponge cakes with decorative icing and frostings	4.15	0.75	Agree	4.25	0.79	Agree
Overall	4.09	0.61	Agree	4.26	0.62	Agree

The table above displays the perception of the respondents to textbook-based and video based as to outcomes. The respondents both agree on all the indicators underlying the outcome. The respondents can bake sponge-based cakes as required by standard procedures interpreted as Agree from both textbook-based and video based with a mean of 4.05 and 4.20 respectively. Students can be able to make icings, fillings, and frosting as required to standard procedure both interpreted as Agree with a mean of 3.90 and 4.20. Both groups can be able to produce sponge cake, icing, fillings, and frostings using the correct baking tools both interpreted as Agree with the mean of 4.10 and 4.30. Students can ice sponge cake using different decorative techniques both Agreed in the textbook-based group and video-based group with the same mean of 4.25. Students can produce delicious and moist sponge cakes with decorative icings and frostings were both interpreted as Agree in textbook based and video based with a mean of 4.15 and 4.25. The overall interpretation of the respondents as to the outcome from textbook-based was agreed with an

average mean of 4.09 and from video-based it was also interpreted as agree with an average mean of 4.26.

Based on the result both textbook-based and video-based instruction have an agreeable perception of how the two instructional materials help them to create their baked output. They better understand the standard procedure for making sponges and icings using the correct baking tools. Both groups of students can be able to ice a cake as well as producing delicious sponge cakes with decorative icings utilizing the two instructional materials. For them, both strategies produce the best results possible. It was the same impact on the student’s outlook when it comes to the overall outcome that they produce in baking sponge cakes with decorative icing and fillings. For them, if both materials were provided in the performance tasks whether it is a text-based material or video-based material, they could produce the same product or output.

Table 7. Perception of the respondents to textbook-based and video-based material as to community

Indicators	TEXTBOOK-BASED			VIDEO-BASED		
	MEAN	SD	VI	MEAN	SD	VI
Team members understand their roles and responsibilities in the baking tasks.	4.10	0.72	Agree	4.45	0.51	Agree
Working as part of a team motivates me to do my best.	3.90	0.85	Agree	4.55	0.51	Strongly Agree
Team members respect and appreciate each other’s contributions.	3.95	0.89	Agree	4.55	0.69	Strongly Agree
Our team encourages teamwork	4.00	0.65	Agree	4.50	0.61	Strongly Agree
We make sure that our work contributes to the success of our baking performance	4.10	1.02	Agree	4.45	0.76	Agree
Overall	4.01	0.57	Agree	4.50	0.46	Strongly Agree

The above table shows the perception of the respondents to textbook-based, and video based as to the community. Team members' understanding of their roles and responsibilities in the baking tasks were both interpreted as Agree with the mean of 4.10 and 4.45. Working as part of a team motivates the students to do their best was interpreted as Agree with the mean of 3.90 from textbook based and Strongly Agree with the mean of 4.55 from video-based instruction. Team member's respect and appreciation for each other’s contributions were interpreted as Agree with the mean of 3.95 from the textbook based and strongly agreeing with the mean of 4.55 from the video-based group. Our team encourages teamwork was interpreted as Agree with the mean of 4.00 from the textbook based and Strongly Agree with the mean of 4.50 from the video-based group. Students make sure that their work



contributes to the success of their baking performance were both interpreted Agree from a textbook and video-based group with the mean of 4.10 and 4.45 respectively. The overall interpretation of textbook based as to community was Agree with a mean of 4.01 and Strongly Agree from a video-based group with a mean of 4.50.

This result indicates that demonstrating how cooperatively a group activity will be completed with the assistance of team members is a determinant in the success of a group's performance. It was then underlined that all the baking duties that would be completed would be done as a team where every individual should take part in the allocated activity to them. On the other hand, textbook-based material also included the duties and responsibilities of group members; however, this was not fully implemented because some group members were unaware of their tasks and responsibilities.

Table 8. Perception of the respondents to textbook-based and video-based material as to rules

Indicators	TEXTBOOK-BASED			VIDEO-BASED		
	MEAN	SD	VI	MEAN	SD	VI
I can perform the activity and know the expected criteria for scoring the baking tasks.	4.95	0.95	Strongly Agree	4.25	0.64	Agree
I am motivated to do the baking tasks by following the rubrics	3.85	0.75	Agree	4.35	0.59	Agree
I can demonstrate the tasks following the rules on health and safety procedures	4.15	0.59	Agree	4.55	0.76	Strongly Agree
I can easily follow the rules of the task using the task sheet/video	3.80	0.62	Agree	4.25	0.64	Agree
I can perform the task of preparing Sponge cakes and frostings by observing the rules/ reading the rules	4.35	0.59	Agree	4.35	0.67	Agree
Overall	4.42	1.89	Agree	4.35	0.47	Agree

The table shows the students' perception of textbook-based and video-based instruction as to RULES. The textbook-based group can perform the activity and knows the expected criteria for scoring the baking tasks was interpreted as Strongly Agree with a mean of 4.95. while video-based was interpreted as Agree with the mean of 4.25. Students were motivated to do the baking task by following the rubrics were both interpreted as Agree with the mean of 3.85 and 4.35. Students can demonstrate the task following the rules on health and safety procedures was interpreted as Agree from the textbook based with a mean of 4.15 and strongly Agree from the video based with a mean of 4.55. Students can easily follow the rules of the tasks using the tasks sheet was interpreted as Agree with a mean of 3.80 while students can easily follow

the rules' using video was interpreted as Agree with a mean of 4.25. Students can perform the task of preparing sponge cakes and frostings by reading the rules via textbook-based instruction and observing the rules via video-based instruction were both interpreted as Agree with the same mean of 4.35. The overall interpretation of students' perception of textbook-based and video-based instruction as to rules was Agree with the mean of 4.42 and 4.35 respectively.

This result suggests that rules which are embedded in textbook-based instruction, can promptly read and scan statements by the students especially the scoring rubrics. In contrast, rules are displayed on the screen as each is presented in video-based instruction were difficult for the students to follow because it will take their time browsing the criteria. Students prefer written rubrics to follow the required tasks in this situation readily. Regarding video-based instruction in which students observe the teacher demonstrated the health and safety protocols while performing baking tasks, were strongly agreed by them because they could repeat playing it, and this was only a short task which are easily remembered when viewed unlike the rubrics or criteria which include a lot of text in a statement. For visual learners, images and sounds are appreciated other than words or text.

Rubrics/ rules that are written in text have an impact on students because they can promptly ask questions about anything that is unclear. Learners are wary of how they are graded using rubrics; consequently, in textbook-based instruction, they firmly favor simpler performance if they are familiar with the expected criteria for scoring the baking task.

Table 9. Perception of the respondents to textbook-based and video-based material as to the division of labor

Indicators	TEXTBOOK-BASED			VIDEO-BASED		
	MEAN	SD	VI	MEAN	SD	VI
The tasks were divided accordingly	4.05	0.89	Agree	4.70	0.57	Strongly Agree
Each member can do their specified tasks	4.00	0.56	Agree	4.30	0.80	Agree
The tasks' difficulty makes it simple for the group members to complete	3.90	0.72	Agree	4.45	0.69	Agree
The task assignment is distributed fairly	4.00	0.86	Agree	4.40	0.68	Agree
The tasks are organized and made explicit to ensure activity success.	4.15	0.49	Agree	4.45	0.69	Agree
Overall	4.05	0.89	Agree	4.70	0.57	Strongly Agree

The table shows the perception of the students to textbook-based and video-based material as to DIVISION OF LABOR. The tasks were divided



accordingly, with a mean of 4.70 interpreted as Strongly agree with the mean of 4.70 from the video based whereas the textbook-based instruction agreed with a mean of 4.05. Each member can do their specified task were both agreed with the mean of 4.00 and 4.30. The difficult tasks that make it simple for the group members to complete were interpreted as Agree with a mean of 3.90 from the textbook based and 4.45 interpreted as Agree from the video based. The task assignment is distributed and perceived as both Agree from textbook-based and video based with the mean of 4.00 and 4.40 respectively. The tasks are organized and made explicit to ensure activity success were both agreed with the mean of 4.15 and 4.45. For the overall interpretation, the video-based group perceived the division of labor as STRONGLY AGREE (M=4.70, SD=0.57) while the textbook-based group as AGREE (M=4.05, SD=0.89).

The result expresses how the activity will be divided among the students following the activity's objective, which is the improvement of performance resulting in the production of an output required in the competency of BREAD AND PASTRY PRODUCTION. The students who perform the tasks contribute to the activity's success along with the other group members from which tasks were distributed. In the case of the video-based instruction, task distribution was evident in the video instruction, that is why students successfully done the activity while performing the individual task among their group. In collaborative learning it allows students to learn from one another. They are collaborating to ensure that everyone participates in the learning task. Every member of the group has a significant role to accomplish in the activity, they work as a team in the baking activity that ensure fairness and equal opportunities among the group members.

Table 10. Summary perception of the respondents to textbook-based and video-based material as to subject, object, tool, outcome, community, rules and division of labor

Indicators	TEXTBOOK-BASED			VIDEO-BASED		
	MEAN	SD	VI	MEAN	SD	VI
Subject	3.97	0.58	Agree	4.20	0.52	Agree
Object	4.02	0.66	Agree	4.38	0.55	Agree
Tool	4.17	0.63	Agree	4.50	0.48	Strongly Agree
Outcome	4.09	0.61	Agree	4.26	0.62	Agree
Community	4.01	0.57	Agree	4.50	0.46	Strongly Agree
Rules	4.42	1.89	Agree	4.35	0.47	Agree
Division of Labor	4.05	0.89	Agree	4.70	0.57	Strongly Agree

This table shows the summary of the overall perception of the students to textbook based and video-

based instruction as to five indicators. In textbook based instruction all the indicators were perceived as Agree, having the following meaning respectively; subject 3.97, object 4.02, tools 4.17, outcome 4.09, community 4.01, rules 4.42, division of labor 4.05. However, tool, community, division of labor were perceived as strongly agree having the mean of 4.50 and 4.70, while subject, object, outcome, and rules were perceived as agree having the mean of 4.20, 4.38, 4.26, and 4.35.

This indicates that in video-based instruction, students concur that video lessons can effectively engage them in the process of learning to bake cakes. They can work as a team to produce high-quality baked products. Learners have substantial roles in their baking tasks so that everyone has an equal opportunity to perform all the necessary tasks. Indeed, video-based instruction can pique students' interest because it helps them achieve their goals.

Table 11. Pretest and Posttest scores of the respondents exposed to textbook based and video-based instruction in Preparing Sponges and Cakes

Scores	TEXTBOOK BASED				VIDEO-BASED				Interpretation
	PRETEST		POSTTEST		PRETEST		POSTTEST		
	f	%	f	%	f	%	f	%	
9-10	1	5%	1	5%	-	-	3	15%	Excellent
7-8	3	15%	5	25%	1	5%	4	20%	Very good
5-6	2	10%	8	40%	1	5%	10	50%	Good
3-4	7	35%	4	20%	11	55%	3	10%	Fair
0-2	7	35%	2	10%	7	35%	-	-	Poor
Total	20	100%	20	100%	20	100%	20	100%	

The table above presents the pretest and post-tests scores of the respondents on textbook-based and video-based in preparing sponges and cakes. In the pretest scores of the respondents in the textbook based, 35% of the respondents scored Fair and Good in their pretest and 8 or 40% of them scored Good during their posttest. In the case of video-based instruction, almost 11 or 55% of students scored (3-4) interpreted as Fair in their pretest and 10, or 50% of them scored (5-6) interpreted as good, 4 or 20% of them as Very Good, and 3 or 15% of them were excellent in their posttest. This means that post-test scores improved under both sets of instructions. The two sets of instructions are effective in both groups of learners. Nevertheless, video-based instruction has a notable difference in their pretest and posttest scores.



Table 12. *Pretest and Posttest scores of the respondents exposed to textbook based and video-based instruction in preparing and using fillings.*

Scores	TEXTBOOK BASED				VIDEO-BASED				Interpretation
	PRETEST		POSTTEST		PRETEST		POSTTEST		
	(f)	%	(f)	%	(f)	%	(f)	%	
9-10	-	0%	1	5%	-	-	5	25%	Excellent
7-8	4	20%	2	10%	-	-	7	35%	Very good
5-6	4	20%	6	30%	-	-	3	15%	Good
3-4	5	25%	9	45%	12	60%	5	25%	Fair
0-2	7	35%	2	10%	8	40%	-	-	Poor
Total	20	100%	20	100%	20	100%	20	100%	

The table shows the pretest and posttest scores of students in preparing and using fillings. Based on the data given textbook-based instruction pretest scores resulted that there were 7 (35%) students scoring 0-2, (Poor), 5(25%) students scoring 3-4 (Fair), 4(20%) students scored 5-6, Good, 4 or 20% scored 7-8, Very good. Moreover, textbook-based posttest scores of the students generated a frequency of 2 (10%) scored 0-2, 9 (45%) scored 3-4, 6 (30%) scored 5-6, 2 (10%) scored 7-8, and 1 or 5% scored 9-10. In the video-based instruction pretest scores the students generated a frequency of 8(40%) scored 0-2, and 12 (60%) scored 3-4, Furthermore, on the posttest scores, 5 (25%) of students got the scores of 3-4; 3 or 15% of them scored 5-6; 7 or 35% of them scored 7-8, and 5 or 25% of them scored 9-10.

There was a sudden increase in scores in the post-test from the textbook based; 2 (10%) scored 0-2, while no respondents scored lower during their post-test in the video-based group. The results show that most of the students in their pretest were poor after utilizing the textbook-based instruction, it became Fair in the posttest. In terms of video-based instruction, students' pretest scores were poor then they became Very good in the post-test. The data typically generated an improvement in scores for the video-based group in preparing and using fillings. Students were more engaged on this topic, the know-how for demonstration skills can boost students' attention especially when they are presented with video-based instruction.

Table 13. *Pretest and Posttest scores of the respondents exposed to textbook based and video-based instruction in decorating cakes.*

Scores	TEXTBOOK BASED				VIDEO-BASED				Interpretation
	PRETEST		POSTTEST		PRETEST		POSTTEST		
	(f)	%	(f)	%	(f)	%	(f)	%	
9-10	-	-	1	5%	-	-	-	-	Excellent
7-8	-	-	1	5%	-	-	2	10%	Very good
5-6	1	5%	3	15%	2	10%	3	15%	Good
3-4	5	25%	13	65%	7	35%	10	50%	Fair
0-2	14	70%	2	10%	11	55%	5	25%	Poor
TOTAL	20	100%	20	100%	20	100%	20	100%	

The table above presents the pretest and posttest scores of the students in decorating cakes as to textbook-based and video-based instruction. Based on the data specified from the textbook-based instruction, the pretest result has 14, or 70% of students scored (0-2) (Poor), then 5, or 25% of them scored 3-4 (Fair), 1 or 5% of them scored 5-6(Good). Meanwhile, posttest scores were 10% or 2 students scored (0-2) Poor, 13 or 65% of them scored 3-4 interpreted as Fair, 3 or 15 % of them scored 5-6 as (Good), then 1 or 5 % were Very Good and Excellent. However, pretest results generated from video-based instruction were 55%, or 11 got a score of 0-2(Poor), 7, or 35% of them scored 3-4 (Fair), and 2, or 10% of them scored 5-6 (Good). In their posttest, 5 or 25% of them scored (0-2) (Poor), 10, or 50% of them scored (3-4) (Fair), 3 or 15% scored (5-6) (Good), and 2 or 10% scored (7-8) Very Good. The result demonstrated that scores of the students increase in the posttest. One student became excellent at decorating cakes from a textbook based and none from a video based.

In this case, students from textbook-based groups induce creativity in decorating cakes because they can think critically about the idea of decorating they read purposely the process and techniques of decorating cakes, while in video-based no students got excellent scores maybe because students that are presented with a lot of vivid examples, the process of decorating, their minds were cluttered with so many ideas, it's hard to focus to only one idea in terms of decorating that is why they only got very good in their scores.

Table 14. *Pretest and Posttest scores of the respondents exposed to textbook based and video-based instruction in presenting cakes.*

Scores	TEXTBOOK BASED				VIDEO-BASED				Interpretation
	PRETEST		POSTTEST		PRETEST		POSTTEST		
	(f)	%	(f)	%	(f)	%	(f)	%	
9-10	-	-	3	15%	-	-	1	5%	Excellent
7-8	-	-	1	5%	-	-	7	35%	Very good
5-6	5	25%	2	10%	1	5%	7	35%	Good
3-4	8	40%	8	40%	6	30%	2	10%	Fair
0-2	7	35%	6	30%	13	65%	3	15%	Poor
Total	20	100%	20	100%	20	100%	20	100%	

The above table shows the pretest and posttest scores of the students in presenting cakes. From the analysis above under textbook-based instruction pretest scores it was found out that there were seven students (35%) got (0-2) scores, 8 (40%) students got 3-4 scores, 5 or 25 % got 5-6 scores, while in their posttest scores, 6 or 30% of the students got 0-2 scores, 8 or 40% got 3-4 scores, 2 or 10% of the students got 5-6 scores, 1 or 5% got 7-8 scores, and 3 or 15% of them got 9-10 scores. On the other hand, the pretest scores of the



students under video-based instruction were 13 or (65%) of them got 0-2 scores, 6 or 30% got 3-4, 1 or 5% got 5-6, while their posttest scores were 3 or 15% of the students got 0-2 scores, 2 or 10% got 3-4 scores, 7 or 35% got 5-6 and 7-8 scores, 1 or 5% of them got 9-10 scores.

The study reveals that both textbook-based and video-based instruction enhance learning scores. In contrast, the percentage of improvement was greater for video-based instruction. Students who received video-based instruction saw the actual cake presentation, making it more appealing for them to replicate what they were supposed to do. Students under video-based instruction may be better at cake presentation than those under textbook-based instruction because they can see how cakes are presented rather than just reading about it.

Table 15. *Pretest and Posttest scores of the respondents exposed to textbook based and video-based instruction in storing cakes.*

Scores	TEXTBOOK BASED				VIDEO-BASED				Interpretation
	Pretest		Posttest		Pretest		Posttest		
	f	%	f	%	f	%	f	%	
9-10	1	5%	2	10%	-	-	-	-	Excellent
7-8	-	-	-	-	-	-	-	-	Very Good
5-6	8	40%	12	60%	10	50%	11	55%	Good
3-4	-	-	6	30%	-	-	-	-	Fair
0-2	11	55%	-	-	10	50%	9	45%	Poor
TOTAL	20	100%	20	100%	20	100%	20	100%	

Table 15 shows the pretest and posttest scores of the respondents in storing cakes. Textbook-based group pretest generated a frequency of 11 (55%) students scored 0-2; (Poor), 8 (40%) of the students scored (5-6), and 1 (5%) scored (9-10) Excellent. During their post-test, 6(30%) of the students scored (3-4) (Fair), 12(60%) scored (3-4) (Fair), and 2(10%) (Poor) students scored (9-10) Excellent. In the case of the video-based instruction the scores in their pretest resulted in 10 (50%) students scoring (0-2) (Poor), and 10 (50%) scored (5-6) (Good) whereas in their posttest, students got (0-2) or 9 (45%) (Poor), and 11 (55%) of students scored (5-6) Good.

The research indicates that, for storing cakes, students performed very well with textbooks than with videos. It demonstrates that textual content may be a viable alternative to video-based training, as students may quickly return pages and read the material with a page flip. Instead of providing the information via a slide or pictures, they can readily follow the procedures for storing and digesting the text.

Table 16. *Performance of the respondents during the 2nd Quarter*

2 nd Quarter Grade	TEXTBOOK BASED		VIDEO-BASED		Interpretation
	N	%	N	%	
90-100	6	30%	9	45%	Outstanding
85-89	7	35%	5	25%	Very satisfactory
80-84	7	35%	6	30%	Satisfactory
75-79	-	-	-	-	Fairly Satisfactory
Below 75	-	-	-	-	Did Not Meet Expectations
Total	20	100%	20	100%	

The above table presents the performance of the respondents during the 2nd Quarter as textbook-based and video based. The data shows that most students got 35% satisfactory grades, 35% very satisfactory, and 30% outstanding in the textbook based. However, students got 30% satisfactory grades, 25% Very Satisfactory, and 45% outstanding grades. The results indicate that students all performed better exposed to the two instructions. Students who have experienced video-based instruction have a slightly higher percentage of outstanding results. This suggests that video-based instruction enhances their performance during the second quarter.

Table 17. *Significant difference between pretest and posttest scores of respondents exposed to video-based instruction.*

Competencies	Pretest		Posttest		t	df	Sig. (2-tailed)
	M	SD	M	SD			
Preparing sponges and cakes	2.85	1.39	6.10	1.41	-6.842	19	0.000
Preparing and using fillings	2.65	0.99	6.85	2.16	-8.768	19	0.000
Decorating Cakes	2.45	1.47	3.75	1.92	-2.639	19	0.016
Presenting Cakes	2.70	1.34	6.10	2.29	-6.736	19	0.000
Storing Cakes	2.50	2.56	2.75	2.55	-0.295	19	0.772

The table shows the significant difference between the pretest and posttest scores of the respondents exposed to video-based instruction across the five competencies. It was evident that there were significant differences between the pre-and post-tests for each competency. In preparing sponges and cakes it generated a mean result of 2.85 in the pretest and 6.10 mean in the posttest, were significant at 0.000. However, in terms of preparing and using fillings, it has a pretest mean of 2.65 and a posttest mean of 6.85, which were significant at 0.000. Whereas decorating cakes have a pretest mean of 2.45 and the posttest



mean of 3.75 are significant at 0.016. Nevertheless, presenting cakes with a pretest mean of 2.70 and a posttest mean of 6.10, were significant at 0.000. Conversely, in terms of storing cakes the pretest means of 2.50 and a posttest mean of 2.75, were not significant at 0.772. As a result, three competencies such as preparing sponges and cakes, preparing, and using fillings, decorating cakes, and presenting cakes for video-based instruction were all significant at 0.05 level while storing cakes show no significance. The results indicate that the difference between the pretest and post-test scores of the respondents exposed to video-based instruction was partially significant.

Based on the result presented, indicates that among five competencies, four of them are substantial through video-based instruction. Presenting the lessons through videos, when it deals with the demonstration of skills, is one way of showing a clear picture of the expected performance. Video-based lessons created by the researcher display all five competencies. But students were all engaged only in four competencies because these four competencies are much more exciting than storing cakes. Students were much more interested in preparing sponges, fillings, decorating, and presenting other than storing cakes based on the video-based instruction. Not all subjects are loved and favorite by our students, there are only one or two from their subjects that are their point of interest, the same holds in this instance resulting in not all the five competencies receiving their focus.

The video lecture on storing cakes consists solely of animated text, with the proper storing technique flashing across the screen as the video played. Due to technical issues, video-based cake storage instruction does not result in a significant difference in cake storage. It demonstrates that when using video-based instruction, we should limit the amount of text and focus on demonstrating the proper method to perform a specific task. That visual learners acquire knowledge through images as opposed to words or text. Enhancing students' ability to comprehend text-based or written material is a crucial objective for educators in the modern era.

Table 18. Significant difference between pretest and posttest scores of respondents exposed to textbook-based instruction.

Competencies	Pretest		Posttest		t	df	Sig.(2-tailed)
	M	SD	M	SD			
Preparing sponges and cakes	3.90	2.36	5.20	1.96	-1.732	19	0.100
Preparing and using fillings	3.80	2.28	4.50	1.76	-1.136	19	0.270
Decorating Cakes	2.10	1.37	4.15	2.03	-3.727	19	0.001
Presenting Cakes	3.60	1.90	4.30	3.26	-0.824	19	0.420
Storing Cakes	2.50	3.03	4.00	3.08	-1.453	19	0.163

The table above shows the significant difference between the pretest and post-test scores of the respondents exposed to textbook-based instruction. In terms of preparing sponges and cakes, the mean pretest of 3.90 and the mean posttest of 5.20 were not significant at 0.100. In the case of preparing and using fillings, the mean pretest of 3.80 and the mean posttest of 4.50 were not significant at 0.270. In decorating cakes, the mean pretest of 2.10 and mean posttest of 4.15 were significant at 0.001. In presenting cakes, the mean pretest of 3.60 and mean posttest of 4.30 were not significant at 0.420. In storing cakes, the mean pretest of 2.50 and the mean posttest of 4.00 were not significant at 0.163. From that result, only decorating cakes was significant at a 0.05 level of significance, while the rest of the competencies show no significance as to textbook-based instruction.

According to the results, the most notable aspect of the textbook group is the cake-decorating activity, as this is where students were able to visualize the outcome of their reading. Students in this group were enthusiastic about decorating because, to them, cakes are decorated; as a result, they meticulously read the material to understand the process or strategy of decorating, which resulted in a significant difference in their test scores.

The researcher's textbook-based material includes supplementary learning resources in the form of a task page containing a cake illustration. This written material contains a comprehensive list of ingredients and procedures, as well as a cake model. Students in this section were eager to recreate the confection depicted in the material. They study it thoroughly to produce identical output to what they have visualized.

Table 19. Significant difference between Posttest scores of students exposed to textbook-based and video-based.

Competencies		Posttest			df	Sig.(2-tailed)
		M	SD	t		
Preparing sponges and cakes	Textbook-based	5.20	1.96	-1.665	38	0.104
	Video-based	6.10	1.41			
Preparing and using fillings	Textbook-based	4.50	1.76	-3.771	38	0.001
	Video-based	6.85	2.16			
Decorating Cakes	Textbook-based	4.15	2.03	0.640	38	0.526
	Video-based	3.75	1.92			
Presenting Cakes	Textbook-based	4.30	3.26	-2.019	38	0.051
	Video-based	6.10	2.29			
Storing Cakes	Textbook-based	4.00	3.08	1.398	38	0.170
	Video-based	2.75	2.55			



Presented in the table is the test of significance between post-test scores of students as to textbook-based and video-based instructions. In preparing and using fillings, a mean of 5.20 in textbook-based and a mean of 6.10 in video-based were not significant at 0.104. While preparing and using fillings, the mean of 4.50 in textbook-based and 6.85 in video-based was significant at 0.001. Decorating cakes resulted in a mean of 4.15 in textbook-based and 4.30 in video-based were not significant at 0.526. However, in presenting cakes it has a mean of 4.30 in the textbook based and a mean of 6.10 in video-based were not significant at 0.051. Nevertheless, storing cakes has a mean of 4.00 in textbook-based and 2.75 in video-based were not significant at 0.170. As an overall result from the generated mean only preparing and using fillings shows significance between the posttest scores of the students exposed to textbook-based and video-based instruction while other competencies show no significance.

The results indicate that each instruction was significant in its level. It also depends on how pupils respond to the instructional strategy. The diversity of learners has different points of the manner in acquiring knowledge. Instructors cannot remain in their comfort zone; they must consider a range of means by which students will comprehend the material. While not all competencies could be acquired through video-based content in this instance, textbooks can be an effective learning tool that should be adaptable to how students learn.

Preparing fillings and icing is an important part of cake decorating because it determines cake design and presentation. If any of this fail, cakes cannot be decorated; icing and frostings must be stable to be spreadable on sponge cakes. This is the reason why it led to significant results among other competencies in terms of their post test scores.

The researcher's video-based instructional material depicts the process, procedure, and ingredients used in producing and utilizing fillings. The researcher demonstrated effectively how to make simmered icing and chocolate ganache for cake decoration. All the students were enthusiastic about how fillings are created. Making icing and fillings is one of the most thrilling aspects of cake-making because this is where students can observe the dramatic changes in the stages of egg whites as they transform from a foam to a pipeable consistency. They were able to easily follow the instructions and create successful icings and fillings for their sponge cakes because they were able to repeat and reverse the process when using video-

based instruction.

Table 20. Significant Relationship between the student's 2nd Quarter Grade performance and Perception of the respondents on Textbook-based and video-based instructional material

Indicators	Textbook-based		Video-based	
	r	p	r	p
Subject	0.153	0.520	0.437	0.054
Object	.536*	0.015	0.033	0.891
Tool	0.387	0.092	0.413	0.070
Outcome	0.344	0.138	0.220	0.350
Community	0.279	0.233	0.094	0.695
Rules	0.341	0.141	0.311	0.182
Division of Labor	0.289	0.216	0.186	0.432

Table 20 discloses the significant relationship between the second quarter grade performance and the perception of the respondents on textbook-based and video-based instructional material. From the data given, among the 7 indicators only Object has a significant relationship to the second quarter average in textbook-based instruction, while all the indicators show no significance to the second quarter average in video-based instruction.

The result implies that 2nd quarterly grade of the respondents in Bread and Pastry Production is not related to the perceived indicators except the object. The learners' perception is not affected by their 2nd quarter grades. Other variables seem to be not related to the perceived indicators, maybe because they focused on the required competencies during their performance tasks. The students' perception as to object has a significant relationship to the 2nd Quarter Grade because the object or the objectives must be specific, attainable, and measurable, just like a 2nd quarter grade, the students' perception to object is highly correlated with the 2nd quarter grade. Both things are related because they can be attained and evaluated. Teachers use instructional materials and methods with the intent of helping students reach the goals they have set for each lesson. The same thing to students who sought better grades did the same thing by setting goals and working toward them.

Well-written objectives in planned lessons or activities are highly valued and may have an effect on the learner's progress, as this is where our target is based if the learners accomplish the lesson's objectives.

Objectives are a means of assessing the competence of learners. If learners have met the objectives for a competency, they have attained the mastery level; otherwise, they have not demonstrated mastery of the competency. Thus, objectives have a substantial relationship with the learner's performance in the second quarter. If they perform well in class, they understand the lesson's objectives.

Conclusion

Based on the findings, the researcher has drawn the following conclusions: (1) This study found a significant difference between pre- and post-test scores exposed to video-based instruction in competencies like preparing sponges and cakes, fillings, decorating cakes, and presenting cakes, but not in storing cakes. Therefore, the pretest and post-test scores of the respondents exposed to video-based instruction are partially sustained. (2) Respondents' pretest and post-test scores exposed to textbook-based instruction in decorating cakes differed significantly, but the remaining competences were not. Therefore, the pretest and post-test scores of the respondents who received textbook based instruction are partially sustained. (3) The post-test scores of respondents exposed to textbook and video-based instruction differ in preparing and using fillings, but not in other competencies. Therefore, it concluded that posttest scores of the respondents across the five competencies are partially sustained. (4) The performance of the respondents strongly correlated with students' perception of textbook based as to object, but other indicators were not. Therefore, it concluded that the performance of the respondents and perceived video and textbook- based instruction is partially sustained.

Based on the conclusions drawn, the following recommendations were proposed: (1)These findings led the researcher to recommend using video-based instructional material and textbook-based instruction to enhance students' performance in other specialized subjects in Home Economics, Cookery, and Food and Beverage Services. (2)Teachers may create their video-based instructional material and textbook-based instruction in their subject area based on the required competencies to improve students' knowledge and skills. (3)Considering the result of this study that textbook-based and video-based instruction contributes partially to the development of students, it is recommended that educators continue to develop instructional materials that support the teaching and learning process. (4)Researchers may replicate this research by adapting the context of video-based

instructional material and textbook-based instruction as intervention material. (5)The study also recommends further conduct of the same survey to validate the result of this research. (6)The researcher also recommends that parents assist their children in accessing devices that are now essential to learning, recognizing that technology is an integral part of learning engagement. (7)The researcher recommends that school administrators provide ongoing technical assistance to facilitate the development of programs and projects that utilize video-based lessons and textbook-based instruction.

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Affiliations and Corresponding Information

Karen A. Escobido

Calantas National High School

Department of Education - Philippines