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FOOD AND BEVERAGE SERVICES INSTRUCTIONAL VIDEOS ON THE ACADEMIC ACHIEVEMENT AND ENGAGEMENT OF GRADE 11 TVL – HOME ECONOMICS STUDENTS: BASIS FOR TRAINING PROGRAM

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ABSTRACT

This study focused on the effect of Food and Beverage Services instructional videos on the participation and performance of Grade 11 TVL – Home Economics students in Pila Senior High School and Lalakay Senior High School. It sought to measure the level of acceptability of the instructional videos' content quality, such as objectives, discussion, demonstration, values integration, and performance evaluation; its technical qualities as to visual, sound, pronunciation, and time duration; students' participation status in peer interaction and active engagement and performance in written tests and hands-on tasks.

A quantitative approach with correlation analysis was employed to determine the significant effect of the instructional videos on students' participation and performance. The researcher designed a questionnaire validated by three (3) experts in the field of Technical Vocational Livelihood education from Pila and Los Baños sub-offices in the Schools Division of Laguna. Fifty TVL teachers and 100 grade 11 students selected through a purposive sampling technique served as the respondents of the study. The written tests and performance tasks for grade 11 senior high school students were also included in the study data.

Findings revealed that the instructional videos in Food and Beverage Services in terms of content and technical quality was highly acceptable, however, only the values integration under the content quality got the acceptable remarks. The level of students' participation in terms of peer interaction and active engagement was considered very high. The level of students' written test performance was very satisfactory, while they were all proficient in performance tasks or hands-on activities. Analysis also revealed that only Values Integration had a statistically significant effect on students' peer interaction. Discussion and time duration recorded statistically significant effect on students' active engagement, while other variables did not have a significant effect.

In sum, the results imply that values integration has a significant effect on students' participation, while other variables such as objectives, discussion, demonstration, performance evaluation, visual, sound, pronunciation, and time duration do not have a significant effect. Thus, null hypothesis is accepted. Additionally, it was also found out that values integration has a significant effect on students' performance tasks, and most variables such as objectives, discussion, demonstration, performance evaluation, visual, sound, pronunciation, and time duration do not have a significant effect. Thus, null hypothesis is accepted. This signifies that integrating values into the instructional content emerges as a critical determinant of students' success.

Therefore, it is recommended that TVL - Home Economics teachers prioritize integrating values into instructional video materials and activities in Food and Beverage Services. This can be done by ensuring that it is aligned with the broader curriculum objectives and learning outcomes by actively incorporating teamwork, communication, professionalism, and ethical considerations into the curriculum, which contribute to the holistic development of students. Future researchers interested in studying changes in students' skills over time in using instructional videos for Food and Beverage Services, a qualitative approach provides a valuable method to track these developments.

KEYWORDS: *instructional videos; participation; performance*

1. INTRODUCTION

Food and Beverage Services is one of the disciplines taught under the Technical Vocational Livelihood (TVL) Track Home Economics Strand. It is a part of the hospitality business where people are given food and drinks. This course aims to help a senior high school student acquire the knowledge, abilities, and mindset needed to complete the assignments. It encompasses the following key competencies: preparing the dining room/restaurant area for service, welcome guests and taking food and beverage orders, promoting food and beverage products, providing food and beverage services to guests, providing room service, and receiving and handling guest concerns.

The educational system has significantly transitioned since the advent of the digital era. These days' students behave and learn differently, and digital teaching resources are essential to the teaching-learning process. It has been noted that using instructional materials effectively can lead to both teaching and learning. The successful use of sufficient and high-quality teaching resources in the classroom can demonstrate the value of these resources for both teaching and learning. This set of instructional materials gives teachers all the resources they need to enhance student engagement and retention, particularly through instructional videos.

To ensure the effectiveness of instructional videos for classroom use, it was essential to focus on the quality of

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content, instructional approach, and technical aspects. The evaluation tool developed by the Department of Education was employed to assess these instructional videos. This tool helped determine how well the video content aligned with the educational goals of the Food and Beverage Services curriculum.

These instructional videos were implemented at Pila Senior High School, Pila Sub-office, and Lalakay Senior High School, Los Baños Sub-office, where Grade 11 students in the Technical Vocational Livelihood track Home Economics strand were the primary beneficiaries. This decision stemmed from the pressing issue of internet connectivity challenges faced by most students. These challenges often hindered their access to online educational resources, disrupting the continuity of their learning. Consequently, the Food and Beverage Services TVL Teacher, who was also the lead researcher, recognized the need for a more accessible and dependable educational solution. Instructional videos offered a promising alternative to bridge the digital divide, providing students with a consistent and readily available source of educational content.

Furthermore, this study was informed by the findings of Almuslamani et al. (2020), who highlighted the significant impact of educational videos on student participation in the classroom. Their research emphasized that the choice of these videos, whether made by students or educators, directly and positively affected student engagement with the subject matter. Notably, videos selected by the students themselves had a more pronounced effect on increasing their participation than those chosen by teachers. This observation underscored the need for a thorough investigation of instructional videos validated by Master Teachers, catering to the unique learning needs and preferences of Grade 11 students in the TVL track.

In addition, this research aimed to address a critical gap in the existing literature by validating the role of instructional videos in improving the academic performance of Grade 11 students studying Food and Beverage Services in the TVL track. The study sought to provide educators and policymakers with valuable insights and recommendations to better support students in their pursuit of quality education, particularly in the face of technological disparities.

Lastly, multimedia resources, particularly instructional videos, had become a vital part of teaching and learning in the rapidly evolving educational landscape. This research, titled "Food and Beverage Services Instructional Videos on the Academic Achievement and Engagement of Grade 11TVL-Home Economics Students: Basis for Training Program," aimed to investigate the effectiveness of instructional videos as a supplementary educational tool, specifically for students in the Technical-Vocational-Livelihood (TVL) track. The study focused on validating these instructional videos, with particular attention given to the input of TVL Master Teachers.

1.1 Statement of the Problem

Specifically, this study sought to answer the following sub-problems.

1. What is the level of acceptability of the instructional videos in food and beverage services in terms of:
   - 1.1. Content quality as to:
     - 1.1.1. objectives
     - 1.1.2. discussion
     - 1.1.3. demonstration
     - 1.1.4. values integration
     - 1.1.5. performance evaluation?
   - 1.2. Technical quality as to:
     - 1.2.1. visual
     - 1.2.2. sound
     - 1.2.3. pronunciation
     - 1.2.4. time duration?
2. What is the level of students' participation in Food and Beverage services subject in terms of:
   - 2.1. peer interaction and
   - 2.2. active engagement?
3. What is the level of students' performance in Food and Beverage service subject in terms of:
   - 3.1. written test and
   - 3.2. hands-on task/performance task?
4. Does using instructional videos in Food and Beverage services significantly affect student participation?
5. Does using instructional videos in Food and Beverage services significantly affect student performance?

2. METHODOLOGY

A quantitative approach with correlational analysis was used as the study's research design. Hassan (2023) describes correlational research as investigating the connections between variables without directly manipulating them. This approach measures the degree of association, or correlation, between the variables. The goal is to identify if a relationship exists and how strong it might be. Correlational research often relies on surveys, observational studies, or analyzing existing data. In this study, the researcher employed correlational research to explore the relationship between using instructional videos in Food and Beverage Services classes and student participation and performance.

3. RESULTS AND DISCUSSION

This chapter mainly discusses the research problem of the study. The discussion is divided into five (5): the level of acceptability of the instructional videos regarding content and technical quality, the students' participation, the students' performance, and the significant effect of instructional videos in food and Beverage Services on the Students' Participation and Performance.

Level of Acceptability on the Content Quality of Instructional Videos in Food and Beverage Services

The increasing integration of multimedia resources in education has highlighted the importance of assessing the quality and effectiveness of instructional videos, particularly in specialized fields like Food and Beverage Services. This study focused on evaluating the level of acceptability of these instructional videos, specifically examining both their content and technical quality.

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High-quality instructional videos can significantly enhance students' learning experiences by providing clear, comprehensive, engaging educational content and excellent visual and audio elements. By systematically assessing these videos, educators can ensure that they meet educational standards and effectively contribute to improved academic performance and student participation in Food and Beverage Services courses.

Below is the level of acceptability of the instructional videos in food and beverage services in terms of content quality with regard to objectives, discussion, demonstration, values integration, and performance evaluation, which was treated statistically using mean and standard deviation.

Table 1 ***Acceptability Level of the Content Quality of Instructional Videos in Food and Beverage Services in terms of Objectives***

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Content is consistent with topics/skills found in the DepEd Learning Competencies for the subject and grade/year level at which it was intended.	*4.37*	*0.81*	*Strongly Agree*
The objectives are Specific, Measurable, Attainable, Realistic, and Time-Bound (SMART).	*4.25*	*0.70*	*Strongly Agree*
It sufficiently caters to the learning needs of students and meets their educational objectives.	*4.47*	*0.63*	*Strongly Agree*
The instructional videos contribute to the achievement of the competencies, domains, and standards in the Curriculum Guide of Food and Beverage Services.	*4.26*	*0.80*	*Strongly Agree*
The instructional videos contain topics covered in the curriculum guide and can be accomplished according to the schedule.	*4.44*	*0.59*	*Strongly Agree*
Weighted Mean	*4.36*		
SD	*0.71*		
Verbal Interpretation: Highly Acceptable			

Table 1 presents the level of acceptability of the instructional videos in Food and Beverage Services in terms of content quality with regard to objectives. The overall weighted mean is 4.36 with a standard deviation of 0.71, indicating a verbal interpretation of "Highly Acceptable." This shows that the respondents generally perceived the instructional videos to meet the educational objectives outlined for the subject effectively.

Respondents strongly agreed that the instructional videos sufficiently cater to the learning needs of students and meet their educational objectives, with the highest (M=4.47, SD=0.63). This indicates a strong belief that the instructional videos are particularly effective in addressing and meeting students' educational needs and objectives.

Additionally, respondents strongly agreed that the objectives are Specific, Measurable, Attainable, Realistic, and Time Bound (SMART), which received the lowest (M=4.25, SD=0.70). Although this was the lowest-rated statement, it still falls within the "Strongly Agree" category, showing that the objectives were perceived as well-defined and achievable.

This implies that instructional videos are a highly valued resource in the Food and Beverage Services curriculum, enhancing the learning experience by effectively aligning with educational objectives and meeting the standards required by the curriculum.

Table 2 presents the level of acceptability of the instructional videos in Food and Beverage Services in terms of content quality with regard to discussion. The overall weighted mean is 4.29 with a standard deviation of 0.70, indicating a verbal interpretation of "Highly Acceptable." This demonstrates that the respondents generally found the instructional videos well-structured and informative in their discussions.

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Table 2 ***Acceptability Level of the Content Quality of Instructional Videos in Food and Beverage Services in terms of Discussion***

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The instructional videos are presented in logical progression coupled with persuasive information from reliable sources.	*4.32*	*0.69*	*Strongly Agree*
The instructional videos provide meaningful information and productive activities that are even more enriched by instructional approaches and strategies.	*4.38*	*0.71*	*Strongly Agree*
The content is free from ideological, cultural, religious, racial and gender biases, and prejudices.	*4.11*	*0.75*	*Agree*
The content stimulates and promotes critical thinking skills.	*4.27*	*0.72*	*Strongly Agree*
The content is logically developed and organized.	*4.36*	*0.61*	*Strongly Agree*

Weighted Mean 4.29
SD 0.70
Verbal Interpretation: Highly Acceptable

Respondents strongly agreed that the videos are useful for understanding fundamental Food and Beverage Services concepts with the highest (mean= 4.59, SD=0.62). This implies a strong consensus on the videos' effectiveness in conveying essential information in this field.

Additionally, respondents agreed that the content is free from ideological, cultural, religious, racial, and gender biases, and prejudices, which received the lowest (M=4.11, SD=0.75). Although this was the lowest-rated statement, it still falls within the "Agree" category, showing that the content was perceived as generally unbiased and inclusive.

This implies that instructional videos are highly valued for their logical progression, meaningful information, and enrichment through diverse instructional approaches. They effectively promote critical thinking and are well organized, making them a valuable Food and Beverage Services curriculum resource.

Below is the presentation of Table 3, which shows the level of acceptability of the instructional videos in Food and Beverage services in terms of content quality with regard to the demonstration. Five indicators were answered by the study respondents.

Table 3 ***Acceptability Level of the Content Quality of Instructional Videos in Food and Beverage Services in terms of Demonstration***

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The instructional videos are useful in understanding fundamental concepts in Food and Beverage Services.	*4.59*	*0.62*	*Strongly Agree*
The learners can understand and study the instructional videos even without the facilitator.	*4.20*	*0.77*	*Agree*
The instructional videos encourage contextual learning or contextualization.	*4.11*	*0.67*	*Agree*
The instructional videos provide interaction, such as learners to learners, learners to teachers, and videos.	*4.43*	*0.81*	*Strongly Agree*
The instructional videos are suitable for the learners.	*4.09*	*0.91*	*Agree*

Weighted Mean 4.28
SD 0.75
Verbal Interpretation: Highly Acceptable

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Table 3 presents the level of acceptability of the instructional videos in Food and Beverage Services in terms of content quality with regard to demonstration. The overall weighted mean is 4.28 with a standard deviation of 0.75, indicating a verbal interpretation of "Highly Acceptable." This reflects that the respondents found the instructional videos to be effective and appropriate in demonstrating key concepts and practices in Food and Beverage Services.

Respondents strongly agreed that the instructional videos are useful in understanding fundamental concepts in Food and Beverage Services, which received the highest (M=4.59, SD=0.62). This suggests a strong consensus that the videos effectively convey essential information in this field.

Conversely, respondents agreed that the instructional videos are suitable for the learners, which received the lowest (M=4.09, SD=0.91). Despite being the lowest-rated statement, it still indicates a positive reception, showing that the videos are generally appropriate for the intended audience.

This implies that instructional videos are highly valued for their clarity in demonstrating fundamental concepts and facilitating interaction among learners and teachers. They support contextual learning and are deemed effective even when studied independently by learners, enhancing their usability and educational value in the Food and Beverage Services curriculum.

Table 4 presents the level of acceptability of the instructional videos in Food and Beverage Services in terms of content quality with regards to values integration. The overall weighted mean is 4.03 with standard deviation of 0.89, indicating a verbal interpretation of "Acceptable." This reflects that the respondents found the instructional videos to be satisfactory in integrating values into the educational content.

Table 4 ***Acceptability Level of the Content Quality of Instructional Videos in Food and Beverage Services in terms of Values Integration***

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The instructional videos express one's spiritual beliefs while respecting the spiritual beliefs of others.	*4.19*	*0.88*	*Agree*
The instructional videos show adherence to ethical principles by upholding truth.	*3.98*	*0.94*	*Agree*
The instructional videos are sensitive to individual, social, and cultural differences.	*3.79*	*0.95*	*Agree*
The instructional videos demonstrate contributions toward solidarity.	*3.97*	*0.86*	*Agree*
The instructional videos demonstrate pride in being a Filipino and exercise a Filipino citizen's rights and responsibilities.	*4.24*	*0.82*	*Strongly Agree*
Weighted Mean	*4.03*		
SD	*0.89*		
Verbal Interpretation	*Acceptable*		

Respondents strongly agreed that the instructional videos demonstrate pride in being a Filipino and exercising the rights and responsibilities of a Filipino citizen, which received the highest (M=4.24, SD=0.82). This suggests a strong recognition of the videos' effectiveness in promoting national pride and civic responsibility.

On the other hand, respondents agreed that the instructional videos are sensitive to individual, social, and cultural differences, which received the lowest mean (M=3.79, SD=0.95). Although this statement had the lowest rating, it still indicates a positive reception, showing that the videos are generally seen as considerate of diverse backgrounds and perspectives.

This implies that the instructional videos are well-regarded for their ability to express and respect spiritual beliefs, uphold ethical principles, and promote solidarity. They are particularly noted for fostering a sense of national identity and civic duty among learners, highlighting their role in values education within the Food and Beverage Services curriculum.

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Table 5 Acceptability Level of the Content Quality of Instructional Videos in Food and Beverage Services in terms Performance Evaluation

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The instructional videos effectively present information in a clear and understandable manner.	*4.40*	*0.84*	*Strongly Agree*
The instructional videos maintain a high level of engagement through visual elements, examples, and interactive features.	*4.20*	*0.71*	*Agree*
The instructional videos comprehensively cover the essential topics and skills related to the subject matter.	*4.32*	*0.69*	*Strongly Agree*
The instructional videos are adaptable to various learning styles, ensuring accessibility and effectiveness for a diverse audience.	*4.34*	*0.67*	*Strongly Agree*
The instructional videos are appropriate for the intended user.	*4.12*	*0.79*	*Agree*
Weighted Mean	*4.28*		
SD	*0.74*		
Verbal Interpretation	*Highly Acceptable*		

Table 5 presents the level of acceptability of the instructional videos in Food and Beverage Services in terms of content quality with regards to performance evaluation. The overall weighted mean is 4.28 with a standard deviation of 0.74, indicating a verbal interpretation of "Highly Acceptable." This suggests that the instructional videos are well-received and highly effective for performance evaluation.

Respondents strongly agreed that the instructional videos effectively present information in a clear and understandable manner, which received the highest (M=4.40, SD=0.84). This reflects the clarity and comprehensibility of the content, which is a significant strength of the instructional videos.

On the other hand, respondents agreed that the instructional videos maintain a high level of engagement through visual elements, examples, and interactive features, which received the lowest (M=4.20, SD=0.71). Although this statement had the lowest rating, it still indicates a positive reception, showing that the videos are generally engaging and interactive.

This implies that the instructional videos are highly valued for their clear presentation of information, comprehensive coverage of essential topics, and adaptability to various learning styles. They are particularly noted for their effectiveness in making the content accessible and engaging for a diverse audience, highlighting their role in enhancing performance evaluation within the Food and Beverage Services curriculum.

Level of Acceptability on the Technical Quality of Instructional Videos in Food and Beverage Services

The level of acceptability of the instructional videos in food and beverage services in terms of technical quality prelude visual, sound, pronunciation, and time duration were treated statistically using mean and standard deviation.

Table 6 ***Acceptability Level of the Technical Quality of Instructional Videos in Food and Beverage Services in terms of Visual***

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The instructional videos contain appropriate color coordination.	*4.31*	*0.69*	*Strongly Agree*
The instructional videos are pleasing to the eyes of the viewers.	*4.09*	*0.75*	*Agree*
The instructional videos have special effects to enhance learning by drawing attention to specific attributes of the presented.	*4.16*	*0.72*	*Agree*
The instructional videos, as visuals, help the viewers understand difficult words more quickly.	*4.29*	*0.73*	*Strongly Agree*
The instructional videos, through their pictures, make learning enjoyable and interesting to the viewers.	*4.34*	*0.79*	*Strongly Agree*

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Weighted Mean	*4.24*
SD	*0.74*
Verbal Interpretation: Highly Acceptable	

Table 6 presents the level of acceptability of the instructional videos in Food and Beverage Services in terms of technical quality with regard to visual elements. The overall weighted mean is 4.24 with a standard deviation of 0.74, indicating a verbal interpretation of "Highly Acceptable." This suggests that the respondents highly regard the visual quality of the instructional videos.

Respondents strongly agreed that the instructional videos, through their visuals, make learning enjoyable and interesting to the viewers, which received the highest (M=4.34, SD=0.79). This reflects the effectiveness of visual elements in enhancing the engagement and enjoyment of the viewers.

On the other hand, respondents agreed that the instructional videos are pleasing to the eyes of the viewers, which received the lowest (M=4.09, SD=0.75). Although this statement had the lowest rating, it still indicates a positive reception, showing that the videos are visually appealing.

This implies that instructional videos are highly valued for their appropriate color coordination, effective use of special effects, and ability to make complex concepts easier to understand through visual aids. The positive feedback highlights the importance of high visual quality in making learning enjoyable and interesting, thereby enhancing the overall effectiveness of the instructional videos in the Food and Beverage Services curriculum.

Below is the table presentation of the level of acceptability of the instructional videos in Food and Beverage Services in terms of technical quality, which pertains to sound. It is believed that sound is one of the contributing factors to the betterment of an instructional video.

Table 7 presents the level of acceptability of the instructional videos in Food and Beverage Services in terms of technical quality with regard to sound. The overall weighted mean is 4.24 with a standard deviation of 0.77, indicating a verbal interpretation of "Highly Acceptable." This implies that the respondents highly regard the audio quality of the instructional videos.

Respondents strongly agreed that the vocabulary used in the narration is appropriate for the intended audience and that the background music or sound effects are conducive to learning, which received the highest mean of 4.34 with a standard deviation of 0.73. This reflects the effectiveness of the narration and sound design in facilitating an engaging and conducive learning environment.

Table 7 ***Acceptability Level of the Technical Quality Instructional Videos in Food and Beverage Services in terms of Sound***

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The vocabulary used in the narration is appropriate for the intended audience and background music or sound effects are conducive to learning.	*4.34*	*0.73*	*Strongly Agree*
The audio quality of the recorded video is conducive to learning that uses narrations, music or sound effect that can be understood well.	*4.15*	*0.78*	*Agree*
The audio is clear, comprehensible, and dynamically balanced.	*4.17*	*0.74*	*Agree*
The audio effectively assists in communicating the message.	*4.19*	*0.80*	*Agree*
The music and/or sound effects complement the effectiveness of the presentations.	*4.33*	*0.78*	*Strongly Agree*
Weighted Mean	*4.24*		
SD	*0.77*		
Verbal Interpretation: Highly Acceptable			

On the other hand, respondents agreed that the audio quality of the recorded video is conducive to learning and uses narrations, music, or sound effects that can be understood well, which received the lowest (M=4.15, SD=0.78). Although this statement had the lowest rating, it still indicates a positive reception, showing satisfactory audio quality.

This implies that the instructional videos are highly valued for their clear and comprehensible audio, appropriate vocabulary, and effective use of music and sound effects to enhance the learning experience.

The positive feedback highlights the importance of high audio quality in making learning enjoyable and effective, thereby

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enhancing the overall effectiveness of the instructional videos in the Food and Beverage Services curriculum.

Another technical quality with regard to pronunciation is considered another important quality of instructional videos. Pronunciation by the character in the video plays an important role in delivering the lesson's content. Also, clear pronunciation can contribute to the success of the purpose of the video, which is to transfer knowledge among the students. This is presented in table 8.

Table 8 ***Acceptability Level of Technical Quality of Instructional Videos in Food and Beverage Services in terms of Pronunciation***

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The speaker in the instructional video articulates words clearly and precisely.	*4.27*	*0.65*	*Strongly Agree*
The pronunciation of Food and Beverage service-related terminology is accurate and consistent throughout the video.	*4.39*	*0.82*	*Strongly Agree*
The speaker maintains an appropriate pace and rhythm, allowing viewers to follow the pronunciation without difficulty.	*4.29*	*0.64*	*Strongly Agree*
The pronunciation in the instructional video is easily understandable, minimizing any potential confusion or misinterpretation.	*4.31*	*0.72*	*Strongly Agree*
The speaker demonstrates cultural sensitivity in pronunciation, especially when pronouncing terms from diverse culinary traditions.	*4.15*	*0.81*	*Agree*
Weighted Mean	*4.29*		
SD	*0.73*		
Verbal Interpretation: Highly Acceptable			

Table 8 presents the level of acceptability of the instructional videos in Food and Beverage Services in terms of technical quality with regard to pronunciation. The overall weighted mean is 4.29 with a standard deviation of 0.73, indicating a verbal interpretation of "Highly Acceptable." This signifies that the respondents highly regard the pronunciation quality of the instructional videos.

Respondents strongly agreed that the pronunciation of Food and Beverage service-related terminology is accurate and consistent throughout the video, which received the highest (M=4.39, SD=0.82). This reflects the effectiveness of the pronunciation in ensuring clarity and accuracy, which is essential for professional training in this field.

On the other hand, respondents agreed that the speaker demonstrates cultural sensitivity in pronunciation, especially when pronouncing terms from diverse culinary traditions, which received the lowest (M=4.15, SD=0.81). Although this statement had the lowest rating, it still indicates a positive reception, showing that cultural sensitivity is reasonably well-maintained in the videos.

This implies that the instructional videos are highly valued for clarity, accuracy, and appropriate pronunciation pacing. The positive feedback highlights the importance of precise and culturally sensitive pronunciation in enhancing understanding and minimizing confusion, thereby enhancing the overall effectiveness of the instructional videos in the Food and Beverage Services curriculum.

Time duration is another significant factor in assessing or evaluating instructional videos. It consisted of the appropriate pacing of the content of the video. Also, the length of the videos should be based on the students' interests. The data is presented below in table 9.

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Table 9 ***Acceptability Level of Technical Quality of Instructional Videos in Food and Beverage Services in terms of Time Duration***

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The instructional video duration is appropriate for the target audience's attention span, maintaining engagement throughout.	4.23	0.76	Strongly Agree
The duration allows for comprehensive coverage of the essential content without sacrificing depth or understanding.	4.22	0.73	Agree
The video communicates information clearly and concisely within the allocated time, avoiding unnecessary elaboration.	4.34	0.67	Agree
The instructional video is divided into manageable segments, facilitating easy navigation and comprehension for viewers.	4.30	0.67	Strongly Agree
The time duration is effectively utilized to convey key concepts and skills, maximizing instructional value.	4.38	0.63	Strongly Agree
Weighted Mean	4.29		
SD	0.69		
Verbal Interpretation	Highly Acceptable		

Table 10 presents the level of acceptability of the instructional videos in Food and Beverage Services in terms of technical quality with regard to time duration. The overall weighted mean is 4.29 with a standard deviation of 0.69, indicating a verbal interpretation of "Highly Acceptable." This means that the respondents highly regard the duration of the instructional videos.

Respondents strongly agreed that the time duration effectively conveys key concepts and skills, maximizing instructional value, which received the highest (M=4.38, SD=0.63). This reflects the effectiveness of the videos in using time efficiently to deliver valuable content.

On the other hand, respondents agreed that the duration allows for comprehensive coverage of the essential content without sacrificing depth or understanding, which received the lowest (M=4.22, SD=0.73). Although this statement had the lowest rating, it still indicates a positive reception, showing that the videos managed to cover necessary content thoroughly within the allocated time.

This implies that the instructional videos are highly valued for maintaining engagement, clarity, and conciseness within appropriate time frames. The positive feedback highlights the importance of well-managed time duration in enhancing the overall effectiveness of the instructional videos in the Food and Beverage Services curriculum.

Students' Participation

The status of students' participation in food and beverage service subjects in terms of peer interaction and active engagement was treated statistically using mean and standard deviation.

Table 10 presents the status of students' participation in terms of peer interaction. The overall weighted mean is 4.46 with a standard deviation of 0.68, indicating a verbal interpretation of "Very High." This signifies that the use of instructional videos has significantly fostered peer interaction among students in the Food and Beverage Services course.

Table 10 ***Status of Students' Peer Interaction***

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The offline instructional videos have encouraged peer discussions and collaborations among students.	4.36	0.63	Strongly Agree
I believe that peer interactions have been positively influenced by the use of offline instructional videos.	4.35	0.80	Strongly Agree
. *The videos have improved our collective understanding of the Food and Beverage Services subject.*	4.43	0.64	Strongly Agree
Peer interactions have helped us collectively overcome challenges and difficulties in our studies.	4.54	0.61	Strongly Agree

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These videos have made working together on assignments and projects with classmates more enjoyable.	4.51	0.66	Strongly Agree
The use of offline instructional videos has enhanced our group work and peer discussions.	4.54	0.64	Strongly Agree
Interacting with peers after watching these videos makes us more motivated to participate in class activities.	4.63	0.58	Strongly Agree
Peer interactions have allowed us to gain different perspectives on the subject matter presented in the videos.	4.52	0.61	Strongly Agree
We feel that peer interaction effectively complements the content presented in the offline instructional videos.	4.50	0.76	Strongly Agree
We believe that peer interactions, as a result of these videos, have significantly contributed to our collective academic growth	4.19	0.90	Agree
Weighted Mean	*4.46*		
SD	*0.68*		
Verbal Interpretation	*Very High*		

Respondents strongly agreed that interacting with peers after watching these videos makes them more motivated to participate in class activities, which received the highest (M=4.63, SD=0.58). This reflects the effectiveness of the instructional videos in boosting motivation and participation through peer interaction.

On the other hand, respondents agreed that peer interactions, as a result of these videos, have significantly contributed to their collective academic growth, which received the lowest (M=4.19, SD=0.90). Although this statement had the lowest rating, it still indicates a positive impact, showing that peer interactions are beneficial for academic growth.

Table 11 presents the status of students' participation in terms of active engagement. The overall weighted mean is 4.29 with a standard deviation of 0.78, indicating a verbal interpretation of "Very High." This implies that the use of instructional videos has significantly enhanced active engagement among students in the Food and Beverage Services course.

Respondents strongly agreed that they are actively engaged during the offline instructional videos and feel motivated to watch them, which received the highest (M=4.55, SD=0.67). This reflects the effectiveness of the instructional videos in maintaining student motivation and engagement.

Table 11 ***Status of Students' Active Engagement***

STATEMENTS	*MEAN*	*SD*	*REMARKS*
I am actively engaged during the offline instructional videos and feel motivated to watch them.	4.55	0.67	Strongly Agree
The videos enhance my understanding of the subject matter, keeping me engaged throughout.	4.36	0.90	Strongly Agree
I find myself participating more actively in class discussions after viewing the videos.	4.19	0.83	Agree
The videos encourage me to ask questions and seek clarification from my teacher and peers.	4.19	0.68	Agree
I am more eager to complete assignments and tasks related to the Food and Beverage Services subject.	4.25	0.70	Strongly Agree
Watching these videos sparks my interest in exploring the subject further outside of class.	4.33	0.79	Strongly Agree
The videos foster a sense of curiosity and a desire to learn	4.21	0.87	Strongly Agree

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more about the subject.			
The videos make learning enjoyable and interactive, which keeps me actively engaged.	4.35	0.64	Strongly Agree
I believe that the offline instructional videos positively impact my overall academic involvement.	4.30	0.77	Strongly Agree
My active engagement with the videos has contributed to an improvement in my academic performance.	4.18	0.90	Agree
Weighted Mean	*4.29*		
SD	*0.78*		
Verbal Interpretation	*Very High*		

On the other hand, respondents agreed that their active engagement with the videos has improved their academic performance, which received the lowest (M=4.18, SD=0.90). Although this statement had the lowest rating, it still indicates a positive impact, showing that the videos help improve academic performance.

Student's Performance

The level of students' performance in terms of written works and performance tasks was analyzed statistically using frequency and percentage. This approach provided a detailed understanding of how students performed in different assessment areas by quantifying their achievements and participation.

Table 12 ***Level of a Students' Performance Written Works***

Scores	*Frequency*	*Percentage*	*Remarks*
17-20	*13*	*13.00%*	*Outstanding*
13-16	*53*	*53.00%*	*Very Satisfactory*
9-12	*20*	*20.00%*	*Satisfactory*
5-8	*14*	*14.00%*	*Unsatisfactory*
0-4	*0*	*0.00%*	*Poor*
Total	*100*	*100%*	
Weighted Mean	*13.00*		
SD	*4.00*		

Table 12 presents the level of students' performance in terms of their written works is indicated by a weighted mean of 13.00 and a standard deviation of 4.00. This implies that, on average, students scored 13 out of a possible 20 points, reflecting a general performance level that falls within the "Very Satisfactory" range.

The highest frequency of scores falls within the 13-16 range, with 53 students, or 53.00%, achieving this score. This range is marked as "Very Satisfactory," indicating that over half of the students performed well above average in their written works.

The lowest frequency of scores falls within the 0-4 range, with no students (0.00%) scoring in this category. This range is marked as "Poor," showing that none of the students performed at the lowest level in their written works.

These results entail that most students are performing at a "Very Satisfactory" level in their written works, with very few students scoring at the lower end of the spectrum. This indicates a strong overall performance in written tasks, with room for improvement to elevate more students into the "Outstanding" category.

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Table 13 ***Level of a Students' Performance Tasks I to IV***

Criteria	*Mean*				*SD*				*Remarks*
	PT1	*PT2*	*PT3*	*PT4*	*PT1*	*PT2*	*PT3*	*PT4*	
Professionalism	*3.83*	*3.73*	*3.74*	*3.80*	*0.89*	*0.94*	*0.98*	*0.92*	*Proficient*
Attention to Detail	*3.65*	*3.61*	*3.54*	*3.75*	*0.94*	*0.93*	*0.96*	*0.98*	*Proficient*
Efficiency and Timeliness	*3.54*	*3.65*	*3.72*	*3.73*	*0.99*	*0.86*	*1.07*	*1.04*	*Proficient*
Accuracy of Service	*3.53*	*3.61*	*3.73*	*3.74*	*0.93*	*0.92*	*1.09*	*0.98*	*Proficient*
Overall	*3.64*	*3.65*	*3.68*	*3.76*	*0.93*	*0.91*	*1.03*	*0.98*	*Proficient*

Table 13 presents the level of students' performance in terms of Performance Task I to IV, which is indicated by an overall mean and a standard deviation interpreted as proficient. This shows that students generally function proficiently in all areas of the assessment.

The level of students' performance in terms of Performance Task I is indicated by an overall mean of 3.64 and a standard deviation of 0.93, which is interpreted as proficient. This suggests that, on average, students are performing proficiently across all assessed criteria.

In terms of professionalism, most of the respondents got scores of four (4), "Shows professionalism in greeting guests, maintaining appropriate behavior and decorum." with a mean of 3.83 and a standard deviation of 0.89, and were remarked as proficient. Secondly, in terms of attention to detail, most of the respondents got scores of four (4), "Ensures that tables are set and clean before seating guests, paying attention to details that enhance the dining experience." with a mean of 3.65 and a standard deviation of 0.94, and were remarked as proficient. Third, in terms of efficiency and timeliness, most of the respondents got scores of three (3), "Takes orders within a reasonable timeframe but may rush guests or delay taking orders during peak periods, resulting in occasional wait times." with a mean of 3.54 and a standard deviation of 0.99, and were remarked as proficient. Lastly, in terms of accuracy of service, most of the respondents got scores of three (3), "Delivers food and beverage orders with moderate accuracy and timeliness, but may overlook some details or encounter occasional delays." with a mean of 3.53 and a standard deviation of 0.93, and were remarked as proficient.

These results imply that students are consistently proficient across various aspects of their performance tasks, with particular strengths in professionalism. The uniformly proficient ratings suggest a well-rounded competence in performance tasks, indicating effective training and skill development.

The level of students' performance in terms of Performance Task II is indicated by an overall mean of 3.65 and a standard deviation of 0.91, which is interpreted as proficient. This suggests that, on average, students are performing proficiently across all assessed criteria in their practical test.

In terms of *professionalism*, most of the respondents got scores of three (3), "Demonstrates basic professionalism but may exhibit minor lapses in etiquette or behavior." with a mean of 3.73 and a standard deviation of 0.94, and were remarked as proficient. Secondly, in terms of *attention to detail*, most of the respondents got scores of four (4), "Ensures that tables are set and clean before seating guests, paying attention to details that enhance the dining experience." with a mean of 3.61 and a standard deviation of 0.93, and were remarked as proficient. Third, in terms of *efficiency and timeliness*, most of the respondents got scores of three (3), "Takes orders within a reasonable timeframe but may rush guests or delay taking orders during peak periods, resulting in occasional wait times." with a mean of 3.65 and a standard deviation of 0.86, and were remarked as proficient. Lastly, in terms of *accuracy of service*, most of the respondents got scores of three (3), "Delivers food and beverage orders with moderate accuracy and timeliness, but may overlook some details or encounter occasional delays." with a mean of 3.61 and a standard deviation of 0.92, and were remarked as *proficient*.

This implies that students generally perform at a proficient level across various aspects of their practical tests in food and beverage services. With the highest mean score in professionalism (3.73) and lower, but still proficient, mean scores in attention to detail (3.61), efficiency and timeliness (3.65), and accuracy of service (3.61), it is evident that while students have a solid grasp of basic professional behaviors and skills, there are areas for improvement. Specifically, the minor lapses in etiquette and occasional oversight in details suggest a need for more focused training to elevate their performance from proficient to outstanding. This overall proficiency highlights the effectiveness of the instructional materials but also emphasizes the importance of continual skill refinement to achieve higher standards of excellence in practical service tasks.
The above findings were supported by the study of Salaño (2023) that supplementary instructional material improved student's learning performance.

The level of a student's performance in terms of Performance Task III shows an overall mean of 3.68 and a standard deviation

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of 1.03, indicating a verbal interpretation of proficient. This suggests that students performed at a proficient level across all evaluated criteria.

In terms of *professionalism*, most of the respondents got scores of three (3), "Demonstrates basic professionalism but may exhibit minor lapses in etiquette or behavior." with a mean of 3.74 and a standard deviation of 0.98, and were remarked as proficient. Secondly, in terms of *attention to detail*, most of the respondents got scores of three (3), "Generally maintains a clean and inviting seating area, but may overlook minor details or inconsistencies in table settings." with a mean of 3.54 and a standard deviation of 0.96, and were remarked as *proficient*. Third, in terms of *efficiency and timeliness*, most of the respondents got scores of five (5), "Takes orders efficiently without rushing guests, ensuring that each guest is given adequate time to review the menu and make selections, minimizing wait times." with a mean of 3.72 and a standard deviation of 1.07, and was remarked as proficient. Lastly, in terms of *accuracy of service*, most of the respondents got scores of five (5), "Delivers food and beverage orders accurately and promptly, ensuring that each item is served as per the guest's specifications and without errors." with a mean of 3.73 and a standard deviation of 1.09, and were remarked as proficient.

This implies that while students are generally proficient in key performance areas, there is potential for further improvement. Enhancing attention to detail and maintaining consistent professionalism could elevate their overall competence. Targeted training to address these minor lapses and inconsistencies can help students achieve a higher standard of service quality, ultimately benefiting their professional development and the satisfaction of customers in the Food and Beverage Services sector.

The level of a student's performance in terms of Performance Task IV. The overall mean is 3.76 with a standard deviation of 0.98, indicating a verbal interpretation of proficient. This suggests that students performed at a proficient level across all evaluated criteria.

In terms of *professionalism*, most of the respondents got scores of four (4), "Shows professionalism in greeting guests, maintaining appropriate behavior and decorum." with a mean of 3.80 and a standard deviation of 0.92, and were remarked as proficient. Secondly, in terms of *attention to detail*, most of the respondents got scores of three (3), "Generally maintains a clean and inviting seating area, but may overlook minor details or inconsistencies in table settings." with a mean of 3.75 and a standard deviation of 0.98, and were remarked as proficient. Third, in terms of *efficiency and timeliness*, most of the respondents got scores of five (5), "Takes orders efficiently without rushing guests, ensuring that each guest is given adequate time to review the menu and make selections, minimizing wait times." with a mean of 3.73 and a standard deviation of 1.04, and was remarked as proficient. Lastly, in terms of *accuracy of service*, most of the respondents got scores of three (3), "Delivers food and beverage orders with moderate accuracy and timeliness, but may overlook some details or encounter occasional delays." with a mean of 3.74 and a standard deviation of 0.98, and were remarked as proficient.

Test of Significant Effect of Instructional Videos in Food and Beverage Services on the Students' Participation

The utilization of instructional videos has become increasingly prevalent in educational settings, particularly within vocational and technical courses such as Food and Beverage Services. These visual aids enhance learning by providing clear, practical demonstrations of key concepts and techniques, thereby complementing traditional teaching methods. Understanding the impact of these instructional videos on student participation is crucial for educators aiming to optimize teaching strategies and improve student outcomes. This study investigated the significant effect of instructional videos on students' participation in Food and Beverage Services courses.

The significant effect of instructional videos in food and beverage services on the students' participation in terms of peer interaction and active engagement were treated statistically using Jamovi using the regression analysis.

Table 14 shows each predictor variable's unstandardized coefficients, standardized coefficients, t-values, and p-values. The analysis included nine predictor variables: objectives, discussion, demonstration, values integration, performance evaluation, visual, sound, pronunciation, and time duration.

In terms of peer interaction, the results further showed that 9.44% of the variance is explained by the nine predictors, F (9, 90) =1.04, p.413. In particular, values integration (B=1.742, t=2.238, p.030) negatively affects students' participation in terms of peer interaction.

Table 14 ***Significant Effect of Instructional Videos in Food and Beverage Services on the Students' Participation***

	Unstandardized Coefficients		Standardized Coefficients		
Peer Interaction	**B**	**Std. Error**	**Beta**	**T**	**Sig.**
(Constant)	4.160	0.430		9.673	<.001
Objectives	-0.119	0.109	-0.162	-1.093	0.277
Discussion	0.190	0.122	0.236	1.549	0.125
Demonstration	0.099	0.128	0.124	0.771	0.442
Values integration	-0.199	0.087	-0.317	-2.270	0.026
Performance evaluation	0.007	0.124	0.009	0.061	0.951
Visual	-0.097	0.099	-0.138	-0.985	0.327

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Sound	-0.016	0.092	-0.024	-0.176	0.860
Pronunciation	0.040	0.127	0.056	0.320	0.749
Time duration	0.152	0.118	0.205	1.283	0.203
R = .307; R^2 = .0944; Adj. R^2 =0.00382, F(9, 90) = 1.04; p.413					
Active Engagement					
(Constant)	4.503	0.293		15.358	<.001
Objectives	0.108	0.074	0.211	1.458	0.148
Discussion	0.207	0.083	0.368	2.472	0.015
Demonstration	0.007	0.087	0.013	0.084	0.933
Values integration	-0.065	0.059	-0.148	-1.085	0.281
Performance evaluation	-0.096	0.084	-0.176	-1.137	0.259
Visual	-0.122	0.067	-0.247	-1.806	0.074
Sound	-0.011	0.062	-0.025	-0.183	0.855
Pronunciation	-0.034	0.087	-0.067	-0.390	0.697
Time duration	0.068	0.081	0.325	2.083	0.040
R = .371; R^2 = .138; Adj. R^2 =0.0515, F(9, 90) = 1.60; p.128					

On the other hand, objectives (*B*=-0.162 t=-1.093, *p*.277) , discussion (*B*=0.236 t=1.549, *p*.125) , demonstration (*B*=0.124 t=0.771, *p*.442) , performance evaluation (*B*=0.0091t=0.061, *p*.951) , visual (*B*= -0.138 t=-0.985, *p*.327) , (*B*= -0.024, *t*=-0.176, *p*.860), pronunciation (*B*=0.056 t=0.320, *p*.749) and time duration (*B*= 0.205, *t*=1.283, *p*.203) are not significantly affected the outcome variable.

This implies that the negative impact of instructional videos on students' participation in terms of peer interaction with regards to values integration has implications for overall learning outcomes in food and beverage services education. Reduced peer interaction can limit the exchange of ideas, perspectives, and feedback crucial for holistic learning. Similarly, inadequate values integration may compromise students' ability to apply ethical principles in real-world scenarios, impacting their preparedness for professional roles in the industry.

While in terms of *active engagement*, the results showed that 13.80% of the variance is explained by the nine predictors, *F* (9, 90) =1.60, *p*.128. Especially, discussion (*B*=-0.281=1.916, *p*.068) and time duration (*B*=-0.086, *t*=0.611, *p*.544) are positively affected by students' participation in terms of active engagement. On the other hand, objectives (*B*=-0.281=1.916, *p*.068), demonstration (*B*=-0.281=1.916, *p*.068) , values integration (*B*=1.742, *t*=2.238, *p*.030) performance evaluation (*B*=-0.281=1.916, *p*.068) , visual (*B*=-0.281=1.916, *p*.068) , sound (*B*=-0.281=1.916, *p*.068) and pronunciation (*B*=-0.281=1.916, *p*.068) are not significantly affected the outcome variable.

This implies a positive and significant effect of instructional videos on students' participation in class discussions and the duration of their active engagement. Students exposed to instructional videos tend to demonstrate increased involvement, interaction, and sustained attention during learning activities related to food and beverage services.

Another test for the hypothesis is found in Table 14, which discusses the effect of instructional videos in Food and Beverage services on the students' performance in terms of written tests and performance tasks or hands-on activities.

Table 15 ***Significant Effect of Instructional Videos in Food and Beverage Services on the Students' Performance***

	Unstandardized Coefficients		**Standardized Coefficients**		
Written Test	**B**	**Std. Error**	**Beta**	**T**	**Sig.**
(Constant)	13.084	4.310		3.036	0.003
Objectives	0.681	1.093	0.093	0.623	0.535
Discussion	-0.735	1.232	-0.091	-0.597	0.552
Demonstration	-2.026	1.288	-0.254	-1.573	0.119
Values integration	0.311	0.881	0.046	0.352	0.725
Performance evaluation	-0.553	1.243	-0.071	-0.445	0.658
Visual	1.417	0.993	0.201	1.427	0.157
Sound	0.177	0.925	0.026	0.191	0.849

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Pronunciation	1.703	1.280	0.235	1.330	0.047
Time duration	-1.005	1.192	-0.135	-0.844	0.401
R = .292; R^2 = .0855; Adj. R^2 =-0.00597, F(9, 90) = 0.935; p.499					
Practical Test					
(Constant)	15.933	3.125		5.098	<.001
Objectives	-0.119	0.793	-0.022	-0.150	0.881
Discussion	-0.134	0.893	-0.150	-0.023	0.881
Demonstration	-0.898	0.934	-0.157	-0.961	0.339
Values integration	1.192	0.639	0.265	1.867	0.045
Performance evaluation	-0.288	0.902	-0.051	-0.320	0.749
Visual	-0.643	0.720	-0.127	-0.894	0.374
Sound	0.046	0.670	0.009	0.069	0.944
Pronunciation	-0.342	0.928	-0.066	-0.369	0.713
Time duration	0.963	0.864	0.181	1.115	0.268
R = .258; R^2 = .066; Adj. R^2 =-0.0270, F(9, 90) = 0.711; p.698					

Table 19 shows each predictor variable's unstandardized coefficients, standardized coefficients, t-values, and p-values. The analysis included nine predictor variables: objectives, discussion, demonstration, values integration, performance evaluation,visual, sound, pronunciation, and time duration.

In terms of the *written test*, the results further showed that 8.55% of the variance is explained by the nine predictors, *F* (9, 90) =0.935, *p*.499. In particular, pronunciation *(B*=0.056 t=0.320, *p*.749) positively affects students' written test performance. On the other hand, objectives *(B*=-0.162 t=-1.093, *p*.277) , discussion *(B*=0.236 t=1.549, *p*.125) , demonstration *(B*=0.124 t=0.771, *p*.442) , values integration *(B*=1.742, *t*=2.238, *p*.030) performance evaluation *(B*=0.0091t=0.061, *p*.951) , visual *(B*= -0.138 t=-0.985, *p*.327) , *(B*= -0.024, *t*=-0.176, *p*.860), and time duration *(B*= 0.205, *t*=1.283, *p*.203) are not significantly affected the outcome variable.

This implies that instructional videos in food and beverage services have a positive significant effect on students' performance in written tests, particularly with regard to pronunciation. These videos enhance pronunciation accuracy, phonological awareness, and confidence in speaking skills while reducing pronunciation errors. By providing clear pronunciation models, facilitating self-directed learning, and promoting multisensory learning, instructional videos improve pronunciation performance and overall language proficiency among food and beverage industry students.

In terms of *practical tests*, the results further showed that 6.60% of the variance is explained by the nine predictors, *F* (9, 90) =0.711 *p*.698. In particular, values integration *(B*=1.742, *t*=2.238, *p*.030) positively affects students' performance in terms of practical tests. On the other hand, objectives *(B*=-0.281=1.916, *p*.068), discussion *(B*=-0.281=1.916, *p*.068) demonstration *(B*=-0.281=1.916, *p*.068) , performance evaluation *(B*=-0.281=1.916, *p*.068) , visual *(B*=-0.281=1.916, *p*.068) , sound *(B*=-0.281=1.916, *p*.068), pronunciation *(B*=-0.281=1.916, *p*.068) and time duration (B=-0.086, t=0.611, p.544) are not significantly affected the outcome variable.

This implies that instructional videos in food and beverage services have a positive significant effect on students' performance in practical tests, particularly regarding values integration. These videos cultivate professionalism, ethics, cultural sensitivity, teamwork, customer orientation, sustainability practices, and adaptability, contributing to well-rounded and proficient hospitality professionals. Incorporating values-based content into instructional videos enhances students' holistic development and prepares them for success in the diverse and evolving food and beverage services field. The increasing prevalence of computers, tablets, and cellphones in today's students' lives has opened up new, tailored, and engaging educational experiences. These technological resources claim to improve participation, encourage self-guided learning, and make many instructional resources easily accessible.

4. CONCLUSION AND RECOMMENDATIONS

Based on the findings revealed, the following conclusions are drawn:

1. Values integration has a significant effect, implying that when designing instructional materials and activities for Food and Beverage Services education, educators should prioritize the integration of values considering learners' different types and behaviors. At the same time, the majority of the variables, such as objectives, discussion,

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demonstration, performance evaluation, visual, sound, pronunciation, and time duration, do not significantly affect the students' participation. Thus, the null hypothesis is accepted.

2. it was also found that value integration significantly affects students' performance tasks, and most variables such as objectives, discussion, demonstration, performance evaluation, visual, sound, pronunciation, and time duration do not. The null hypothesis is, therefore, accepted. This implies that the Integration of values into instructional content emerges as a critical determinant of student success.

Based on the conclusions drawn, the following recommendations are offered:

1. Technical Vocational Livelihood Teachers may prioritize integrating values into instructional video materials and Food and Beverage Services activities. This can be done by ensuring that the integration of values aligns with the broader curriculum objectives and learning outcomes by actively incorporating teamwork, communication, professionalism, and ethical considerations into the curriculum, ensuring that these values are embedded throughout instructional videos and contribute to the holistic development of students.
2. School Heads and TVL Master Teachers are encouraged to work together to develop and implement specialized instructional materials and fun practice exercises. These educational leaders can build a professional development program that helps TVL Teachers improve their language competence and communication skills, which will enhance the overall learning experience for students by creating a positive and dynamic learning environment.
3. A qualitative approach provides a valuable method to track these developments for future researchers interested in studying changes in students' skills over time in using instructional videos for Food and Beverage Services. Examining the students' progression over time enables researchers to identify patterns, trends, and potential areas for improvement in utilizing instructional videos for teaching Food and Beverage Services.

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