INTERNATIONAL SOCIAL SCIENCES AND EDUCATION JOURNAL (ISSEJ)
ISSN: 3005-3463 (Online)
DOI: 10.61424/issej
Journal Homepage: https://bluemarkpublishers.com/index.php/ISSEJ

ISSEJ
BLUEMARK PUBLISHERS

Improving the Performance of Cookery 9 Learners in Cleaning and Sanitizing Kitchen Tools through Contextualized Video-Assisted Lesson

Lou Welah Bautista Ducena, PhD[1] and **Eugene Young Ducena, MT 1**[2]
[12]*Department of Education, Banisil National High School, General Santos City, Philippines*

Corresponding Author: Lou Welah Bautista Ducena, PhD E-mail: louwelah.ducena@deped.gov.ph

ARTICLE INFO

Received: October 10th, 2024
Accepted: December 27th 2024
Published: January, 10th 2025
Volume: 2
Issue: 2
DOI: 10.61424/issej.v2i2.184

KEYWORDS

Contextualized video-assisted lesson, practical skills, lecture-demonstration, educational tools

ABSTRACT

This study evaluated the effectiveness of contextualized video-assisted lesson in improving the performance of TLE Cookery Grade 9 learners at Banisil National High School in cleaning and sanitizing kitchen tools for the 2023–2024 school year. A mixed-methods approach was used, employing an explanatory sequential design with quasi-experimental and phenomenological elements. Two groups participated: a control group that used lecture demonstration and an experimental group that utilized video-assisted lesson. Performance was assessed using tests, and data were analyzed using statistical tools and thematic analysis. Results showed that both groups performed satisfactorily before the intervention, with no significant differences in pretest scores, confirming group equivalence. Post-intervention, both groups performed excellently; however, the experimental group demonstrated significantly higher mean gain scores. Qualitative findings identified four themes: applied practicality in learning, improved performance and effectiveness, systematic learning approaches, and resourceful utilization of educational tools. The study concludes that contextualized video-assisted lesson is more effective than lecture demonstration methods in improving learners' performance. This lesson positively affected students' involvement and skill acquisition, highlighting the importance of technology-driven methods in hands-on technical livelihood education.

1. Introduction

Home Economics is a vital area of study that equips students with essential life skills, improving their ability to engage in society and improve their quality of life. Its significance in fostering 21st-century abilities—like critical thinking, creativity, collaboration, and effective communication—has been widely recognized (Kuusisaaari et al., 2021). Within this field, the Cookery specialization emphasizes essential skills, such as cleaning and sanitizing kitchen tools, which are fundamental to maintaining hygiene and safety in food preparation. Recent studies emphasize the significance of creative teaching methods, such as video-assisted learning (VAL), to improve the efficacy of Home Economics instruction and align with future-focused content delivery (Aulanko, 2008; Langston, 2022).

Despite the recognized benefits of VAL, significant gaps persist in its application within Home Economics, particularly in the Philippine context. Many educators rely on traditional lecture-demonstration methods, which, while effective to an extent, often fail to engage learners fully or address diverse learning needs (Limon, 2015). Moreover, the need for localized and contextualized video materials tailored to specific competencies, such as

cleaning and sanitizing kitchen tools, limits the potential of video-assisted learning in enhancing skill acquisition. This gap is evident in Banisil National High School, as teachers resort to generic videos that may not resonate with learners' context or adequately support practical skill development. Addressing this gap is critical to improving learner outcomes and fostering deeper engagement in Cookery education.

This study aims to evaluate the effectiveness of a contextualized video-assisted lesson in improving the performance of Grade 9 Cookery learners in cleaning and sanitizing kitchen tools. Specifically, it seeks to (1) assess learners' performance before and after using contextualized video-assisted lesson and the lecture-demonstration method, (2) compare the mean gain scores between these instructional methods, and (3) explore learners' experiences with the video-assisted lesson. Ultimately, the study intends to identify insights that could inform the development of enhanced instructional resources and strategies for Cookery education.

This study, by addressing the existing gaps in teaching strategies and learning materials, is in accordance with the objectives of the MATATAG Agenda Framework, which aims to develop relevant curricula and promote inclusive, engaging learning (DepEd, 2023). It further supports the Basic Education Development Plan 2030 by promoting learning resources that address students' varied needs (DO 024, s. 2022). By achieving these goals, the research highlights the potential of incorporating video-assisted learning to enhance the quality of Home Economics education.

2. Methodology

2.1 Research Design

This study utilized a mixed-method approach using an explanatory sequential research design to integrate quantitative and qualitative methodologies (Teddlie & Tashakkori, 2009; Creswell, 2017). Quantitatively, a quasi-experimental design known as the Pretest and Posttest Non-Equivalent Group Design (Khan, 2008) was employed to measure the effectiveness of contextualized video-assisted lesson compared to lecture-demonstration methods. A phenomenological method was employed to investigate learners' experiences with the contextualized video-assisted lesson, offering insights into their viewpoints. This combined approach facilitated an in-depth examination of both quantitative and qualitative results.

2.2 Research Locale

The study was conducted in Banisil National High School, Tambler, General Santos City, South Cotabato, Philippines. Banisil National High School, founded in July 1992 on an 11,698 sqm land area, is one of the public schools in General Santos City and the only secondary school in Barangay Tambler. It is in the southern part of the city, approximately eight kilometers from the heart of the city. The school is also situated in a suburban Muslim community.

2.3 Research Participants

The study targeted 30 Grade 9 TLE-Cookery learners from Banisil National High School during the school year 2023-2024. Participants were selected through cluster sampling based on criteria such as enrollment in Cookery and inclusion in a single section taught by the same teacher to reduce variability (Trochim & Donnelly, 2008). The participants were grouped equally into two groups: 15 learners in the experimental group, utilizing contextualized video-assisted lesson, and 15 in the control group, receiving lecture-demonstration instruction.

2.4 Research Instrument

This study used a pretest-posttest to evaluate learners' performance in cleaning and sanitizing kitchen tools based on a rubric adapted from the TLE Cookery 9 textbook. The experimental group used a 12-minute contextualized video-assisted lesson validated by experts, while the control group followed the lecture demonstration method. Moreover, a verified interview guide was utilized during the focus group discussion (FGD) with participants from the experimental group.

2.5 Data Gathering Procedure

The data-gathering procedure involved several steps, beginning with securing permission from the Division Office and coordinating with authorities, alongside distributing consent letters to parents or guardians of learners. The researchers developed and validated a contextualized video-assisted lesson, incorporating feedback from three validators: the TLE Education Program Supervisor, a TLE Master Teacher, and an LRMDS member. An experiment followed, with a pretest conducted for both control and experimental groups. The control group received traditional

lecture-demonstration instruction, while the experimental group utilized the video-assisted lesson, followed by a posttest to measure its effectiveness. To gather qualitative data, an interview guide was crafted, validated by the same experts, and refined. A pilot interview was conducted to test question appropriateness, refine interviewing skills, and build rapport. Subsequently, a focus group discussion (FGD) was held with informed consent from participants, after which the interviews were transcribed and analyzed using Colaizzi's (1978) descriptive method. Finally, cross-checking with informants ensured the validity of the transcription.

Quantitative data were analyzed using descriptive and inferential statistics. Mean, frequency, and percentage were used to describe performance levels. Independent t-tests determined differences between the experimental and control groups, while dependent t-tests analyzed pretest and posttest results within each group. Hypotheses were tested at a 0.05 significance level. For qualitative data, thematic analysis via Colaizzi's method ensured a rigorous examination of learners' experiences, with cross-checking by participants for validation. This combination of statistical and thematic analyses provided insights into the research objectives.

2.6 Ethical Considerations

The study prioritized the protection and ethical treatment of all minors, including learners from Banisil National High School. Parental or guardian consent was secured, and the implications of participation were thoroughly explained. The researchers ensured that participants' rights, such as privacy and the choice to opt-out, were upheld, and no harm came to any informant. Proper coordination with authorities was maintained, including seeking approval from the Schools Division Superintendent.

3. Results and Discussion

Table 1. Performance of Grade 9 Cookery Learners in Cleaning and Sanitizing the Kitchen Tools Before the Conduct of the Experiment

Pretest Scores	Frequency	Percentage	Description
16-20	**0**	**0%**	Excellent
11-15	**1**	**3.33%**	Very Satisfactory
6-10	**29**	**96.67%**	Satisfactory
1-5	**0**	**0%**	Needs Improvement
Average Mean Score:	**8.37**	**Satisfactory**	

Before the experiment, most learners, or 96.67, scored 6 to 10. Their performance is considered Satisfactory. This is followed by 3.33% of the students who scored 11 to 15 in the Pretest. This performance is considered Very Satisfactory. Among the learners, no student scored 1 to 5 or 16 to 20 on the Pretest. The average mean score in the Pretest is only 8.37, which indicates that the learners generally perform satisfactorily in cleaning and sanitizing kitchen tools before the experiment.

Table 2. Difference in the Pretest Scores of the Two Groups

	Group	Mean Pretest Score	t-value	p-value	Remarks
1.	**Control**	**8.40**	**0.14**	**0.89**	**No significant difference**
2.	**Experimental**	**8.33**			
Mean Difference:		**0.07**			

As shown in Table 2, the control group got a Pretest mean score of 8.40. This is slightly higher than the experimental group's Pretest mean score of 8.33. Using the t-test for independent samples, the obtained t-value is 0.14, and the p-value is 0.89. Since $p>0.05$, the difference is not significant. The result implies that, before the start of the experiment, the learners in the control group undergoing the lecture-demonstration method and the learners in the experimental group utilizing contextualized video-assisted lesson are equivalent in terms of their performance in cleaning and sanitizing the kitchen tools. Hence, the experiment's grouping is not biased, and the study can proceed due to the

equivalence of the two groups from the start. This result leads to the acceptance of the null hypothesis that there is no significant difference in the pretest scores of the control and experimental groups.

Table 3. Difference in the Pretest and Posttest Scores of the Control Group

Control Group	Mean Pretest Score	t-value	p-value	Remarks
1. Pretest	8.40	-13.91	0.00	**Significant difference**
2. Posttest	16.13			
Mean Difference:	**7.73**			

As shown in Table 3, the control group got a Pretest mean score of 8.4 in a 20-item performance test. After undergoing the lecture-demonstration method, the control group gave a posttest mean score of 16.13. This yields a mean difference of 7.73. Using the t-test for the dependent sample, the obtained t-value is -13.91, and the p-value is 0.00. Since $p<0.05$, the difference between the pretest and posttest scores of the group is significant. This means that after using the lecture-demonstration method, the learners significantly improved their performance in cleaning and sanitizing kitchen tools. The mean difference of 7.73 supports this finding. Thus, this leads to the conclusion that the lecture method has effectively improved the learners' performance in cleaning and sanitizing kitchen tools. This result supports Chaudhary's (2018) findings, highlighting that the lecture cum demonstration method stands out as an efficient approach for significantly enhancing students' abilities, thereby emphasizing its effectiveness in promoting substantial improvements in skill development among learners. These results, therefore, lead to the rejection of the null hypothesis that there is no significant difference in the Pretest and posttest of the control group.

Table 4. Difference in the Pretest and Posttest Scores of the Experimental Group

Experimental Group	Mean Pretest Score	t-value	p-value	Remarks
1. Pretest	8.33	-34.36	0.00	**Significant difference**
2. Posttest	18.87			
Mean Difference:	**10.53**			

The learners in the experimental group got a Pretest mean score of 8.33 on the 20-item performance test. After utilizing the contextualized video-assisted lesson, the learners got a posttest mean score of 18.87. This corresponds to a mean difference of 10.53 in the test. Using a t-test for dependent samples, the obtained t-value is -34.36, and the p-value is 0.00. Since $p<0.05$, the difference between the pretest and posttest scores of the experimental group, which used contextualized video lesson, is significant. This means contextualized video lesson significantly improved the learners' performance in cleaning and sanitizing kitchen tools. This is similar to the idea that contextualized video lesson has effectively facilitated cookery learners. A possible explanation for this is that video lesson is contextualized where the setting and learning facilities are already familiar to the students. The video can also be played repeatedly by the learners to understand better and master the necessary skills. The findings of this study align with Dave and Arellano's (2023) research, demonstrating similar outcomes that underscore the substantial effectiveness of utilizing video-assisted math lesson in tackling learning deficiencies related to radical expressions among a specific cohort of Grade 9 students. This reinforces the significant impact of employing such methods to bridge learning gaps in this academic area. These results, therefore, reject the null hypothesis that there is no significant difference in the experimental group's pretest and posttest scores.

Table 5. Difference in the Pretest and Posttest Scores of the Experimental Group

Group	Mean Gain Score	t-value	p-value	Remarks
1. Control	7.33	-4.41	0.00	**Significant difference**
2. Experimental	10.53			
Mean Difference:	**2.80**			

The control group got a mean gain score of 7.73, while the experimental group got a mean gain score of 10.53. Using the t-test, the obtained t-value is -4.41, and the p-value is 0.00. Since $p<0.05$, then the difference in the mean gain

scores of the control and experimental groups is significant. This means the learners significantly improved their performance in cleaning and sanitizing kitchen tools using the lecture-demonstration method. Similarly, using a contextualized video-assisted lesson also significantly improved performance. Thus, both the lecture-demonstration method and the contextualized video-assisted lesson are effective. This result supports the comparative study by Rocque et al. assessing video-assisted teaching and the lecture cum demonstration method for teaching bag technique to student nurses; both approaches significantly improved students' bag technique proficiency (2019). However, based on the t-test, the mean gain score using contextualized video-assisted lesson is significantly higher than that of the lecture-demonstration method. This implies that using contextualized video-assisted lesson is more effective than the lecture-demonstration method in improving learners' performance in the kitchen and sanitizing kitchen tools. This result aligns with the conclusions drawn by Gorde et al. (2021), emphasizing the superior effectiveness of video-assisted teaching over the lecture cum demonstration method in enhancing bag technique among nursing students. Therefore, these results reject the null hypothesis that there is no significant difference in the mean gain scores of the control and experimental groups.

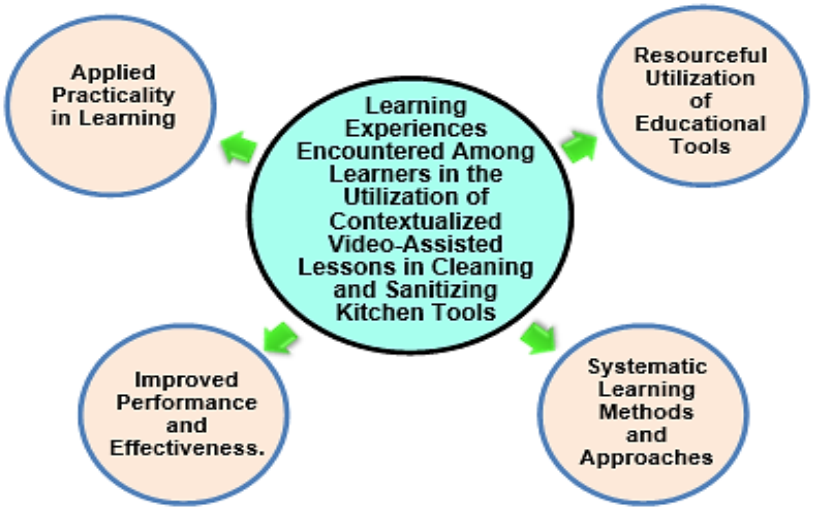

Figure 1. Learning Experiences Encountered Among Learners in the Utilization of Contextualized Video-Assisted Lesson in Cleaning and Sanitizing Kitchen Tools

Applied Practicality in Learning. Focusing on the practical application of learning, students are increasingly inclined to steer their learning paths autonomously and establish "personalized learning environments" within and beyond traditional classroom settings (Bernacki & Walkington, 2018). This theme encapsulates instances where learners apply the acquired knowledge practically in real-life scenarios. It emphasizes the direct application of learning in everyday situations, mainly focusing on the tangible outcomes of implementing new skills and approaches. Learners frequently highlighted how the lesson directly impacted their practical tasks. Statements such as:

> “Naapply ko po ito mam noong pumunta ako sa bahay ng tita ko dahil birthday ng kanyang anak. Naisipan ko na ako yung maghugas at maglinis ng kitchen para malaman ko ang aking kakayahan. Naapreciate ng aking tita at binigyan ako ng pera kasi malinis ang kitchen at pati mga pinggan hindi mabaho.(I applied this when I visited my aunt's house for her child's birthday. I decided to do the dishes and clean the kitchen to assess my skills. My aunt appreciated it and gave me money because the kitchen was clean, and even the dishes didn't have any odor.) Participant_3

> "Na apply nako siya sa among balay ma’am na bag ohon ang akong paghugas kay dati murag dali-dali lang pero karon kay naa nay dugang, ang pagsanitize and then naa na koy skill na natun-an ma’am.” (I applied it

at our house, ma'am, by changing my way of washing dishes. Before, I used to rush through it, but now, because of the additional steps like sanitizing, I have learned a new skill.) Participant_7

"Naassign po ako sa paghuhugas po ng pinggan sa isang event so doon ko po na apply yung proper cleaning and sanitizing. Of course maganda ang po kinalabasan." (I was assigned to wash dishes at an event, and that's where I applied proper cleaning and sanitizing methods. Of course, the outcome was good.) Participant_9

"Everyday po kasi ako naman po yung naghuhugas at naglilinis sa kusina. Naaply ko po talaga yung learnings ko doon mas mapapadali po ang gawain" (Because I'm the one who washes and cleans the kitchen every day, I really apply what I've learned, making the tasks easier.) Participant_12

"Last week po meron po kaming event sa bahay ng tita ko. Then palagi naman po yung mga dalaga po yung nag huhugas ng mga pinggan. Ang learnings ko dito is inapply ko po hindi naman po ako nagkamali and then uhm.. thankfull po ako na napanood ko po yung video." (Last week, we had an event at my aunt's house. Usually, the ladies handle the dishwashing. I applied what I learned, and I didn't make any mistakes. I'm thankful that I watched the video.) Participant_13

Learners effectively implemented their learning from the video-assisted lesson in real-life scenarios, demonstrating a direct application of their newly acquired skills. By actively applying the techniques learned, they improved their efficiency and accuracy in cleaning and sanitizing kitchen tools. The practicality of the lesson allowed them to be immediately used in their day-to-day activities, enhancing their overall competence in kitchen maintenance.

Improved Performance and Effectiveness. Budiastra et al. (2020) describe that using video-based learning led to enhancements in teaching methodologies and learning achievements. The theme encapsulates the learners' experiences of notable advancements in their skills, confidence, and efficiency in cleaning and sanitizing kitchen tools. The statements reflect increased capabilities, reduced errors, and a higher standard of performance attributable to the knowledge and practices gained from the video-assisted lesson.

"Dahil sa video-assisted lesson, binigyan po ako ng kaalaman sa paglilinis ng kitchen tools. Dati po ang paghuhugas ko po ng plato ay medyo mabaho dahil kulang ng sanitizing pero sa time noong napanood ko na po yung video mas naging confident ako sa paglilinis at pagsasanitize ng kitchen tools." (Because of the video-assisted lesson, I gained knowledge about cleaning kitchen tools. Previously, when washing dishes, there was a lingering odor due to insufficient sanitizing. However, after watching the video, I became more confident in cleaning and sanitizing kitchen tools. Participant_2

"Naboost po ang aking confidence dahil sa video-assisted lesson. Dati pinapagalitan ako palagi ma'am dahil hindi daw talaga ako marunong maghugas ng pinggan, at noong palagian kong napapanuod yung video ma'am marami po akong natutunan at na apply ko ito. Proud po ang aking mama sa aking improvement." My confidence was boosted because of the video-assisted lesson. Before, I used to be scolded because they said I really didn't know how to wash dishes. But when I frequently watched the video, I learned a lot and applied it. My mom is proud of my improvement.) Participant_4

"For me maam talagang na improve po talaga yong skills ko po maam kasi marami po talaga kaming natutunan kung paano po talaga yung proper cleaning and sanitizing na in line po sa prescribed standards." For me, ma'am, my skills have really improved because we learned a lot about the proper cleaning and sanitizing methods that align with prescribed standards.) Participant_5

"Na improve ko po yung performance ko pag clean and sanitize po sa aming kusina dahil dito napabuti ko po ang aking performance. Epektibo ang video lesson para sa akin." (I improved my performance in cleaning and sanitizing our kitchen because of this, which enhanced my overall performance. The video lesson is effective for me.) Participant_6

> "For me po video lesson is more helpful dahil effective siya at nagagawa ko siya kompara sa tradtional method. (For me, the video lesson is more helpful because it's effective, and I can accomplish tasks better compared to the traditional method.) Participant_7

> "Noon, marami po talaga akong maling nagawa habang naglilinis ng kitchen. Ngayon, dahil sa aking natutunan sa video assisted lesson, naging effective at improved na ang aking performance sa paglilinis at pagsanitize ng kitchen tools." (Before, I really made a lot of mistakes while cleaning the kitchen. Now, because of what I learned from the video-assisted lesson, my performance in cleaning and sanitizing kitchen tools has become effective and improved.) Participant_13

The learners experienced significant improvements in their confidence and skillset concerning cleaning and sanitizing kitchen tools. Through the effectiveness of video-assisted lesson, they gained knowledge and demonstrated increased confidence in their abilities. This heightened confidence positively impacted their performance, enabling them to carry out tasks more effectively and precisely.

Systematic Learning Methods and Approaches. Video is pivotal in facilitating knowledge development, primarily by providing a broader context and detailed visual elements that contribute significantly to a more comprehensive understanding of the respective subjects (Prastyaningtyas et al., 2023). This theme revolves around the structured and methodical way the learners acquire and apply knowledge. It highlights the importance of step-by-step learning approaches, systematic processes, and contextualized familiar settings within video-assisted lesson, contributing to a more organized and structured execution of tasks.

> "Para sa akin nakatulong po ito maam dahil sa video talaga po maam marami po akong natutunan lalong lalo na step by step at mas ok po sa akin na manood ng video dahil napapaliwanag nang mabuti para prepare ako sa gagawin para hindi na ako mahihirapan. (For me, this has been very helpful, ma'am. The video truly helped me learn a lot, especially with its step-by-step instructions. It's better for me to watch a video because things are explained well, which prepares me for what I need to do, making it easier and preventing me from having a hard time.) Participant_4

> Sa demonstration sa video ay makatuon ko kung unsaon ang tamang paglimpyo kung unsa ang step by step na pag hugas tapos dili naka mag lisod kung unsaon nimo siya paghimo kay ang video gihimo pud sa school mas makarelate pa ko. (In the video demonstration, I can focus on learning the proper way to clean step by step without struggling on how to do it because the video was also made in school, making it easier for me to relate.) Participant_8

> "Sa demonstration part po kasi kapag nakita mo yung video is may texts na nakalagay at nakatulong upang masunod mo yung steps paglilinis at pagsasanitize ng kitchen tools. (In the demonstration part of the video, there were texts included, which were helpful in following the steps for cleaning and sanitizing kitchen tools.) Participant_10

> "Sa part din po na demonstration sa video, makita ko po na mas systematic. Mas mapadali dahil masusundan mo kung ano ang ginagawa sa video. (In the demonstration part of the video, I noticed that it was more systematic. It became easier because I could follow what was being done in the video.) Participant_11

> "Mas okay po sa akin ang video assisted lesson kasi na iexplain po nang mabuti ang bawat step at kung paano po ito gawin nang mahusay. Ang mga gamit at setting sa video ay familiar sa akin kasi makita ito sa school." (The video-assisted lesson works better for me because it thoroughly explains each step and how to perform it effectively. The equipment and setting in the video are familiar to me because I see them in school.) Participant_12

The structured approach of the video lesson equipped the learners with a systematic understanding of the processes involved in cleaning and sanitizing kitchen tools. The learners could grasp the concepts effectively by providing clear instructions and step-by-step guidance. Demonstrating the concepts in a familiar school environment significantly contributed to learners' understanding and application. The systematic approach and contextualization within a familiar setting were pivotal in enhancing the learners' learning experiences and successfully applying the learned procedures.

Resourceful Utilization of Educational Tools. Video lesson allow students to acquire knowledge from experts by accessing close-up expert demonstrations, and they can revisit these demonstrations as many times as necessary (Lacey & Wall, 2021). This theme reflects the learners' ability to effectively utilize educational resources, explicitly emphasizing the usefulness of the video-assisted lesson. It underscores how the learners benefited from the educational tools provided, allowing for repeated learning, reinforcement of knowledge, and the practical application of skills acquired from the lesson.

> "Effective naman po yung lecture but mas talagang po nakatulong sa amin ang video. Kapag naghuhugas ka at naglilinis ng kitchen pwede mo siyang panoorin." (The lecture was effective, but the video truly helped us more. When you're washing dishes and cleaning the kitchen, you can watch the video to guide you.) Participant_2
>
> "Effective sa akin ang video-assisted lesson dahil pwede mong panoorin ng paulit ulit para mamemorize mo yung step step at nakatulong talaga ito sa akin maam." (The video-assisted lesson is effective for me because you can watch it repeatedly to memorize the step-by-step process, and it really helped me, ma'am.) Participant_4
>
> "For me po ma'am is ang video po talaga ay nakatulong po kapag wala kang ginagawa sa bahay is pwede mo siyang balikan. Sa lecture ay hindi po talaga maiiwasan sa dami po ng iniisip mo is malilimutan mo kung paano ginawa. (For me, ma'am, the video really helps, especially when you have free time at home because you can review it. In a lecture, it's inevitable to forget things due to the number of thoughts in your mind.) Participant_5
>
> "Mas nakakatulong po talaga yung video. Kasi pwede siyang panoorin ng paulit ulit kay hindi mo pa nakuha o nagets para mamemorize mo yong steps." (The video is truly more helpful because you can watch it repeatedly until you fully grasp and memorize the steps.) Participant_9
>
> "Mas mahalaga po yung video assisted lesson kaysa traditional method kasi pwede pong balikan ang video para mas lalo mo pang makuha at mahasa pa ang iyong natutunan." (The video-assisted lesson is more valuable than the traditional method because you can revisit the video to further reinforce and refine your learning.) Participant_10

The learners acknowledged the resourcefulness and accessibility of the video-assisted lesson in enhancing their understanding and retention of knowledge. Resisting the videos multiple times allowed for a deeper understanding of the content. Learners found these resources beneficial for self-paced learning, improving their competence and confidence in performing tasks related to kitchen maintenance.

These themes collectively demonstrate a positive impact on learners' experiences with contextualized video-assisted lesson in cleaning and sanitizing kitchen tools. The learners' feedback reflects the practical applicability, enhanced performance, systematic learning, and effective utilization of educational tools, contributing significantly to their learning experiences in this context.

4. Conclusions

The study concluded that Grade 9 Cookery learners cleaned and sanitized kitchen tools satisfactorily before the experiment. The lecture-demonstration method and the contextualized video-assisted lesson proved effective in teaching the skill, but the latter demonstrated greater effectiveness in improving learner performance. This indicates that video-assisted learning offers a more impactful approach to practical education, addressing gaps in traditional methods. The equivalence of pretest scores between the control and experimental groups highlighted the reliability

of the study's findings. Moreover, the identified themes—applied practicality, improved performance, systematic learning, and resourceful tool utilization—underline the contextualized video lesson's potential to enhance educational practices. This research contributes to the field by demonstrating the advantages of integrating contextualized video lesson in Home Economics, specifically Cookery, to foster higher competency levels. Practical implications include developing localized instructional resources to better align with learners' contexts, improve engagement, and support mastery of practical skills.

Contributions of Authors: The authors contributed equally to all work sections and reviewed and approved the final work.

Funding: This study was funded through the Special Education Fund provided by the Local Government of General Santos City, South Cotabato, Philippines.

Conflict of Interests: The writers acknowledge that there are no conflicts of interest related to the publication of this work.

Acknowledgment: The researchers express their heartfelt appreciation to the most gracious and merciful Almighty God for granting the knowledge and resilience to tackle the obstacles in completing this action research. Sincere appreciation is also given to the Special Education Fund of General Santos City Local Government Unit for funding this endeavor and providing an opportunity to develop research skills. Appreciation is also given to the Division Research Coordinator, Nepomuceno Federizo, for his essential support. Also, the researchers are thankful to the following validators: Ma'am Amalia Caballes, Education Program Supervisor in TLE, Sir Jeffry Kapawan, and Ma'am Marilou Villanueva for their expertise in validating the research instruments. Special thanks go to Ma'am Angelica E. Figueroa, Public Schools District Supervisor of Tambler, and Sir Eddie H. Atay, EdD, Principal of Banisil National High School, for their encouragement, along with Ma'am Ailene Antopina and Ma'am Riza Rivas for their support throughout the study. Deep appreciation is given to the learners who participated for their positive engagement, time, and valuable insights—lastly, heartfelt thanks to all individuals who contributed in any way to the success of this research. With profound gratitude and love, the researchers dedicate this accomplishment to everyone who made it possible.

References

Aulanko, M. (2008). Case Study on the Influence of Repetition on Household Cleaning. In *TuomiGröhn, T. (Ed.), Reinventing Art of Everyday Making* (pp. 103–120). Peter Lang.

Bernacki, M. L., & Walkington, C. (2018). The role of situational interest in personalized learning. Journal of Educational Psychology, 110(6), 864. Chaudhary, V. (2018). Comparative Effectiveness of Lecture-cum-Demonstration Method over Lecture Method in Terms of Teaching Learning Objectives.

Budiastra, A. K., Wicaksono, I., & Erlina, N. (2020). The effectiveness of video-based interaction on professional science teachers to improve elementary school students' achievements. *Journal for the Education of Gifted Young Scientists, 8*(3), 1291-1304.

Chaudhary, V. (2018). Comparative Effectiveness of Lecture-cum-Demonstration Method over Lecture Method in Terms of Teaching Learning Objectives.

Colaizzi, P (1978). Psychological research, as the phenomenologist's view it. In R. Vale & M. King (Eds), *Existential-phenomenological alternatives for psychology* (pp. 48–71). New York: Oxford University Press.

Creswell, J. W. (2017). CUSTOM: CEC edition qualitative inquiry and research design 3e. SAGE Publications.

Dave, R. D., & Arellano, R. M. (2023). Video-Assisted Math Lesson: An Intervention to Address the Learning Gaps in Radical Expressions of Select Grade 9 Students. *EPRA International Journal of Research and Development (IJRD), 8*(11), 74-79.

DO 010, s. 2024. Policy Guidelines on the Implementation of the MATATAG Curriculum.

DO 024, s. 2022. Adoption of the Basic Education Development Plan 2030.

Gorde, S. P., Mendagudli, V. G., & Gaikwad, S. A. (2021). "A Comparative Study On Effective Practice Of Bag Technique Through Lecture Cum Demonstration And Video Assisted Methods Of Teaching Among Nursing Students In Selected Nursing College.". *Turkish Online Journal of Qualitative Inquiry, 12*(8).

Khan, S. (2008). An experimental study to evaluate the effectiveness of cooperative learning versus traditional learning method. (Unpublished doctoral dissertation). International Islamic University.

Kuusisaaari, H., Seitamaa-Hakkarainen, P., Autio, M., Holtta,M (2021). The Future of Home Economics Teaching: Teachers' Reflections on 21st Century Competencies. Peer-Reviewed Research Paper. 64.

Lacey, K., & Wall, J. G. (2021). Video-based learning to enhance the teaching of practical microbiology. *FEMS Microbiology Letters*, *368*(2), fnaa203.

Langston, A. (2022, November 10). Video-Assisted Learning: Using Educational Videos to Teach - ViewSonic Library. ViewSonic Library. https://www.viewsonic.com/library/education/video-assisted-learning-using-educational-videos-to-teach/#:~:text=Video%2Dassisted%20learning%20 (VAL),%2C%20or%20social%2Demotional%20skills

Limon, M. (2015). Home Economics Teachers' Usage of Information and Communication Technologies in Hong Kong and the Philippines and its Implications. *International Journal of Academic Research in Progressive Education and Development*.Vol.4 p. 22-31 http://dx.doi.org/10.6007/IJARPED/v4-i4/1865

Prastyaningtyas, E. W., Ausat, A. M. A., Muhamad, L. F., Wanof, M. I., & Suherlan, S. (2023). The Role of Information Technology in Improving Human Resources Career Development. *Jurnal Teknologi Dan Sistem Informasi Bisnis*, *5*(3), 266-275.

Rocque, R., Raut, D., Bagde, P., Kendre, S., & Walurkar, S. (2019). A Comparative Study to Assess the Effectiveness of Video-Assisted Teaching Vs. Lecture cum Demonstration Methods of Teaching on Bag Technique among B. Sc Nursing Students from Selected Nursing College. *Asian Journal of Nursing Education and Research*, 9(2), 166-168.

Teddlie, C., & Tashakkori, A. (2009). Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences. Sage.

Trochim, W.M., Donnelly, J.P. (2008). Research Methods Knowledge Base. 3. ed. Mason, OH: Atomic Dog Publishing, 361

Rocque, R., Raut, D., Bagde, P., Kendre, S., & Walurkar, S. (2019). A Comparative Study to Assess the Effectiveness of Video-Assisted Teaching Vs. Lecture cum Demonstration Methods of Teaching on Bag Technique among B. Sc Nursing Students from Selected Nursing College. *Asian Journal of Nursing Education and Research*, *9*(2), 166-168.