

PROPER USAGE OF YOUTUBE TUTORIALS IN ACADEMIC PERFORMANCE BY GRADE 12 HUMSS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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This study investigates the proper use of YouTube tutorials and their influence on the academic performance of Grade 12 HUMSS students at Bestlink College of the Philippines. It explores how video tutorials support learning, enhance student engagement, improve accessibility, develop skills, and foster interest and academic abilities. The research also identifies the challenges students face when using YouTube tutorials, applying the framework of Cognitive Load Theory to understand their learning experience. This study utilized a descriptive research design and involved 212 selected Grade 12 Humanities and Social Sciences (HUMSS) students as participants. Cluster sampling was employed to select the respondents for the study. Data was gathered using a survey questionnaire, which served as the primary research instrument. The questionnaire explored the respondents' use of YouTube tutorials in terms of learning, engagement, and accessibility. It also examined how these tutorials impacted their academic performance through skill development, interest, and abilities, as well as the challenges they encountered while using the platform. The findings reveal a strong positive impact of properly using YouTube tutorials on the academic performance of Grade 12 HUMSS students at Bestlink College of the Philippines. In terms of video tutorial usage, respondents rated Learning highest with a weighted mean of 3.54, followed by Engagement and Accessibility with a weighted mean of 3.49. The overall weighted mean for these factors was 3.47, indicating strong agreement. Regarding academic performance, Skill development received a weighted mean of 3.49, Interest was rated 3.47, and Abilities scored 3.45. These results also yielded an overall weighted mean of 3.47, reflecting a strong positive perception of YouTube tutorials' effectiveness. To address challenges such as content overload, the study recommends developing guidelines that help students evaluate the credibility of online educational materials to maximize the benefits of YouTube tutorials. Respondents strongly agree that video tutorials positively contribute to their learning, engagement, and accessibility. They also acknowledge that YouTube tutorials significantly support their academic performance by enhancing their skills, interests, and abilities. The primary challenge identified by respondents is content overload. To mitigate this, a proposed action plan aims to ensure the effective and efficient use of YouTube as a tutoring tool.

RECOMMENDED CITATION

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