

ENHANCEMENT OF ACADEMIC PERFORMANCE THROUGH YOUTUBE TUTORIALS AMONG GENERAL ACADEMIC STRAND STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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This study explored the effectiveness of YouTube tutorials in enhancing the academic performance of General Academic Strand (GAS) students at Bestlink College of the Philippines. Drawing on Martina Jordaan's Visual Media Theory, which emphasizes the educational value of visual and interactive content, the study highlights how YouTube serves as an accessible, flexible, and engaging learning tool. It also addresses potential concerns such as overreliance on video content and unequal access to internet connectivity. A descriptive-exploratory research design was employed, using a researcher-made survey administered to 77 randomly selected GAS students. The survey captures students' perceptions of YouTube tutorials in relation to academic performance, practicality, reading comprehension, exam preparation, project execution, and overall study habits. Data were analyzed using descriptive statistics such as mean scores and frequency distribution. Students reported that YouTube tutorials are a highly valuable learning tool, with increased engagement (3.36) and the convenience of on-demand access (3.32) cited as key benefits. These resources were valued for their practicality (3.28), effective use of visual and audio elements to enhance understanding (3.27), and their ability to boost motivation (3.29). They were also found to aid reading comprehension by helping students grasp text structures (3.31) and identify key details (3.29). Academically, tutorials proved effective for exam preparation (3.27), simplifying complex topics, and improving study habits. Project work benefited as well, with tutorials enhancing technical skills and providing step-by-step guidance (3.35). Overall academic performance and time management also showed improvement (3.28). However, challenges were identified, including overreliance on tutorials (80.51%), limited internet access (67.53%), and learning disruptions (62.33%). The findings suggest that YouTube tutorials are effective supplemental learning tools that contribute significantly to academic performance. Nevertheless, to maximize their benefits, it is essential to promote critical thinking, ensure reliable access to technology, and guide students in balancing tutorial use with other learning methods. Future research is encouraged to investigate the long-term academic effects of YouTube-based learning and to develop best practices for integrating video tutorials effectively into formal education settings.

RECOMMENDED CITATION

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