

## YouTube utilization in the Philippine classrooms: A review

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**Abstract:** The Philippines is considered one of the most significant social media users, particularly YouTube. Filipinos use the platform for many purposes, but one is mainly due to entertainment. However, when the pandemic hit, YouTube videos started to play a vital role in the academe. Despite the majority of its users, it was found that only a few data on its utilization in the Philippine classroom exist. Thus, this review was carried out to examine the variables influencing YouTube usage in Philippine classrooms. Nine papers were qualified and selected using the inclusion and exclusion criteria. The following are the results: 1.) YouTube videos as an enhancement tool, and 2.) YouTube videos utilization as a pandemic effect. Moreover, this review will help the teachers in planning and employing strategies to use YouTube videos for the student's performance and other skills. Future research may look at different methods and disciplines.

**Keywords:** Online learning, Social media, Supplemental tool, Video lessons, YouTube utilization

### 1. Introduction

The emergence of social media is inevitably and widely used by people from all walks of life. They use it for many purposes, such as leisure, fun, entertainment, connections, business, and even studies. One of the known social media is YouTube, an online platform featuring videos on different topics. Social media like YouTube is regarded as an avenue for learning, where one does not only exchange comments but also discussions, interpretations, and explanations of its complexity in a simplified way (Keku & Patterson, 2022). Thus, this is one of the reasons why people spend time watching YouTube videos, as they find them accessible and helpful online resources (Chukwuere, 2022).

According to Ebied, Kahouf and Rahman (2016), YouTube is regarded as a crucial instrument for imparting computer education skills. Its video lessons are looked upon as very effective learning resources for both computer and general skill acquisition. Hence, more profound knowledge is achieved by integrating the content into a multimedia application that displays the application of skills and visualizations. Besides, students are helped to understand the ideas using video lessons, and they also enjoy more of having teachers who use YouTube for a more profound demonstration of a topic (Insorio & Macandog, 2022).

YouTube videos may provide students with greater artistic freedom and inspire them to put forth more effort and be more engaged in their studies. Teachers use YouTube videos to engage pupils and help their educational progress. As a result, YouTube is changing how students connect and learn today (Caratiquit, 2022). Currently, over 2.6 billion individuals use YouTube each month in the entire world. It is the second most popular social media platform in 2023, with 122 million netizens using and consuming 1 billion hours of content being watched worldwide daily (Global Media Insight Blog, 2023). While in the Philippines, there are 57.70 million users, or equivalent to 49.5 percent of the country's total population (Kemp, 2023). This shows that more than  $\frac{1}{4}$  of the world's population uses YouTube monthly, and half of the netizens worldwide have access to the platform (Global Media Insight Blog, 2023).

Although most netizens use YouTube in the Philippines, there is an observation that there are few research or studies on YouTube utilization as a supplemental tool in teaching or classroom settings based on the published journals that can be found mainly accessible in Research Gate or Google Scholar. In view

thereof, this paper aims to review and examine the available research or studies employing the question: What are the factors of YouTube utilization in Philippine education?

## 2. Literature review

### 2.1. An enhancement tool

YouTube plays a vital role in the educational setting nowadays. This sheds a new strategy for the teachers to employ over traditional media. According to Muico (2019), the learning outcomes and competencies of the subject are enhanced for the students when YouTube videos are used in the classroom and are served as supplementals to help better understand abstract topics. It was also revealed that after YouTube utilization in the class, there was an evident improvement in the scores of the students on grammatical competence (Muico, 2023).

YouTube videos allow students to improve their computer skills and benefit from relevant online activities (Bahian, 2016). In the elementary setting, particularly in teaching Araling Panlipunan, it was revealed that the student's academic grades improved after using YouTube videos. Also, the teacher's use of the videos enables them to share high-quality multimedia instructional materials. Meanwhile, it is also a way for the students to share and present their ideas and concepts through the interaction prompted by watching the video lessons (Ablawan, 2019).

It was also affirmed by Boholano et al. (2022) that using YouTube as an enhancement activity increases students' motivation and improves their academic performance. It has proven to be effective in developing reading comprehension skills. Furthermore, Caratiquit (2022) also found that the student's academic performance was significantly impacted by integrating YouTube videos with worksheets created by the teacher, particularly in the competency in Computer Troubleshooting and Repair Techniques, which proves that developing various skills was one of the benefits of watching YouTube videos (Bahian, 2016). Students who are visual learners can benefit from videos since they can better understand a topic showing it is simple to link to or embed YouTube videos in online course content or discussion forums, which is one of the clear advantages of utilizing YouTube in education. YouTube offers online access to vast amounts of free public videos on various topics (Snelson, 2010).

Moreover, Muico (2021) found that using YouTube videos improves the communicative competence of the selected college students. Another study also showed that YouTube videos encouraged respondents to practice speaking out loud. It is through making the learning process fun that the students will be more likely to develop (Alimemaj, 2010).

### 2.2. A Pandemic effect

The COVID-19 pandemic declared by the WHO has impacted many countries and has interrupted people's everyday lives, including Filipinos (Castor & Dazo, 2022). The lockdown quarantine measures have changed the Philippines' classes at regular colleges to online or a new normal setting in education (Lim, Regencia, Dela Cruz et al., 2022; Ciudad, Nawa & Acebes, 2022; Tagac & Villanueva, 2022). Thus, modes of teaching delivery have also shifted from mere face-to-face demonstrations of topics into modular and online learning (Pagaling, Meria, Rubio et al. 2022; Peña, Enad & Areglo, 2022).

For teachers, face-to-face instruction was replaced with YouTube for learning - teaching during the lockdown (Patalinghug, 2022). It has helped them to let the students learn activities and improve their comprehension of university courses (Almobarraz, 2018). Also, it enables students to learn rapidly and motivates them to use films and pictures when they are learning. Additionally, some studies indicate that video content can aid in fostering a stronger connection with the material as well as greater interest in visualizing, memorizing, and learning for improved academic performance and general knowledge (Cohendet et al., 2019; Constantin et al., 2019; Sugiura et al., 2022; Mady & Baadel, 2020; Yaacob & Saad, 2020).

On the other hand, it is also seen as a mode of intervention. Insorio and Macandog (2022) observed that the students in Grade 7 Mathematics struggled with their self-learning modules based on their summative test results. Therefore, the module's explanations of mathematical topics needed to be revised and easier to understand. As a result, it prompted the educators to create video lessons as interventions, which they then uploaded to the Direct to the Point by DM YouTube account. The findings show that video lessons, in addition to teachings in the modules, aid students in understanding mathematical topics. Moreover, students enjoy viewing teacher-created videos, seemingly seeing the instructor describing the lesson.

Moreover, Nabayra (2022) reported that despite the pandemic, teacher-made videos on YouTube are still helpful internet resources for teaching arithmetic to students. Despite its restrictions, the teacher's virtual presence helped to make learning a communal activity. It is consistent with Ramkisson's (2020) study, which suggests that the e-learning platform should promote active rather than passive learning. Indeed, films made by teachers on YouTube show how usability—defined as the efficacy, efficiency, and happiness with which a learner accomplishes learning goals in an online learning mode - can be used for educational technology (Caro-Alvaro et al., 2018; Vidal, 2022). In addition, the learning mode enables the students the choice to choose their own pace, and work management style, and course materials are doable (Tusoy, Gueco, & Pelias, 2023). Accordingly, the considerable impact of videos on arithmetic performance is consistent with research showing that students who were taught using screencast lessons performed noticeably better than those who used conventional instructional methods (Lloyd & Robertson, 2012). In addition, Sharma's study (2018) supports real-world activity-assisted education, and instructional videos affect students' mathematical ability meaningfully.

### 3. Methodology

According to Dewey and Drahotan (2016), the systematic literature review (SLR) was employed as a qualitative methodology to identify, select, and critically appraise research to answer a clearly formulated question. The following inclusion and exclusion criteria were applied in gathering and selecting the materials: 1. Literature and studies were exclusive on YouTube utilization from 2015 to the present; 2. Literature and studies focused on classroom settings from primary to higher education, whether online or face-to-face; 3. Its participants were conducted among Filipino learners and teachers; 4. Literature and studies conducted in the Philippines. Nine (9) qualified under the criteria above. All studies were carefully evaluated and analyzed to identify pertinent themes on YouTube utilization in the Philippines.

### 4. Result and discussion

**Table 1:** List of Research on YouTube Utilization in the Philippine Classrooms

Authors	Title of Study	Findings	Recommendation
Boholano, et. al. (2022)	THE USE OF YOUTUBE IN TEACHING ELEMENTARY ENGLISH	Using YouTube videos as enhancement activities increases the students' motivation and improves academic performance. Watching YouTube videos is effective in developing reading comprehension skills.	Teachers and students to utilize such a strategy in the classroom.
Caratiquit (2022)	YOUTUBE VIDEOS AS SUPPLEMENTARY MATERIALS TO ENHANCE COMPUTER TROUBLESHOOTING AND REPAIR TECHNIQUES FOR SENIOR HIGH SCHOOL STUDENTS IN THE PHILIPPINES	YouTube utilization as intervention material effectively enhanced the learners' academic performance, as post-tests showed a higher mean than pre-test results.	The paper recommended that ICT and TLE teachers and all other disciplines adapt YouTube videos as supplementary materials.
Macandog (2022)	VIDEO LESSONS VIA YOUTUBE CHANNEL AS MATHEMATICS INTERVENTIONS IN MODULAR DISTANCE LEARNING	In addition to the modular lectures, YouTube video lessons are used to aid students' understanding of mathematical concepts.  Moreover, students enjoy seeing their teachers explaining the lesson thru the videos.	It is advised to regularly post videos with more examples and explanations and teacher voices that are louder and clearer.
Nabayra (2022)	YOUTUBE-BASED TEACHER-CREATED VIDEOS FOR ONLINE MATHEMATICS LEARNING DURING THE PANDEMIC AND ITS EFFECT TO STUDENTS' MATHEMATICS PERFORMANCE	The students' performance in studying mathematics before and after using YouTube teacher-created videos is significantly different. In the new normal context, YouTube videos can help	

		students maximize their learning possibilities.	
Patalinghug & Patalinghug (2022)	YOUTUBE AS A WEB-BASED INSTRUCTIONAL TOOL IN HIGHER EDUCATION: TECHNOLOGY-ENABLED LEARNING DURING THE COVID-19 PANDEMIC	YouTube was utilized during the pandemic. It also showed that students, particularly females, who use YouTube for a longer time enriched their general knowledge. In addition, it also disclosed that YouTube for Technology-Enabled Learning (TEL) has higher acceptability among students who use it frequently and for a more extended period.	The relationship between the subject matter and duration of YouTube videos and the likelihood that students will accept the usage of TEL can be the subject of research.
Muico (2023)	YOUTUBE VIDEO UTILIZATION TO ENHANCE THE STUDENTS GRAMMATICAL COMPETENCE	The use of YouTube videos enhances students' communication skills.	Language teachers should utilize YouTube videos in the classroom.
Muico (2019)	A Quintessential Tool in Teaching: A Case Study on Teachers Using YouTube Videos	Using YouTube videos in teaching plays a vital role. It sheds light on the stale teaching methods as it helps the students understand better. The following themes were discovered: enhancement, simplicity, abundance of resources, supplements, suitability, interest, timing, familiarity, motivation, and active learning. This only shows that videos belong in the academe.	
Ablawan (2019)	EFFECTS OF YOUTUBE-BASED VIDEOS AS INSTRUCTIONAL MATERIALS TO THE PERFORMANCE OF SELECTED GRADE 6 PUPILS IN ARALING PANLIPUNAN OF STA. CRUZ ELEMENTARY SCHOOL	The frequent use of YouTube-based videos and learning materials by the teacher resulted in a better performance than the traditional way.	Teachers are encouraged to utilize YouTube videos and fully integrate them with classroom interactions.
Bahian (2016)	YOUTUBE USAGE AND ACADEMIC ENGAGEMENTS OF INFORMATION TECHNOLOGY STUDENTS IN ZAMBOANGA DEL SUR, PHILIPPINES	Students can improve their computer abilities and take advantage of relevant surfing activities and advantages by watching YouTube outside the school's walls.	In order to address issues with inadequate internet connections, skills, and training, necessary steps must be made. Additionally, instructors can impose limits on websites and audiovisual content.

This review took two thematic points: An enhancement tool and the pandemic effect. Using YouTube videos in classrooms is mainly attributed as an enhancement tool. Moreover, the CoVid 19 situation propelled its use as everyone was and is affected by the pandemic. The majority of the studies found that YouTube is utilized as it enhances students' motivation and improves their academic performance (Boholano et al., 2022). Also, just by watching, skills could be enhanced like computers (Bahian, 2016). When the pandemic hit the Philippines and affected the educational setting, YouTube video lessons helped with complex lessons on mathematics and English communication skills (Macandog 2022; Nabayra 2022; Muico 2023). Based on the literature review presented here, YouTube utilization is evident in Philippine classrooms as it is an enhancement tool and is widely used by teachers because of the pandemic.

## 5. Conclusion

With all of these being said, it is evident that the research journey about YouTube utilization in the Philippine academe has just started. The stage is set for a more significant scale to explore, and the role of

YouTube is in the spotlight. The platform has benefited us, yet; other aspects could be explored in the academic setting. Viewing the papers' recommendations, these should be considered. First, teachers need to adapt and utilize YouTube videos and integrate them as supplementary materials as an enhancement into the classroom regardless of the discipline. Then, it is also anticipated that teachers would often release videos with more examples and explanations and their voices that are louder and clearer.

Another thing to consider is the strategy for utilizing YouTube videos which also depends on the students' cooperation. Hence, necessary action must also be considered regarding internet connections and skills and training needs to be improved. Also, educators may impose limits on websites and video content guidelines (Obong & Targema, 2023). Lastly, research can be conducted focusing on the relationship between the content, the duration of YouTube videos, and the level of students' acceptance of the platform.

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