

Effectiveness of educational vlogs and self-directed learning skills of Grade 12 students

Meian I. Gumban*

Filamer Christian University, Inc., Roxas City, Capiz, Philippines

ABSTRACT

This study employed a survey-correlational research design to determine the effectiveness of educational vlogs and the self-directed learning skills of Grade 12 students of Bacan National High School for the School Year 2025–2026. The population consisted of 176 Grade 12 students. Using Taro Yamani's formula, a sample of 122 participants was drawn through stratified proportional random sampling via the Lottery Method, with participants selected from six sections across the TVL and GAS strands. Two instruments were utilized to gather data. The effectiveness of educational vlogs was assessed using a researcher-made 22-item Educational Vlog Effectiveness Questionnaire measuring four dimensions: content quality and clarity, engagement and interactivity, accessibility and usability, and relevance to learning goals. Self-directed learning skills were measured using a 25-item adopted and modified Self-Directed Learning Skills Questionnaire derived from Ayyildiz and Tarhan (2015), covering goal setting and planning, self-monitoring and evaluation, learning strategy use, and motivation and persistence. A five-point Likert scale was used for both instruments, ranging from Never (1) to Always (5). Both instruments underwent expert content validation and pilot-testing on 30 non-participant Grade 12 students. Reliability analyses yielded Cronbach's alpha values of .929 and .930, respectively, indicating excellent internal consistency. Descriptive statistics, including mean and standard deviation, were used to analyze the data, while the Pearson Product-Moment Correlation Coefficient (r) was employed as the inferential statistical tool to test the hypothesis at the 0.05 alpha level of significance. The findings revealed that Grade 12 students perceived educational vlogs as very highly effective ($M = 4.28$, $SD = 0.38$) across all dimensions. Students likewise demonstrated high levels of self-directed learning skills ($M = 4.15$, $SD = 0.43$) in all four components. However, the inferential analysis yielded a negative correlation between the two variables ($r = -0.031$, $p = 0.731$). Consequently, the null hypothesis stating that there is no significant relationship between the effectiveness of educational vlogs and the self-directed learning skills of Grade 12 students was accepted. These findings suggested that while students positively evaluated educational vlogs as learning resources and exhibit strong self-directed learning behaviors, these two variables operated independently within the context of this study.

Keywords: Educational vlogs, self-directed learning, Grade 12 students.

Date Submitted: June 26, 2026

Date Accepted: July 2, 2026

Date Published: June 9, 2026

*Corresponding author / Email: gmbnmey@gmail.com

DOI: <http://doi.org/10.69651/PIJHSS05031298>

Recommended citation:

Gumban, M. I. (2026). Effectiveness of educational vlogs and self-directed learning skills of Grade 12 students. *Pantao (International Journal of the Humanities and Social Sciences)* 5 (3), 776-799.
<http://doi.org/10.69651/PIJHSS05031298>

INTRODUCTION

The rapid advancement of digital technologies, particularly the widespread use of the internet, mobile devices, and video hosting platforms, has fundamentally transformed the educational landscape from a traditional teacher centered approach to a technology mediated and learner centered model. The integration of Information and Communication Technology into education has enabled educational videos, including lecture recordings and tutorials, to become integral components of contemporary teaching and learning. Recognizing this transformation, the United Nations Educational, Scientific and Cultural Organization emphasizes that digital innovation presents significant opportunities to expand educational access, promote inclusion, and improve learning quality through a human centered approach that prioritizes the interests of learners and teachers while ensuring that technology complements rather than replaces the essential role of educators (UNESCO, 2023). Within this evolving educational environment, educational vlogs have emerged as innovative instructional tools that combine multimedia communication with personalized learning experiences, creating opportunities for students to engage with educational content in more flexible and meaningful ways.

The instructional value of educational vlogs lies in their accessibility and multimodal design, which facilitate deeper cognitive processing and promote meaningful learning experiences (Brame, 2016). Their capacity to combine visual, auditory, and narrative elements enables learners to develop a more comprehensive understanding of academic concepts while encouraging active engagement with learning materials. However, the effectiveness of educational vlogs depends largely on sound instructional design. Poorly organized videos may overload learners' cognitive capacity, whereas carefully structured materials that incorporate chunking, concise segments, and clear signaling techniques help minimize distractions, regulate attention, and optimize learning outcomes (Brame, 2016). These instructional characteristics also contribute to the development of Self-Directed Learning readiness by fostering learners' psychological preparedness and willingness to assume responsibility for their own learning. Effective video-based learning environments further support learners' basic psychological needs for autonomy, competence, and relatedness, all of which are recognized as essential motivational factors that enhance engagement and learning outcomes (Zhao et al., 2022).

Beyond functioning as content delivery tools, educational vlogs have evolved into narrative-oriented learning platforms that personalize and humanize digital education through reflective commentary, conversational communication, and authentic storytelling. Unlike traditional lecture videos, educational vlogs cultivate emotional connection and learner engagement while supporting individualized learning experiences. Their asynchronous and self-paced nature enables students to determine what, how, and when to learn, thereby strengthening opportunities for Self-Directed Learning (Hassan, 2023). Furthermore, the integration of interactive elements such as embedded quizzes, reflective questions, and opportunities for learner participation transforms passive viewing into active learning experiences that encourage self-monitoring, knowledge retrieval, planning, and self-evaluation. Recent intervention studies likewise indicate that the effectiveness of vlog-based instruction in improving learner engagement and self-efficacy is significantly enhanced when combined with explicit metacognitive instruction that encourages students to reflect upon and regulate their own learning processes. Collectively, these findings position educational vlogs as effective instructional scaffolds capable of fostering essential Self-Regulated Learning skills that support academic success.

The increasing emphasis on Self Directed Learning within secondary education reflects the growing recognition that students must acquire the competencies necessary for lifelong learning and successful transition to higher education. Self-Directed Learning involves learners assuming responsibility for identifying their learning needs, establishing goals, selecting appropriate learning strategies, monitoring progress, and evaluating learning outcomes. Altinpulluk et al. (2023) describe Self Directed Learning as a process in which learners actively plan, regulate, and assess their educational experiences to improve learning effectiveness. This learner centered approach shifts instructional responsibility from teachers to students while requiring learners to actively manage their own academic progress and respect the autonomy of others (van Woezik et al., 2021). Dahal and Bhat (2023) further emphasize that planning, implementation, and evaluation constitute the primary tasks associated with Self Directed Learning and align closely with the competencies demanded in contemporary education. Consequently, Self Directed Learning contributes to the development of critical thinking, digital competence, growth mindset, and lifelong learning habits. Nevertheless, despite its recognized educational value, many schools continue to rely heavily on teacher directed instruction, limiting opportunities for students to cultivate independent learning skills.

In response to these educational demands, scholars increasingly advocate for broader implementation of Self-Directed Learning as an essential component of learner centered education. Botha et al. (2025) argue that teachers should create learning environments that encourage autonomy rather than merely transmit information. Within Self Directed Learning classrooms, educators model flexibility, reflective thinking, and independence while guiding students to develop metacognitive awareness, intrinsic motivation, confidence, and responsibility for their own learning. Such instructional support enables students to identify their learning needs, become self-motivated, and translate theoretical concepts of Self-Directed Learning into authentic classroom practice. These perspectives highlight the important role of teachers in facilitating learning environments that nurture students' independence while strategically utilizing digital technologies to enhance learning experiences.

The convergence of educational vlogs and Self-Directed Learning represents a promising direction for innovation in twenty first century education, particularly among Grade 12 learners preparing for higher education and future careers. This relationship is especially relevant within the Philippine Senior High School context, where the Department of Education's Digital Rise Program promotes digital literacy and independent learning by encouraging students to utilize multimedia technologies that strengthen digital competence and Self-Directed Learning skills. Supporting this initiative, local studies have demonstrated that video-based learning improves students' academic motivation, comprehension, and classroom engagement (Trabelsi et al., 2022; Cano, 2022). Despite these encouraging developments, important challenges remain. Unequal access to digital technologies and varying levels of metacognitive competence continue to limit students' ability to maximize technology supported independent learning. These persistent concerns reveal a significant gap between the increasing availability of digital learning tools and students' readiness to use them effectively, thereby emphasizing the need to investigate how educational vlogs contribute to the development of Self-Directed Learning skills.

The present study is grounded in two complementary theoretical perspectives that explain the relationship between educational vlogs and Self-Directed Learning. Bandura's Social Cognitive Theory (1986) explains that individuals acquire knowledge, skills, and behaviors through observation, imitation, and social interaction. Within educational vlogs, learners observe instructors or peers demonstrating problem solving techniques, study strategies, and reflective practices, enabling them to internalize effective metacognitive

behaviors such as planning, monitoring, and evaluating their own learning. A central construct of this theory, self-efficacy, develops as students observe successful models overcoming academic challenges, thereby strengthening their confidence to engage independently in similar learning behaviors (Schunk & DiBenedetto, 2020). Complementing this perspective, Deci and Ryan's Self Determination Theory (2008) explains that sustained engagement and intrinsic motivation emerge when learners experience autonomy, competence, and relatedness. Educational vlogs naturally support these psychological needs by allowing learners to control the timing, sequence, and pace of learning, thereby strengthening autonomy. Well-designed instructional videos with organized content and timely feedback further promote competence, while authentic communication and relatable presentation foster a sense of relatedness. Together, these experiences encourage learners to internalize motivation, persist in learning activities, and develop stronger Self Directed Learning behaviors.

Integrating these theoretical foundations with the existing body of literature demonstrates that educational vlogs possess significant potential to facilitate Self Directed Learning by combining accessible instructional content, interactive learning experiences, and psychologically supportive learning environments. Previous studies consistently converge in emphasizing the importance of instructional design, learner autonomy, metacognitive engagement, and motivational support in promoting independent learning. However, despite growing evidence regarding the educational value of digital video instruction, relatively few studies have directly examined how students' perceptions of the effectiveness of educational vlogs relate to measurable Self-Directed Learning skills, particularly among Grade 12 learners within the Philippine educational context. Addressing this gap is especially important because students at this educational stage require well developed skills in goal setting, self-monitoring, self-regulation, and independent learning to succeed in higher education and future professional environments.

Guided by these theoretical and empirical considerations, the present study sought to generate evidence regarding the effectiveness of educational vlogs in relation to the Self-Directed Learning skills of Grade 12 students. Specifically, the study examined how students' perceptions of content quality, engagement, accessibility, usability, and relevance of educational vlogs relate to their abilities in goal setting, planning, self-monitoring, learning strategy use, motivation, and persistence. By connecting specific dimensions of educational vlog effectiveness with measurable Self-Directed Learning competencies, the study contributes to a deeper understanding of how digital instructional tools can extend beyond content delivery to support the development of independent, motivated, and lifelong learners. This relationship is represented in the conceptual framework, which identifies the effectiveness of educational vlogs as the independent variable and the Self-Directed Learning skills of Grade 12 students as the dependent variable within a correlational research framework.

Statement of the problem

This study aimed to determine the relationship between the effectiveness of educational vlogs and the self-directed learning (SDL) skills of Grade 12 students. Specifically, it sought to explore whether students who perceived educational vlogs as practical learning tools exhibited higher levels of self-directed learning.

Specifically, this study sought to answer the following questions:

1. What is the level of Effectiveness of Educational Vlogs of Grade 12 students as a whole and in terms of content quality and clarity, engagement and interactivity, accessibility and usability, and relevance to learning goals?

2. What is the level of Self-Directed Learning Skills of Grade 12 students as a whole and in terms of goal setting and planning, self-monitoring and evaluation, learning strategy use, and motivation and persistence?
3. Is there a significant relationship between the effectiveness of educational vlogs and the self-directed learning skills of Grade 12 students?

METHODOLOGY

This chapter presented the purpose of the study and research design, the methods employed, and the statistical data analysis procedures used to determine the effectiveness of educational vlogs and the self-directed learning skills of Grade 12 students of Bacan National High School for the School Year 2025 to 2026.

The survey-correlational research design was utilized in this study. A survey is a quantitative method that involves the researcher asking a fixed set of questions to a sample or a population of individuals, an approach that is beneficial when a researcher aims to describe or explain features of a large group or multiple groups (Sheppard, 2020). The main purpose of a survey was to collect standardized data of a population of respondents in order to describe, compare, or explain their knowledge, attitudes, opinions, or behaviors, and through surveys, researchers are able to gather a large amount of data efficiently and systematically, analyzing patterns and the relationships among variables (Ponto, 2015). Correlational study, on the other hand, is a type of non-experimental research used to examine and measure the relationship between two or more variables without manipulating them, a design that is useful in enabling researchers to know when variables are statistically related, as well as the degree of relationship, which can be in the form of correlation coefficients. Correlational research can also reveal the association or patterns, but does not provide a cause-and-effect relationship, and it helps in studying naturally occurring variables, which cannot be ethically and practically experimented (Bhandari, 2021). This research design was deemed appropriate for this particular study because the survey was used to gather data regarding the effectiveness of educational vlogs and the self-directed learning skills of Grade 12 students. In this study, the independent variable was the effectiveness of educational vlogs, while the dependent variable was the self-directed learning skills of the respondents. The descriptive statistics used in the study included frequency count, percentage, mean, and standard deviation, while the inferential statistic was the Pearson Product-Moment Correlation Coefficient (r), with the alpha level of significance set at 0.05.

The participants were one hundred twenty-two (122) students randomly selected from the total population of one hundred seventy-six (176) Grade 12 students of Bacan National High School for the School Year 2025 to 2026. The participants were chosen using stratified random sampling, which was conducted by first dividing a population into smaller subgroups, or strata, based on shared characteristics of the members, and then selecting randomly from each stratum to form the final sample (Simkus, 2023). The required number of participants was determined using Taro Yamani's formula. Students were selected at random using stratified proportional sampling via the Lottery Method, which involved writing all the names of the students per track and section on individual slips of rolled paper, placing them in a box, thoroughly mixing them, and drawing the required quota of participants without looking to ensure that every student had an equal chance of selection. The proportional allocation formula was used to determine the appropriate sample size for each population group or class in the study. In terms of the distribution of the sample per strand and section, in the TVL strand, Charity had a population size of 22 and a sample size of 15, Faith had a population size of 24

and a sample size of 17, Hope had a population size of 32 and a sample size of 22, and Peace had a population size of 36 and a sample size of 25. In the GAS strand, Love had a population size of 32 and a sample size of 22, and Loyalty had a population size of 30 and a sample size of 21, for a total population of 176 and a total sample size of 122.

The level of effectiveness of educational vlogs was measured using a 22-item researcher-made Educational Vlog Effectiveness Questionnaire. The questionnaire consisted of statements about the four key domains of effectiveness: content quality and clarity, engagement and interactivity, accessibility and usability, and relevance to learning goals. For statistical purposes, numerical weights were assigned to the corresponding responses as follows: a score of 5 corresponded to Always, 4 to Almost Always, 3 to Sometimes, 2 to Seldom, and 1 to Never. For the descriptive interpretation of the mean score, a scale of 4.21 to 5.00 was described as Very High, 3.41 to 4.20 as High, 2.61 to 3.40 as Average, 1.81 to 2.60 as Low, and 1.00 to 1.80 as Very Low. This instrument was subjected to content validation by a panel of experts, and after face and content validation, it was pilot-tested on thirty (30) Grade 12 students who were not included as participants in the study, with the results of the pilot testing used to determine the reliability indices for each item in the instrument, after which the decision was made on whether the item would be retained, revised, or rejected. The researcher-made Educational Vlog Effectiveness Questionnaire originally consisted of twenty-eight (28) items, and the reliability analysis conducted on these twenty-eight (28) items yielded a Cronbach's alpha value of .929, indicating excellent internal consistency. However, upon further evaluation, six (6) items were identified and deleted, and despite the removal of these items, the scale demonstrated high reliability, with the remaining twenty-two (22) items retained as the final statements in measuring students' perceptions of educational vlogs.

The level of self-directed learning skills was measured using a 25-item adopted and modified Self-Directed Learning Skills Questionnaire, derived from Ayyildiz and Tarhan (2015), based on the Development of the Self-Directed Learning Skills Scale. This questionnaire consisted of statements about the four components of self-directed learning skills: goal setting and planning, self-monitoring and evaluation, learning strategy use, and motivation and persistence. For statistical purposes, numerical weights were assigned to the corresponding responses as follows: a score of 5 corresponded to Always, 4 to Almost Always, 3 to Sometimes, 2 to Seldom, and 1 to Never. For the descriptive interpretation of the mean score, a scale of 4.21 to 5.00 was described as Very High, 3.41 to 4.20 as High, 2.61 to 3.40 as Average, 1.81 to 2.60 as Low, and 1.00 to 1.80 as Very Low. This instrument was subjected to content validation by a panel of experts, and after face and content validation, it was pilot-tested on thirty (30) Grade 12 students who were not included as participants in the study, with the results of the pilot testing used to determine the reliability indices for each item in the instrument, after which the decision was made on whether the item would be retained, revised, or rejected. The adopted and modified Self-Directed Learning Skills Questionnaire originally consisted of twenty-eight (28) items, and the reliability analysis conducted on these twenty-eight (28) items yielded a Cronbach's alpha value of .930, indicating excellent internal consistency. However, upon further evaluation, three (3) items were identified and deleted, and despite the removal of these items, the scale demonstrated high reliability, with the remaining twenty-five (25) items retained as the final statements in measuring students' self-directed learning skills.

Permission to conduct research was first secured from the Dean of the Graduate School of Filamer Christian University. Subsequently, permission was sought and obtained from the School Principal of Bacan National High School to conduct the study within the school. Upon receiving the approvals, informed consent from the Grade 12 students was sought, and participants were informed about the purpose of the research and assured that their participation would be voluntary, their privacy would be protected, and the information gathered would be

kept confidential and used for research purposes only. Furthermore, parental or guardian consent was obtained to allow minor participants to take part in the study. The printed questionnaires, which comprised both the Educational Vlog Effectiveness Questionnaire and the Self-Directed Learning Skills Questionnaire, were given to the target respondents on a specific date at the school to guarantee the data integrity and a focused response environment. Students were requested to personally answer the instruments in the presence of the researcher, and participants were given a 1-hour time allotment to answer all items. The data obtained from the tests were processed, encoded, and analyzed using the Statistical Package for Social Sciences (SPSS).

The data gathered from the study were analyzed using the Statistical Package for the Social Sciences (SPSS). Frequency count and percentage were used to determine the number of respondents in every section. The mean was used to determine the level of effectiveness of educational vlogs and the self-directed learning skills of Grade 12 students. Standard deviation was used to determine the homogeneity and heterogeneity of the scores obtained by Grade 12 students. The Pearson Product-Moment Correlation Coefficient (r), set at a .05 alpha level of significance, was used to determine the relationship between the effectiveness of educational vlogs and the self-directed learning skills of Grade 12 students.

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the study conducted among Grade 12 student respondents, whose perceptions of educational vlogs and levels of self-directed learning skills were gathered through a structured questionnaire administered in accordance with the study's descriptive-correlational research design. Respondents were drawn through the sampling approach adopted for the study, and their responses were subjected to descriptive statistical techniques, specifically the computation of means and standard deviations, as well as inferential statistical treatment using the Pearson Product-Moment Correlation Coefficient, to determine the relationship between the two major variables under investigation. The discussion that follows is grounded strictly in the data gathered from these respondents, and all results are interpreted in direct relation to the objectives of the study, namely to determine the level of effectiveness of educational vlogs, the level of self-directed learning skills of Grade 12 students, and the significance of the relationship between these two variables. This chapter is divided into two parts: Descriptive Data Analysis, which presents and interprets the mean and standard deviation values pertaining to the two major variables, and Inferential Data Analysis, which presents and interprets the results of the correlational analysis conducted to test the hypothesized relationship between them.

Level of effectiveness of educational vlogs

The overall mean and standard deviation of educational vlogs, as well as their sub-dimensions of content quality and clarity, engagement and interactivity, accessibility and usability, and relevance to learning goals, were computed using a five-point scale interpreted as follows: 4.21 to 5.00 as Very High, 3.41 to 4.20 as High, 2.61 to 3.40 as Moderate, 1.81 to 2.60 as Low, and 1.00 to 1.80 as Very Low. The results indicate that students perceive educational vlogs to be very high as reflected by the very high overall mean rating (mean = 4.28, SD = 0.38). This suggests that students consistently find educational vlogs to be reliable, engaging, accessible, and aligned with their academic needs. The low standard deviation further shows that the students have a common positive perception about the effectiveness of

the educational vlogs in helping with the learning process. This finding is related to the study of Brame (2016), who emphasized that educational videos are powerful pedagogical tools as they combine visual and auditory modalities and thus enable learners to process information more efficiently in the process of dual-channel learning. Brame (2016) explained that when videos are properly designed to manage cognitive load and promote engagement, they significantly enhance comprehension. This finding is also consistent with the study conducted by Galendez and Ong (2024), who noted that video-based learning can play a crucial part in modern education by simplifying complex topics and accommodating various learning styles, explaining that students find digital video content to be very timely and relevant, and that the visual and auditory nature of vlogs reduces the perceived difficulty of subject matter. However, the high level of effectiveness observed in this study stands in contrast to the findings of Anil (2016), who indicated that students found educational vlogs highly accessible but did not always believe that they were helpful and effective in deep learning, claiming that vlogs may not always be perceived by students as an academic tool since they do not receive the proper scaffolding of instruction.

In terms of content quality and clarity, the very high mean score (mean = 4.30, SD = 0.41) indicates that students strongly agree that educational vlogs convey accurate and reliable information, explain concepts using understandable language, and have a logical progression that helps them understand the information. The presence of supportive illustrations and properly defined learning goals also contributes to the ability of students to learn complicated concepts. The relatively low standard deviation suggests that this positive perception is common among the respondents all the time, which implies that the quality and clarity of the content are among the most significant features of the educational vlogs. This observation indicates that learning through educational vlogs is effective since it conveys instructions in a manner that is clear and enjoys the support of the learner, which is essential for meaningful learning. This finding is also related to the study of Niekrenz and Spreckelsen (2024), who found that educational videos are most beneficial when they adhere to evident principles of structural design, such as defining the goal, providing structured explanations, summarizing the main ideas, and applying visual tools, including diagrams and animation, to explain complicated concepts, stressing that effective design is systematic and meaningful and enhances comprehension among learners. Similarly, Nhung and Huong (2025) proved that the quality of video has a major impact on positive student performance, especially when the video has been well-formatted and presented. However, Fein (2019) stated that the outcome of video production and professional design does not always lead to high academic performance, finding that even though students might experience greater levels of satisfaction and confidence in working with polished or well-organized video recordings, there was no pronounced difference in immediate levels of knowledge retention or assessment scores when contrasted with simpler, low-quality instructional videos.

The very high rating for engagement and interactivity (mean = 4.28, SD = 0.39) indicates that educational vlogs do manage to engage and keep students attentive. These vlogs seem more conversational, relatable, and entertaining to students, making learning more stimulating. The presence of features that provoke self-reflection and active interaction, along with concise content presentation, seems to facilitate a longer state of concentration and more substantial thought processes. The low variability in responses suggests that most students view educational vlogs similarly, in that these learning tools are interactive and enjoyable, supporting the fact that they are an effective means of encouraging active learning. This implies that educational vlogs offer a more inspiring learning process compared to either a text-based or traditional learning process. This finding is also related to the study of Zolkwer et al. (2023), who found that interactive content, such as in-text quizzes and clickable elements, can strongly enhance the engagement rates and efficiency of learners, and that the more interactive elements

incorporated into videos, the more active the participation of students and the faster they processed information. Anindya and Atmojo (2024) also found that students who were provided with video-based learning had higher scores in active learning than students who were taught through traditional approaches, with the experimental group showing more engagement and better performance. However, this result is contradicted by the findings of Bakla and Demiröz (2024), who noted that while interactive elements can promote higher engagement, they also pose a significant risk of distraction, with participants in their qualitative case study stating that repetitive interactive elements, like pop-up questions or inbuilt feedback, tended to distract them from the actual content of the video.

The very high mean score for accessibility and usability (mean = 4.29, SD = 0.44) highlights the convenience and flexibility of educational vlogs. Students find them easy to access on their digital devices and value the ability to pause, replay, or adjust the playback speed to match their learning pace. The usability of educational vlogs also allows students to revisit missed lessons and use the content efficiently, which facilitates independent and self-paced learning. Although this dimension shows slightly higher variability compared to the others, the standard deviation remains low, indicating that most students consistently find educational vlogs convenient and easy to use. This finding is related to the study of Navarrete et al. (2025), which reported that video materials offer the flexibility of accessing educational resources and enable students to set their learning speed, access material on their own, and learn at their convenience, benefits that enhance accessibility and self-directed learning. Sicat et al. (2022) similarly established that online video lectures proved useful in performing tasks since students had the opportunity to view what they had missed and could play it at their desired pace, with flexibility and usability improving even though a few obstacles were identified. However, not all recent studies support the assumption that educational videos automatically enhance accessibility and usability. González-Sordé and Pujadas-Farreras (2024) found that many online educational videos are not properly designed to be more accessible, including good sound quality, proper speaking speed, subtitles, and other design-related factors, and that in their case study, these drawbacks posed challenges to different learners, especially those with a second language, limiting the effectiveness of video-based materials in practice. The researchers also found that despite the possibility of videos providing playback control and flexible viewing, access cannot be ensured when instructional design is inadequate and technical quality is poor, indicating that accessibility characteristics do not guarantee adequate and equitable learning processes.

The very high rating for relevance to learning goals (mean = 4.27, SD = 0.39) indicates that students have a positive view of how educational vlogs relate to their educational goals. The vlogs facilitate the explanation of challenging issues, offer real-life examples, and reinforce general knowledge of the subject matter. The congruence between these elements implies that educational vlogs are useful in supporting classroom learning and enabling students to gain the knowledge and skills necessary in their subjects. The low standard deviation further indicates strong agreement among respondents regarding the relevance of educational vlogs to their learning goals. This finding is related to the study of Galendez and Ong (2024), which also emphasized that video-based learning tools were seen as relevant and meaningful by students in achieving learning outcomes, with themes such as utility, timeliness, and relevance found in student feedback, as students claimed that videos assisted them in connecting new language material with actual learning objectives. In a meta-analysis of learning media including vlogs, Pancawardhani et al. (2022) similarly showed that vlog media positively affect learning results and other education aspects significantly, with students subjected to vlogs experiencing not only motivation and understanding of concepts but also

improvement in practical skills like speaking, creativity, and efficiency in the production of learning products. This implies that vlogs not only serve as auxiliary media but also contribute to the achievement of diverse learning objectives. However, this result is contradicted by the study of Adler et al. (2025), who found that while a vlogger's social presence, such as gestures and facial expressions, increases a student's perceived engagement, it does not necessarily improve their actual cognitive processing of the lesson, with data demonstrating that students tended to pay attention to the persona of the instructor at the cost of the instructional images, which did not lead to improvement in quiz scores.

The findings indicate that Grade 12 students find educational vlogs to be the most effective learning materials as a whole and in terms of content quality and clarity, engagement and interactivity, accessibility and usability, and relevance to learning goals. These perceptions have a solid basis for improving understanding, ensuring active engagement, facilitating independent study, and aligning with academic goals. The findings, nevertheless, indicate that the perceived effectiveness of vlogs is not always well associated with enhancing learning outcomes, and these favorable perceptions need to be translated into significant academic objectives through the quality of instructional design, incorporation of interactive features, and adherence to curricular objectives. The design and scaffolding of instruction need to make vlogs strategically planned in terms of having clear objectives, logical expositions, and illustrative materials to aid comprehension. Interactive features can be employed strategically to boost involvement and minimize potential distractions. Content should be made accessible to various learners, including flexibility of viewing options, clarity of sound, and appropriate pacing, coupled with sound design. In addition, correspondence to learning objectives should be emphasized to facilitate classroom learning and ensure alignment with students' academic goals. Lastly, additional research on educational vlogs and their impact on learning outcomes, thought processes, and knowledge acquisition would help illuminate their pedagogical value. The very high perceived effectiveness of educational vlogs observed in this study implies that, if designed correctly and realized as a component of instruction, vlogs can be turned into effective tools to facilitate engagement, learning, and autonomy among learners.

Level of self-directed learning skills

The mean and standard deviation of self-directed learning skills of Grade 12 students as a whole, and in terms of goal setting and planning, self-monitoring and evaluation, learning strategy use, and motivation and persistence, were likewise computed using the same five-point scale. The results indicate that students demonstrate a high level of self-directed learning skills, as reflected by the high overall mean score (mean = 4.15, SD = 0.43). This suggests that students frequently engage in behaviors that enable them to exert control over their learning activities, including planning, monitoring, and sustaining their learning activities. The relatively low standard deviation further indicates that students have a similar perception of their ability to regulate and control their learning processes, which is a collective strength of self-directed learning across the group. This finding is also related to the study of Alegado et al. (2023), who found that students of secondary education demonstrated high self-directed learning, underlining that SDL allows for increasing the level of autonomy of students and maximizes their academic performance when incorporated into classroom activities. Similarly, Lee and Chang (2024) found that self-directed learning is better than traditional means of teaching in terms of academic performance, confirming that learners can do better and have greater control over their learning when provided with autonomy, especially with the assistance of digital tools. A study by Liu et al. (2025), however, found that although most studies report positive effects of self-regulated learning strategies on performance, others report that students tend to fail to successfully apply such strategies in complex or unsupported learning

environments, further impairing their capacity to control self-directed learning and resulting in poor performance. The review also indicates gaps in research on the major stages of the self-managed cycle, including motivation, control, and self-evaluation, as the complete influence of self-managed learning processes on performance remains under-researched and might be determined by factors such as instructional support and the preparedness of learners. This indicates that high rates of self-directed learning behaviors do not necessarily translate into better academic outcomes without proper structures and direction.

In terms of goal setting and planning, the high mean score (mean = 4.15, SD = 0.47) indicates that students are deliberate and organized when approaching learning tasks. They set goals, schedule their time well, and prepare in advance with the required materials before engaging in academic work. The relatively small variation in responses within this dimension suggests that planning and organization are consistent habits among the majority of students, and although there might be small individual differences in structure or discipline, these practices are common to the group. This observation implies that students take an intentional and organized approach to learning, preparing adequately in advance of new subjects and organizing their academic tasks efficiently. This finding is also related to the study of Diep and Phuong (2024), who identified study planning as one of the factors affecting self-directed learning skills in high school students, emphasizing the significance of learners' self-organization in developing a study plan, academic objectives, and planned learning schedules as indicators of high SDL capacity. Delos Reyes and Caballes (2021) also noted that successful self-directed learning in online settings must be considered and researched with a certain focus, as students need to be taught to plan and have clear goals to attain success in SDL situations. Nonetheless, a research study conducted by Van Jaarsveld et al. (2025) identified that although institutionalized goal setting is common in academic institutions, there is variation in defining goals and how goals are implemented, and that most students do not attain meaningful and effective goals when allowed to formulate their own goals. This implies that setting goals in isolation, without instructional guidance, supportive structures, and alignment with the needs of students, may not always result in improved academic performance or better self-directed learning. Thus, although goal planning and organization are scored high, the quality and context of goal implementation are important factors that determine whether these behaviors lead to actual academic success.

The results for self-monitoring and evaluation show a similarly high mean (mean = 4.16, SD = 0.44), indicating that students do reflect on and assess their learning processes and results regularly. This implies that students evaluate their performance in meeting their learning goals, analyze the effectiveness and supportability of the resources and approaches they employ, and relate new knowledge to previously acquired learning. The low dispersion of responses suggests that reflective evaluation is not a unique behavior but a practice shared by the majority of respondents, implying that students tend to have the skill to examine and modify their learning strategies when the need arises. This finding is also related to the study of Nufus et al. (2024), who elaborated on the role of two important metacognitive processes in self-directed learning, reflection and evaluation, concluding, based on Self-Determination Theory and Metacognitive Learning Theory, that when students reflectively think and evaluate themselves, it is easier to relate new information to previous learning and hence achieve deeper comprehension. Similarly, Botha et al. (2025) emphasized that both self-directed learning and reflective thinking are based on the idea that metacognitive awareness should be the main aim of learning, pointing out that students in SDL-oriented classrooms are motivated to check achievement, analyze results, and change strategies. However, a study by Demir and Ilhan (2022) proved that the lowest performance of undergraduate students was observed in the

dimension of help-seeking, with moderate levels of metacognitive skills in learners, meaning that reflective monitoring and evaluation were not always high, and that although faculty members offer certain support to foster self-directed learning, such support is, in many cases, limited to certain areas of expertise, including time management, environmental structuring, and persistence. This means that self-directed learning skills, such as self-monitoring and self-evaluation, are not always an inborn behavior but can be guided further, and interventions can be made to achieve full capacity.

With regard to learning strategy use, the high mean score (mean = 4.15, SD = 0.52) indicates that students actively apply a combination of strategies to help them understand and solve problems. These involve taking notes, highlighting key information, developing connections between concepts, coming up with alternative solutions, and utilizing acquired knowledge in real-life scenarios. However, compared to the other dimensions, there is slightly greater variation in responses, indicating that although most students employ effective learning strategies, the approaches employed and how often they are employed might vary more by individual, with some students using a greater range of techniques and others using more limited but still effective techniques. This finding is also related to the study of Pedroso and Magno (2023), who identified several classroom practices, such as skill-based, research-based, and individualized learning, that facilitate strategic learning practices among students, with results indicating that when subjected to diversified, interactive learning, students are equipped with the capacity to handle and implement effective strategies independently. This observation is also supported by the review of Lee and Chang (2024), which reported that self-directed learning is correlated with better learning outcomes than traditional learning, promoting active participation in learning, strategic processing of information, and self-reliance in solving problems as learners engage in meaning-making with learning materials, although the learning techniques and frequency of their use may differ. In contrast, the study of Olop et al. (2024) reported that many students tend to rely more on surface-level learning strategies rather than employing a wide range of deep and complex strategic approaches, with results indicating that simple and familiar strategies like rereading and rehearsal are preferred by learners over more complex strategies like organizing information, elaborating ideas, or practicing spaced learning. The study also highlighted that students can theoretically be aware of different learning strategies, but these strategies are not actually implemented unless prompted by the teacher or provided through instruction.

The high mean score for motivation and persistence (mean = 4.15, SD = 0.49) indicates that students are highly responsible and determined to learn. They also demonstrate motivation even when faced with difficulty, remain focused, persist when tasks are not easy, and believe that being an active learner is important. The relatively consistent responses in this dimension indicate that persistence and internal drive are common features among students, and this level of motivation is essential to sustaining self-directed learning because it helps students persist in achieving learning objectives even when faced with challenging or difficult academic tasks. This finding aligns with the study by Coros and Madrigal (2021), which demonstrated that senior high school students with strong academic motivation and belief in their own capabilities are more likely to persist in learning tasks and exercise greater autonomy, supporting the high levels of motivation and persistence observed in this study. In addition, Liwanag and Galicia (2023) observed that among students in a blended learning environment, learning motivation is a powerful predictor of self-directed learning in senior high school, with findings showing that intrinsic and extrinsic motivation are direct causes of stronger SDL capacity. In contrast, the study of Feng and Xiao (2024) reported that most learners exhibit low to moderate degrees of learning motivation, especially when the learning environment lacks adequate support systems to maintain engagement, establishing that a significant portion of learners have difficulty persisting in their learning tasks, tending to exhibit less enthusiasm and low resilience

when challenging or demanding activities are involved. These results indicate that motivation and persistence are not always uniformly high across all student groups and might be impacted by institutional, instructional, or environmental factors.

The findings of the study indicate that Grade 12 students have high self-directed learning skills as a whole and in terms of goal setting and planning, self-monitoring and evaluation, learning strategy use, and motivation and persistence. However, high SDL behaviors do not necessarily guarantee the best learning outcomes, because implementation of goals, strategic use of learning methods, and the presence of instructional support play very important roles in converting these high SDL behaviors into measurable academic benefits. To ensure that the benefits of these skills are maximized, structured guidance and scaffolding are necessary, especially when complex or independent learning tasks are involved. Students can benefit from being directly taught a broader range of learning strategies to support effectiveness and address the reported individual differences in strategy use. Motivation and persistence should also be supported through interesting and valuable learning conditions, since external and situational factors may also affect the persistence of self-directed behavior. Systematic incorporation of SDL practices in the curriculum can also help students develop such skills and use them across various disciplines and learning settings. Lastly, future studies examining the interaction between SDL skills and teaching strategies, online learning technologies, and student learning would enhance insight into how they affect student learning. Altogether, the significant scores of SDL shown by the participants are prospective indications of readiness for autonomous and strategic learning, and properly supported and enriched learning conditions may develop such skills and contribute to the improvement of immediate academic performance and long-term learning abilities.

Relationship between the effectiveness of educational vlogs and the self-directed learning skills of Grade 12 students

To determine the relationship between the effectiveness of educational vlogs and the self-directed learning skills of Grade 12 students, a Pearson Product-Moment Correlation Coefficient (r) analysis was conducted at the 5% alpha level, with $p < 0.05$ interpreted as significant and $p > 0.05$ interpreted as not significant. The results indicate a negative correlation between educational vlogs and self-directed learning skills ($r = -0.031$, $p = 0.731$). Since the p -value of 0.731 is greater than the 0.05 level of significance, the null hypothesis that there is no significant relationship between the two variables is accepted. This finding suggests that changes in students' perceptions of educational vlogs are not meaningfully associated with changes in their level of self-directed learning skills. The negative relationship suggests that as one variable increases, the other decreases slightly; however, the magnitude of the relationship is extremely small and practically insignificant. The negative value of the correlation coefficient, although extremely small, implies that any inverse relationship between educational vlogs and self-directed learning skills is negligible and likely due to chance rather than a meaningful association. This indicates that increases or decreases in students' engagement with educational vlogs do not correspond to notable changes in their ability to plan, monitor, strategize, or sustain motivation in learning. In other words, students' self-directed learning skills appear to function independently of their exposure to or use of educational vlogs.

This finding suggests that while educational vlogs may serve as useful supplementary learning resources, they do not automatically enhance students' self-directed learning skills. Self-directed learning is a complex construct influenced by multiple factors such as learners'

motivation, metacognitive awareness, prior learning experiences, instructional support, and learning environment. The absence of a significant relationship implies that simply providing or using educational vlogs may not be sufficient to foster self-directed learning unless these resources are intentionally integrated with instructional strategies that promote autonomy, reflection, and active engagement. Thus, the null hypothesis, which states that there is no significant relationship between educational vlogs and self-directed learning skills, is hereby accepted. This finding aligns with the study by Toroba and Tagadiad (2024), which examined the relationships among self-directed learning, self-regulation, and digital competence among senior high school students. Despite students reporting high levels of self-directed learning and digital competence, the results revealed no statistically significant relationships between self-directed learning and digital competence, or between self-regulation and digital competence, with the researchers emphasizing that familiarity with and access to digital tools do not automatically enhance learners' ability to independently plan, monitor, and evaluate their learning. This suggests that autonomous learning skills develop through intentional instructional support and guided learning experiences rather than through exposure to digital or technology-based resources alone. This finding is further supported by the study of Boudouaia et al. (2024), which examined the use of 360-degree educational video content for English learning and found that behavioral intention and self-regulated learning skills did not directly influence students' actual use of video-based learning materials, revealing that exposure to immersive video content alone does not necessarily translate into improved autonomous learning behavior unless supported by other motivational, instructional, or contextual factors. This implies that the availability or use of educational videos, including educational vlogs, may not automatically enhance self-directed learning skills. In contrast, the study of Nufus et al. (2024) suggests that video-based learning materials, including educational vlogs, can contribute to the development of self-directed learning skills, with their systematic review, grounded in Self-Determination Theory and Metacognitive Learning Theory, revealing that integrating vlogs into instruction promotes learner engagement, independent learning behaviors, and metacognitive skill development. The study further emphasized that video content provides authentic and visually appealing learning contexts that encourage students to manage their own learning processes, set goals, and reflect on their understanding, implying that educational vlogs can support the growth of autonomy, strategic learning, and self-regulation when appropriately designed and implemented. The null hypothesis, which states that there is no significant relationship between educational vlogs and self-directed learning skills, is hereby accepted.

Taken together, the results of this study reveal that Grade 12 students perceive educational vlogs as very highly effective, both as a whole (mean = 4.28, SD = 0.38) and across the dimensions of content quality and clarity (mean = 4.30, SD = 0.41), engagement and interactivity (mean = 4.28, SD = 0.39), accessibility and usability (mean = 4.29, SD = 0.44), and relevance to learning goals (mean = 4.27, SD = 0.39), while also demonstrating high self-directed learning skills as a whole (mean = 4.15, SD = 0.43) and across the dimensions of goal setting and planning (mean = 4.15, SD = 0.47), self-monitoring and evaluation (mean = 4.16, SD = 0.44), learning strategy use (mean = 4.15, SD = 0.52), and motivation and persistence (mean = 4.15, SD = 0.49). Despite these consistently favorable perceptions, the Pearson *r* analysis ($r = -0.031$, $p = 0.731$) revealed no statistically significant relationship between the two constructs, leading to the acceptance of the null hypothesis at the 5% alpha level. These combined findings directly address the objectives of the study by establishing that although students view educational vlogs as highly effective learning resources and regard themselves as highly capable self-directed learners, these two constructs operate largely independently of one another within the population studied. This contributes to the field by nuancing the assumption that positive perceptions of digital or video-based learning tools automatically

translate into stronger self-regulatory academic behaviors, reinforcing instead the view that self-directed learning is shaped by a broader constellation of instructional, motivational, and contextual factors that extend beyond exposure to any single learning resource. These findings, considered together, provide the empirical foundation upon which the subsequent chapter builds, as it presents the summary of findings, conclusions, and recommendations drawn from the descriptive and inferential results discussed in this chapter.

CONCLUSION

This study examined the effectiveness of educational vlogs and the self-directed learning skills of Grade 12 students of Bacan National High School during the School Year 2025-2026 using a survey-correlational research design. A total of 122 randomly selected Grade 12 students participated in the study, and data were gathered using a researcher-made Educational Vlog Effectiveness Questionnaire and an adopted and modified Self-Directed Learning Skills Questionnaire based on the scale developed by Ayyildiz and Tarhan (2015). The effectiveness of educational vlogs served as the independent variable, while self-directed learning skills served as the dependent variable. Descriptive statistics and Pearson r correlation were employed to analyze the data. The findings revealed that students perceived educational vlogs to be very highly effective across the dimensions of content quality and clarity, engagement and interactivity, accessibility and usability, and relevance to learning goals. Likewise, the respondents demonstrated a high level of self-directed learning skills in terms of goal setting and planning, self-monitoring and evaluation, learning strategy use, and motivation and persistence. However, despite these positive findings, the inferential analysis established a negative and statistically insignificant relationship between the effectiveness of educational vlogs and the self-directed learning skills of Grade 12 students, leading to the acceptance of the null hypothesis.

The findings indicate that educational vlogs have gained strong instructional credibility among Grade 12 students because they present information in a clear, organized, engaging, and accessible manner that supports understanding of complex concepts and maintains learner interest. Students recognize educational vlogs as valuable learning resources that can effectively supplement classroom instruction and extend learning opportunities beyond regular class hours. Nevertheless, the findings further suggest that the effectiveness of educational vlogs should not encourage passive implementation or excessive dependence on digital media. Their instructional value can be maximized only when they are strategically integrated into organized pedagogical practices that include guided inquiry, reflective activities, collaborative learning, formative assessment, and clearly defined instructional objectives. Sustaining the quality of educational vlogs therefore requires continuous institutional support through teacher training in multimedia design, content curation, evidence-based video integration, and the maintenance of high production standards aligned with curriculum goals.

The study also demonstrates that Grade 12 students possess a strong foundation in self-directed learning as evidenced by their ability to establish goals, monitor and evaluate their own learning, apply appropriate learning strategies, and sustain motivation while accomplishing academic tasks. These findings suggest that students have developed important autonomous learning behaviors that enable them to assume responsibility for their own educational progress. However, high levels of self-directed learning skills do not necessarily guarantee optimal academic performance unless they are consistently reinforced through structured instructional support. The continued development of self-directed learning therefore requires explicit opportunities for reflective practice, goal setting, self-assessment,

problem-based learning, metacognitive awareness, strategic thinking, and sustained motivation. Rather than expecting these competencies to emerge naturally, educators must intentionally cultivate and strengthen them to prepare learners for higher education and lifelong learning.

Most importantly, the absence of a statistically significant relationship between the effectiveness of educational vlogs and self-directed learning skills indicates that students' positive perceptions of educational vlogs do not automatically translate into stronger autonomous learning behaviors. Although educational vlogs were consistently evaluated as highly effective instructional resources and students demonstrated strong self-directed learning skills, improvements in the perceived effectiveness of educational vlogs were not associated with corresponding improvements in students' abilities to establish goals, monitor progress, employ effective learning strategies, or maintain learning motivation. These findings suggest that the two variables function independently within the context of the study. While educational vlogs effectively promote content understanding, engagement, and interest, they do not by themselves facilitate the complex cognitive and metacognitive processes that characterize self-directed learning. The development of self-directed learning remains a multifaceted process influenced by internal factors such as motivation, autonomy, self-regulation, prior learning experiences, and metacognitive awareness, as well as external factors including instructional design, teacher guidance, and the classroom environment. Consequently, educational vlogs should be regarded as complementary instructional resources that enhance knowledge acquisition rather than as independent mechanisms for developing learner autonomy. Their contribution to self-directed learning can only be realized when they are purposefully embedded within structured instructional plans that explicitly incorporate reflection, goal setting, self-evaluation, strategic learning activities, and metacognitive support.

In light of these conclusions, a comprehensive and collaborative approach is recommended to maximize the educational value of instructional vlogs while further strengthening students' self-directed learning competencies. Students are encouraged to engage actively with educational vlogs by taking notes, replaying complex concepts, summarizing important ideas, connecting video content with classroom instruction, and critically evaluating whether the materials align with their academic goals rather than viewing them solely for entertainment. They are likewise encouraged to strengthen their self-directed learning by establishing meaningful short-term and long-term goals, maintaining reflective learning journals, conducting regular self-assessments, applying advanced learning strategies such as concept mapping, spaced practice, elaborative questioning, and peer teaching, and integrating metacognitive practices before, during, and after viewing educational vlogs. Teachers are encouraged to continue utilizing educational vlogs while maintaining high standards of content accuracy, logical organization, curriculum alignment, accessibility, and instructional quality. Vlog-based instruction should consistently include guided questions, reflective activities, formative assessments, collaborative discussions, explicit instruction on self-directed learning strategies, and scaffolded opportunities that intentionally develop planning, monitoring, evaluation, and independent learning skills rather than assuming that these competencies will emerge through exposure to digital media alone. School administrators are encouraged to sustain institutional support for technology-enhanced learning through professional development programs focusing on multimedia instructional design, digital pedagogy, metacognitive instruction, and autonomy-supportive teaching practices. Continued investment in recording equipment, editing software, learning management systems, digital infrastructure, quality assurance standards, collaborative content development, academic coaching programs, study skills workshops, mentorship initiatives, and school-wide self-directed learning programs will ensure that technology integration remains aligned with broader learner development goals. Finally, future researchers are encouraged to investigate additional

variables that may influence the relationship between educational vlogs and self-directed learning, including instructional design quality, teaching style, student motivation, academic self-efficacy, socioeconomic status, and learning environment. Employing experimental, longitudinal, and qualitative research approaches across different educational settings and grade levels may provide deeper insights into how educational vlogs can be more effectively integrated with metacognitive interventions to strengthen students' self-directed learning and lifelong learning competencies.

REFERENCES

ActiveCampaign. (n.d.). Content quality. <https://www.activecampaign.com/glossary/content-quality>

Adler, M. V., Madsen, J., Hedberg, J., Steinberg, R., & Parra, L. C. (2025). Effect of explanation videos on learning: The role of attention and academic performance. *Education and Information Technologies*, 30(9), 11797–11825. <https://doi.org/10.1007/s10639-024-13292-9>

Agadang, E. A. (2023). Vlogging as a tool in enhancing self-directed learning skills of senior high school students [Undergraduate thesis, Don Mariano Marcos Memorial State University – North La Union Campus]. DMMMSU Institutional Repository. <https://lakasa.dmmmsu.edu.ph:8080/server/api/core/bitstreams/2b7f2654-c268-4b8b-be54-145c4064B9ec/content>

Akdeniz, A. (2022). Exploring the impact of self-regulated learning intervention on students' strategy use and performance in a design studio course. *Education and Information Technologies*, 38(5), 1923–1957. https://www.researchgate.net/publication/365892878_Exploring_the_impact_of_self-regulated_learning_intervention_on_students'_strategy_use_and_performance_in_a_design_studio_course

Alegado, E. S., Navarro, E. M. A., Roxas, P. J., & Monteza, A. M. M. (2023). Self-directed learning among secondary education students specializing in English at UM Digos College, Philippines. *European Journal of Education Studies*, 10(8). https://www.researchgate.net/publication/371905271_SELF-DIRECTED_LEARNING_AMONG_SECONDARY_EDUCATION_STUDENTS_SPECIALIZING_IN_ENGLISH_AT_UM_DIGOS_COLLEGE_PHILIPPINES

Altinpulluk, H., Kilinc, H., Alptekin, G., Yildirim, Y., & Yumurtaci, O. (2023). Self-directed learning and intrinsic motivation levels in MOOCs. *Open Praxis*, 15(2), 149–161. <https://doi.org/10.55982/openpraxis.15.2.556>

Anil, B. (2016). Top-up students second language talk time through vlogs. *Indonesian Journal of EFL and Linguistics*, 1(2), 129–143. <https://doi.org/10.21462/ijefll.v1i2.9>

Anindya, A. P., & Atmojo, S. E. (2024). The impact of video learning media on school students' learning activeness base. In A. K. Wardana (Ed.), *Proceedings of the UPY-ICCCM*

International Conference on Education and Social Science (UPINCESS 2024) (pp. 104–112). Atlantis Press. <https://www.atlantis-press.com/proceedings/upinCESS-24/126007401>

Argudo-Serrano, J., et al. (2024). Teacher- and student-made videos to enhance English proficiency at university level. *International Journal of Learning, Teaching and Educational Research*, 23(4). <https://www.ijlter.org/index.php/ijlter/article/view/9469>

Ayyıldız, Y., & Tarhan, L. (2015). Development of the self-directed learning skills scale. *International Journal of Lifelong Education*, 34(6), 663–679. <https://doi.org/10.1080/02601370.2015.1091393>

Bakla, A., & Demiröz, H. (2024). English language learners' experiences of using interactive videos in EFL listening. *The JALT CALL Journal*, 20(2), 1–32. <https://doi.org/10.29140/jaltcall.v20n2.1247>

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice Hall. <https://psycnet.apa.org/record/1985-98423-000>

Botha, A., du Toit-Brits, C., & Blignaut, J. H. (2025). Charting new pathways: Unleashing the potential of self-directed learning and the transformative role of teachers in education. *Education Sciences*, 15(5), 524. <https://www.mdpi.com/2227-7102/15/5/524>

Brame, C. J. (2016). Effective educational videos: Principles and guidelines for maximizing student learning from video content. *CBE—Life Sciences Education*, 15(4), es6. <https://doi.org/10.1187/cbe.16-03-0125>

Bhandari, P. (2021, July 7). Correlational research | when & how to use. Scribbr. <https://www.scribbr.com/methodology/correlational-research/>

Boudouaia, A., Li, Y., Shadiev, R., & Xie, Y. (2024). Navigating virtual English learning horizons: A study on students' use of 360° videos in self-directed learning. *Education and Information Technologies*, 29(5), 24223–24254. <https://doi.org/10.1007/s10639-024-12788-8>

Cano, J. S. (2022). Comparative analysis of senior high school learners' academic performance in traditional face-to-face and online distance learning modalities. *International Journal on Social and Education Sciences*, 4(4), 541–561. <https://files.eric.ed.gov/fulltext/EJ1357615.pdf>

Cherry, K. (2026, February 13). Motivation: The driving force behind our actions. Verywell Mind. <https://www.verywellmind.com/what-is-motivation-2795378>

Congmeng, J., & Mazlan, A. N. (2025). Exploring educational technology, online communities, and self-paced learning in enhancing graduate students' health promotion competencies: A systematic review. *Journal of Pedagogical Research*, 9(1), 56–72. <https://www.ijopr.com/article/exploring-educational-technology-online-communities-and-self-paced-learning-in-enhancing-graduate-15862>

Coros, J. D., & Madrigal, D. V. (2021). Self-directed learning, self-efficacy in learning, and academic motivation of public senior high school students. *Asian Journal of Education and Social Studies*, 21(2), 19–34. https://www.researchgate.net/publication/354552089_Self

Directed_Learning_Self-
Efficacy_in_Learning_and_Academic_Motivation_of_Public_Senior_High_School_Students

Dahal, A., & Bhat, N. (2023). Self-directed learning, its implementation, and challenges: A review. *Nepal Journal of Health Sciences*, 3(1), 102-115. https://www.researchgate.net/publication/378588494_Self-Directed_Learning_its_Implementation_and_Challenges_A_Review

Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology/Psychologie Canadienne*, 49(3), 182–185. <https://psycnet.apa.org/doiLanding?doi=10.1037%2Fa0012801>

Delos Reyes, F. J. F., & Caballes, D. G. (2021, July 12). Students' views on self-directed learning approach: Exploring the challenges and implications to teaching and learning. *International Journal of Research Publications*, 80(1), 51-60. <https://ijrp.org/filePermission/fileDownlaod/4/e4da3b7fbbce2345d7772b0674a318d5/4>

Demir, F., & İlhan, E. (2022). Students' self-directed online learning skills in distance higher education: Students' voice and faculty members' supports. *Psycho-Educational Research Reviews*, 11(1), 174–193. https://doi.org/10.52963/PERR_Biruni_V11.N1.11

Department of Education. (2025). The strengthened senior high school program: Shaping the new SHS curriculum (SHAPE paper). https://www.deped.gov.ph/wp-content/uploads/SHAPE-PAPER-BCD-a_o-May-22.pdf

Diep, H., & Phuong, C. U. (2024). The current situation of self-directed learning skills of high school students: A study on high school students in Da Nang. *RA Journal of Applied Research*, 10(11). <https://www.rajournals.in/index.php/rajar/article/view/1409>

Fein, A. (2019, June 10). Does quality of video production influence learning outcomes? Medium. <https://adamfein.medium.com/does-quality-of-video-production-influence-learning-outcomes-c5b5ada6e04c>

Feng, Z., & Xiao, H. (2024). The impact of students' lack of learning motivation and teachers' teaching methods on innovation resistance in the context of big data. *Learning and Motivation*, 87, Article 102020. <https://doi.org/10.1016/j.lmot.2024.102020>

Fiveable Content Team. (2025, September). Engagement and interactivity. Fiveable. <https://fiveable.me/curriculum-development/key-terms/engagement-and-interactivity>

Fiveable Content Team. (2025, September). Relevance. Fiveable. <https://fiveable.me/key-terms/curriculum-development/relevance>

Galendez, K., & Ong, C. (2024). Video-based learning in language education: Student experiences and teacher perspectives. *International Journal of Social Science and Human Research*, 7(2), 1181–1183. <https://doi.org/10.47191/ijssshr/v7-i02-37>

González-Sordé, M., & Pujadas-Farreras, M. (2024). Examining the accessibility of online educational content: A case study of second-language learning videos. In *Transforming media accessibility in Europe* (pp. 247–264). Springer. https://link.springer.com/chapter/10.1007/978-3-031-60049-4_14

Hassan, R. H. (2023). Educational vlogs: A systematic review. *SAGE Open*, 13(1), Article 21582440231152403. <https://doi.org/10.1177/21582440231152403>

How to: Teach students to change behaviors through self-monitoring. (n.d.). Intervention Central. Retrieved April 7, 2026, from https://www.interventioncentral.org/self_management_self_monitoring

Indeed Editorial Team. (2026, February 27). What is planning in management and why is it important? Indeed Canada. <https://ca.indeed.com/career-advice/career-development/planning-in-management>

Lee, D.-C., & Chang, C.-Y. (2024). Evaluating self-directed learning competencies in digital learning environments: A meta-analysis. *Education and Information Technologies*, 30(6), 6847–6868. <https://link.springer.com/article/10.1007/s10639-024-13083-2>

Lee, J. W. Y., Tan, J. Y., & Bello, F. (2025). Technology acceptance model in medical education: Systematic review. *JMIR Medical Education*, 11, Article e67873. <https://doi.org/10.2196/67873>

Liando, N. V. F., Lasut, S. F., & Rombepajung, P. (2022). Students' perception on the use of vlog as learning media for EFL speaking skill. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 11(1). <https://jurnal.umt.ac.id/index.php/globish/article/view/5107/0>

Liu, C., Bakar, Z. A., & Xu, Q. (2025). Self-regulated learning and academic achievement in higher education: A decade systematic review. *International Journal of Research and Innovation in Social Science (IJRISS)*, 4488–4504. <https://doi.org/10.47772/IJRISS.2025.90300358>

Liwanag, M. F., & Galicia, L. S. (2023). Technological self-efficacy, learning motivation, and self-directed learning of selected senior high school students in a blended learning environment. *Technium Social Sciences Journal*, 44, 534–559. https://www.researchgate.net/publication/371464887_Technological_Self-efficacy_Learning_Motivation_and_Selfdirected_Learning_of_Selected_Senior_High_School_Students_in_a_Blended_Learning_Environment

Martins van Jaarsveld, G., Wong, L. Y. J., Baars, M., Specht, M. M., & Paas, F. (2025). Goal setting in higher education: How, why, and when are students prompted to set goals? A systematic review. *Frontiers in Education*, 9, Article 1511605. <https://doi.org/10.3389/feduc.2024.151160>

Mohawk Valley Community College. (n.d.). Accessibility and usability. Retrieved April 7, 2026, from <https://www.mvcc.edu/accessibility-resources/universal-design/accessibility-usability.php>

Navarrete, E., Nehring, A., Schanze, S., Ewerth, R., & Hoppe, A. (2025). A closer look into recent video-based learning research: A comprehensive review of video characteristics, tools, technologies, and learning effectiveness. *International Journal of Artificial Intelligence in Education*. Advance online publication. <https://link.springer.com/article/10.1007/s40593-025-00481-x>

Nhung, N. T. P., & Huong, P. T. (2025). Exploring video lecture effectiveness for elementary STEM education: Instructor presence, video quality, and student perceptions. *TEM Journal*, 14(1), 759–767. https://www.temjournal.com/content/141/TEMJournalFebruary2025_759_767.html

Niekrenz, L., & Spreckelsen, C. (2024). How to design effective educational videos for teaching evidence-based medicine to undergraduate learners – systematic review with complementing qualitative research to develop a practicable guide. *Medical Education Online*, 29(1), 2339569. <https://www.tandfonline.com/doi/full/10.1080/10528008.2021.2015605>

Nufus, H., Hasanah, U., Waghfiliyana, A., Munjiah, M., & Tarihoran, N. (2024). The benefit of vlog integration and its effectiveness in teaching English. *Indonesian Journal of Education*. <https://www.injoe.org/index.php/INJOE/article/view/132>

Olop, J., Granström, M., & Kikas, E. (2024). Students' metacognitive knowledge of learning-strategy effectiveness and their recall of teachers' strategy instructions. *Frontiers in Education*, 9, Article 1307485. <https://doi.org/10.3389/educ.2024.1307485>

Pancawardhani, H., Sudarmin, S., Sumarni, W., & Prasetyo, A. T. (2022). Analysis of the use of learning media based on blogs, videos and video blogs (vlogs) in giving a positive effect on learning. *Unnes Science Education Journal*, 11(3), 137–144. <https://doi.org/10.15294/usej.v11i2.53034>

Pedroso, J. E. P., & Magno, L. (2023). Teaching practices of social studies teachers in facilitating self-directed learning of senior high school students in the Philippines. *International Journal of Research Publication and Reviews*, 4(7), 2300–2311. https://www.researchgate.net/publication/373419971_Teaching_Practices_of_Social_Studies_Teachers_in_Facilitating_Self_Directed_Learning_of_Senior_High_School_Students_in_the_Philippines

Perucho, A. N., & Estoque, M. L. (2023). Learning literature through vlogging by Grade 11 students. *International Journal of Advanced Research in Science, Communication and Technology*, 3(1), 676–701. <https://www.ijarsct.co.in/Paper11925.pdf>

Ponto, J. (2015). Understanding and evaluating survey research. *Journal of the Advanced Practitioner in Oncology*, 6(2), 168–171. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4601897/>

Tagose, R. T., Jr., & Limpot, M. Y. (2025). The mediating effect of 21st century skills on the relationship between learning environment and self-directed learning. *Asian Journal of Education and Social Studies*, 51(8), 1146–1159. <https://doi.org/10.9734/ajess/2025/v51i82305>

Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60, Article 101832. <https://doi.org/10.1016/j.cedpsych.2019.101832>

Sheppard, V. (2020). 8.1 Survey research: What is it and when should it be used? In *Research methods for the social sciences: An introduction* (Chapter 8). BCcampus. <https://pressbooks.bccampus.ca/jibcresearchmethods/chapter/8-1-survey-research-what-is-it-and-when-should-it-be-used/>

Sicat, A. S., Nieva, K. J. C., Demanawa, R. R., Estrella, M. J., & Pabustan, M. (2022). The impact of using online video lectures on learning outcomes in Grade 12 senior high school students: The mediating role of student interaction and engagement. *Linang: Student Research Journal of Colegio de San Juan de Letran-Bataan*, 4(1). <https://www.letranbataan.edu.ph/Files/Research/Volume%20IV-linang%20Clikhapdf/linang/ARTICLE%203.pdf>

Simkus, J. (2023). Stratified random sampling: Definition, method & examples. *Simply Psychology*. <https://www.simplypsychology.org/stratified-random-sampling.html>

Sinangote, G. A., & Israel, G. F. G. (2023). Self-directed learning readiness and perceived social support as determinants of students' attitudes toward science in distance learning. *United International Journal for Research & Technology*, 4(11), 69–79. <https://uijrt.com/articles/v4/i11/UIJRTV4I110008.pdf>

Trabelsi, O., Souissi, M. A., & Scharenberg, S. (2022). YouTube as a complementary learning tool in times of COVID-19: Self-reports from sports science students. *BMC Sports Science, Medicine and Rehabilitation*, 14(1), 162. https://www.researchgate.net/publication/363350527_YouTube_as_a_complementary_learning_tool_in_times_of_COVID-19_self-reports_from_sports_science_students

Top Hat. (n.d.). Learning strategies. <https://tophat.com/glossary/l/learning-strategies>

UNESCO. (2023). Global education monitoring report 2023: Technology in education: A tool on whose terms? Paris: UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000385723>

van Woezik, T. E. T., Koksma, J. J.-J., Reuzel, R. P. B., Jaarsma, D. C., & van der Wilt, G. J. (2021). There is more than "I" in self-directed learning: An exploration of self-directed learning in teams of undergraduate students. *Medical Teacher*, 43(5), 590–598. <https://doi.org/10.1080/0142159X.2021.1885637>

Yeh, R., & Zoeckler, L. (2022). The effectiveness of using online video and blog content in marketing case studies for college students' learning – a three-year comparison. *Marketing Education Review*, 32(2), 120–128. <https://www.tandfonline.com/doi/full/10.1080/10528008.2021.2015605>

Zhao, R., & Ling, T. (2022). Latent profile analysis of university students' self-management and self-monitoring in the links among motivation, engagement, and wellbeing. *Frontiers in Psychology*, 13, Article 1023920. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.1023920/>

Zhu, J., Yuan, H., Zhang, Q., Huang, P.-H., Wang, Y., Duan, S., Lei, M., Lim, E. G., & Song, P. (2022). The impact of short videos on student performance in an online-flipped college engineering course. *Humanities and Social Sciences Communications*, 9, Article 327. <https://www.nature.com/articles/s41599-022-01355-6>

Zolkwer, M. B., Hidalgo, R., & Singer, B. F. (2023). Making educational videos more engaging and enjoyable for all ages: An exploratory study on the influence of embedded questions. *International Journal of Lifelong Education*, 42(3), 283-297. <https://eric.ed.gov/?id=EJ1392>