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Relationship Between Study Vlogs and Topic Interest among Grade 11 Students in General Mathematics

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Index Terms:

study vlogs, topic interest, general mathematics, correlational study, pearson correlation

Abstract. Study vlogs are online videos where students show their study habits, routines, and tips that other students can follow. On the other hand, Topic interest is a student's attention, curiosity, and motivation for a subject, which grows over time and helps improve learning and performance. This study examined the relationship of study vlogs in developing the students' topic interest in General Mathematics. A correlational design was used in this study to examine whether two different variables have a relationship. There were 62 grade 11 respondents utilized by the researchers. The research was carried out at Maguikay High School in G.K. Sudlon, Maguikay, Mandaue City, Cebu, Philippines, 6014. A researcher-made survey questionnaire with a 4-point Likert scale was used in this study, and the reliability of the instruments was tested using Cronbach's alpha which yielded .94 for study vlogs and .96 for topic interest, which were computed using Pearson's Correlation Coefficient. Each questionnaire helped the researcher clearly find the connection of each variable. The finding shows that there is a significant relationship between study vlogs and topic interest. Therefore, study vlogs could increase interest and improve math skills, especially when combined with teacher guidance and classroom activities. Overall, using study vlogs as a learning aid makes students more excited and active in General Mathematics. It builds lasting curiosity about math topics. Fun videos help them remember lessons better. They can study at their own speed without stress. It fixes confusion on hard ideas like equations. It sparks talks and tips with friends and teachers. This teamwork brings better skills and top grades for a long time.

Introduction

Study vlogs are online audiovisual content typically shared on platforms such as YouTube or TikTok, where students document their study habits, routines, and learning experiences. According to Ramirez and Torres (2022), study vlogs are online videos in which students demonstrate how they study, manage their time, and prepare for exams. These videos help other students by showing study tips and learning techniques they can try. Topic interest refers to the level of attention, curiosity, and motivation that students show toward learning a specific subject, such as mathematics. According to Schiefele (2020), topic interest is a type of individual interest that develops over time. It aims to marked by greater attention, positive emotions, and a high value placed on the subject, all of which can improve students' academic engagement and performance.

Based on the pre-survey data, most students find general mathematics an interesting subject. Out of the total respondents, 55 students (68.75%) answered "yes", while 25 students (31.25%) answered "no." This shows that a majority of the 93ums students have a positive view of general mathematics. When asked if they used math vlogs to study or review general Mathematics topics, 53 students (66.25%) responded "yes," while 27 students (33.75%) answered "no." This indicates that

while most students are open to using digital tools like vlogs for learning, a significant portion still are not. Overall, the data suggest that general mathematics is well-received by most 93 ums students, and math vlogs are becoming a helpful resource, though not yet universally adopted. This study is needed because the data show that most students have a strong interest in general mathematics and are open to using math vlogs as a study aid. These findings highlight an opportunity to strengthen math learning by integrating more engaging, student-friendly digital resources.

Internationally, a study by Zahroh et al. (2023), "Video blog (vlog): Media innovation In mathematics learning", found that integrating video blogs into mathematics lessons Enhances students' understanding of concepts and supports better academic performance. Additionally, it positively influences students' emotional engagement by making the Learning experience more enjoyable and less intimidating. Nationally, a study by Rodriguez and Cruz (2022), "Video Clip and Its Impact on Students' Academic Performance in General Academic Strand (HUMSS) Senior High School Students", shows that the use of short video clips in teaching significantly improved Both the academic performance and the engagement of students. The findings highlight the Positive effect of integrating video clips into lessons, as students became more interested and performed better academically.

Locally, the study by Reyes and Villamor (2022), "The Influence of Study Vlogs on Mathematics Interest Among HUMSS Students in Cebu City", found that HUMSS students In Cebu who consistently watched math-focused study vlogs on YouTube showed greater Curiosity and a greater willingness to engage with math topics. The vlogs' calm presentation Style, study aesthetics, and step-by-step problem-solving helped students Feel more confident tackling lessons they usually struggled with in class.

The gap in these studies is the lack of focus on how study vlogs affect actual learning Outcomes, such as understanding, remembering lessons, and doing well in General Mathematics tests. While many studies show that students enjoy watching study vlogs and feel more interested or motivated, they do not clearly explain if these videos help students Learn better. Also, most research does not focus on Grade 11 students.

Thus, this study investigated the relationship between watching study vlogs and interest in mathematics topics among Grade 11 students.

Statement of the problem

This research examined the relationship between study vlogs and topic interest among Grade 11 students in General Mathematics at Maguikay National High School during the first semester of the 2025–2026 school year. The results of this study served as the basis for recommendations. Specifically, this study answered the following questions:

1.) What is the mean level of students' exposure to General Mathematics-related study vlogs In terms of:
    1.1 frequency;
    1.2 function; and
    1.3 Types of content related?
2.) What is the mean level of students' topic interest in General Mathematics as reflected in terms of:
    2.1 cognitive;
    2.2 affective; and
    2.3 behavioral?
3.) Is there a significant relationship between study vlogs and topic interest in Mathematics?
4.) Based on the result, what recommendations may be proposed?

Statement of the Hypotheses

At the 0.05 level of significance, the hypotheses below will be tested:

H_0: There is no significant relationship between study vlogs and topic interest in Mathematics among Grade 11 students.

H_1: There is a significant relationship between study vlogs and topic interest in Mathematics among Grade 11 students.

Methodology

Research Design

This study employed a correlational research design under a quantitative approach. Specifically, this study aimed to determine the relationship between students' exposure to study Vlogs and their interest in General Mathematics topics. As

explained by Seeram (2019), Correlational research helps determine the degree of association between two or more variables Without manipulating them. This method was suitable for analyzing how frequently students watch Study vlogs and how that behavior relates to their interest and engagement in math lessons.

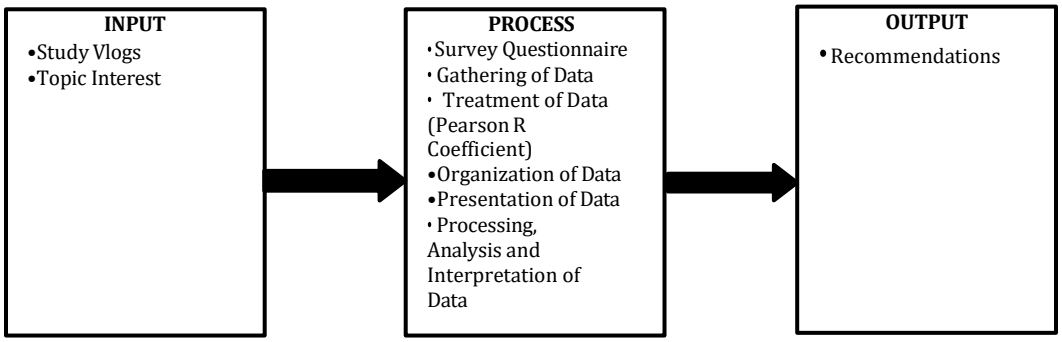

Figure 1. Conceptual Framework

Research Sample and Sampling Technique

The population of Grade 11 students enrolled in General Mathematics at MNHS for the school year 2025–2026 is 73. This number included current Grade 11 students from the HUMSS, STEM, and GAS strands who were part of a presurvey. The number from students Who could respond to the survey was 62, calculated using Slovin's Formula. The researchers used Random sampling to select all 62 students who met the specific criteria of being enrolled in or Currently taking General Mathematics and being regular viewers of study vlogs, as identified in the pre-survey. Only those who were willing to answer the survey were included. Students who Did not watch the study vlogs or could not complete the questionnaire were excluded from the sample. According to Noor et al. (2022), random sampling is a method in which everyone has an Equal chance of being , making the results fair. However, it can be difficult to apply to large or Diverse groups. Most selected students are regularly exposed to online educational content, which May influence their interest in learning General Mathematics.

Research Instruments

The study used a researcher-made questionnaire with two parts to understand the relationship Between watching study vlogs and interest in General Mathematics among Grade 11 students. Each Part had 20 statements rated using a 4-point Likert scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree). A 4-point Likert scale is a commonly used tool in surveys to Measure perceptions by providing forced-choice responses without a neutral option, encouraging Respondents to express a clear opinion (Joshi et al., 2015). Open-ended interview questions were Also included (see Table 2) to gain deeper insights. One of the study vlogs analyzed was Señor Pablo TV, a YouTube channel that teaches General Mathematics to students. The channel covers Topics such as geometry and number patterns, including arithmetic sequences. It explains concepts Step by step using simple equations and real-life examples in a clear, formal way. Organized Playlists guide learners from basic to advanced math skills, making lessons easy to follow and Systematic. The first part measured students' use and perception of study vlogs, including how Often they watched, how helpful they found them, and how motivated or focused they felt Afterward. The second part measured students' interest in General Mathematics, including their Enjoyment, effort, curiosity, and willingness to improve. The items were written using simple and Familiar words to ensure the questions were easy for students to understand and answer.

Data Procedure

The researchers gave each respondent a two-page questionnaire after securing permission to conduct the study. Before administering the survey, they explained its purpose and contents to ensure a clear understanding. Proper data collection was important to avoid errors and ensure Reliable results. According to Kumar (2019), research procedures refer to the specific steps Researchers follow to gather, organize, and analyze data in a structured and logical manner. A total Of 73 grade 11 students from Maguikay National High School participated in the study, including 35 students from HUMSS, 14 from GAS, and 13 from STEM. The questionnaire focused on two Main variables: Study Vlogs and Topic Interest.

Phase 1. Approval of the Transmittal Letters and the Multiple choices Questionnaire
Phase 2. Identification of the Research Setting and Subjects.

Phase 3: Data Collection

Distribution Section

The researchers distributed 62 survey questionnaires to the identified Grade 11 students in the HUMSS, GAS, and STEM strands.

Survey Period

Before conducting the survey, the researchers obtained verbal consent from the participants and guided them through the questions to ensure clarity and understanding.

Retrieval Phase

Once the students finished answering, the researchers collected all the completed forms and checked the responses for completeness.

Statistical Treatment of Data

DiscoverPhDs (2020) stated that the statistical treatment of data is the process of organizing, processing, and analyzing collected information to make it meaningful, often using descriptive statistics to summarize and inferential statistics to conclude. There are two kinds of treatments: descriptive statistics, which summarize the research data, and inferential statistics, which test hypotheses based on the data. For this study, the researchers used Pearson's Correlation Coefficient to find the relationship between study vlogs and topic interest in General Mathematics among Grade 11 students. This method also included calculating the percentage for each table and identifying the frequency of responses. A statistical measure of the linear relationship between two variables, Pearson's Correlation Coefficient was used in this study to determine the connection between study vlogs and topic interest in General Mathematics among Grade 11 students. For this study, Pearson's Correlation Coefficient was chosen because it could clearly measure if there was a significant link between how often students watched study vlogs and their interest in General Mathematics topics, which fit the study's correlational design.

Pilot Testing

A pilot study served as a preparation for the main research titled "The Relationship Between Study Vlogs and Topic Interest of Grade 11 Students in General Mathematics." It acted as a smaller version of the main study to test different parts of the research process, such as the clarity of the survey questions, the time needed to complete the survey, and how students responded. This early testing helped the researchers find and fix problems before doing the full study. It also checked if the research tools were reliable and easy to use. According to Tseng and Sim (2021), pilot testing in quantitative research is important for checking if the study is possible to do, deciding the right number of participants, and making sure the tools are effective. Based on the results of the pilot test, the researchers made needed changes to improve the final study and make it more successful.

Cronbach's Alpha

Cronbach's alpha was a statistical measure that evaluated the internal consistency of a set of items, or the extent to which they were related to one another. As highlighted by Adeniran (025), it remained the most widely employed objective reliability metric within the social and management sciences. A high alpha value does not necessarily confirm that the scale is unidimensional; therefore, the researcher conducts further analyses, such as exploratory factor analysis, to examine the dimensionality of the scale. Cronbach's alpha measured the degree to which the items in a scale reflected the same underlying construct. As highlighted by Adeniran (2025), Cronbach's alpha remains the most widely employed objective reliability metric within the social. And management sciences. A value above 0.70 was considered acceptable, and values exceeding 0.80 indicate good reliability there by supporting the validity of the scale in representing the constructs under investigation. In this study, Cronbach's alpha for variable 1, Study Vlogs, was .94, and for variable 2, Topic Interest, was .96. These values showed that both variables had very high internal consistency, meaning the tools used to measure them are very reliable. Based on the table, both variables fell under the "Very Reliable" category. By showing the reliability of these measures, the results of the study became more trustworthy and were understood with strong confidence. This added to the overall validity of the research and supported the accuracy of its finding In this study, Cronbach's alpha for variable 1, Study Vlogs, was .94, and for variable 2, Topic Interest, was .96. These values showed that both variables had very high internal consistency, meaning the tools used to measure them were very reliable. Based on the table, both variables fell

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No.	Coefficient of Cronbach's Alpha	Reliability Level
1	0.81-1.00	Very Reliable
2	0.60-0.80	Reliable
3	0.40-0.60	Enough Reliable
4	0.20-0.40	Somewhat Reliable
5	0.0-0.20	Less Reliable

Table 1. Cronbach's Alpha Interpretation Table — for conceptual reasons, we present the Cronbach's alpha formula below, which is expressed as a function of the number of test items and the average intercorrelation of the item

Ethical Considerations

The implementation of moral principles is prioritized above all else throughout this investigation. In research, ethical considerations mean ensuring the study is planned and conducted in a way that aligns with its purpose, fits the situation, and uses fair and responsible methods (Zyphur & Pierides, 2017). In this study, ethical standards were strictly followed to protect the Welfare of the Grade 11 student respondents. Informed consent was obtained from each respondent Before participation, and the purpose, scope, and nature of the study were clearly explained. Their Participation was voluntary, and they could withdraw at any time without consequences. Confidentiality was maintained throughout the data collection and analysis process by keeping all Personal information and answers private, with no names or identifying details in the results. The Researchers avoided any action that might cause harm, treated all participants with respect, and presented only truthful and accurate findings about the relationship between study vlogs and topic Interest. Objectivity was ensured by focusing only on facts and setting aside personal opinions or Biases. These ethical practices protected participants' rights, ensured their safety, and maintained the study's accuracy reliability and trustworthiness.

Results and Discussion

Statement	Weighted Mean	Descriptive Rating	Verbal Interpretation
1. I watch study vlogs regularly.	2.56	Agree	Students saw study vlogs as useful for math learning and review but used them only now and then, not as a regular part of their study habits.
2. I watch educational vlogs to review math lessons.	2.71	Agree	Students saw study vlogs as useful for math learning and review but used them only now and then, not as a regular part of their study habits.
3. I follow educational vloggers who post math study tips, like Señor Pablo TV and LoveMath.	2.53	Agree	Students saw study vlogs as useful for math learning and review but used them only now and then, not as a regular part of their study habits.
4. I watch educational vlogs when I find a math topic hard to understand.	2.76	Agree	Students saw study vlogs as useful for math learning and review but used them only now and then, not as a regular part of their study habits.
5. I watch math vlogs even outside of school hours.	2.47	Disagree	Students saw study vlogs as useful for math learning and review but used them only now and then, not as a regular part of their study habits.
Aggregate Mean	**2.61**	**Agree**	Students saw study vlogs as useful for math learning and review but used them only now and then, not as a regular part of their study habits.

Table 2 : Frequency of students' exposure to General Mathematics through study vlogs — with a sample size of 62, the following tables show the weighted mean of the respondents' study vlog watching. The data explains the Frequency of students' exposure to General Mathematics through study vlogs

Table 2 shows that the highest mean is 2.76, found in the statement "I watch educational vlogs when I find a math topic hard to understand." This score indicates that students agree most with using vlogs for tough math topics. Meanwhile, the lowest mean is (2.47), from the statement "I watch math vlogs even outside of school hours." This implies that students oppose watching vlogs as a regular habit outside school time. Studies support these findings on student use of educational videos. Supporting the results, an interview questionnaire was answered by the participants. According to Participant 1 stated, "I watch study vlogs every day because whenever I open TikTok or Facebook Reels, they always appear. I cannot easily avoid them, so I watch them to gain more knowledge. I am motivated by people around me who are very intelligent, and I want to be like them, so I follow content creators who share helpful ideas." According to Participant 2 "I learn a lot from study vlogs. Some topics are not fully explained in school, especially when the teacher is not very clear. The knowledge I get from study vlogs stays longer in my mind compared to classroom discussions." These answers support the idea that students use vlogs mainly to understand hard topics and to gain more knowledge, even if they do not always watch them as a daily habit. Studies also support these findings about the use of educational videos. A study by Sharma (2014) found that instructional videos boost math achievement and positive attitudes when used for hard concepts, which aligns with the high score on targeted vlog use for difficult topics, while showing less habitual reliance. Another study by García et al. (2020) showed that students view math videos favorably for review and self-perception, matching the moderate agreement on vlogs for lessons and tips, but not daily watching outside school. These results suggest that teachers can use vlogs most effectively for hard topics in class. Vlogs build better math skills without needing daily home use. Schools should add vlogs to lessons to support learning. Overall, these results indicate that teachers can best use vlogs during lessons to target hard math topics, helping students build stronger skills without requiring daily watching at home. At the same time, schools should include vlogs as a key support tool in math classes to make learning simpler and more effective. This approach not only addresses specific student needs but also encourages better engagement with math. In practice, it allows educators to integrate short, focused vlogs into daily instruction for maximum benefit.

Statement	Weighted Mean	Descriptive Rating	Verbal Interpretation
6. Study vlogs help me understand math lessons.	2.87	Agree	Students generally viewed study vlogs positively and found them helpful for math, but used them only when needed rather than as a regular habit.
7. I copy study tips I see in educational vlogs. Vlogs.	2.90	Agree	Students generally viewed study vlogs positively and found them helpful for math, but used them only when needed rather than as a regular habit.
8. Educational vlogs help me focus better on the topic.	2.74	Agree	Students generally viewed study vlogs positively and found them helpful for math, but used them only when needed rather than as a regular habit.
9. Educational vlogs are helpful in learning math.	2.84	Agree	Students generally viewed study vlogs positively and found them helpful for math, but used them only when needed rather than as a regular habit.
10. I understand math faster when watching educational vlogs.	2.52	Agree	Students generally viewed study vlogs positively and found them helpful for math, but used them only when needed rather than as a regular habit.
11. Studying vlogs helps me remember math lessons.	2.77	Agree	Students generally viewed study vlogs positively and found them helpful for math, but used them only when needed rather than as a regular habit.
Aggregate Mean	**2.77**	**Agree**	Students generally viewed study vlogs positively and found them helpful for math, but used them only when needed rather than as a regular habit.

Table 3: Function of students' exposure to General Mathematics through study vlogs — with a sample size of 62, shows the weighted mean of students' exposure to General Mathematics through study vlogs. The data clearly explain the Frequency of this exposure.

Table 3 shows that the highest mean is 2.90 for the statement "I copy study tips I see in educational vlogs." This score shows that students agree that they apply tips from vlogs in their math work. It points to vlogs as a key tool for practical learning. The lowest mean is (2.52), from the statement "I understand math faster when watching educational vlogs." This suggests students see vlogs as helpful but not the quickest way to grasp math. Studies back these views on video learning in math. A study by Lalian (2019) found that math videos boost student motivation, understanding, and test scores, just as copying tips from vlogs (mean 2.90) helps students apply ideas right away in their studies. Another study by Bravo et al. (2011) showed that multimedia, such as vlogs, raises academic performance and motivation, which aligns with the moderate agreement (aggregated mean of 2.77) that vlogs aid memory and focus but not always speed in learning math. Additionally, educational vlogs help students build better study habits in math. They make learning fun and easy to apply in class. Teachers can use vlogs to support lessons and raise student interest. Ultimately, vlogs offer a simple way to improve math skills without full-speed understanding.

Statement	Weighted Mean	Descriptive Rating	Verbal Interpretation
12 I enjoy watching study vlogs.	2.66	Agree	Students found study vlogs useful for math learning but used them only occasionally, not as a regular habit.
13. I feel more interested in learning math after watching study vlogs.	2.50	Agree	Students found study vlogs useful for math learning but used them only occasionally, not as a regular habit.
14. I like educational vlogs that explain math step by step.	3.05	Agree	Students found study vlogs useful for math learning but used them only occasionally, not as a regular habit.
15. I prefer watching educational vlogs over reading books.	2.61	Agree	Students found study vlogs useful for math learning but used them only occasionally, not as a regular habit.
16. I get motivated to study after watching educational vlogs.	2.73	Agree	Students found study vlogs useful for math learning but used them only occasionally, not as a regular habit.
17. I feel more confident after watching study vlogs.	2.61	Agree	Students found study vlogs useful for math learning but used them only occasionally, not as a regular habit.
18. I recommend educational vlogs to my classmates.	2.73	Agree	Students found study vlogs useful for math learning but used them only occasionally, not as a regular habit.
19. I like studying vlogs with visuals and notes.	2.82	Agree	Students found study vlogs useful for math learning but used them only occasionally, not as a regular habit.
20. Studying vlogs makes studying less boring for me.	2.66	Agree	Students found study vlogs useful for math learning but used them only occasionally, not as a regular habit.
Aggregate Mean	**2.71**	**Agree**	Students found study vlogs useful for math learning but used them only occasionally, not as a regular habit.

Table 4: Types of Content Related to students' exposure to General Mathematics through study vlogs. — with a sample size of 62, Table 4 presents the weighted mean of respondents' views on study vlog content. The data describes students' attitudes toward various types of educational vlog content for General Mathematics

Table 4 shows that the highest mean is 3.05 for the statement "I like educational vlogs that explain math step by step." This score shows students strongly agree that clear, step-by-step explanations in vlogs boost their understanding of math. The lowest mean is (2.50) for "I feel more interested in learning math after watching study vlogs," which means students agree but feel less spark in overall interest from vlogs. Studies back these views on attitudes toward educational videos. A study by Wang (2018) showed that students greatly prefer math video resources that offer clear, step-by-step explanations, because pictures and ordered steps make it easier to understand hard topics, which aligns with the highest score here, where step-by-step vlogs are the top choice for better learning. Another study by Gravelle and Hashim (2019) emphasized that step-by-step digital tools greatly increase student motivation and confidence by giving clear, exact directions, which matches students' strong liking for detailed vlogs over simple ones, while explaining the mixed agreement, stronger for tools that aid understanding but weaker for building wider interest in math. These findings suggest that teachers can use step-by-step vlogs to improve students' grasp of math. Vlogs may not fully spark interest yet, but adding fun elements could help. Overall, clear vlogs meet key learning needs while pointing to ways to grow student interest.

SUB-DOMAIN	AGGREGATED MEAN	DESCRIPTIVE RATING	VERBAL INTERPRETATION
1.1Frequency	2.61	Agree	Students viewed study vlogs as somewhat helpful for math learning through watching and reviewing lessons, but their interest was not strong enough for regular use.
1.2 Function	2.77	Agree	Students viewed study vlogs as somewhat helpful for math learning through watching and reviewing lessons, but their interest was not strong enough for regular use.
1.3 Types of Content Related	2.71	Agree	Students viewed study vlogs as somewhat helpful for math learning through watching and reviewing lessons, but their interest was not strong enough for regular use.
Overall Mean	**2.70**	**Agree**	Students viewed study vlogs as somewhat helpful for math learning through watching and reviewing lessons, but their interest was not strong enough for regular use.

Table 5: Aggregated Mean of students' exposure to General Mathematics — with a sample size of 62, the following table shows the aggregated mean of the respondents' exposure to General Mathematics through study vlogs. The data show students' views on the Frequency, Function, and types of content in these vlogs, with an overall mean of 2.70, rated "Agree."

Based on Table 5, the sub-domain Function achieved the highest aggregated mean of (2.77), interpreted as Agree. This shows that students generally view study vlogs as helpful for math learning, especially for watching lessons, reviewing material, and gaining a better understanding. However, their use remains limited rather than a daily habit across all subjects. Meanwhile, the sub-domain frequency had the lowest aggregated mean of (2.61), still interpreted as Agree. This indicates that while students find study vlogs useful and show positive interest in them for learning math, they do not watch or engage with them often enough to make them a regular or fully embedded part of their study routine. The overall mean of (2.70) for Types of Content Related and other areas reflects moderate agreement, suggesting that content focused on lesson reviews and explanations supports learning but needs stronger appeal or integration to boost frequent use. As a final point, studying vlogs aids math skills, but needs better access to raise usage. According to Cruse (2006), a study titled "Using educational video in the classroom: Theory, research and practice," vlogs are an important part of students' learning environment and deserve attention because they strongly influence how students understand lessons. Based on the results, students agree that studying vlogs helps them learn math through lesson reviews and explanations. Still, limited access and low viewing frequency prevent them from making it a regular study habit. Teachers can promote them more in class. This may help students build stronger learning habits. Future work should test ways to make vlogs a daily tool.

Statement	Weighted Mean	Descriptive Rating	Verbal Interpretation
A1. Study vlogs help me understand math lessons.	2.74	Agree	Students agreed that vlogs aided math learning through review and clarification, though they did not deeply integrate them into thinking.
A2. I recall what I learned after watching study vlogs.	2.60	Agree	Students agreed that vlogs aided math learning through review and clarification, though they did not deeply integrate them into thinking.
A3. I pay attention to how educational	2.68	Agree	Students agreed that vlogs aided math learning through review and clarification, though they did not deeply integrate them into thinking.

vloggers explain math solutions.			
A4. I compare my notes with tips from study vlogs.	2.66	Agree	Students agreed that vlogs aided math learning through review and clarification, though they did not deeply integrate them into thinking.
A5. I use study vlogs to review hard math topics.	2.76	Agree	Students agreed that vlogs aided math learning through review and clarification, though they did not deeply integrate them into thinking.
A6. Educational vloggers explain math clearly step by step.	2.76	Agree	Students agreed that vlogs aided math learning through review and clarification, though they did not deeply integrate them into thinking.
A7. I apply the math strategies I see in study vlogs.	2.74	Agree	Students agreed that vlogs aided math learning through review and clarification, though they did not deeply integrate them into thinking.
A8. I understand math better when I watch study vlogs.	2.68	Agree	Students agreed that vlogs aided math learning through review and clarification, though they did not deeply integrate them into thinking.
A9. I learn faster when educational vloggers use visuals.	2.79	Agree	Students agreed that vlogs aided math learning through review and clarification, though they did not deeply integrate them into thinking.
A10. Study vlogs are useful in learning math.	2.81	Agree	Students agreed that vlogs aided math learning through review and clarification, though they did not deeply integrate them into thinking.
Aggregate Mean	2.72	Agree	Students agreed that vlogs aided math learning through review and clarification, though they did not deeply integrate them into thinking.

Table 6: Cognitive level of students' topic interest in General Mathematics — with a sample size of 62, the following tables show the weighted mean of the respondents' study vlog watching. The data explains the cognitive level of students' topic interest in General Mathematics

Table 6 shows that the highest mean is 2.81, from the statement "I believe study vlogs are useful in learning math." This score means students agree most that vlogs help with math overall. The lowest mean is (2.60), from "I try to recall what I learned after watching study vlogs," which shows weaker agreement on active recall after viewing. The aggregate mean of (2.72) (Agree) points to students seeing vlogs as helpful for math 117 review and clear explanations, like step-by-step tips and visuals, but not for deep thinking or full integration. Studies back this: Beeftink et al. (2021) showed that educational vlogs improve math understanding by providing visual aids and clear explanations that simplify complex ideas, which accounts for the high usefulness score, as students appreciate these features for gaining a quick grasp and confidence in basic concepts without extra effort. Similarly, Kim and Ring (2022) found that students often watch short videos for quick math practice and instant help but seldom try to remember or keep what they learned later. This aligns with the fair agreement on most statements and the lower score on recall, since just watching meets basic needs like quicker learning, but does not push students to think hard for real skill-building. As a key takeaway, study vlogs support math learning through clear visuals and reviews but fall short on active recall. Teachers should pair vlogs with memory tasks to deepen their skills. This combination can help students form better study habits. Future studies should explore ways to incorporate vlogs into daily math practice.

Statement	Weighted Mean	Descriptive Rating	Verbal Interpretation
B11. I feel more interested in math after watching study vlogs.	2.53	Agree	Students generally felt positive about math when using vlogs, experiencing moderate enjoyment and motivation.
B12. I get motivated to study math because of study vlogs.	2.58	Agree	Students generally felt positive about math when using vlogs, experiencing moderate enjoyment and motivation.
B13. I feel happy when educational vloggers explain math.	2.69	Agree	Students generally felt positive about math when using vlogs, experiencing moderate enjoyment and motivation.
B14. I feel less bored in math when I use study vlogs.	2.61	Agree	Students generally felt positive about math when using vlogs, experiencing moderate enjoyment and motivation.
B15. I feel confident in solving problems after watching study vlogs.	2.77	Agree	Students generally felt positive about math when using vlogs, experiencing moderate enjoyment and motivation.
B16. I enjoy watching educational vlogs that connect math to real life.	2.63	Agree	Students generally felt positive about math when using vlogs, experiencing moderate enjoyment and motivation.
B17. I feel proud when I understand math with the help of vlogs.	2.84	Agree	Students generally felt positive about math when using vlogs, experiencing moderate enjoyment and motivation.
B18. I'm excited to watch new math study vlog uploads.	2.65	Agree	Students generally felt positive about math when using vlogs, experiencing moderate enjoyment and motivation.
B19. I feel inspired when vloggers show their study habits.	2.98	Agree	Students generally felt positive about math when using vlogs, experiencing moderate enjoyment and motivation.

B20. I enjoy math more when I use study vlogs.	3.13	Agree	Students generally felt positive about math when using vlogs, experiencing moderate enjoyment and motivation.
Aggregate Mean	**2.74**	**Agree**	Students generally felt positive about math when using vlogs, experiencing moderate enjoyment and motivation.

Table 7: Affective level of students' topic interest in General Mathematics — with a sample size of 62, the following table shows the weighted mean of the respondents' study vlog watching. The data explains the affective level of students' interest in General Mathematics.

Table 7 shows that the highest mean is 3.13, found in the statement "I enjoy math more when I use study vlogs." This score indicates that students agree most with vlogs making math fun. The lowest mean is (2.53), from the statement "I feel more interested in math after watching study vlogs." This implies that students feel some interest boost from vlogs, but not a strong one. Studies support these findings on vlogs improving math 119 feelings. A study by Kay (2012) found that students reported significantly higher levels of enjoyment and more positive attitudes after viewing math videos than after traditional lessons. Another study by Bielaczyc et al. (2017) showed that teaching vlogs helps build student drive in math lessons while reducing boredom, which aligns with the medium agreement scores for statements on happiness, confidence, and excitement. Their results showed slow increases in participation without big jumps in strong interest, matching the way vlogs create some but not the top level of interest. Additionally, studying vlogs helps students develop more positive attitudes toward math. They offer an enjoyable way to learn and help build greater confidence. Teachers can incorporate vlogs to enhance excitement and engagement in math classes. In summary, these results indicate that vlogs provide an effective, straightforward way to increase math enjoyment in educational settings.

Statement	**Weighted Mean**	**Descriptive Rating**	**Verbal Interpretation**
C21. I watch study vlogs regularly to help with math.	2.98	Agree	Students watched vlogs regularly but not as a primary or consistent study habit.
C22. I follow educational vloggers who share math study tips.	3.00	Agree	Students watched vlogs regularly but not as a primary or consistent study habit.
C23. I copy study techniques from vlogs and use them in math.	3.16	Agree	Students watched vlogs regularly but not as a primary or consistent study habit.
C24. I recommend study vlogs to my classmates for learning math.	3.02	Agree	Students watched vlogs regularly but not as a primary or consistent study habit.
C25. I search for study vlogs when I do not	3.10	Agree	Students watched vlogs regularly but not as a primary or consistent study habit.

understand a topic.			
C26. I practice math problems I see in educational vlogs	3.00	Agree	Students watched vlogs regularly but not as a primary or consistent study habit.
C27. I take notes while watching study vlogs.	3.02	Agree	Students watched vlogs regularly but not as a primary or consistent study habit.
C28. I use study vlogs even outside class hours.	3.02	Agree	Students watched vlogs regularly but not as a primary or consistent study habit.
C29. I include tips from vlogs when studying with classmates.	3.08	Agree	Students watched vlogs regularly but not as a primary or consistent study habit.
C30. I share helpful educational vlogs with my friends.	3.08	Agree	Students watched vlogs regularly but not as a primary or consistent study habit.
Aggregate Mean	**3.05**	**Agree**	Students watched vlogs regularly but not as a primary or consistent study habit.

Table 8: Behavioral level of students' topic interest in General Mathematics — with a sample size of 62, the following table shows the weighted mean of the respondents' study vlog watching. The data explain students' behavioral level of interest in General Mathematics.

Table 8 shows that the highest weighted mean is 3.16, found in the statement "I copy study techniques from vlogs and use them in math." This score indicates students agree most with applying vlog tips directly to their work. Meanwhile, the lowest mean is (2.98), from the statement "I watch study vlogs regularly to help in math." This implies students agree less with watching vlogs as a steady routine. The aggregate mean of (3.05) suggests an overall agreement that students use vlogs somewhat regularly for math, but not as a top or daily habit. Studies back this up: A 2016 study by Choe et al. found that students often copy techniques from short educational videos to boost math skills,

SUB-DOMAIN	AGGREGATED MEAN	DESCRIPTIVE RATING	VERBAL INTERPRETATION
2.1 Cognitive	2.72	Agree	Students found vlogs helpful for some learning aspects, with moderate but not deep engagement.
2.2 Affective	2.74	Agree	Students found vlogs helpful for some learning aspects, with moderate but not deep engagement.
2.3 Behavioral	3.05	Agree	Students found vlogs helpful for some learning aspects, with moderate but not deep engagement.

Overall Mean	**2.84**	**Agree**	Students found vlogs helpful for some learning aspects, with moderate but not deep engagement.

Table 9: Aggregated Mean of the level of students' topic interest in General Mathematics — with a sample size of 62, the following table shows the aggregated mean of the respondents' topic interest in General Mathematics through study vlogs. The data cover cognitive, affective, and behavioral aspects, with an overall mean of 2.84, rated "Agree."

Based on Table 9, the behavioral sub-domain got the highest aggregated mean of (3.05), rated as Agree. This shows students mostly like how vlogs push them to act on their learning, like trying math problems right away or sharing tips with friends, which boosts hands-on use in daily study habits. The cognitive sub-domain had the lowest mean (2.72), still indicating overall agreement. This means students find vlogs okay for building math knowledge and skills, but they might not dive deep into tough topics, since engagement stays light and isn't fully integrated across all learning parts. The affective sub-domain scored (2.74), also Agree, pointing to mild interest and enjoyment from vlogs that help feelings about math, but doesn't spark strong passion yet. With an overall mean of 2.84 (Agree), students see vlogs as useful for some learning steps, but deeper involvement across thinking, feelings, and actions is still missing. Vlogs help students engage most with math learning, as evidenced by high behavioral scores. But low scores in thinking and feelings show they need more depth for full use. According to Greeno (1997), a theory titled "Theories and practices of thinking and learning to think," learning mathematics is strongest when students actively participate in meaningful learning activities, which supports the finding that vlogs help students engage in math learning, as shown by high behavioral scores. However, the low thinking and feeling scores indicate that these vlogs still need deeper discussion and reflection to fully support students' understanding and engagement, aligning with Greeno's emphasis on deeper participation in learning. Teachers can mix vlogs with other tools to fix this gap. In the end, better vlogs can improve all parts of math learning for students.

Variables	Persons I	Strength of Correlation	P-value	Decision	Remarks
Study Vlogs and Topic Interest in Gen Math	0.2546	Weak Positive Association	0.0458	Reject Ho	Significant

**significant at p<0.05(two tailed)

Table 10: Relationship Between Study Vlogs and Topic Interest in Mathematics — with a sample size of 62, Table 10 shows the Pearson-r correlation between study vlogs and interest in General Mathematics topics. The result is r = 0.2546 (weak positive correlation; p = 0.0458; significant at the 0.05 level).

Table 10 presents the Pearson-r correlation analysis used to determine the relationship between study vlogs and topic interest in General Mathematics. The computed correlation coefficient is r = 0.2546, indicating a weak positive correlation between the two variables. A weak positive correlation occurs when two variables tend to increase together, but the relationship is not strong or reliable. This is typically measured by a correlation coefficient between 0.25 and 0.5.

A weak positive association is a relationship in which two variables generally increase together, but the association is small. This means the pattern exists, but it is not strong and does not occur consistently in the data. This helps guide choices without expecting perfect predictions. This means that as exposure to study vlogs increases, interest in math topics tends to rise slightly, though the link is not strong. This result is supported by the study by Franzese and Luliano (2018). Correlation analysis is a statistical method that shows how strongly two variables are related, often used with regression, and this study explains it simply for use in biomedical research. The p-value of 0.0458 is below the 0.05 level of significance (two-tailed); therefore, the null hypothesis is rejected. This shows that the relationship between study vlogs and math topic interest is statistically significant. The findings suggest that study vlogs play a small but real role in boosting student interest in math, supporting educational research, such as previous studies, which show that online learning videos help make lessons more engaging and easier to understand. According to Bandura (2011), a theory entitled "Social Cognitive Theory", reveals that watching study vlogs can also help build students' confidence in their own ability to study well, as the findings show these vlogs play a small but real role in boosting math interest by making lessons more engaging and easier to understand, just like past research on online videos. When students find lessons clearer and more relatable through vlogs, they are more likely to develop an interest in math topics. Although the relationship is weak, the significant result indicates that study vlogs still have a positive effect and can be useful as a support tool for learning General Mathematics, especially when paired with other teaching methods such as classroom talks or hands-on tech activities. Study vlogs offer a simple way to spark interest in math. Teachers can use them with class lessons for better results. This fits education goals by

making hard topics easier and more fun. In summary, even a small link proves that vlogs help students enjoy General Mathematics more.

Conclusion and Implications

Conclusion

Study vlogs are a useful tool for improving math understanding, motivation, and practical Learning habits. They helped students review difficult topics, apply strategies, and feel more confident. However, for vlogs to become a stronger part of learning, students needed more regular Use, interactive engagement, and content that could spark both interest and deeper thinking. This Was supported by Bandura (2011). Social Cognitive Theory explains that people learn by Observing others and copying their actions. These concepts are as follows: The first concept is observation, in which a learner gains knowledge by observing how a person behaves, speaks, or Solves problems, even without acting immediately. The second concept is Imitation, where the Learner tries to repeat or copy what was observed, helping them practice and apply what they Learned. The third concept is Modeling, where a person serves as a model whose behavior others Follow, especially if the model is respected or seen as credible. Through Modeling, learners Develop new behaviors, attitudes, and ways of thinking by using the model as a guide. Similarly, Hidi and Renninger's (2006) four-phase model of interest development. These phases are as follows: The first phase is Triggered Situational Interest, where a learner's attention Is caught by something new or exciting, but the interest is usually short and may not last. The second phase is Maintained Situational Interest, in which the learner remains engaged because the Topic feels meaningful or enjoyable, while the third phase is Emerging Individual Interest, in which the learner begins to value the topic personally and seeks more knowledge. The final phase is Well-Developed Individual Interest, where the learner has a strong and lasting interest, continues Learning even when it is difficult, and makes the topic an important part of them. Learning. According to these theories, students became more motivated and confident when they watched Vlogs, even though using them was not yet a regular habit. Overall, the results showed that study Vlogs could increase interest and improve math skills, especially when combined with teacher Guidance and classroom activities

Implications

Study vlogs can effectively boost math learning by turning tough topics into engaging videos that mix reviews, strategies, and confidence-building tips. They help students revisit hard concepts, practice skills, and build motivation through regular watching. Grounded in Bandura's (2011) Social Cognitive Theory, people learn by watching others and copying their actions, with key ideas like observation—gaining skills by seeing how someone acts or solves problems; imitation—trying out those actions to practice; and modeling—following a trusted person's example to shape new habits and mindsets. This matches Hidi and Renninger's (2006) four-phase interest model: triggered situational interest, sparked by something fresh and exciting but brief; maintained situational interest, kept alive by meaning or fun; emerging individual interest, where personal value grows and more info is sought; and well-developed individual interest, leading to deep, lasting passion even through challenges. By adding steady use, interaction, and thought-provoking content, study vlogs become a solid, theory-backed way to improve math skills and habits.

Recommendations

(1) Students. This study shows that watching study vlogs makes math lessons easier and more fun. It also increases their interest and helps them perform better in class. (2)Teachers. This study provided teachers with ideas for using vlogs to clarify lessons. It helps them make learning more interesting and suited to what students like. (3)School Administrators. This study helps school administrators plan programs that use digital tools, such as vlogs, in teaching. It shows how these tools could make students more engaged in learning math. (4)Educational Vloggers. This study guides vloggers on what kind of videos really helped students learn. It encourages them to create clear, helpful, and student-friendly math content. (5)Researchers. This study provides useful data on how vlogs affected student interest and learning. It added knowledge on how digital content could support education.(6) Future Researchers. This study provides basic, helpful information for future studies on digital learning. It served as a starting point for deeper research on student interest and online educational tools

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Data Availability Statement

Data sharing is available upon submitting a formal request to the authors.

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Appendices

No appendices are attached in this study