

**THE USE OF INSTRUCTIONAL VIDEOS AS A LEARNING TOOL AND
STUDENTS' SELF-CONCEPT IN LEARNING MATHEMATICS**

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ABSTRACT

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The study of mathematics is unique and essential to education. People use mathematics on a daily basis in various fields and aspects of life. Basically, utilizing technological advancement in educating students in Mathematics is a challenging assigned responsibility that involves taking into contemplation several types of aspects, such as teaching methods, subject matter, and student engagement. Additionally, a student's self-concept in mathematics can be assessed by how confident they are in their ability to grasp new mathematical concepts and perform well in class. This is how students perceive their mathematical skills and knowledge.

To identify the relevant relationship between the use of instructional videos as a learning tool and students' self-concept in learning mathematics. This quantitative study was organized by utilized detailed-correlational survey method to gathered information using an modified questionnaire

from Adlawon et al., (2022) & Bunag (2015). The information of the research was collected by employing a questionnaire consisting of two parts. Part I, is requested to ascertain the use of instructional videos as a learning tool in terms of its: Purpose, Content, and Video Quality. Part II, is to determine the students' self-concept towards mathematics in terms of: Learned, Organized, and Dynamic. At Davao del Sur State College at Matti, Digos City is where this research study was carried out. After the researcher obtaining the list of BSED-Mathematics students from ITED, 141 respondents were anticipated to show up in total . The outcome of this research has a relevant relationship between the use of instructional videos as a learning tool and students' self-concept in learning mathematics.

Keywords: Instructional videos, purpose, content, video quality, mathematics self-concept, learned, organized, dynamic, descriptive-correlational