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UNDERSTANDING THE PERCEPTIONS OF STUDENTS TOWARDS YOUTUBE AS A LEARNING TOOL: AN EMPIRICAL APPROACH

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ABSTRACT

YouTube offers an intuitive addition in the scheme of modern learning environments as it offers highly informative and quality videos free of cost. Nowadays, increasingly educators all over the world are integrating into educational systems, especially online education. YouTube holds the promise of making the learning process enriching and effective. It has been proved time and again that engagement and retention rates have increased to boost the overall effectiveness of a lecture or course. The present research concentrated on empirically understanding and analyzing the perceptions of students towards you tube learning as one best learning tool. The interest and intension of the research is – to study the usefulness, methods of utilization and negative effects towards students' group. Convenience sampling adopted to collect data from 155 respondents who are users and beneficiaries of you tube learning. A five-point Likert scale was used to assess the YouTuber's perception about the usefulness and negative effects of the learners. Descriptive statistics, independent samples t-test, and one-way ANOVA was used to assess the collected data. It has been found from the study that place of the origin and useful perception having significant relationship. There is a significant difference between the origin place and the negative effects of utilization as perceived by YouTube learners.

Keywords: e-learning, You Tube, Videos, perception, usefulness, motivation, e-resource.
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Introduction

Of late, YouTube has emerged both as dependable learning and entertainment tool. Anybody can develop their channel, share their videos and comment on others' videos. There have been various videos on different topics, ranging from education to politics. Good videos help visual learners and they are always good for explaining the theories behind the phenomenon.

Jawed Karim, Steve Chen and Chad Hurley, who were previously PayPal's employees founded the YouTube platform. Entertainment was the only reason for the creation of YouTube at first.

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With the drastic development of technology and the passage of time, learning medium is one of the reasons for which YouTube is widely used (Sudhakar et al., 2017). With sufficient internet access, the videos on YouTube can be accessed and viewed by anyone and anywhere (Tutiasri et al., 2020). As time goes on, YouTube is being supplemented with many features and its appearance is gaining appeal among students and teachers alike (Suniandra Jarizmy, 2021).

Simple or Complex information is being shared with students of higher education, schools and kindergarten alike through educational television and educational videos. Hence, people's knowledge can be used through the use of powerful tools like educational videos. Especially YouTube with low barriers functions and accessibility acts as a transmitter of business knowledge.

Teamwork would be encouraged by YouTube through video sharing among the students. This ensures learning is fun, meaningful and highly retentive. YouTube also acts as a container for learning with a level of transparency for both students and teachers. Students may improve their speaking skills, especially in increasing their knowledge about grammar, pronunciation in English and grammar Riswandi (2016).

Review of Literature

Yousra Chtouki (2012) conducted a study to evaluate the usefulness of YouTube learning, Many of the students have not watched videos if they do not carry textual content. Students, on using YouTube videos, got motivated to search for similar videos and were habituated to using the same as an educational resource.

Sedigheh Moghavvemi (2017) There are various purposes such as product inquiry, academic learning, information and entertainment for which YouTube was used. The academic and social lives of the students were severely impacted by the obsessive use of social media. "YouTube" offers the benefit of offering solutions to the questions and problems related to study to a large number of learners.

Rice, Cullen, and Davis (2011), Raja and Nagasubramani (2018) highlighted the negative and positive implications of technology in education, highlighted that teachers are using technology in the form of PowerPoint presentations, digital cameras and computers to assist the students in understanding lessons quickly which also led to the accomplishment of teaching and learning goals. Students participated actively in the class activities as they were led through interactive, exciting and enjoyable learning setting which involved visual explanations.

Portugal, Arruda, and Meneghello (2018) highlighted that interest is the deciding factor to use YouTube as an educational tool. According to them, YouTube is different from other learning platforms as it offers the choice for both the learner and teacher about the curriculum to be learned or taught.

There are various online courses which include videos about case teaching hosted on YouTube. The study reported that the majority of the students made "exceptional progress" with some skills, which included "being able to express well in writing or speaking", and "being able to work as a

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team member" (Greena, 2018).

Highly informational and ambitious content in the form of a good collection of videos on "ECG" is hosted on YouTube (Taylan Akgun, 2014).

Learning can be made more effective, interesting and inspirational in the classroom by the use of videos on YouTube (Tamim, 2013). (Cuthrell, 2011). YouTube has the largest video database which offers assistance for the accomplishment of homework (Asselin, 2011).

There are various reasons for watching YouTube videos such as interest towards the same, attention, entertainment, "locus of control" and entertainment. Students' experience is enriched in higher educational institutions by the use of social networking, audio podcasts and wikis. (Ganeshkumar et al., 2023; Lee, 2007).

Need for the study

YouTube is gradually emerging as a potential and dependable learning tool, being used by both students and teachers like. Its relevance in transferring knowledge and skills is being established. It will be of interest to know to what extent YouTube is useful among the students of generation Z as far as learning is concerned. It is pertinent to analyse the negative effects or shortcomings of YouTube as a learning tool.

Objectives

1. To study the usefulness or benefits of the YouTube as a learning tool as perceived by students.
2. To study the methods of utilization of YouTube as a learning tool as perceived by students.
3. To study the negative effects of utilization of YouTube as a learning tool as perceived by students.

Hypotheses

H_{01}: There is no statistically significant relationship between the age of the respondents and usefulness as perceived by respondents.
H_{02}: There is no statistically significant relationship between the place of the origin of respondents and usefulness as perceived by respondents.
H_{03}: There is no statistically significant relationship between the place of the work of respondents and usefulness as perceived by respondents.
H_{04}: There is no statistically significant relationship between the age of the respondents and the negative effects of utilization as perceived by respondents.
H_{05}: There is no statistically significant relationship between the place of origin of respondents and the negative effects of utilization as perceived by respondents.
H_{06}: There is no statistically significant relationship between the place of work of respondents and the negative effects of utilization as perceived by respondents.

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Research Methodology

In order to check the hypothesis, the following methodology were administered. The questionnaire and constructs (factors) was prepared based on the review of literature. It focussed on the YouTuber's perception about the usefulness and negative effects of the utilization of YouTube videos. The primary data was collected from 155 YouTube users in India with the help of a convenience sampling technique. A five-points rated Likert scale was used to assess the YouTuber's perception about the usefulness and negative effects of the learners. Descriptive statistics, factor correspondence analysis, Analysis of independent sample t-test, and one-way ANOVA was administered to assess the collected data.

Table 01: Demographic Profile of the YouTube learners

Demographic profile of YouTube learners		No. of YouTube learners users	% of YouTube learners users	Cumulative % of You Tube learners users
Age of the respondent	Up to 10 years	10	6.5	6.5
	11-20 years	66	42.6	49.0
	21-30 years	53	34.2	83.2
	Above 30 years	26	16.8	100.0
Gender of the respondents	Male (Boys)	85	54.8	54.8
	Female (Girl students)	70	45.2	100.0
Highest Educational Qualification	Up to 12th standard	45	29.0	29.0
	Undergraduate	46	29.7	58.7
	Post Graduate	28	18.1	76.8
	Ph. D	24	15.5	92.3
	Professional Qualifications	12	7.7	100.0
Language of instruction in which you are currently pursuing course/program	Hindi	53	34.2	34.2
	English	68	43.9	78.1
	local language/ regional language	32	20.6	98.7
	others	2	1.3	100.0
Native place of the respondent	Eastern India	4	2.6	2.6
	Western India	55	35.5	38.1
	Northern India	79	51.0	89.0
	Southern India	17	11.0	100.0
Place where you are currently working/studying	Eastern India	4	2.6	2.6
	Western India	57	36.8	39.4
	Northern India	77	49.7	89.0
	Southern India	17	11.0	100.0
Level of engagement with	Learning	3	1.9	1.9
	Sharing videos	52	33.5	35.5

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YouTube for learning purposes	Downloading videos	58	37.4	72.9
	Uploading videos	24	15.5	88.4
	Offering feedback	15	9.7	98.1
	others	3	1.9	100.0
Improvements noticed after started learning from educational videos on YouTube	Reasoning skills	8	5.2	5.2
	Decision making	34	21.9	27.1
	Problem-solving	30	19.4	46.5
	Capabilities of communication	39	25.2	71.6
	Capabilities of collaboration	32	20.6	92.3
	others	12	7.7	100.0
The ideal time for which videos should be played in a class of 60 minutes is	10-15 minutes	17	11.0	11.0
	25-30 minutes	61	39.4	50.3
	40-45 minutes	52	33.5	83.9
	55-60 minutes	25	16.1	100.0

(Source: Primary data)

From the Table 01, It is been found that 55% of YouTube learners' users belong to the male category and 45% of YouTube learners' users belong to the female category. Most of the respondents are belong to 11-20 years old (42%), followed by 21-30 years old (34%). Considering the educational qualification of the YouTube learners, it is the undergraduate (29.7%) which has slight edge over the 12^{th} standard educated group (29%). Around 44% of YouTube learners' language of learning is English followed by Hindi (34%) and most of them are belong to North India (51%) , followed by west India 37%. the majority of them are studying in north India (49%) and west India 37%, and around 39% of the respondents watch the video on an average of 25-30 minute.

The Correspondence Analysis

The correspondence analysis was performed to identify the relationship between the level of engagement and improvement notice after started learning. Both the questions are categorical variables in nature.

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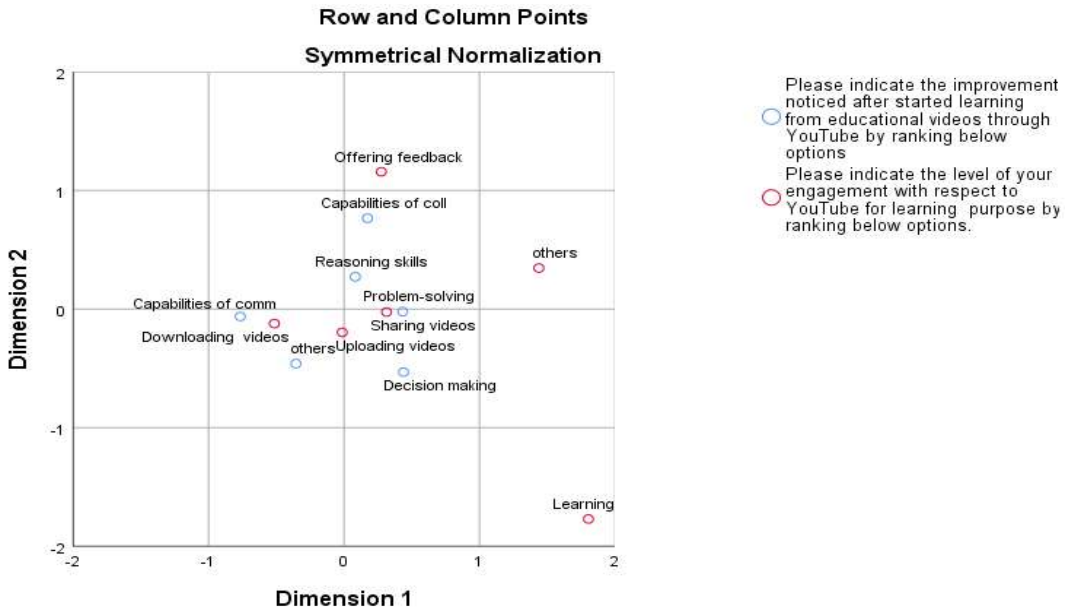

Source: Primary data.

Table 02. Correspondence Analysis of Level of Engagement and Improvement Notice After Started Learning

Based on the above figure, it is found that the respondents are not interested in the learning part. Problem-solving and video sharing are closely associated with each other indicating that whenever students face problems of understanding concepts, they usually watch you tube videos that help resolve the issue and doubts. Downloading videos and capabilities of communication are also closely connected with each other indicating the usefulness of you tube as an edutech communication tool so that students would download videos for reference and offer feedback . These are closely associated with capabilities of collaboration with some options such as subscription, follow, and likes. These interventions help in the betterment of the existing videos. Feedback always routes towards upgradation and perfection. The fourth and great association observed on sharing videos, uploading videos, reasoning skills and problem-solving.

One-Way ANOVA

The one-way ANOVA was adopted to understand the usefulness of YouTube to learners. In the dependent list, the usefulness as perceived by the respondents was selected and, in the factor, age Place of the Origin and Place of work was selected as category variables.

Table 03: One-way ANOVA of the Usefulness as Perceived by the Respondents

Hypothesis	One-Way ANOVA	F-Value	P-Value	Level of Significant
H_{01}	Age	0.642	0.589	Not Significant
H_{02}	Place of the Origin	3.142	0.027	Significant
H_{03}	Place of the Work	0.216	0.885	Not Significant

(Source: Primary data)

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Based on the Table 3, that describes the one-way ANOVA results, it is found that the place of origin (P value = 0.027) F value = 3.142 was statistically significant and influenced the usefulness as perceived by the YouTube learners. Therefore, **H_{02}** rejected the null hypothesis, which means that we are accepting the alternative hypothesis. There is a significant difference between the origin place and usefulness as perceived by YouTube learners. Whereas no statistically significant difference in terms of age and usefulness as perceived by the YouTube learners (P value = 0.589) and also between the place of work and usefulness as perceived by the YouTube learners (P value = 0.885). There **H_{01}** and **H_{03}** accepted the null hypothesis.

The one-way - ANOVA was adopted to understand the negative effects of utilization as perceived by YouTube learners. In the dependent list, the negative effects of utilization as perceived by YouTube learners were selected and, in the factor, age Place of the Origin and Place of work was selected as category variables.

Table 04: One-way ANOVA of the Negative Effects of Utilization as Perceived

Hypothesis	One-Way ANOVA	F-Value	P-Value	Level of Significant
H_{04}	Age	1.152	0.330	Not Significant
H_{05}	Place of the Origin	3.912	0.010	Significant
H_{06}	Place of the Work	0.297	0.828	Not Significant

(Source: Primary data)

Based on Table 4, which describes the one-way ANOVA results, it is found that the place of origin (P value = 0.010) F value = 3.912 was statistically significant and influenced the negative effects of utilization as perceived by YouTube learners. Therefore, **H_{05}** rejected the null hypothesis, which means that we are accepting the alternative hypothesis. There is a significant difference between the origin place and the negative effects of utilization as perceived by YouTube learners. Whereas, no statistically significant difference in terms of age and usefulness as perceived by the YouTube learners (P value = 0.330) and also between the place of work and usefulness as perceived by the YouTube learners (P value = 0.828). There **H_{04}** and **H_{05}** were accepted the null hypothesis.

Findings and Recommendations

It is found that most of the respondents are belongs to 11-20 years old followed by 21-30 years old followed by, the educational qualification of the YouTube learners was up to 12^{th} standard. Around 44% of YouTube learners' mode of language is English followed by Hindi (34%) and most of them are belongs to North India and west India. Majority of them are working and studying in north India and west India and most of the respondents are watching the video on an average of 25-30 minute. Correspondence analysis dealt with the association between the factors, downloading videos, capability of communication, feedback, problem solving, and reasoning skills etc. There is a significant difference between the origin place and usefulness as perceived by the YouTube learners. Whereas, no statistically significant difference between the age and usefulness as perceived by the YouTube learners (P value = 0.589) and also between the place of

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no statistically significant variation in terms of age and usefulness as perceived by the YouTube learners (P value = 0.330) and also between the place of work and usefulness as perceived by the YouTube learners (P value = 0.828).

Conclusion

The Correspondence Analysis found that the YouTube learners are not interested in the learning part. Problem-solving and video sharing are closely associated with each other, whereas downloading videos and capabilities of communication are also connected with each other and offering feedback and capabilities of collaboration were also associated with each other. The place of origin was influenced usefulness as perceived by the YouTube learners and also the negative effects of utilization as perceived by YouTube learners.

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