

Impact of Educational YouTube Videos on Students' Academic Performance

Sadia Munawar

MS Scholar, Media Studies, Bahria University Islamabad

Dr. Muhammad Riaz Raza

Senior Assistant Professor, Media Studies, Bahria University Islamabad.

mriaz.buic@bahria.edu.pk

Abstract

Social networking sites, especially YouTube, are becoming increasingly common in today's ever-changing educational scene for the younger population worldwide. This trend is particularly noticeable in Pakistan as well, where youngsters make up most of the population. In this environment, YouTube educational videos have become increasingly popular among young people in Pakistan, significantly impacting their behaviour and academic achievement. The survey was conducted to study and investigate the relationship between the use of YouTube videos and university students' academic performance. Three Universities were surveyed and data from 300 students was carefully examined using Chi-square, descriptive, and correlation investigation techniques. The investigation's objectives are to carefully verify study hypotheses through evaluation and derive significant conclusions. Under the guidance of the technology acceptance model (TAM), it is examined several factors, including the distinctive evidence of YouTube educational sites. The findings of this study reveal that understudies at Islamabad's universities can interact with a variety of YouTube educational websites. That being said, it's interesting to note that the analysis points out a potentially detrimental effect on both their general performance and behaviour. As a result, YouTube videos for education are becoming an increasingly significant tool for educational purposes in educational settings.

Keywords: Educational YouTube videos, Students' Performance, Technology Acceptance Model, Pakistan.

1. Introduction

The automatic weather request's salient features include several suitable capabilities, worthiness, adaptability, usability, openness, and accessibility. For instance, new processes and approaches are needed for educators, instructors, courses, coaches, and college students to effectively use the new medium to affect knowledge generation, disclosure, and use. Virtual Worlds (VWs), and other innovative tools have flooded homerooms as a result of the abundance of superior media. Web-based full leisure tools are available in many everyday issues in the current global age. Online games are currently arguably one of the most popular and widespread online platforms for connecting people from all over the world to share informative and, more importantly, educational, data.

The term "social media" is defined as an application that enables users to communicate and work together; create, modify, and share new types of text-based, visual, and auditory content; as well as sort, mark, and endorse pre-existing types of content. Recent research suggests that students can benefit from participating in online discussions inside pleasant focus networks that use interest-driven structures, which are similar to convenient focus networks. Online entertainment undoubtedly affects undergrads' social networks, self-confidence, and academic abilities.

According to Cohen (2007), the humanistic perspective on media outlets emphasizes their potential for knowledge dissemination. Additionally, as demonstrated by Bouhnik and Deshen (2014), guidance, the growing prevalence of online pleasure frameworks promotes collaboration, prolonged receptiveness, and unparalleled inspiration for dynamic focus on support. It has been noted that about 26% of students are those who remain constantly in active mode on these social media websites. The problem has been exacerbated by the widespread proliferation of cell phones and due to them more than 96% of students daily go online on social media websites. It has also been noted that about 60% of students are those who went on to check their social media accounts several times daily. According to research conducted by the Pew Research Center, more than 75% of students use more than a single social media website, while the students who use only a single social media website either Facebook or Twitter are slightly more than 20%. (Raza et al., 2021).

YouTube is a platform that is mostly based on the sharing of videos that have been edited and transmitted by users. Customers can typically follow along on the stage and contribute to a list of viewers of the recordings. The most popular online video platform at the moment where a huge number of people may share and watch freshly made recordings is YouTube. YouTube provides a forum for people to share knowledge, uplift one another, and inspire people everywhere. It also serves as a significant platform for the distribution of some content creators' work that viewers may find interesting. In this new automated age, YouTube is a cutting-edge mass medium used generally.

YouTube videos are well-suited for discussion, education, and research. YouTube should be useful in the educational cycle by establishing a discussion area where everyone has a say and effectively highlighting the goal of the video. It is now possible to work with a variety of contemporary strategies that support the enhancement of educational experience, which might help to boost the understudy's and teacher's abilities in attending to and utilizing information in homerooms. Interpersonal organizations like Facebook, and Twitter, mobile phones, and web-based correspondence programs like Skype are among these decreasing part instructional tactics. The second innovation Web relies on a variety of crucial tools, including social networks that are complex and connected to digital media, online journals, and social bookmarking. These tools are among the most recent developments in educational technology.

The easiest and most cost-effective approach to store and preserve any videos that one needs from YouTube is to register for a personal account on the website. A person only needs to go to the YouTube website, sign up, provide the necessary information, and occasionally create a username and password to make an account. Then, on an associated website, the user can save the recordings inside the Top selections sign. The protagonist should be aware, nonetheless, because the individual with their record might make a list of recordings buried in the Top choices countdown to use with the ensuing search for explicit recordings. YouTube's promptness and accessibility set it apart; a teacher can easily find out whether the video he's looking for is or isn't available. The numerous uses of YouTube within the context of education claim that YouTube videos might be used as a teaching tool right inside the classroom or lecture. They can be used to introduce new ideas, to provide direction while displaying statistics, or after an example to support single-audience emphasis. The teacher can substitute a YouTube video for in-class discussions and activities to use the videos as educational materials.

2. Problem Statement

This study aims to examine the impact of educational YouTube videos on academic performance. The effectiveness of these videos as a teaching tool is still in question, despite their importance

and extensive material. For well-informed instructional decisions and further enhanced learning procedures, it is essential to investigate their impact on academic outcomes.

3. Objectives

1. To find out how students use YouTube sites for learning purposes.
2. To investigate the impact of YouTube sites usage on student's academic achievements.

4. Research Questions

RQ1. Whether and to what extent the YouTube sites a useful tool for learning and performance?

RQ2. How does YouTube site usage impact student's academic achievements?

5. Hypothesis

1. There is a relationship between the usage of YouTube sites and the students' performance.
2. YouTube sites are a helpful tool for student learning and academic performance.

6. Literature Review

The goal of this section is to explain a specific situation and offer an analysis of research on educational improvements in developing countries in general and educational uses of YouTube videos in particular. As a result, the survey encompasses the representation, explanation, definition, and selection of writing within the selected region of observation. The analysis of writing appropriately recognizes and articulates connections between contemporary writing and the area of study. On February 14, 2005, three former PayPal employees created the website YouTube (Jefferson, 2005). It is a video-sharing website that enables users to quickly flip between, offer, and consider various video cuts. It becomes the online records asset that is most frequently worried about (Burke and Snyder, 2008). YouTube provides access to thousands of amusing, educational, political, clinical, and verifiable videos from around the world.

6.1. Using YouTube As an Educational Tool

As demonstrated by (Jackman, 2019), One of the new e-assets that can be used in the instructional methods used in tertiary education nowadays is YouTube. Additionally, YouTube, which is acknowledged as the most popular view-facilitating website, is regarded as a significant current e-asset with several advantages in the classroom (Jackman, 2019). To improve case study materials that are used to support executives and strategy, YouTube videos can be a great source of content (Green et al., 2018). Educators responded favourably to Dreon and Dietrich's poll (2009), and they highlighted the significance and effectiveness of YouTube in teaching and learning. They suggested using YouTube as an example of how to use the video-based internet in an instructive way. One innovative aspect of YouTube is that its viewers and content creators may be easily differentiated from one another (de Beraill et al., 2019).

Students who use YouTube for academic purposes should also be assigned as content creators and consumers because some students transfer the video with the intention of sharing and other students view it with the intention of learning. According to research (Buzzetto-More, 2012; Buzzetto-More, 2014), internet-based entertainment fosters social learning in significant ways that could supplant conventional forms of guidance.

6.2. Academic Performance Through YouTube Channels

Additionally, existing literature shows that online entertainment has a significant negative impact on students' test scores and performance in extracurricular activities (Jeffrey Mingle, 2015). Since the goal of YouTube-based instructional videos is to assist students with their academic challenges, these videos have a demonstrated positive impact on students' learning (Selwyn, 2012; Silius et al., 2010). To expand educational accessibility despite any potential restrictions, education systems around the world now rely on the Internet (Friedman and Friedman, 2013). By planning social

gatherings and keeping an eye on students' physical games in a way that aids teachers and pioneers throughout the checking and assessment process, YouTube channels provide incredibly helpful added services (Popescu, 2014).

Users can switch, view, and submit video cuts on the pleasant internet video-sharing platform known as YouTube Highlights. In addition to the ability to send and transfer recordings, the website online offers a variety of features that encourage communication with other partners while keeping track of recorded reviews. Due to the growing competition in all fields and the increase in professionals and students, the interest in records and technology has currently grown.

6.3. Acceptance of Technology and Digital Learning

Many institutions employ the Internet for learning in addition to the traditional classroom environment, allowing students to access information from any location (Aristovnik et al., 2020; Srivastava, 2018; Widodo et al., 2021). Even though some have argued that the outcomes of eLearning probably won't be the same as those of the ground-based/eye-to-eye version, some educational institutions have become more familiar with the effects of using computerized innovation because of its lower cost, adaptability, and comfort (El Refae et al., 2021). According to Prastiyo et al., (2018), the most popular approach to eLearning is often thought to include certain natural methods, like completely online collaboration between instructors and students. El Refae et al., (2021); Rapanta et al., (2020); nonetheless, several businesses and educational institutions have successfully utilized eLearning throughout the Coronavirus emergency. As a result, in the present day, eLearning alludes to significantly developing without actual cooperation, utilizing new developments, and utilizing the Web (Radha et al., 2020). Additionally, it relates to various learning levels, including websites, video conferencing (such as Zoom, and Groups), and entry-level learning, as well as sound ranges and specialized social-video ranges (Prastiyo et al., 2018; Shahzad et al., 2020).

This study made use of two of the key components of the technology acceptance model: perceived usefulness (PU) (YouTube in education) and perceived usability (PEU) (Granic and Marangunic, 2019). According to Davis et al., (1989); Rauniar et al., (2014); and Swanson (1988), PU (perceived usefulness) relates to a consumer's perception of whether utilizing a certain innovation could boost his or her capacity to anticipate an exhibition. Others have drawn attention to the connection between a framework's perceived usefulness and how users act when utilizing it (Budu et al., 2018; Li et al., 2011), and they have suggested that PU and PEU make a diffusion in consumer's social goals known eLearning stages (Hsia and Tseng, 2008). A further explanation of how consumer opinions of eLearning impact PU and PEU is provided by Alghizzawi et al., (2019), which raises students' awareness of eLearning.

6.4. Learning Abilities and GPA

The extensive literature on undergraduate learning and achievement shows that several factors affect instructor GPA. For instance, a brand-new meta-analysis of the Understudy Transformation to School Survey used data from 237 exams that were administered between 1872 and 2010 (Crede and Niehorster, 2011). The study examined eight well-known categories that have an impact on how facts are presented in school and preserved by students. Socioeconomics, in-depth achievement, faculty interactions, adjusting patterns, social assistance, and institutions with guardians were all classified. The results of a combined total of over 44,000 respondents were examined, and it became clear that modern college GPA and green bean GPA had been most strongly associated with the degree of scholastic change and no longer with friendly change, individual profound change, or institutional change. Anyhow, the creators referred to the evidence

of prospective arbitrators, so implying that there are likely other unrecognized factors influencing Scholarly Change (Crede and Niehorster, 2011).

Many studies have examined the connection between specific studies learning techniques and GPA. Eight of the ten scales in one concentration that used the Learning and Study Systems Stock (LASSI) have been strongly linked to GPA. According to Griffin et al. (2012), the scales covered mentality, fixation, data handling, inspiration, self-testing, use of review aids, efficient use of time, and test systems. However, the learning approaches explored in this current research, self-explanation as a review Help and work on testing as a type of self-testing, address the pertinent difficulties. It is not feasible to encourage educators to make an effort to address these issues.

7. Theoretical Framework

7.1. Technology Acceptance Model

Within the field of information frameworks and innovation, the technology acceptance model is a widely used hypothetical model. It was developed by Fred Davis in 1986 to understand and anticipate how people view and respond to new developments. The version aims to recognize the elements influencing consumers' intent to adopt an innovation and their subsequent actual usage behaviour. The technology acceptance model is a widely accepted theory in the field of innovation acknowledgement for gauging consumer behaviour towards new technologies.

The Technology Acceptance Model (TAM) can be applied to the topic of the effects of educational YouTube videos on academic performance. TAM is a widely used theoretical framework that explores users' acceptance and adoption of new technologies. In this case, educational YouTube videos can be considered as a technology that students need to accept and adopt as a supplementary learning tool.

Educational YouTube videos have gained significant popularity as a supplementary learning resource. However, there is limited research on their effects on academic performance from a theoretical perspective. This study applies the Technology Acceptance Model (TAM) to examine students' acceptance and utilization of educational YouTube videos. TAM's two key constructs, perceived usefulness (PU) and perceived ease of use (PEOU) are used to explore the relationships between these perceptions and academic performance outcomes. This research contributes to understanding the factors that influence the acceptance and impact of educational YouTube videos, informing educators and policymakers on effective integration strategies.

TAM consists of two key constructs: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). Let's apply these constructs to the effects of educational YouTube videos on academic performance:

- 1. Perceived Usefulness (PU):** The degree to which people think using a certain technology would improve their performance and help them accomplish their goals is known as perceived usefulness. In the context of educational YouTube videos, PU can be explored by investigating whether students perceive these videos as beneficial for their academic performance. For instance, researchers can examine students' perceptions of how educational YouTube videos provide additional explanations, visual demonstrations, or access to diverse perspectives that help them understand and grasp complex concepts more effectively. Higher perceived usefulness would indicate a stronger belief that these videos positively impact academic performance.
- 2. Perceived Ease of Use (PEU):** Perceived ease of use refers to the extent to which individuals perceive a technology as easy to use and navigate. For educational YouTube videos, PEU can be assessed by examining students' perceptions of the user interface, video quality, accessibility, and ease of finding relevant content. If students find educational

YouTube videos easy to access, navigate, and understand, they are more likely to utilize them as a learning resource. According to the technology acceptance model, the social aspirations and mentalities of the users of the framework suggest that the innovation will be recognized. Additionally, as Davis et al., (1989), state, their mentalities and perceptions of the PEU of the innovation also predict their social expectations. The social purpose of users suggests their enthusiasm to use and use YouTube in their eLearning project.

Applying the Technology Acceptance Model (TAM) to the effects of educational YouTube videos on academic performance allows researchers to investigate students' perceptions of the usefulness and ease of use of these videos as supplementary learning tools. Understanding these factors is vital for educators and policymakers to design effective strategies for integrating educational YouTube videos into educational practices and optimizing students' academic performance.

8. Methodology

8.1. Population of the Study

The population for this research was undergraduate and postgraduate students who belong to three different universities in Islamabad, Pakistan (Bahria University, Islamic University and National University of Modern Languages). The age criteria of respondents in this study were 18 years. The population in this research was divided into two age group categories (18-27, 27-36). Respondents belonged to different family systems and from different fields of humanities and social sciences like media, psychology, business peace and conflict studies.

8.2. Sample Size and Sampling Technique

In this research, 300 questionnaires were distributed to the students of universities. The majority of the respondents were undergraduate students. The sample size was 300 respondents. The principal procedure was to distribute by hand. Instead of using a random or probability-based sampling method, surveying three separate universities would normally be regarded as a sort of purposive or non-probability sampling.

8.3. Data Collection

A questionnaire comprised of close-ended questions and also the demographics section. There are 22 total questions. Which are developed on five Likert scales.

8.4. Analytical Technique

This study uses SPSS 20 software to analyze the variables that affect how YouTube sites affect scholars. Several statistical analyses, such as correlation and descriptive statistics and were used

9. Results and Analysis

The study aimed to examine the relationship between Educational YouTube Videos and the students' academic performance. Data for this study were collected from 300 respondents from three different universities in Islamabad, Pakistan (Bahria University, Numl University and Islamic University). It was examined through SPSS version 20. Both descriptive and inferential statistics were used.

Table 1: Characteristics of Sample

Demographi cs	Variables	Frequenc y	Percentag e
Gender	Male	97	32.3
	Female	203	67.7
Age	18-27	292	97.3
	28-37	8	2.7

Education	Intermediate	12	4.0
	Undergradua	268	89.3
	te	20	6.7
	Postgraduate		
University	Bahria	100	33.3
	University	100	33.3
	Numl	100	33.3
	University		
	Islamic		
Use of YouTube Sites for Educational Purpose	Multiple	82	27.3
	times a day	26	8.7
	Once a day	120	40.0
	A few times a	64	21.3
	week	8	2.7
	Rarely		
	Never		
Average Time Spent on hour YouTube for Educational Purpose	Less than 1	108	36.0
		111	37.0
	1-2 hours	56	18.7
	2-3 hours	17	5.7
	4-5 hours	8	2.7
	More		

This table seems to display the attributes of a sample of people that were probably gathered for a survey or research project. The sample's demographics and their use of YouTube for educational reasons are shown in the table. For educational purposes, the table gives a summary of the demographics, educational backgrounds, and YouTube usage trends of a sample group. 32.3% of the sample is male, and 67.7% is female. Most of the sample's participants are between the ages of 18 and 27 (97.3%), with a lesser percentage being between the ages of 28 and 37 (2.7%). 89.3% of the population has an undergraduate degree, 6.7% has a graduate degree, and 4.0% has an intermediate degree. Three universities are represented equally in the sample. When it comes to YouTube usage, 27.3% of users use it frequently for educational purposes, whilst 2.7% of users never do. Just 2.7% of users spend more than 5 hours on YouTube for educational purposes, compared to 37.0% who use it for 1-2 hours. This information sheds light on the traits and routines of the sample and may be helpful in future research or instructional initiatives.

Table 2: Correlation between Educational Videos and various Learning Effects

Educational Purpose	New Learning	Additional Learning	What I Wanted
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Exposure to Videos	N 300, Mean: 2.0200 Std. Deviation 1.00813 Pearson Correlation .179** Sig. (2-tailed) .002 N 300	N 300, Mean: 4.1833 Std. Deviation .70097 Pearson Correlation .172** Sig. (2-tailed) .003 N 300	N 300, Mean: 4.0533 Std. Deviation .72496 Pearson Correlation .119* Sig. (2-tailed) .040 N 300	N 300, Mean: 4.0000 Std. Deviation .80964 Pearson Correlation .115* Sig. (2-tailed) .046 N 300	N 300, Mean: 3.9033 Std. Deviation .73652 Pearson Correlation .115* Sig. (2-tailed) .046 N 300
Educational Purpose	Pearson Correlation 1 Sig. (2-tailed) .000 N 300	Pearson Correlation .408** Sig. (2-tailed) .000 N 300	Pearson Correlation .324** Sig. (2-tailed) .000 N 300	Pearson Correlation .410** Sig. (2-tailed) .000 N 300	
New Learning	Pearson Correlation 1 Sig. (2-tailed) .000 N 300	Pearson Correlation .359** Sig. (2-tailed) .000 N 300	Pearson Correlation .292** Sig. (2-tailed) .000 N 300		
Additional Learning	Pearson Correlation 1 Sig. (2-tailed) .000 N 300		Pearson Correlation .303** Sig. (2-tailed) .000 N 300		
What I wanted	Pearson Correlation 1 Sig. (2-tailed) .000 N 300				

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 presents a correlation analysis examining the influence of exposure to YouTube educational videos on different learning variables. The data in the table reveals statistically significant positive correlations between exposure to YouTube educational videos (considered the independent variable) and all the tested learning variables. Notably, there are also substantial correlations observed among the various learning variables. The table provides Pearson correlation coefficients for each learning variable and their corresponding significance levels (p-values). Specifically, "Educational Purpose" exhibits a significant positive correlation of 0.179 ($p = 0.002$), "New Learning" demonstrates a significant positive correlation of 0.172 ($p = 0.003$), "Additional Learning" shows a significant positive correlation of 0.119 ($p = 0.040$), and "What I Wanted" displays a significant positive correlation of 0.115 ($p = 0.046$).

Furthermore, the table displays the intercorrelations among the learning variables and their corresponding significance levels (p-values). Specifically, "Educational Purpose" and "New Learning" exhibit a strong positive correlation of 0.408 ($p < 0.001$). "Educational Purpose" and "Additional Learning" are also strongly positively correlated at 0.324 ($p < 0.001$). "Educational Purpose" and "What I Wanted" show a strong positive correlation of 0.410 ($p < 0.001$). "New Learning" and "Additional Learning" are significantly positively correlated at 0.359 ($p < 0.001$). "New Learning" and "What I Wanted" exhibit a strong positive correlation of 0.292 ($p < 0.001$). "Additional Learning" and "What I Wanted" have a positive correlation of 0.303 ($p < 0.001$). This analysis provides compelling evidence of a positive relationship between exposure to YouTube educational videos and enhancements in various learning variables, supported by

statistically significant correlations. Additionally, the positive intercorrelations among the learning variables suggest a mutual influence.

Table 3: Correlation between Exposure to YouTube Videos and Academic Performance

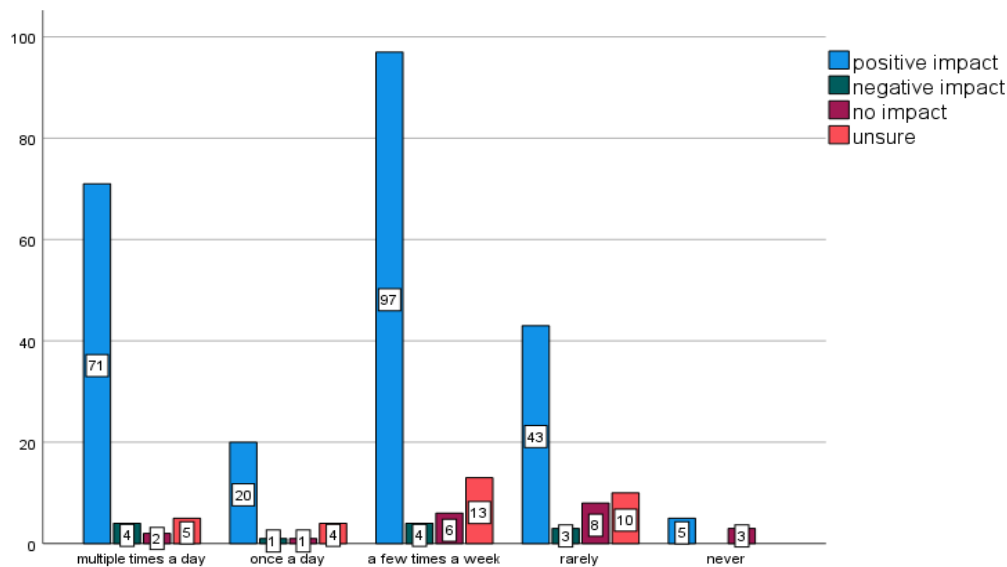
		Performance	GPA
Average Time Spend on N300, YouTube for Educational Purposes	Mean:2.0200 Std.	N 300, Mean:2.1600	N 300, Mean: 23833
	Dev1.00813	Std Dev .70904	Std.Dev .83589
	Pearson Correlation	-.248**	-.212**
	Sig. (2-tailed)	.000	.000
	N	300	300
Academic Performance	Pearson Correlation	1	.331**
	Sig. (2-tailed)		.000
	N		300
			1

** . Correlation is significant at the 0.01 level (2-tailed).

The table presents findings from an analysis of the relationship between students' exposure to YouTube videos for educational purposes and their academic performance. The table reveals a significant negative correlation between the "Average Time Spent on YouTube for Educational videos" and both "Academic Performance" and "GPA." The Pearson correlation coefficients are -0.248 and -0.212, respectively. These correlations suggest that as the time spent on YouTube for educational purposes increases, academic performance and GPA tend to decrease. Interestingly, the intercorrelation between "Academic Performance" and "GPA" is moderately positive. The Pearson correlation coefficient is 0.331, and the p-value is highly significant ($p < 0.01$). This implies that as academic performance improves, GPA tends to increase and vice versa.

The negative correlation between exposure to YouTube videos and academic performance indicates that an increase in such exposure tends to have a detrimental effect on academic outcomes. The positive intercorrelation between academic performance and GPA is consistent with the expectation that students who perform well in their studies will have higher GPAs.

Graph 1: Use of Educational Videos and its impact



Graph 1 illustrates the impact of university students' use of educational videos on their behaviour. It is evident that, in general, the positive outweighs the negative, however, there is an interesting distinction regarding the frequency of video usage. Students who utilize educational videos a few times a week tend to experience a more positive impact on their behaviour than those who use videos less frequently. The analysis was conducted on 300 students with 12 degrees of freedom. The Chi-Square statistic yielded a value of 24.924, and the p-value was less than 0.015. These results suggest a significant association between the frequency of video usage and its impact on student behaviour.

Table 4: Correlation between Exposure to YouTube Videos and Supplementary Tools

		Updated with Academic	Participated in Discussions	Join Study Groups	Academic Confident
Educational Purpose	N 300 Mean:	N 300,	N 300,	N 300,	N300,
	2.0200	Mean:3.9133	Mean:3.410	Mean3.3	Mean:3.2
	Std. Deviation	Std.	0	933	667
	1.00813	Dev.77102	Std.	Std.	Std.Dev1.
	Pearson	.007	Dev1.2491	Dev.	.07365
	Correlation		7	1.21251	.122*
	Sig. (2-tailed)	.910	-.118*	-.193**	
	N	300	300	300	300
Updated with Academic	Pearson	1	-.286**	-.214**	-.025
	Correlation				
	Sig. (2-tailed)		.000	.000	.672
	N		300	300	300
Participated in Discussions	Pearson		1	.445**	.183**
	Correlation				
	Sig. (2-tailed)			.000	.001
	N			300	300

Join Study Groups	Pearson Correlation	1	.094
	Sig. (2-tailed)		.105
	N		300
Academic Confident	Pearson Correlation		1
	Sig. (2-tailed)		
	N		

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

A correlation study was done on the 300 individuals in this table to look at the correlations between various elements of academic involvement. "Updated with Academic," "Participated in Discussions," "Join Study Groups," and "Academic Confident" are some of the variables. According to the table, participation in study groups and conversations is negatively correlated with having access to current academic materials, whereas academic confidence is slightly positively correlated. Moreover, there is a strong correlation between academic confidence active participation in discussions and study group engagement. According to these results, students who stay up to date on academic material would be less likely to participate in group activities like study sessions and talks, which could affect their confidence in their academic abilities. This data can add to the larger conversation on methods for raising student participation and confidence in educational settings and helps comprehend the intricate dynamics of academic engagement.

10. Discussion

This section serves to summarize the main findings and their recommendations. Similarly, the discussion is provided in light of the research questions of the study. Elareshi et al. (2022) have demonstrated that humans frequently employ informal communication frameworks for certain objectives. The digital age has undoubtedly become a regular part of our daily activities, which is also discussed in the investigation. An overview of the study participants' demographic details, such as gender, age, educational attainment, and university attended, is given in Table 1. The data indicates a gender distribution. That is balanced, with a considerable percentage of participants in the 18–27 age range and the majority of responders being female. In addition, the majority of participants are undergraduates. The table also demonstrates that the proportion of respondents from each of the three universities is equal. The findings of the study must be understood in the context of this knowledge. It facilitates comprehension of the sample's diversity and aids in determining if the findings are generally applicable. For example, gender distribution could spark conversations about how different genders might utilize YouTube differently for educational purposes.

RQ1. Whether and to what extent the YouTube sites a useful tool for learning and performance?

Table 2, presents the relationship between the educational purpose of watching videos on YouTube and its impact on new learning, further investigation, and locating the content that students require. The strength and direction of those connections are displayed by the Pearson connection coefficients. There are very strong positive correlations between using YouTube for educational reasons and the benefits of learning new material, expanding one's knowledge, and discovering one's favourite content. The p-values, denoted by **, demonstrate strong quantifiable significance because they are significantly less than 0.05.

Graph 1, the effect that undergraduates' use of instructional videos has on their direct is shown in this graph. Evidently, on average, the positive effect outweighs the drawbacks. Normally speaking, understudies who watch instructional videos a few times a week will normally see a more notable positive influence on their behaviour than those who watch videos infrequently. This claim is verified through factual research and the use of the Chi-Square check, using 300 undergraduates with 12 degrees of freedom. The p-expense was less than 0.015, and the Chi-Square measurement produced a value of 24.924. These results demonstrate a strong correlation between the frequency of video use and understudy behaviour.

Table 4, looks into the connection between understudies' use of strengthening materials or resources and how receptive they are to YouTube videos. The well-known recordings contain a few exciting finds. Firstly, there is no significant estimated link (0.007) between watching YouTube videos that are updated with educational content and participating in chats. However, the association between joining notice organizations and becoming an individual is measurably critical yet dreadful (-0.118), indicating that academics who cooperate more with educational content on YouTube are less likely to become members of notice organizations. However, there is a strong and significant correlation with instructional certainty (0.122), suggesting that educational content on YouTube can increase students' confidence in their studies. These findings can be used to evaluate YouTube's influence on students' self-confidence and views directly. The relevance of such relationships may be seen in the ways that students choose to supplement their dominant designs and tactics, in the ways that YouTube complements or competes with other sources, and in the ways that increased self-confidence can significantly affect academic outcomes.

RQ2. How does YouTube site usage impact student's academic achievements?

Table 3, examines the relationship, using GPA, between the average amount of time spent using YouTube for educational purposes and academic performance overall. The Pearson correlation coefficients suggest that there are unfavourable relationships between the amount of time spent using YouTube for academic purposes, each educational video, and GPA. P-values below 0.05 indicate the factual significance of the data. The discussion section can also provide ideas for improving online learning without hurting students' grades. Additionally, the discussion might cover boundary-spanning interventions to enhance time management and the character of online-dominated research.

11. Conclusion

Web-based entertainment can be used for regular educational purposes and to gather information on audits, as constructivists recognize as evident. To further utilize the stage for educational purposes, students provide their data and rely on a variety of long-range interpersonal communication frameworks. For example, students compile and then reproduce their prior understanding through the use of YouTube channels. Since a significant number of educational videos are available on YouTube channels, undergraduates can already benefit from them and share them with others to expand their reports. Consequently, material obtained via YouTube channels is unrestricted and tailored to the younger generation. Because of this, YouTube is now regarded as perhaps one of the most potent and oriented web-based entertainment platforms.

Ultimately, this study appears to contribute to the body of knowledge about the effects of educational YouTube videos on academic performance. Unlike previous studies, which often looked broadly at web entertainment for educational reasons, the current focused investigation on YouTube broadens our understanding. By focusing on a single platform, we provide unique insights into the unique impact of YouTube on academic outcomes, challenging opinions derived from studies including many virtual entertainment platforms.

12. Suggestions

The mentor needs to consciously alter their approach to teaching, making themselves more visible and beneficial to their students. As a facilitator, the coach should also make the information understandable for their students and provide opportunities for them to grow in understanding. Third, since video will produce excellent results for the researchers, the mentor must use it as a key tool to improve and accomplish the goal of learning how to tune in. Fourth, one of the benefits of teaching language, specifically in a foreign dialect, is listening instruction. The coach should therefore be able to locate precise and novel techniques for their understudies. Fifth, teachers as facilitators need to have the ability to reflect on what is happening in engaging the content even when they aren't the best equipped to teach in the classroom.

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