



RESEARCH PAPER

**Student Perspectives on YouTube's Educational Use
at Pakistani Universities: A Qualitative Exploration**

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ABSTRACT

In today's advanced era, YouTube holds paramount importance for students in both academic and social realms. This study delves into students' diverse perceptions of YouTube usage, recognizing its significance in education. The primary objective is to understand how students from different universities view the educational utility of YouTube in their studies, emphasizing the pivotal role of technology integration in enhancing learning outcomes. Employing a qualitative research approach, this three-month investigation conducted interviews with 20 students from public and private institutes. The study, focusing on YouTube usage among university students in various fields, utilizes purposeful sampling to gather comprehensive data on outcomes and viewpoints. Findings indicate that university students experience a spectrum of advantages, perspectives, and obstacles in using YouTube for educational purposes. The study underscores the need for tailored support in the learning process and resolution of challenges encountered by students. This research contributes valuable insights into the varied ways students engage with YouTube for academic purposes. By employing purposeful sampling, the study sheds light on the multifaceted nature of advantages, perspectives, and challenges inherent in the use of YouTube among university students. The findings advocate for proactive support mechanisms to enhance the overall learning experience and address specific challenges faced by students.

Keywords: ICT, Social media, YouTube

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Introduction

This research is an action study investigating student viewpoints on the educational utilization of YouTube at the university level, specifically focusing on perspectives from private and public university students in Pakistan (Zia et al., 2022). In the contemporary era, integrating Information and Communication Technology (ICT) in education is imperative for enhancing the teaching-learning experience. In contrast, the conventional teaching-learning approach places substantial reliance on students to cover a considerable amount of material (Burgess et al., 2020). Now the implementation of technology in Education helps teachers and students to improve their skills. The term "social media" refers to computer-based technologies that enable the exchange of concepts, ideas and knowledge through digital networks and groups (Bhatti & Shakeel, 2012). Social media is internet-based and allows users to quickly share anything, including videos, photos, documents, information, and personal information. Users interact with social media via her web-based software or applications on computers, tablets, or smartphones (Arif & Kanwal, 2016).

Social media refers to methods of interaction between people in which individuals create, share and exchange knowledge, concepts and ideas in virtual communities and network (Waqas et al., 2016). The primary sites are Facebook, Twitter, Instagram, LinkedIn, and YouTube, handled by the Department of Communications and Marketing. Few people are likely to have missed the recent rise of social media, especially well-known networks like Facebook, Twitter, YouTube, and Wikipedia. These days, even the most basic internet users are familiar with the concepts of social media sites, blogs, and perhaps even wikis and virtual worlds (Azor et al., 2020). Social media is critical in every field, whether education or any other field. Social media encourages individual study and decision-making, preparing students for life after school (Zia et al., 2022). When used in the classroom, these social media skills can be learned and developed to improve learning outcomes and critical awareness. (Batti & Shaquille, 2012).

Additionally, social media is a collection of many websites and applications that encourage users to share information. Social media is a highly engaging platform where users can get help and share opinions, information, and details about their work, career interests, and much more. These concepts can spread across different networks and communities (Ali et al., 2019). Organizations can connect with their target audience and these companies can post job postings on social media to hire prospects. Job seekers can search for desired jobs through social networks. Users worldwide can publish, share, watch, and debate videos on YouTube, which has grown to become the biggest online video platform in the world (June et al., 2014).

Objectives of the Study

The objectives of this research project are to:

1. Analysis of students' perceptions of YouTube usage during school
2. Explore the relationships between key elements of a collaborative learning approach with each other and with YouTube

This study aims to explore undergraduate university students' reception regarding the use of digital software in education. The current study will focus on YouTube as a learning software for university students. This study on using YouTube as an electronic resource for university-level students explored nature. This research has three main objectives. The first was to determine the usefulness of the strategy for undergraduates. A second goal of his study was to identify benefits beyond those already identified in the literature. Additionally, his third reason for this study was to determine predictors among the variables in this study..

In addition, this study seeks to link underresourced digital media with student learning at a local research university. Additionally, this study uses YouTube videos in these contexts. As an electronic resource for students to explore the potential benefits, value and impact of this integration for college students. Internationally, it is used and integrated into different universities, whereas Pakistani universities need to be made aware of the benefits of YouTube. The primary purpose of this study is to give attention to Pakistani universities that have to integrate YouTube into their studies. Rarely found research about the use of YouTube in Pakistan. Abroad, research studies show the quality of Education instead of using traditional things in their studies. Using YouTube in their studies to increase the student's learning When students use it in their studies, it gets a quality education that will develop the country's success.

Statement of the problem

The researcher observed some difficulties in the learning process at the university level through traditional things. Hence, the researcher tries to present new techniques and use different social media in studies like YouTube. This study will help them to facilitate the students to get better learning outcomes. It will also help teachers to make their classes an active learning approach. Hence this study attempts to investigate the benefits and challenges of using YouTube at the university level.

Research question

1. What is undergraduate university students' perception regarding using the YouTube website as a learning tool at the university level?
2. What are the advantages of using YouTube websites for undergraduate university students?
3. What are the challenges of using the YouTube website as a learning tool for undergraduate university students?

Significance of the research

It is essential to explore what type of channels on YouTube are most favorable for students, and it can help facilitators change their teaching

style and raise teaching standards. YouTube is a social media website on which users worldwide upload videos. It is a particular type of website where teachers from around the world upload videos on a different topic, which enhance the learning of students and also help teachers to improve their teaching skills. Computers, projectors, and other devices have encouraged students and teachers to improve their knowledge and enhance hidden abilities and skills. Modern social media are more beneficial rather than traditional things of learning. It helps to achieve better learning outcomes by using YouTube in their studies.

Literature review

Information and Communication Technology (ICT) is the convergence of computing, telecommunications, and governance policies related to accessing, protecting, processing, transmitting, and storing information. (Azor et al., 2020). Social media refers to sites and services that prioritize communication, community-based posting, engagement, content sharing, and collaboration as primary goals. People communicate with friends, family and members of various groups through social media platforms. (Waqas et al., 2016).

YouTube is a Social media website where users can upload, share and watch videos for free. The word "you" was determined to refer to the user, "You" signifies you, and "Tube" refers to television. Therefore, the name "YouTube" comes from the combination of these two words (cathode ray tube) (June et al., 2014). In just 10 years since its launch, YouTube has grown to become the most popular video sharing platform on the web, with over 1 billion users. With over 300 hours of video uploaded every minute, YouTube has become a platform for all kinds of video content, with millions of views every day. (Iftikhar et al., 2020). As a result of this growth, a new department known as Education has surfaced throughout these many years. YouTube is a handy educational tool because it does not impose time or location constraints on its viewers without books, lectures, and tutorials. More than one-half of YouTube videos are seen on mobile devices (Bhatti & Shakeel, 2012).

Educational use of You Tube

YouTube has been incorporated into the educational experiences of students of all ages, from children to university graduates and beyond (Rabee et al., 2014). Ullah et al. (2021) research also examines the efficacy of an initial integration framework created to support classroom learning using the well-known social media site, Linked. ICTs, which stand for information and communication technologies, have emerged as one of today's educational system's most essential and valuable components. It is becoming more common to engage in types of education and instruction that use various digital tools and platforms, such as when students watch instructional videos on YouTube (Arif & Kanwal, 2016). Using social media as a collaborative learning tool in college classes:

An empirical study was performed by Azor et al. (2020) Nigeria. Waqas et al. (2016) explore how social media is used as a teaching tool in higher

education and identify the key elements that motivate its integration into classroom settings in Lahore.

Chhachhar et al. (2013) conducted a study on the use of social media (YouTube) videos as an electronic resource in college classrooms. Ahmad et al. (2019) surveyed the opinions of 70 teachers about his use of YouTube videos as his online resource to support psychology lectures at a university in Trinidad and Tobago. A survey questionnaire was used to collect both quantitative and qualitative information. Frequency distributions, nonparametric correlations, and ordinal logistic regression are all included in our quantitative research. Participants found benefits and implications of the YouTube method in quantitative results that endorse and exceed previously published studies. An ordinal regression analysis identified specific benefits predicting participants' intentions to use the YouTube integration method in teaching and research. The benefits and impact of adding YouTube videos as supplements to lectures were supported by qualitative data evaluated using content analysis (Iftikhar et al., 2020).

A study by June et al. (2014) on use of YouTube in Medical Education was conducted in London and explored students' perspective. YouTube has been an essential resource for us throughout medical school, especially in establishing a foundation of anatomy knowledge. It became the central informational resource for OSCEs and practical skills. A snowball effect has been formed as a result of these compilations of videos, with additional channels being made solely to teach OSCE tests. YouTube has unquestionably established itself as an indispensable component of daily life on medical campuses in the United Kingdom, as shown by the fact that videos on the platform, such as Dr. Najeeb's Lectures, have had more than 17 million views between them.

Nevertheless, despite its advantages, issues still need to be resolved. Studies have shown that the films could be more accurate, and there is no control over the material. Students sometimes need clarification about where they should go for information because of the current congestion on YouTube. Additionally, there is an excessive amount of variety on YouTube.

Iftikhar et al. (2020).s study, "Exploring High School Students' Educational Use of YouTube," was carried out in Lahore. Additionally, YouTube is one of the social media platforms that is used the most often all around the world. However, more studies must be conducted on the variables that influence the usage of YouTube in educational settings. This study applies a unified theory of technology acceptance and use to examine the educational application of YouTube in high school students (UTAUT). The proposed model is investigated using structural equation modeling. The findings indicate that social influence and performance expectations are the most critical determinants of behavioral intention to use YouTube. Additionally, the primary predictor of actual use is behavioral intention.

According to Ahmad et al. (2019), students intend to use YouTube to boost their academic performance. There is also a contribution from social influence made to their aim. The findings are explained concerning relevant prior research. Chhachhar et al. (2013) studied university-level students' perspectives on Using YouTube to improve education.

The goal of the Ullah et al. studies from 2021 is to ascertain whether or not English Language Learners (ELLs) may enhance their word pronunciation skills by using YouTube as a media source that can engagingly model language exercises. Students were given a survey to answer their feelings on the possibility of using YouTube to boost their desire to talk and practice the language in the classroom. (Waqas et al., 2016) findings indicated that incorporating YouTube into classroom instruction of the English language is an effective means of student engagement, encouraging students to participate in the activities being taught. In addition, the student's confidence in their English-speaking talents improved due to their involvement in English-speaking sessions that used videos from YouTube. Since this encourages students to practice speaking aloud confidently, it is reasonable for teachers to keep using YouTube and other video media as part of the instruction in the ELL classroom. It helped students meet their language learning objectives.

Methodology

The research adopted a qualitative research design, focusing on data collection from university students. The gathered data underwent analysis using content analysis techniques and was complemented by the application of statistical tools.

The research setting involved a sample of twenty students drawn from both public and private universities in Pakistan. All participants were prospective students enrolled in diverse programs at the institution. The average age of the participants was approximately 20.9 years, calculated from the group of overseas semester students.

The research sample consisted of 20 university students representing both private and public universities in Pakistan. The study aimed to gather insights into the advantages and disadvantages of utilizing YouTube in higher education. The target population for this research comprises university students.

The primary research method employed in this study involved conducting interviews with university students. To systematically collect data, the researcher developed a questionnaire designed to investigate students' perspectives on the role of YouTube in enhancing their learning and its impact on their studies.

In terms of data analysis, a dual approach was adopted. Firstly, students actively participated in the data collection process. Additionally, the gathered information underwent analysis using Thematic analysis techniques and tools. This comprehensive method allows for a thorough examination of the data, providing valuable insights into the students' views on the utilization of YouTube as a learning tool.

Thematic analysis strategies for evaluating qualitative data involve searching data collections to find, examine, and report on key themes (Braun & Clarke, 2006). It's a way of summarizing the data, but it also involves interpretation when choosing codes and creating themes.

Results:

Thematic analysis was used to evaluate the data, and themes were developed to examine participant replies. For this reason, the questions were divided into three categories:

Students' perspectives on using YouTube for academic purposes, the benefits and drawbacks of using YouTube for this question, the answers to questions 1, 2, and 3 (see appendix) addressed Student's perspective on YouTube in their studies and what the advantages of YouTube is covered in question 3. Moreover, the Challenges of using YouTube are covered in questions 4,5 and 6.

Student's perspective on YouTube in their studies

The results of the interviews demonstrate how technology is now employed in many facets of education, including how YouTube is used in classrooms. When teaching in classrooms, teachers use various digital tools to assist pupils. They employ computers, overhead projectors, TVs with recorded lectures, Google Docs, and other multimedia devices. At the university level, what are the student's perspectives on YouTube in their studies and their use of different YouTube channels for studies? Students from interviews responded to student perspectives about YouTube in their studies. Most of the respondents had joint in their answers. One of the responses is

(Respondent A1)

I usually use YouTube to surf the internet or get a visual concept of textual learning. Yes, it helps a lot if you are a medical student since medical studies are based on 3d learning.

(Respondent A7)

YouTube is Useful for studies at the university level, and Dear sir is my best channel.

(Respondent A9)

I usually use YouTube most of the time for learning purposes. Yes, YouTube is beneficial and can be used to make classes more fun and keep students entertained while learning. YouTube helps visual learners. Teachers can use YouTube to find videos they can use to make their lessons easier to understand and more fun..

(Respondent A11)

I use YouTube websites to seek knowledge in video form & for entertainment purposes. Furthermore, yes, Is it helpful in higher studies. Advantages of using YouTube

(Respondent A4)

I see four educational channels, and I have subscribed. No, I do not have a YouTube channel, and We can study many things from YouTube

channels.

(Respondent A6)

I see Medicine related dramas and vlogs, and Around 20 YouTube channels I watch, and no, I do not have any YouTube channel

Challenges of using YouTube

(Respondent A17)

There are many educational benefits. You may quickly understand an idea by watching a video about it. You can discover short and long films on any subject you want to learn about on YouTube. The descriptions and animated videos are beneficial in many ways. And. It is helpful in many ways, like cooking videos, dramas, and vlogs. It is a whole package of entertainment and knowledge.

(Respondent A19)

It gives False information and so many Ads, and sometimes it is Complicated, Time wasted, and many more.

Discussion

The interview objectives for this study were centered around eliciting students' perspectives on and the perceived benefits and challenges associated with using YouTube in their academic pursuits. An overwhelming 95% of the participants expressed agreement with the growing prevalence of YouTube integration in classrooms, citing increased motivation to learn. The outcomes pertaining to these research objectives have been detailed in response to the initial question. The analysis underscores that the incorporation of YouTube in classrooms yields significant benefits for students across various dimensions. Notably, students find it highly advantageous for their learning processes, attributing this effectiveness to the comfort and familiarity they experience when engaging with educational content on YouTube

As many YouTube channels are used nowadays in both classrooms and learning environments, most students agree that YouTube should be used in the classroom. As we compare the result with the literature review, we can also see that YouTube is helping students in their studies and classrooms because many different media or technologies assist students in making their learning more successful. As a result, the learning process is accelerating, and the student's performance is improving.

The fact that it is expensive and not all students can afford it is one of the main challenges that YouTube integration in studies will encounter at the university level. Second, it is abundantly clear in Pakistan that load shedding is one of the most significant issues that all students must deal with since it interferes with their learning ability and prevents them from gaining further knowledge.

Conclusion

This research has elucidated both the advantages and challenges associated with students incorporating YouTube into their academic studies. Achieving successful integration necessitates students subscribing to channels aligned with their respective fields. Additionally, endorsing visual learning methodologies for educational purposes is imperative, given their proven efficacy. An effective strategy involves incorporating brief YouTube videos following each classroom topic, thereby reinforcing comprehension. Furthermore, the adoption of YouTube as an educational tool has gained traction in several Karachi-based universities, indicating a potential standard practice. Implementation, however, necessitates careful consideration of existing material, financial, and technological resources, coupled with the provision of appropriate support and guidance to students. Such an approach not only promotes the flourishing integration of technology but also cultivates positive learning experiences for all stakeholders. To facilitate effective utilization, educators at the college level should undergo training in employing YouTube as an instructional resource. This initiative not only bolsters technological integration but also fosters the development of crucial life skills, including self-confidence, student engagement, and motivation.

Additionally, awareness sessions elucidating the significance and utility of YouTube in academic contexts should be conducted for students in both public and private sector colleges. Such endeavors contribute to enhancing students' comprehension of the platform's potential benefits, fostering informed and purposeful utilization within their academic journeys.

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