

An Assessment of Students' Utilization of You-tube for Academic purposes in Colleges of Education.

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Abstract - Tertiary institutions utilized internet facilities and information technology tools to engage students to learn and solve academic problems individually at anyplace and any time. You-tube is a popular web tool that is used by students for self-pace learning from several experts in every discipline. This paper investigated how students from Federal college of Education - Okene utilized Youtube to learn and solve academic related problems. The researchers also investigated the challenges faced by students in utilizing You-tube platform. The descriptive survey design was used for this study while the population consists of all the NCE II and III students. A simple random sampling technique was used to select 171 students from 6 schools in the college and a self-designed questionnaire tagged "You-tube Utilization in Colleges of Education: (Case Study of FCE, Okene) (YUCE)" was used to collect the data for the study. Descriptive statistics was used to analyze the data. The study revealed that students utilized You-tube for watching films, viewing sporting activities and learning difficult topics in their various disciplines. Some students utilized it frequently in every semester; others sometimes utilized it occasionally within the semester. The study also revealed that there are some challenges such as students' inability to manipulate and utilize You-tube environment; lack of suitable computing devices to access the platform; and internet accessibility are some of the issues faced by students in utilizing You-tube effectively as a learning and research platform as applicable to other tertiary institutions.

Key Words: Youtube, Videos, Digital literacy, Learning, Tertiary Institution.

1. INRODUCTIONT

Learning in this 21st century required that students should be able to acquire digital skills needed to solve academic related problems as modern education is no longer bound within the four walls of a classroom setting. It is the responsibility of tertiary institutions to ensure that students develop appropriate 21st century skills, 'the skills required for a knowledge-based society' (Bates, 2015). One of the important function of tertiary institution is to create a suitable environment for students to engage in meaningful learning and research. Thus, education provides students with an appropriate set of skills to learn effectively with technology so as to prepare them for future workplace.

Modern education provides digital literacy to students of tertiary institutions who have engaged in formal learning system. According to Hsieh (2012), digital literacy is the ability of the learner to locate, organize, understand, evaluate, analyze, create and communicate information using digital technologies. The role of the lecturer in a digital oriented environment will change from lecturer to facilitator of active learning. As a result of the amount of learning that is already done online, having basic level of digital literacy is an important starting point for effective learning. In the past two decades, the internet has changed the way people work and learn. With the availability of internet facilities offered by several network providers in various tertiary institutions, students learn in classroom environment as well as at home at any time. In most tertiary institutions such as Universities, Polytechnics and Colleges of Education, some serious academically focused students utilize mobile devices for communication, learning and conducting research, the careless students spend most of their time on entertainment and unprofitable videos from You-tube at the expense of their academic work. Some of these students may be unaware of the usefulness or potential of these devices in utilizing them for effective learning through You-tube platform. Thus, they under-utilize or mismanage hardware resources made available to them by their parents. Others who are already familiar with the platform from their homes may be focusing on social media interaction, watching blue films and home videos, listening to sporting activities and neglecting to explore educational videos and channels available on You-tube.

Similarly, some lecturers do not have the technical skills needed to prepare educational videos and upload them to You-tube site for their students. Brynjolfsson & McAfee (2014) posit that if teachers are to provide students with the skills needed to survive in the 'second machine age', then it is important they understand the technology at a deeper level. The purpose of this paper is to assess the utilization of You-tube for academic by students of College of Education, Okene.

Objectives

The objectives of the Study is to assess the utilization of You-tube for academic by students of Colleges of Education. Specifically the objectives are to identify

1. The purpose of utilization of You-tube by students of Colleges of Educations
2. The frequency of utilization of You-tube by students of Colleges of Educations
3. The students competency of utilization of You-tube in Colleges of Educations
4. The challenges of utilization of You-tube by students of Colleges of Educations

Review of Related Literature.

Video as one of the multimedia elements in instructional material can be a more intimate way of communication between lecturers and students. Effective learning can be achieved if information from learning material is well prepared and build with components that are attractive and enjoyable by students during the learning process. Educational video is one of the recent learning tools used by lecturers of tertiary institutions of learning to engage students in the teaching/learning process.

Srinivasacharlu (2020) stated that You-tube provides a channel for content transactions in the classroom and outside the classroom. He also noted that it is a great environment for learning through its multiple advantages for teacher educators and teacher trainees as they can search You-tube for any information or clarification on a topic. He concluded that using You-tube in the classroom can bring efficiency in teaching and learning. Tracey, Unger, & Waddell (2013) consider it imperative that teachers in tertiary institutions integrate the tools of distance learning into their classes, and these tools can include the use of video as a teaching aid.

The advancement of information technology and its integration into the classroom environment has enabled the integration of videos as core learning material for students. Generally, videos occupies large storage and as such need to be - stored and hosted by special web providers for easy accessibility and share-ability purpose. Youtube, Teacher-tube and Vimeo provide such video sharing services through the internet access.

You-tube is a video sharing service where users can watch, like, share, comment and upload their own videos. It was founded in February 2005 by Chad Hurley, Steve Chen, and Jawed Karim. Alabi, et al., (2020) stated you-tube is a video-sharing website where users can upload, share and view video content created by three PayPal employees. It is currently one of the biggest hosts for online video content and the third most popular website after Google and Facebook (Tan & Pearce, 2012; Jerri, 2018). Using You-tube in the classroom is an innovative and cost-effective way to bridge the gap between students from the next generation and their teachers (Jerri, 2011). The video service from You-

tube can be accessed on personal computers, laptops, tablets and via mobile phones. Within the You-tube platform, users can search for and watch videos, create a personal You-tube channel, upload original videos to their channels. It also allowed others to comment, share other Youtube videos. Users can subscribe/follow other Youtube channels and as well create playlists to organize videos and group videos together for easy access.

You-tube is one of the most popular video sites on the web today and it allows searching for all kind of videos including educational videos in every discipline. According to Smith (2019), You-tube is the world's second largest search engine and third most visited site after Google and Facebook. 400 hours of videos are uploaded to YouTube every minute and over one billion of YouTube videos are being watch on daily basis. The platform is the first large-scale video sharing site on the web, and it is available in nearly every country and over eighty different languages.

In a study carried out by Abbas & Qassim (2020) to investigate the influence of Youtube on the educational process and how it is beneficial for language teachers to enhance the skills of students, discovered that Youtube is an essential tool in classrooms as it attracts the attention of students and develops their mentality and creativity.

Impact of You-tube in Teaching and Learning in Tertiary Institutions.

Most students in their homes already use You-tube to play music, watch all kind of films and the platform is not new to them. Duncan, Yarwood-Ross & Haigh (2013) stated that You-tube videos are valuable to practical, medical and clinical science education, and research. They noted that the videos on You-tube may be used in ways to stimulate students' participation in the classroom environment and as well as to remove the barrier of students' lack of interest often reported in traditional learning environment. Engaging tertiary education students with You-tube educational videos will motivate them (including those who are new to You-tube) to learn and work harder as well as give them opportunity to experience a new technology. You-tube website offers a wide variety of multimedia content that could be used in teaching (Tan & Pearce, 2012) and also noted that this content could be teacher-created. According to Abell (2011), You-tube is an academic tool for Tertiary Education lecturers that may be useful in illustrating key ideas and showing students some theoretical aspects of their courses in a practical setting. It improves the teaching/learning process, enhances interaction, competency level of both students and lecturers. It also bridges the gap between the developed and the under-developed regions. More so, You-tube provides students with the ability to receive information from guest speakers, without actually having the guest speaker present in the classroom thus, it reduces barrier of time and place, as well

as motivate student’s self-pace and self-learning. Lecturers also have the ability to share the videos with their students allowing them to review what was covered in class at a place and time which suits them (Clifton & Mann, 2011) all that is required is an active internet connection. Harris (2011) conducted a study using Youtube in marketing, management and entrepreneurial courses and came to the conclusion that videos inspire learning, engagement and excitement in the classroom. Educational videos stimulate emotions and can create a strong effect on the learner’s mind and senses. This may motivate the learner to learn more with greater focus and higher acceleration. You-tube is considered a source of online material that can play a key role in the teaching and learning field. It has become more popular with people, particularly among youths and adults. This website can provide students with everyday videos and authentic situations that may help them improve their understanding and performance in their disciplines (Wael, 2016). Learning with videos may be effective as learners are able to see, hear and produce the required behaviors.

Challenges of using You-tube in Tertiary Institutions.

Integrating and implementing You-tube into the classroom is time consuming and required a lot of technical skill to operate. Some lecturers in higher education do not come from a technological background to produce videos and upload into You-tube website for their students to utilize. Some Lecturers and students may have inadequate or inappropriate technological experience, and learning how to use new technology can be complicated and time consuming (Bichsel, 2013; Stover & Veres, 2013). In their view, Tracey, Unger & Waddell (2013) noted that there is a responsibility for teachers to engage with technological developments and no teacher can continue to ignore the technology that surrounds us.

Some content on the You-tube site may be inappropriate for the students’ consumption and some users who are not discipline may either be distracted or run into problem rather than improving their knowledge and skills. Because You-tube is an environment where every user is free to share what he or she wants, this can create a scenario where student’s access misleading, incorrect or potentially harmful information (Tan & Pearce, 2012). This can occur, since YouTube has no formal quality regulations [10]. It is important that lecturers verify You-tube videos before directing their students to such videos to avoid the spread of misinformation. This will also help students in identifying whether or not information is relevant and unbiased (Clifton & Mann, 2011). Prior to displaying videos in class, faculty must review the entire clip for language and content to ensure its relevance and reliability (Abell, 2011). Using You-tube in the classroom may pose a challenge if there is no active internet access, as this may takes time to locate appropriate and class-related material on it.

You-tube’s huge video storage can be both difficult and time consuming, especially if the lecturer is not familiar with the platform. Though, this can be overcome by using You-tube search tool to locate pages with similar content or by using appropriate descriptive key words. A further limitation in using You-tube in education is technology availability (Jones & Cuthrell, 2011) and states that this can be due to having limited bandwidth, the institution’s proxy and firewall settings or the general lack of hardware in the classroom.

Methodology

The descriptive survey design was used in this study. The population for the study consisted of all the NCE II and III students of the Federal College of Education, Okene in Kogi State, Nigeria. A random sampling technique was used to select 171 students from 6 schools which include: School of Art and Social Sciences, School of Early Childhood and Care Education (ECCE)/Primary Education Studies (PES), School of Adult and Non-Formal Education, School of Languages, School of Sciences and School of Vocation. A self-designed questionnaire tagged “You-tube Utilization in Colleges of Education: (Case Study of FCE, Okene) (YUCE)” was used to collect the data for the study. The instrument was validated by research experts in Educational Technology and Computer Science Department. The questionnaire was administered by the researchers with the help of research assistants in the college. There was personal contact of the researchers with the respondents to enhanced good and prompt response from them on time. Descriptive statistics was used to analyze the data.

Results, Findings and Discussions.

A. Presentation of Results

Table 1 – Purpose of You-tube utilization in College of Education, Okene.

Category-1 Purpose of You-tube utilization	YES	% Response	NO	% Response
Q1.1: watch home videos, films and movies only	129	75	42	25
Q1.2: learn difficult topics in their disciplines	96	56	75	44
Q1.3: religious activities	97	57	74	43
Q1.4: sporting activities	99	58	72	42
Q1.5: news & academic information	116	68	55	32

In table 1, the researchers investigated the purpose of You-tube utilization by NCE students at the Federal College of Education, Okene. The result in figure 1 shows that 129 respondents out of the total 171 representing 75% utilized You-tube to watch home videos, films and movies only, 96 of 171 (56%) utilized it to learn difficult topics in their disciplines, 97 of 171 (57%) utilized it for religious activities, 99 out of 171 which represents 58% utilized You-tube for sporting activities and 116 of 171 (68%) utilized it for news and other academic information.

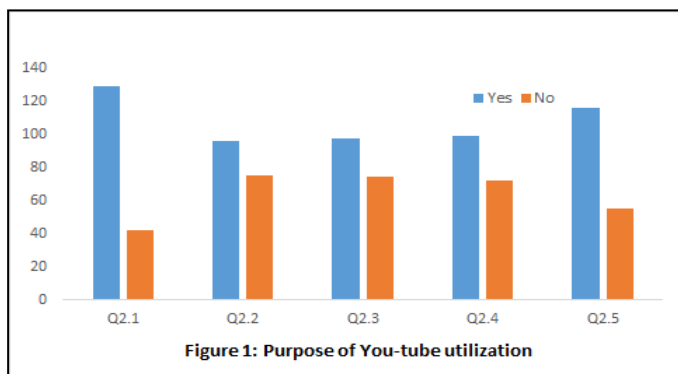


Figure 1: Purpose of You-tube utilization

Table 2 – Frequency of You-tube utilization

Category 2 – Frequency of You-tube utilization	YES	% Response	NO	% Response
Q2.1 frequently in every semester	86	50	85	50
Q2.2 sometimes utilized it in every semester	115	67	56	33
Q2.3 do not utilize it	76	44	95	56

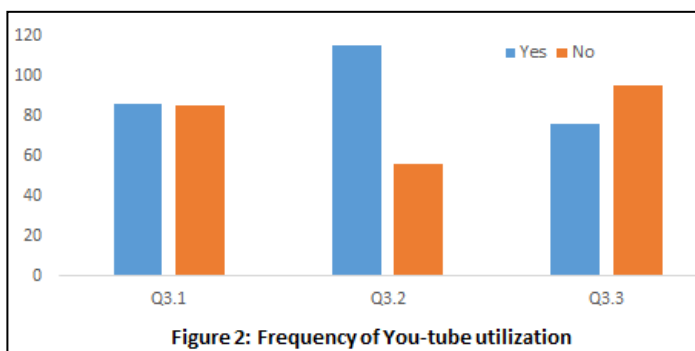


Figure 2: Frequency of You-tube utilization

The researchers discovered that 86 (of 171) respondents (50.3%) utilized You-tube frequently in every semester, 115 respondents (67%) sometimes utilized it in every semester while 76 respondents representing 44% do not utilized it. This information is further illustrated in figure 2. below:

Table 3 – Competency of You-tube utilization

Category 3 – Competency of You-tube utilization	YES	% Response	NO	% Response
Q3.1 highly competent in utilizing You-tube	100	58	71	42
Q3.2 moderately competent to utilize You-tube	103	60	68	40
Q3.3 low competency skill in utilizing You-tube	82	48	89	52
Q3.4 not competent to utilize it	48	28	123	72

In table 3, the researchers also discovered that 70 respondents out of the 171-sample used which represents 41% are highly competent in utilizing You-tube platform, 103 respondents (68%) are moderately competent to utilize You-tube, and 82 respondents (89%) have low competency skill in utilizing You-tube while 48 respondents are not competent to utilize it. This is illustrated in fig.3 below.

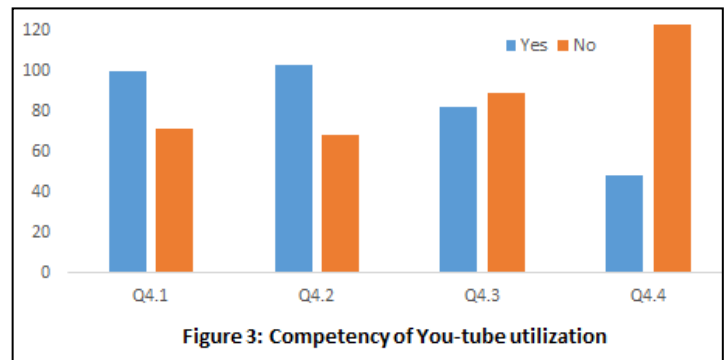


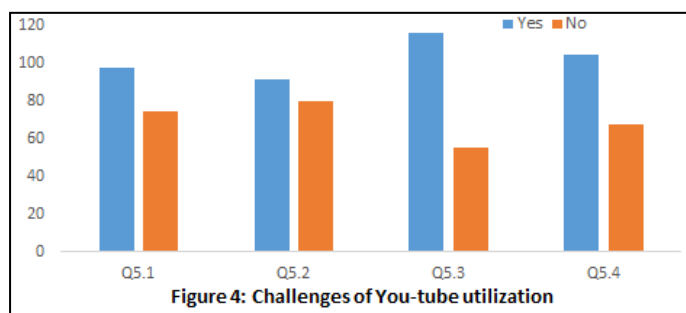
Figure 3: Competency of You-tube utilization

Table 4 – Challenges of You-tube utilization

Category 4 – Challenges of You-tube utilization	YES	% Response	NO	% Response
Q4.1 do not have the technical know-how to access You-tube	97	57	74	43
Q4.2 do not have suitable computing devices to utilize You-tube	91	53	80	47
Q4.3 do not always have sufficient data	116	68	55	32

to access internet and utilized You-tube				
Q4.4 do not always have stable electric power to recharge their portable hardware	104	61	67	39

In table 4, the researchers investigated the challenges associated with You-tube usage by students of Federal College of Education, Okene and the following were discovered. 97 respondents (57%) do not have the technical know-how to access You-tube site and utilize its features perfectly, 91 respondents (53%) do not have suitable computing devices to utilize You-tube, 116 respondents (68%) do not always have sufficient data to access internet and utilized You-tube site, while 104 respondents (61%) do not always have stable electric power to recharge their portable hardware devices to utilize You-tube. This is illustrated in figure.4 below.



B. Summary of Findings

The study shows that NCE students at the Federal College of Education, Okene utilized You-tube as a social media platform for various purposes such as watching films and movies, sporting activities, news as well as learning difficult topics in their disciplines. This agrees with the study carried by (Harris, 2011) that You-tube videos inspire students to learn, create excitement and engaged them in the classroom environment. Wael (2016) considered You-tube as a source of online material that can play a key role in the teaching and learning field. The study also revealed that students utilized You-tube frequently in every semester; some students sometimes utilized it while others do not utilize it at all. The study further revealed that not many students (41%) are highly competent in utilizing You-tube platform. This may account why some students are not utilizing You-tube for learning purpose. Finally, the study revealed that there are several challenges the students faced when utilizing You-tube. Some students (57%) do not have the technical skills to access and manipulate You-tube features such as saving videos offline, searching for relevant academic videos and creating playlist for easy reference etc., others do not have

suitable computing devices to utilize You-tube, lack of constant power supply to recharge device and lack of constant internet access to utilize You-tube. This confirmed with the studies carried out by (Bichsel, 2013; Stover & Veres, 2013) that some lecturers and students may have inadequate or inappropriate technological experience, and learning how to use new technology can be complicated and time consuming. Similarly Jones & Cuthrell (2011) stated that limited bandwidth and general lack of hardware in the classroom can pose a challenge to effective utilization of You-tube in the classroom environment.

Conclusion

You-tube as a social media platform has been found to be an effective teaching aid for teaching, learning and conducting research in tertiary institutions. Most students are already familiar with You-tube site and they utilized it for watching films, viewing sporting activities and learning difficult topics in their subject areas. You-tube is an effective learning tool available to tertiary institution students for self-pace learning accessible at any place and any time through active internet connection thus allowing students to learn from various experts in their disciplines. This paper found that despite the numerous benefits offered by You-tube website, several challenges ranging from the students' inability to utilize You-tube environment, lack of suitable computing devices to access the platform, internet accessibility are some of the issues faced by students from Federal Colleges of Education, Okene in effective utilization of You-tube as a learning and research platform.

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