International Journal of Advanced Research and Development
ISSN: 2455-4030, Impact Factor: RJIF 5.24
www.advancedjournal.com
Volume 1; Issue 6; June 2016; Page No. 46-50

YouTube usage and academic engagements of information technology students in Zamboanga Del Sur, Philippines

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Abstract
YouTube creation has superficially dominated the mainstream online video site in century impacting better involvement of users in socio-cultural, political, academic, and other relevant trends. This study was conducted to determine the YouTube usage and academic engagements of information technology students in Zamboangadel Sur province, Philippines. Simple random sampling in selecting sample campuses and respondents to answer the validated research tool was carried out to establish necessary data which were treated through statistical software. The study showed that the only venue in accessing YouTube is internet café. Constraints on the use of this social mediawere school facilities, ICT skills and trainings of laboratory staff, power supply, and internet connectivity. Activities such as sharing and utilizing images and video content or clips, viewing and downloading electronic resources and materials, and connecting, subscribing, and sharing innovative ideas or conceptswere observed as common interest to incrementsocietal and scholarlyknowledge. Choosing video material presentations, developing various skills in selecting forms of arts and entertainment, generating interest and reflections, getting a sense of control and personal success, appreciating updates and outputs, submitting IT related outputs, learning how to operate, evaluate, and use information with efficiency and accuracy, experiencing the cost-free of information content, valuing individual and group work, demonstratingcontinuous interest and valuing usefulnessof developed outputs from the academe, inspiring schoolmates to do better outputs, refraining from tardiness, absences, and dropping out, creating personal well-being, and learning to participate actively in class discussions were major benefits of YouTube to the respondents. Considerations on free access of this platform in schools,raisecomputer literacy of IT staff, outline evaluation criteria of YouTube videos, and other important effective strategical measures from teachers and institution could be considered to foster these positive contributions and thus avoid inimical usage.

Keywords: Activities, benefits, constraints, IT students, venue, YouTube usage

1. Introduction

YouTube is the world's most popular online video site, with users watching 4 billion hours' worth of video each month, and uploading 72 hours' worth of video every minute [1]. This has made traditional education to transform in meeting the demands of times since students nowadays are engrossed in video or live streaming websites. Using internet in education has an impact in teaching and learning process especially in classrooms [2]. These scenarios are almost observed nowadays since learning environment and students' behavior are constantly changing and dynamic because of and mainly due to the existence and integration of technology. The phenomenon of technology and preparing students for the future is at the fore front of education, thus attaining knowledge and information from digital media has been made easier for gaining education [3]. Technology can be used to be more interactive, effective, and engaging [4] and additionally reaches out to different types of learners [5], thus saying video technology as beneficial to socio-cultural, education, and other broad areas of sciences.

This investigation was made to withstand, support, and answer the call of YouTube as priorities in research [6, 7] affecting educational system of countries [3]. It sought to reveal the influence of YouTube platform to information technology (IT) students in four select campuses of J. H. Cerilles State College in Zamboanga del Sur, Philippines. The identification of factors emphasizing the venue, constraints, activities, and benefits of YouTube utilization is important and may serve as barometer in the systematically appropriate integration of the social media in the college or university system.

2. Materials and Methods

This investigation employed the descriptive research design. This was conducted in four campuses of J. H. Cerilles State College in Zamboanga del Sur, Philippines. Simple random sampling was employed to select the campuses and respondents. Sample respondents were 480 IT students comprising 2nd to 4th year officially enrolled SY 2014-2015 who answered the pilot tested and validated research instrument. Statistical tools used in treating data were weighted mean and p-value computed using statistical software.

Fig 1: Map of study sites.

3. Results and Discussion

Millions of video clips on YouTube represent a broad spectrum of user interests including those of educators, scholars and researchers but few researches have identified common activities and benefits that support learning [8]. This study wanted to determine venues, constraints, activities, and benefits of IT students' YouTube usage.

Table 1: Venue on the use of YouTube.

Venue	Campus 1	Campus 2	Campus 3	Campus 4	P-value
Home	2.04	1.92	2.07	2.18	0.13
School	2.44	2.26	2.00	2.26	0.09
Internet café	2.63	2.62	2.29	2.71	0.04
Mean	2.37		2.21	2.38	
Standard deviation	0.30		0.15	0.29	

Legend: **Significant ($P < 0.05$)**

Numerical Rating	Adjectival Description
4 – (3.26-4.00)	4 – Always (A)
3 – (2.51-3.25)	3 – Often (O)
2 – (1.76-2.50)	2 – Sometimes (S)
1 – (1.00-1.75)	1 – Not at All (N)

Table 1 shows that the venue in surfing YouTube is internet café. It means that respondents have greater chances to explore video streaming outside school premises aside from depending home and school setting. This also makes social networking site (SNS) affordable especially for those who do not own communication gadgets with excellent data service, broadbands, and wireless fidelity (WiFi). This also increases the multicultural awareness of the respondents from multiple video sites where lessons are divided into chunks and taught in conducive step, but negative benefit rises as they are vulnerable in accessing inaccurate and unreliable video materials and websites not related in significant engagements, thus a greater chance of diverting academic activities into unwanted surfing and gaming experience. This condition reflects poor penetration of school on internet-based learning experiences, thus encourages the school community to make availability of internet for them to do relevant support tasks inside the school where guidance and restrictions of unnecessary links are possible. This social media impacts a growing interest in academics and engagements in colleges and universities and will be a force in education in the future with more and more schools [3, 9], therefore the academe must create plausible measures on internet within school premises so that abusive usage will be avoided and that positive goals of web browsing will be realized. As observed nowadays, tremendous use of internet and increasing demand on website [10] and modern technology have been implemented into classroom instruction in order for students to develop the skills needed in the new digital society [11]. Because the influence of online video is so strong [12], thus requiring educators to be vigilant on appropriate online sources and website links. This result stresses that the idea of net visits outside school is good but organization of possible ways for free internet access inside the school with surfing policies and website restrictions is much better as students have more time in school to become involved [13] and more active participation with peers, groups, and in class [14].

Table 2: Constraints of using YouTube.

Constraints	Campus 1	Campus 2	Campus 3	Campus 4	P-value
Lack of knowledge on computer technology	2.43	2.33	2.39	2.46	0.09
Lack or limited exposure on how to manipulate a computer	2.48	2.37	2.56	2.41	0.10
Economic reliability	3.05	2.86	2.87	2.80	0.07
Infrastructure or school facilities	3.12	3.03	3.02	2.97	0.05
ICT skills and training of laboratory staff	3.15	2.98	2.89	3.09	0.05
Power supply or electricity interruption	3.17	3.07	2.91	2.96	0.05
Internet connectivity	3.66	3.30	3.24	3.05	0.04
Aggregated mean	2.82		2.84	3.01	
Standard deviation	0.39		0.28	0.48	

Legend: **Significant ($P < 0.05$)**

Numerical Rating	Adjectival Description
5 – (4.21-5.00)	5 – Strongly Agree (SA)
4 – (3.41-4.20)	4 – Agree (A)
3 – (2.61-3.40)	3 – Uncertain (U)
2 – (1.81-2.60)	2 – Disagree (D)
1 – (1.00-1.80)	1 – Strongly Disagree (SD)

Constraints of YouTube access were presented in Table 2. Infrastructure or school facilities, ICT skills and trainings of laboratory staff, power supply or electricity interruption, and internet connectivity were reasons of respondents not to engage online videos. This means that absence of this social media (SM) platform is a community and school related problem. There is lack of attention on the appropriate technology integration and skills requirements for the laboratory staff to facilitate computer functionalities. State-of-the-art devices are also pre-requisites for well-browsing experience. The inadequacies or absence of these become barriers that would deter learners' interest in enhancing their technology skills, thus observing no enthusiasm to surf for other learning sources. This lack of knowledge and skills as well as time and training is a barrier to use Web 2.0 tools. If these deficiencies are overcome, this social platform could be developed as an innovative and effective tool for teaching each other to progress learning [15]. Since educators have responsibility to prepare students for the future and technology is a very real component of that future [3], school officials should convene for possible solutions addressing these problems. This result suggests that necessary measures could be observed in order to increase literacy of laboratory staff to mentor or influence students. As this invention cannot be inevitable, it purports the growth of online video is beneficial for those who teach and learn online, as access to video on a broad spectrum of topics becomes increasingly available [16]. Moreover, YouTube is an innovative move to incorporate teaching and learning using video. As a result, this SM platform could be under consideration of the academic institution to be effective tool in raising knowledge and computer literacy of the laboratory staff and students [17].

Table 3: Activities upon YouTube usage.

YouTube Activities	Campus 1	Campus 2	Campus 3	Campus 4	P-value
I share photographic images for academic purposes.	3.34	2.91	3.29	3.15	0.04
I share video content to support learning among peers.	3.10	2.97	3.20	3.48	0.05
I download resources to support my learning.	3.72	3.57	3.80	3.91	0.03
I view materials to reinforce understanding of lessons discussed in class.	3.74	3.47	3.56	3.94	0.03
I utilize video clips for reports in class.	3.36	3.03	3.29	3.28	0.04
I subscribe ideas or concepts related to my academic needs.	3.67	3.46	3.49	3.77	0.03
I interact with peers in the net to maintain active and collaborative learning activities.	3.32	4.01	3.36	3.49	0.05
I connect and share innovative ideas in the net.	3.25	3.07	3.58	3.40	0.05
I create digital posters and brochures for personal and peer use.	2.85	2.58	2.96	2.89	0.07
I contribute music and tutorial videos in the net for my peers to utilize.	2.95	3.02	2.64	2.77	0.06
Aggregated mean	3.33		3.32	3.41	
Standard deviation	0.31		0.33	0.53	

Legend: **Significant ($P < 0.05$)**

Numerical Rating	Adjectival Description
5 – (4.21-5.00)	5 – Strongly Agree (SA)
4 – (3.41-4.20)	4 – Agree (A)
3 – (2.61-3.40)	3 – Uncertain (U)
2 – (1.81-2.60)	2 – Disagree (D)
1 – (1.00-1.80)	1 – Strongly Disagree (SD)

Sharing photographic images and video content for academic purposes and support learning among peers, downloading resources to support learning, viewing materials to reinforce understanding of lessons discussed in class, utilizing video clips for reports in class, subscribing ideas or concepts related to academic needs, interacting with peers in the net to maintain collaborative learning activities, connecting and sharing innovative ideas in the net were respondents' YouTube activities observed (Table 3). This signifies that respondents used the website to expedient social and academic purposes through considering it as active facilitating tool. This supports the claim that YouTube has

developed more engaged students, therefore, YouTube needs to be embraced [9]. This is also agreed that YouTube has contributed supplementary content in the users. The use of YouTube videos to supplement social discussion and learning is observed in the respondents [16].

Involvement of SM platform in performing individual and group work in schools is evident and this will say that there is positive consequence for teaching with YouTube [19]. Given that the content on YouTube can be uploaded by anyone, future work could be devoted toward information literacy and evaluation of YouTube video content [20]. Certain chances of peer and group discussion with more accurate and reliable information could be more observed because of this mainstream media. This study asserts that educators could look for possibilities to incorporate YouTube in their classes and certain plans could be made in the promotion of a conducive surfing experience inside the school.

Benefits of YouTube usage were discussed in Table 4. As shown, learning to choose video material presentations that suit or relate interest, level, and ability, developing various skills in selecting forms of arts and entertainment for self-growth, generating interest and reflections that give tutorial, techniques, and etc., getting a sense of control and personal success whenever shared updated and reliable information to peers, appreciating updates and outputs shared from peers, submitting IT related outputs in class, learning how to access efficiently, evaluate critically, and use information accurately, realizing the cost-free of YouTube's information content, log-in's, and convenience, valuing importance of accomplishing individual and group work, demonstrating continuous interest in learning whenever newly developed outputs are appreciated and recognized in the academe, valuing the usefulness of outputs and inspiring others to do better outputs within the academe, refraining from tardiness, absences, and dropping out whenever IT learning challenges arise, creating personal well-being through independent lifelong learning, and learning to participate actively in class discussions were good contributions of YouTube to the respondents. This imbues that it helps respondents in the promotion of interest, assistance, entertainment, development of self, and evaluation of online material and tasks individually done or within groups. This also promotes creative and innovative skills of the students as they are capturing up-to-date knowledge and skills from their teachers and the indirect experiences as well.

Moreover, one of the obvious benefits of using YouTube in education is that it provides online access to vast quantities of free public video on a broad spectrum of topics, thus is a simple matter to link to or embed YouTube videos in online course content or discussion forum [8]. This online experience could become habitual habit of the respondents upon searching for additional knowledge of their lessons and thus enhances students' perception of learning efficacy and increases engagement [19]. This proves YouTube videos as an effective tool and useful source of educational content to enhance performance, learning, and engagement [20]. While knowing that this contributes social and academic benefits to students, this must be used to enhance learning activity rather than its use in the learning activity [17]. It is suggested that future research could be conducted focusing the influence of online technology to academic performance of the students and materials they have used to surf to fully boost social and learning benefits.

Table 4: Benefits of YouTube usage.

Benefits of YouTube Activities	Campus 1	Campus 2	Campus 3	Campus 4	P-value
I learn to choose critically video material presentations that suit or relate ones interest, level and ability.	3.55	3.70	3.91	3.82	0.04
I develop various skills in selecting forms of arts and entertainment for self-growth.	3.66	3.48	3.76	3.69	0.04
I generate interest and reflections on the videos that give tutorial, techniques, and etc.	3.77	3.78	4.11	3.86	0.03
I get a sense of control and a sense of personal success whenever I share updated and reliable information to peers.	3.45	3.12	3.75	3.49	0.04
I appreciate the updates and outputs shared by peers.	3.55	3.40	3.67	3.65	0.04
I submit required IT related outputs on time in class.	4.00	3.43	3.98	3.69	0.03
I learn how to access efficiently, evaluate critically and use information accurately.	3.87	3.37	3.93	3.66	0.03
I realize the cost-free of Youtubing, its information content, no log-in's, and convenience.	3.43	3.24	3.67	3.40	0.04
I value the importance of accomplishing individual and group work regularly.	3.69	3.52	3.69	3.80	0.03
I join competitions in school activities involving media skills.	3.05	2.87	3.29	2.80	0.06
I demonstrate continuous interest in learning for more whenever newly developed outputs are appreciated or recognized in the academe.	3.36	3.16	3.49	3.52	0.04
I value the usefulness of outputs and inspire others to do better outputs within the academe.	3.65	3.42	3.62	3.85	0.04
I refrain from tardiness, absences and dropping out whenever IT learning challenges arise.	3.16	3.04	3.58	3.49	0.05
I create personal well-being through independent lifelong learning.	3.58	3.26	3.73	3.71	0.04
I learn to participate actively in discussions.	3.92	3.47	4.00	4.08	0.03
Aggregated mean	3.58		3.99	3.63	
Standard deviation	0.26		0.21	0.51	

Legend: **Significant (P < 0.05)**

Numerical Rating	Adjectival Description
5 – (4.21-5.00)	5 – Strongly Agree (SA)
4 – (3.41-4.20)	4 – Agree (A)
3 – (2.61-3.40)	3 – Uncertain (U)
2 – (1.81-2.60)	2 – Disagree (D)
1 – (1.00-1.80)	1 – Strongly Disagree (SD)

4. Conclusion

There is a little or lack of attention on internet availability and skills and training of laboratory staff in the school. However, respondents have initiatives in surfing YouTube outside school premises which allow them to enhance computer skills and enjoy relevant surfing activities and benefits. With students spending more hours in school than other setting, necessary actions must be taken to considerations regarding internet connections andskill and training inadequacy. Further, due to evident social and academic purposes and other literacy skills upon SM utilization, educators could set standards on video materials used and website restrictions whenever internet service is available to avoid inimical usage.

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