



# A Study on the Benefits of YouTube Videos in the Digital Age for Undergraduate Students in Maharaja's and Yuvaraja's College, University of Mysore, Karnataka

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## Abstract:

*The idea of learning has been completely transformed in terms of tactics, settings, and techniques because of developments in information and communication technologies, which are the most amazing resources for education in the twenty-first century. This essay seeks to understand the motivations and inclinations behind the undergraduate YouTube video usage of Maharaja's and Yuvaraja's College, University of Mysore students. To determine how YouTube videos may be used as an additional resource to help with learning, fostering cultural awareness, and achieving positive behavioral effects. To gather the data, a survey-based quantitative research design was used. The anova test was performed to ensure that the results were simple and clear after the data were analyzed using frequency, percentage, mean, and standard deviation. All things considered, 89.09 percent of the participants are aware of how YouTube videos are used in their moral, cultural, and educational lives. 1.36 SD, or 68.06, is the mean value for entertainment. Sincerity and accuracy in the data, with a standard deviation of 67.44 and a mean value of 1.90 The findings show how the students feel about using instructional YouTube videos, which are highly beneficial.*

**Keywords:** YouTube; Videos; Undergraduate students; Social Media; E-learning; Video-sharing

## 1.0. Introduction:

Today's educators and learners have access to a wide range of technological tools for skill development and instruction. Students may use YouTube to make videos that they can post to the platform. This can be entertaining and educational for them, and if they establish a channel and consistently post videos that receive a large number of views, they may even be able to get some revenue from the website. Through a variety of interactive exercises, students would be helped to generate engaging ideas throughout the learning process enthusiasm, inventiveness, and drive during the educational process You Tube Users can watch, upload, and share videos on the well-known

website YouTube. One extremely well-liked Web 2.0 new media platform is YouTube (Duffy, 2008). Because of its qualities, educators are using YouTube more and more as a pedagogical resource. Online video repositories like Vimeo, TeacherTube, and YouTube are where videos can be found. Video clips from a wide range of content, such as amateur video, music videos, films, TV shows, vlogs, and instructional videos, can be downloaded, viewed, and shared by users. When videos are shared and comments and other forms of interaction happen on the site, YouTube turns into a social media platform. (DeWitt, et al. 2013). Data exchange (voice, text, images, audios, videos, files, and so forth) is a part of communication, and web technologies and the Internet make this easy to transmit. These advantages do, however, come with certain difficulties. Many studies have found negative perceptions about the use of YouTube videos from technical, psychological, and physiological aspects because the majority of the videos are used in online learning settings. In light of the advantages and difficulties associated with YouTube as a learning tool, it is imperative to delineate the findings of prior research in order to furnish a YouTube usage.

## 2.0. Objectives:

1. To ascertain the purpose of the use of YouTube videos
2. To determine the advantages that students receive from watching YouTube videos
3. To prominent negatives & Quality of YouTube videos watching by the students

## 3.0. Scope, Limitations and Methodology:

The study covers only undergraduate degree college students of University of Mysore, Karnataka. We searched and downloaded pertinent articles from major bibliographic databases such as Google Scholar, LISA, LISTA, Emerald Insight, J-gate, and the Internet. Additionally, the survey method was used, collecting data through the use of questionnaires. Students at University of Mysore degree colleges, including Yuvraja's Science College and Maharaja's Arts College, were given a structured questionnaire. 196 (89.09.00%) completed questionnaires were obtained out of the 220 that were given to the students. 104 (90.43%) of the 110 questionnaires that were distributed at Maharaja's Arts College and 92 (83.64%) of the 110 questionnaires that were distributed at Yuvraja's Science College were returned. In addition to questionnaire method, interview schedule and observation methods were also used to collect required information as a supplement to the questionnaire method to bring more clarity to the data which are essential and use for analysis and interpretation of data.

## 4.0. Data analysis and Interpretations:

The data was collected by different methods were analyzed and interpreted and same has been presented in the following tables

### 4.1: Demographic characteristics of the study population

Table 4.1 provides a summary of the study population's demographic traits pertaining to gender and college. Table 1 shows that 104 respondents, (90.43%) are students at Maharaja's College. 92 respondents, (83.64%) of the students from Yuvraja's Science College, came next. There were 41 (74.55%) female respondents and 155 (93.94%) male respondents.

Colleges	Questionnaire Distributed	Questionnaire Received	%
Maharaja's College	110	104	90.43
Yuvaraja's College	110	92	83.64
<b>Total</b>	<b>220</b>	<b>196</b>	<b>89.09</b>
Male	165	155	93.94
Female	55	41	74.55

#### 4.2: Purpose of Use of YouTube Videos

Table 4.2 reveals that 135 students (68.88%) use their time for entertainment, with a mean value of 1.36 and a standard deviation of 0.568; These students are followed by 187 students (95.41%) who watch videos, with a mean value of 1.06 and a standard deviation of 0.298; 191 students (97.45%) use their time for education and learning, with a mean value of 1.04 and a standard deviation of 0.235; 109 students (55.61%) engage in sports and cultural activities; 123 students (62.76%) use their time for sharing and learning new things; 79 students (40.31%) use a platform to publish videos, with a mean value of 2.14 and a standard deviation of 0.808; and 98 students (50.00%) use religious/political news; respectively.

Purposes	Agree	To some extent	Disagree	Mean	SD
Entertainment	<b>135(68.88)</b>	52(26.53)	9(4.59)	1.36	0.568
Watching Videos	<b>187(95.41)</b>	6(03.06)	3(01.53)	1.06	0.298
Education and Learning	<b>191(97.45)</b>	3(01.53)	2(01.02)	1.04	0.235
Sports/ Cultural activities	58(29.59)	<b>109(55.61)</b>	29(14.80)	1.85	0.651
Share & learn new things	<b>123(62.76)</b>	62(31.63)	11(05.61)	1.43	0.599
Platform to publish Videos	52(26.53)	65(33.16)	<b>79(40.31)</b>	<b>2.14</b>	<b>0.808</b>
Religious/ Political News	27(13.78)	71(36.22)	<b>98(50.00)</b>	<b>2.36</b>	0.714
Fitness and Health	<b>129(65.82)</b>	28(14.29)	39(19.90)	1.54	<b>0.806</b>
Science & Technology innovations	<b>142(72.45)</b>	31(15.82)	23(11.73)	1.39	0.690
Videos Marketing	67(34.18)	<b>90(45.92)</b>	39(19.90)	1.86	0.723
Movie trailers	<b>93(47.45)</b>	82(41.84)	21(10.71)	1.63	0.670
Travel and Adventure	58(29.59)	<b>106(54.08)</b>	32(16.33)	1.87	0.666
Motivation and Inspiration	<b>129(65.82)</b>	53(27.04)	14(07.14)	1.41	0.622
Activism and Awareness	<b>96(48.98)</b>	81(41.33)	19(09.69)	1.61	0.659
Economic/self-growth	59(30.10)	<b>73(37.24)</b>	64(32.65)	2.06	0.794
Information and News	<b>168(85.71)</b>	17(08.67)	11(05.61)	1.20	0.523
Language Learning	<b>183(93.37)</b>	9(04.59)	4(02.04)	1.09	81.53
Career Development	<b>162(82.65)</b>	21(10.71)	13(06.63)	1.24	73.53
Art and Creativity	69(35.20)	<b>88(44.90)</b>	39(19.90)	1.85	68.54
Community Building	73(37.24)	<b>79(40.31)</b>	44(22.45)	1.85	66.77

**Note:** Figures in parentheses indicate percentage

#### 4.3: The most prominent advantages of YouTube from the respondent's point of view

According to Table 4.3, most of the students 157, (80.10%) agreed that easy accessibility is one of YouTube's most notable benefits. Another prominent benefit, mentioned by 139 (70.92%) of students, is that it is somewhat cost-free. Agree to the ease of obtaining information was expressed by 146 students (74.49%), the benefit of the ease of obtaining information by 153 students (78.06%), and the ease of sharing and recognizing the

news and issues in our community by 169 (86.22%). A total of 92 people (46.94%) expressed the opinion that, to a certain degree, to connect with a wider audience, 83 students (42.35%) agreed, and 102 students (52.04%) thought that backlinks were important to some degree.

**Chi squared is 509.15. Significant at  $p < 0.05$ , the p-value is 0.0000.**

Advantages	Agree	To some extent	Disagree
Easy Accessibility	157(80.10)	27(13.78)	12(06.12)
Free of cost	34(17.35)	139(70.92)	23(11.73)
Ease of obtaining information	146(74.49)	31(15.82)	19(09.69)
Ease of use & Sharing	153(78.06)	32(16.33)	11(05.61)
Knowing the news and issues around us	169(86.22)	19(09.69)	8(04.08)
Exchanging information and experiences	65(33.16)	92(46.94)	39(19.90)
connect more audience	83(42.35)	45(22.96)	68(34.69)
Backlinks	83(42.35)	102(52.04)	11(05.61)
<b>Note:</b> Figures in parentheses indicate percentage			
<b>Chi-square =509.15</b>	<b>The p-value is 0.0000. significant at <math>p &lt; 0.05</math>.</b>		

#### 4.4: The most prominent negatives of YouTube from the respondent's point of view

Table 4.4: The majority of students, 158 (80.61%), felt that there were some negative aspects related to quality and copyright issues about YouTube, while 163 (83.16%) felt that there were some negative aspects related to spreading rumors. 89 students (45.41%) said the content was inappropriate, and 88 students (44.90%) said the time investment 134 students, (68.37 %) agreed that equipment was necessary. 109 students (55.61%) believed that patience was somewhat needed, while 96 students (48.98%) believed that extremist ideas were being spread. 153 students, (78.06%), felt that there was some lack of control; 143 (72.96%) felt that there was some negative influence on academic achievement; and 102 (50.02%) agreed that there was a violation of personal freedoms.

Negatives	Agree	To some extent	Disagree
Quality and Copyright issues	29(14.80)	158(80.61)	9(04.59)
Spreading rumors	22(11.22)	163(83.16)	11(05.61)
Inappropriate content	89(45.41)	84(42.86)	23(11.73)
Time investment	88(44.90)	69(35.20)	39(19.90)
Equipment needed	134(68.37)	42(21.43)	20(10.20)
Technical skills required	96(48.98)	49(25.00)	51(26.02)
Spreading extremist ideas	96(48.98)	71(36.22)	29(14.80)
Patience required	61(31.12)	109(55.61)	26(13.27)
Lack of control	32(16.33)	153(78.06)	11(05.61)
Negative impact on academic achievement	12(06.12)	143(72.96)	41(20.92)
Violation of personal freedoms	102(50.02)	51(26.02)	43(21.94)
<b>Note:</b> Figures in parentheses indicate percentage			

#### 4.4.1: The most prominent negatives of YouTube: One-Way ANOVA

The test statistic is the F value of 10.5476. Using an  $\alpha$  of 0.05, since the test statistic is much larger than the critical value, we reject the null hypothesis of equal population means and conclude that there is a (statistically)

significant difference among the population means. The p-value for 10.5476 is 00034, so the test statistic is significant at that level.

Source	SS	df	MS	
Between-treatments	28540.7879	2	14270.3939	$F = 10.5476$
Within-treatments	40588.5455	30	1352.9515	
Total	69129.3333	32		
The f-ratio value is 10.5476. The p-value is .00034. The result is significant at $p < .05$ .				

#### 4.5: Quality of YouTube Watching Videos by the students

Table 4.5 indicates that the majority of respondents, 117 (59.69%), thought the quality of the videos they watched on YouTube was very good, followed by 45 (22.96%) who thought it was excellent. About 21 (10.71%) of the students who responded thought the quality of the YouTube videos they watched was good, 08 (4.085) thought it was fair, and 05 (2.55%) thought it was poor.

Quality of YouTube Videos	Frequency	%
Excellent	45	22.96
Very good	117	59.69
Good	21	10.71
Fair	08	4.08
Poor	05	2.55

#### 4.6: The suggestions by respondents to make better use of YouTube:

Table 4.6 shows that the majority of students' YouTube video recommendations 136 (69.39%) students agreed that users should respect others' privacy; mean value of 1.40 and SD of 0.652; 93 (47.45%) students agreed that clear and quality recording is important; mean value of 1.67 and SD of 0.720; 78 (39.80%) students opined about ideas to agree about honesty and accuracy in the information provided to some extent; and 128 (65.31%) students regarding suggestions to agree about fighting rumors. 87 (44.39%) of students said they agreed to some extent to use a unique thumbnail, with a mean value of 1.81 and an SD of 0.723; 99 (50.51%) of students said they agreed to disclose misleading and extreme ideas; and 139 (70.92%) of students expressed their opinions. The YouTube website allows users to interact with others in a flexible way, according to 93 (47.45%) of students who expressed agreement and the mean value for archiving past videos is 1.67, with a standard deviation of 0.720.

Suggestions	Agree	To some extent	Disagree	Mean	SD
Honesty and accuracy in the information provided	69(35.20)	<b>78(39.80)</b>	49(25.00)	1.90	0.771
Fight rumors	<b>128(65.31)</b>	53(27.04)	15(07.65)	1.42	0.632
Users respect the privacy of others	<b>136(69.39)</b>	42(21.43)	18(09.18)	1.40	0.652
Clear & Quality Recording	90(45.92)	<b>93(47.45)</b>	13(06.63)	1.61	0.611
Disclose misleading and extremist ideas	<b>99(50.51)</b>	64(32.65)	33(16.84)	1.66	0.750
Use a Unique Thumbnail	73(37.24)	<b>87(44.39)</b>	36(18.37)	1.81	0.723
YouTube website is flexible to interact with others	<b>139(70.92)</b>	43(21.94)	14(07.14)	1.36	0.613
Archiving past Video	<b>93(47.45)</b>	74(37.76)	29(14.80)	1.67	0.720
<b>Note:</b> Figures in parentheses indicate percentage					

## 5.0. Major findings

1. (90.43%) are students at Maharaja's College. 92 respondents, (83.64%) of the students from Yuvraja's Science College, came next. There were 41 (74.55%) female respondents and 155 (93.94%) male respondents.
2. Majority of 191 students (97.45%) use their time for education and learning, with a mean value of 1.04 and a standard deviation of 84.96;
3. 169 (86.22%) respondents opined that agree to Knowing the news and issues around us.
4. 158(80.61) respondents opined that to some extent to Quality and Copyright issues about negative of YouTube.
5. Majority of respondents, 117 (59.69%), thought the quality of the videos they watched on YouTube was very good,
6. Majority of 139(70.92) respondents, suggestions to YouTube website is flexible to interact with others , followed by 136(69.39) respondents, suggestions to users respect the privacy of others .

## 6.0. Recommendations

Based on the results of the study the following recommendations are made for effective use of youtube videos are:

1. Those academic institutions' media centers and colleges embrace empirical research on all societal groups' interactions with YouTube.
2. The audience and its relationship to YouTube and its contents are subjects that should be studied further by researchers.
3. To make better use of the applications for information and communication technology that are currently available, university administrations ought to implement user training programs.
4. Scholars ought to investigate how YouTube affects conventional media and the social values it promotes.
5. Examining and evaluating social media content from a variety of angles, including political, economic, social, religious, cultural, and scientific

## 7.0. Conclusion

The present study expands upon the positive conclusions drawn by previous researchers about the benefits that students experienced from viewing YouTube videos. For their own educational needs and research, students should be proficient YouTube video creators. In the future, it is recommended that educational video creators consider the benefits and usage patterns of their students. It has been suggested that students can improve their tone and word pronunciation by watching YouTube videos. Long videos are tedious to watch, though, and students find that watching YouTube videos aids in their learning when they aren't ready for independent study during their teachers' absence. This is where the logic of the current study begins to emerge. Because the overview of the benefits and challenges will provide insights that can both familiarize educators and scholars with some potential challenges that may arise and encourage them to use YouTube videos in their work. Parents may benefit from this study by learning that watching YouTube videos isn't always a bad thing. Pointing it in the right direction can help with learning.

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