

Shifting to Virtual Learning: Exploring the Efficiency of YouTube for Educational Learning During Covid-19

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ABSTRACT

In the Covid-19, learning trends shifted to online media. The study aimed to explore the efficiency of YouTube for academic purpose. Study was survey based and data was collected from YouTubers who used YouTube for their academic purpose. Using purposive sample technique, data was collected from 182 individuals who used YouTube for the educational purpose. Findings of the study revealed that online media especially YouTube found more effective tool of academic leaning among the public during Covid-19. The study concluded that advancement of technology has proved more effective for learning during the institutional closure during the pandemic.

Keywords: YouTube, Educational Learning, Covid-19.

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Introduction

Social Media especially YouTube considered as an important tool of society which is used by majority of people in the 21st century especially by youths for different purposes. Everyone uses it to fulfill their needs. During corona outbreak the educational institutions focuses online education system. The educational institutes and top trending YouTube channels regarding education focuses on online learning (Safdar et al., 2020; Safdar et al., 2020a).

YouTube is platform that has broad reach and joining in standard society for long-lasting learning tendencies for online clients can't be downplayed (Cho, 2013). YouTube finds a way into the long continuum of library media assortments in an open-access stage (Safdar et al., 2020b).

Educating learning action was a transient help which was to be burned-through as it was being conveyed. It was likewise compelled beforehand by geological area – educator and student being at a similar spot (Chintalapati & Daruri, 2017; Safdar et al., 2018; Khan et al., 2018). The appearance of innovation has permitted some room for these existence limitations. The printed books, recorded talks, explicit learning helps, and so on permit student's the opportunity to decide the learning speed. YouTube is a substance network with arrangement for people to post their own personal User Generated Content (UGC) for use by different clients. However, well known as an amusement medium, it has gotten an important learning asset and is being considered as an option in contrast to composed content facilitated by various sites and online journals. Be that as it may, there is no scale to quantify the conduct aims of the clients to utilize YouTube as a Learning Resource and no model to comprehend the components impacting this social expectation (Shabir et al., 2014; Shabir et al., 2015).

In order to improve education, teachers use modern creativity. The customer's content website YouTube is a late mechanical improvement to be made. YouTube graphics increased undergraduate participation, fundamental focus and facilitated deeper learning. These recordings could be taken from one location to the understudy any time of the day. There are a few limits to the use of YouTube, particularly with regard to uncontrolled drugs, for education and adaptation (Clifton & Mann, 2011; Shabir et al., 2015b; Shabir et al., 2015c).

Given the value of using video and visual resources for education, a few schools use YouTube as a comprehensive educational device. YouTube's use for learning, their related implementation principles and related elements that enable them to use YouTube for academic learning is accepted (Moghavvemi et al., 2018) Scholastic learning is a part of the core rules for the use of YouTube. YouTube as an important tool for updating the learning experience if the video is certainly applicable to the topic at hand. It is suggested that teachers include YouTube in their individual courses to benefit from their characteristic points of interest in collecting/instructing (Shabir et al., 2014b; Shabir et al., 2014c).

Online learning tools like YouTube perceive the possibility to utilize the organizations as both promoting devices and learning apparatuses (Gilroy, 2010). Heather Mansfield, who claims a counseling business, enables schools and colleges to utilize Myspace, Twitter, Facebook, and YouTube to propel their online correspondences and advancement procedures. "The thing with higher ed and online media is that universities really don't comprehend that they must choose between limited options whether they need to utilize web-based media,". Mansfield accepts that it is significant for universities to construct an online network where the understudies are—and that implies having accounts on social media (Shabir et al., 2014d).

Significance of the Study

YouTube play an important role in educational activities. This study has conducted to examine that what issues and difficulties faced students during online study. As there is not a study to highlight the role of YouTube in educational activities. This study is conducted to fill this gap in literature. In Pakistan, few studies have been conducted to know about the efficiency of social media in educational learning especially YouTube.

Objectives of the Study

1. The aim of this study was to find out the role of YouTube in education learning that how educational organizations or educational professionals utilize YouTube to fulfill educational needs of students.
2. This study was also designed to dig out advantages and disadvantages of YouTube for online learning. During corona outbreak educational organizations focused online learning this study also investigated the advantages and disadvantages of online education system.

Hypotheses

H 1: YouTube is effective source of learning during covid-19.

H 2: Visual learning provides alternative way of learning.

Literature Review

Cho (2013) In spite of the fact that YouTube is still in its undeveloped stages as another expansion to the computerized administrations of scholastic libraries, it is extremely integral asset for web-based learning and as a feature of an advanced assortments, permitting scholarly libraries to use it as a correspondence stage to collaborate with personnel, staff, and understudies in new and energizing ways. It is regularly troublesome in scholastic libraries to increase the value of the instructive experience of understudies outside of the dividers of a library, especially as the site and online inventory are frequently the main methods for a virtual presence. This kind of commitment isn't sufficient for students who visit the library landing page just to peruse for library hours or accessibility of books and examination articles.

Roodt and Peier (2013) The internet generation, being the age brought into the world after 1982, are supposed as their appearance concurred with the rise of computerized innovation, for example, the web and PCs. Examination proposes that this age of people have various styles of learning because of their solace with and utilization of advanced innovation. Along these lines, instructing and drawing in the Next Generation has become a test looked by advanced education organizations. Different recommendations have been made so as to instruct and draw in the Next Generation. One of these proposals has been the utilization of Web 2.0 components, for example, YouTube, online journals and wikis inside and outside the study hall. This examination paper invest-entryways the utilization of YouTube in the homeroom for the commitment of Net Generation understudies for a long term under-graduate course at the University. Previously, an absence of interest in the course has prompted understudies being withdrawn. This exploration intended to recognize whether the utilization of YouTube in the study hall affected the commitment of Net Generation understudies.

Barry et al., (2016) Most are eager to consolidate their online presence with their degree programs by drawing in with course materials and sharing their insight freely utilizing these platforms. This coordination to web-based media into undergrad learning, and the perspectives and outlook of Gen C, who regularly creates and distributes websites, digital recordings, and recordings on the web, has changed conventional learning draws near and the understudy/educator relationship. To measure this, second year undergrad-ate clinical and radiation treatment understudies (n= 73) were reviewed with respect to their utilization of online web-based media corresponding to life systems learning. By far most of understudies had utilized online stages to source data with 78% utilizing YouTube as their essential wellspring of life structures related video cuts. These discoveries recommend that the scholastic life systems network may discover an incentive in the joining of online media into mixed mastering approaches in life structures programs. This will guarantee proceeded with association with the YouTube age of understudies while additionally considering scholarly and moral oversight with respect to the utilization or online video cuts whose provenance may not in any case be known.

Almobarraz (2018) Having established YouTube as a data base for their learning, the study discussed the acknowledgement, mentalities and encounters of college understudies. Educators are also analyzed for the use of YouTube for lessons. The use of a survey system to configure the quantitative review based on a study strategy, the data was collected and analyzed with a clear rate and recurrence. The overall results showed that YouTube use has an understatement dedication in the homeroom in this exam Understudies have overcome their interpretation of the importance of YouTube. However, educators do not seem to have uplifting mentalities to enter YouTube in schools. In view of the fact that Contemplates is not there to pay attention to the use of university video sharing websites in Saudi Arabia the use of online media devices is difficult.

Smith (2014) Web-based media give a novel field where scientific experts can discuss straightforwardly with a global crowd from a wide scope of foundations. Specifically, YouTube offers a rich climate through which understudies of science and individuals from the overall population can be locked in, and chemo phobia can be tended to. Research stated that advancement of a YouTube channel intended to illuminate and connect by (I) giving amendment material to understudies of science and (ii) contacting no chemists and nontraditional students through the use of science in a true setting. Notwithstanding this educator led approach (I Tube), the dynamic utilization of YouTube has been created as an instructive device for college understudies. In a module on polymer science, understudies could pick, rather than composing a magazine-style article, to make a YouTube video. The understudies making recordings (YouTube) thought that it was considerably more pleasant than the individuals who composed articles and furthermore increased further instructive advantages: creating public commitment and introduction abilities, improving their imagination, and in any event, getting engaged as worldwide instructors in their own personal right. The profoundly intuitive nature of YouTube, in which clients can remark, furnishes the crowd with a voice, and all things considered, an online substance network (We Tube) starts to immediately rise.

Jaffar (2012) The utilization of online informal communities in clinical training can rebuild and improve life structures educating and learning; one such organization is the video-sharing website YouTube. Restricted examination in the writing exists on the utilization of YouTube as a stage for life structures instruction. The point of this investigation is to survey understudy's observations and examples of use of this asset, just as the adequacy of YouTube recordings inside an issue-based learning, the examination was directed on 91 second-year clinical understudies for whom video joins were proposed all through the scholarly year. The results showed that 98% of the understudies utilized YouTube as an online data asset, but in various frequencies. The investigation likewise reports the notoriety of and mindfulness about utilizing YouTube as an informal organization just as in learning. In light of these discoveries, YouTube can be considered as a successful apparatus to upgrade life structures guidance if the recordings are examined, enhanced, and pointed toward course destinations.

Snelson (2011) YouTube has developed to turn into the biggest and most profoundly visited online video-sharing assistance, also, interest in the instructive utilization of YouTube has gotten clear. Resembling the ascent of scholastic interest in YouTube is the development of YouTube grant. This article presented the aftereffects of an audit of 188 companion inspected diary articles and meeting papers with "YouTube" in the title that were distributed somewhere in the range of 2006 and 2009.

Research Methodology

In this analysis, the technique of quantitative methods was used to better understand the respondents' feelings and attitudes. Singh & Bajpai (2007) explained the method of the survey as, "An attempt to look for the status of the phenomenon examined by the researcher. It is quantitative approach for the data collection.

Population: The population of this study was university students, because of the excessive use of new technology. The researchers explored the importance of YouTube throughout online learning. Differentiated the term population as that it is a bunch of class, from which data is gathered to analyze the issue". (Mertens, 2014).

Sampling: Researchers used purposive sampling for this study. Questionnaire was distributed among 200 university students who used YouTube for academic purposes. In return, 182 questionnaires were received. Hence response rate was 91%.

Data Collection Tool: Data Collection procedures was characterized by Gillham (2008) as, "A strategy utilized for the aggregation of information by the analyst about a specific circumstance or marvels is called as information assortment method". For data collection, Likert Scale based questionnaire was designed in order to seek out the efficiency of YouTube for educational learning. In short to sought out the role of YouTube in online learning.

Data analysis: Data analysis permits us to determine the issues. Researchers utilized SPSS (Statistical package for social sciences) version 21 to affirm objectivity in the consequences of the analysis, the dispersion of information was done in frequencies.

Table 1: *Demographics Characteristics of Respondents*

Sr. No.	Demographic Characteristics	Description of Characteristics	F	%
1	Gender	Male	127	69.8
		Female	55	30.2
	Total		182	100.0
2	Qualification	Bachelor	77	42.3
		Master	83	45.6
		Above Master	22	12.1
	Total		182	100.0
3	Time Spend on	< 5 Hours	134	73.6

YouTube	= 5 Hours	29	15.9
	> 5 Hours	19	10.4
Total		182	100.0

The above table shows the demographic characteristics of respondents. Results showed that 70% male and 30% female were respondents selected as sample from which 42% were bachelor students, 45% were master class students and 12% were MS and PhD level students who were selected as sample. Furthermore, about time spend on YouTube, 73% said they spend less than 5 hours a day in using YouTube, while 15% respondents said you use YouTube 5 hours a day and 10% argued that they use YouTube more than 5 hours per day.

Results

SA=Strongly Agree, A=Agree, N=Neutral, NA=Not Agree, SNA=Strongly Not Agree

Table 2: *YouTube as a source of online learning*

Question	Scale	F	%
YouTube is an effective tool for academic learning	SA	23	12.6
	A	12	6.6
	N	48	26.4
	NA	34	18.7
	SNA	65	35.7
	Total	182	100.0
Active Engagement	SA	40	22.0
	A	91	50.0
	N	41	22.5
	NA	6	3.3
	SNA	4	2.2
	Total	182	100.0
YouTube helped Students during Covid-19	SA	57	31.3
	A	74	40.7
	N	40	22.0
	NA	10	5.5
	SNA	1	.5
	Total	182	100.0
YouTube Visual Efficiency	SA	20	11.0
	A	42	23.1
	N	43	23.6
	NA	30	16.5
	SNA	47	25.8
	Total	182	100.0
Online class better than on campus class	SA	12	6.6
	A	30	16.5
	N	30	16.5
	NA	56	30.8
	SNA	54	29.7
	Total	182	100.0
Online video lectures better in Covid-19	SA	36	19.8
	A	94	51.6
	N	36	19.8
	NA	10	5.5
	SNA	6	3.3

	Total	182	100.0
	SA	11	6.0
	A	22	12.1
Overall satisfaction with YouTube learning	N	54	29.7
	NA	36	19.8
	SNA	59	32.4
	Total	182	100.0

The table shows the YouTube learning during Covid-19. Overall results shows that according to the students, YouTube is a good source of educational learning during Covid-19.

Hypotheses Testing

Table 3: Mean, Standard Deviation, P-value and association of assumed hypothesis (H1)

Hypothesis	M	S.D.	Chi-Square	Df	P-Value	Association
YouTube is effective source of learning during covid-19.	1.12	.712	29.019 ^a	2	.000	Significant

Significant P-value at <0.05

The result showed YouTube as an effective source of learning during covid-19. The mean score (1.12), std. deviation (.712), chi-square value is (29.019) and p-value (.000) showed significant association among assumed hypothesis at <0.05 level. Hence the hypothesis (H1) YouTube is effective source of learning during covid-19 supported.

Table 4: Mean, Standard Deviation, P-value and association of assumed hypothesis (H2)

Hypothesis	M	S.D.	Chi-Square	Df	P-Value	Association
Visual learning provides alternative way of learning.	1.54	.733	23.714 ^a	2	.000	Significant

Significant P-value at <0.05

The result showed learning provides alternative way of learning. The mean score (1.54), std. deviation (.733), chi-square value is (23.714) and p-value (.000) showed significant association among assumed hypothesis at <0.05 level. Hence the hypothesis (H2) visual learning provides alternative way of learning supported.

Discussions

The study found that YouTube playing an important role to maintain educational activities in online learning. The study also revealed that online classes are more effective in Covid-19 era. According to data analysis 36% of the respondents agreed that YouTube is effective tool to fulfill their educational requirements. This study also explored that 50% of the respondents strongly agreed that they actively engaged in YouTube for online learning. The result of the study explored that 41% respondents agreed that YouTube helped the students in COVID-19 and 32% of them found satisfy from YouTube online learning throughout Corona outbreak. The results of the study showed that respondents watch educational visual on YouTube which is trending on YouTube very much and majority of the respondents agreed that YouTube helped promote education.

Conclusion

On the bases of results, researchers found that YouTube is good source of education for students and they are taking a lot of benefit from it. YouTube is become worldwide apparatus that permits learning without

limitations, as it considers dynamic, helpful, and intuitive learning openings. Learning through video on YouTube accomplishes better learning results of PC aptitudes. This investigation pointed toward analyzing the viability of utilizing YouTube to improve learning. YouTube is a powerful apparatus in showing Ability of youth. Most of students and youth learn the education through the YouTube. The scientists in the current examination used YouTube as a basic instrument in showing computer in training abilities. YouTube videos are useful source of education and also improve the quality of education. YouTube offers numerous types to actions like transferring, downloading, seeing, sharing recordings, and trading perspectives and inputs about the seen recordings. It is also concluded that YouTube is excessively used for academic purposes due to the digital market and digital technology.

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Conflict of Interest

Authors have no conflict of interest.

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