

Full Length Research

A Study on the Benefits of YouTube Videos in the Web Age by the Students of Engineering Colleges in Mysore, Karnataka

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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. Total 200 structured questionnaire prepared, simple random techniques was used and each college 50 questionnaire equal distributed among the Students in the selected Engineering colleges, viz : The National Institute of Engineering, JSS Science and Technology University, Vidyavardhaka College of Engineering, ATME College of Engineering, Sri. Jayachamaraja College of Engineering respectively. 180 (90%) filled questionnaire was received back. 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.

Keywords: YouTube Videos; Engineering College; Undergraduate Students; Social Media; E-learning; Video-sharing.

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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. 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. 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.

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. Online video repositories like Vimeo, Teacher Tube, and YouTube are where videos can be found.

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.

Objectives of the study

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

Scope, Limitations and Methodology:

The study covers only by the Students of Engineering Colleges in Mysore, Karnataka.

We searched and downloaded pertinent articles from major bibliographic databases such as Google Scholar, LISA, LISTA, Emerald Insight, J-gate, and the Web. Additionally, the survey method was used, collecting data through the use of questionnaires. Total 200 structured questionnaire prepared, simple random techniques was used and each college 50 questionnaire equal distributed among the Students in the selected Engineering colleges, viz : The National Institute of Engineering, JSS Science and Technology University, Vidyavardhaka College of Engineering, ATME College of Engineering, Sri. Jayachamaraja College of Engineering respectively. 180 (90%) filled questionnaire was received back. 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.

Data analysis and Interpretations:

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

Purpose of Use of YouTube Videos

Table 1 reveals that purpose of use of YouTube videos by the students opined about 'religious/ Political News', with a mean value of 1.92 and a standard deviation of 0.67 followed by 'Motivation and Inspiration' mean value of 1.77 and a standard deviation of 0.57 about 'Information and News', mean value of 1.44 and a standard deviation of 0.46, 'career development', mean value of 1.42 mean value of 0.48 respectively.

Table 1. Purpose of Use of YouTube Videos

Purposes	Mean	SD
Watching Videos	1.04	0.06
Entertainment	1.19	0.21
Education and Learning	1.29	0.31
Share & learn new things	1.38	0.37
Sports/ Cultural activities	1.35	0.34
Platform to publish Videos	1.19	0.45
Religious/ Political News	1.92	0.67
Science & Technology innovations	1.56	0.61
Fitness and Health	1.23	0.35
Travel and Adventure	1.14	0.2
Motivation and Inspiration	1.77	0.59
Information and News	1.44	0.46
Language Learning	1.06	0.09
Career Development	1.42	0.48

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

Table 2, reveals that most prominent advantages of YouTube from the respondent's used scaling method 'Agree', 'To some extent', and 'Disagree', most of the students 163(90.56%) say agreed about 'Ease of obtaining information one of YouTube's' most notable benefits. Another prominent benefit, mentioned by 157(87.22%) of students say agreed about 'Easy Accessibility', followed by 155(86.11%) of students say agreed about 'Exchanging information and experiences', about 05(02.78%) of students say disagree. **Chi squared is 249.205. Significant at $p < 0.01$, the p-value is 0.0000.**

Table 2: Advantages of YouTube from the respondent's

Advantages	Agree	To some extent	Disagree
Easy Accessibility	157(87.22)	15(8.33)	8(4.44)
Free of cost	67(37.22)	59(32.78)	54(30.00)
Ease of obtaining information	163(90.56)	09(05.00)	08(04.44)
Ease of use & Sharing	125(69.44)	43(23.89)	12(06.67)
Knowing the news and issues around us	83(46.11)	62(34.44)	35(19.44)
Exchanging information and experiences	155(86.11)	20(11.11)	05(02.78)
connect more audience	127(70.56)	41(22.78)	12(06.67)
Note: Figures in parentheses indicate percentage			
Chi-square =249.205		The p-value is 0.0000. significant at $p < 0.01$.	

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

Table 4.3: shows that, the majority of students, 155 (80.11%), felt that there were some negative aspects related to 'quality and copyright issues' about YouTube, followed by 19(10.56%) students felt that 'To some extent', while 143(79.44%) of students, felt that agree to 'lack of control', followed by 27(15.00%) students opined that 'to some extent', about 10(05.56%) of students opined that 'disagree', about 136(75.56%) of students opined that agree to 'Spreading extremist ideas', followed by 27(15.00%) students opined to some extent, and 17(9.44%) opined disagree,

Table 3: Most prominent negatives of YouTube from the respondent's

Negatives	Agree	To some extent	Disagree
Quality and Copyright issues	155(86.11)	19(10.56)	16(08.89)
Inappropriate content	109(60.56)	44(24.44)	27(15.00)
Spreading extremist ideas	136(75.56)	27(15.00)	17(9.44)
Patience required	110(61.11)	48(26.67)	22(12.22)
Lack of control	143(79.44)	27(15.00)	10(05.56)
Negative impact on academic achievement	132(73.33)	30(16.67)	18(10.00)
Note: Figures in parentheses indicate percentage			

The most prominent negatives of YouTube: One-Way ANOVA

The test statistic is the F value of 138.9971. Using an α 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 1.13738e-11, so the test statistic is significant at that level.

Table 4. most prominent negatives of YouTube

Source	SS	df	MS	
Between-treatments	59278.9521	2	29639.4761	$F = 138.9971$
Within-treatments	3838.2858	18	213.2381	
Total	63117.2379	20	3155.8619	
p-value equals 1.13738e-11, [$p(x \leq F) = 1$]. It means that the chance of type1 error (rejecting a correct H_0) is small: 1.137e-11 (1.1e-9%) The smaller the p-value the stronger it support H_1				

Quality of YouTube Watching Videos by the students

Table 5. indicates that the majority of respondents, 73(40.56%) students thought the quality of the videos they watched on YouTube was 'very good', followed by 64(35.56%)students who thought it was 'excellent'. About 17 (09.44%) of the students who responded thought the quality of the YouTube videos they watched was 'good', 15 (08.33) thought it was fair, and 11 (06.11%) thought it was poor.

Table 5: Quality of YouTube Watching Videos by the students

Quality of YouTube Videos	Frequency	%
Excellent	64	35.56
Very good	73	40.56
Good	17	09.44
Fair	15	08.33
Poor	11	06.11

The suggestions by respondents to make better use of YouTube:

Table 6. shows that the majority of students' opined about YouTube video recommendations 175(97.22%) students agreed that 'honesty and accuracy in the information provided' followed by students opined 02(01.11%) about 'to some extent' and 03(01.67%) opined about 'disagree'. Followed by 151(83.89%) students opined agree to about 'Use a Unique Thumbnail', 24(13.33) students opined 'to some extent', and 5(02.78%) students opined 'disagree'. 123(68.33%)of students opined 'agree' to say about 'Clear & Quality Recording', followed by 45(25.00%) students of opined 'to some extent' and 12(06.67) students opined 'disagree'. 127(70.56%)of students agreed that 'Users respect the privacy of others', 43(23.89) of 'to some extent' and 10(05.56) of students 'disagree'.68(37.78%) of students opined 'agree' to 'Disclose misleading and extremist ideas' followed by 59(32.78%) of students opined 'to some extent' and 53(29.44%) of students opined 'disagree' and 155(86.11%)of students opined to 'agree' about 'YouTube website is flexible to interact with others', 09(05.00%)of students opined that 'to some extent' and 16(08.89) of students opined that 'disagree'.

Table 6: The suggestions by respondents to make better use of YouTube

Suggestions	Agree	To some extent	Disagree
Honesty and accuracy in the information provided	175(97.22)	2(01.11)	3(01.67)
Use a Unique Thumbnail	151(83.89)	24(13.33)	5(02.78)
Clear & Quality Recording	123(68.33)	45(25.00)	12(06.67)
Users respect the privacy of others	127(70.56)	43(23.89)	10(05.56)
Disclose misleading and extremist ideas	68(37.78)	59(32.78)	53(29.44)
YouTube website is flexible to interact with others	155(86.11)	09(05.00)	16(08.89)

Note: Figures in parentheses indicate percentage

Major findings

1. About 'religious/ Political News', with a mean value of 1.92 and a standard deviation of 0.67 followed by 'Motivation and Inspiration' mean value of 1.77.
2. Majority of the students 163(90.56%) say agreed about 'Ease of obtaining information one of YouTube's' most notable benefits.
3. About 155 (80.11%), felt that there were some negative aspects related to 'quality and copyright issues' about YouTube, followed by 19(10.56%) students felt that 'To some extent',
4. Majority of respondents, 73(40.56%) students thought the quality of the videos they watched on YouTube was 'very good', followed by 64(35.56%) students who thought it was 'excellent'.

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. Examining and evaluating social media content from a variety of angles, including political, economic, social, religious, cultural, and scientific

CONCLUSION

The present study expands upon the positive conclusions drawn by previous researchers about the benefits that students experienced from viewing YouTube videos. 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. Parents may benefit from this study by learning that watching YouTube videos isn't always a bad thing.

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