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Impacts of YouTube Tutorials on Students Education

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Abstract

This study shows how YouTube video tutorials helps in education of universities students. We collect data from undergraduate students who belongs to different departments of 6 universities in Lahore, Pakistan Public, Private & Distance Learning Education Institutions. The sample size consisted of 384 respondents from each category using disproportionate stratified sampling technique of undergraduate students. The effectiveness of YouTube tutorial watchers of undergraduate students of different universities who belongs to different departments was measured using a 13-item questionnaire. The quantitative phase involves a survey administered to a representative sample of university students, utilizing an Agree/Disagree/Neutral scale to assess various dimensions of YouTube's impact. YouTube plays a crucial role in enhancing the educational experience for university students, providing supplementary resources that contribute to a deeper understanding of complex concepts.

Keywords: YouTube, Students, Tutorial, Educational Impact, Concepts.

1. Introduction

On the video-sharing website YouTube, users may view, post, share, and leave comments on videos. Since its founding in 2005, it has grown to become one of the most widely used websites on the internet, with millions of videos posted every day and billions of users. A vast range of content may be found on YouTube, such as documentaries, vlogs, music videos, and tutorials. It has also grown in popularity as a platform for educational information, being used

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by several educational institutions and instructors to provide resources and knowledge to students worldwide.

This study's objective is to examine the various ways that YouTube affects university students' education and how it enhances their educational experiences while also having an impact on their academic performance.

Higher education is progressively integrating digital technology, as students look for additional and alternative alternatives to traditional textbooks and lectures. Students now have an unparalleled chance for self-directed learning thanks to YouTube's extensive library of instructional videos. They may study subjects at their own speed and in a way that best suits their own learning preferences.

YouTube videos are a more entertaining and effective way to complement your education since they are readily available, cost nothing, and provide engaging audio-visual material. In addition to fostering a positive atmosphere, YouTube videos boost students' confidence and drive. As per the research findings, students are more inclined to watch various films on YouTube to enhance their speaking abilities rather than watching documentaries on science. The use of movies in EFL instruction facilitates people's imitation of actors and actresses. Additionally, it has been shown that singing in English while learning a language creates a good atmosphere that increases motivation. A more noteworthy discovery has been made concerning vlogs (Toleuzhan et al., 2023).

There has been a noticeable paradigm change in favor of using web 2 and user-generated content in recent years. Social networking sites like Facebook, YouTube, and Twitter (Mustafa et al., 2020).

One may argue that teaching speaking to kids through real-world English media, like YouTube videos, can help them become more fluent speakers of the language. Additionally, the scope of this study is restricted to how students might enhance their speaking abilities—specifically, their accuracy, vocabulary, syntax, and fluency—by using real English YouTube videos (Muslem et al., 2022).

Examining how university students use YouTube specifically and how it affects their academic journey is crucial as the educational landscape changes. One very well- known website for sharing videos online is YouTube. In addition to being utilized for business and pleasure, it is also used to acquire and distribute knowledge and information about science and medical (Allgaier, 2020).

A thorough examination of every website providing academic video content is outside the purview of this article and has been covered elsewhere (Miller, 2009). This study is well- positioned to make significant contributions to the current discussion on the function of digital platforms in higher education.

YouTube is a website that allows users to publish, share, and watch videos. It offers the most extensive library of user-generated video material, including instructional films, and an intuitive user interface (Jaffar, 2004). I've used a quantitative approach to my study. To gather information, I've made a few questions. I have acquired data from 6 universities of Lahore whose named are: King Edward Medical University, University of the Punjab, University of Management & Technology, Superior University, Virtual University of Pakistan, and Government College University. Actually, YouTube is a lot of different things. YouTube is a for-profit company with a business plan that revolves around the online video-sharing distribution. The company is owned by Google (Burgess & Green, 2009).

The usage of YouTube for education and instruction in both schools and higher education institutions is expected to rise (Snelson & Perkins, 2009). Parents may still follow their children in their education even while they are working because YouTube learning resources are accessible whenever and wherever (Rahmatika, & Yusuf, 2021).

Online education requires connection to an internet network in order to function. Online learning is a type of traditional education that is converted online into a digital version. During a pandemic emergency, online learning is thought to be the sole way for professors and students to communicate and receive content (Rigianti, 2020; Wahyono et al., 2020).

Video lectures may be added to institutional learning in museums and schools by posting them on YouTube. Additionally, participants have the option to participate in DIY teaching (Lange, 2019). YouTube has an extensive library of instructional videos covering almost every topic under the sun. Learning may be flexible and self-paced because tutorials, seminars, and movies are always available to students.

YouTube videos were utilized in the study's university classrooms to summarize material, clarify difficult concepts, give abstract ideas a concrete form, demonstrate suitable actions, and reinforce domain-specific vocabulary (with further contextualization) or further investigation), learn about laboratory testing through simulation (Jackman, 2019).

7. Literature Review

Baravkar et al. (2021) conducted a study on less pertinent tutorial series or marathons can use audience retention, video interaction, and targeted keywords to rank their videos. A video's share count, subscribership, likes, and views are all indicators of video engagement.

Susanti et al. (2022) explored YouTube videos and role play may both be used to increase students' motivation for speaking skills. Several useful strategies for doing so were presented. The first was the use of YouTube videos in role play. Several tactics were used in the video of resolving complaints, including reproduction activities, frozen frame freeze, unscripted role play, and repetition and role play.

Shoufan and Mohamed (2022) assessed a rich, cost-free, user-friendly, and entertaining source of educational material is YouTube. This platform can positively affect students' interest, motivation, engagement, learning outcomes, skills, and competencies when applied appropriately. Adopting constructive attitudes and efficient tactics are components of proper use. Because of its dangers and limitations, this platform is most appropriate for guided instruction, where teachers choose or create the content and incorporate it within a clearly defined, pedagogically driven learning environment.

Kohler and Dietrich (2021) explored videos about science may also be thought of as instructional videos. In light of this, the public is intended to be

informed, taught, or educated through scientific films. This indicates that the creators of a video appear to believe that viewers may be lacking in knowledge on scientific matters. As a result, the paradigm of public comprehension of science applies to instructional films.

Jaffar (2012) in his study found out, 98% among medical students in their second year who were enrolled in a YouTube-supported course on human anatomy reported using the platform as a source of online material, albeit at varying rates. Ninety-two percent of the people who had the YouTube channel for the course concurred or strongly concurred that it improved their understanding of anatomy. The author also came to the conclusion that, when carefully examined, varied, and directed toward course objectives, YouTube may be a useful tool for improving education and fostering autonomous learning in a PBL classroom.

Buzzetto-More (2015) measured use of YouTube as a teaching tool has been demonstrated in this research to be relevant, and its usage is congruent with the Cognitive Theory of Multimedia Learning, which holds that video is especially useful for knowledge development and memory formation. This study aims to motivate online educators to use video sharing platforms in order to produce instructional films with a purpose, accept suitable movies made by others, and integrate video design into student assignments, projects, presentations, and/or conversations.

Pratama et al. (2018) explored YouTube material has a big influence on how well students learn since it's informative and contains instructive information that makes them want to study more. The majority of the study's hypotheses were supported by the data and demonstrated how YouTube helps students learn more effectively when it comes to music creation, particularly audio mastering.

Sharma and Sharma (2021) conducted a study on students' education and learning experiences are greatly impacted by YouTube. It aids in giving the conventional educational system a fresh, intriguing, and inventive dimension. YouTube has made studying and teaching easier for both professors and students. When combined with audiovisual information, even the most difficult thoughts and theories become entertaining. Teachers from all across the world are posting videos on YouTube that allow pupils to see different points of view on the subject. Knowledge, instruction, concepts, and

data from all across the world are accessible online. With YouTube, you have a variety of alternatives when it comes to teachers and instructional methods; you are not restricted to the expertise of a single instructor or style. Visual and conceptual learning take the place of the previous method of rote learning. By educating pupils on how things really happen, this pedagogical approach helps them become more engaged and helps them memorize information.

Moghavvemi et al. (2018) in their study clarified university students' usage patterns of YouTube and their opinions on how useful it is for instruction and learning. The findings demonstrated that a large number of students use YouTube to find solutions to their academic challenges and answers to any queries they may have. Nearly all students utilize YouTube as a resource for learning and information retrieval. It is required due to students' significant usage of IT, familiarity with it, and the efficiency of films as a teaching tool.

Kristiani, and Pradnyadewi (2021) explored YouTube is a useful learning tool for enhancing students' proficiency in the English language, particularly in speaking. Students with introverted personalities might benefit from using YouTube to practice and demonstrate their speaking skills by uploading a video of themselves and receiving comments from friends, teachers, and other users.

Yus and Jayadi (2022) studied perceived utility of YouTube was significantly positively impacted by its perceived ease. Use significantly increased the intention to learn; Perceived ease of use of YouTube did not significantly affect actual learning; Perceived usefulness significantly increased the intention to learn; Perceived usefulness significantly increased actual learning; Facilitating conditions significantly increased the intention to learn; Learning intention significantly increased actual learning; Self-control significantly increased actual learning; and Actual learning significantly increased learning performance. We may infer that students' learning performance can be enhanced by using YouTube as a learning support medium.

3. Hypotheses

When using YouTube videos as part of their learning process, students will show better learning capabilities than when they don't. Their understanding, retention, and application of the material will all show this improvement.

4. Theoretical Framework

The Social Cognitive Theory—which holds that learning happens in a social setting through modeling and observation—will serve as the theoretical foundation for the research article on the Impacts of YouTube Tutorials on students' education. According to this hypothesis, which was created by Albert Bandura, people may pick up new skills and habits by observing others. Students can see teachers or classmates demonstrate ideas and abilities in the setting of YouTube lessons, which may have an impact on their own learning and behavior.

The theoretical framework will also embrace the Cognitive Load Theory. In order to maximize learning, this theory highlights the limitations of working memory and the significance of controlling cognitive load. YouTube lessons have the ability to alter students' cognitive load and learning results due to its multimedia nature and variable levels of complexity.

The research article will investigate how YouTube videos function as a platform for social learning and how they could affect students' cognitive load and learning results by integrating these ideas. The theoretical framework will add to the body of knowledge already available on online learning and instructional design by offering a thorough understanding of the mechanisms via which YouTube videos affect students' education.

5. Methodology

The researcher used a Quantitative approach method to get information from the target population from 6 universities of Lahore whose named are: King Edward Medical University, University of the Punjab, University of Management & Technology, Superior University, Virtual University of Pakistan, and Government College University. Based on 384 replies, our sample size for this study was determined. The researcher created thirteen multiple choice questions in order to collect data. The researcher employed

the sample percentages approach through percentage of analysis to examine their data using SPSS software.

6. Findings

The survey's results, which were determined by descriptive analysis, are listed below:

Table 6.1 *What is your Gender?*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	192	50.0	50.0	50.0
	Female	192	50.0	50.0	100.0
	Total	384	100.0	100.0	

This table indicates that there are two gender kinds in our survey: male and female.There were 192 male and 192 female questions.

Table 6.2 *YouTube tutorials have significantly improved my understanding of academic concepts*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	307	79.9	79.9	79.9
	Disagree	16	4.2	4.2	84.1
	Neutral	61	15.9	15.9	100.0
	Total	384	100.0	100.0	

This table indicates 79.9% students agreed YouTube tutorials helped in improving understandingof academic Concepts. 4.2% students disagreed this statement.

Table 6.3 *The YouTube tutorials I've utilized provide clear and comprehensible explanations of complex concepts*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	294	76.6	76.6	76.6
	Disagree	16	4.2	4.2	80.7
	Neutral	74	19.3	19.3	100.0
	Total	384	100.0	100.0	

This table indicates 76.6% students agreed YouTube tutorials provide clear & comprehensible explanations of complex concepts. 4.2% students disagreed them.

Table 6.4 *YouTube tutorials, with visual aids, have enhanced my ability to visualize and understand challenging concepts*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	273	71.1	71.1	71.1
	Disagree	27	7.0	7.0	78.1
	Neutral	83	21.6	21.6	99.7
	31.00	1	.3	.3	100.0
	Total	384	100.0	100.0	

This table indicates 71.1% students agreed YouTube tutorials enhanced ability to visualize & understand concepts. 7% students disagreed them.

Table 6.5 *The YouTube tutorials I watch are directly relevant to the academic subjects or topics I am currently studying*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	240	62.5	62.5	62.5

	Disagree	47	12.2	12.2	74.7
	Neutral	97	25.3	25.3	100.0
	Total	384	100.0	100.0	

This table indicates 62.2% students agreed YouTube tutorials direct relevant to academic subjects or topics. 12.2% students disagreed them.

Table 6.6 *I find myself more engaged and interested in learning when utilizing YouTube tutorials*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	261	68.0	68.0	68.0
	Disagree	32	8.3	8.3	76.3
	Neutral	91	23.7	23.7	100.0
	Total	384	100.0	100.0	

This table indicates 68% students agreed YouTube tutorials engaged & interested in learning. 8.3% students disagreed them.

Table 6.7 *YouTube tutorials have positively influenced my preparation for exams by improving my conceptual understanding*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	261	68.0	68.0	68.0
	Disagree	37	9.6	9.6	77.6
	Neutral	86	22.4	22.4	100.0
	Total	384	100.0	100.0	

This table indicates 68% students agreed YouTube tutorials helps in preparation of exams by improving concepts. 9.6% students disagreed them.

Table 6.8 *YouTube tutorials accommodate diverse learning styles and contribute to an improvement in my learning ability*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	268	69.8	69.8	69.8
	Disagree	22	5.7	5.7	75.5
	Neutral	94	24.5	24.5	100.0
	Total	384	100.0	100.0	

This table indicates 69.8% students agreed YouTube tutorials accommodate diverse learning & contribute to improvement in learning ability. 5.7% students disagreed them.

Table 6.9 *The self-paced nature of YouTube tutorials enhances my ability to learn and grasp information*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	299	77.9	77.9	77.9
	Disagree	31	8.1	8.1	85.9
	Neutral	54	14.1	14.1	100.0
	Total	384	100.0	100.0	

This table indicates 77.9% students agreed self-paced nature of YouTube tutorials enhance my ability to learn & grasp information. 8.1% students disagreed them.

Table 6.10 *The interactive nature of YouTube tutorials enhances my ability to actively participate and learn*

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Agree	252	65.6	65.6	65.6
	Disagree	26	6.8	6.8	72.4
	Neutral	106	27.6	27.6	100.0
	Total	384	100.0	100.0	

This table indicates 65.6% students agreed interactive nature of YouTube tutorials enhances ability to actively participate & learn. 6.8% students disagreed them.

Table 6.11 *YouTube tutorials help me develop better problem- solving skills in my academic pursuits*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	237	61.7	61.7	61.7
	Disagree	26	6.8	6.8	68.5
	Neutral	121	31.5	31.5	100.0
	Total	384	100.0	100.0	

This table indicates 61.7% students agreed YouTube tutorials help me develop better problem- solving skills in academic pursuits. 6.8% disagreed them.

Table 6.12 *Using YouTube tutorials improves my retention of information compared to other study methods*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	258	67.2	67.2	67.2
	Disagree	35	9.1	9.1	76.3
	Neutral	91	23.7	23.7	100.0
	Total	384	100.0	100.0	

This table indicates 67.2% students agreed YouTube tutorials help to improve retention of information compared to other study of methods. 9.1% disagreed them.

Table 6.13 *I find it easy to balance the use of YouTube tutorials with other study materials to enhance my learning ability*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	262	68.2	68.2	68.2
	Disagree	32	8.3	8.3	76.6
	Neutral	90	23.4	23.4	100.0
	Total	384	100.0	100.0	

This table indicates 68.2% students agreed YouTube tutorials to enhance learning ability. 8.3% students disagreed them.

6. Discussion

A total of 384 YouTube tutorial data was gathered using observers. YouTube tutorials were mostly favored by students. As the result shows that the YouTube tutorials helps in study of students who want to enhance in learning ability & helps to improve concepts of students.

79.9% students agreed that YouTube tutorials helped in improving understanding of academic Concepts. 4.2% students disagreed this statement. YouTube tutorials provide clear & comprehensible explanations of complex concepts. 76.6% students agreed that & 4.2% students disagreed this statement. YouTube tutorials enhanced ability to visualize & understand concepts. 71.1% students agreed & 7% students disagreed this statement. 68% students agreed that YouTube videos engaged & interested in learning. 8.3% students disagreed this statement. Nature of YouTube tutorials enhances ability to actively participate & learn. 65.6% students agreed & 6.8% students disagreed this statement. 77.9% students agreed that self-paced nature of YouTube tutorials enhance my ability to learn & grasp information. 8.1% students disagreed them. YouTube tutorials enhance learning ability.

68.2% students agreed & 8.3% students disagreed this statement. 69.8% students agreed YouTube tutorials accommodate diverse learning & contribute to improvement in learning ability. 5.7% students disagreed them. 77.9% students agreed self-paced nature of YouTube tutorials enhance my ability to learn & grasp information. 8.1% students disagreed them. 65.6% students agreed interactive nature of YouTube tutorials enhances ability to actively participate & learn. 6.8% students disagreed them. 61.7% students agreed YouTube tutorials help me develop better problem- solving skills in academic pursuits. 6.8% disagreed them. 67.2% students agreed YouTube tutorials help to improve retention of information compared to other study of methods. 9.1% disagreed them. 68.2% students agreed YouTube tutorials to enhance learning ability. 8.3% students disagreed them.

7. Conclusion

This study's goal was to investigate the impacts that YouTube tutorials helps in study of students. 13 research questions were grown who examine how YouTube tutorials helps in student learning. We collect data from 6 different universities of Lahore. Yes, YouTube videos are a great resource for students who are trying to understand difficult subjects. The platform works well as a teaching tool because of its accessibility, range of information, and interactive features.

YouTube lessons are an important resource for improving students' learning skills in a variety of areas. The dynamic and easily accessible aspect of the platform adds to a well- rounded educational experience that meets a range of requirements and interests. The availability of YouTube for free lowers the cost barrier to education.

YouTube lessons students should always approach material critically, confirming the reliability of their sources and cross-referencing information as needed. The entire learning process will also be improved by a well-rounded educational strategy that makes use of a range of learning materials. To sum up, YouTube lessons are a useful resource for students who want to improve their learning skills and achieve academic success.

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