

ATTITUDE OF STUDENTS OF LIBRARY AND INFORMATION SCIENCE TOWARDS THE USE OF YOUTUBE FOR LEARNING IN DELTA STATE UNIVERSITY, ABRKA.

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ABSTRACT

This study investigated the attitudes of students in the Library and Information Science programme at Delta State University, Abraka, towards the use of YouTube for learning. Employing a survey research design, the study targeted a population of 334 undergraduate students across 200, 300, and 400 levels. The questionnaire served as the instrument for data collection, and a total enumeration sampling method was adopted. Out of the 334 questionnaire administered, 283 were returned, resulting in a 266-response usable rate, representing an 80% response rate. The findings revealed a positive attitude among respondents towards YouTube as an educational tool, emphasising its significant positive impact on academic work. Notably, the study found that students extensively use YouTube to fulfil their academic needs. In light of these findings, the study recommends proactive measures from the government and higher education authorities. Specifically, it advocates for the provision of the necessary digital environment to support students' online learning activities, recognising platforms like YouTube as pivotal in enhancing the overall educational experience.

keywords: , Learning, Attitude, YouTube Use, Towards Library and Information Science Students.

Introduction

In Nigeria's educational system, the limitations of classroom learning have increased the demand for education and learning beyond the confines of the traditional classroom. In the era of emerging technologies, emphasis has been placed on alternative approaches. Online learning plays a vital role in facilitating web-based education (Simanjuntak et al., 2021). The accessibility, connectivity, data processing capabilities, and interactive features provided by smart technologies have fueled the necessity and widespread adoption of online platforms in today's digital age (Ogirima et al., 2021). Technological advancement has significantly expanded learning opportunities. Among the various platforms utilized by students, YouTube stands out as a popular choice. YouTube was established in 2005, it has garnered significant attention in the field of education. Its potential for enhancing students' learning attitudes has been widely recognized. The platform boasts an extensive collection of educational videos, serving as a valuable resource for academic purposes. Moreover, YouTube offers a professional platform that

caters to the needs of educators, providing them with access to lessons, university courses, and development materials (Ogirima et al., 2021).

The significance of YouTube cannot be exaggerated, it serves as a valuable resource in education, offering various materials across different subjects (Ayodele & Adeniyi, 2019). It provides free video sharing and viewing, making it easily accessible for creating, uploading, and sharing videos. YouTube is widely used and a vast resource for educational content, offering numerous possibilities for the classroom ((Simanjuntak et al., 2021). YouTube videos can be directly used in teaching to introduce new concepts, recommend websites, or as models for classroom activities and discussions (Maziriri et al., 2020).

Students' awareness and attitudes towards YouTube as an educational tool influence their academic performance. Therefore, attitudes refer to individuals' thoughts and emotions towards a particular subject. They encompass inclinations, emotions, biases, preconceptions, ideas, fears, and convictions related to a specific topic (Simanjuntak et al., 2021). On the other hand, individuals can also hold negative attitudes towards YouTube. This might be due to concerns about the authenticity or credibility of content, excessive advertising, privacy issues, or the presence of inappropriate or harmful material. Negative attitudes towards YouTube can arise from personal experiences or media portrayals highlighting its drawbacks. (Green et al., 2018).

The study of Bhattacharyya, (2016) stated that few students in Nigeria have good perception toward the use of YouTube for education. Positive attitude is fundamental in using YouTube as learning tool. Hence, this study seeks to investigate the attitude towards use of YouTube for learning among students of Library and Information Science in Delta State University, Abraka.

Problem Statement

The incorporation of online learning activities has been seen as an essential measure in ensuring global accessibility to education, and it is a notion that should be embraced. This was the case, during the COVID-19 pandemic, when Delta State University developed Delta State University Learning Management Software. This software enabled lecturers to upload lecture notes on the school portal, allowing students to access them by logging into their respective portals. Moreover, students and lecturers were advised to leverage other software such as YouTube. Despite the potential of YouTube, in fostering education, it has been observed that undergraduate students at Delta State University, Abraka rarely utilize it as an educational tool. This observation was made by the researcher during an interaction with students, suggesting that there may be a poor attitude toward using YouTube for educational purposes. It is against this backdrop; this study was carried out to investigate attitude towards use of YouTube for learning among students of Library and Information Science in Delta State University, Abraka, find out the exact situation and proffer recommendation.

Study Objectives

The main objective of this study is to examine attitude towards use of YouTube for learning among students of Library and Information Science in Delta State University, Abraka. The specific objective are to:

- i) examine the attitude of Library and Information Science (LIS) students toward the use of YouTube as an educational tool;
- ii) determine the extent to which LIS students use YouTube as an education tool;
- iii) ascertain the benefit of using YouTube as an education tool by LIS students.
- iv) Find out the constraints faced by LIS students in the use of YouTube.

Literature Review

Attitudes of Students toward the Use of YouTube as an educational tool

The study by Maziriri et al. (2020) defines attitudes as persistent sets of emotional evaluations and inclinations toward social entities. Attitudes can be perceived as established patterns of conduct or demeanor expressing sentiments or beliefs. Examining attitudes toward YouTube as an educational resource, the study by Green et al. (2018) revealed positive inclinations among students. Key advantages identified include accessibility and convenience, enabling students to access educational videos anytime and anywhere. The flexibility of YouTube supports self-paced learning, accommodating individual learning styles and preferences. However, distractions such as unrelated videos and recommendations may hinder focus and time management skills, and the passive nature of video consumption may limit student engagement (Alkhudaydi, 2018).

In another study, Manjunatha (2013) explored the use of YouTube in education, finding that students generally expressed positive attitudes toward it as an educational tool. Students appreciated the visual and interactive nature of YouTube videos, enhancing the learning experience. Conversely, Miller et al. (2016) discovered mixed attitudes among university students regarding YouTube's educational utility. This study underscored the need for educators to guide students in navigating YouTube's vast content and critically evaluating the information they encounter.

Ogirima et al. (2021) investigated student perceptions of using YouTube in higher education. Their findings indicated positive attitudes, with students valuing the platform's flexibility for self-paced learning, content revisitation, and opportunities for peer collaboration through comments and sharing. However, concerns were raised regarding the credibility and reliability of information, as well as potential distractions."

Extent to which Students use YouTube as an Education Tool

Lenhart et al. (2010) reported that approximately 57% of YouTube users fall within the 18-29 age range, frequently utilizing the platform for information sourcing. This finding aligns with Pempek et al.'s (2009, as cited in Owusu-Acheaw & Larson, 2015) study, which highlighted

considerable variation in the daily duration of time students spent on YouTube. Sheldon (2008, as cited in Owusu-Acheaw & Larson, 2015) further supported this trend, revealing that over 50% of college students accessed YouTube multiple times throughout the day. This means that College students were found to frequently access YouTube multiple times a day to search for information relevant to their academic studies.

Alkhudaydi (2018) observed that student users of YouTube spend an average of two to six hours studying, while non-users dedicate between eight and seventeen hours to studying per week. Jackman (2019) discovered that students spend an average of 40 to 50 minutes daily surfing YouTube for supplementary information to complement their studies. Moreover, Manjunatha's (2013) study revealed that 80% of students regularly spend a considerable amount of time using YouTube.

In exploring YouTube usage as an educational tool among students in China, Maziriri et al. (2020) found widespread utilization for educational purposes, with students reporting regular use. The study highlighted YouTube as a supplementary resource, supporting learning through additional explanations, demonstrations, and examples. Balbay and Kilis (2017) focused on usage patterns and factors influencing YouTube use for educational purposes, revealing variations across academic disciplines. Alkhudaydi (2018) examined YouTube usage in higher education, emphasizing its extensive use as a learning resource.

Benefits of Using YouTube as an Education Tool

The study conducted by Babu et al. (2019) on the use of YouTube as an educational tool by students offers multiple benefits and enhances their understanding of educational concepts by supplementing study materials. It was found that students utilize YouTube not only for educational purposes but also for deriving cultural and behavioral benefits. Likewise, the study of Miller et al. (2016) confirmed the significant improvements that were observed in students' learning processes when video content with narration was incorporated into the teaching and learning activities. Teachers can model and provide context for learning through the use of YouTube videos, which encourages student participation and problem-solving abilities. Liaqat Ali (2018) demonstrated the convenience of YouTube for student-teacher interactions and its influence on academic performance. Chtouki et al. (2012) examined the use of YouTube videos by teachers and learners, emphasizing their effectiveness and cost efficiency. Khalid and Kabilan (2012) investigated YouTube videos as a supplementary resource for literature and language teaching, finding them to be more effective than traditional book-based pedagogy.

Constraints Faced by Students in the Use of YouTube as an Educational Tool

The use of YouTube as an educational tool has gained popularity among students due to its vast repository of educational content and accessibility. Despite its benefits, students encounter various constraints that hinder their effective utilization of YouTube for educational purposes. Al Murshidi (2017) noted that "the issue of connectivity could be a concern. Students may encounter connectivity problems while uploading and downloading YouTube videos

because of poor or totally absent mobile network signal. There also might be limited availability of Internet network in many places”. Distraction is another challenge student’s face while viewing YouTube videos. When taking a course on YouTube, learners are likely to become distracted, if they receive a call, SMS, or social media update. It moves the learners’ minds and thoughts away from what is being taught (Liu et al. 2014). High cost is another concern in the use of YouTube for learning. Students often struggle with the cost of mobile devices, particularly for YouTube learning, which can be expensive due to constant upgrades and monthly data usage charges. This can lead to a sense of burden on students. Another challenge is maintaining the battery life of mobile devices among students. The battery life of most of these devices last for an average of 10 hours, but this is often not enough time for the tasks that students have to do and may lead to frustration. A frustrating learning experience arises when a YouTube video runs out of battery power during a viewing session (Yang, & Wang, 2003, as cited in Al Murshidi, 2017).

Research Methodology

The survey research design was use for this study. The population is 334 which consist of 200-400 level students of the Department of Library and Information Science, Delta State University, Abraka, Nigeria. First-year or 100 level students were excluded from the study due to their newness in the school, which could potentially result in their inability to comprehend the subject and accurately complete the questionnaire. The sample of the study was 334 undergraduate students of library and information science department. The total enumeration sampling method was adopted for the study. The research instrument used for data collection was a questionnaire. Three hundred and thirty four (334) copies of the questionnaire were administered to respondents, and 266 were returned and found usable for the study representing 80% response rate. Descriptive statistics, such as frequency and mean were used to analyse the data.

Results

Table 1: Attitude of library and information science students toward the use of YouTube as an educational tool

S/N	Item	SA Freq.	%	A Freq.	%	D Freq.	%	SD Freq.	%	Mean
1	I feel confident in using YouTube video for learning/studying	118	44	84	32	36	14	28	11	3.10
2	I believe that YouTube educational video gives me the opportunity to acquire new knowledge.	117	44	87	33	36	14	26	10	3.11
3	I believe that YouTube educational video enhances my learning experience.	112	42	81	30	44	17	29	11	3.04
4	I am confident in using You Tube video for learning studying.	104	39	91	34	47	18	24	9	3.03
5	It is easy searching for YouTube	115	43	85	32	43	16	23	9	3.10

	educational video.									
6	The method applied when 83 teaching cannot be applied through You Tube.	83	31	68	26	62	23	53	20	2.68
7	You Tube is surrounded with a lot of concentration,	111	42	89	33	39	15	27	10	3.06

Criterion Mean 2.50 Aggregate Mean = 3.02

The findings presented in Table 1 indicate that respondents (students from the Department of Library and Information Science) hold a positive attitude towards utilizing YouTube for learning purposes, with a mean score of 3.02. Specifically, students expressed beliefs that educational videos on YouTube offer opportunities for acquiring new knowledge (3.11) and they feel confident in using YouTube as a study tool, finding it easy to search for educational content (3.10). Thus, it can be inferred that students within the Department of Library and Information Science generally exhibit a positive attitude towards using YouTube for learning.

Table 2: Extent Library and Information students use You Tube as an education tool

S/N	Item	VHE		HE		LE		VLE		Mean
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1	I use YouTube for learning/studying	95	36	67	25	59	22	45	17	2.79
2	I use YouTube in supplementing classroom lectures and textbooks with additional information and visual aids	89	33	73	27	58	22	46	17	2.74
3	I use YouTube educational video in preparing for exams	79	30	55	21	83	31	49	18	2.61
4	I use you Tube video in discovering and exploring different academic fields and career paths	87	33	68	26	60	23	51	19	2.71
5	I use YouTube in keeping up with current events and trends relevant to their studies.	94	35	73	27	61	23	38	14	2.83
6	I use YouTube in collaborating with other students on joint projects or research	56	21	41	15	77	39	92	35	2.62
7	I use YouTube in enhancing their language skills by watching videos in other languages	49	18	35	13	87	33	95	36	2.14
8	I use YouTube in participating in online discussions and debates on academic topics	53	20	37	14	79	30	97	36	2.17

Criterion Mean 2.50 Aggregate Mean = 2.57

Table 2 sheds light on the utilization of YouTube as an educational resource among students enrolled in the Department of Library and Information Science at Delta State University, Abraka. The findings revealed a moderately high level of usage (mean = 2.57) among these students. They frequently employ YouTube to stay updated on current events and trends relevant to their studies (mean = 2.83), for learning and studying purposes (mean = 2.79), and to supplement classroom lectures and textbooks with additional information and visual aids (mean = 2.74). Additionally, they utilize YouTube for collaborating on joint projects or research (mean = 2.62) and for exam preparation (mean = 2.61). However, their use of YouTube to enhance language skills through watching videos in other languages (mean = 2.14) and to engage in online discussions and debates on academic topics (mean = 2.17) fall below the average. In conclusion, students in the Department of Library and Information Science at Delta State University, Abraka, demonstrate a moderate level of usage of YouTube as an educational tool.

Table 3: Benefits of using YouTube as an education tool by library and information students

S/N	Item	Agree		Disagree	
		Freq.	%	Freq.	%
1	YouTube videos are free and as such cost effective	176	66	90	34
2	YouTube educational video enhances the efficacy of knowledge.	154	58	112	42
3	It is flexible when issues consideration. of time and place are taken into consideration	215	81	51	19
4	It can be used anywhere (in school or comfort of your home).	239	90	27	10
5	It can be used as a supplemental resource.	188	71	78	29
6	It offers learning options for the same task.	167	63	99	37
7	Videos can be saved and reused often as needed.	257	97	9	3
8	Educational videos can be shared.	182	68	84	32

Table 3 provided valuable insights into the benefits of using YouTube as an educational tool among students of LIS. The results revealed the benefits as: videos could be saved and reused often as needed, it could be used as a supplemental resource, it was flexible when issues of time and place were taken into consideration, it could be used as a supplemental resource, and educational videos could be shared. It also offered learning options for the same task.

Table 4: Constraints faced by LIS students in the use of YouTube as an educational tool

S/N	Items	Agree		Disagree	
		Freq.	%	Freq.	%
1.	Inadequate credibility of some video's sources.	243	91	23	9
2.	Poor internet connection to access YouTube videos.	215	81	51	19
3.	Cost of purchasing smart phone and data subscription.	264	99	2	1

4. Electricity is not readily available to charge smart phone.	259	97	7	3
5. YouTube is surrounded by a lot of distractions.	240	90	26	10

Results in Table 4 revealed that cost of purchasing smart phone and data subscription 264 (99%), electricity is not readily available to charge smart phone 259 (97%), inadequate credibility of some video sources 243 (91%), YouTube is surrounded by a lot of distractions 240 (90%), and poor internet connection to access YouTube videos 215 (81%) are constraints faced by the respondents. This constraint underscores the need for students to exercise self-discipline and focus while using the platform for educational purposes.

Discussion of Findings

The study findings underscore the positive attitude of students of LIS towards utilizing YouTube for learning purposes. This aligns with previous research by Manjunatha (2013) and Ogirima et al. (2021), which highlighted that students generally hold a favorable view of YouTube as an educational tool. They appreciate the visual and interactive nature of YouTube videos, finding them engaging and enjoyable for learning.

Additionally, the study revealed that students at Delta State University, Abraka, moderately utilize YouTube as an educational resource. This suggests that YouTube plays a significant role in their learning journey. Notably, the platform facilitates collaboration, as students extensively utilize it for joint projects and research with their peers. This finding echoes the observations of Maziriri et al. (2020), who noted widespread use of YouTube among students for educational purposes. YouTube's vast collection of educational videos covering various subjects and topics makes it a valuable supplementary resource for students. They frequently turn to YouTube to seek additional explanations, demonstrations, and examples, enriching their understanding of course materials.

Furthermore, the study identified several benefits of using YouTube as a learning tool. These include the ability to save and reuse videos as needed, flexibility in terms of time and place, the option to share educational videos, and the provision of multiple learning options for the same task. These findings resonate with Babu et al.'s (2019) research, which emphasized the numerous advantages of employing YouTube in education. It enhances students' comprehension of educational concepts and enriches their learning experiences by supplementing traditional study materials.

On the constraints of adopting YouTube by the students, the study discovered that the constraints faced by Library and Information Science students when using YouTube videos for learning include the cost of purchasing smartphone and data subscription, electricity supply not readily available to charge phones, inadequate credibility of some video sources, and the fact that YouTube is surrounded by a lot of distractions. These findings confirm Al Murshidi (2017) who noted that "high cost is another concern in the use of YouTube for learning. Students often

struggle with the cost of mobile devices, particularly for YouTube learning, which can be expensive due to constant upgrades and monthly data usage charges”.

Conclusion and Recommendations

Over the years, YouTube has emerged as a crucial tool with diverse applications across various fields, offering a rich repository of audio-visual resources. As one of the prominent mobile technologies in the 21st century, it has evolved beyond merely facilitating language learning to becoming a platform tailored for skill development and the creation of innovative course materials in the advancing landscape of education. The platform's popularity continues to soar, with an ever-expanding library of content shaped by continuous user feedback.

In conclusion, this study confirms that undergraduates have a positive attitude toward the use of YouTube which significantly benefits the students by enhancing their learning outcomes and academic performance. The findings underscore the platform's role as a valuable educational resource, urging educators and institutions to integrate YouTube into teaching practices to empower students in their academic pursuits. Recognizing YouTube's transformative potential, both students and academic stakeholders can leverage its diverse content and accessibility to foster more effective learning experiences.

Based on the study's findings and conclusion, recommendations are proposed:

1. Academic administrators and institutional management should recognize and integrate YouTube as a formal learning and educational tool within their institutions. By endorsing its use, students can be encouraged to leverage this platform to support their academic endeavours effectively.
2. Students are advised to prioritize the use of YouTube for educational purposes over non-beneficial activities on the internet. They should harness social media platforms, including YouTube, as resources to address academic challenges and enhance their learning experiences, rather than indulging in frivolous online activities.
3. University management should formulate and implement policies to make smartphones and data subscriptions more affordable, such as subsidization programme or partnerships with Telecommunication Company to offer discounted rates for students with limited financial resources.
4. YouTube should be used in universities because of its many benefits such as sharing options, flexibility in terms of time and place for learning and saving and reusing video. YouTube integration may lead to improved student learning experiences, engagement and enhanced academic performance.

By implementing these recommendations, academic institutions and students alike can harness the full potential of YouTube as a powerful educational tool, fostering a culture of enhanced learning and academic excellence.

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