

**EFFECTS AND CONSEQUENCES OF YOUTUBE  
APPLICATION IN STUDENTS OF MEHRAN UNIVERSITY OF  
ENGINEERING & TECHNOLOGY, JAMSHORO SINDH**

*Dr. Rizwana Chang  
Dr. Noor Muhammad Jamali  
Fiza Qureshi*

**ABSTRACT**

*This research seeks to examine role of YouTube among university students as a multi-dimensional medium, which facilitates its users for multi-purposes. Researchers believe that if a student wants to learn something he/she would learn more easily with the assistance of medium called YouTube via Internet. In the world of globalization and technology, internet has gained monumental significance in acquisition of knowledge, information and entertainment. Study reveals that YouTube has received great popularity among its users irrespective of their gender, age, and race differences. Study also finds out that mostly youngsters access the YouTube for entertainment purposes only. However, research conducted on university's students depicts that educational application of this website is also one of the common factor for both the students and teachers. The age group of the respondents in the study was between 18 to 22 and accessible sampling was carried out to collect the data personally through questionnaire from 100 adults, from which 40 were females and rest were male students.*

**INTRODUCTION**

For common understanding *mass media* is considered as any medium of communication either in print or online. Historically, newspaper, radio, motion pictures and television information and entertainment have been disseminated (Bulmler & Katz 1974). Today, in modern time world has turned into global village and information technology (IT) has squeezed together at one place in the computer. Internet enabled IT promoted education, information, awareness and entertainment. We are exposed to communication through mass media and we interact using new and converging technologies, i.e. cable, satellite, e-mail, electronic news gathering multimedia (computers), online video sharing (Nawaz 2006). Internet has become impossible to be ignored in

recent years. But all the social scientists and communication experts agree upon the idea that new world of 'instant computer technology', 'information revolution' and 'global village' is greatly dependent upon the internet or World Wide Web in which speed and pace is associated with technology (Ang 1991).

Internet industry is flourishing and leading to prosperity. Computer and software engineers are discovering new innovations and web applications and YouTube is one of them. YouTube plays leading role in providing online videos for watching and sharing by allowing people to easily upload. In November 2005, it received funding from Sequoia Capital and initiated its operations in December, 2005. Chad Hurley and Steve Chen took charge as the YouTube management team later YouTube was purchased by Google Inc., one of the most talked-about acquisitions to date (Karppinen 2005). YouTube, presently, has partnered with many world repute mass media and entertainment organizations like CBS, BBC, Universal Music Group, Sony Music Group, Warner Music Group, NBA, The Sundance Channel and many more.

Today, YouTube powered by Google is known as the biggest source of information, knowledge sharing and entertainment across the continents. For education purpose, YouTube is single largest source of help and guidance for millions of teachers and students across the world. College lectures are posted free on it by renowned universities like MIT, Yale, Harvard, and Stanford. The site also released a sister site called YouTube EDU, in 2009. The study has identified that this site collects and upload thousands of college and universities' lectures and serves them to users across the world. An increasing number of studies are being published on the uses of YouTube for education purposes, particularly mass communication studies have long interest on the subject. In depth research into the educational use of online videos and multimedia, on the other hand, is still rather scarce due to the relative infancy of the Internet and the technologies needed to produce, edit and view digital and online videos (Tarpley 2001:555; Jonassen 2000:208).

However, there is acute shortage of research committed on the subject in the context of Pakistani educational institutions. Consequently, this study seeks to investigate uses and applications of YouTube for teachers and taught in Mehran University of

Engineering & Technology (MUET) Jamshoro. This study, particularly focuses on following objectives.

### **OBJECTIVES OF THE STUDY**

The key concern of the current study is to explore the awareness among users regarding this informative and entertainment website:

- To analyze the effects of YouTube on Students.
- To examine the practice of utilizing the site by University students for multi-reasons.
- To ascertain the uses and gratifications of YouTube.
- To gauge the facilitation provided by this website to innovations, academics and amusement.
- To identify the drastic impact of YouTube on internet world and impact of its ban by government on education of students.
- It attempts to reveal how YouTube entertain the masses.

### **REVIEW OF LITERATURE**

Asensio and Young (2002) suggested that for a long time, the moving image has been used for educational purposes. It has long historical background which begins from the magic lanterns over a century ago to the latest web streaming technologies including YouTube powered by Google. Similar findings have been shared by (Tiffin & Rajasingham 1995) by arguing that YouTube services associated with film and video with a classic instructional or transmission pedagogic approach. The immense amount of research work has been carried out on the educational uses of television but many researchers have criticized the findings of research for television as a passive medium (Bickham, Wright & Huston 2001). A 'Three I's Framework' referring to image, interactivity, and integration was proposed by Asensio and Young helped in analyzing the benefits and use of video in education. Online videos broadcasted by YouTube along with lectures slides, supporting texts, discussion boards, chat, resource links, and so forth, as part of a virtual learning environment. Digital and online videos are often embedded in multimedia or hypermedia

environment which provide great source of knowledge for students far and wide (Asensio & Young 2002).

### **THEORETICAL FRAMEWORK**

This study conducts application of YouTube on the principles of Uses and Gratifications Theory. It is a popular framework in understanding mass communication issues and it vehemently relates current study too. This theory originated during 1940s and earned lots of attention for interpreting descriptive research, mass media audiences and media content (Baran & Davis 1995:217). This theory suggests that people use the media to fulfill specific gratifications. This theory would then imply that the media compete against other information sources for viewers' gratification (Katz, Blumler, & Gurevitch 1974). Mass communications researchers and theorists have been interested in determining why audiences choose to use a particular medium and how they use this medium to gratify his or her needs for decades. Researchers have linked mass media theories to understand how YouTube as a mass media application is used by MUET teachers and students. Researchers saw a resurgence of studies in media gratifications in the late 1960s and early 1970s. Although researchers and mass media theorists argue whether internet could be considered as mass media, the studies describe in detail how and why audiences used specific media (Salwen & Stacks 1996:146). For example, in 1968, researchers assumed that when respondents chose print as their medium of choice, the respondent preferred print to gratify his or her political issue needs (Katz, Haas & Gurevitch 1973:164).

### **RESEARCH METHODOLOGY**

This research study was conducted to investigate the effects and usage of Internet and YouTube on University students. The data was collected through random distribution of questionnaire among the students of Mehran University of Engineering and Technology Jamshoro (MUET). The University has four faculties with 17 disciplines, 300 academic Staff and about 7000 enrolled students. The research study is survey study and descriptive research in nature. Convenient sampling method has been used. A self-explanatory predesigned questionnaire based on the research

objective was developed and distributed among 100 University students randomly in which majority of the participants were male with ages among 18 to 22. The questionnaire instrument was designed to measure the extent and impact of the website on the university students. It became necessary first to assess the gratification and indulgence of internet and for that reason a pilot testing was also made before the finalization and distribution of questionnaire.

## **RESULTS AND DISCUSSION**

The fundamental purpose of this paper was to investigate the practice and gratification of YouTube. Results of this study revealed that respondents used internet as an alternative source of information to other mass media. For instance, respondents answered that they considered internet as an alternative source of information to books (Table-1) and also they believe on accuracy of information provided on internet (Table-1). These results correspond with Dobos and Dominick's 1988 study on gratification factors across all media (Dixon 1993:25-26). It is shown that 100% students are using internet (Table-1) with a large number using it daily (Table-2) and believe that innovations and changes in internet structure makes internet more useful than ever (Table-1).

<b>Table-1</b>				
<b>GENERAL IMPACT OF INTERNET AND YOUTUBE ON BOTH UNIVERSITY'S TEACHERS AND STUDENTS</b>				
	<b>Yes</b>	<b>No</b>	<b>Not Much/ Sometimes</b>	<b>Total</b>
Internet users	100	-	-	100
Positive impact of broad band/DSL on Internet	100	-	-	100
Accuracy of information provided by internet	60	18	22	100
Internet being substitute of books	60	40	-	100
Daily YouTube visitor	62	38	-	100
subscription account on YouTube	30	70	-	100
YouTube suggested by teachers	88	12	-	100
YouTube aids teacher in teaching	25	40	35	100
YouTube preference on text based sites	15	6	79	100
Drastic impact of YouTube on internet world	100	0	0	100
Impact on education if Government ban YouTube	12	8	80	100

It was analyzed after collecting the basic data that different users use YouTube for different purposes. Overall, YouTube is a mix blessing. The data discovered that 100 % users make use of internet, 74 % spent time on internet daily and only 37% students were accessing it for 3 years or more. It was also identified that 100% users use broad band, 60 % of students use internet for entertainment, 30% use it for education and 10% for informative purpose. The 60% students agree on the accuracy provided by the internet, whereas 18% do not. And 60% students agree on replacement of internet by books whereas 40 % oppose the statement. Data depicts that the youth is much aware about YouTube for multi-purpose.

<b>Table-2</b> <b>PERCENTAGE OF THE RESPONSE BY PARTICIPANTS</b> <b>USING INTERNET AND YOUTUBE</b>		
	<i>Yes</i>	<i>No</i>
Daily time user	74	26
Using internet for 3 years or more	37	63
using internet for entertainment purpose	60	40
using internet for education purpose	30	70
using internet for information purpose	10	90
Watch YouTube for funny stuff	15	85
Watch YouTube for songs	75	25
Watch YouTube for Movies	10	90
Watch YouTube for educational purpose through Maps/Books/ Machines	25	75
Watch YouTube for educational purpose through watching innovations	40	60
Watch YouTube for educational purpose through Educational lectures	35	65

As evident from Table-2, 62% students visit this website daily and 30% students have subscription account. The 30% of students watch educational videos on it, 50% prefer it for entertainment and the 20% watch it for information related videos. 15% of students watch funny videos, about 75 % watch songs and 10 % watch movies on it. It was also determined that 60% respondent uses Website for information purpose, 10% utilize it for entertainment while remaining use it for education purpose. Furthermore, 75% respondent watch YouTube for songs, 10% watches movies on it. In order to satisfy the educational needs, 25% participants download maps, books and machines, 40% watch innovations in it and 35% watch educational lectures from it. In order to identify the drastic impact of YouTube on internet world and impact of its ban by Government on education of students, research data highlights that 100% respondents believe that YouTube has brought a revolutionary change in the world of internet. Moreover, 88 % do not agree on impact of Government ban on YouTube on education. For the purpose of finding out the teachers' participation and assistance towards students using this website, it was identified that the 88% of students access YouTube

recommended by teachers, 25% students agree that teachers educate them with the help of YouTube.

**Table-3**  
**PURPOSE OF USING INTERNET AND YOUTUBE**

	Education	Entertainment	Information	Other	Total
Purpose of using internet	30	60	10	0	100
Kind of videos preferred on YouTube	30	50	20	0	100
Purpose of using YouTube	20	10	60		100
Kind of videos uploaded on YouTube	9	5	45	41	100

From Table-3, about 30% respondents in this study reported they use internet for education whereas 60 percent users do for entertainment purposes. Similarly, 30% users of YouTube suggested they watch YouTube education videos and 50% said they avail it for entertainment. With regard to information sharing, 45% respondents upload videos, while 9% upload for educational and 5% for entertainment purposes.

### CONCLUSIONS AND RECOMMENDATIONS

Keeping in view of the empirical evidence and results discussed, as analyzed from Tables 1 and 2, that almost 100 percent students use YouTube daily for academic and entertainment purposes, the closure of the website has halted its huge number of daily users from academic and research benefits. Therefore, the resumption of the YouTube service will of course be highly appreciated from the students and teaching communities to fully utilize the website for education, information and research purposes. This study also identified that the youth is another bulk of internet and YouTube user for multi-purpose such as education, information and entertainment. The vast majority of internet users, e.g. students and teachers, download maps, books, research papers, newspapers and explore information and educational lectures from top ranked universities of the world. Study also found out that



Government ban on YouTube has drastic consequences for academic and research community as 100% respondents believe that YouTube has brought a revolutionary change in the world of internet. Consequently, there has been popular demand of students, teachers and other users to resume the YouTube service to benefit and improve education and research in the country.

### **REFERENCES**

- Ang, I. (1991). *Desperately Seeking the Audience*. London: Routledge.
- Asensio, M., & Young, C. (2002). 'A Learning and Teaching Perspective', in S. Thornhill, M. Asensio, & C.Young (Eds.), *Click and Go Video: Video Streaming – a Guide for Educational Development*. The JISC Click and Go Video Project, pp.10-19.
- Baran, Stanley & Davis, Dennis. (1995). *Mass Communication Theory*. Belmont, CA: Wadsworth Publishing.
- Bickham, D.S., Wright, J.C., & Huston, A.C. (2001). 'Attention, Comprehension, and the Educational Influences of Television', in D.G. Singer & J.L. Singer (Eds.), *Handbook of Children and the Media*. Thousand Oaks, CA: Sage, pp.101-119.
- Bulmler, J. & Katz, E. (Eds). (1974). *The Uses of Mass Communication*. Beverly Hills CA: Sage
- Dixon, Janet. (1993). Uses and Gratifications Theory to Predict Seniors' Use of an Electronic Community. Dissertation, University of San Francisco.
- Jonassen, D.H. (2000). *Computers as Mind Tools for Schools: Engaging Critical Thinking*. Upper Saddle River, NJ: Prentice-Hall.
- Karppinen, P. (2005). Meaning Learning with Digital and Online Videos: Theoretical Perspectives. *AACE Journal*, 13(3), 233-250.
- Katz, Elihu, Blumler & Gurevitch, Michael. (1974). *The Uses and Gratifications of Mass Communications: Current Perspectives on Gratifications Research*. Beverly Hills, CA: Sage Publications.

- Katz, Elihu, Haas, Hadassah & Gurevitch, Michael. (1973). 'On the Use of the Mass Media for Important Things', *American Sociological Review*.
- Nawaz, Muhammad. (2006). *Mass Communication: An Introduction to Information Revolution, Theories, Skills and Practices*. Islamabad: Higher Education Commission.
- Tarpley, T. (2001). 'Children, the Internet, and Other New Technologies', in D.G. Singer & J.L. Singer (Eds.), *Handbook of Children and the Media*. Thousand Oaks, CA: Sage, pp.547-556.
-