

Role Of YouTube On The Change Of Learning Behaviour Of Learners:

A Parental Perspective

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Abstract

What social media (specifically YouTube) affects the behavioral changes of adolescents will offer insightful facts regarding how YouTube affects their children's learning behaviour from the perspective of parents. Teenagers are growing up in a culture that technology and the media, which makes them more techno friendly. As a result, we may acknowledge how parents respond to the types of YouTube videos their children are watching and how they influence their behaviour. The review has identified various aspects of social media's influence on students' behaviour at the international, regional, and local levels, respectively. It has also been shown that social media platforms like Twitter, Facebook, WhatsApp, Instagram, and technology have an impact on how well students perform academically, either favourably or unfavourably. A significant gap exists in the creation process. Due to this, student academic performance has reached very low levels. The researcher is of the opinion that this study will give students' academic performance a fresh perspective and gather crucial information on the above-mentioned YouTube issue, which will allow for the formulation of policies that can aid students in becoming better learners. In light of this, the researcher conducted an investigation of the impact of YouTube on secondary school pupils as they changed their approach to studying.

Key words: YouTube, Learning Behaviour of Learners, Parental Perspective

Introduction

The examination of the relevant literature revealed that 17% of children are addicted to electronic media, whereas 28% of children are light users. 36% of teenagers who use electronic media do so with anxiety disorders. Young children's mental health is impacted by electronic media (Parida et al., 2020); the majority of respondents use YouTube every day for 1-2 hours (Ms. Beneshiya R and Ms. N. Subhalakshmi, 2022); the majority of respondents consume entertainment-related content on

YouTube, which is a hint that students are distracted when watching YouTube videos due to the site's frequent commercials. This study opens up the possibility of additional research on YouTube, particularly in relation to the optimal degree of YouTube consumption among school kids (SR.Pugalendhi and Dr. S.Janet Mary, 2022); they are wasting crucial time and endangering their health by staying up late. The use of YouTube videos engages students in their academics better (Babu.H.Rajendra at all., 2019); most young people, particularly students, prefer to watch YouTube at all times as a result of the excessive spread of smart phones and portable devices (Chowdhury.N., 2019); there was a negative impact of social media on telecommunications (T. Goma and G. Shankar, 2021); most young people, especially students, prefer to watch YouTube at all times due to the excessive spread of smart phones and portable devices (Chowdhury, N., 2019); there was a negative impact of social media on the social lives of teenagers (Singh, V., 2019); overall respondents had a positive perception with respect to four influencing factors like marketing, advertising, public relations, and public relations. The range of replies, from 3 to 4, indicates that respondents are neutral to positively in agreement with the good qualities of social media. (DipantiJoshi and Bhatt.V ,2018); the parents use YouTube Kids Channels as a medium to provide information for their children, and the majority of the parents believe that YouTube Kids Channels strongly influence their children's learning and development (Jindal, R., and Kanozia, 2017); more adolescents were moderate users of social media (59%), but there was no statistically significant difference between socio-demographic variables and social media use (Tripathy, A., and Giri, S., 2020); most of the parents use social media to communicate with their children. Among 60 students, 40 (66.7%) had a moderate impact on lifestyle, and 50 (83.3%) had a moderate impact on learning behaviour as a result of social media (S. Rajeswari, 2017); the researcher made it clear that the internet is more of a supporting system for interaction than a primary source of information (Thadathil and Limaye, 2016); the average daily time spent on YouTube to watch educational videos is less than 3 hours. Younger generations tend to express themselves through social media the most. UdeMy is the most popular platform besides YouTube. Boring lectures, lack of experience, the instructor's tone and diction, the video's substance, and education quality were the most often cited reasons people abandoned instructional YouTube videos(Cihangir, H. H., &Oklar, A. N., 2021); role models do not include YouTubers. Although there is a general favorable impact on skill development among youngsters (Iftikhar at all, 2019); parents have a negative attitude towards YouTubers and are concerned about the amount of time their children spend on the platform. YouTube has also become a regular part of the lives of many teenagers. Teachers and

parents should work together to keep an eye on their students' behaviour because teenagers and their parents are unaware of the influence that YouTubers have on their behaviour (N. Alzara, 2019); to help offset the social media difficulties affecting students' learning behaviour, the research suggests introducing guidance and counselling at the school (Moshi, 2019); the behaviour of Generation Z is significantly influenced by YouTubers, and there is a significant gender difference between YouTube influences and respondents' gender (Shin et al., 2018); YouTube content creation is more closely related to YouTube addiction than YouTube content viewing. (Balakrishnan, J., and G.D. Mark, 2017); many teenagers now use YouTube on a daily basis. Although kids and their parents are unaware of it, YouTubers definitely have an impact on the behaviour of teenagers. According to this study's recommendations, parents should be more aware of their teens' online activities and set ground rules for what is and isn't acceptable (Westernberg, 2016); social media is essential for educating people and connecting them to employment opportunities (Ali, 2016) YouTubers' influences have significant relationship with the behavioural change of Generation Z and there is also a significant difference between YouTube influences and respondents' gender (Shin et.al, 2018); content creation in YouTube had a closer relationship with YouTube addiction than content viewing. (Balakrishnan.Jand G.D Mark, 2017); YouTube has become part of the daily life of many teenagers. YouTubers do have influence on the behavior of teenagers, of which teenagers and their parents are unaware. The advice of this research is that parents should know more about the behavior of their teenagers on YouTube and make rules about what is allowed and what is not (Westernberg, 2016); social media plays vital role in providing learning and job opportunities to the students (Ali et.all, 2016); the general grade average of adolescents shows that there is no correlation between social media use and academic achievement (Hashim, 2015).

A piece of information initiates a thought. A thought initiates an action. An action repeated, gives rise to a habit, either atomic habits or molecular habits; Macro habits or Micro habits; Overt or Covert habits. Habits reflected in a day-to-day activity gives rise to behaviour. Behaviour continued, gives rise to character. And it is nothing but our character that shapes the future of us, individually. However, our characters collectively, decide the destiny of our country. There it matters more than our personal destiny. There comes the role of teacher not only to shape behaviour but also to save behaviour especially learning behaviour from getting infected from hazardous and lethal controlled variables and /or extraneous variables. Going reverse, our destiny is determined by our character, our character by our behaviour, our behaviour by habits, our habits by our action, and our action by our thoughts. And our thoughts are created, maintained and even changed by our

interaction, collection and use of our available and accessible information. The more the information we have, the more the options we can create to take a better decision. The more the information we have, the more becomes the angles of thought. Action and behaviour follow suit. We are living in the age of social media where information has just engulfed us. Information has overwhelmed us. Information has reached a place in our lives where we cannot but say no to information, wanted or unwanted. We have found a new God to answer all our queries in form of social media Google and YouTube that feeds us more than enough every micro second of our life. How good is enough food, if it is not digested nevertheless makes us un-homeostatic? That is what I asked myself. How good is enough information if it impacts more on our thought process in the politically incorrect direction? How welcome it is, if information lowers the learner's enthusiasm, involvement, creativity instead of fast forwarding it? That led me to find out the truth of the impact of social media especially You Tube on the learning behaviour of students. To limit the scope of the research; to do it academically within specified time and a student's pocket money budget this research was planned delimited both in the independent variable and in the dependent variable. From the entire behaviour pattern as dependent variable, this research is delimited to the parental perspective only, for three reasons, i) for a relatively easier sampling, ii) For an easier data collection, and iii) to avoid an unwanted huge inflow of immature raw data resulting in a standard deviation way beyond the hypothesis that could have made the research null and void.

Objectives Of The Study

- To examine how YouTube leads to new adaptation in student's learning behaviour.
- To examine the usage of YouTube programs in class room situation in asking questions, in project works, in solving problems fast.
- To analyse time, spend and browse rate by students.
- To understand whether the factors which lures students towards YouTube are academic, extra academic or unacademic. Curricular, co-curricular or extra-curricular or what else
- To examine the parental perspective on watching YouTube on the following lines

Analysis And Interpretation Of Data

Summary of YouTube leads New Adaptation In Student's Learning Behaviour

Affirms that 87.5% students in Government schools and 100% students in private schools watch YouTube channel everyday out of these 64.28% parents of govt school students and 60.31% parents of private school students claims that YouTube is their kids favourite social media platform. About a very less percentage of 7.14% students of govt school and 9.52% students of private school

create their own channel in YouTube. 71.42% students of govt school students do not carry mobile always whereas the number increase in private school students i.e., 60.31% carry mobile always. 67.85% of govt schools' students and 76.19% of private school students studies are not affected by the YouTube according to their parents. Table 4.4.1 also indicates that 78.57% of Govt. and 85.71% of private school student's parents respectively claims that their kids watching study videos on YouTube on a daily basis. A positive response of both schools' parents increased when they asked about their kids' improvement in writings I.e 55.35% of govt. School parents and 65.07% of private school parents respectively. However, 78.57% of Govt. School parents and 21.42% Parents of private school students affirms that their kid's teacher expressed happiness about their improvement in learning behaviour.

Summary Of Usage Of YouTube Programmes In Classroom Situation In Asking Questions, In Project Work, In Solving Problem Fast

Indicates that the number of students watching YouTube and doing project work is 78.57% in govt schools and 87.30% in private school. About 73.21% of govt school and 85.71% of private school students doing their homework by watching YouTube videos. However, 73.21% of govt school parents and 77.77% parents of private school expressed happiness that their kid getting support to do homework better by watching YouTube. 76.78% govt school students and 82.53% private school students performed well in project because he/she applied an idea from YouTube according to their parents. However, 71.42% parents of govt. School parents and 77.77% parents of private schools are in favour of their kid's copying homework and project work from YouTube and are not going to complain about their kids in school. 76.78% parents of govt. School and 85.71% parents of private school respectively beliefs that their kids will do their homework and project work of school with the help of YouTube instead of going to private tuition which indicates a big achievement of YouTube. The number of kids watching personal development programme on YouTube is 67.85% in govt school and 66.66% in private school. There are very high percentage of students i.e 94.64% in govt school and 84.12% in private school don't learn any foreign language from YouTube. However, it also seems that the number increased to 69.64% in govt school and 73.01% in private school students learn performing arts like dancing, singing and acting from YouTube according to their parents.

Summary Of Analyse Time Spend And Browse Rate By Students

Revealed that the number of students doesn't watch YouTube videos mostly in the night after 9pm is 69.64% in govt school and 14.28% in private school. Here 69.64% students of govt schools are

watching YouTube in the morning hours i.e., before going to school whereas very less percentage of students i.e., 14.28% students of private school are not watching YouTube in the morning hours i.e., before going to school. The number of students watching study videos from YouTube more than three hours a day is 30.35% in govt school and 85.71% in private school. 50% of govt. School parents and 68.25% Parents of private school respectively claims that their kids don't waste so much time on YouTube which is a very positive sign for YouTube.

Summary Of Understanding Whether The Factors Which Lures Students Towards YouTube Are Academic, Extra Academic Or Unacademic, Curricular, Co-Curricular Or Extra-Curricular Or What Else

It was found that the number of students watching personal development programmes is 67.85% in Govt School and 66.66% in private school. Here a very less percentage of students learn foreign language from YouTube in both schools i.e., 5.35% of govt school and 15.87% of private school. However, a sound percentage of students i.e., 69.64% in govt. School and 73.01% in private school learn performing arts like dancing, singing and acting from YouTube. 80.35% parents of govt school students and 92.06% parents of Private school claims that if they give their kids complete liberty their kids will watch curricular programmes other than the content in their curriculum. 82.14% parents of Govt School and 87.30% parents of private school motivates their kids to learn new skills on YouTube which are

Summary Of Examining The Parental Perspective On Watching YouTube On The Exact Behaviour Of Their Kids

Avows that 76.78% parents of govt. School and 87.30% parents of private school coincides that their kids should watch and learn from YouTube. Again 76.78% of Govt. School parents and 87.30% of private school parents professes that YouTube has helped their kids to improve overall. However, 73.21% of govt. School parents and 77.77% parents of private school don't agree that their kids' marks are depleting because of YouTube. 69.64% parents of govt. School parents and 65.07% parents of private school parents unearth that their kids peer group has been changed being influenced by watching YouTube. However, 82.14% parents of govt school and 88.88% parents of private school parents don't support that YouTube should be banned. They are in favour of YouTube. 75% of govt. School parents and 77.77% parents of private school parents want to include YouTube in classroom teaching learning process. that's the reason 76.78% parents of govt. School parents and 79.63% parents of private schools respectively don't agree to complain about their kids watching YouTube. 80.35% of govt. School parents and 84.12% of private schools agree that self-

confidence of their kid is increasing by watching YouTube. 85.71% parents of govt. School and 100% parents of private schools' students accedes and uttered happiness of using YouTube.

Summary Of All The 5 Objectives

From the above Table it was revealed that 60.94% agrees that YouTube leads new adaptation in students learning behavior while 41.20% don't agrees about it. In case of YouTube usage by students 61.96% believe that YouTube usage by students in classroom situation, asking situation and solving problem is much faster by students whereas 38.56% don't believe that the Usage of YouTube programmes in classroom situation in asking questions, in project work, in solving problem faster by students. When we are talking about the browse and analyse rate by students 42.85% parents believe that their kids browse rate in YouTube is not as much increasing 57.14% parents believe that their kids browse rate in YouTube is increasing now a days in YouTube. 52.37% understands that YouTube acts as a factor for improving academic, extra academic or unacademic, curricular, co-curricular or extra-curricular of their kids while 43.50% denied that YouTube acts as a factor for improving academic, extra academic or unacademic, curricular, co-curricular or extra-curricular of their kids due to various circumstances. 56.32% parents affirms that their perspective on watching YouTube on the improved learning behaviour of their kids is positive. 35.71% parents' perspective on watching YouTube on the improved learning behaviour of their kids is negative. However, 97% agrees that YouTube leads new adaptation in students learning behavior while 32.97% don't agrees about it. In case of YouTube usage by students believe that YouTube usage by students in classroom situation, asking situation and solving problem is much faster by students whereas 38.56% don't believe that the Usage of YouTube programmes in classroom situation in asking questions, in project work, in solving problem faster by students. When we are talking about the browse and analyse rate by students 71.17% parents believe that their kids browse rate in YouTube is increasing rapidly while in the contrary very less percentage of 28.88% parents believe that their kids browse rate in YouTube is not increasing much in YouTube. 58.72% understand that YouTube acts as a factor for improving academic, extra academic or unacademic, curricular, co-curricular or extra-curricular of their kids while 38.61% denied that YouTube acts as a factor for improving academic, extra academic or unacademic, curricular, co-curricular or extra-curricular of their kids due to various circumstances. 59.59% parents affirms that their perspective on watching you tube on the improved learning behaviour of their kids is positive while 31.30% parents' perspective on watching you tube on the improved learning behaviour of their kids is negative. It affirms that the average YES percentage of 63.95% vs 37.08% of average

NO for Objective No.1 affirms that YouTube leads to new adaptation in student's learning behaviour. The average YES percentage of 64.62% vs Average NO of 34.68% for objective 2 agreed that the usage of YouTube programmes in classroom situations in asking questions, in project work, in solving problem faster by the students. Thepercentage of average YES 78.4% is way beyond the average NO of 43.01 % that again that YouTube is useful and the time spend in YouTube by students are slowly increasing. The deviation of Average YES and Average NO is very less in this case but still the 55.54% of average Yes holds our hypothesis that YouTube acts as a factor for improving academic, extra academic or unacademic, curricular, extra-curricular, co-curricular activities of students. Again, the disparity between average YES percentage and average NO percentage is huge. 57.95% of average YES against 33.50% of average NO confirms our hypothesis that the parental perspective of watching YouTube on the improved learning behaviour of their kids is definitely positively. The total average of YES all the 5objectives is 64.09% which is way beyond of the total average of NO of all the 5 objectives that we have taken for examination in this dissertation. So this again 100 percent affirms our objective that watching YouTube is always better for students and the parental perspective of students watching YouTube has been positive.

Major Findings-

- Average number of Govt. School i.e., 60.94% and average number of private schools i.e., 66.97%. are believe that YouTube leads new adaptation in student's learning behaviour. Whereas, average number of Govt. School i.e., 41.20% and Average number of Private schools i.e., 32.97% are don't believe that YouTube leads new adaptation in student's learning behaviour.
- Average number of Govt. School i.e., 61.96% and Average number of private school i.e., 67.29% agrees that the Usage of YouTube programmes in classroom situation in asking questions, in project work, in solving problem faster by students whereas Average number of Govt school i.e., 38.56% and Average number of students in private school i.e., 30.80% don't agrees that the Usage of YouTube programmes in classroom situation in asking questions, in project work, in solving problem faster by students.
- Average number of Govt. School i.e., 42.85% and Average number of private schools i.e., 71.17% affirms that YouTube is useful and the time spend in YouTube by students are slowly increasing whereas Average number of Nos in Govt. School i.e., 57.14% and

Average number of Nos in Private school i.e., 28.88% indicates that time spend by students in YouTube is less.

- Average number of Government school i.e., 52.37% and Average of Private school i.e., 58.72% upholds that the YouTube acts as a factor for improving academic, extra academic or unacademic, curricular, extra-curricular, co-curricular activities of students while on the contrary Average of Government school i.e., 43.50% and Average of Private school i.e., 38.61% repudiates that the YouTube acts as a factor for improving academic, extra academic or unacademic, curricular, extra-curricular, co-curricular activities of students.
- Average of Government school i.e., 56.32% and Average of private school i.e., 59.59% accedes that parental perspective on watching YouTube on the improved learning behaviour of their kids is Positive whereas Average of Government school i.e., 35.71% and Average of NO in Private school i.e., 31.30% affirms that parental perspective on watching YouTube on the improved learning behaviour of their kids is Negative.
- As regard to the above- mentioned table 4.4.6 it is found that the average of Sum total of Yes from all the 5 objectives is 64.09% which is way beyond the average of sum total of Nos of all the 5 objectives is 37.86% which clearly implies that the parental perspective about the role of YouTube on changing the learning behaviour of students of secondary schools is Positive.

Conclusion

Digital media shortens the distance between the learner and the teacher. The search for a good teacher or the search for learners is maximised through a digital platform. YouTube tops among these platforms. The more we interact the more we are engaged. The more we are engaged the more information is imprinted the more the likelihood the more information is imprinted that the behaviour is modified. So, it is no wonder that when students are improving beyond their means of availability of information or instructor no parent is going to complain. Yes, some puritans or the die-hard conservatives might do. When we are talking about YouTube leads to new adaptation in student's learning behaviour, we found that 63.95% of both Govt and Private schools agreed, however 37.08% were not agreed to this new adaptation because of nonavailability of required resources both at home and school. In case of the usage of YouTube programmes in classroom situations 64.62% of both Govt. and Private schools affirms the rate of asking questions, in project work, solving problem by students now a days are faster while 34.68% were denied to the usage of

YouTube in classroom situations because of various factors as mentioned above in the table no.4.4.2. When we are again talking about the analyse and browse rate by students in YouTube it is found that 78.4% of both Govt and Private schools substantiates that YouTube is useful and the time spend in YouTube by students are slowly increasing which is way beyond the 43.01 % of both schools who were not agree with the increasing time spend and browse rate by students. The deviation of Average YES for both schools and Average NO of both schools is very less in this case but still the 55.54% of both Govt. And Private schools uphold that YouTube acts as a factor for improving academic, extra academic or unacademic, curricular, extra-curricular, co-curricular activities of students. Again, the disparity between average YES percentage of both schools and average NO percentage of both schools is huge. 57.95% of both Govt. And Private schools corroborates that the parental perspective of watching YouTube on the improved learning behaviour of their kids is definitely Positive while in the contrary 33.50% are against of it because of various parameters. The total average of YES all the 5 objectives is 64.09% which is way beyond of the total average of NO i.e., 37.86% of all the 5 objectives that we have taken for inspection in this dissertation. So, this again 100 percent avows our objective that watching YouTube is always better for students and the parental perspective of students watching YouTube has been **Positive**.

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