

A STUDY ON THE IMPACT OF YOUTUBE VIDEOS ON STUDENTS

PROJECT REPORT SUBMITTED TO MAHATMA GANDHI
UNIVERSITY, KOTTAYAM

IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE
AWARD OF THE DEGREE

BACHELOR OF COMMERCE

(2020-2023)

Submitted by

SANIYA JAISON (REG NO.200021072299)

ALBIN B. MALAYIL (REG NO.200021072271)

ANAGHA. M. G (REG NO.200021072307)

UNDER THE SUPERVISION OF

PONNY JOSEPH

(Assistant Professor)



BHARATA MATA COLLEGE THRIKKAKARA

KERALA

MARCH 2023



BHARATA MATHA COLLEGE, THRIKKAKARA

RESEARCH AND POSTGRADUATE DEPARTMENT OF COMMERCE

(Affiliated to Mahatma Gandhi University, Kottayam)

THRIKKAKARA P.O., COCHIN 682021

DATE: 31.03.2023

C E R T I F I C A T E

This is to certify that this Dissertation entitled "A STUDY ON THE IMPACT OF YOUTUBE VIDEOS ON STUDENTS" has been prepared by SANIYA JAISON, ALBIN B. MALAYIL and ANAGHA.M. G under my supervision and guidance in partial fulfilment of the requirements for the award of the Degree of Bachelor of Commerce of the Mahatma Gandhi University. It has not previously formed the basis for the award of any Degree, Fellowship, Associateship etc.

They are allowed to submit this Project Report.

**Ms. Ponny Joseph
Head of the Department
Research & P G Dept of Commerce
Bharata Mata College
Thrikkakara, Ernakulam**

DECLARATION

We hereby declare that the project “A STUDY ON THE IMPACT OF YOUTUBE VIDEOS ON STUDENTS” is our original work and has not been submitted earlier to MG University or to any other Universities. We have undertaken this project work in partial fulfilment of the requirements of B. Com 2020-2023 in Bharata Mata College, Thrikkakara, Ernakulam affiliated to MG University, Kottayam.

SANIYA JAISON

ALBIN B. MALAYIL

ANAGHA. M.G

Place: Thrikkakara

Date: 31.03.2023

ACKNOWLEDGEMENT

The project "A STUDY ON THE IMPACT OF YOUTUBE VIDEOS ON STUDENTS" was done under the guidance and supervision of Prof. PONNY JOSEPH. We express our sincere gratitude to him for his valuable guidance, help and encouragement in preparing this project.

We sincerely express our gratitude to Dr. Johnson. K. M for his encouragement in completing the study. We are thankful to Ms. Ponny Joseph, Head of P G Department of Commerce and Research Center , Bharata Mata College, Thrikkakara for her valuable guidance and suggestions throughout the course.

We are immensely grateful to all teachers of the department of commerce for their inspiration and co-operation. We also thank all the respondents who spend their valuable time to answer the questionnaire despite their busy schedules.

Above all, we are thankful to the God Almighty, for his grace and timely & successful completion of our project.

SANIYA JAISON

ALBIN B. MALAYIL

ANAGHA. M.G

Place: Thrikkakara

Date: 31.03.2023

CONTENTS

SL.NO	TITLE	PAGE NO
1	LIST OF TABLES	-
2	LIST OF FIGURES	-
3	INTRODUCTION	6
4	THEORETICAL FRAMEWORK AND REVIEW OF LITERATURE	16
5	DATA ANALYSIS AND INTERPRETATION	
6	FINDINGS, SUGGESTIONS AND CONCLUSIONS	34
7	BIBLIOGRAPHY	42
8	APPENDIX	44

LIST OF TABLES

Table no.	Title of Table	Page no.
3.1	Frequencies of gender	
3.2	Frequencies of age	
3.3	Frequencies of education	
3.4	How often do you watch youtube?	
3.5	What do you mostly watch in youtube?	
3.6	When did you start learning more by watching videos with the help of youtube?	
3.7	Watching youtube videos made class interesting. Do you agree with it?	
3.8	During covid days, do you feel these videos made you understand the topic better?	
3.9	Were the videos more beneficial for theory subjects or practical subjects?	
3.10	If you are watching youtube videos for a long time for your studies, have you come across any health issues?	
3.11	If you are studying with the help of a youtube videos, are you distracted by the ads?	
3.12	There is no socializing included in learning through YouTube. It may lead to decrease in cooperative skills of students. Do you agree with this statement?	
3.13	Not every video on YouTube comes from reliable sources. Some videos are uploaded just for the sake of business. These videos are not giving correct information about the subject. Are you agree with this statement?	
3.14	Using videos for a prolonged time may cost significant amount of cellular data. Not all the students will be able to afford this much of data. Do you agree with this statement?	
3.15	How do you rate overall performance of youtube?	

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3.2	Frequencies of age	
3.3	Frequencies of education	
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3.7	Watching youtube videos made class interesting. Do you agree with it?	
3.8	During covid days, do you feel these videos made you understand the topic better?	
3.9	Were the videos more beneficial for theory subjects or practical subjects?	
3.10	If you are watching youtube videos for a long time for your studies, have you come across any health issues?	
3.11	What type of health issues you experienced?	
3.12	If you are studying with the help of a youtube videos, are you distracted by the ads?	
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3.15	Using videos for a prolonged time may cost significant amount of cellular data. Not all the students will be able to afford this much of data. Do you agree with this statement?	
3.16	Visual elements are displayed through YouTube to attract the attention and interest of students.	
3.17	Effectiveness in terms of student achievement cannot be measured using YouTube Applications.	
3.18	When we compared to offline teaching, learning through YouTube videos helps to simplify the chapter in easy manner.	
3.19	Students tend to forget their own skills and do their assignments and projects with the help of YouTube rather than their own.	
3.20	There are many videos on YouTube that have good content but many people misuse the platform and share inappropriate content.	
3.21	There is no proper guideline to upload any content which is not good for people to watch under a particular age.	
3.22	How do you rate overall performance of youtube?	

CHAPTER 01

INTRODUCTION

Bharata Mata College

1.1 INTRODUCTION

These days, YouTube is a highly important service in many aspects. It has almost limitless content, is interactive, and includes several tools like lists and subscriptions that let users organize and customize the content they view to suit their interests. Unimaginable amounts of content are available on YouTube. 300 hours of new footage are reportedly uploaded to the service every minute, according to some estimates. Every day, one billion hours are devoted to watching films! Young folks are particularly fond of YouTube. YouTube draws more young people than, say, television in many nations. YouTube now provides a completely new approach to create videos. It is a simple way for people to express their passions and get inspiration from others.

Chad Hurley, Steve Chen, and Jawed Karim, three former PayPal workers, started YouTube, an American website for sharing videos, in February 2005. YouTube is headquartered in San Bruno, California. The website was purchased by Google for US \$1.65 billion in November 2006, and since then it has been one of Google's subsidiaries. According to a survey released on Wednesday by the Pew Research Centre, among social media apps, YouTube experienced the largest rise among American users throughout the pandemic.

73% of American consumers used the Google-owned video service in 2019, but 81% of them did so in 2021. Reddit, whose usage increased from 11% of American adults in 2019 to 18% in 2021, came in second place. The findings come from a poll of 1,502 American people conducted between January 25 and February 8, 2021. The overall error margin was 2.9 percentage points, plus or minus.

The age group of 18 to 29 is particularly popular for using YouTube, with 95% of them claiming to do so. 71% of people in that age bracket claimed to use Instagram, 70% claimed to use Facebook, and 65% claimed to use Snapchat. The study's margin of error was plus or minus 7.3 points and included 220 respondents in that age range.

The headquarters of the American online video sharing and social media network YouTube are in San Bruno, California. On February 14, 2005, Steve Chen, Chad Hurley, and Jawed Karim officially debuted it. After Google Search, it is owned by Google and is the second most popular website. More than 2.5 billion people use YouTube on a monthly basis, watching more than one billion hours of video daily. More than 500 hours of content were uploaded every minute of video as of May 2019.

YouTube was purchased by Google for \$1.65 billion in October 2006. As a result of Google's acquisition of YouTube, the site's economic model was broadened. Instead of relying solely on advertising to make money, it now offers paid content like movies and only-on-YouTube material. Additionally, it provides YouTube Premium, a paid membership service that allows users to watch content without commercials. The Google AdSense program, which aims to increase revenue for both sides, has also been approved by YouTube for creator participation. In 2022, YouTube recorded \$29.2 billion in revenue. YouTube's yearly advertising revenue grew to \$28.8 billion in 2021, a 9 billion dollar gain from the year before.

Since being acquired by Google, YouTube has grown to include mobile apps, network television, and the ability to connect with other platforms in addition to its main website. On YouTube, there are many other types of video categories, such as music videos, news videos, news clips, songs, short films,

feature films, documentaries, movie trailers, teasers, live streams, vlogs, and more. Most of the content is created by one person, including partnerships between YouTubers and business sponsors. To reach a wider audience for advertising, well-known media companies including Disney, Paramount, NBC Universal, and Warner Bros. Discovery have also established and expanded their respective corporate YouTube pages.

Unprecedented societal change has been brought about by YouTube, which has influenced internet trends, popular culture, and the rise of billionaire celebrities. Despite its expansion and popularity, YouTube has drawn a lot of flak.

1.2 RELEVANCE OF STUDY

For many people, YouTube is a source of money. It began as a fantastic tool for sharing tutorials, expertise, and experiences through video uploads. Additionally, a lot of people have committed their entire careers to producing material solely for YouTube, and a lot of them have done so while simultaneously making money. A thorough investigation using books, journals, and the internet revealed that although YouTube is a popular application for entertainment and education, studies of its operation, user perceptions of its services, etc. are rather uncommon. Therefore, it was important to undertake a study on this subject in order to fill the gap in the literature. As a result, we decided to research the effects of YouTube.

1.2 STATEMENT OF PROBLEM

We plan to investigate how YouTube videos affect pupils in this project. The study focuses on YouTube's capacity to satisfy student demands and give learners audio-visual feedback. This enhances student's listening skills. YouTube also has a lot of drawbacks. Students frequently neglect their academics. Students who use the internet excessively risk becoming side-tracked. Many students find it difficult to focus on their studies and instead squander time viewing videos. Students must connect to the internet using a computer or other electronic device. Long-term use of electronic devices may cause several health problems. In the field of learning and communication, Internet use and web technologies are becoming more widespread.

The researcher has the following questions.

1. How frequently do students access YouTube videos?
2. Why do students prefer to use YouTube videos? What are their motivations?
3. What advantages do pupils get from watching YouTube videos?
4. Which health problems are kids experiencing as a result of watching more YouTube videos?
5. Students' talents are destroyed by an excessive reliance on YouTube videos.

1.3 Objectives of the study

The following goals were intended to be met by the study "A Study on The Impact of YouTube Videos On Students."

- To comprehend the student's motivations for using YouTube videos as well as their preferences.
- To investigate any health problems brought on by prolonged YouTube viewing.
- Investigate whether pupils' talents are destroyed by an over reliance on YouTube videos.
- To be aware of the negative effects of watching YouTube videos.

1.4 SCOPE OF STUDY

Due to the possibility of both positive and bad outcomes, the use of YouTube videos and their effects on pupils have become a contentious topic. The purpose of the study is to illustrate the impact of the YouTube videos that students frequently use to discover their identities. Nowadays, students look to YouTube as a tutor. The study also looks at the active influence YouTube has on students' consumption habits. Given that YouTube consistently emphasizes its focus on its everyday viewers, this study is quite important. This website helps students, and when they upload videos to YouTube, they gain recognition. People are being reached by YouTube itself every day through various videos. Almost all pupils have access to YouTube right now.

In the past few years, YouTube has risen to prominence as a major social media tool. The youngsters of today have thousands of excellent employment prospects thanks to YouTube. Making and sharing interesting, unique material for

the audience on YouTube has grown to be a lucrative business opportunity. This study is based on information gathered from YouTube users in the Ernakulam area over the course of four months, from December 2022 to March 2023. The study used a 70-person sample size.

1.5 RESEARCH METHODOLOGY

The systematic process of acquiring data using various approaches, offering an interpretation of the data collected, and making inferences from the study findings is known as research methodology. The methodology portion of a research study enables the reader to assess the study's overall validity and reliability. The purpose of the study is to ascertain how YouTube videos affect students. The following list includes the various components of this research methodology:

- **SAMPLE:** The sample unit of the study comprises of the people who had use the YouTube and used it for watching and uploading videos.
- **SAMPLING DESIGN:** The sampling design used in this study is convenience sampling where sample units were selected conveniently by the researcher.
- **SAMPLE SIZE:** The study is conducted based on the responses of 70 sample units who are the viewers of YouTube app in Ernakulam region.
- **SOURCE OF DATA:** There are both primary and secondary data used in this study. The primary data collected with the help of questionnaire developed through google form which were sent to the respondents. The secondary data was collected through published articles and journals to substantiate

the findings of the primary data.

1.7 LIMITATIONS OF STUDY

- The study was restricted to a particular section of Ernakulam city.
- The time given for the investigation was constrained
- The information may be biased.
- There were no prior research studies on the topic.
- The study was time-constrained.

1.8 CHAPTERISATION

CHAPTER 1 Introduction

CHAPTER 2 Theoretical framework and Review of Literature

CHAPTER 3 Data Analysis and Interpretation

CHAPTER 4 Findings, Suggestions and Conclusion

Bibliography

Appendix

CHAPTER 02
THEORETICAL
FRAMEWORK & REVIEW OF
LITERATURE

A. THEORETICAL FRAMEWORK

YouTube was founded by Chad Hurley, Steve Chen, and Jawed Karim, when they worked for PayPal. Prior to working for PayPal, Hurley studied design at the Indiana University of Pennsylvania; Chen and Karim studied computer science together at the University of Illinois at Urbana-Champaign. YouTube's initial headquarters was above a pizzeria and Japanese restaurant in San Mateo, California. Approximate representation of the site as it appeared a few months after its launch (archived by the Wayback Machine).

The domain name "YouTube.com" was activated on February 14, 2005, with video upload options being integrated on April 23, 2005, after being named "Tune In, Hook Up" — the original idea of Chad Hurley, Steve Chen, and Jawed Karim. The concept was an online dating service that ultimately failed but had an exceptional video and uploading platform. After the infamous Justin Timberlake and Janet Jackson Halftime show incident, the three creators realized they couldn't find any videos of it on the internet, after noticing that this type of platform did not exist they made the changes to become the first major video sharing platform. The idea of the new company was for non-computer experts to be able to use a simple interface that allowed the user to publish, upload and view streaming videos through standard web browsers and modern internet speeds.

Ultimately, creating an easy-to-use video streaming

platform that wouldn't stress out the new internet users of the early 2000s. The first YouTube video, titled Me at the zoo, was uploaded on April 23, 2005, and shows cofounder Jawed Karim at the San Diego Zoo and currently has over 120 million views and almost 5 million likes. Hurley was behind more of the looks of the website, he used his art skills to create the logo and designed the look of the website. Chen made sure the page worked and that there would be no issues with the uploading and playback process. Karim was a programmer and helped in making sure the initial website got put together properly and helped in both design and programming. As of June 2005, YouTube's slogan was "Your Digital Video Repository".

YouTube began as an angel-funded enterprise working from a makeshift office in a garage. In November 2005, venture firm Sequoia Capital invested an initial \$3.5 million, and Roel of Botha (a partner of the firm and former CFO of PayPal) joined the YouTube board of directors. In April 2006, Sequoia and Artis Capital Management invested an additional \$8 million in the company, which had experienced significant growth in its first few months.

As of December 2005, the number of commenters' videos, favourites, and friends was directly indicated in the comment section, as well as a video's backlinks, comment counts in suggested videos, and rating indicator in video listings search results and channel pages. The site slogan

was "Broadcast yourself. Watch and share your videos worldwide!", which would later become just "Broadcast yourself". Later, while some of these indicators were removed, the watch page displayed playlists linking back to a video as of 2007, like SoundCloud does as of 2022.

After opening on a beta service in May 2005 YouTube.com was trafficking around 30,000 viewers a day in just months of time. After launching six months later they would be hosting well over two million viewers a day on the website. By March 2006 the site had more than 25 million videos uploaded and was generating around 20,000 uploads a day. During the summer of 2006, YouTube was one of the fastest growing sites on the World Wide Web, hosting more than 65,000 new video uploads. The site delivered an average of 100 million video views per day in July. However, this did not come without any problems, the rapid growth in users meant YouTube had to keep up with it technologically speaking. They needed new equipment and wider broadband internet connection to serve an ever-growing audience. The increasing copyright infringement problems and lack in commercializing

YouTube eventually led to outsourcing to Google who later failed in their own video platform "Google Video". It was ranked the fifth-most-popular website on Alexa, far outpacing even My Space's rate of growth. The website averaged nearly 20 million visitors per month according to Nielsen/Net Ratings, with around 44% female and 56% male visitors. The 12- to

17-year-old age group was dominant. YouTube's pre-eminence in the online market was substantial. According to the website Hitwise.com, YouTube commanded up to 64% of the UK online video market. YouTube entered a marketing and advertising partnership with NBC in June 2006.

The first targeted advertising on the site came in February 2006 in the form of participatory video ads, which were videos that offered users the opportunity to view exclusive content by clicking on the ad. The first such ad was for the Fox show *Prison Break* and solely appeared above videos on Paris Hilton's channel. At the time, the channel was operated by Warner Bros. Records and was cited as the first brand channel on the platform. Participatory video ads were designed to link specific promotions to specific channels rather than advertising on the entire platform at once. When the ads were introduced, in August 2006, YouTube CEO Chad Hurley rejected the idea of expanding into areas of advertising seen as less user friendly at the time, saying, "we think there are better ways for people to engage with brands than forcing them to watch a commercial before seeing content. You could ask anyone on the net if they enjoy that experience and they would probably say no." However, YouTube began running in-video ads in August 2007, with pre roll ads introduced in 2008.

On October 9, 2006, it was announced that the company would be purchased by Google for US\$1.65

billion in stock, which was completed on November 13. At that time, it was Google's second-largest acquisition. This kickstarted YouTube's rise to becoming a global media dominator, creating a multi-billion-dollar business that has surpassed most television stations and other media markets, sparking success for many YouTubers. Indeed, YouTube as an entity generated more than twice the amount of revenues in 2018 than any major TV network (with \$15 billion compared to NBC's \$7 billion). The agreement between Google and YouTube came after YouTube presented three agreements with media companies to avoid copyright-infringement lawsuits. YouTube planned to continue operating independently, with its co-founders and 68 employees working within Google. Viral videos were the main factor for YouTube's growth in the beginning of its early days with Google, for example Evolution of Dance, Charlie Bit My Finger, David After the Dentist, and more viral videos. Google's February 7, 2007 SEC filing revealed the breakdown of profits for YouTube's investors after the sale to Google. In 2010, Chad Hurley's profit was more than \$395 million while Steve Chen's profit was more than \$326 million.

B. LITERATURE REVIEW

***Yaacob Zulnaidi (2020)**

During the Covid-19 pandemic, the researcher's interest in the use of technology in education increased as more people were anticipated to utilize online resources as a result of the lack of in-person activities and the new social norm that promoted social isolation. The goal of this study was to find out what influences student's acceptance of YouTube as a learning resource. This study examined the function of subscription status as a moderator variable based on the Technology Acceptance Model (TAM). The information was gathered while Malaysians were subject to the Movement Control Order (MCO), which involved 340 participants in a remote learning program. The results of this study confirmed TAM, which proposed that students' acceptance of YouTube as a learning resource was correlated with their perceptions of the site's perceived usability, perceived.

***Ali Shaheen Zarqa (2021)**

This study's major goal is to investigate how YouTube pandemic advertising affects public perceptions of COVID-19. One of the most well-known social media sites, YouTube, has done a good job of disseminating important information through advertising throughout this pandemic. Data were gathered using an online survey from 205 respondents using a quantitative approach. The influence of YouTube pandemic commercials on people's attitudes on COVID-19 will depend critically on how people feel about pandemic advertisements and how information is disseminated via YouTube. The results

also show that COVID-19 advertising influences its viewers. Most survey participants complied with directions to varying degrees, such as maintaining a social distance when reading the promoted information, and they grew.

***Tahat Mohammed Khalaf (2022)**

A record number of people are skipping out on school because of the Covid-19 outbreak. Although this circumstance is quite thought-provoking, it can be handled by using new media technology. In this regard, this chapter looked on how the COVID-19 outbreak affected how impaired people learned by using YouTube as a teaching tool. The findings showed that among people with disabilities, YouTube videos and e-Learning have a beneficial link. Additionally, the video's quality, usability, and contents enhance the learning opportunities for impaired persons. The findings so strongly favoured technology adoption and application during the current global healthcare crisis. Additionally, the researchers suggested examining additional YouTube Video features that can affect persons with impairments.

***Partohap S. R. Sihombing & Lydia Purba (2020)**

With the Covid-19 pandemic in full swing, this study seeks to examine how students perceive utilizing YouTube as an online English learning resource. Attractiveness, efficacy, relevance, and motivation are factors that influence students' perceptions. These features can be observed in the classroom learning experiences of pupils. The information is gathered utilizing qualitative research techniques, specifically the

kind of fundamental interpretive studies where students complete a Google Form-based questionnaire to provide the information. The analysis of the data reveals that most students responded positively to each statement in each section of the questionnaire. Based on the findings of the study, it can be stated that using YouTube as a tool for online English learning is appealing, efficient, and pertinent to.

* Balbay Seher & Kilis Selcan (2021)

Information and communication technology developments have completely changed how we think about teaching and learning in terms of context, methods, and strategies. YouTube, particularly in language education, is one of the most astonishing instruments utilized in teaching and learning in the twenty-first century. According to the literature, YouTube usage must be elaborated upon in contexts where students are learning language skills at the university level. A YouTube channel featuring a range of supplemental material videos was used in the Academic Speaking Course during the academic year 2016-2017.

In addition to conversation-starting information, the channel includes course-related content input, model presentations, and activities demonstrating the course's expectations. This study intends to investigate how students utilize this YouTube channel and what they think about it. Both descriptive statistics and deductive content analysis were used to analyse the data. The findings showed that most students gained significant benefits from the films on the playlists of this specially-designed further content on the YouTube channel. The findings can help university language professors by outlining the numerous

additional advantages that YouTube and other online video source platforms can provide.

*Michael Anak Easterly & Mohd. Shah Parilah

Our daily lives now include a significant amount of technology. Technology is used widely across generations, from the older ones to the younger ones. The internet, which has given us a variety of experiences, is one of the greatest technologies ever created. Social networking has grown through the internet. YouTube is one of the social networking platforms.

YouTube is a social networking website that serves as a platform for sharing videos. Users can share their original videos with their followers or visitors. It has significantly altered education. It gave educators numerous excellent opportunities to improve the standard of the teaching and learning process in the classroom. It is crucial to use YouTube videos in the classroom to adapt to the 21st century.

Teachers, even those in rural areas, are increasingly using YouTube for educational purposes. There have been several studies done by researchers with a specific focus on how students perceive using YouTube to learn English. It is hypothesized that because today's learners are aware of technology, they learn in a variety of ways. The method by which students learn and gain new knowledge while studying English in the classroom by watching YouTube videos. The effectiveness of YouTube as a tool for ESL learners to learn English was also the subject of another research that were carried out.

*YOUTUBE, STUDENT'S MOTIVATION AND LEARNING PREFERENCES

Unquestionably, YouTube has a good impact on pupils' motivation to study the English language. According to Berk, has a significant impact on people's minds and senses. Teachers may find videos to be helpful. The teacher can use videos to get the students' attention and increase their focus. Videos can also pique pupils' interest in what they are learning.

The learning will therefore be of higher quality as a result. It can be utilized to improve the kids' comprehension and creativity. This will ultimately make studying enjoyable and worthwhile. YouTube videos, according to Berk, may accommodate a variety of learning methods, including musical, verbal, visual, and emotional intelligences in addition to being able to capture viewers' attention. The ability to actively engage both sides of the brain while watching the films allowed for increased and improved student knowledge. The learning styles of students greatly influence their drive to learn.

Furthermore, according to Fleming and Mills, visual learners prefer to use visual aids like charts, diagrams, graphs, symbols, and other non-verbal representations of concepts rather than words. Meanwhile, music or other noises help auditory learners learn more effectively. Tactile learners, meanwhile, favour hands-on activities. As a result, students' choice of YouTube is greatly influenced by their interests, learning methods, and areas of interest. In addition, Duffy offered several concrete instances of how YouTube could be included and embedded within ESL teaching and learning. Asking the students to make a video as part of an evaluation and publish it to YouTube is one of the activities that could be used. The utilization of the comment area could serve as a forum for debate and project enhancement in the future.

Roodt and De Villiers conducted more study. The study concentrated on using YouTube as a tool to facilitate cooperative learning. On one of the courses provided at the University of Pretoria, the study was done. The course included a group project where students were tasked with, among other things, using YouTube as a medium to make a video on how businesses might use Web 2.0 technologies. Most of the samples were found to view YouTube as an advanced learning tool rather than the conventional approach. Tan and Pearce concurred that using YouTube videos has an effect in helping students explain important ideas in a sociology course.

They taught basic sociology with videos. Tan and Pearce emphasized that the students' learning and comprehension processes were aided using YouTube videos. Because every student has a unique set of interests and learning styles, it is important for educators to consider the appropriate content to employ in the classroom as they consider YouTube as one of their primary resources.

* Shadam Hussaeni Handi Pratama & Riyadh
Ahsanul Arifin (2020)

YouTube is not just a platform for people to share, upload, and comment on videos; teachers and educators may also use it effectively and practically to the greatest extent possible so that students can benefit more. This study intends to conduct a systematic or formal investigation to learn about and look at the facts of how active and notable. YouTube can be used in the educational process and in ways that help language teachers improve their students' skills. The paper presents many theoretical frameworks that support the use of technology to speed up the teaching and learning process.

Video clips are utilized in multimedia to help teachers become

more tech-savvy in the classroom. This study's goals are to explain in-depth and understandably how to train students to listen using English videos while also demonstrating the benefits of technology in the classroom. The article investigates classes that can use computers and makes clear the resistance that educators and teachers confront when it comes to its application. The researchers concluded that YouTube is an essential teaching tool since it grabs students' attention and engages their minds and creativity. It also helps to thoroughly cover the content, particularly the language.

YouTube introduces a playful aspect into the classroom by catering to students' interests. Equivalent results significantly influence the learning process because students will see how inspiring and upbeat the learning atmosphere is.

In addition, they find the information offered to be worthwhile reading, and by doing so, they will respect the effort made to convey the content. The study aims to be valuable to teachers for the use of technology and students to have a better understanding of the scope of the subject.

*** Barbara Frdlinger (2022)**

YouTube with the intention of offering students a distance learning course. The ability to design and upload coursework with visuals and animation opens up new potential for instructors and trainers to broaden their pedagogical approaches while accommodating different learning styles. In order to conduct a future educational workshop to teach the fundamentals of producing and posting student video tutorials, it was necessary to look at how students perceived the impact of the You Tube tutorial project on their learning.

*** Shahad Dheyaa Hussain (2020)**

The goal of the study was to examine how educational videos affected the academic performance and activities of university students. Teachers and video producers that use and/or produce free or commercial videos for educational purposes will find this information to be valuable. The study used a quantitative approach, and data were gathered by a sample survey. The study found that respondents' academic performance and activities were positively impacted by watching instructive films. Most respondents watched videos on their laptops and mobile devices. The survey also supported the finding that most respondents favoured animated, brief movies for educational purposes.

*** Moneeba Iftikhar & Sohail Riaz (2016)**

YouTube is ingratiating itself into culture. This study intends to determine the popularity of YouTube lessons among youth, together with their dependence on these videos and their utility, in order to analyse this advanced advent of technology in learning prospects. This research report focuses on how university students gain skills through viewing YouTube tutorials. The development of software learning skills among students between the ages of 18 and 22 has been examined. Data were collected via surveys, and the study's main hypothesis was tested using statistical linear regression analysis. Results show that youth skill development generally has a favourable effect. Youth can learn and develop their software aptitude with the aid of YouTube tutorials. The findings also suggest that tutorials might be beneficial for improving students' academic performance in the future.

* Rangaswamy Buddayya (2017)

This essay seeks to understand the motivations behind Indian undergraduate engineering and technology students' YouTube viewing habits. to discover how to use YouTube videos as an additional resource to improve learning, foster cultural awareness, and achieve behavioural advantages. Data was gathered utilizing a survey method as part of a quantitative research strategy. Utilizing frequency and percentage analysis, data was examined. Undergraduate engineering and technology students from all around the Indian subcontinent make up the data sample. The study of the data shows that using YouTube videos helps students become more involved in their academic work. According to the study, scholarly content should be prioritized when students utilize YouTube in order to increase their learning engagement and knowledge base. It is great to see Indian undergraduate students using YouTube videos. Studies specifically examining the cultural and behavioural effects of YouTube videos are scarce. This study is the first of its kind to examine how YouTube videos might be used by students to advance their education, culture, and behaviour.

CHAPTER 3

**DATA ANALYSIS AND
INTERPRETATION**

Bharata Mata College

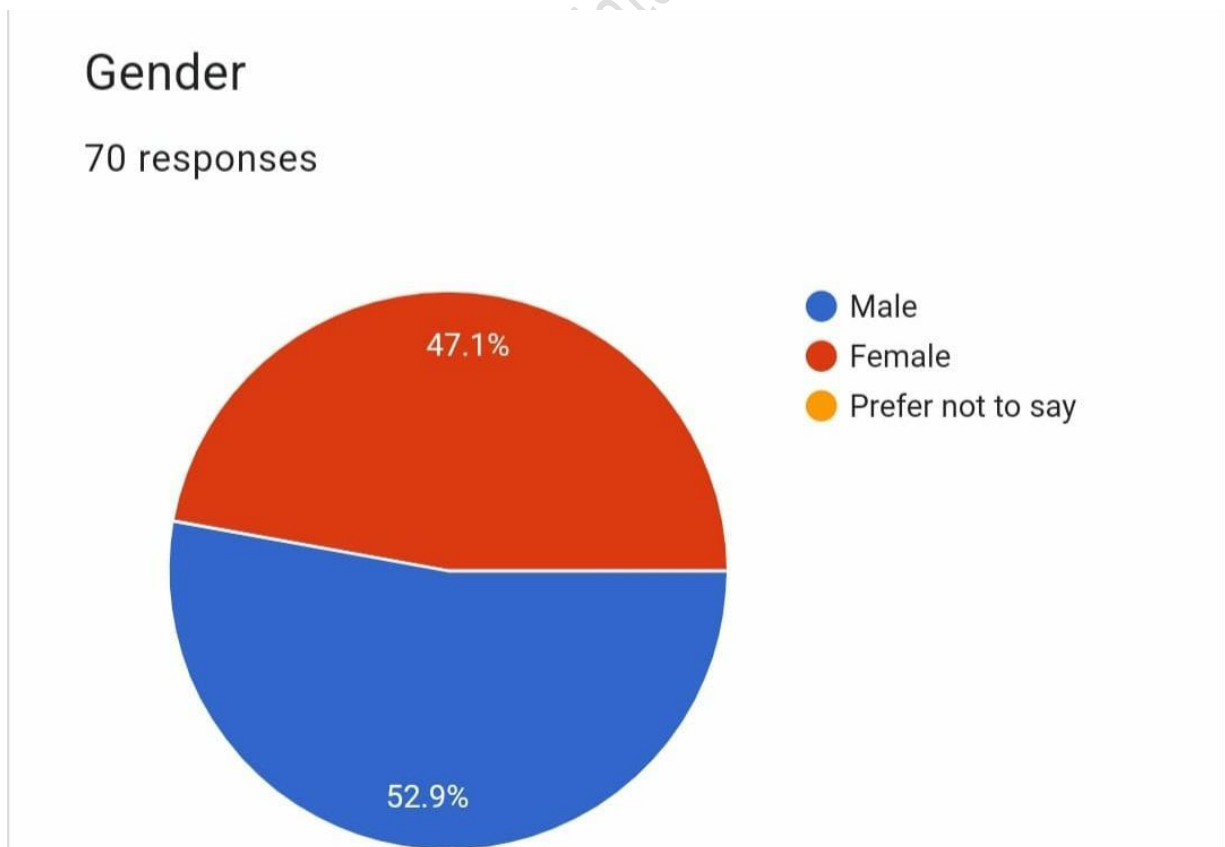
Profile of samples

Table 3.1 frequencies of gender

Levels	Count	% of total	Cumulative %
Male	37	47.1	47.1%
Female	33	52.9	100.0%
Prefer not to say	0		100.0%

Source : survey data

Figure 3.1



Interpretation

The above table shows that 47.1% of respondents are male and 52.9% are female.

Table 3.2 frequencies of ages

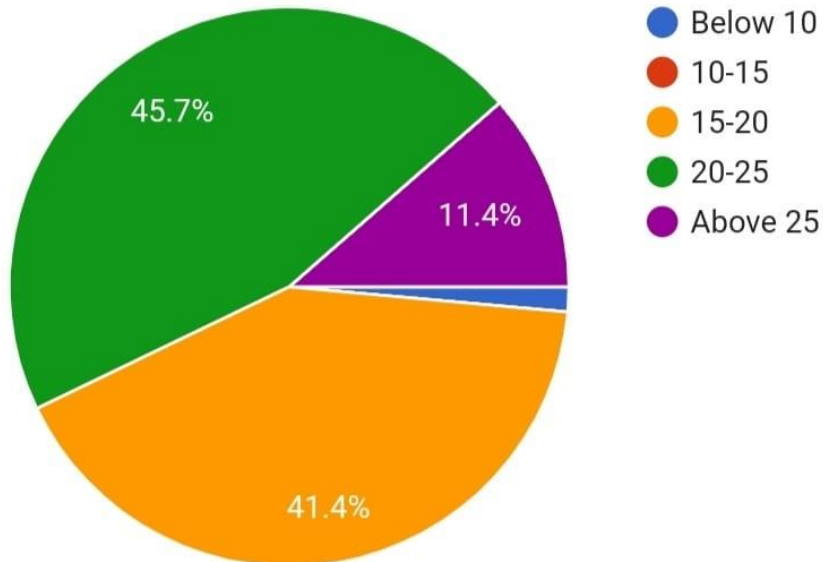
Level	Count	% of total	Cumulative %
Below 10	1	1.5	1.5%
10-15		0	1.5%
15-20	29	41.4	42.9%
20-25	32	45.7	88.6%
Above 25	8	11.4	100.0%

Source : survey data

Figure 3.2

Age

70 responses



Interpretation

The above table shows that 1 out of 70 respondents were below 10 category, 29 out of 70 respondents of 15-20 category, 32 out of 70 respondents of 20-25 category and 8 out of 70 were above 25 category. There were no responses for 10-15 category.

Table 3.3 frequency of education

Level	Count	% of total	Cumulative %

Below 10 th grade	1	1.4	1.4%
10 th grade	2	2.9	4.3%
12 th grade	12	17.1	21.4%
Under Graduate	49	70	91.4%
Post Graduate	6	8.6	100.0%

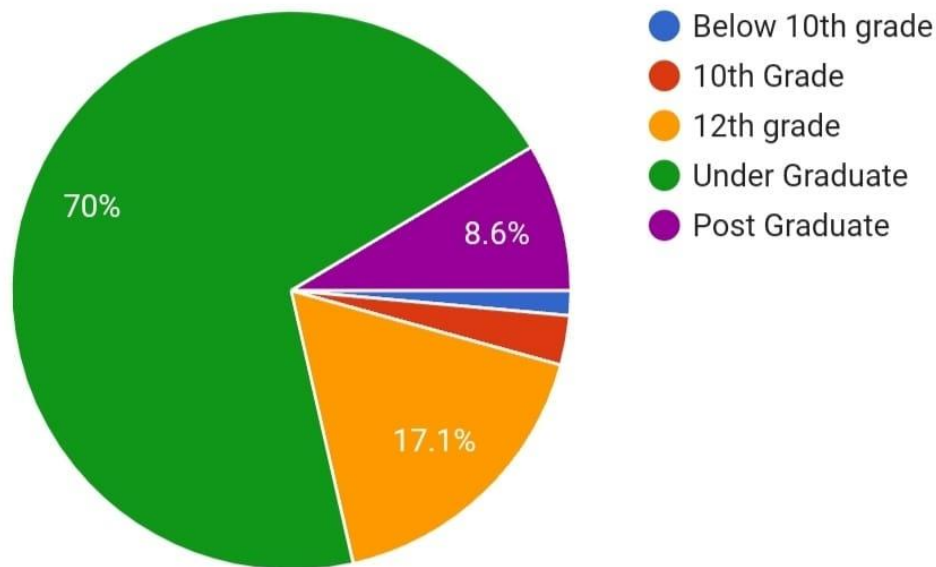
Source : survey data

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Figure 3.3

Educational Status

70 responses



Interpretation

The above table shows that 12 out of 70 respondents were of 12th grade, 49 out of 70 were under graduates, 6 out of 70 were post graduates. Only 2 and 1 responses from 10th and below 10th grade.

Table 3.4

How often do you watch YouTube?

Level	Count	% of total	Cumulative %

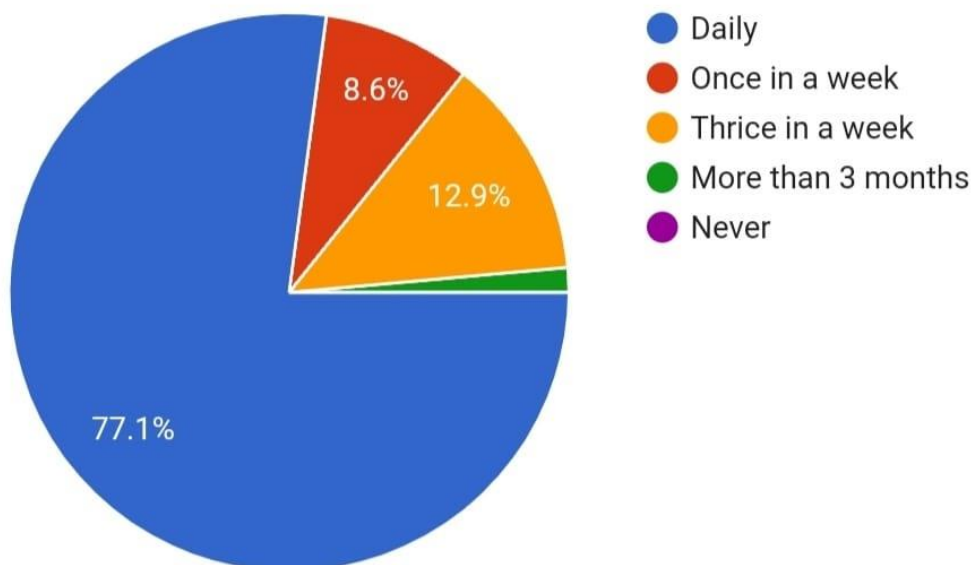
Daily	54	77.1	77.1%
Once in a week	6	8.6	85.7%
Thrice in a week	9	12.9	98.6%
More than 3 months	1	1.4	100.0%
Never	0	0	100.0%

Source : survey data

Figure 3.4

How often do you watch
YouTube?

70 responses



Interpretation

The above table shows that 54 out of 70 respondents watch youtube videos daily, 9 out of 70 watch thrice in a week and 6 out of 70 respondents watch once in a week. Only 1 respondent watch more than 3 months and there are no respondents who never watch youtube.

Table 3.5

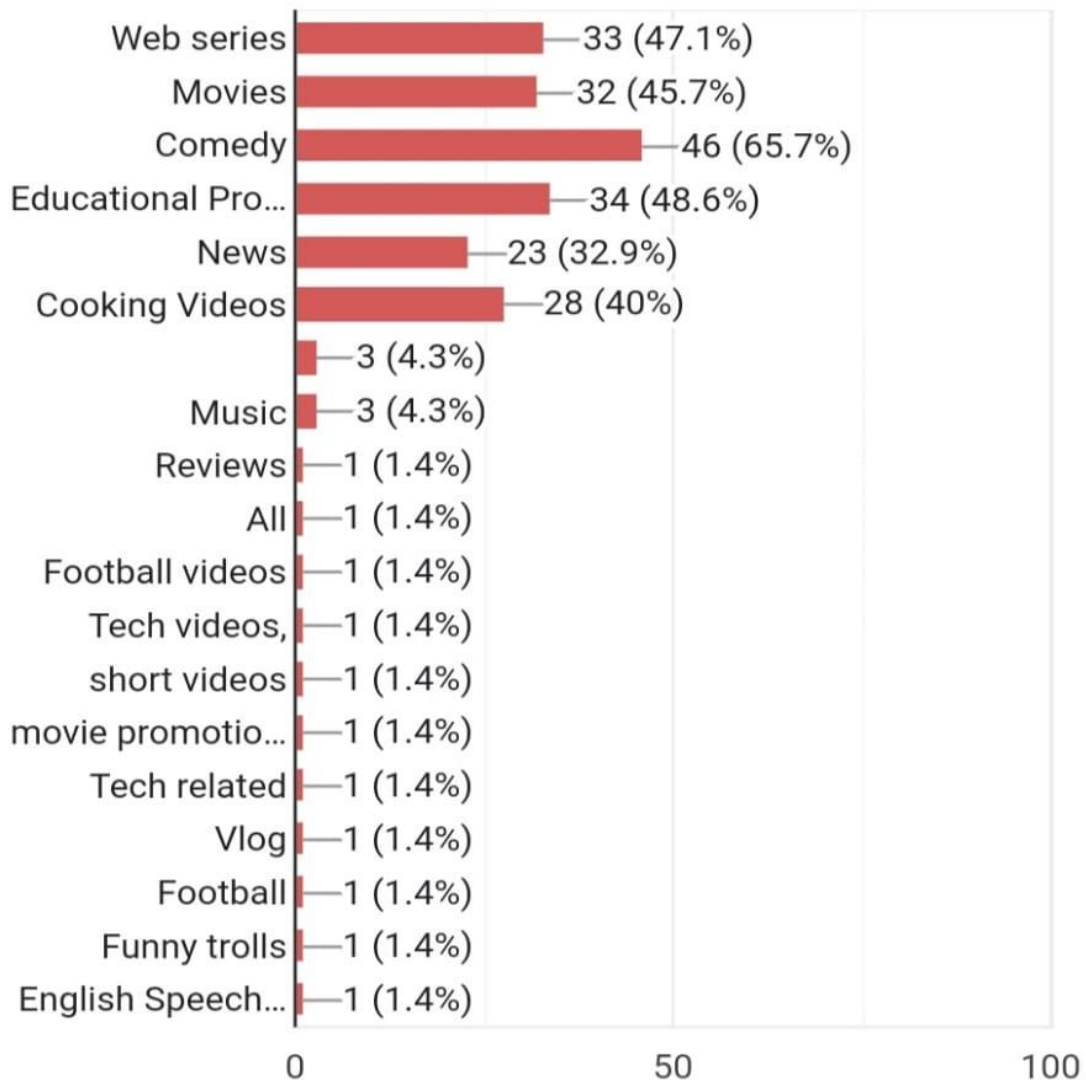
What do you mostly watch in youtube ?

Level	Count	% of total
Web Series	33	47.1
Movies	32	45.7
Comedy	46	65.7
Educational Programs	34	48.6
News	23	32.9
Cooking videos	28	28
All	1	1.4
Other	15	

Figure 3.5

What you mostly watch in YouTube ?

70 responses



Interpretation

The table above shows that respondents watch different types of videos in youtube.

Table 3.6

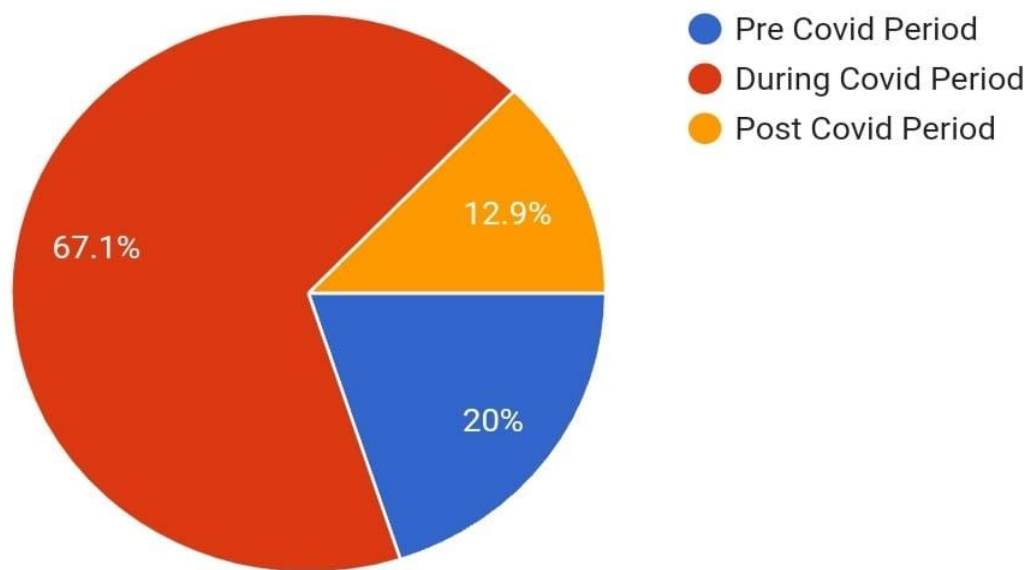
When did start learning more by watching videos with the help of YouTube?

Level	Count	% of total	Cumulative %
Pre covid period	14	20	20.0%
During covid period	47	67.1	87.1%
Post covid period	9	12.9	100.0%

Figure 3.6

Did you start learning more by watching videos with the help of YouTube?

70 responses



Interpretation

The above table shows that 47 out of 70 respondents started learning with the help of youtube were during covid period, 14 out of 70 were during pre covid period and 9 out of 70 were during post covid period.

Table 3.7

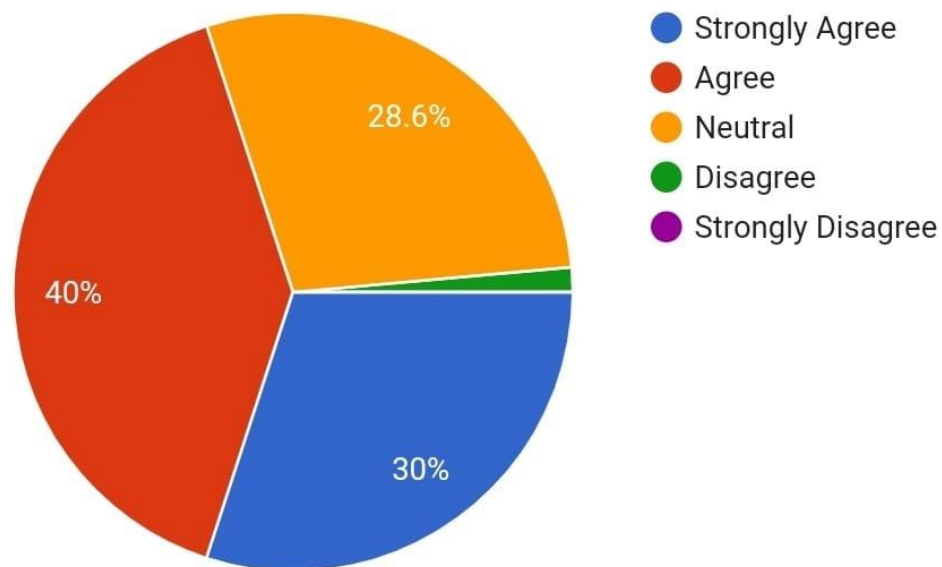
Watching youtube videos made class interesting. Do you agree with it?

Level	count	% of total	Cumulative%
Strongly Agree	21	30	30.0%
Agree	28	40	70.0%
Neutral	20	28.6	98.6%
Disagree	1	1.4	100.0%
Strongly Disagree	0	0	100.0%

Figure 3.7

Watching YouTube videos made class more interesting. Do you agree with this?

70 responses



Interpretation

The above table shows that 28 out of 70 and 21 out of 70 agree and strongly agree the statement. 20 responses were neutral and only 1 response disagree the statement.

Table 3.8

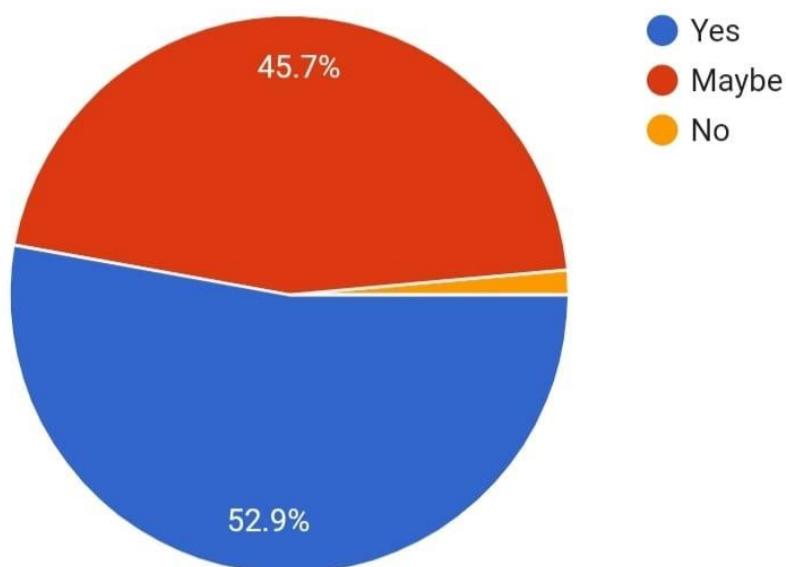
During covid days, do you feel those videos made you understand better?

Level	Count	% of total	Cumulative %
Yes	37	52.9	52.9%
May be	32	45.7	98.6%
No	1	1.4	100.0%

Figure 3.8

During Covid days, do you feel these videos made you understand the topic better?

70 responses



Interpretation

The above table shows that 37 out of 70 respondents agree with the statement and 32 out of 70 are not sure about it. Only 1 respondent disagree with the statement.

Table 3.9

Were the videos more beneficial for theory subjects or practical subjects?

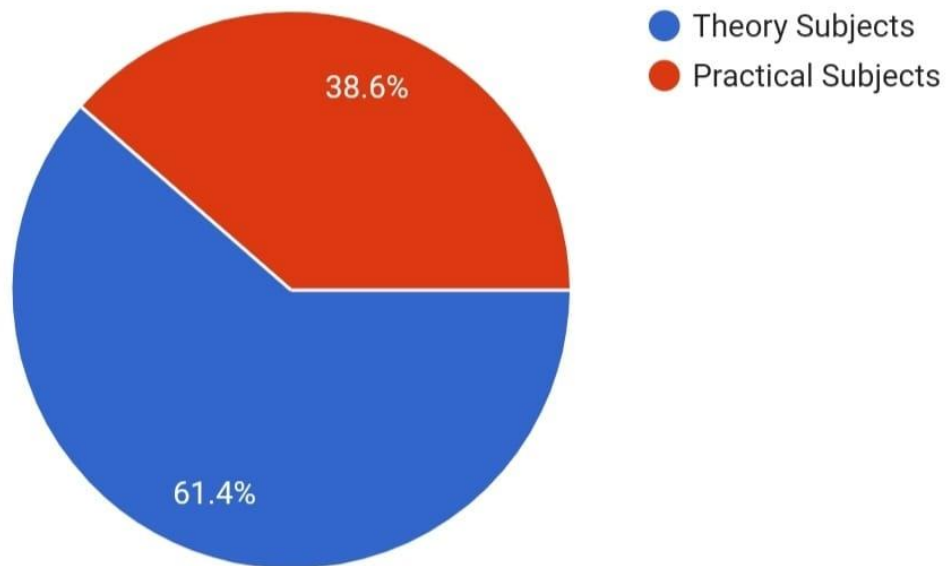
Level	Count	% of total	Cumulative %
Theory subjects	43	61.4	61.4%
Practical subjects	27	38.6	100.0%

Source : survey data

Figure 3.9

Were the videos more beneficial for theory or practical subjects?

70 responses



Interpretation

The above table shows that 43 out of 70 respondents agree with theory subjects and 27 out of 70 respondents agree with practical subjects.

Figure 3.10

If you have been watching YouTube videos for a long time for your studies, have you come across any health issues?

70 responses

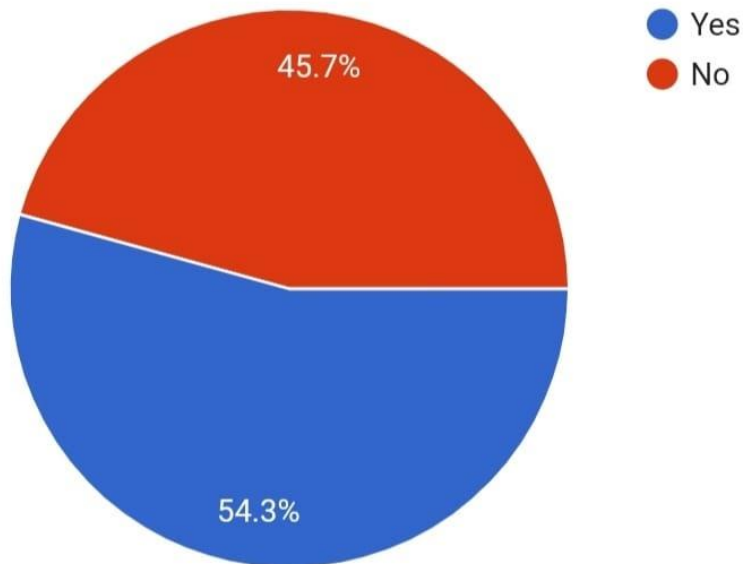


Table 3.10

Level	Count	% of total	Cumulative %
Yes	38	54.3	54.3%

No	32	45.7	100.0%
----	----	------	--------

Source : survey data

Interpretation

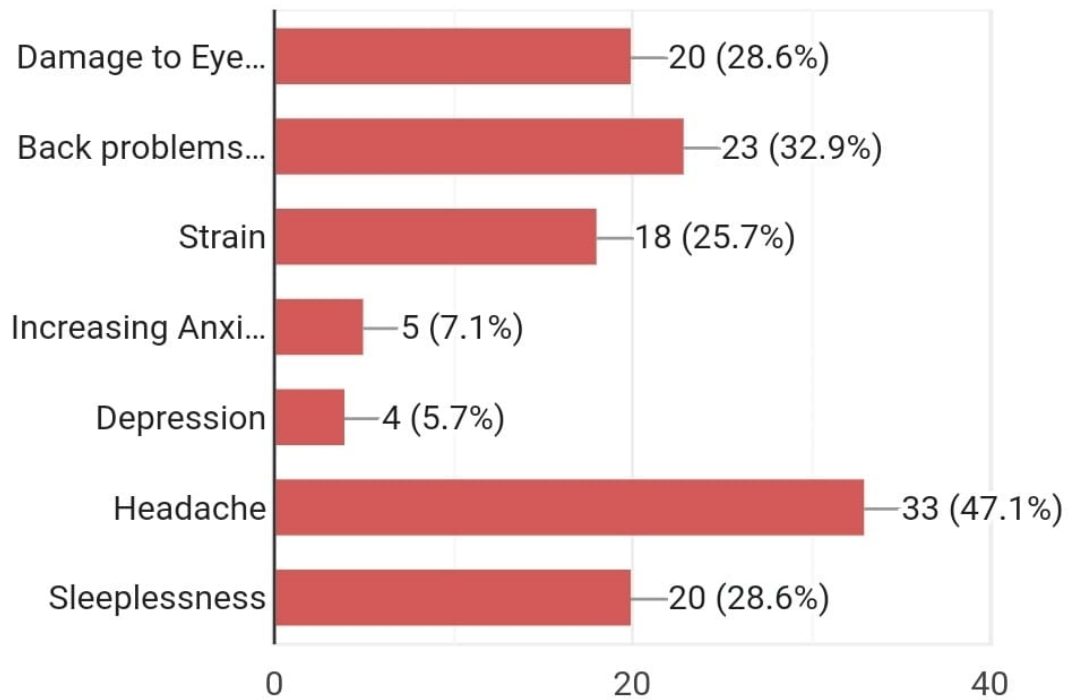
The above table shows that 38 out of 70 respondents agree with the statement and 32 out of 70 respondents disagree with the statement.

Figure 3.11

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What type of health issues you experienced?

70 responses



Interpretation

The figure above shows that many health issues were experienced by the respondents.

Figure 3.12

If you are studying with the help of a YouTube videos, are you distracted by the ads?

70 responses

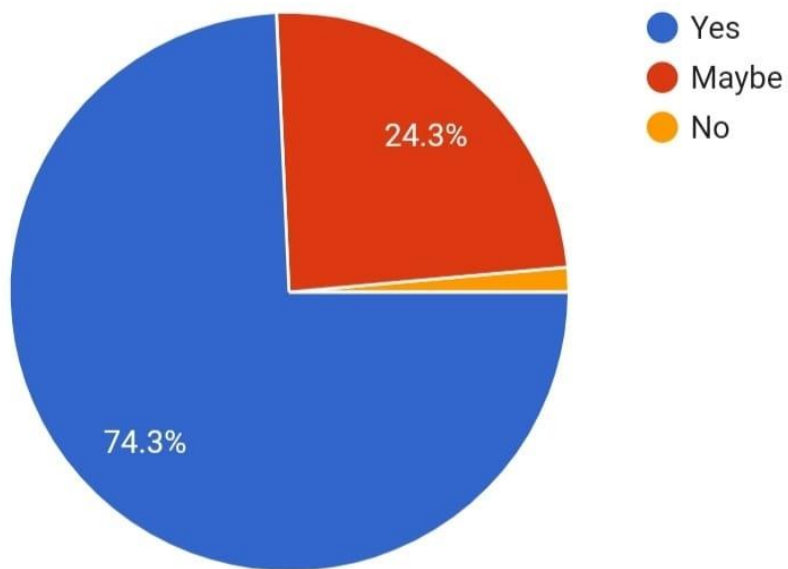


Table 3.11

Level	Count	% of total	Cumulative %
Yes	52	74.3	74.3%
Maybe	17	24.3	98.6%

No	1	1.4	100.0%
----	---	-----	--------

Source : survey data

Interpretation

The above table shows that 52 out of 70 respondents agree with the statement and 17 out of 70 were not sure about it. Only 1 respondent disagree with the statement.

Figure 3.13

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There is no socializing included in learning through YouTube .It may lead to decrease in cooperative skills of students. Do you agree with this statement?

70 responses

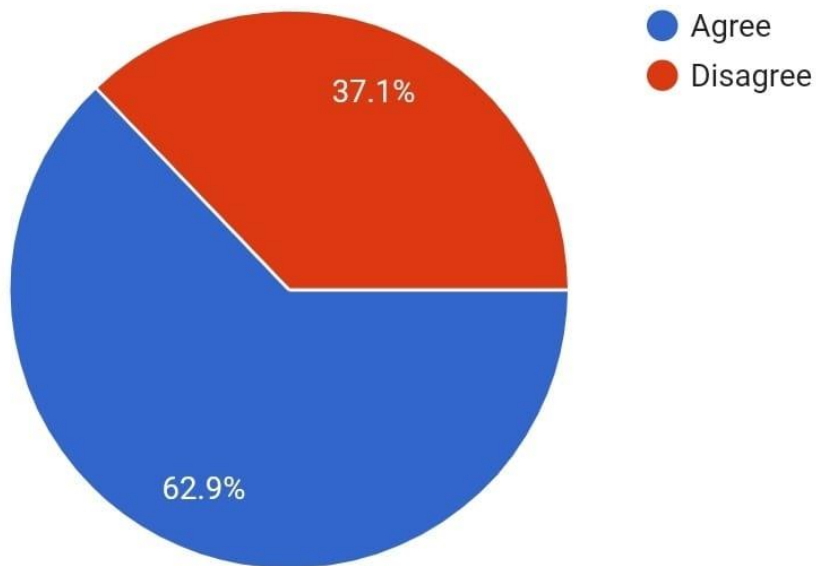


Table 3.12

Level	Count	% of total	Cumulative %
Agree	44	62.9	62.9%

Disagree	26	37.1	100.0%
----------	----	------	--------

Interpretation

The above table shows that 44 out of 70 respondents agree with statement and 26 out of 70 respondents disagree with the statement.

Figure 3.14

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Not every videos on YouTube comes from reliable sources. Some videos are uploaded just for the sake of business. These videos are not give correct information about the subject. Are you agree with these statement ?

70 responses

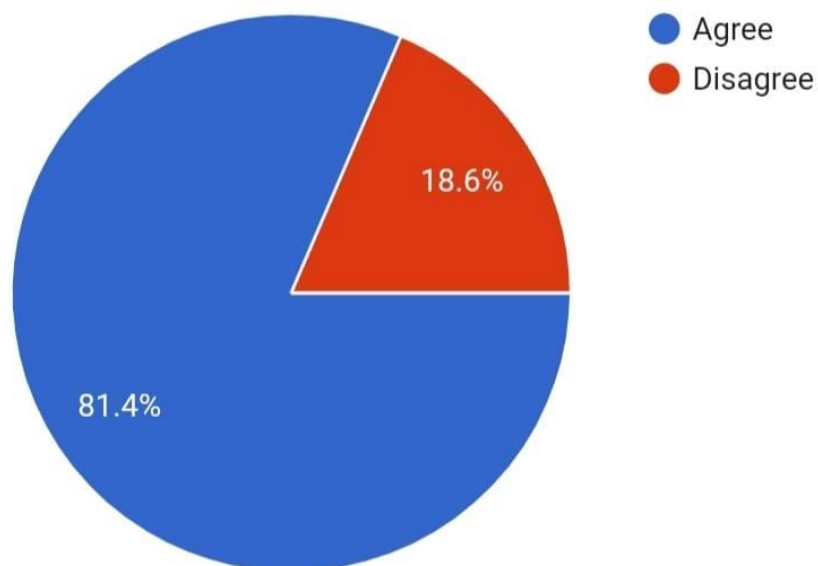


Table 3.13

Level	Count	% of total	Cumulative %

Agree	57	81.4	81.4%
Disagree	13	18.6	100.0%

Source : survey data

Interpretation

The above table shows that 57 out of 70 respondents agree with the statement and 13 out of 70 respondents disagree with the statement.

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Figure 3.15

Using videos for a prolonged time may cost significant amount of cellular data. Not all the students will be able to afford this much of data. Do you agree with statement?

70 responses

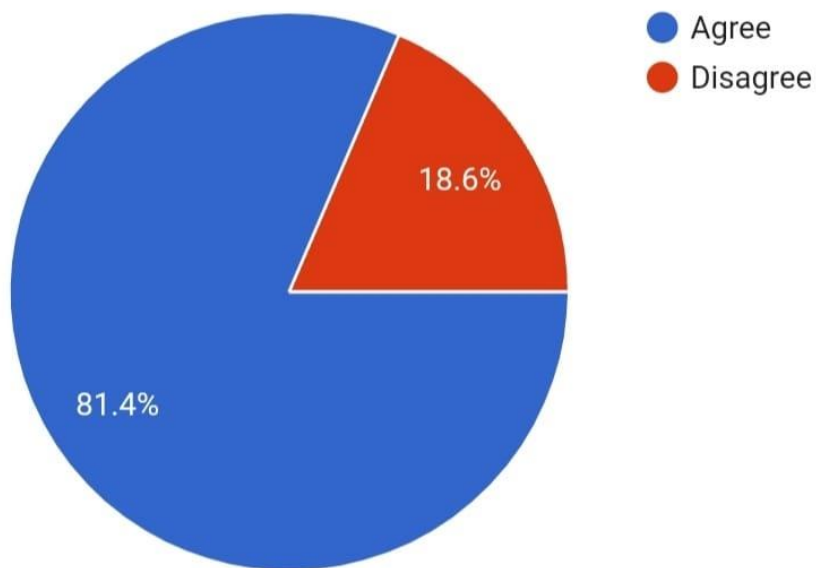


Table 3.14

Level	Count	% of total	Cumulative %

Agree	57	81.4	81.4%
Disagree	13	18.6	100.0%

Source : survey data

Interpretation

The above table shows that 57 out of 70 respondents agree with the statement and 13 out of 70 respondents disagree with the statement.

Figure 3.16

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Please rate how strongly you agree with the following statements :

a. Visual elements are displayed through YouTube to attract the attention and interest of students.

70 responses

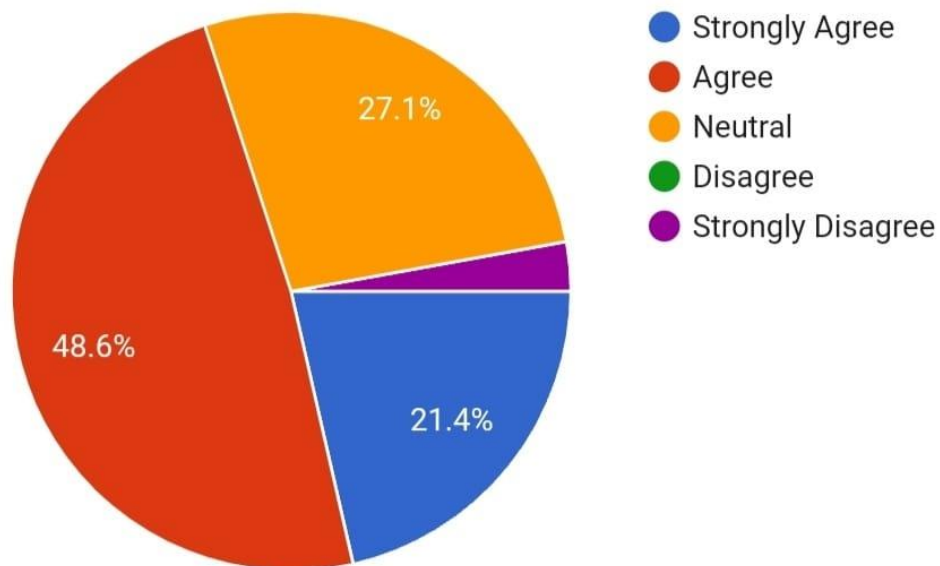


Figure 3.17

b. Effectiveness in terms of student achievement cannot be measured using YouTube Applications.

70 responses

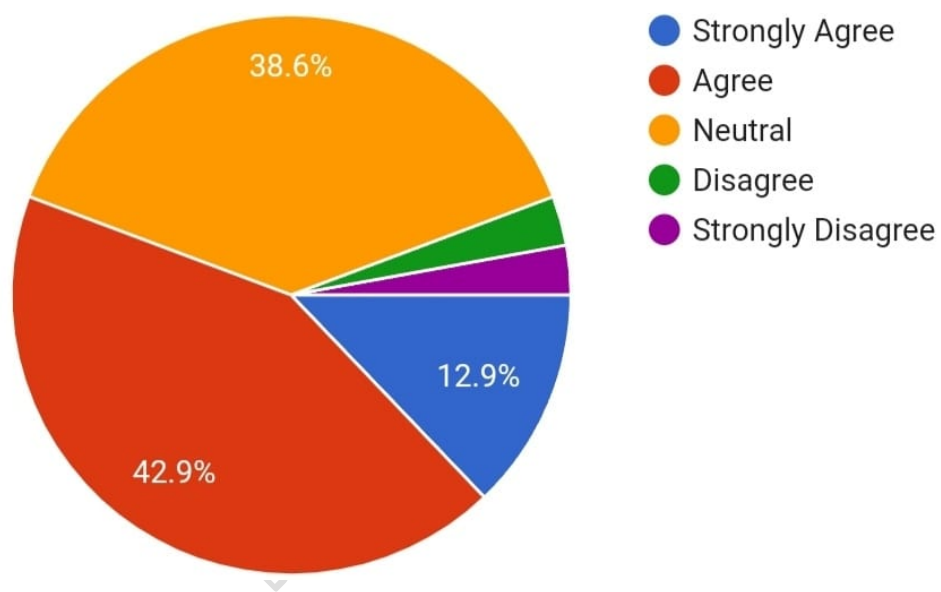


figure 3.18

c. When we compared to offline teaching, learning through YouTube videos helps to simplify the chapter in easy manner.

70 responses

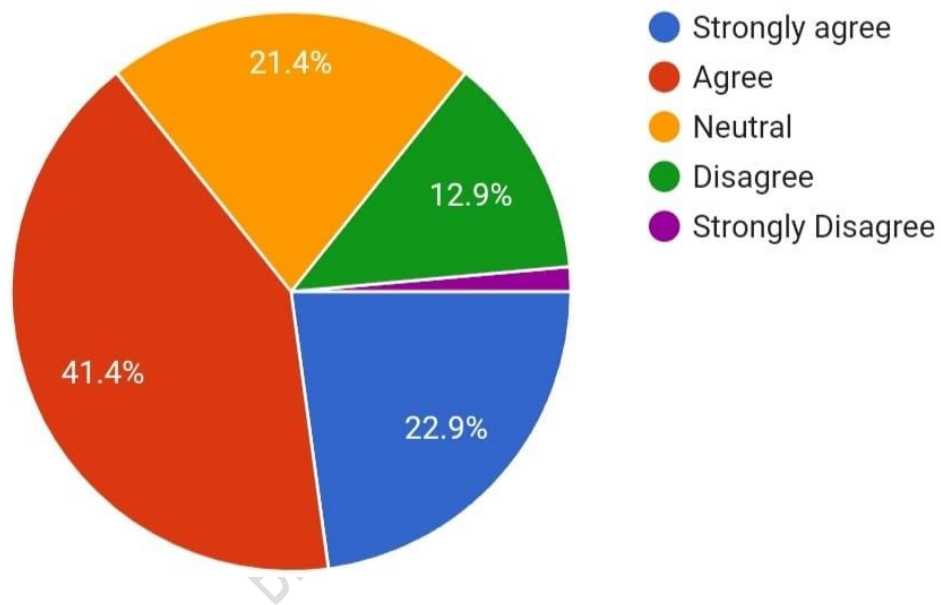


Figure 3.19

d. Students tend to forget their own skills and do their assignments and projects with the help of YouTube rather than their own.

70 responses

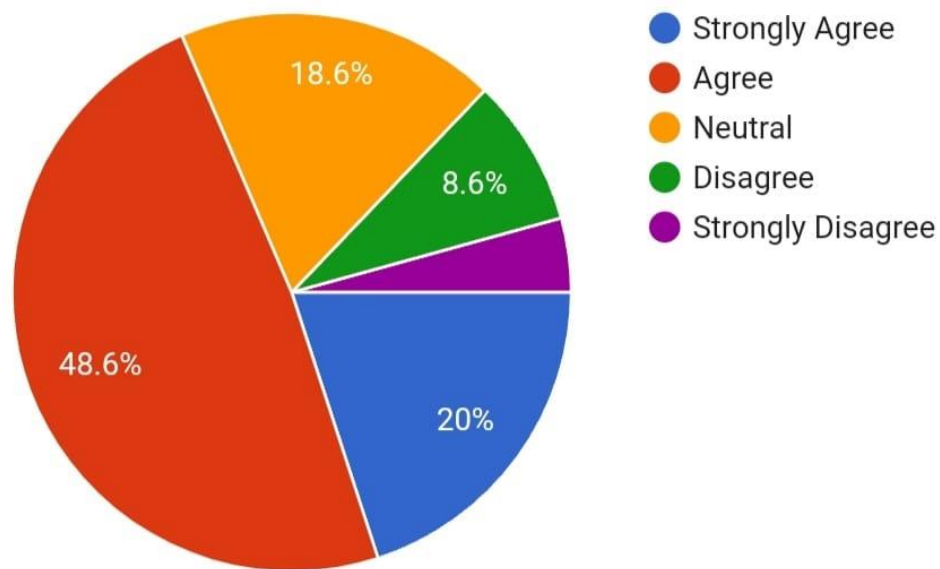


Figure 3.20

e. There are many videos on YouTube that have good content but many people misuse the platform and share inappropriate content.

70 responses

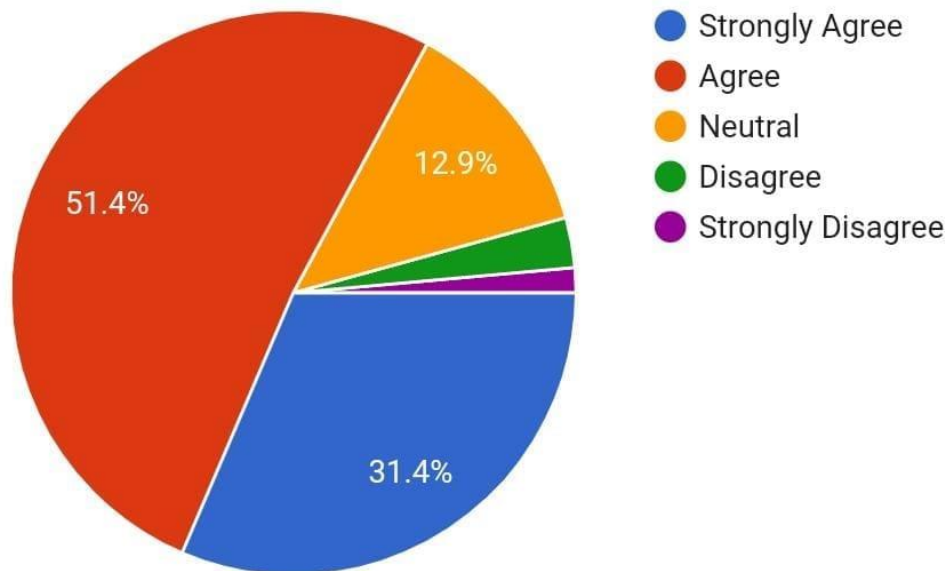
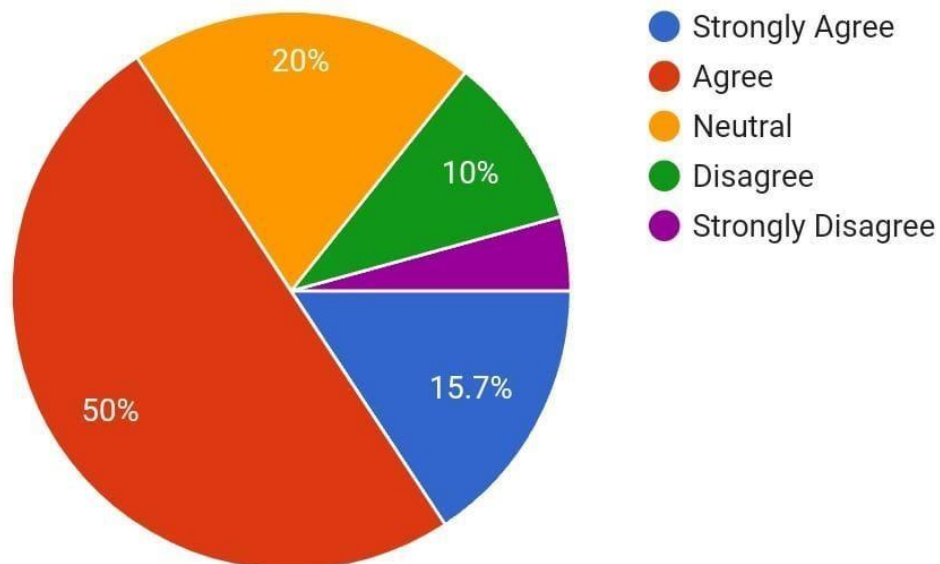


Figure 3.21

f. There is no proper guideline to upload any content which is not good for people to watch under a particular age.



70 responses



Interpretation

The above figures 16-21 shows the different opinions of the respondents regarding different statements.

Table 3.15

How do you rate overall performance of YouTube?

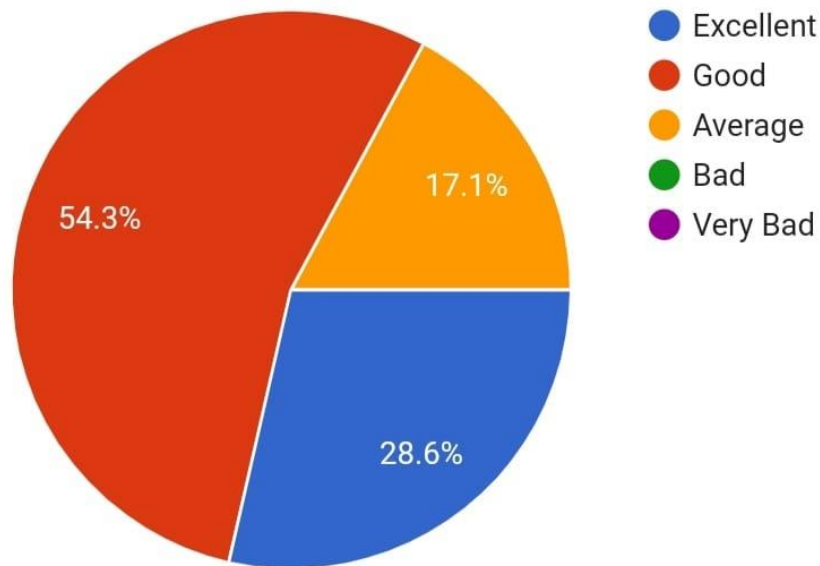
Level	Count	% of total	Cumulative %
Excellent	20	28.6	28.6%
Good	38	54.3	82.9%
Average	12	17.1	100.0%
Bad	0	0	100.0%
Very bad	0	0	100.0%

Source: survey data

Figure 3.22

How do you rate overall performance of YouTube?

70 responses



Interpretation

The above table shows that 20 out of 70 respondents agree with the overall performance of youtube as excellent, 38 out of 70 as good and 12 out of 70 as average. There were no responses of bad and very bad regarding the overall performance of youtube.

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CHAPTER 4

FINDINGS, SUGGESTIONS AND CONCLUSIONS

4.1 INTRODUCTION

The study's main conclusions are presented in this chapter, along with some recommendations based on them. The chapter also includes a summary and recommendations for further study. The main goals and hypotheses of the study are outlined in the following sections before the main findings are explained.

4.2 OBJECTIVES

The following goals were intended to be met by the study titled "A Study on The Impact Of YouTube Videos On Students."

- To comprehend the student's motivations for using YouTube videos as well as their preferences.
- To investigate any health problems brought on by prolonged YouTube viewing.
- Investigate whether pupils' talents are destroyed by an over reliance on YouTube videos.
- To comprehend the negative effects of viewing YouTube videos.

FINDINGS

The information obtained from the study reveals the following facts:

✓Based on Demographic analysis

- Majority of the respondents are males from the age group 20-25.
- Majority of the respondents are from Under graduate students.
- A great number of the respondents watch YouTube videos daily.
- The major part of the respondents chooses Comedy videos in YouTube.

✓Based on Descriptive analysis

a) Factors affecting students opting YouTube videos for studies.

- Most of respondents watching YouTube videos during Covid period.
- Watching YouTube videos made class more interesting when we compared to offline teaching.
- YouTube videos are helpful for theory subjects.
- YouTube videos helps to simplifies the topics

b) Problems faced by the students for watching YouTube videos.

- Over watching of YouTube videos causes various health issues like headache, back problems due to incorrect sitting positions, sleeplessness, damage to eye sightedness etc.
- Distracted by the ads and significant amount of cellular data are the main problems faced by the students.
- Decrease in cooperative skills of students is considered the highly faced problems of students while watching YouTube videos.
- Over dependence on YouTube videos tend to forget their own skills is the main problem by the students.

c) Overall performance rating

- A lion's share of the respondents believes that many people misuse the platform and share inappropriate content.
- Around half the respondents believes that there is no proper guideline to upload any content which is not good for people under a particular age.
- Major part of the respondents gives the overall performances of YouTube is good.

4.4 SUGGESTIONS

The major output of the research is to contribute to the theoretical review of literature existing in the knowledge domain. It also helps in practical implications and managerial uses by providing constructive and creative suggestions implied out of existing findings of the study. The following are some of the findings derived out of the study:

- Since there are many videos uploaded on YouTube, we may not get the video we want and there is no guarantee that we will get the videos related to our study. All the videos seen on that YouTube are not necessarily true and we cannot even be sure if they are experts on the topic they are dealing with.
- With the help of YouTube videos, there is a possibility of many health issues for students to study, thereby causing students to fall behind in their studies.
- They do not provide proper guidelines and supervision that YouTube videos require, which means that many people uploading videos that are not suitable for students. This causes decreases in thinking ability of students.
- The overall performance of the app was found to be highly remarkable.
- It was during Covid period that many students started learning by watching videos with the help of YouTube and it also helped them to earn income by uploading more videos.

4.5 CONCLUSION

In this study, we propose to examine the impact of YouTube videos on students. The study focuses on the ability of YouTube to meet the needs of students and provide audio-visual inputs to the learners. This helps to improve learners listening abilities. YouTube has so many negative sides too. Students are prone to ignoring their academics. Students who spend too much time on the internet may become distracted. Many students cannot devote themselves to studying and instead waste their time watching videos. Students must use an electronic device to connect to the internet. Using electronic gadgets for an extended time may contribute to various health issues.

In the present times, the use of social media more specifically YouTube by the students of engineering and technology education for their studies, cultural understanding and behavioural improvement is unclear because there are no studies conducted in this focus area. Therefore, this study explores the reasons and perceptions on the use and aforesaid benefits and drawbacks obtained by the students of Ernakulam. 70 responses were collected in the period of December 2022 to March 2023. The researchers were able to identify Impact of YouTube videos on students and they are distracted ads, high internet handling charges, internet problems, various health issues, share inappropriate videos. The data collected from the respondents were carefully analysed in two different sections, the first being demographic analysis and the

second descriptive analysis. The demographic analysis provided a clear image about the age, gender, educational status and the usage rate of YouTube application of the respondents. And the descriptive analysis helped the researchers to identify the impact of YouTube videos on students. The findings of the study show that since there are many videos uploaded on YouTube, we may not get the video we want and there is no guarantee that we will get the videos related to our study. All the videos seen on that YouTube are not necessarily true and we cannot even be sure if they are experts on the topic they are dealing with. With the help of YouTube videos, there is a possibility of many health issues for students to study, thereby causing students to fall behind in their studies. They do not provide proper guidelines and supervision that YouTube videos require, which means that many people uploading videos that are not suitable for students. This causes decreases in thinking ability of students.

YouTube is a source of income for a lot of people. It started off as an excellent platform to upload videos to share knowledge, experiences, and tutorials. Also, many people have dedicated their lives to create content just for YouTube and so many have earned not only recognition and fame but also money. Even youngsters have made millions of dollars making videos on YouTube. This has opened opportunities for people to earn a steady income and earn recognition worldwide.

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BIBLIOGRAPHY

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APPENDIX

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A STUDY ON THE IMPACT OF YOUTUBE VIDEOS ON STUDENTS

QUESTIONNAIRE

1. Name:

2. Email id:

3. Age:

Below 10

10 - 15

15 - 20

20 - 25

Above 25

4. Gender:

Male

Female

Prefer not to say

5. Educational Status:

Below 10th grade

10th grade

12th grade

Under Graduate

Post Graduate

6. How often do you watch YouTube?

Daily

Once in a week

Thrice in a week

More than 3 months

Never

7. What you mostly watch in YouTube?

Web series

Movies

Comedy

Educational Programmes

- News
- Cooking Videos
- Others

8. Did you start learning more by watching videos with the help of YouTube?

- Pre Covid-Period
- During Covid-Period
- Post Covid-Period

9. Watching YouTube videos made class more interesting. Do you agree with this?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

10. During Covid days, do you feel these videos made you understand the topic better?

- Yes
- May be

No

11. Were the videos more beneficial for theory or practical subjects?

Theory Subjects

Practical Subjects

12. If you have been watching YouTube videos for a long time for your studies, have you come across any health issues?

Yes

No

13. What type of health issues you experienced?

Damage to Eyesight

Back problems due to incorrect sitting positions

Strain

Increasing Anxiety

Depression

Headache

Sleeplessness

14.If you are studying with the help of a YouTube videos, are you distracted by the ads?

Yes

No

15.There is no socializing included in learning through YouTube. It may lead to decrease in cooperative skills of students. Do you agree with this statement?

Agree

Disagree

16.Using videos for a prolonged time may cost significant amount of cellular data. Not all the students will be able to afford this much of data. Do you agree with this statement?

Agree

Disagree

17.Not every video on YouTube comes from reliable sources. Some videos are uploaded just for the sake of business. These videos are not giving correct information about the subject. Are you agree with this statement?

Agree

Disagree

18. Please rate how strongly you agree with the following statements:

a. Visual elements are displayed through YouTube to attract the attention and interest of students.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

b. Effectiveness in terms of student achievement cannot be measured using YouTube Applications.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

c. When we compared to offline teaching, learning through YouTube videos helps to simplify the chapter in easy manner.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

d) Students tend to forget their own skills and do their assignments and projects with the help of YouTube rather than their own.

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Strongly disagree

e. There are many videos on YouTube that have good content but many people misuse the platform and share inappropriate content.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

f. There is no proper guideline to upload any content which is not good for people to watch under a particular age.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

19. How do you rate overall performance of YouTube?

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree