

# Utilization of YouTube Videos for Instructional Purposes: Perception and Attitude of Lecturers in Niger State College of Education, Minna

<sup>1</sup>ALABI, Thomas Omotayo, <sup>1</sup>FALODE, Oluwale Caleb, <sup>2</sup>ADEBAMBO, Maneju Ruth

<sup>3</sup>ABDULKAREEM, Abdurashed Yunusa

<sup>1</sup>Federal University of Technology, Minna, Nigeria

<sup>2</sup>National Examinations Council, Minna, Nigeria

<sup>3</sup>National Board for Arabic and Islamic Studies, Kaduna, Nigeria

Corresponding author: \* Falode, Oluwale Caleb. PhD  
Tel.: \*\*\*\*\* Email: facominsight2@gmail.com

## Abstract

This study investigated Lecturers' Perception and Attitude toward Utilization of YouTube Videos for Instructional Purposes in Niger State college of Education. A descriptive survey design was adopted for the study. Four research questions were answered and two null hypotheses were tested in this study. The population of the study was made up of four hundred and eighty five (485) lecturers. Purposive sampling, simple random sampling, and stratified sampling techniques were used to select 100 lecturers that participated in the study. Researcher-designed questionnaire named Questionnaire on Lecturers Perception and Attitude towards the Utilization of YouTube for Instructional Purposes (QLPAUYIP) was employed for the study.

The instrument was validated by experts and a reliability coefficient 0.89 was obtained using Cronbach Alpha formula. Data gathered were analyzed using descriptive statistics (Mean and Standard Deviation), inferential statistics (t-test) while the level of significance was ascertained at 0.05 alpha levels for the hypotheses. Findings revealed that lecturers have a positive perception towards the use of YouTube for instructional purposes however, there was a statistically significant difference between the two groups  $t=0.792$ .  $p<0.05$ . On Also, lecturers' have a positive attitude towards the utilization of YouTube videos for instructional purposes and there is no significant difference in the male and female lecturers' attitude towards the utilization of YouTube videos for instructional purposes at  $t=0.352$ .  $p<0.05$ .

## Keywords

Perception, Attitude, YouTube video, Instruction, Utilization

## INTRODUCTION

Information and Communication Technology can be used as a great tool for sustainable development have experienced tremendous growth in the recent past in various disciplines due to its vast effect on all facets of human endeavours (Brakel & Chisenga, 2003). With the advancement in technology, digital resource such as; prints, audio and video instruction can be used, re-used, adapted, copied and can be shared for free, since they are freely provided (Mulder, 2008). The advancement of Information and Communication Technology (ICT) has been the driving force behind new mode of teaching and learning which has transformed the entire academics settings and altered the educational equation in a fundamental way (Aduwa-Ogiegbaen, 2013). These ICT tools vary and one of such is the YouTube platform.

YouTube is a [video-sharing](#) website where users can upload, share and view video content. It was created by three [PayPal](#) employees. The Internet domain name 'www.youtube.com' was activated on Monday, February 14, 2005; at 9:13 p.m. YouTube's initial headquarters was in a Japanese restaurant in [San Mateo, California](#). In 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. It was ranked the fifth-most-popular website with nearly 20 million visitors per month. Around 44% of these visitors are female while 56% are male visitors. Also, 12 to 17-year-old age group were the dominant user of the site.

YouTube features comment threads on one's channel, user-managed videos, and a counter that allows one to keep track of who is watching the videos. YouTube is frequently used by students as a resource or a supplementary material. YouTube can also be helpful in various fields of study where an actual observation is essential but simply not possible due to limited resources or other factors. The popularity of YouTube in academics can be associated to the fact that as users, teachers can upload videos of their lectures and demonstrations as evidenced by teachers' use of YouTube for online classes. Moreover, teachers can access videos of other users to support classroom learning. With respect to this, the quality or reliability of videos used as a learning material can somehow be assured as teachers themselves pre-select the videos. Some guidelines in utilizing YouTube can promote active viewing and maximize student learning. It includes playing videos in short segments, allowing students to ask questions or to think critically about the content they just viewed. Students should also be encouraged to take notes while watching videos. In addition, the success of educational programs in tertiary institutions involving YouTube technology depends to a large extent on students' attitude towards its usage.

Attitude is the behaviour, feelings, pre-disposition of someone towards a particular thing/object whether good or bad, positive or negative among others. It is a summary evaluation of a psychological object captured in such attribute dimensions as good-bad, harmful-beneficial, pleasant-unpleasant, and likable-dislikable (Ajzen, 2001). Beliefs influence attitudes which are considered the basis of behavior. In other words, having a negative or positive view influences the intention of performing or not performing in an activity, or the amount and quality of participation. People's positive or negative attitudes towards any issue will influence their degree of acceptance and the nature of their interactions. That is, a positive attitude towards YouTube will increase the utilization and quality of participation of the platform.

Perception is generally the way any human being see things or situation. The wide variety of subjective instruments to measure perceptions has resulted in a lack of global consensus on any singular definition. Perception is a uniquely individualized experience. One can only draw from what is known to oneself. It is also an awareness and understanding of sensory information.

One of the national goals of education is to make learning more meaningful for learners (FRN 2014). The federal republic of Nigeria recognizes the information and communication technologies (such as YouTube) as a strategy imperative for national development. Therefore, based on the importance of YouTube for instructional purposes, lecturers' perception on its utilization cannot be over-emphasized. Also, their attitude towards the utilization of this form of ICT (YouTube) for instructional purposes was examined in this study. Students' attitudes towards the use of YouTube constitute a significant factor to study; the researcher believes that it is important to identify and understand students' attitudes towards the use of YouTube. For this reason, this research work seeks to find out lecturers' perception and attitude toward the utilization of YouTube videos for instructional purposes in Niger State College of Education, Minna.

## Purpose of the Study

The aim of this study was to find out lecturers perception and attitude towards the utilization of YouTube videos for instructional purpose in Niger State College of Education, Minna. Specifically, the study was carried out to:

- 1) Determine the perception of lecturers on the utilization of YouTube for instructional purposes in Niger State College of Education, Minna.
- 2) Examine the influence of gender on the perception of lecturers on the utilization of YouTube for instructional purposes in Niger State College of Education
- 3) Find out the attitude of lecturers towards the utilization of YouTube videos for instructional purposes in Niger State College of Education
- 4) Examine the influence of gender on the attitude of lecturers towards the utilization of YouTube for instructional purposes in Niger State College of Education

## Research Questions

The following research questions were raised and answered in this study:

- 1) What is the perception of lecturers on YouTube videos for instructional purposes in Niger State College of Education, Minna?
- 2) Will gender influence the perception of lecturers on YouTube videos for instructional purposes in Niger State College of Education Minna?
- 3) What is the attitude of lecturers towards the utilization of YouTube videos for instructional purposes in Niger State College of Education Minna?
- 4) Does gender influence the attitude of lecturers towards the utilization of YouTube videos for instructional purposes in Niger State College of Education Minna?

## Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

**HO<sub>1</sub>:** There is no significant difference in the perception of male and female lecturers' on the utilization of YouTube videos for instructional purposes in Niger State College of Education Minna.

**HO<sub>2</sub>:** There is no significant difference in the male and female lectures' attitude towards the utilization of YouTube videos for instructional purposes in Niger State College of Education Minna.

### Methodology

The research design used for this study is a descriptive survey design. Survey research is suitable where a group of people or items is studied by collecting and analyzing data from their representatives. The descriptive survey design is used to identify the relationship between variables and describing them. The methodology involved the use of questionnaire to elicit needed data from respondents on their perception and attitude of lecturers towards utilization of YouTube for instructional purposes.

The population of this study comprised of all lecturers in Niger state college of education Minna, Niger state. The target population for the study is made up of 485 lecturers in the faculty of education, Niger state college of education Minna, Niger state. A multi-stage sampling technique was used in sampling respondents for this study. Firstly, purposive sampling procedure was used to select lecturers in the faculty of education because they teach technology education courses. Thereafter, simple random sampling was used to select 100 lecturers across all the departments in faculty. Finally, stratified sampling technique was employed to categorize the respondents into two levels of gender (male and female).

One research instrument that was used in this study to collect needed data. Researcher-designed questionnaire named Questionnaire on Lecturers Perception and Attitude towards the Utilization of YouTube for Instructional Purposes (QLPAUYIP) was employed for the study. The questionnaire is a close-ended questionnaire and it consists of three sections (Sections A, B and C). Section A collected demographic data of respondents, Section B consists of six items on lecturers perception on the use of YouTube for instructional purpose and section C consists of six items on lecturers attitude towards the use of YouTube for instructional purpose. Items in sections B and C were presented using a 5-point Scale in which Strongly Agree (SA) was awarded 5 points, Agree (A) was awarded 4 points, Undecided was awarded 3 points, Disagree (D) was awarded 2 points and Strongly Disagree (SD) was awarded 1 point.

The questionnaire, (QLPAUYIP) was validated by the researcher's supervisor, two educational technology specialists from the department of Educational Technology, Federal University of Technology, Minna. Based on their suggestions, some items were modified while some items were also added. The reliability of the

research instrument was determined after a trial testing using a simple random sample of 50 lecturers from other faculties in the Niger State College of Education who are part of the population but not part of the study sampled for this study. The administration was done once and a reliability coefficient of 0.89 was obtained using Cronbach Alpha formula.

The data gathered were analyzed using descriptive and inferential statistics. The research questions 1, 2,3 and 4 were answered using mean and standard deviation. A decision rule was set in which a mean response of 3.0 and above was considered as positive perception and attitude while a mean response below 3.0 was considered as a negative perception and attitude. The two hypotheses were tested using t-test statistic in Statistical Package for Social Sciences (SPSS) version 20 at 0.05 level of significance.

### Results:

**Research question one:** What is the perception of lecturers on the utilization of YouTube for instructional purposes in Niger State College of Education, Minna?

**Table 1: The mean and standard deviation of lecturers' perception on the utilization of YouTube video for instructional purposes**

S/N	Items	N	Mean	Std. Dev	Decision
1	YouTube video clips promote teaching and learning	100	4.41	0.78	Agree
2	YouTube video clips are useful in my teaching activities	100	4.28	0.71	Agree
3	I like to use YouTube video clips during my teaching activities because they are readily available.	100	2.70	1.35	Disagree
4	YouTube video clips can provide lecturers with the ability to access global educational contents	100	4.06	0.82	Agree
5	I think that YouTube video clips can help me to make teaching activities more concrete and real	100	3.72	1.33	Agree
6	YouTube video clips are can be used as an instructional material	100	4.29	1.91	Agree
	<b>Average Mean</b>		<b>3.91</b>		<b>Agree</b>

Decision Mean = 3.0

Table 1 shows the mean and standard deviation of lecturers' perception on the utilization of YouTube for instructional purposes. The table shows the mean and standard deviation of item one as 4.41 and 0.78 respectively. Also, 4.28 as mean with 0.71 as standard deviation for item two, mean of 2.70 with standard deviation of 1.35 for item three, mean of 4.06 with standard deviation of 0.82 for item four, mean of 3.37 with standard deviation of 1.33 for item five and mean of 4.29 with standard deviation of 1.91 for item six.

The table further revealed a grand mean of 3.91 which is greater than the decision mean score of 3.0. This implies that lecturers have a positive perception towards the use of YouTube for instructional purposes.

**Research question two:** Will gender influence the perception of lecturers on YouTube for instructional purposes in Niger State College of Education Minna?

**Table 2: Mean and standard deviation of gender influence the perception of lecturers on YouTube for instructional purposes**

Gender	N	Mean	Std. Dev.
Male	50	79.81	9.84
Female	50	75.76	9.46
Total	100		

Table 2 shows the mean and standard deviation of male and female lecturer's perception on the utilization of YouTube for instructional purposes. The result indicated that the mean and standard deviation of the two groups differs with a mean of 79.81 and standard deviation of 9.84 for male and a mean of 75.76 with a standard deviation of 9.46 for female. This shows that the male had a higher mean than the female.

**Research question three:** What is the attitude of lecturers towards the utilization of YouTube videos for instructional purposes in Niger State College of Education Minna?

**Table 3: Mean and standard deviation of the attitude of lecturers towards the utilization of YouTube videos for instructional purposes**

S/N	Items	N	Mean	Std. Dev.	Decision
1	YouTube is good because I can find any information whenever I want.	100	3.79	0.97	Agree
2	I feel YouTube is important for effective teaching	100	4.10	0.88	Agree
3	I think that YouTube is easy to use	100	4.43	0.67	Agree
4	I think that YouTube is very good because it makes abstract contents/topics real	100	3.98	1.08	Agree
5	YouTube makes the class more interactive and interesting	100	3.63	1.08	Agree
6	I'm able to download information on YouTube for future use and references	100	3.97	1.02	Agree
	<b>Average Mean</b>		<b>4.02</b>		<b>Agree</b>

Decision Mean = 3.0

Table 3 shows the mean response of lecturer’s attitude towards the utilization of YouTube videos for instructional purposes. A total number of 100 lecturers responded to the six items. The table shows that respondents agree to all the six items. The average mean response to all the six items is 4.02 which greater than the mean decision rule of 3.0. This indicates that lecturers’ have a positive attitude towards the utilization of YouTube videos for instructional purposes.

**Research question four:** Does gender influence the attitude of lecturers towards the utilization of YouTube for instructional purposes in Niger State College of Education Minna?

**Table 4: Mean and standard deviation of male and female lecturers’ attitude towards the utilization of YouTube for instructional purposes**

Gender	N	Mean	Std. Dev.
Male	50	82.56	9.43
Female	50	78.55	10.70
Total	100		

Table 4 shows the mean and standard deviation response of male and female lecturers’ attitude towards the utilization of YouTube for instructional purposes. The result indicated that the mean response of male and female lectures differs as the mean 82.56 is for male and that of female is 78.55.

**Hypotheses one:** There is no significant difference in the perception of male and female lecturers’ on the utilization of YouTube videos for instructional purposes in Niger State College of Education Minna.

**Table 5: t-test Result of Male and Female Lecturers’ Perception on the Utilisation of YouTube videos for Instructional Purposes**

Gender	N	df	Mean	S.D	t-value	p-value
Male	50	98	79.81	9.84	0.792	0.046
Female	50		75.76	9.46		

Significant at 0.05 levels

Table 5 presents the t-test Result of male and female lecturers’ perception on the utilisation of YouTube videos for instructional purposes. The mean response of male and female are 79.81 and 75.76 respectively. The t-value result indicated that there was statistically significant difference between the two groups  $t = 0.792$ ,  $p < 0.05$ . On the basis of this, hypotheses one was rejected. This implies that male lecturers have a positive perception on the utilisation of YouTube videos for instructional purposes than their female counterpart.

**Hypotheses two:** There is no significant difference in the male and female lecturers' attitude towards the utilization of YouTube videos for instructional purposes in Niger State College of Education Minna.

**Table 6: t-test result of male and female lecturers' attitude towards the utilization of YouTube videos**

Gender	N	df	Mean	Std. Dev	t-value	p-value
Male	50	98	82.56	9.43	0.352	0.053
Female	50		78.55	10.70		

Significant at 0.05 level

Table 6 presents the t-test result of male and female lecturers' attitude towards the utilization of YouTube videos for instructional purposes. The mean response of male and female are 82.56 and 78.55 respectively. The t-value result indicated that there was statistically significant difference between the two groups  $t = 0.352$ ,  $p > 0.05$ . On the basis of this, hypotheses two was retained, there is no significant difference in the male and female lecturers' attitude towards the utilization of YouTube videos for instructional purposes. This implies that both male and female lecturers have a positive attitude towards the utilization of YouTube videos for instructional.

## Discussion

Findings of this study on lecturers' perception towards the utilization of YouTube videos for instructional purposes reveal that lecturers have a positive perception towards the use of YouTube for instructional purposes. This finding agrees with the earlier findings of Bethany, Fleck, Lisa, Beckmana, Sternsa, and Heather who examined YouTube in the Classroom: Helpful Tips and Student Perceptions. Their findings indicated that lectures' perceptions of the YouTube videos were positive; however, students perceived certain videos as more helpful than others. In addition, this finding supports that of Johnson (2013) who examined the perceptions of students on YouTube. The researcher explained the educational benefits of YouTube and found out that YouTube have the ability to positively influence the perceptions of students. Also, the findings of Balbay and Kilis (2017) indicated that the majority of the students had positive perception towards YouTube channel.

In addition, findings of this research showed that male lecturers have a positive perception on the utilization of YouTube videos for instructional purposes than their female counterpart. This finding disagrees with the

earlier findings of Buzzetto-More, (2015) who find out that gender has no impact on the perceived value of YouTube in the teaching and learning process. Also, Alwehaibi (2015) concluded that lecturers had a positive perception towards the use of YouTube because the outcome of the group of students who were given instruction via YouTube videos is promising for the integration of video technology.

Lecturers' have a positive attitude towards the utilization of YouTube videos for instructional purposes. Both male and female lecturers have a positive attitude towards the utilization of YouTube videos for instructional purposes. This finding is in line with many studies that commitment and positive attitudes to the teaching profession were found to be no significant difference in male and female teachers.

However, this finding disagrees with most studies that indicated that male lecturers had more positive attitudes towards STEM than female lecturers for instance, McCabe, (2013) whose results showed that could be significant gender differences in science experiences, attitudes, and perceptions of science courses and careers as female students had higher scores indicating positive attitude than male university students. A study, conducted by Catsambis (1995), indicated that male students took more positive attitudes towards STEM than females

## CONCLUSION

Based on the findings of this study, it can be concluded that lecturers have a positive perception towards the use of YouTube for instructional purposes however; male lecturers have a positive perception on the utilization of YouTube videos for instructional purposes than their female counterpart. Also, lecturers' have a positive attitude towards the utilization of YouTube videos for instructional purposes and both male and female lecturers have a positive attitude towards the utilization of YouTube videos for instructional purposes.

### Recommendations

Based on the findings that emanated from this study, the following recommendations were made:

1. Developers of YouTube application should ensure that more educative videos which are perceived useful by the lecturers should be uploaded to the site. This will enhance the perception of lecturers and also encourage them to utilize YouTube videos for instructional purposes.

2. Relevant stake holders and administrators should equip schools with adequate information and communication facilities that would aid lecturers 'easy access to the YouTube videos. This will influence their attitude positively.

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