PERCEIVED IMPACT OF YOUTUBE VIDEOS AS AN ACADEMIC ONLINE LEARNING TOOL FOR UNDERGRADUATE STUDENTS AT NOUN, RIVERS STATE.

[1]Chimezie, Uchenna Anthony
anthony_chimezie@uniport.edu.ng 09034791279, 07034282799

[2]Attih, Juliana Asuquo
jul3attihquo@gmail.com 08033131954

[3]Ejike, Chioma Glory
ejikechiomaglory29@gmail.com 07033538633

[1,2&3]Department of Curriculum Studies and Educational Technology,
Faculty of Education, University of Port Harcourt

Abstract

The advent of digital technology has revolutionized the landscape of education, offering diverse opportunities for innovative pedagogical approaches that have the capacity to enhance students' learning and improve academic performance. This study investigated the perceived impact of YouTube videos as an academic online learning tool for undergraduate students at National Open University Nigeria (NOUN), Rivers State. The study adopted a descriptive survey research design with a population of 1153 300-Levels undergraduate students. Simple random sampling technique was adopted to draw a sample size of 346 students representing 30% of the total population. The instrument for data collection was a researcher-structured questionnaire titled "Impact of YouTube Videos as an Academic Online Learning Tool Questionnaire (IYVAOLTQ)" which was properly validated by three experts and tested for reliability using the Cronbach Alpha method and yielded a coefficient of 0.88 which was high enough for the study. The findings of this study highlighted the multifaceted role of YouTube videos in the academic journeys of undergraduate students. It also revealed that the majority of students frequently used YouTube videos as supplementary learning resources and considered them valuable for improving their understanding of course materials. The study concluded that YouTube videos play a significant role in the academic experiences of undergraduate students at NOUN, Rivers State, serving as a valuable supplement to traditional course materials. Hence, it was concluded amongst others that educators should promote the use of open educational resources (OER) such as YouTube videos and other licensed educational content to maintain academic rigor and standards.

Key words: YouTube Videos, Academic Online Learning Tool, Undergraduate Students, NOUN, Online Education.

Introduction

The National Open University of Nigeria (NOUN) was initially established July 22, 1983 as a Spring board for open and distance learning in Nigeria. It was suspended by the government on 25th April 1984. However, its resuscitation and full commencement of study and academic activities began on 12th April 2001. This was made possible by the former president of Nigeria Chief Olusegun Obasanjo. The University is nationally acclaimed and situated in virtually every state in Nigeria as study centers. The institution population as at its commencement and enrollment of students stood at 32,400. (noun.org.ng). The National Open University of Nigeria Rivers State is located at Nigeria Television Authority (NTA) Mgbuoba Road along Ozuoba axis in the heart of Port Harcourt city. The building is a modern day building painted green having both Staff, students, classrooms, office outlets and ICT rooms; the building is at the junction directly facing Obir-iIkwere bridge.

The National Open University of Nigeria operates fully as an Open Distance Learning (ODL) institution where one can read and source documents online, through the internet. Lecturers and students interact rapidly in this aspect because in National Open University of Nigeria, students literary do not have physical access to reach out to their lecturers, but with mobile gadgets and online applications, they can communicate with them and get active instructions from them on how best to read, get ideas, derive views and fully actualize their academic dreams and aspiration, all these are possible because of the 21st century mobile technologies, tools and gadgets.

Mobile Technologies

Mobile technologies are newly enhanced devices for easy communication, message delivery, research purposes, findings, viable study and well developed coordinated mass media. In classes today, you would realize that virtually all classes find themselves in WhatsApp group. Some students in developed nations use Edmodo, Wikis, Google docs and Google classroom which act as a reliable means of communication; classes are fixed on groups, ideas are shared, knowledge is passed and above all, relative study of aimed views are stated out in such groups where every active member in the groups sees all the activities of the group without really going to classes or seeing either the teachers or lecturers face to face, but in all, knowledge is acquired through Smartphones, Android phones, Tablets, Laptops and desktop computers, iPads, Ios and windows, MacBook.

Technology

Technology increases and improves students' interest in learning. Every learner learns faster with the use of these listed mobile technological tools and gadgets. Learning is an everyday activity; those tools help in giving broader views and vast definitions of everything on the surface of the earth. These tools are referred to as mobile technologies

because they are moveable and portable, they can be easily carried to any destination. They aid and support the brain work of man's initiative. Use of these technological tools to teach, example YOUTUBE makes teaching and learning interesting and gives a clearer view for teachers to impact positively with aided visual examples and broader meanings. Mobile technologies have indeed made work easier for students and teachers. Research works are now simple because in view of the findings, the internet gives one more than 100 views differently, but all leading and directing to same thing. Indeed, the use of mobile technologies and tools is an awesome experience and makes teaching and learning more interesting.

The fastest of all internet search engines ''Google'' is indeed of great use and importance for verification, research findings, observations, et cetera. It is a well-developed search engine just like chrome, Mozilla Firefox, opera mini, UC browser, chrome canary, Askme.com, Baidu, Yahoo, Bing, AOL, etc. All these sites aid finding and serve as a search engine with the help of these technological devices.

National Open University of Nigeria (NOUN)

National Open University of Nigeria students are seen as people who either are old, advanced, people with busy work schedules, working and schooling students and above all some with disabilities who could not pass through the normal everyday stress of school and the hectic environment. In Open University, students definitely need to research and study every time to actualize one's views, vision, dreams and aspiration. Inability of NOUN students to often see a teacher before them in the classroom leads them to collaborative work and unity in studying amongst students.

National Open University of Nigeria as a fully known ODeL (Open Distance Electronic Learning) institution that operates digitally not in an analogue way. Upon registration, every student has his or her own portal, mail box, and page created for students by the school. The faculty officers merge those in same department, they have an online platform where WhatsApp numbers are stored and students are either added to their faculty groups, or school groups.

Information, academic works, assignments known as TMA, results, verification, lectures and class grouping are done online. NOUN students' collaboration academically and otherwise is done online amongst students. Such online collaboration is the easiest and fastest because in most cases students are not in same location but yet every information shared on those online platforms will be received by everyone. National Open University has various locations nationwide; these centers as called by the institution have their own center directors. Each center has its own students and faculties; but a situation where students in Abuja wishes to be transferred to Enugu or a student in Lagos wishes to be

transferred to Port Harcourt, it is very easy because everything is done online and as such, it will only take few documentations. The center director for Port Harcourt study center is Prof. Shirley Yul-Ifode with center phone number as 0803323581(http://www.Noun). In each center, students are hardly found in some locations and places, but with the use of these online mobile gadgets and tools, communication, collaboration, and reasonable views and ideas are all shared online. In most cases they can also fix classes, revision, and meetings in groups.

In 2011, about 57,759 students registered with NOUN, the vice chancellor then, Prof. Vincent Tenebe. Moved its administrative headquarters to Victoria Island Lagos. The present vice chancellor for the year 2016 to 2021 is Prof. Abdalla Uba Adamu moved the permanent administrative building to Jabi, Abuja, Nigeria. (https://en.wikipedia.org-history-of-national-openuniversity-of-nigeria). The present day vice chancellor is Prof Olufemi Philips took over office February 11th 2021.

The National Open University of Nigeria in its effort to take education to the doorstep of the Nigerian populace irrespective of their social status and the developing economy, has deployed and implemented I-learn portal (internet learning) technology to enhance students learning experience. The I-learn platform has been created to ease access to excellent quality education. The platform provides the following amongst many.
The I-learn (internet learning) portal is a universal way the institution created to help solve students' academic problems and make learning easier and more interesting and fun. This online platform operates through the use of those mobile gadgets aids to reduce the stress students pass through. However, I-learn portal provides;

1. Online class discussion organized by NOUN faculties, thereby creating a virtual classroom environment.
2. Facility for students to get answers to any questions or areas of difficulty pertaining to their course of study.
3. Networking and collaboration tools to help in community interaction amongst students, faculties, academic staff and faculty members.
4. Better study tools such as the smart e-Book Digitalized lecture video and audio materials for an enhanced students' learning experience available on the platform.
5. Access to assignment quizzes and self-study assessment tools.

Everything about NOUN is technologically inclined. NOUN offers CBT (computer-based test) as exams, TMA's (TUTOR MARKED ASSIGNMENTS) as Continuous Assessment, in all, most exams are written online. Students' collaborative interaction and viable views are exchanged online. Most students till graduation may not even see their fellow classmates. If not online but their interaction, views and learning happen and takes place perceptively.

Technological developments and products have become the heartbeat and strengths of most nations in our global society. The evolution of technology in the recent time has indeed replaced the bands of the ancient or old ways and processes in which activities of all facets are executed. It has endangered and captivated the attention of nations to seek ways to address their respective economic challenges through it, since the essence of its usage is to enhance or improve quality and standard. However, from the look, it is generally seen that technology incorporation in our daily activities has assisted people in various fields of endeavor to perform their tasks with ease. It has aided people to improve their desired understanding and knowledge depending on the sector and channel of application. In the realm of education, technology abounds in their types and phases, all for enriching the qualities of teaching and learning to ensure impression and the associated retention. ''The present century is a technology-dominated era. Since technology is far from being static, there is need to ensure that the curriculum used by schools is dynamic enough to prepare learners to function effectively and contribute to a technologically advanced society and global economy''(Akudolu,2003). In consolidating this view, D' Apolito (1997) remarks that:

> *Because of the fast-moving, never-ending, dynamic nature of technology, we will always be making adjustments to technology education. Technology never stands still. Therefore, if technology education is to interpret technology, it will forever change in concert with the world around us (p.2)*

***The* 21st Century Technological Advancement,**

Has the dynamic nature of technology has indeed made it possible to help and access information or data, but technology does not transform the message received by learners(students), or the learner's ability to acquire and sustain (retain) information. To retain information means to pre-save it for useful purposes, which will always gear towards developing and shaping the minds of the scholars (both young and old), as they crave to *build and position themselves in the realm of the development educational trends. Kaiser* Family Foundation (2010) in its position opined that, ''Technology has increasingly become an integrated part of our lives-so much that it seems preposterous to even think of doing the most simple, routine tasks without the use of a cellular phone, laptop computer, or personal Global Positioning System more commonly known as GPS. It maintains that while people of all ages increasingly use technology for routine tasks, children are among the most frequent users of technology. More to the above view point, Thurlow, Lengel and Tomic (2004) fronted their view point and said:

> *Just as technology has changed aspects of our daily lives, it is undoubtedly changing education. Technological advances provide easier facilitation of and access to information, but technology does not change*

> *the message received by students, or the students' ability to grasp and retain information.*

The position of Thurlow (2004) subscribe to the fact that technology has evolved and impacted positively on the educational sector, since the social media technologies like *YouTube, Facebook and Twitter* are now used in the realm of education and equally make learning interesting and participatory. Michael, Edward and Douglas (2007) in their post submitted that, ''Technology is a constantly growing and changing aspect of human field that is creating a need for new content and resources''. Michelle (2013) noted that emerging technologies are rein visioning college learning. They are:

> *Tools that fall into one or more of the following four categories: cloud-based applications, accessible from anywhere with an internet connection; web 2.0 tools, that make the creation and sharing of multimedia content simple; social media, technologies, that transform communication into a highly interactive experience; mobile apps, applications that are designed to operate on mobile devices (smartphones or tables).*

In the light of the above, *YouTube,* unarguably, is one of the digital or social media tools commonly used in teaching and learning. Social media are websites and applications which allow users to create and share different online contents or to take part or participate in social networking. Social media, according to Margaret (1999) "is the collective of online communications channels dedicated to community-based input interaction, content-sharing and collaboration''. This definition qualifies *YouTube,* since it is considered as one of the online tools which engenders or enables people to interact and share views, opinions, ideas and other online contents.

Youtube and Youtube Videos

''*YouTube* is one of the most popular video sites on the web today. Millions of videos have been uploaded and shared here, ranging from movie trailers to another videos. Anyone with an internet connection can share content on *YouTube,* whether they be organizations with large budgets or an individual with a video camera'' (Wendy, 2016). According to Margaret (2017) "*YouTube* is a free video-hosting website that allows members to share and serve video content. *YouTube* members and website visitors can share *YouTube* videos on a variety of web platforms by using a link or by embedding HTML code''.

To Wendy (2016) and Margaret (2017) *YouTube* is a digital learning tool which is not devoid of educational videos of all fields, which help to make teaching and learning interesting and attractive, by shifting learning off from the ground of normal or conventional method(s). These videos housed by *YouTube,* are also referred to as instructional aids or technology; they stem from audio aids video, visual aids video and

audio-visual aids video. Some authors considered them as instructional media or variables which often help to make teaching and learning active and worthwhile. ‘’Instructional technology considered with improving the effectiveness and efficiency of learning in educational contexts, regardless of the nature or substance of that learning. Solutions to instructional problems might entail social as well as machine technologies’’. (Forest, 2017)

Mohammed, Samir and Shimaa (2016) noted the respective services often offered by *YouTube*, which do permit users to navigate within its platform in order to solve certain problems through online interaction. They hold that:

> *YouTube provides many services including upload, downloading, watching and sharing video. YouTube allows exchange of views and proposals about videos, also allocating channels for transfer of lectures and conferences; and channels for courses which displays a series of videos to explain the skills and educational experiences. Due to dense use of youtube in educational purposes, Google launched the service ‘’YouTube for school’’ which includes video clips of educational materials and courses (Mohammed, et al, 2016).*

Brain Based Learning

It involves a teaching method that limits lectures and encourages exercise breaks, team learning, and peer teaching. brain-based learning canters around neuroplasticity, or the remapping of the brain's connections when learning new concepts.

Benefits of Brain-Based Learning

Brain-based learning improves memory and retention. students engaged in brain-based learning develop better psyches through positive affirmations. brain-based learning prioritizes exercise, enabling students to be in good physical and mental shape.

Brain-Based Learning Activities

- talk time. even though listening is critical, students need the opportunity to talk
- 7thinning stretches
- chunking
- visualizing
- move and learn

Emotional Memory

“Emotional memory” is shorthand for denoting the memory of experiences that evoked an emotional reaction. It is most commonly used to refer to the ability to consciously

remember aspects of those experiences; in other words, the term is used to describe the effects of emotion on episodic memory.

Memory Encoding
Encoding in memory is how someone can remember something. There are four different types of encoding: visual, acoustic, semantic, and elaborative. Encoding is how the information is processed, stored, and retrieved; however, if it is encoded incorrectly, this can lead to a false memory.

Learner Engagement
Learner engagement is a measure that reflects the quantity and quality of a learner's participation in their courses and every other aspect of their educational program. Also, it echoes a learner's interaction and cooperation with co-learners and instructors.

Academic Engagement
Academic engagement refers to the extent and intensity with which students participate in and apply themselves to learning and other school activities, as well as the supportive relationships and structures that exist to support student engagement. It includes establishing a facilitative network of peers and teachers; cultivating supportive relationships with individuals; contributing to group efforts; and being available for others in need. Task engagement is the manner and intensity with which students engage with learning materials in meaningful ways.

Student engagement involves three main factors:
Behavioural, emotional, and **cognitive** factors. The behavioural factors include effort, persistence, concentration, asking questions, and class communication

Problem Statement
The sporadic increase in technological advancement and the rapid expansion of Digital Media has caused tremendous change in the way students interact with information with the emergence of Digital Mobile technologies (computers, laptops, the internet, smartphones, iPad and tablets). Previous interactions with students have shown that majority of undergraduate 300 level ODL students of National Open University of Nigeria, Port Harcourt study Centre in Rivers State handle one mobile device or digital technological tools and gadgets for solving academic problems and communicating with one another according to their mobile technological literacy. These technological tools and gadgets house many applications including YouTube, Chrome, Google, Baidu, WhatsApp, Facebook etc.

300 level undergraduate students of National Open University of Nigeria, Port Harcourt attain certain level of academic and knowledge retention and interest based on assessment on the use of YouTube for personal academic attainment and growth, expositions, interactions and viable ways the teacher's inputs ideas and knowledge in them. ODL method of teaching and learning made it easy for students to learn, interact and study even from the confines of their homes, bedroom, kitchen, sitting room. This made learning more interesting, more engaging and very comfortable at ease.

Since the 21st century students are digital natives, who use computers, social media and other emerging technologies daily usually for socializing. There is therefore the need to incorporate elements of the computer, mobile phones, internet and online resources into learning amongst 300 level undergraduate students of National Open University of Nigeria, Port Harcourt study Centre, Rivers State. This approach is likely to make learning more participatory, collaborative and interactive, and has the potentials to improve academic retention and interest for 300 level undergraduate students of National Open University of Nigeria, Port Harcourt study Centre, Rivers State.

Maybe, teaching personnel or the approaches adopted during lesson delivery may be an impediment to student learning faster, understanding accurately and attaining the desired knowledge. Could it be a problem of low horizons and exposures or on their intelligent quotient, emotional quotient, social quotient and adversity quotient.

Perhaps, lack of alignment between technology, curriculum and instruction, lack of funds to acquire technological tools to assess YouTube, limited perceived effectiveness of technology, pile of changing trends, viable exposures on the use of 21st century technological tools and gadgets, laxity among students, low self-esteem amongst students, low communication and interaction in the changing nature on the use of YouTube for learning coupled with the utilization and interest level of students. It might also be a limited interest and utilization rate, Age or Disabilities physically or brain related aspects. This study sought to do an assessment on the interest and utilization level of 300 level ODL undergraduate students of National Open University of Nigeria, Port Harcourt study Centre Rivers State. The researcher therefore, assessed the Interest and utilization on the Use of YouTube videos for Learning among ODL Students of National Open University of Nigeria, Rivers State taking full cognizance of 300 level undergraduate students.

Justification of the Study

This study sought to examine the PERCEIVED IMPACT OF YOUTUBE VIDEOS AS AN ACADEMIC ONLINE LEARNING TOOL FOR UNDERGRADUATE

STUDENTS AT NOUN, RIVERS STATE. The study outlined the benefits and usefulness of YouTube videos to learning.

Aim and Objective of the Study

The aim of this study is to do a critical assessment on the awareness and interest of 300 level undergraduate students of National Open University of Nigeria, Rivers State on the use of YouTube (Videos, application) for learning. Specifically, the study intends to:

1. access the extent of usage of YouTube videos for learning by students of NOUN, Rivers State.

Methodology

The research was carried out in National Open University of Nigeria Rivers State. It is descriptive in nature. There are 200 undergraduates' students of NOUN rivers state using only 300 level students. However, since it's an open and distance learning institution, the number of students on ground was only 200 in number.

Table 1: Sample Distribution

Female students	85
Male students	115

The instrument for data collection was a questionnaire titled "Perceived impact of YouTube videos for learning (PIYVL)". It had four sections: A, B, and C. Section A elicited information on respondents' personal data; section B contained 10 items and elicited information on basic computer operations using YouTube; section C contained 10 items and elicited information on Information Communications Technology accessibility and uses using YouTube. Furthermore, all were likert type items ranging from Not At All (NAA); Low Extent (LE); Moderate Extent (ME) and High Extent (HE). To score the various sections of the instrument, the response levels Not At All (NAA), Low Extent (LE), Moderate Extent (ME), and High Extent (HE) was weighted 1 point, 2 points, 3 points and 4 points respectively.

Conclusion

The significance of YouTube application for learning is to improve the process of education and organizational growth and development. YouTube can solidly contribute to the improved quality education and organization growth when viably put in place and observed critically.

Students tend to bring out more of their creative ideas, knowledge and expertise when using YouTube for learning. Collaboration, critical thinking and communication is highly aided when using YouTube videos for learning.

The improved pattern of 21st century education and organizational growth has several basic elements which have been identified as key contributors to the improvement of quality education of students and increase their interest for learning. YouTube has also been seen as a pivot for improvement of working structure of organization especially in key areas like staff welfare and health. There is absolutely nothing on earth you won't find on YouTube. However, with YouTube video principles being put in place in both schools and organizations the 21st century growth and development is certain.

Recommendations

Based on the issues discussed above, the following recommendations were made:

(1) The Ministry of Education should incorporate ELEARNING as a course in undergraduate curriculum for higher institution students.
(2) The Ministry should set up committees to investigate students use of mobile technologies since the 21st century is more about digital than analogue
(3) Every working firm, organization and establishment should seek the advice of educational technologist to intimate their workers with the benefit enshrined in using the media and online applications for both learning and working for better learning and working conditions.
(4) Government and private establishments should introduce a manual for all workers on the need for collaboration and learning with YouTube
(5) Schools and institutions of learning should try at all cost to introduce and maintain the use of technological tools and gadgets for learning

Findings of This Study

The findings of this study highlighted the multifaceted role of YouTube videos in the academic journeys of undergraduate students.

It also revealed that the majority of students frequently used YouTube videos as supplementary learning resources and considered them valuable for improving their understanding of course materials.

The study concluded that YouTube videos play a significant role in the academic experiences of undergraduate students at NOUN, Rivers State, serving as a valuable supplement to traditional course materials.

Hence, it was concluded amongst others that educators should promote the use of open educational resources (OER) such as YouTube videos and other licensed educational content to maintain academic rigor and standards.

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