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Impact of youtube usage on study habits of tertiary institution students' and academic performance in Lagos state, Nigeria

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Abstract
The rise in popularity of YouTube has made the use of short video clips as medium of awareness, instruction and entertainment. However, questions still remain on how efficiently has YouTube been utilized as a learning tool as well as students' perceptions of its use. A significant portion of users spend time on YouTube downloading and watching home videos neglecting potentially educational videos that improve their study habits. The study examined Impact of YouTube Usage on Study Habits of Tertiary Institution Students and Academic Performance in Lagos State, Nigeria. Two research questions and two hypotheses were raised to guide the study. A Questionnaire on YouTube Impact on Students Study habits and Academic performance was used to collect the data. The instrument was validated through face and construct validity while the Cronbach alpha reliability method was used to obtain a reliability correlation co-efficient of 0.71. The instrument was administered on 200 students purposively selected from the Computer Science departments of three State-owned tertiary institutions in Lagos State, Nigeria. The study employed descriptive survey research design. The result showed that the two null hypotheses were rejected on the basis that there was a significant relationship between the usage of YouTube for leisure and academic purposes. The study consequently recommends relative orientation on when and how to manage YouTube by tertiary students in Lagos, Nigeria. Effort should be made to discourage non-academic usage of YouTube in and outside. Again, students must endeavour to use more of their time in reading their books than watching videos on YouTube. Finally, the campaign on the adverse impact of YouTube must be intensified to inform tertiary students in Lagos, Nigeria about the negative impact on academic performance and consequently their future academic development and career.

Keywords: youtube usage, study habits, tertiary students, academic performance

Introduction

YouTube as a Social media is the latest technological explosion in the information world. It is an online platform that focuses on building and reflecting on the social relation among people, who share common interest or activities using video clips. Since the universalization of the internet in the 1990s and the emergence of social networking sites in 1994 and beyond, there is abundant evidence that millions of people across the world use social media on a regular basis for various reasons (Daluba & Maxwell, 2013) [5]. YouTube was launched in 2005 as a place where individuals could record and share their own videos without cost (Terantino, 2011; YouTube, 2013) [25, 30]. The website is now owned by Google and is viewed daily by millions of individuals across the world. Although much of the content on YouTube is for entertainment purposes, there exists an enormity of educational content. The academic potential of YouTube as an educational tool depends on how it is integrated into classroom learning and study habits (Duffy, 2007) [6]. YouTube also has the potential to be an outlet for students and educators to create change, exchange information and collaborate. Students in the learning process need to be motivated to integrate technology to improve their learning habits and learning experiences via YouTude (Henschel, Jon, & Pallett, 2009) [11].

Some evidence that use of video-based learning enhance improvements in teaching methods and learning outcomes indicating that visual benefits of video provide a vehicle for increasing access to practical demonstrations. The use of YouTube in higher education is not new, its prevalence as an educational tool begets attention in regards to best practices and student learning outcomes. Although much research has approached the topic, it has been done anecdotally and often lacks educational theoretical foundations. Tertiary students use YouTube for various reasons. Some use it to exchange large and short videos clips (Loving & Ochoa, 2010) [12]. It is used to connect with friends and family regardless of location, keeping up with the latest events and happening and sometimes for academic purposes. Positively YouTube online features can afford students' academic support, providing easy access to virtual space which tertiary students can explore with friends having similar academic needs. Tertiary students who may be reluctant to express their feelings in class find YouTube as a rewarding web tool (Brydolf 2007) [2]. However, YouTube usage among tertiary students is deliberately tilting towards entertainment rather than academics, featuring soaps, movies, news, documentaries, musicals videos, sports (football matches), reality television shows, talk shows comedies and cartoons. Consequently, displacing reading study habit and thereby impending intellectual abilities (Winn, 2002) [27]. The implication is that when television and reading compete for more time and attention, television often gains mastery as the more attractive. In Nigeria, the inadequacy and instability in electricity supply limit

the time when television is available and accessible, YouTube has created an alternative mobile video medium. Popoola (2008) [19] observed the effect of YouTube on undergraduate students' mathematics test performance" maintained that YouTube significantly affect the performance of student in a mathematics test. Thus YouTube in this context was seen as a distraction during learning, becoming a common daily occurrence among tertiary students across the nation. Many scholars have focused on the effect of distraction on learning/academic achievement among students while studies found some negative effect of distraction on learning and academic achievement, arising from the capacity theory, attention can be divided when the brain is exposed to two separate tasks that both require attention (Tina & Melinda, 2007) [26]. However, when this happened, one of both tasks either reading or watching YouTube is diminished. If Learning to read and reading to learn represent two great intellectual milestones in man's search for knowledge, Study habits is the primary vehicle for knowledge acquisition. It implies that a learner who spends much time reading through positive learning habits, gains perspectives about various topics and issues, acquires deeper understanding of concepts and ideas, and thus has an actual picture of a subject matter in his area of specialisation. Most tertiary students based on excessive usage of YouTube exhibited severe problem in Study habits. Good study habits bridge the gap between knowledge and ignorance; offers productive approach to improving vocabulary, language skills, learning skills and is capable of transforming life and society (Yusuf, 2009) [29]. The intensification of the use of YouTube among tertiary students has no doubt affected their Study habits negatively. Study habit connotes a conscious attempt towards comprehending and obtaining knowledge. It is also a systematic, deliberate task of gaining precise knowledge geared towards a criterion (Oloyede, 2005) [16]. Studies on the impact of watching of video and learning improvement by Taslibeyaz (2017) [24] in the context of medical education from 2000 to 2014, predominantly case studies, showed that watching videos was beneficial for gaining clinical skills, changing attitudes, encouraging cognitive learning and retaining knowledge. Similarly, in a review of peer-reviewed qualitative and quantitative papers spanning from 2003-2013 sourced from 7 major databases and 21 academic journals, Yousef *et al*. (2014) [28]. Found some evidence that use of video-based learning saw improvements in teaching methods and learning outcomes. Furthermore, the visual benefits of video provide a vehicle for increasing access to practical demonstrations. Students can learn from field experts having the opportunity to view close-up expert illustrations, and with the option to view them repeatedly if necessary (Ramlogan *et al*., 2014, Cooper and Higgins, 2015) [4]. Additionally, these examples can illustrate real-life practices and highlight information visually that would be impossible to adequately describe verbally or through written text (Rasi and Poikela, 2016, Schneps *et al*., 2010). This purpose of this study was to examine the negative impact of wrong usage of YouTube on tertiary students learning habits. Evidence abound that in developed countries YouTube educational potentials can used for research, to teach, instruct, and ready available as a Supportive study tool. However in developing countries such as Nigeria, YouTube is largely employed for leisure and entertainment purposes. Students spend time downloading and watching home videos, comedy kit, musical video, sports video and so on, that is of adverse effect on study habits prompting low academic performance. The complexity and effect of wrong usage of YouTube on the quality of graduate from Nigerian tertiary institution compared to their foreign counterpart becomes worrisome. This issue necessitates this study.

Theoretical Framework

The theoretical anchorage of this study is hinged on Mayer (2014) [3] cognitive theory of multimedia learning. The theory explains the processes involved and ways in which video may assist or hinder learning. Three basic principles stems from this study, first that there are two different medium for processing visual/pictorial material and for processing auditory/verbal material. Secondly, each medium has a limited capacity and can deal with only a few pieces of information at a time. The third principle is that active processing is required for learning to occur. In the usage of YouTube in improving study habits three steps are fundamental involving selecting, organizing and integrating information across the YouTube videos. Learners select relevant sounds, words, and images to be processed, and they organize the selected sounds and images into mental model of the material they are learning. Learners then integrate a mental model of new material integrated with their prior knowledge to promote effective study habits. This is more rewarding academically as opposed to YouTube usage for entertainment and leisure that is not academically productive. Meaningful learning occurs through suitable engagement in all three of these processes. In order for learning to have occurred we need to have not just stored knowledge in our long-term memory but be able to retrieve and apply it (Clark and Mayer, 2016) [3]. Benefits of video learning via YouTube is felt in enhancing learning through visual and auditory nature of video stimulating the dual processing medium to enhance learning; the limitations of the working memory are eased by the ability to pause, rewind and repeatedly watch video; and finally video provides opportunities for interacting with interesting material, through attentive engagement with video content, which can be organizing and integrated with previous comprehension (Schreiber, 2010) [20]. The research on the benefits of video and engagement through YouTube are well-described but the research also outlines some areas of risk. The freedom that video provides through flexibility of access, without the availability of an instructor, requires greater self-discipline on behalf of the student (Martinez, 2001, Sun and Rueda, 2012, Kay, 2012) [13, 22]. Also, as students increasingly access materials partly or exclusively online, the potential for isolation, disengagement and drop-out grows part resulting from poor study habit (Kizilcec *et al*., 2014) [10].

Research Questions

1. Is there any significant relationship between students' usage of YouTube for leisure and academic usage?
2. Is there any significant relationship between educational potentials of YouTube and improved student study habits?

Research Hypotheses

1. There is no significant relationship between students' usage of YouTube for leisure and academic usage.

2. There is no significant relationship between educational potentials of YouTube and improved student study habits

Methodology

The moderately large number of the respondents involved in the study of which information were to be gather about a phenomenon was the basis for adopting Survey research design for this study. The sample population for the study consisted of 200 students purposively selected, based on versatility of students' internet usage, from the Computer Science departments of three State-owned tertiary institutions in Lagos State, Nigeria. The institutions were Lagos State University Ojo, Lagos State Polytechnic and Adeniran Ogunsanya College of Education, Otto/Ijanikin Lagos. A Questionnaire on YouTube Impact on Students Study habits and Academic performance was used to collect the data. The instrument was validated through face and construct validity while the Cronbach alpha reliability method was used to obtain a reliability correlation co-efficient of 0.71. The table below presents the distribution of the sample on the basis of state-owned tertiary institutions Lagos Nigeria.

Table 1: Distribution of State-owned Tertiary Institutions Lagos Nigeria.

Gender	Lagos State University	Lagos Polytechnic	Adeniran Ogunsana College of Educatiom Otto/ijanikin, Lagos.	Total
Male	35	37	41	113
Female	33	24	0	87
Total	68	61	71	200

The data were analysed using descriptive statistics (Percentages) and Pearson Product Moment Correlation (PPMC) to test for the significant relationship between students' usage of YouTube for leisure, academic purposes and study habits.

Results

Hypothesis 1: There is no significant relationship between students' usage of YouTube for leisure and academic usage

Table 2

S/N	Items	Always	%	Rarely	%	Never	%
1	Keeping up with friends about comedy kits	102	51	71	35	27	14
2	Watch latest home video	135	68	44	22	21	10
3	To fill spare time	114	57	49	25	37	18
4	Watching social events	152	76	34	17	14	7
5	To share opinions	127	64	48	24	25	12
6	Watch latest music videos	167	84	22	11	11	5
7	Watch provocative videos	124	62	52	26	24	12
8	Download video for entertainment and leisure	132	66	48	24	20	10
	Total	1053	66%	368	23%	179	11%

Hypothesis 2

There is no significant relationship between Educational potentials of YouTube and improved student study habits

Table 3

S/N	Items	Always	%	Rarely	%	Never	%
9	YouTube as supportive learning tool	65	33	93	46	42	21
10	YouTube for research purpose	97	48	67	34	35	18
11	YouTube and discuss content with instructors and Peers	49	25	95	48	56	27
12	Update with current ideas and content	74	37	61	31	65	32
13	YouTube to Collaborate with classmates on assignments	60	30	33	16	107	54
14	YouTube and accessing literature	85	42	72	36	43	22
15	Access dramatic illustrations of educational concepts and issues	55	28	47	23	98	49
	Total	485	35%	476	33%	448	32%

Testing of Research Hypotheses and Results Interpretations

Ho_1: There is no significant relationship Students' usage of YouTube for leisure and academic usage

Table 3: Pearson Product Moment Correlation statistical table showing relationship between students' usage of YouTube for leisure and academic usage

Variables	N	Mean	SD	DF	P	R-cal	R-tab.	Decision
Students' usage of YouTube for leisure	100	54.2	51.7	98	0.05	0.783	0.199	Reject Ho_1
Academic usage	100	61.4	43.5					

From table 3 above, it reveals that the mean and standard deviation values for students usage of Youtube for lesiure is 54.2 and 51.7 while mean and standard deviation values for academic usage is 61.4 and 43.5 respectively; With P-value at 0.05, the r-

cal value was 0.783 and r–tab. value was 0.199; Since the r-cal. value (0.783) > r–tab. value (0.199), the null hypotheses is rejected and the alternative hypotheses which states that there is a significant relationship between students' usage of YouTube for leisure and academic usage is accepted.

Ho_2: There is no significant relationship between educational potentials of YouTube and improved student study habits

Table 4: Pearson Product Moment Correlation statistical table showing relationship between educational potentials of YouTube and improved student study habits

Variables	N	Mean	SD	DF	P	r-cal	r-tab.	Decision
Educational potentials of YouTube	100	59.7	42.7	98	0.05	0.874	0.199	Reject Ho_2
Beha Improved student study habits	100	61.4	43.5					

******Source:*** Field work, 2019.

From table 4 above, it reveals that the mean and standard deviation values for Educational potentials of YouTube is 59.7 and 42.7 while mean and standard deviation values for Improved student study habits has 61.4 and 43.5; With P-value at 0.05, the r-cal value was 0.874 and r–tab. value stood at 0.199; Since the r-cal. value (0.874) > r–tab. value (0.199), the null hypotheses is rejected and the alternative hypotheses which states that there is a significant relationship between educational potentials of YouTube and improved student study habits is accepted.

Discussion

Tertiary students are expected to read and keep abreast of what is happening around them. However, this reading culture is fast disappearing due to wrong usage of YouTube. Many tertiary students now spend quality time watching home videos, comedy kits, and sport videos all at the expense of their study time. Many students have graduated from institutions with inadequate reading abilities, attributing it to the weak culture developed during their university days occasionally caused by non-academic usage of social media of which YouTube appears prominently (Singh, 2011) [21]. In most tertiary institutions, learners do not read, even the few who read, only do so as a means of passing their examinations (Paul, 2012). YouTube distraction during studying has become a daily occurrence among tertiary institution students and this has contributed a significant negative effect on learning and academic achievement. On a general level, distraction may affect learning because according to capacity theory, attention can be divided when the brain is exposed to two separate tasks or events that both require focused attention (Tina & Melinda, 2007) [26]. Further corroboration of this study by Popoola (2008) [19] asserted that there should be a restriction in the number of times to which tertiary institution students spend watching videos on YouTube as they serve as a major distraction even while they study in a conducive environment and contributed significantly to the prediction of academic performance of students. This finding is also in line with the previous work of Omojuwa *et al*., (2002) [15] that general audience programmes on YouTube such as watching soap, movies, comedies, football and reality television shows are not deliberately designed for instruction and academic learning but entertainment. This sometimes distracts and leads to low score in academic performance among students. This was further supported by the view of Feyintola and Audu (2012) [8] that YouTube distraction during learning has become a daily occurrence among tertiary students and this has contributed a significant negative impact on learning and academic performance. However, if academically utilized, YouTube provides a stimulating and differentiated approach to learning new material. Berk (2009) [1] discussed the potential that media has to provide a greater entertainment value in the classroom. YouTube can help to draw attention and maintain interest in a topic for much longer than a traditional lecture, which might be missing visual stimulation (Berk, 2009) [1]. Similar results by George and Dellasega (2011) [9] when assessing pre-post expectations of using YouTube in the classroom. Their students reported feeling unsure about the effectiveness of using YouTube for learning; however, after exposure they were happy with the support that the media tools provided. Particularly, the media videos expanded on available information to aid understanding.

Conclusion

Integrating YouTube into the classroom and study habit include recognizing or measuring students' familiarity with it and being very explicit in its intended academic usage. This study postulated that tertiary students spend more time spend on YouTube and the less time on studying. It is also acknowledged that YouTube encourages negative behaviour among tertiary students as they are exposed to fraud, use of drugs, easy point of access to pornography and other obscenities which distract student study culture. The study examined Impact of YouTube Usage on Study Habits of Tertiary Institution Students' and Academic Performance in Lagos State, Nigeria. Two research questions and two hypotheses were raised to guide the study.

Since YouTube has become a vital component of the daily life of tertiary students, the study, accordingly, concludes that YouTube should be used academically, not only to stay in touch with family and friends but must be used reasonably as a vital information source and conducting academic activities. Time spent on the social YouTube should be channeled to enable students to improve their study culture since it consequently has the potential to enhance tertiary student's general academic performance.

Recommendations

The study consequently recommends relative orientation on when and how to manage YouTube by tertiary students in Lagos, Nigeria. Also, since most of the students access YouTube with a wireless network, authorities in tertiary institutions should encourage the adoption of YouTube as supportive study tool. Effort should be made to discourage non-academic usage of YouTube in and outside the classroom. Again, students must endeavour to use more of their time in reading their books than

watching videos on YouTube. For genuine educational service and better academic performance, educational films on YouTube should be used to demonstrate, clarify and exemplify the ideas and problems which under the teacher's direction, the class becomes actively exploring. The government must throw her weight behind this course because YouTube has the ability of producing situation which appears real and vital to every detail in pedagogical acceptable sequence. Finally, the campaign on the adverse impact of YouTube must be intensified to inform tertiary students in Lagos, Nigeria about the negative impact on academic performance and consequently their future academic development and career.

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