



## **Influence of Youtube Videos on Skills Acquisition among Youths in Ogun State, Nigeria**

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### ***Abstract***

*One of the fallouts of persistent economic downturns in the last few years has been the consistently high rate of unemployment in Nigeria, which has heightened the need for skills acquisition particularly amongst the teeming youths in the country. This study therefore investigated the influence of YouTube videos on skills acquisition among undergraduates in three universities in Ogun state. The study adopted the descriptive survey research method. Results revealed that participants were highly exposed ( $n=239$ , 100%) to YouTube contents through their mobile phones and other devices, and were highly aware of YouTube skills acquisition videos ( $\bar{x} = 3.88$ ). However, it was discovered that awareness and exposure to YouTube videos had no positive influence on skills acquisition among youths in the study ( $R^2 = 0.040$ ,  $\beta = -0.199$ ,  $t = -2.896$ ,  $p < 0.05$ ). It was recommended that youths should take advantage of the opportunities available on YouTube to acquire needed skills as they download and view videos rather than spending most resources on entertainment.*

***Keywords:*** *YouTube, skills acquisition, YouTube videos, awareness of YouTube videos, exposure to YouTube videos*

## Introduction

The 21st century can rightly be described as the century of the internet in that it has witnessed a quantum leap in the adoption and adaptation of the worldwide web for so many social, economic, religious, commercial and scientific uses. The advent of the internet and advancements in communication technology in the late 20<sup>th</sup> century brought dramatic changes in the way the world interacted, traded, communicated and exchanged ideas. In the truest sense, it turned the world into a global village, breaking geographic, racial, religious and regional barriers and allowing people to interact more and exchange ideas across the globe. The internet also brought in its wake, fast exchange of news and a greater awareness of what is happening in other parts of the world thus making it easier for opinion leaders, influence peddlers and entrepreneurs to make the entire world their platform and market for the exchange of ideas.

An integral part of the global transformation in information and communication technology is the gradual rise of social media platforms as primary channels for social interaction, commerce, entertainment and exchange of ideas. Social media platforms are computer-based

technology platforms that facilitate the sharing of ideas, thoughts, and information through the building of virtual networks and communities (Maya, 2019). By design, social media platforms are internet-based and give users quick electronic communication of content. Content includes personal information, documents, videos, and photos. Users utilize their computers, tablets or smartphones to engage with social media via web-based software or web applications. Social media originated as a platform to interact with friends and family but was later adopted by businesses which wanted to take advantage of a popular new communication method to reach out to customers (Maya, 2019). The power of social media lies in its ability to connect and share information with just about anyone or with many people simultaneously.

According to the Data Reportal Digital (2020), more than 4.5 billion people were using the internet at the start of 2020, while social media users had passed the 3.8 billion mark. The Report also stated that nearly 60% of the world's population is online and that the latest trends suggest that more than half of the world's population will be using social media by the middle of the year 2020. Social media

platforms are as varied as their contents. There are social networking platforms like Facebook, LinkedIn, WhatsApp and Google+, microblogging platforms like Twitter and Tumblr, photo sharing platforms like Instagram, Snapchat and Pinterest, and video sharing platforms like YouTube, Facebook Live, Periscope and Vimeo. The connecting thread is the worldwide platform for interaction, entertainment, enlightenment and sharing of ideas that they provide for their users (McFadden, 2020).

A key player in the social media world is YouTube. YouTube was founded on Valentine's Day in 2005 (McFadden, 2020). It was the brainchild of three friends, Chad Hurley, Steve Chen and Jawed Karim who were all former employees of PayPal, an electronic commerce company that facilitates payments between parties through online transfers (McFadden, 2020). The concept of YouTube was inspired, by a video of Janet Jackson's wardrobe malfunction at the American Super Bowl, and the devastating tsunami in the Indian Ocean (Mc Fadden, 2020). YouTube was originally created as a platform for anyone to post any video content they desired. It was hoped that users could use the site to upload, share, and view content without restrictions. The platform has since grown to become not only one of the foremost social media sites in the world but also one of the largest and most popular video distribution platforms on the Internet (McFadden, 2020). It has more than 4 billion hours' worth of video viewing every month, and an estimated 500 hours of video content uploaded on it every minute. Since its early days in 2005, YouTube has grown to become a giant of the Internet. It is now present in more than 75 countries and available in 61 languages (McFadden, 2020). Today, the site has more than 1.5 billion users and has become the leading video sharing platform on the Internet.

In May 2007, YouTube launched its Program to enable content creators make money off the videos they create and upload (Christensson, 2009). This move enabled many content creators to finally turn their hobbies into an actual profitable income stream. In November 2011, YouTube also launched its "YouTube Analytics" tool. This function enables content creators to intelligently track their channel's performance. They can find out who is watching their videos and for how long. They can also find out which of their videos are the most popular so as to enable them devise strategies to make money from them. According to Christensson (2009), the slogan of the YouTube website is "Broadcast Yourself." This implies that YouTube service

is designed primarily for ordinary people who want to publish videos they have created. While several companies and organizations also use YouTube to promote their business, the vast majority of YouTube videos are created and uploaded by amateurs. YouTube videos are posted by people from all over the world, from all types of backgrounds. Therefore, there is a wide range of videos available on YouTube. These include amateur films, homemade music videos, sports videos and videos of funny events. People also use YouTube to post instructional videos such as step-by-step computer help, do-it-yourself guides, skill and lifestyle improvement videos and other how-to videos (Christensson, 2009).

According to the Data Reportal Digital 2020 Sectoral Report on Nigeria, there were 85.49 million internet users in Nigeria as at January 2020. The report further states that the number of internet users in Nigeria increased by 2.2 million (+2.6%) between 2019 and 2020 while internet penetration in Nigeria stood at 42% in January 2020. The same Digital Report put the number of social media users in Nigeria at 27 million. It further states that the number of social media users in Nigeria increased by 3.4 million (+14%) between April 2019 and January 2020 while social media penetration in Nigeria stood at 13% as at January 2020. The Data Reportal Digital (2020) report clearly indicates that the use of the internet and by extension, social media will increase greatly in Nigeria in the next few years. Given this reality, it is safe to assume that in the next few years, the bulk of news exchange, commercial transactions, social interactions and exchange of ideas will be carried on online. The impact of this shift on society as we know it will be monumental.

In Nigeria, YouTube is one of the most popular social media platforms. According to the DataReportal Digital (2020), YouTube is the 3<sup>rd</sup> most used social media platform in Nigeria after WhatsApp and Facebook in that order. Though the specific number of users is not available, a Nigerian social media statistics website, Statcounter (2020), states that YouTube accounts for 3.72% of the social media market in Nigeria. For YouTube users, the platform serves as a meeting point where they can express themselves, share their creativity, lifestyles, skills, relationships and a lot more with a large audience of people all over the world. With the potentially huge platform provided, YouTube has been able to attract many Nigerian content creators who make a living by providing viewers with contents they want to see and by also making it possible for viewers not only to be entertained but also to acquire new skills. The paucity of

research studies and statistics in the focus area has made it very difficult to gauge the true impact of these skill acquisition contents on those who use them. In the light of the high rate of unemployment in Nigeria – currently 33% (NBS, 2021), and the need to explore all options available to tackle it, it has become necessary to examine the influence of YouTube contents in helping people acquire key vocational, life and social skills by analyzing the videos of some Nigerian content creators in the key areas of focus including beauty, makeup, fashion, photography, film making and technology with a view to finding out how effective YouTube content creators have been in transferring knowledge of new skills to content users and how effectively the transferred skills have been utilized by these users to transform themselves into useful citizens, stand on their own in economic terms and even employ others thus creating a value chain that could, in the long run, impact well on Nigeria in general economic terms and more particularly in terms of improving the nation’s employment situation.

One of the fallouts of the persistent economic downturns in the last few years has been the consistently high rate of unemployment particularly amongst the teeming youths in Nigeria. To meet this grave challenge which has the potential not only to increase crime rate but also to make the already bad security situation in the nation, worse, governments at different tiers have come up with various interventions. In recent times for example, the Federal Government has come up with the N-Power programme which was meant to specifically address the challenge of youth unemployment, and the Special Public Works (SPW) programme designed to create one thousand jobs in each of the nation’s 774 Local Government Areas to cushion the effect of the Covid-19 pandemic. This is in addition to the various other employment interventions of the National Directorate of Employment (NDE) in the areas of Vocational Skills Acquisition (VSA), Small Scale Enterprises (SSE), Rural Employment Promotion (REP) and Special Public Works (SPW). With all these programmes in place, it still appears as if not much has been done, thus highlighting the need for vocational and entrepreneurial skill acquisition among the teeming youth to help bright the gap of unemployment. The challenge of raising upstanding citizens, the challenge of unemployment and the challenge of creating innovative solutions to effectively tackle them have thus been the subject of many research papers. However, none concentrated in the aspect of online skills acquisition via YouTube videos. This study will therefore focus on the area of skills acquisition

particularly via YouTube videos. The study is therefore aimed at examining the influence of YouTube on skills acquisition among youths in Ogun state, Nigeria.

### **Research Questions**

1. Are youths aware of the availability of skills acquisition videos on YouTube?
2. To what extent are youths in Ogun state acquiring skills through YouTube videos?

**H<sub>1</sub>:** Awareness of YouTube videos will significantly influence skills acquisition among youths.

### **Literature Review**

#### **Skills Acquisition on YouTube**

According to Okolocha, John-Akamelu, Chitom and Muogbo (2020), skills acquisition is the ability to gain knowledge or be prepared on a particular task or work and become expert in it. In their article, Okolocha, John-Akamelu, Chitom and Muogbo (2020), highlighted some of the problems facing skills acquisition programs, its development and employment in Nigeria to include too much emphasis on academic excellence, lack of skilled trainers, shortage of important facilities and equipment, inconsistent follow up by the government and poor funding. YouTube has many videos on diverse skills acquisition. A noteworthy number of learners depend on YouTube for finding the solution to their problems and questions in learning simplified approaches for carrying out certain tasks (Moghavvemi, Sulaiman, Jaafar, & Kasem, 2018). The creation of video tutorials is based on planning, creating, publishing, promoting, assessment, writing a clear script, limiting tutorial to 1-2 minute (Davis, 2017). Verbal instructions are the source of directions for the learners to do something practically and video instructions eliminate the possibilities of inadequacies in work with a simple to understand how-to design that is a better instructional method (Nasir & Bargstädt, 2017). Generally, research into the effectiveness of video in enhancing learning has revealed wide ranging benefits in terms of cost as well as meeting the learning requirements of the digital natives - meaning those who grow up with digital technology (Prensky, 2010). Prensky contended that digital natives are used to receiving information at speed therefore the flexibility of video using portable devices may offer more efficient learning.

Indeed there has been an increased emphasis on the use of digital technology to promote skills development through use of video across social media platforms and smart phone Apps (Moghavvemi, Sulaiman, Jaafar, & Kasem, 2018).

YouTube is the major source of video content, as of May 2019 over five hundred hours of video gets uploaded on to YouTube every minute worldwide (Clement, 2019) amounting to 30,000 hours of uploaded YouTube videos per hour. The study (Agichtein, Castillo, Donato, Gionis, & Mishne, 2008) on the quality of user-generated content on SNS becomes more and more important as additional information in the form of links and quality ratings by the members of virtual communities. So, YouTube videos in particular have been used even by educators in the academia especially when they are teaching modeling and providing context for their teaching (Younger et al., 2013) as the videos can be used to build student learning communities for better engagement on part of students to enable systematic learning through problem-solving to enable them with analytical skills. Still within the academia, the study by Khalid and Muhammad (2012) concluded that YouTube videos are more effective than book-based teaching pedagogy. A study conducted on the use of YouTube videos to increase students' learning by Chtouki, Harroud, Khalidi & Bennani (2012) indicated the comparison of the use of YouTube video on computer science students and non-computer science students' performance. Results from the study showed that students understanding and their remembrance of complex concepts were much better when they are exposed to a visual explanation through video. According to Duffy (2018), engaging students in YouTube for teaching and learning creates a new learning ecosystem in the development of learning to perform tasks and enhances the learning experience among the Google eyed generation students. The study also highlighted some potential strategies to be incorporated by the teachers in the use of Web 2.0 technologies for the effective student learning process.

The application of technology to teaching and learning through the use of YouTube videos has gone beyond the academia. Vocational skills such as hair styling, event planning, fashion designing, makeup artistry, cooking skill and so on can today be acquired on YouTube from the home. Research is available on the benefits of video to enhance skills development in general; for example, building design skills in architecture within the classroom environment (Comiskey, 2011). The study demonstrated that those who lacked practical experience were better equipped to grasp an understanding of relevant skills

through watching video than through verbal explanation or text book reading. The positive results from the study emphasised the value students placed on repetition of the visual aspect of video as well as the flexibility and selectivity of viewing the information where and when required. Laurillard (2014) however contended that learning technologies are hopelessly underexplored and that educationalists should explore the potential of learning technologies offering participatory and active learning experiences to deliver real improvements in learning. Prensky (2010) reinforced this contention, stating that digital natives are used to receiving information at speed therefore the flexibility of video technology using portable devices may offer a more efficient method of learning (Lim, 2005). Indeed, there has been an increased emphasis on the use of digital technology to promote skills development through use of video technology across social media platforms and smart phone Apps (Comiskey, 2010; Whatley & Ahmed, 2007). Videoed demonstrations have tended to visually illustrate the full process, step by step, and often with some spoken information of a particular task. Current thinking however suggests that it is necessary not to simply replicate steps and stages of a process but to additionally consider the needs and learning requirements of the audience in order to fully engage and motivate them to further develop their skills (Dede, 2018). Therefore, it is necessary to consider what changes to the learning environment need to be introduced to best meet the needs of the intended target audience and motivate them to change/improve upon their current behaviour (Watson, 2016).

### **Theoretical framework**

The Uses and Gratification theory (UGT) focused on what people do with the mass media in attaining certain benefits for themselves. The theory suggests that media audiences are active and not passive because they consciously select the medium and content that would satisfy their individual needs or wants. It dismisses the powerful media effect theory that posits that media audience is passive rather than active as they have no control over the effects of the media on them. According to Katz, Blumler and Gurevitch (1974), proponents of the theory, people make use of the media to satisfy some specific needs which include information and cognitive needs, personal identity, integration and social interaction, entertainment and more. Summarily, UGT explains why and how people actively seek out specific media to satisfy specific needs.

## Methodology

Descriptive survey approach was used for this study. Final yeas undergraduates of three universities in Ogun state; Tai Solarin University of Education (TASUED), Ogun State University and Babcock University comprised the population for the study. In all 248 copies of a validated research instrument were distributed by the researchers. Data gathered were analysed using descriptive tools of mean and standard deviation, while inferential tool (linear regression) was used for to test the hypothesis.

## Results and discussion of findings

Below is the presentation of results and discussion of findings.

**Table 1: Awareness of the availability of skills acquisition videos on YouTube**

Items	SA Freq (%)	A Freq (%)	D Freq (%)	SD Freq (%)	$\bar{x}$
YouTube videos can be used for skills acquisition	89 (37.2)	125 (52.3)	25 (10.5)	-	3.79
Fashion/style skills can be learnt on YouTube	97 (40.6)	142 (59.4)	-	-	4.0
Makeup skills can be learnt on YouTube	91 (38.0)	120 (50.2)	22 (9.2)	-	3.90
Cooking skills can be acquired through YouTube videos	81 (33.9)	124 (51.9)	34 (14.2)	-	3.93
Baking skills can be acquired through YouTube	97 (40.6)	131 (54.8)	11 (4.6)	-	3.91
I know I can improve my phone/gadgets review and rating skills through YouTube videos	55 (23.0)	93 (38.9)	55 (23.0)	36 (15.1)	3.51
<b>Overall Mean</b>					<b>3.88</b>

*Source:* Field Survey 2021

Table 1 reveals that youths were aware of the availability of skills acquisitions videos on YouTube. They are aware ( $\bar{x} = 3.79$ ) that YouTube videos can be used for acquisition of different skills, and strongly agreed ( $\bar{x} = 4.0$ ) that fashion/style is one of the major skills that can be learnt on YouTube. Other skills which the

result indicate can be acquired through YouTube are make-up (make-over) skills ( $\bar{x} = 3.90$ ), cooking skills ( $\bar{x} = 3.93$ ), and baking skills ( $\bar{x} = 3.91$ ). Opinion was however, divided on whether phone/gadgets review and rating skills can be improved through YouTube videos; but the mean score ( $\bar{x} = 3.51$ ) narrowly indicate an affirmation to the statement. Overall, youths in the study affirm based on the cumulative mean score ( $\bar{x} = 3.88$ ) that they are aware of YouTube skills acquisition videos. This suggests that participants must have not only noticed some of these videos, but may have viewed some of them at certain point.

**Table 2: Extent of youths' skills acquisition through YouTube videos**

Items	VHE Freq (%)	HE Freq (%)	LE Freq (%)	VLE Freq (%)	NA Freq (%)	
I have acquired fashion/style skills on YouTube	-	32 (13.4)	129 (54.0)	78 (32.6)	-	2.11
I have acquired cooking skills on YouTube	36 (15.0)	99 (41.4)	63 (26.3)	25 (10.5)	16 (6.7)	2.10
I have acquired baking skills on YouTube	-	179 (74.9)	60 (25.1)	-	-	3.31
I have acquired phone/gadgets review and rating skills on YouTube	-	151 (63.2)	71 (29.7)	17 (7.1)	-	3.10
Skills acquisition videos on YouTube have helped me improve my personal makeup skills	2 (0.8)	103 (43.1)	91 (38.1)	43 (18.0)	-	2.99
Skills acquisition videos on YouTube have helped me become a professional makeup artist	-	111 (46.4)	109 (45.6)	19 (7.9)	-	2.91
I have taught people new skills as a result of things I learnt on YouTube	-	59 (20.5)	151 (63.2)	11 (4.6)	18 (7.5)	1.99
My self-awareness about skills acquisition videos on YouTube has led me to start my own YouTube channel where I teach people	-	51 (21.3)	188 (78.7)	-	-	1.89
I have started a business of my own as a result of a skill I learnt on YouTube	-	79 (33.1)	141 (59.0)	19 (7.9)	-	1.80
I have been able to secure a job for myself as a result of a skill I learnt on YouTube prior to when I graduate	-	21 (8.8)	137 (57.3)	69 (28.9)	12 (5.0)	1.81
My awareness of YouTube videos on skills acquisition has made me a professional in my chosen vocation	29 (12.1)	101 (42.3)	68 (28.5)	41 (17.2)	-	2.91
Overall Mean						<b>3.00</b>

*Source:* Field Survey 2021

Results in Table 2 show that youths in Ogun state utilized YouTube videos for skills acquisition to a low extent ( $\bar{x} = 3.00$ ). Items in the table indicate that participants acquired fashion/style skills on YouTube to a very low extent ( $\bar{x} = 2.11$ ), also, cooking skills ( $\bar{x} = 2.10$ ), baking skills ( $\bar{x} = 3.31$ ), and phone/gadgets review and rating skills ( $\bar{x} = 3.10$ ), were all acquired via YouTube videos to a very low extent. Similarly, improving make-up skills ( $\bar{x} = 2.99$ ), becoming a professional make-up artist ( $\bar{x} = 2.91$ ), and teaching other people new skills were all performed lowly by study participants. In the same vein, majority of respondents did not create YouTube videos ( $\bar{x} = 1.89$ ), started their own business ( $\bar{x} = 1.80$ ), secured job prior to graduation ( $\bar{x} = 1.81$ ), and are not professionals in any chosen vocation ( $\bar{x} = 2.91$ ) despite their awareness of the possibilities to do so through YouTube videos. This suggests that youths in the state are yet to utilize the opportunity afforded by their awareness of YouTube skill acquisition videos.

### Hypotheses Test

The pre-set level of significance for this study is 0.05.

**Table 3: Significant influence of awareness on youths YouTube skills acquisition**

Variables	B	Std. Error	Beta ( $\beta$ )	t	P
(Constant)	56.325	2.509		22.448	0.000
Awareness of YouTube videos	-.347	.101	-0.233	-3.420	<b>0.001</b>
R <sup>2</sup>	0.054				
<b>Dependent Variable: Youths skill acquisition</b>					

*Source:* Field Survey 2021 *Note:*  $\beta$ = Standardized Coefficient, significant at 0.05

Table 3 depicts that awareness of YouTube skills acquisition videos had a negative significant influence on the skills acquisition level of youths in Ogun state ( $R^2 = 0.054$ ,  $\beta = -0.233$ ,  $t = -3.420$ ,  $p < 0.05$ ). The model shows that YouTube skills acquisition videos could explain only 5.4 percent variation ( $R^2 = 0.054$ ) in the level of acquisition of skills by youths in the state. Consequently,

the alternate hypothesis was rejected. This analysis points out that YouTube skills acquisition videos had a negative significant influence on the level of skills acquisition of youths in Ogun state. This implies that an increase in viewing YouTube skills acquisition videos by you may not necessarily translate to a higher level of skills acquisition.

## **Discussion**

This study discovered that participants were aware of the availability of skills acquisition videos on YouTube. Participants demonstrated through items in the instrument to be fully aware of the availability of skills acquisition videos on YouTube platform. In terms of specific skills for which respondents were aware, it was discovered that the three skills that were the focus of the researcher gained much acceptance among respondents. They demonstrated awareness that skills such as make-up (make-over), cooking, and baking among others can be acquired through YouTube videos. This finding agrees with that of Majid, Amineh, Montana and Zohreh (2011) who found that youths are aware of skill acquisition videos uploaded on YouTube channels, and are as well taking advantage of those videos to acquire varied skills while in school that become useful to them upon leaving school. Vhatkar (2016) also observed that YouTube has emerged as a platform with several entrepreneurial opportunities for students and none students alike, who have creative minds.

Although the level of awareness and accessibility of the platform among study participants was high, it was discovered that they utilized the platform more for other purposes rather than for skills acquisition. Skill acquisition in the areas of fashion/style, cooking skills, baking skills, make-over and entrepreneurial skills all ranked low in the instrument. On the other hand, many participants indicated to have become professional in certain skills they acquired through YouTube videos, but the overall result indicates a low level of utilization of YouTube videos for skills acquisition among youths in Ogun state. This finding helps validate the tenets of the Uses and Gratification theory which suggested that individual put media to use based on the need they wish the gratify. Proponents Katz, Blumler and Gurevitch (1974) posited that people make use of media to satisfy some specific needs which may include information and cognitive needs, personal identity, integration and social interaction and entertainment among other needs. Recent developments have also seen advancements in the utilization of media for learning purposes. While this has been widely

popularized, it is still within the liberty of individuals to put media to specific utilization based on needs. This perhaps can account for the low utilization of YouTube videos for skills acquisitions among respondents in this study despite their awareness of such possibility and the fact that they were able to access the platform. The theory's assumption that audience members are active and their media use is goal oriented and that people access the media because they have a particular objective and want it realized played out succinctly in the findings of this study.

### **Conclusion and Recommendation**

This study interrogated the extent to which YouTube videos could influence the acquisition of skills among youths generally and undergraduates in particular. Although evidence in the study shows that youths are aware of and exposed to YouTube skills acquisition videos, not many of them are taking advantage of the opportunity to acquire useful skills. The study therefore concludes that YouTube skill acquisition videos did not influence the acquisition of skills among youth in Ogun state. Furthermore, this study concludes that while participants agreed to have accessed and viewed different videos on YouTube, they did so basically to gratify other needs rather than skills acquisition. This simply implies that continued exposure to YouTube skills acquisition videos may not necessarily translate to acquisition of skills among youths. It is therefore recommended that youths should can take advantage of the many opportunities available on YouTube to acquire needed skills as they download and view videos rather than spending most resources on entertainment.

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