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Exploring Academic Well-Being of College Students in the Digital Age: Evaluating Youtube's Impact As An Educational Resource

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Abstract

Social media has strongly influenced various aspects of our everyday walks of life. During the pandemic, Online education tools and techniques have taken over from the traditional face-to-face teaching-learning method of chalk and board. As a good digitalized teaching medium, YouTube has now emerged to satisfy Generation Z's needs. With its ground-breaking approach to audio-visual learning, YouTube has simplified and revolutionized teaching and learning. YouTube has shown to be a successful educational tool since it links academics, educators, and research investigators across the globe and provides intriguing, enlightening, and entertaining content. This has given education a new dynamic perspective by fostering innovation and creativity. Hence, the objective of the current study is to investigate the various factors that influence the use of YouTube as a learning tool, which also influences the academic well-being of college students in the digital era. Structural Equation Modeling was applied to evaluate the influence of key constructs like Information Quality, Information Usefulness, and Information adoption on the Academic well-being of the students in digital format. The study confirms the significant effect of YouTube as a learning tool on the academic well-being of Undergraduate students of Arts, Science and Humanities disciplines.

Social media has strongly influenced various aspects of our everyday walks of life. During the pandemic, Online education tools and techniques have taken over from the traditional face-to-face teaching-learning method of chalk and board. As a good digitalized teaching medium, YouTube has now emerged to satisfy generation Z's needs. With its ground-breaking approach to audio-visual learning, YouTube has simplified and revolutionized teaching and learning. YouTube has shown to be a successful educational tool since it links academics, educators, and research investigators from across the globe and provides intriguing, enlightening, and entertaining content. This has given education a new dynamic perspective by fostering innovation and creativity.

Even companies have developed their official YouTube channels to publish advertising and other promotional videos after realizing they may use this capability to reach out to potential customers. YouTube videos have instructional and educational value. It serves as a forum for candid dialogue and debate. It is a resource that may be accessed at any time and in any place. Videos on YouTube enable Students to learn visually. Any and many gadgets can be used to access YouTube. Additionally, any teacher/student can communicate with students from around the globe. This option of YouTube allows educators from all around the world to upload educational videos granting entry to untapped knowledge. The availability of cost-free, instructional videos online on sites like YouTube is a suitable extension to

contemporary education systems. It can significantly enhance the efficiency and refinement of the learning process after the pandemic. Parents, learners, and academicians all concur that YouTube videos are an effective teaching and learning tool. The wisest choice about YouTube videos is how readily could be incorporated into diverse teaching-learning systems, particularly web-based learning. Students all around the world were asked to attend their lessons online from home, which resulted in a tremendous increase in the number of YouTube subscribers for various channels. YouTube videos can be useful for teachers and interesting for students and engage them when used in the classroom. Retention and involvement rates rise when the knowledge gained is vivid and productive, which improves the overall success of an online class or program. In contrast to reading mountains of material in textbooks and notes, students invest more time in visually stimulating activities and they are more inclined to concentrate when viewing video clips. There are various benefits in YouTube learning, Reduced costs of online learning, a rich source of educational materials, Microlearning and mobile, and streamlining several processes etc.,

Statement of the Problem

Digital learning enables students to develop the digital skills needed in our new digital society. At the forefront of learning is innovation and equipping learners for the future. Since social media tools significantly impact the education sector, this research focuses on how social media technologies, particularly "YouTube," are enhancing the educational and learning processes. Since it has given education a new dynamic perspective by fostering innovation and creativity, it is important to evaluate how much YouTube will be useful for the Academic well-being of the students.

Review of Literature

Table 1. Review of Literature

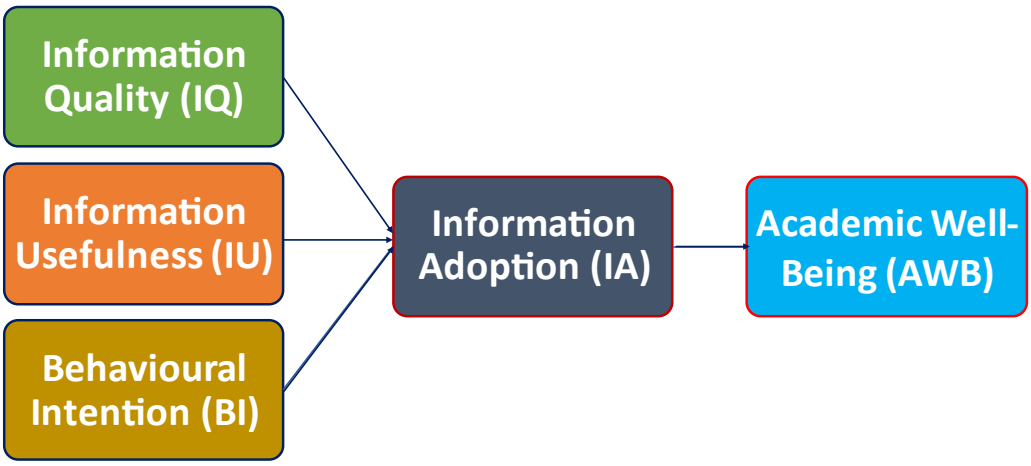
Key Construct	Definition	Reviews
Information Quality (IQ)	The subjective assessment of whether the information qualities available in YouTube suit the users' needs and intended usage	➢ DeLone et al., (1992)[1] ➢ Wang & Strong (1996)[2]
Information Usefulness (IU)	The degree to which readers think the information in YouTube given to them is worthwhile	➢ Morrison, E. W., (1995)[3] ➢ Phillips, B. K., et al., (2014)[4] ➢ Shen, X.-L., et al., (2013)[5] ➢ Amin, M. et al., (2014)[6] ➢ Li, Y. M., & Yeh, Y. S. (2010)[7]
Behavioural Intention (BI)	The extent to which an individual's behavior is influenced by watching YouTube Videos for learning.	➢ Venkatesh, et al., (2002)[8] ➢ Koufaris, M., et al., (2002)[9] ➢ Lu, Y., et al., (2011)[10] ➢ Heijden, (2003)[11] ➢ Peng Lin Phua, et al., (2012)[12] ➢ Almasri, A., (2022)[13]

Information Adoption (IA)	The stage of knowledge transfer from YouTube content is known as internalization, during which explicit data is changed into internalized meaning and knowledge.	➢ Heijden et al., (2003) ➢ Venkatesh et al., (2002) ➢ Davis, F.D., et al., (1992)[14]
Academic Well-being (AW)	The account to which the learners' subjective academic well-being is enhanced by using YouTube at educational institutions	➢ Gillham, J., et al., (2011)[15] ➢ Deci and Ryan (1985)[16]

Primary objectives:

- To develop a model for the Academic well-being of college students who are using YouTube as a learning tool in South India.
- To analyze the influence of Demographic factors like gender, Year of study and subject discipline on the usage of YouTube for Academic well-being

Fig:1-Research Model



Research Hypotheses

H1: There is a significant relationship between Information Quality and Information adoption
H2: There is a significant relationship between Information usefulness and Information Adoption
H3: There is a significant relationship between Behavioural Intention and Information Adoption.
H4: There is a significant relationship between Information Adoption and Academic Well-being

Research Method

In this research, there were 5 variables in which 2 were independent variables and 3 were dependent variables. A standard questionnaire was prepared with the following statements based on different variables.

Information Quality	Information Usefulness	Behavioural Intention
✓ Information available on YouTube is very clear and knowledgeable ✓ Information available on YouTube is of high quality ✓ Information available on YouTube is easy to access ✓ Information available on YouTube is easy to understand	✓ The information on YouTube for learning is enhancing my knowledge. ✓ The information on YouTube is useful for me to learn effortlessly. ✓ The information on YouTube helps to improvise my understanding level ✓ The information on YouTube for learning improves its effectiveness	✓ My usage behaviour of mobile phones induced me to watch YouTube videos to learn. ✓ My friend's behaviour on Watching YouTube induced me to use YouTube for learning. ✓ Using YouTube videos makes my time more enjoyable. ✓ Watching YouTube in mobile phones is my best pass time

Information adoption	Academic well-being
✓ I am very much satisfied with YouTube learning. ✓ YouTube videos help to stay connected in learning. ✓ I complement YouTube learning during my Academic assessments. ✓ The information in YouTube Videos influences my academic learning. ✓ I will recommend YouTube videos for learning to others.	✓ YouTube videos enable academic-life balance. ✓ YouTube Videos have a positive impact on my learning. ✓ YouTube learning helps to increase academic performance. ✓ YouTube learning is viable for financial issues.

A pilot study was conducted for 30 samples and Maximum questions are in the form of statements using a five-point Likert scale, ranging from 1 'strongly disagree' to 5 'strongly agree'. The Questionnaire was given to the respondents and was tested for its Reliability. For checking indicator reliability, outer loading numbers must be greater than or equal to 0.7 (Kwong et al, 2013). Based on the outer loading numbers (Table 3) derived from the factor analysis, a new questionnaire was prepared and distributed among 880 Students in Select districts of Tamil Nadu for the final study.

Multi-staged sampling has been adopted for this study. The final-year students of various Colleges in Select districts were the respondents.

Sample Selection and Data Collection Procedure

Since the respondents are college students, data for this study was collected via an online survey. The target population was College students of Tamil Nadu to determine the Academic well-being of the students through the digital platform,. The survey was conducted among diverse groups based on their subject disciplines like arts, science and Humanities. Stratified random sampling and snowball sampling techniques were used to fill the survey. In online mode, the survey link was sent to participants through email. The reason behind using Stratified sampling and snowball sampling was to have a fair representative sample of geographical constraints from rural, semi-urban, urban areas via social networking platforms. Since all the questions were marked mandatory using the '*' sign, the problem of non-response bias does not affect the study and a total of 880 responses were collected and analyzed in this study.

The demographic details of the respondents are listed in the Table

Table :2-General Profile of the Respondents

Factors	Category	Responden ts	Respondents (in percentage)
Gender	Male	490	56%
	Female	390	44%
Year of the Students	I year	280	32%

	II year	270	30%
	III year	330	38%
Subject Discipline	Arts	240	28%
	Science	320	36%
	Humanities	320	36%

Instrument (Questionnaire) Design

The current study adopted the survey questionnaire constructed by the Researchers based on the previous studies. This questionnaire included items like Information Quality (IQ), Information Usefulness (IU), Behavioural Intention (BI) and Information Adoption (IA) to measure the Academic well-being of the students in digital form (AWB). Respondents were requested to express to fill the five-point Likert scale, ranging from "strongly disagree (1)" to "strongly agree (5)" for all the items.

Statistical Analysis

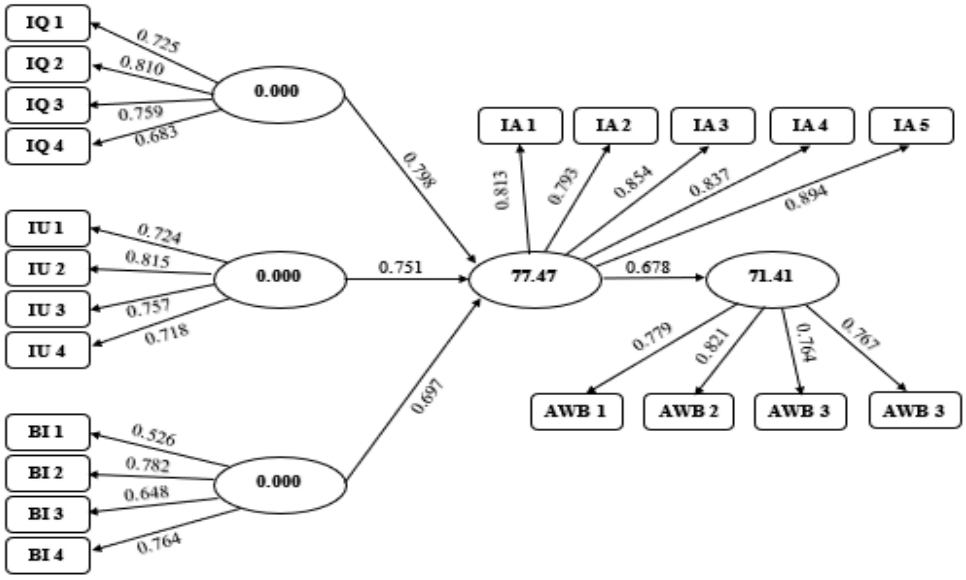
The data were analysed in two stages. The model's fitness was tested in the first stage. The reliability and internal consistency of the items were measured using Cronbach's alpha and composite reliability. Convergent and discriminant validity tests were performed to complete the fitness test of the measurement model. From Table 3, it is clearly observed that all values in the composite reliability column are greater than 0.7, and all indicators are said to be highly relevant. Convergent validity denotes a set of indicators loaded together as a single construct (Osman et al.,2013). This test can be done by calculating AVE (Average Variance Extracted). To check the validity measure, AVE values must be greater than or equal to 0.5. Table 3, below shows the Reliability and Validity measures.

Table 3: Factor Loading

Items	Factor Loading	Alpha	Composite Reliability	AVE
IQ	0.94, 0.89, 0.90, 0.88	0.90	0.92	0.87
IU	0.88, 0.85, 0.89, 0.84	0.82	0.87	0.74
BI	0.89, 0.82, 0.88	0.84	0.86	0.76
IA	0.83, 0.82, 0.90,0.92,0.81	0.85	0.86	0.73
AWB	0.78,0.94, 0.87,0.81	0.72	0.84	0.69

In the second stage, the convergent and discriminant validity of the construct has been generated. Then the partial least squares (PLS) technique was used to analyze the data on the Smart-PLS tool methodically. This tool's bootstrapping feature helps create a large pool of samples from the given data and test the model in the best possible way. For this study, 880 samples were generated through the bootstrapping mechanism and hypotheses were tested. Figure 2 depicts the pictorial representation of path coefficients

Fig:2: Pictorial representation of path coefficients



The results of the PLS modelling show a substantial influence of information Adoption on the Academic well-being (71.41%). Three constructs of Information Adoption also show a positive and significant association (77.47%).

Anova test

Here Anova test is used to identify the general profile of the students and their attitude towards Academic well-being through YouTube and the Null hypothesis is set as "there is no significant relationship between the general characteristics of students like gender, year of study & subject discipline and their attitude towards Academic well-being through YouTube".

Table 4: Anova Table

Factor	Significant value	Remarks
Gender	0.002**	Gender has significant influence towards Academic well-being
Year of Study	0.185	Year of study has no significant influence towards Academic well-being
Subject Discipline	0.034**	Subject Discipline of the Students has significant influence towards Academic well-being

** indicates significance at 95% confidence level

Managerial Implications

YouTube is crucial for education because it enables learners and educators to watch and share information in a manner that permits viewers to simultaneously see it visually and hear audio. Also, having the option to rewind, pause and fast-forward the video and to find connected videos and study materials under the description, enables learners to learn at their own pace. YouTube plays a major role in education and enable learners to learn more about a specific subject or topic by simply watching a brief video. Various

videos on YouTube can be used in classrooms to help students gain a deep understanding of their respective topics.

The current study shows that learners are adopting information from YouTube with the aim of academic well-being and ultimately educational success. When providing educational content on YouTube, the general characteristics of the Students like Gender and the Subject discipline of the students must be taken into account. Educators now have to provide platforms to students to gain knowledge from various sources, which presents challenges. They should be universalizable too. This is a major threat not only to the educators and academia but also libraries and the entire education system. And that problem could be managed by the academic institutions by creating their own YouTube channels that supply educational content.

On YouTube, there are many, if not multitudes of sources. So, the objective of every YouTube video is to be concise, precise and straightforward.

According to the Scripture, "An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge" in Proverbs 18:15[17]. As intelligent people are always ready to learn, their ears are open for knowledge. They try to seek information in all possible ways.

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