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International Journal of Curriculum and Instruction 14(1) (2022) 1– 23

IJCI
International Journal of Curriculum and Instruction

Self-report on lecturers' perception of YouTube usage for academic purposes in northwest geo-political zone, Nigeria

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Abstract

The research is mixed method qualitative and quantitative in nature. Using the guidelines of Palladan (2020), and it also employed Saunders et al., (2009) sampling procures to govern the sample size for the research. The research examined lecturers' perception of YouTube technology usage for academic purposes for enhancing their teaching performance. For this study, lecturers in the Federal College of Education, Zaria, were selected as the research respondents using questionnaire and interview as the instruments for collecting data. Interestedly and surprisingly, the research results revealed that most academics in the Ahmadu Bello University Zaria and Federal College of Education Zaria are using YouTube video technology for academic purposes and have agreed it could be used in the teaching/learning cycle. Two research questions were answered, and two hypotheses were rejected. This paper recommends that seminars and conferences be organized and used frequently for lectures showing the advantages of the educational resources in YouTube video and how it can be used for academic purposes. Certainly, the research result could help guide the lecturers on developing an interest in technology and free themselves from technophobia. The Management of the two institutions should provide strong internet connectivity in the colleges.

Keywords: **IG(Internet Generation), Video, Technology, YouTube, Teaching and Learning, TAM**

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1. Introduction

1.1. Introduce the problem

The accessibility of innovative learning places is correlated with the new pedagogical approaches, methodologies and tactics that have elevated the classroom landscape from an area of training to a place that creates reliable knowledge. Learners of the Internet

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Generation (IG) are persuaded to acquire knowledge with their peers regarding the usage of technology to yield data as the outcome of their collaboration (Lim, Isa & Ab Jalil, 2018)

2. Academics of today must keep pace with the needs of the contemporary generation of learners. Nonetheless, they should uphold creativity, worth, value, and originality; and academics can apply YouTube to improve the teaching and learning cycle. The appearance of technology in the universe has played a vital role in socializing, civilizing, and orienting people and societies. Technologies are now used in every aspect of life, and they can be used for our daily lives. The general public now uses technology for performing activities such as searching for admission, appointment, effecting business connections, or providing information. Technology innovation offers students various online resources that will boost their knowledge (Olasina, 2017).

3. YouTube video is now one of the most popular with individuals, particularly among adults. However, unfortunately, most lecturers, especially in colleges of education and universities, do not utilize this resource, while some do not know about the existence of YouTube video technology to teach students (Munassir,2017). The emergence of web2.0 applications like YouTube contributes immensely to the educational process's revolution in terms of the structures of the learning system and its machinery. These components have changed the lecturers and teachers' role from being mere sources of information to lecturers and teachers who can act as organizers, facilitators, guides, directors, planners, controllers, leaders, and indicators of production. They also help to change the students' roles from being mere receivers of knowledge to researchers, investigators, explorers, and experts in the field of knowledge (Nicole, 2015).

4. This research intends to show lecturers and teachers ways, point out how the site might be utilized, and recommend a loose framework for online video use. The study will start with reviewing literature related to the research; and will also explain the merits of YouTube as an instructional material in the teaching and learning process(Talley & Scherer,2013)

5. This research's main objective is to explore the benefits of YouTube video technology as an instructional material that lecturers can use to achieve their job performance and how it can be merged with traditional teaching methods. In doing this, the study explores the effectiveness of using YouTube video technology for teaching various subjects in classrooms as additional materials. The teaching activity method is among the best methods that boost, encourage, and stimulate students' interest in learning. The YouTube technology can engage students in a way that will give teachers avenues for evaluation. Specifically, this study attempts to answer specific questions.

5.1. Describe relevant scholarship

Objectives of the Study

To get perception among lecturers on YouTube video usage in teaching and learning all subjects and services is an important objective. The research intends to reach several goals for lecturers, teachers, and the educational progression and enlighten curriculum planners on the advancement of technology co-opted into teaching.

It is part of applying YouTube video technology in the teaching process and adding them as additional educational resources to courses. Subsequently, this research will allow students to use the current technology to acquire knowledge and stretch them for entry into a huge source of related teaching videos on YouTube for doing their assignments.

Nevertheless, the usage of YouTube videos in the classroom would give students the avenue to learn at their own will outside the school milieu. The following objectives are to prepare students for extra activity, awareness, and self-determination in the learning process and to create lecturers, teachers, and facilitators in the academic cycle confidently. Finally, the study will give teachers and lecturers an insight into how to use YouTube technology in lessons and help them complete several of their tasks more effectively and efficiently. This study is to generate harmony on the advantages of using YouTube as instructional material for teaching and learning. It is indisputable that learners recall and comprehend better when they hear, see, and do. The stages of learners' comprehension of a subject when they see, hear, and provide resources during teaching is higher (75%) compared to learners who merely see throughout a lesson (20%), and watch and hear only (40%), (Rose & Louis, 2017).

The objectives that want to achieve, summarize as follow:

1. To examine the perception of lecturers on the usefulness of YouTube in the teaching-learning process

2. To establish suitable effectiveness of YouTube video technology as an instrument in the teaching-learning process.

The Justification for Selecting this Research

The importance of YouTube video lectures cannot be overemphasized. The reason for choosing the research topic on the notable usage of the YouTube technology is that it is free and has availability and ease of usage and access. Every academic can use the videos to teach their students (Abubakar, 2018). YouTube has become one of the most widespread websites globally that can be used to access videos for various uses, especially for academic purposes (Abdulrahman, 2016).

Using YouTube videos, learners can get a considerable amount of advantages and incentives that make the learning active. Balbay and Erkan (2018) and McLoughlin and Lee (2007) opine that YouTube video may offer teachers a chance to overwhelm several undesirable activities that learners are involved in as a new teaching technique. Additionally, it can be a tool of assistance for teachers to use in their classes. To the best

of this researcher's knowledge, there is no research conducted on YouTube for Nigeria's academic purposes.

According to Terantin (2011), many scholars observed a scarcity of literature about the impact of YouTube videos on the educational system. Only a few empirical studies clarify effective methods to incorporate Web-based applications into foreign language teaching. Internet technology is now a necessity and an essential measure of students' lives; it is of paramount importance for teachers of every language to mix technological revolutions into their teaching to compress the learners' involvement in their lessons and classrooms. In the same vein, YouTube video technology becomes necessary for all teachers who teach languages in tertiary institutions (Seher& Gökçe, 2018). This statement relates to anybody who wants to learn and teach language in this era. Such a person must adopt YouTube videos as part of his daily life because smartphones are now rampant in every institution of learning. So, there is the need to have research on how the lecturers perceive YouTube. Finally, 85% of lecturers and teachers of colleges of education, universities, and secondary schools are aware of YouTube videos but do not utilize them for academic purposes (Kaysan, 2018). This result shows the need to sample the views and opinions of lecturers on YouTube and expose them to the merit of YouTube videos for the academic drive.

3. Benefits of the Research

This research could help teachers in colleges of education and universities develop a new curriculum that will modify the learning experiences that academics may need to stimulate and arouse the learners' interest in the educational cycle. Besides, schools and other colleges and universities can also take advantage of this research as it might determine how best the innovative and inspirational ways for attaining academic performance can be applied. It could also allow higher institutions to establish YouTube video channels to present and improve the curricula for the educational system's advancement.

Research Questions

The following are the research questions:

1. To investigate the perception of lecturers on the usefulness of YouTube in the teaching and learning procedure?
2. To what extent does the YouTube technology serve as an instrument in the teaching-learning cycle?
3. How can the YouTube video improve the performance of lecturers in the teaching and learning process?

3.1. Hypotheses of the Research

The following null hypotheses were tested as 0.5

H_{O1}. There is no positive relationship between perceptions of lecturers on the usefulness of YouTube video in the teaching-learning process

H_{O2}. There is no statistically significant transformation between the opinions of lecturers about the effectiveness of YouTube video technology as an instrument in the teaching-learning/process**.**

H_{O3}. There is no statistically significant transformation between lecturers' opinions about the effectiveness of YouTube video technology as an instructional material in the teaching-learning/process.

4.0. Review of Literature

4.1. Evolution of YouTube

YouTube is an online video source whereby approximately several digital video files can be stored and displayed free of charge. YouTube video started on February 14, 2005. YouTube hosts videos that are cumulatively and presently watched more than 2 billion times each day (Hansen & Erdley 2009). Although issues concerning copyright breach and offensiveness standards have repeatedly made the website debatable, the huge collection of diverse content and its organic public interactivity make YouTube an excellent resource for gathering learning endeavors (Jon and Michael, 2011). Indeed, there is no doubt on the importance of YouTube in supporting the teaching and learning process. In advanced and civilized countries, in all their educational system, especially in their tertiary institutions, the opportunities of educational tools in YouTube are anticipated to inspire lecturers, teachers, and students in so-called developing countries. However, curriculum planners can incorporate YouTube into the school's curriculum and make it a modern teaching method (Wael, 2018). Ftoon (2018) makes his postulation on YouTube. He says that "YouTube plays a positive role in the educational system/ cycle especially in tertiary institutions; and that, universities and colleges need to take advantage of the academic benefits and abilities of YouTube" (Dwi, 2015, p.4).

On April 23, 2015, YouTube founder, Jawed Karim, dispatched the first video to YouTube with the heading "me at the Zoo." The co-founder was in front of elephants and speaking about their trunks. The video lasted for 15 seconds (Time, 2013). However, YouTube, started by Jawed Karim, Chad Hurley, Steve Chen, and about 20 employees, used Pay Pal to share videos with their colleagues. The site was formally started on February 15, 2005, and today, close to 20 million persons currently visit the site monthly

(USA Today, 2006). About 100 million videos are watched daily, and around 65,000 videos are uploaded each day. YouTube is one of the rapid and wildest growing websites on the Net in terms of visitors, conveniently beating the competition, including Google Video, Myspace Video, Yahoo! Video Search, MSN Video Search. YouTube presently enjoys 43% of the video distribution market, as measured by many successes (USA Today, 2006), and was entitled Time Magazine's 2006 "Invention of the Year." With fewer than 70 employees and modest operating costs, YouTube was sold for a considerable profit to Google for $1.65 billion in November of 2006 (Caroline, 2009).

So many issues have been analyzed on YouTube videos by academics of several disciplines; these comprise organ contribution (Tian, 2010), online radicalization (Sureka, Kumaraguru, Goyal, &Chhabra, 2010), commentaries on the war in Iraq and Afghanistan (Andéén-Papadopoulos, 2009) and clinical experimentations (O'Rourke, Tobin, O'Callaghan, Sowman, &Collins, in press). It has also been a substantial investigation of public health and medicine matters and smoking issues (Paek, Kim, & Hove, 2010). How does the YouTube fair in education?

4.2. YouTube in Education

The educational arena is the biggest of all the territories of life penetrated and affected meaningfully by technology's dispensation in our contemporary era. The rudimentary aims behind this transformation in 21st-century learners are previously equipped with digital skills. Consequently, the educational institutions have to mix technological inventions in their curricula (SeherBalbay, Gökçe Erkan, 2018; McLoughlin & Lee, 2007).

In the first stage, YouTube was made purposely for entertainment by collecting home videos and art from music, singing, play etc. The users transformed and imposed the site to the educational sector in general and the academic sector, prompting many colleges and universities to create select channels on YouTube to share educational videos (Haddad, 2015).

In 2009, YouTube video technology broadcast its launching for an educational activity that included introducing YouTube channels provided by different universities and colleges within inventiveness for corporation between YouTube and those institutions. This service is recognized as the learning and educational YouTube (**YouTube /EDUCATION**). At the end of 2009, educational YouTube multiplied; at least more than 300 universities and colleges and more than 65,000 videos of lecturer's conferences and educational colleges and universities news were launched on YouTube. The educational site on YouTube has given access to uncountable educational videos free for education purposes (Ftoon, 2018).

On the YouTube video site, teachers have the opportunity to create playlists of videos that will be available to see, particularly in their educational institution network. Journals of science have comprehended the role that YouTube videos could play in scientific communication. They pursue to produce special channels on YouTube to sight videos, elaborating the scientific research published in journals (Ghoneim, 2015). The above achievement of creating YouTube site by the colleges and university occurred in the advanced countries, but developing ones, are left behind on using YouTube for academic reasons. Most of the lecturers in Nigeria are not even aware of the existence of YouTube as an instructional material that can facilitate lessons easily (Abell, 2011).

In Nigeria, no tertiary institution has a YouTube video site, to the best of this researcher's knowledge. This author believes that higher institutions now need to modify or change their traditional education policy to move their educational system forward and change the mode of their teaching towards e-learning, which can create an avenue for collaboration. Interactive educational stations of YouTube need to be appropriated with learners' requirements from IG generation and keep pace with developments in the current era, known as the era of ICT (Abubakar, 2018). Applying YouTube to convey messages to students in the classroom and outside the classroom is an innovation in the teaching and learning process that can bridge the gap between learners and teachers (Abell, 2011). It can provide a tool that has been used in nursing education (Rager, 2009; Burke, Snyder, 2011; Hansen & Clifton & Mann, & Erdley, 2009). The YouTube website suggests a huge multimedia content used in teaching (Tan & Pearce, 2012). Pearce and Tan (2012) mentioned that YouTube has an Academic Tool for 392 ICT Lecturers or overall content that may help demonstrate key ideas and show learners some theoretical aspects of their subjects in a practical situation.

Furthermore, videos have been used for subjects in Java computing and are useful for teaching and learning while reducing the time consumed in lectures (Carlisle, 2010). Indeed, the video helps in cognitive learning and students' social development and problem-solving tasks ((Zahn, Pea, Hesse, & Rosen, 2010). When YouTube videos are shown at the appropriate points in the learning process, they help teach effectiveness (Hsu, 2013). With the above quotations, it can be concluded by saying that the YouTube video can also be used to teach students in any discipline and at any level of the learning system.

YouTube as an instrument can be used to facilitate learning. Well-renowned journals have publications, including video interviews with some nominated authors, and have broken down the publications by their editors using the YouTube channel

(www.nature.com/nature/videoarchive/). Moreover, video can be an appropriate design for broadcasting information about science to the public in communication and education roles. Such can make scholars more responsible for their work (Young, 2008). YouTube and the web may specifically aid academics to achieve wider spectators and audience than was the case previously (Jenkins, 2007). Science is occasionally presented in a video design on TV via professional programs or news stories, but YouTube gives scientists the avenue to fully control the production process and try different formats.

4.3. Using YouTube Video in Teaching

YouTube can be used to teach all subjects, both arts, and sciences. Besides entertainment content on YouTube, YouTube encompasses numerous and thoughtful videos in its education and Science classifications. It has undoubtedly been subjugated by several unprofessional and professional educators and scientists to share videos with specific groups. Many scholars have argued about the possibilities of using YouTube to teach students (Burke & Snyder, 2008; Desmet, 2009; Skiba, 2007; Trier, 2007).
Some argued that the importance of YouTube is overstated for teaching because it is not a natural environment for education (Juhasz, 2009). Nevertheless, research was conducted on applying video in learning and teaching, particularly in the classroom. The study recommends that it can be used successfully for education, containing short online clips from YouTube if the teacher applies some guidelines for learners to follow to certify a well-designed way of teaching and learning experience (Berk, 2009; Jones &Cuthrell, 2011).

Kornhaber (2001), quoted by Smith (2002, 2008), posits that "learners must have prolonged chances to work on a subject." Being fully aware will help serve the curriculum and state, which appropriately nominated and well-played clip video may work as a substance and facilitator for language usage, which becomes a powerful and motivational tool. Dwi (2018), cited in Mayer (2017), opines that meaningful teaching/learning from words and pictures can happen if learners join fully in five cognitive processes. Encompassed in these are chosen related terms for assimilating in verbal functioning memory and appropriate pictures for dispensation in visual functioning memory, changing selected phrases into a verbal model, selecting images into a pictorial model, and integrating the verbal and pictorial representations and with prior knowledge.

4.4. Using YouTube for Teaching Languages

YouTube video technology could be regarded as a respected learning tool; it can address learners' interest and need for actual life language by providing an avenue for discussion (Dwi, 2015). YouTube and other web.02 applications are directly observed through vision

and sound. Intelligent, useful, sophisticated, and creative teachers can find new devices to apply them in listening, conversation, and speaking English in the classes (Author, 2018).

YouTube video can be used to teach all subjects, both arts, and sciences. Let us look at some examples. We will start with the English language as our lingua franca in Nigeria and the teaching language (the language of instruction) in both O and A levels. Listening from the original form will help immensely in improving English speaking and learning. Berk (2009) mentions that the more effortless and modern way of teaching good English is by using YouTube videos as instructional material in the classroom in our colleges and universities. The merit of applying to YouTube cannot be overemphasized as we are in Internet Generation IG. Seilstad (2012) asserts that using YouTube is a new approach that effectively teaches languages, especially the English language. He points out that using YouTube videos as a method is a relatively more uncomplicated approach to produce relevant and essential teaching materials that have very lingering effects on all taxonomy domains. Raniah & Tariq (2015) argued that using YouTube in the teaching and learning process positively impacts vocabulary development. However, he emphasized the use of YouTube for teaching any language. According to him, when a video is used for teaching in the class, the learner would frequently recall the video, imitate the words' pronunciation, and then develop courage in speaking. Several L2 acquisition scholars studied the outcome of gains made due to using multimedia in teaching and developing vocabulary in general. The research findings established that the application of additional stimuli such as pictures and videos improves vocabulary learning. Chun &Plass (1996) contends that supporting vocabulary learning with visual and verbal signals can help increase the retaining and recalling of the lexical products.

Al-Seghayer (2001) mentions that using YouTube videos with text explanations is an additional innovation in achieving new English vocabulary and is much better than applying pictures without explanation. The learners memorize vocabulary easier when videos are displayed, and it makes learning meaningful. It is not uncommon to find a university lecturer who does not apply and use the internet for his lesson today. The internet always gives authentic information and so many programs that lecturers can modify to use their particular settings and intermingle with learners in specific ways. The modern way to interact with students and teach authentic language, especially English, is YouTube (Seher & Gökçe, 2018). English language instruction should complement YouTube videos as web.20 technologies because linguistic learning is far from classroom practice. The combination of YouTube (Web 2.0) tools in the classroom language, teachers objective at informal learning, most of the interactions and language communication and learning experience happens outside the schoolroom

environment and casually occur through the usage of Web 2.0 tools as a result of advance technology (Saher& Gokce, 2018).

4.5. The Simplest Way of Downloading Information in YouTube for Academic Purpose

The standard method of copying video from YouTube for the academic purpose should merely be undertaken. The simplest way to follow is going directly to the smart copying website (*Smartcopying.edu.au; BySA, 2012).*

4.6. Teacher Tube as YouTube Alternative

Innovations in technology will never end. After the YouTube, there is another web purposely designed for teachers called *TeacherTube.* Lecturers and teachers in all learning institutions should try to source content from *TeacherTube* (teachertube.com) in the first instance. It is a video storing site and online public community of education in which educator's share their teaching or instructional videos for the academic purpose free of charge so that both lecturers and learners can benefit. Verily, it is the best and most fantastic way to dodge sites such as '*kickYouTube*' and *'keepvid'*, which permit customers to download YouTube videos in various formats. These websites are not formally affiliated with the YouTube site. Using these websites to download YouTube videos may raise additional copyright and contractual issues (BySA, 2015).

4.7. YouTube in Science

Yahya (2018) views YouTube as vital in teaching all science courses, especially in Chemical engineering. He explains that YouTube video is useful in understanding the fundamentals for teaching and research. For instance, videos from the YouTube site are essential in explaining chemical engineering applications in daily life, in food processing, how enzymes make our lives better, i.e., how catalytic reactions occur.

4.8. Advantages of YouTube Video as a Learning Material

The merits of YouTube video technology in teaching and learning sequence are the experience to the dependable foreign language, especially English, and the advancement of education method that is more self-directed and learners focused. Learners frequently use the extensive diversity of English media, and they achieve a degree of L2 involvement that is unobtainable outside a research abroad platform (Johnson, 1997). Moreover, integrating technology into L2 classrooms is a path for learners to attach abstract foreign language ideas to their real experiences (Wang, 2005). Lastly, incorporating YouTube video technology into the classroom, specifically amongst low-level students, has also been shown

to gather greater student autonomy and impart life-long language learning skills (Leung, 2004).

Jordan (2013:22) mentioned the following as the merits of using YouTube video technology in the teaching process:
1. Lecturers and teachers certainly can learn more about their content or their teaching.
2. Lecturers and teachers can teach the learners all the English tenses, pronunciation.
3. Stimulates learners' interests quickly.
4. Many scholars share their knowledge and perspectives for free.
5. The video channels aid learners learn by both seeing and hearing, which helps comprehension and retaining.
6. Lecturers can search for any subject or topic that they want to teach the students on YouTube.

5.1. Theoretical Contributions

The study is guided by the theory of Technology Acceptance Model (TAM) by Davis (1989) TAM has been tested to be an excellent theoretical tool for understanding users' acceptance of technology for e-learning (Park, 2009). He mentions five stages in his theory that make people accept technology as an innovation. The model explains the pivotal interactions between YouTube design features, perceived usefulness, ease of use, attitude toward use, and actual user behavior. The model assisted in assessing the YouTube application used by lecturers and the usefulness of YouTube videos for academic purpose and learning.

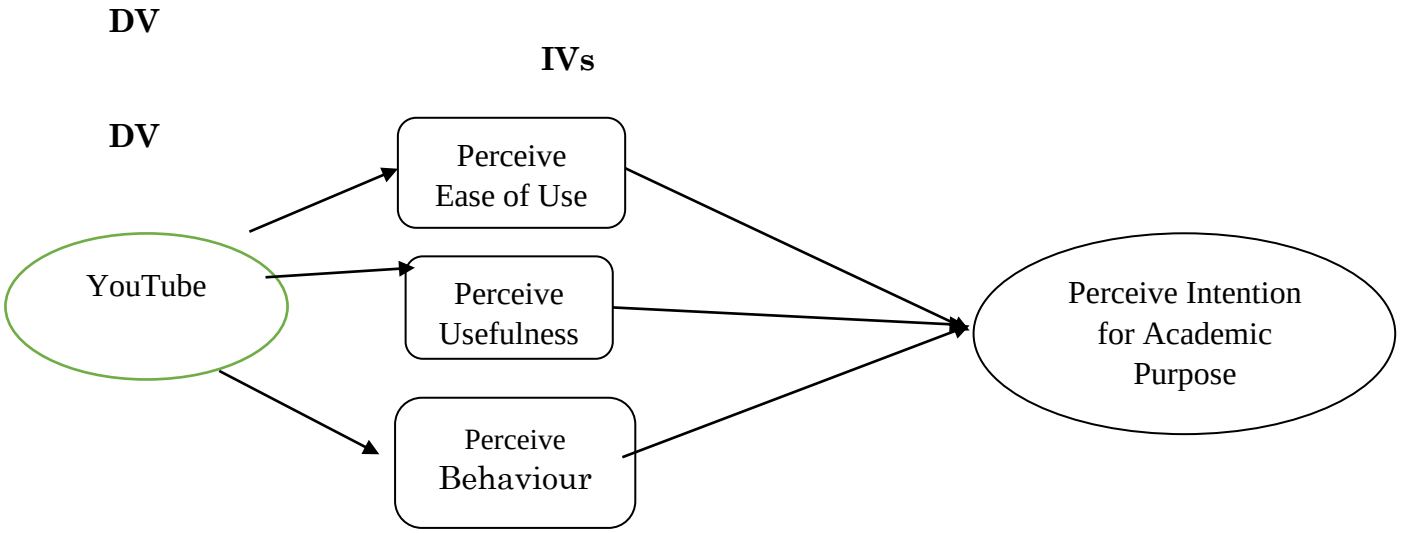

Figure 1: Adapted from Haruna (2018)

6.1. Practical Contribution

This study aspires to give empirical evidence about professional lecturers' perceptions on YouTube usage for academic purposes, and it provides some ways that lecturers utilize YouTube as a new means of instruction materials for teaching. The study will be beneficial to the lecturers and students in colleges of education and Nigerian universities because YouTube now has numerous channels for educational benefit, and it will provide current literature on YouTube videos for an academic cycle.

7.1. Methodology

The study is mixed method quantitative and qualitative. The research attempts to classify and discover the lecturers' perception about YouTube usage for academic purposes. The qualitative approach is assumed as a perceptible, quantifiable phenomenon. This study comprises 511 lecturers in the Ahmad Bello University Zaria and Federal College of Education Zaria from various faculty, schools and departments. This institutions' choice is based on the fact that the ABU Zaria and Federal College of Education Zaria is the largest institution of its kind in the Northwest Zone of Nigeria that produces professional teachers. Thus, selecting the institutions is just like choosing the whole country. Asika (2006) was employed for the questionnaire and was adopted. A pilot study was conducted, and scholars in the field of education validated the instrument. Saunders et al., (2009) sampling procured to govern the research sample and arrived at 198 respondents. The table of random numbers as projected by (Asika, 2006) was employed to administer the questionnaires**.**

8. 1. Answering Research Questions

This section talks about the question raised in the study. However, this section is set to explain the research questions of the study, as mentioned earlier.

9.1. Research Question

Views of the Respondents on the Perception of Lecturers on the usefulness of YouTube videos in the teaching

Table 1.1: Responses to Questionnaire items 1-7

S/n	ITEMS	SA (4)	A (3)	D (2)	SD (1)	_X	StdDev	Remark
1.	My hours of studying with YouTube videos steadily increase daily.	21 (84)	23 (69)	53 (106)	27 (27)	2.31	1.52	Disagreed
2.	I spent most of my night watching videos on YouTube to study what I will teach my students.	32 (128)	17 (51)	49 (98)	26 (26)	2.44	1.56	Disagreed
3.	I learn a lot when studying with YouTube videos.	58 (232)	31 (93)	19 (38)	16 (16)	3.06	1.75	Agreed
4.	I understand concepts better when I use YouTube videos.	49 (196)	37 (111)	29 (58)	09 (9)	3.02	1.74	Agreed
5.	Using YouTube videos in studying has improved my knowledge.	43 (172)	51 (153)	19 (38)	11 (11)	3.02	1.74	Agreed
6.	I feel no fatigue when studying with YouTube videos.	32 (128)	56 (153)	21 (42)	15 (15)	2.85	1.69	Agreed
7.	I study a lot of topics in YouTube video than using library texts.	28 (112)	43 (129)	18 (36)	35 (35)	2.52	1.59	Agreed
	Cumulative					2.75	1.66	Agreed

Decision Rule: Mean $\geq$ 2.50 = Agreed; Mean $\leq$ 2.50 = Disagreed

Table 1.1 shows the respondents' opinions on lecturers' perception using YouTube video as an academic purpose. The table shows that most of the respondents believed that they covered more topics when studying with YouTube technology as this statement attracted the highest mean response of 3.06 and standard deviation of 1.75. Further details on this statement show that 89(71.8%) of the respondents agreed, while 25(28.2%) disagreed. The result implies that the number of lecturers in FCE Zaria who covered more topics online was relatively high.

From the table also, the least number of respondents believed that YouTube technology increases daily as this statement attracted the lowest mean response of 2.31 and standard deviation of 1.52, meaning that responses to this item were not favorable, with details showing that 44(35.5%) respondents agreed with the statement while 80(64.5%) respondents disagreed. The result implies that despite the use of YouTube video technology in teaching/learning, it has not increased their research. The overall percentage results of the responses according to the data analyzed in table 1.1 show that the cumulative mean was 2.75 with a standard deviation of 1.66, which is greater than the decisive mean score of 2.50, implying that the respondents' responses on YouTube video technology were positive.

10.1. Research Question 2

To what extent does the YouTube technology serve as an instrument in the teaching-learning cycle?

Table 2.1 Responses to Questionnaire items 8-14

S/N	ITEMS	SA (5)	A (4)	D (2)	SD (1)	X	StdDev	Remark
8.	Learning with YouTube video intrinsically motivates me.	46 (184)	40 (126)	21 (42)	17 (17)	2.93	1.71	Agreed
9.	Using YouTube video improves my listening and concentration ability.	51 (204)	37 (111)	27 (54)	09 (09)	3.05	1.75	Agreed
10.	I agree that YouTube is an academic instrument gadget whereby lecturers and students can engage in online discussion related to the subject content.	39 (156)	57 (171)	17 (34)	11 (11)	3.00	1.73	Agreed

11.	I am always pleased to use YouTube videos as instructional material in my lesson.	91 (364)	27 (81)	03 (06)	03 (03)	3.67	1.92	Agreed
12.	It is always entertaining for me learning with YouTube videos.	53 (212)	65 (195)	05 (10)	01 (01)	3.37	1.84	Agreed
13.	I am always moved to learn new agricultural concepts using ICT.	35 (140)	47 (141)	35 (70)	07 (07)	2.89	1.70	Agreed
14.	I am more extrinsically motivated to watch a video on YouTube to share it with my students.	50 (200)	59 (147)	07 (21)	08 (08)	3.27	1.81	Agreed
	Cumulative					3.17	1.78	Agreed

Decision Rule: Mean ≥ 2.50 = Agreed; Mean ≤ 2.50 = Disagreed

Table 2.1 shows the respondents' opinions on *how the YouTube technology serves as an instrument in the teaching-learning cycle?* The results show that the majority of the respondents were of the views that they are always pleased of learning with YouTube video technology, as this item attracted the highest mean response of 3.67 and standard deviation of 1.92 with details showing that 96(77.4%) agreed with the statement while 28(22.6%) disagreed to this view. This result implies that a significant number of FCE Zaria lecturers were glad about YouTube video technology.

From the table also, the least number of respondents was on the statement that I am always moved to learn new concepts using YouTube video. The mean score of responses to this item was 2.89, and the standard deviation 1.70; the details show that 82(66.1%) of the respondents agreed to the statement while 42(33.9%) disagreed. This result implies that though the majority agreed with the statement, the number of respondents who disagreed was higher than other statements in the table signifying that lecturers concentrate on their course contents given by the school management without making extra effort to learn new concepts in their area of specialization.

The respondents' overall responses on whether *YouTube video technology serves as an instrument in the teaching-learning cycle?* The result reveals the cumulative mean of 3.17 standard deviation of 1.78, which was greater than the decisive mean score of 2.50, implying that respondents' opinions on YouTube video technology were positive.

10.1. Tests Hypotheses 1

There is no positive relationship between lecturers' perceptions of YouTube videos' usefulness in the teaching-learning process

Pearson Product Moment Correlation was used to test null hypothesis two. The hypothesis was to determine the significant relationship between YouTube videos' usefulness in the teaching-learning process in ABU and the Federal College of Education, Zaria. Respondents stood at 124 with 122 degrees of freedom. Results of the finding are presented in table 3.1

Table 3.1 Correlational Analysis between the usefulness of YouTube video in teaching-learning process in ABU Zaria and Federal College of Education, Zaria Correlations on Perception of Lectures on YouTube Usefulness.

Table 3.1. Chi-Square on the Lecturers Perception of the Usefulness of YouTube video

	Value	Df	P
Person Chi-square	32.459	12	0.01
Likelihood Ratio	24.059	12	0.02
Likely by Liner Association	1.186	1	0.276

From table 3.1 it is seen that the X^2 value is 32.456 and df 12 while the P –value 0.01. Therefore, the null hypothesis is rejected. Which shows that the lecturers perception on YouTube video as a useful instrument for teaching and learning process. This result is the same with the Finding of (Burke & Snyder, 2008; Desmet, 2009; Skiba, 2007; Trier, 2007)

They all see YouTube as a vital materials and resources for both lecturers and students at all level and strata of learning.

However, it is undisputable that visuals are very strong effective in the thoughts and mind of the learners, it brands YouTube learning more powerful than any other resource. Students gives more attention always to the anything that is attraction and visual than those in the normal way or traditional method of teaching and learning. Certainly video would make learning comfortable and easy to students. Finally, this finding indicates an existing relationship between the usefulness of YouTube videos in the teaching-learning process.

4. H_2: There is no statistically significant transformation between lecturers' opinions about the effectiveness of YouTube video technology as an instructional material in the teaching-learning/process in the ABU Zaria and Federal College of Education Zaria.

Table4.1: Chi-Square on Effectiveness of YouTube as an Instructional material

	Value	Df	P
Pearson Chi—Square	30.45	12	0.01
Like hood ration	26.03	12	0.02
Linear by Linear Association	1.18	1	0.03

The P- value being less than 0.05. The hypothesis Ho2 is also rejected, which shows that YouTube is an effective instrument for teaching and learning in higher institutions. The result show YouTube video is effective in teaching and learning process. The above result is in line with the study of Berk (2009) mentioned that the easier way and modern way of teaching good English is by using YouTube video as instructional material in the classroom in our colleges and universities, the merit of applying YouTube cannot be overemphasized as now we are in Internet generation IG

Table 5.2: There is no statistically significant transformation between lecturers' opinions about the effectiveness of YouTube video technology as an instructional material in the teaching-learning/process in the Ahmadu Bello University, Zaria and Federal College of Education Zaria.

	Value	Df	P
Person Chi-Square	28.57	16	0.027
Like hood Ration	36.16	16	0.017
Liner by Liner Assorts	0.308	1	0.57
	60		

The X^2 from table gives the P-Value as 0.027 which is less than o.05, this indicates the hypothesis is rejected. It also shows that the YouTube video is an effective tool for improving students' performance. This is the same with the findings of the following scholars Wandago Benson Odongo., Mwangi, Ayub Mutua, Bozo Jenje , MianoKihu Peter and Mwabonje Rita.(2016) Nevertheless, Janelle (2020) describe YouTube video as an instrument that plays a vital roles in creating a more appealing sensual experience than using print media. Students really get to see and hear the concept being taught, and they can process it in the same way they process their everyday interactions.

However, YouTube videos technology surge retention of knowledge, meanwhile they can be paused and repeated as several times as wanted. Learners can also be revised long after the early lesson was taught.

11.1 Presentation and Analysis of Informants

This section discusses the qualitative data presentation, and analysis based on the data collected from the fifteen 15 in-depth interviews conducted. The analyses provided the answers to research questions as well as the profile of the informants, interview.

Demographic	Features	Number
Age	20-30	4
	31-40	1
	41-50	7
	51-60	3
	61-70	1
	71-80	0
Academic Qualification	Professor	1
	PhD	9
	Degree	0
	Masters	5
Gender	Male	10
	Female	5

From the table above, the ages of the key informants range from 20 to 30 years (4), 31 to 40 years (1), 41 to 50 years (7), 51 to 60 years (3), 61 to 70 years (1), 71 to 80 years (0). Majority of the informants are between the ages of 41 to 50. This is so because most of

the young generation lecturers are within that range. Furthermore, the highest qualification among the informants are those with Ph.D. and one Professor. Majority of the informants.

Objective I

Perception of lecturers on the usefulness of YouTube video in teaching learning process, the opinions of responses from informants on objective one is convergent opinion, because majority are of the opinion that YouTube video is very vital. However, most of the respondents are from sciences is only few from humanity in languages made a suggestion that all language should use YouTube video on their lectures and students should be encouraged to use the technology of YouTube for better understanding. All of the informants their responses are no any help from their institution during COVID19, likewise they suggested internet connectivity should be improved.

Objective II

To establish suitable effectiveness of YouTube video technology as an instrument in the teaching-learning process. The questions responded on effectiveness of YouTube video as instructional material in teaching and learning process is positive because the informants have convergent views that YouTube video is the best tool for teacher to use as teaching aid to learners. The Internet generation (IG) student like watching video with pleasure, which stimulated them on their areas of studies. This opinion of informants is in line with the research of Wael Abdurrahman (2016) that see YouTube video as the best way of motivating and stimulating students' interest for learning.

12.1. Discussion

This research has been an endeavor to emphasize the merit of YouTube technology in the teaching-learning process and help lecturers and students understand various subjects and topics better. The study has revealed a relationship between lecturers' perception of YouTube usage for academic activities and students' academic performance in all subjects in ABU Zaria and FCE Zaria. The finding is also was in line with Al-zyoud Khalid finding (2012), who concluded that the use of YouTube video for teaching have generally produced higher learning results and well understanding of the discipline both by lecturers and students. He also said that lecturers advance their performance toward work by using YouTube videos to boost students' academic performance. Nevertheless, the results revealed the need for the lecturers to remove technophobia attitude; however, there is the need to encourage them to use YouTube videos in their subjects. This study found that education's aim and objective would not be achieved until the lecturers feel that they are the backbone of learning and producing professional teachers.

Asked whether as academics they post videos on YouTube relating to academics or researching the teaching-learning process, none of them replied positively. This finding shows that academics of the Ahmad Bello University Zaria and Federal College of Education, Zaria, few of them take YouTube as a means of pedagogy instruments. One question was asked if the lecturers had ever applied online video platforms to teach-learning methodology. Only two-thirds of academics responded in the affirmative, one third never did.

13.1 The Summary of the Major Findings include.

1. The YouTube video is seen by most lecturers as a source of knowledge that can enhance their job performance but most lecturers do not have YouTube site for themselves and their students.

2. There is a significant difference in job performance between teachers exposed to the internet and their counterparts who cannot access the internet, with the first group performing better.

3. There are challenges such as teachers' lack of the computer and the non-availability of internet facilities in secondary schools which tend to militate against the optimal utilization of the internet by the teachers.

13.2. Value of the Research Added to Knowledge

The outcome of the research has revealed that the YouTube video is a source of knowledge that YouTube video is a source of knowledge that can boost teacher's academic performance; in all directions, however, most lecturers in Federal Colleges of Education Zaria are not computer literate, they do not have access to the internet and they do not know the abundances educational resources and pedagogy in the YouTube site.

The findings should therefore motivate all stakeholders in the education industry in the study area to positively reverse the situation so that lecturers will be more productive in their academic performance by increasing the knowledge.

14.1 Conclusion

This study establishes that the lecturers in Ahmad Bello University, Zaria and Federal College Education Zaria are using YouTube videos technology for academic purposes. The majority of the lecturers' contacted use YouTube video technology to teach themselves and to enlighten their learning that is a means of a pedagogical tool of teaching and it is an effective instructional material that will stimulate students' interest and it gives retentive learning that will stay long in their memory. Lastly, it is obvious this research revealed by the responses gather in both the interview and the questionnaire, that YouTube video technology is the best site recommended for the students to use for

elaborating some topics, that were taught in the classroom and to learn some topics that were not yet discuss.

Finally, study has established that using YouTube video technology in teaching and learning cycle plays an important role in assisting students understand their lessons in all subjects. It can increase the enactment of learners and elevate their levels in their courses. In another words, YouTube video offered a significant encouragement on students' understanding.

15.1. Recommendations

It is recommended that seminars and conferences should be conducted in the whole of institutions on the abundance of tools, skills, technique, and knowledge, technology, new findings in education and methods specifically on using YouTube video technology for academic purposes. Moreover, the managements of the two institutions should select some Professors and chief lecturers and Principal lecturers to prepare comprehensive lectures on video and open YouTube channels for their lectures, share them with students, and inform students about the channel. It is further recommended that lecturers can use YouTube videos to search for modern trends in their various disciplines. More research on the educational resources and academic role of YouTube videos as a source for the pedagogies and scientific information should be conducted. The lecturers should move from stone age to digital ICT era for updating and utilizing the technology that we have in our contemporary generation

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