5 EXPLORING THE UNDERGRADUATE STUDENTS' PERCEPTIONS AND UTILISATION OF YOUTUBE VIDEOS IN ENHANCING THE LEARNING PROCESSES: A CASE OF MWENGE CATHOLIC UNIVERSITY, TANZANIA

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Abstract

The study explored the undergraduate students' perceptions and the utilisation of YouTube videos in enhancing the learning process at the Mwenge Catholic University (MWECAU). The case study research design was employed. The study used the sample size of 81 students obtained from a target population of 231 sociology and social work undergraduate students. Questionnaires and interviews were specific tools used for data collection. Quantitative data were analysed using the Statistical Package for the Social Sciences (SPSS) version 21 software, while qualitative data obtained from interviews were analysed using the content analysis method. The findings indicate that 69% of undergraduate sociology students at MWECAU had a perception that YouTube videos are helpful sources of sharing academic information. It was also found that some undergraduate students taking sociology faced challenges when using YouTube videos, which hindered the flow of knowledge. The challenges include inadequate experience in using YouTube videos (52.3%), the teaching approach is teacher-centred only (49.2%) and technophobia (47.7%), among others. All these challenges act as obstructions for the students to utilise the YouTube platform to its maximum potential. The study suggests that lecturers should promote the use of YouTube videos for enhanced academic information sharing. Lecturers should also assess these videos and suggest reliable channels from which students can access pertinent and up-to-date study materials. These findings prompt higher learning institutions, specifically MWECAU to consider adopting a blended learning approach to facilitate effective knowledge delivery.

Keywords: *YouTube videos, learning process, undergraduate students, audio-visual contents, blended learning*

1 Introduction

The role played by YouTube as a tool for sharing information should not be underestimated. YouTube stands out as a prominent social media platform within the category commonly referred to as 'video-sharing platforms' or video-enabled social media, which is capable of handling audio-visual contents largely used by educators as a pedagogical resource for teaching new knowledge and skills. It is the largest audio-visual medium with a huge number of audiences compared to any other social networks (Arunkumar & Premalatha, 2019) and the fast-emerging communication technology (Maziriri et al., 2021; Prabhu et al., 2017). Fynn et al. (2021) noted that YouTube videos are regarded as an amasing way of inspiring and stimulating instructions and learning for improving knowledge transfer among different audiences. Furthermore, YouTube videos are communication tools which can attract learners' attention towards learning, address both eyes, and ears and have a high level of effectiveness in learning as learners remember and understand better when they see, hear and do (Chen, 2013; DeWitt et al., 2013). When YouTube videos are seamlessly incorporated into conventional instructional approaches, they become a fundamental element in numerous blended courses, often serving as the primary means for delivering information in online courses (Brame, 2016).

In addition, YouTube is an increasingly popular social media platform where users can share and upload their recorded videos, which can be viewed in real time as well as downloadable at any time and anywhere (Godskesen et al., 2023). Sharing of YouTube videos is done either by linking on other websites, directly posting on other social media platforms, such as Facebook and Twitter or pasting a URL within an email (Buzzetto-More, 2014). The motivations to share YouTube videos include knowledge sharing, information and innovation to support development, education and learning (Arndt & Woore, 2018; Aytar et al., 2018; Kabooha & Elyas, 2018; Carvalho & Gomes, 2020), progress and advancement of a social group or society in a hope that others will do the same (Ahmed et al., 2019). YouTube also allows educators to rapidly and easily disseminate and distribute learning materials, content, and information (Christensen, 2013). On the other hand, students can use YouTube as a source of inspiration for developing their works (Liberatore et al., 2019; Waldron, 2012), which can also be shared as the Open Educational Resources (OERs) (Wiley, 2010). OERs are text, media, educational videos and other digital

assets that are freely available, openly licensed and can be used for research, teaching as well as learning and assessment (UNESCO, 2020). Furthermore, OERs are freely available which can make users get connected for lifelong programs (Oluwayimika & Idoghor, 2023).

Authors like Burke et al. (2009) reported that teachers use YouTube videos in teaching effectively. More importantly, educators incorporate YouTube videos as a supplementary tool in learning environment for enhancing students' involvement and making them more engaged in the classroom teaching pedagogy (Buzzetto-More, 2014). Nacak et al. (2020) observed that YouTube videos are effective instructional materials which enable to create an independent learning environment in terms of individual learning opportunities, time and location. It goes like saying that, the ultimate goal of using YouTube videos is to improve the quality of learning which is built through effective communication and more especially when tools are used as interaction-intermediaries between instructors and learners for improving learning processes (Abbas & Qassim, 2020). Thus, the function of media such as YouTube is to improve the quality of learning with indicators that all materials are delivered for students' understanding of the subject matter, especially when learners can "hear", "see", and "do", which are fundamentals of leaning processes described by Confucius's View of Learning (Lin, 2017).

The reasons for the use of YouTube videos have been reported by other authors. For example, Jawed et al. (2019) found that 65% of individuals are visual learners. Tatiana (2022) highlighted that human brains can process visual images 60,000 times faster than text. Kokoç et al. (2020) argue that video can effectively capture attention, as human eyes are naturally drawn to movement and visual stimuli more than text. Hébert et al. (2020) emphasise that videos enhance the ability to remember information, with viewers retaining approximately 95% of the messages compared to just 10% when reading text.

In the context of higher learning education in Tanzania, YouTube videos are regarded as supplementary materials which can provide university students with a good understanding and knowledge of their lectures. In addition, they are more likely to make the learning process more fun and meaningful. Jenkins and Dillon (2013) reported that YouTube videos allow students to memorise their lessons more easily. Instructors and learners are highly encouraged to use YouTube videos so as to facilitate learning and teaching process (Yunus et al., 2019; Buzzetto-More, 2014).

2 Statement of the Problem

In universities, YouTube videos are used to collect components of individual technical knowledge so that thoughts, experiences, social networks, and learning can be shared to prevent student knowledge loss. Romadhon and Qurohman (2017) opined that YouTube functions as a medium of learning to make the classroom learning environment more fun, interesting and interactive. Statcounter Global Statistics (2021) reported that 6.6% of Tanzanians use YouTube videos. However, the extent to which YouTube videos are used by Sociology and Social Work students at MWECAU is currently unknown due to a dearth of studies focusing on undergraduate students' use of videos for information sharing particularly in Tanzania. Several studies have been conducted with regard to the use of YouTube videos for learning purposes among students of higher learning institutions worldwide. Those studies comprise the impact of YouTube videos on skill development among university students in Lahore (Iftikhar et al., 2019); the Internet, YouTube and informal learning among undergraduate students (Sulaimanu et al., 2019); utilisation of YouTube as an information resource to support university courses (Almobarraz, 2018); and exploring the use of YouTube and its implications to teaching and learning in Technical University Education in Ghana (Fynn et al., 2021). However, all these studies did not examine the use of YouTube videos in the facilitation of learning processes for undergraduate students.

Specifically, this study was guided by the following research objectives (ROs):

RO1: To determine the perceptions of using YouTube videos by undergraduate students taking Sociology and Social Work at MWECAU,

RO2: To identify the level of utilisation of YouTube videos by undergraduate students Sociology and Social Work at MWECAU,

RO3: To examine the challenges encountered by MWECAU undergraduate students Sociology and Social Work when using YouTube videos.

3 Literature Review

3.1 Students' Perceptions on the Use YouTube Videos

Perception towards YouTube videos can either be positive or negative depending on the attitude on how useful it is. Various scholars have discussed students' perceptions on the use of YouTube as a learning site. Almobarraz (2018) in his study revealed that the use of YouTube videos in the classroom influenced students' engagement. June et al. (2014) conducted a study to assess the use of YouTube videos and interactive activities as a critical thinking stimulator for tertiary students.

In this study, it was found that participants had a positive view towards the use of videos with support from classroom activities as a good tool to expand their understanding of concepts while being able to sustain their attention throughout teaching and learning sessions.

Buzzetto-More (2014), on the other hand, reported that incorporating YouTube videos into course instructions improves students' perceptions of learning efficacy and increases their engagement in lessons. The author further added that gender has no bearing on the perceived value of YouTube videos in the teaching and learning processes and course delivery method influences student view. However, students who prefer full online instruction demonstrate a prediction to need YouTube videos in course instruction, watch course YouTube videos. and participate in course YouTube video discussion.

Maziriri et al. (2021) suggested that perceived usefulness was observed to have a more significant impact on student perceptions towards learning through YouTube videos in comparison to the perceived ease of use. Abbas and Qassim (2020) added that YouTube videos are an essential tool in classrooms as they attract the attention of students and develop their mentality and creativity. They also help to cover the materials comprehensively, especially in language learning. YouTube brings a fun element into classes, which thereby meets the interests of students.

Wasan et al. (2019) suggested that, generally, students have positive opinions regarding the use of YouTube videos as a source of learning in video media development courses. YouTube videos can improve students' learning motivation and creativity. Iftikhar et al. (2019) reported that there is overall positive impact of skill development on youth. YouTube videos help in understanding and building software aptitude among youth. Furthermore, the results of that study indicated that videos can prove the helpful to enhance students' academic performance in the future. Based on the re-viewed literature, it shows that students have a positive attitude towards the use of YouTube videos in the learning process. However, for an effective use of videos, students must be equipped with the necessary ICT skills that will enable them to use YouTube videos accordingly in learning activities.

3.2 Utilisation of YouTube Videos

The utilisation of YouTube videos is attributed to the students' perceptions about its importance in facilitating the learning process. YouTube videos will be frequently used in learning activities if students have positive perceptions about the benefits

accrued from those videos. A study by Almobarraz (2018) revealed that students are nowadays more digitally oriented and driven than they were in the pre-information age. For example, video-sharing websites are one of the most important types of social media which are nowadays used in the educational system. YouTube offers access to new and dynamic opportunities for effective and non-traditional patterns of teaching and learning. Videos uploaded by individuals and organisations influence universities and other higher education institutions to the extent that they have changed how students learn. They are used as effective instructional tools for enhancing learning content by providing free access to thousands of high-quality educational videos which are thus used by university students to improve their learning processes (Alwehaibi, 2015). Sulaimanu et al. (2019) revealed that despite the fact that many students have YouTube applications on their phones, only a minute percent uses them for accessing educational contents. Burnett (2008) found numerous opportunities to include YouTube videos in activities in marketing classrooms. For instance, students could be given the task of creating their own products and introducing the idea in a short online video. Students could also create product pitches to discover how persuasive they might be. Nafrees et al. (2020) revealed that students who have few practical subjects have an additional interest in e-learning practices.

3.3 Challenges Encountered by the Students When Using YouTube Videos

Various studies have shown that students face some challenges when using YouTube videos. One of the challenges they face when using YouTube videos emanates from the difficulties in keeping up with the latest trends in change of technologies. The world of YouTube is constantly changing and it can be difficult to keep up with the latest trends and ever-changing technologies. To be successful, one needs to make sure that the YouTube channel is up-to-date by using the latest technological tools (Rasheed et al., 2020). Producing high-quality YouTube video contents has been mentioned as another serious challenge. This means that to attract YouTube viewers, one is supposed to produce high-quality contents that are both interesting and engaging. The study conducted by Yunus et al. (2019) indicated that the majority of students could not use YouTube as an educational resource because of the inadequacy of devices such as computers, tablets, and smartphones. In that study, it was reported that unavailability of such resources or devices gave them a hard time to utilise and integrate technologies effectively in their learning activities. Snelson (2018) reported some challenges when using YouTube as an educational resource which include the necessity to review multiple videos to find good educational contents from the sidelined and inappropriate contents. Other

challenges include how to go about when downloading or uploading videos containing copyrighted materials. The procedure is that if one wants to include copyright-protected material in the YouTube videos, they will generally need to seek permission to do so first from the YouTube account owner(s) before the permission is granted. Lectures are successfully delivered and meaningful when the presentation style of the instructors and directing activities demand attention from learners. June et al. (2014) are of the views that using the traditional approach; a teacher-centred and one-way lecture format may not be an effective teaching technique. Teachers need to consider designing and presenting instructional videos so that a higher level of interactions and learning achievements can be established. It is further believed that the use of YouTube videos together with various other modes of instruction, such as lectures, texts, or classroom discussions, will increase overall understanding of the subject matter.

4 Media Richness Theory (MRT)

This study was guided by the Media Richness Theory (MRT). This theory, which proposes that technology-based channels of information are richer data sources than other media, was first presented by Daft and Lengel (1986). These authors theorized that the effect is better when communicators use richer media and by richness, they mean the ability of the medium to transmit the information from sender to receiver. Dennis and Kinney (1998) argue that MRT is about richness in communication and that the communication process should involve a rich source of effective communication. According to this theory, YouTube is a medium that is information-rich with unlimited videos in many languages, an instant feedback option through the comments and video contents that are most involving. The viewers can easily understand the message in the video with the help of the visuals and the voice-over. It contains thousands of videos in almost every language for its audience. Therefore, this theory is applicable to this study since it describes how students and tutors might be able to use the YouTube platform as a rich source of information for knowledge sharing in academic settings.

5 Methodology

The study employed a case study research design. This research design was chosen since the study focused at the single institution; it also allows the use of qualitative and quantitative research methods as well as multiple data collection techniques such as questionnaires and interviews (Yin, 2009). The study employed non-probability and probability sampling techniques. Using non-probability sampling technique, MWECAU was purposively selected because it is one of the institutions that offer a

course on Sociology and Social Work. Sociology and Social Work students were purposively selected because YouTube videos have educational contents that can supplement their learning, YouTube is a useful tool for engaging students in learning and it encourages creativity among sociologists and social workers. Thus MWECAU students taking Sociology and Social Work were information–rich for this study.

Using probability sampling technique, respondents for this study were randomly selected. The sampling frame was obtained from the MWECAU students' admission office. The sample size of this study was 81 respondents who were randomly obtained from a target population of 231 undergraduate students taking Sociology and Social Work. Yamane's (1967) formula for sample size calculation was used:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = Sample size
N= Total population (231)
e = Significance level (9%)

Hence;

$$Sample\ Size = \frac{231}{1 + 231(0.09)^2}$$

n = 81 students

After obtaining the sample size of 81 respondents, a representative sample per each year of the study was calculated to determine the total number of questionnaires to be distributed. The representative sample per each year of the study was then calculated as:

Total sample size x No. of students per each year of the study

Total number of students

The results are presented in Table 1 as follows:

Table 1: Sample Size Determination

Year of the Study	No. of Students Per @ Year of the Study	Proportion No. of Students Selected Per @ Year of the Study
First Year	62	22
Second Year	75	26
Third Year	94	33
Total	**231**	**81**

Data collection for this study was conducted from March to April 2022. A combination of methods was used to collect data. Questionnaires were used to collect quantitative data, whereas interviews were used to collect qualitative data. Before data collection; questionnaire and interview guides were pretested by engaging 10 students and five lecturers from the nearby university, the Moshi Cooperative University (MoCU). The recommendations obtained from the pretesting exercise were incorporated into the tools for improvement. Quantitative data were analysed by using Statistical Package for Social Sciences (SPSS) software Version 21 whereas qualitative data were analysed using content analysis. In this study, ethical issues were taken into consideration. Researchers were granted a research clearance letter from the Mzumbe University Research and Publication Directorate as well as permission from the MWECAU administration. The permit indicated the purpose of the study hence it gave confidence to respondents that the study was undertaken legally.

Ethical issues such as respect for privacy, vulnerable groups of people, confidentiality, and informed consents were taken into consideration and adhered to during data collection and throughout the entire process of data analysis.

6 Discussions of Findings

6.1 Demographic Information of Respondents

The use of YouTube contents may be influenced by gender. Findings of this study indicate that 31 (48.0%) of respondents were males and 34 (52.30%) were females, as shown in Figure 1.

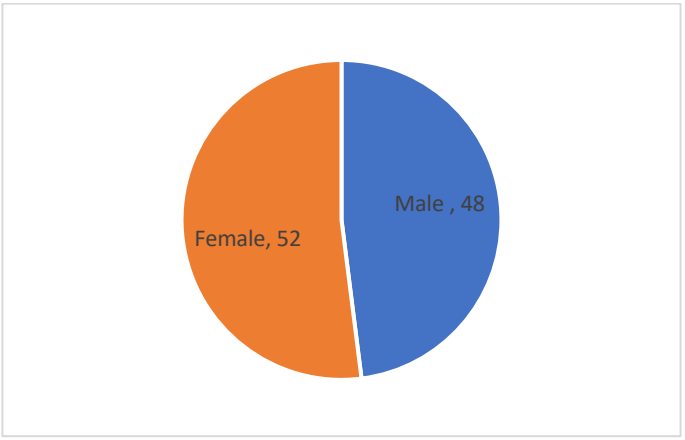


Figure 1: Respondents gender (n=65)
Source: Field Data (2022)

The findings of this study are contrary to other studies that have shown that YouTube videos are more regularly used by males than females (Fisher & Ha, 2018; Mayoral et al., 2010; Madden, 2009; Molyneaux et al., 2008). This study considered the age of respondents as one of the factors influencing the use of YouTube videos in facilitating the learning process.

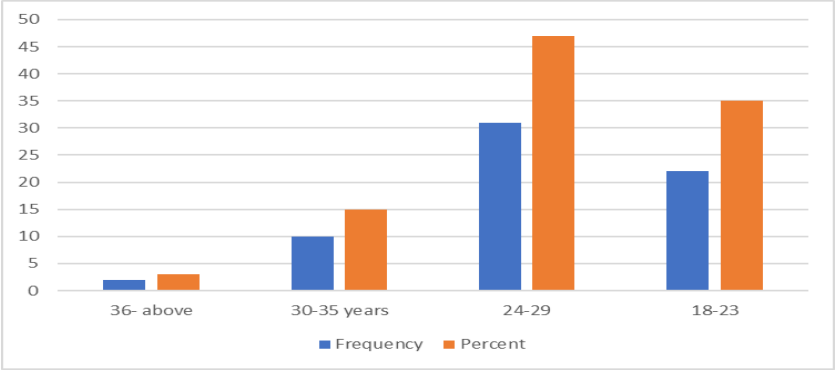


Figure 2: Age group of respondents
Source: Field Data (2022)

As shown in Figure 2, the study indicates that 35% of all respondents were in the age ranging between 18 and 23 years; 47% had an age range of 24-29 years, 15% of respondents had an age range of 30 to 35 and only (2%) were above 35 years old. This finding resonates the fact that most of the students in the higher learning institutions fall under the category of younger generation aged between 18 and 29 years old. As far as user demographics are concerned, YouTube is most popular within the age range between 18 and 34 years old. This age group prefers to use social networking sites like YouTube in their learning with some of them using such a platform more regularly than the more traditional methods to watch videos (Gaunt, 2015; Perrin, 2015; Smith, 2014).

6.2 Students' Perceptions on the Use of YouTube Videos

Respondents were asked questions with regards to their familiarity with whether YouTube videos were helpful in their academic activities such as preparing assignments, preparing for tests or final examinations, as indicated in figures 3 and 4.

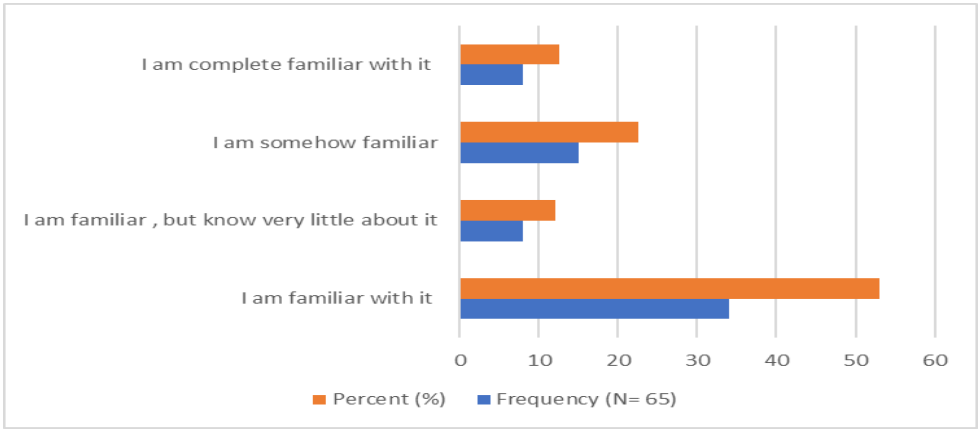


Figure 3: Respondents awareness about YouTube videos
Source: Field Data (2022)

Findings of this study indicate that 8 (12%) respondents said they were completely familiar with YouTube videos, 13 (20%) claimed to be somewhat familiar, 7 (10 %) said they were familiar but knew very little or nothing about YouTube videos, and 37 (57%) said they were familiar with YouTube videos. These findings imply that the majority of the surveyed respondents were familiar with YouTube videos. Furthermore, one lecturer was asked to indicate his opinion about students' familiarity with and use of YouTube videos in their learning process.

The lecturer's responses were as follows:

> *Students often turn to YouTube videos for certain purposes. However, when confronted with challenging activities or assignments that necessitate the utilisation of YouTube as a resource, there appears to be a reluctance among students to engage with the platform effectively. It seems that, despite the availability and potential benefits of YouTube for learning, students may face difficulties or hesitations when attempting to integrate it into more complex academic tasks assigned by their lecturers (Lecturer 1 at MWECAU on March 26, 2022).*

Another lecturer expressing a firm viewpoint stated that:

> *There is a clear trend of under-utilisation of YouTube videos as educational resources among undergraduate students. According to this perspective, only a limited number of students are aware of and comprehend the advantages that YouTube videos could bring to their learning processes. It appears that, despite the widespread availability of YouTube, there exists a significant gap in understanding among undergraduate students regarding the potential*

benefits that can be derived from incorporating YouTube videos into their educational journey" (Lecturer 2 at MWECAU on March 23, 2022).

The above findings concur with the study by Wasan et al. (2019) in which the findings revealed that students have positive opinions regarding the use of YouTube videos as a source of learning in video media development courses which can improve students' learning motivation, experiences, and creativity.

6.3 Usefulness of YouTube Videos in Academic Activities

Students were asked to show how YouTube videos are helpful in their academic activities. The results of their responses are presented in Figure 4.

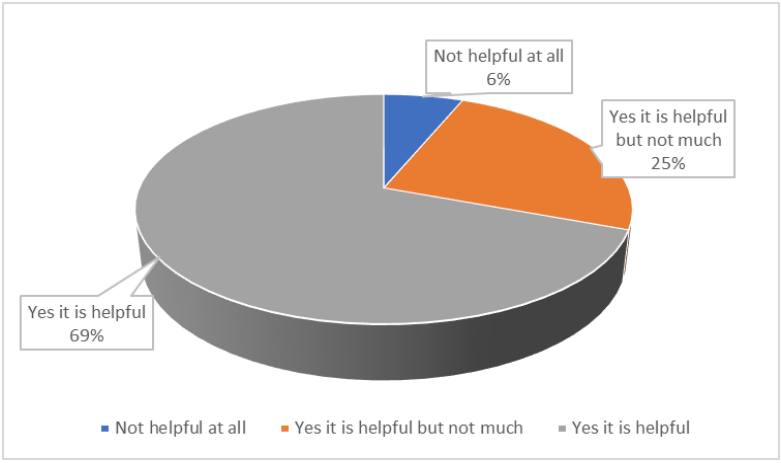


Figure 4: Usefulness of YouTube videos in academic activities

The results show that a minority (4;6%) of respondents said that YouTube videos are not helpful at all whereas the majority 45 (69%) of all respondents agreed that YouTube videos are very helpful in their academic activities. These findings are in line with those of Sulaimanu et al. (2019) and Almurashi (2016), who revealed that YouTube platforms need to be integrated into formal classroom teaching because they are more informative and useful tools that can help to build the knowledge of learners.

In one of the interviews, one lecturer testified that:

"... YouTube videos are helpful to students, especially in doing different assignments and other academic research paper works; but unfortunately

> *the trend of usage is not impressive (MWECAU Lecturer 3 at MWECAU on March 25, 2022).*

Another Lecturer had the following remarks that:

> *We all know that social networks like YouTube are helpful in formal and informal learning, which facilitates lifelong learning since we are now in a generation of globalisation; so, YouTube videos are helpful to students in performing academic activities (Lecturer 4 at MWECAU on March 25, 2022).*

These findings are in resonance to the studies by other authors like Abbas and Qassim (2020) who reported that YouTube has a high potential for improving the learning skills of students.

6.4 Utilisation of YouTube Videos in Academic Activities

Respondents were asked to indicate how often they use YouTube videos in academic activities and the results are shown in Table 2.

Table 2: Level of Utilisation of the YouTube Videos (n=65)

Level of Usage	Frequency (n= 65)	Percent
Frequently	11	17.0
Sometimes	47	72.3
Not at all	7	10.8
Total	**65**	**100.0**

The findings indicate that the majority of respondents, 47 (72.3%), pointed out that they sometimes used YouTube videos in their academic activities, 11 (17.0%) responded that they used them frequently, while the minority, 7 (10.8 %), did not use YouTube videos at all. The findings by Almobarraz (2018) revealed that nowadays students are more digitally oriented and driven than those in the pre-information age in which video-sharing websites are one of the most important types of social media now used in the educational system. Yaacob and Saad (2020) are of the views that the use of YouTube as a learning platform has the potential to support the lifelong learning experience for users.

Lecturers were interviewed and asked how they could comment on the students' level of utilisation of YouTube videos in their academic activities. One lecturer commented as follows:

> *Based on my experience with the usage of YouTube videos vary from one student to another. For instance, some students use them frequently for academic issues while others use them for entertainment. However, the level of usage of the YouTube videos depends on the information needs of the students (Lecture 5 at MWECAU March 24, 2022).*

Similarly, Abbas and Qassim (2020) argued that YouTube is an essential tool in classrooms as it attracts the attention of students, develops their mentality, and encourages creativity. Thus, YouTube nowadays is used by many students in their learning as well as in internships. It also helps to cover the materials comprehensively and brings a fun element into classes, which thereby meets the interests of students. Nafrees et al. (2020) commented that students who have fewer practical subjects have a greater interest in e-learning practices through YouTube videos, thus when faculty incorporate videos into their course materials, there is a significant improvement in university students' learning processes (Abbas & Qassim 2020). Other authors like Pratama et al. (2020) opined that videos serve as a stimulus for learning activities and teachers cannot leave YouTube outside the educational process as it offers all the advantages of having a more valuable and sensational teaching experience.

6.5 Challenges Encountered by Students When Using YouTube Videos

Respondents were asked to rank the challenges encountered when using YouTube Videos. Their responses were presented in Table 3 as shown below:

Table 3: Challenges facing students when using YouTube videos (n=65)

Challenges	Strongly Agree		Agree		Strongly Disagree		Disagree	
	F	%	F	%	F	%	F	%
Lack of experience in using YouTube videos	22	33.8%	34	52.3%	8	12.3%	1	1.5%
The teaching approach is teacher-centred only	15	23.0%	32	49.2%	11	1.5%	7	10.8%
Differences in student perceptions based on learning methods and the use of YouTube in the teaching and learning process	20	30.8%	30	46.15%	10	15.4%	5	7.7%
Culture and educational boundaries, for example difficult language or YouTube is not cited as a source of information	25	38.5%	28	43.0%	7	10.7%	5	7.7%
Teachers and students are facing serious issues in handling technological tools and applications (i.e. technophobia)	19	29.2%	31	47.7%	12	18.5%	3	4.6%
Poor user-friendly e-learning environment, for example inadequate free Wi-Fi	22	33.8%	25	38.51%	8	12.3%	4	6.15%

Source: Field Data (2022)

Inadequate experience in using YouTube videos was found to be one of the challenges in knowledge sharing. This is because some of the students fail to locate videos on the platform and select relevant materials about a particular topic. To find good educational contents, one needs to review multiple videos in the pool of sidelined, inappropriate contents, and copyrighted materials. These findings resonate with Snelson (2018) who revealed that there is a lack of YouTube videos-related literature which can be a challenging problem for students to understand the use of the YouTube platform.

The teacher-centred teaching approach was another identified challenge encountered by MWECAU students when using YouTube videos. When the videos are not student-centred; they make the subject matter difficult to be understood and an uninteresting one. June et al. (2014) reported that teaching by using the traditional approach, which is a teacher-centred and one-way lecture format, is regarded as an ineffective teaching technique. In that study, it was emphasised that teachers should consider designing and presenting instructional videos in such a way that a higher level of interaction, collaboration, and learning achievements can be established.

Lack of proper ICT infrastructure was identified as another challenge to using YouTube as an educational resource. This is associated with students' lack of Internet of Things (IoTs, computers, tablets, and smartphones which in the long run can lead to another problem in handling and using technological tools (i.e. technophobia). The unavailability of such resources or devices acts as one of the barriers for the students to utilise and integrate technologies in their learning activities (Yunus et al., 2019). In that study, it was also reported that limited skills in using IT was a critical issue since it was a barrier for them to utilise the available technologies effectively.

Other challenges include language and inadequate money to buy IoT facilities which makes it difficult to use YouTube videos because of cultural and educational backgrounds. In one of the in-depth interview sessions, one lecturer highlighted a significant challenge faced by students when utilising videos for learning. He stated:

> *The language used in these videos poses a difficulty for students in capturing the information effectively. Furthermore, one pointed out that the problem extends beyond language barriers, as some fields experience a shortage of comprehensive and relevant content on platforms like YouTube. This scarcity prompts students to resort to alternative sources like Google, indicating a preference for platforms that better cater to their*

> *information needs. In essence, the interviewee emphasised the dual challenges of language barriers within video content and the limited availability of comprehensive materials in certain academic fields, leading students to seek supplementary resources elsewhere, particularly through search engines like Google" (Lecturer 6 at MWECAU on March 28, 2022).*

Another interviewee explained:

> *Use of YouTube is so challenging to students because You Tube seem to be costly in terms of buying Mega Bites or Giga Bites, poor network connectivity, and some students do not have smartphones or laptops to help them to access YouTube videos (Lecturer 7 at MWECAU on March 28, 2022).*

The above findings contradict those of Chen (2013) who argued that among the challenges in using YouTube videos are differences in student awareness based on learning methods and the use of YouTube videos in teaching and learning developments.

7 Conclusion

YouTube has been very instrumental in the dissemination of knowledge for enhancing learning processes as it provides a massive number of educational materials for learners and instructors. If the challenges that act as obstructions to their utilisation are dealt with, including proper evaluation, YouTube videos are rich sources of information that can indeed help to meet the information needs of students in their learning process.

8 Recommendations

Based on the findings and conclusion of this study, the following recommendations are made:

i. YouTube videos should be used in the learning process as they simplify the process of knowledge transfer from educators to students and attract the attention of students by meeting their interests.
ii. Academicians should analyse the contents of YouTube videos and recommend to their students the credible channels where they can find relevant information for their studies. This is to say that lecturers need to be careful about what videos they should display to students; videos must be informative, appropriate, inspiring, and exciting.

iii. The study suggests that higher learning institutions particularly MWECAU should strive to develop a policy that will eventually guide the use of YouTube videos in the learning process.
iv. Educators and learners should attend information literacy programmes to improve their skills in employing YouTube technology in the learning process.
v. Higher learning institutions should consider a need to improve ICT infrastructure to facilitate the use of YouTube technology, more especially for distance learning programme students.

9 Policy Implications of the Study

Based on the usefulness of the YouTube videos, the government of the United Republic of Tanzania (URT) through the Ministry of Education, Science, and Technology (MoEST) should highly encourage the use of these resources in higher learning institutions. One of the strategies to ensure this situation is to develop an implementable policy that will guide the management and use of YouTube videos in the learning processes. Furthermore, the findings of this study may act as a base for the higher learning institutions in Tanzania to consider adopting a blended learning approach to facilitate effective knowledge delivery through the use of YouTube videos.

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