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USAGE AND SATISFACTION OF THE YOUTUBE VIDEOS: A USER STUDY

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Abstract

This paper entitled “Usage and Satisfaction of the YouTube Videos: A User Study”. For the present study, the survey method and simple random sampling technique was used for data collection. A total 263 questionnaires were distributed to Commerce students and 183 filled in questionnaires collected from the respondents. The study found that most (83.06%) of the respondents are under the age-group of 18-24 years; 81.97% were watching the YouTube videos several times in a day; 42.62% were 2-3 hours time-spent for the YouTube per day; all the respondents are using smart phones for watching the YouTube; 67.21% were primarily watching on YouTube is relating to their educational videos; 67.76% were getting latest information from the YouTube; 55.19% were agreed with the YouTube videos are use for gain new knowledge for their education; 56.28% agreed with the YouTube videos are helpful for solving different educational/technical problems; 62.84% are facing the problem while watching the YouTube videos is frequently buffering; and 57.38% were satisfied with the YouTube videos.

Key Words: Usage, Students, YouTube, and Govt. Degree College for Women.

1. Introduction:

YouTube is a popular American online video sharing and social media platform owned by Google. It was launched on February 14, 2005, by Chad Hurley, Steve Chen, and Jawed Karim, all former employees of PayPal. In 2006, Google acquired YouTube for \$1.65 billion. YouTube has significantly impacted popular culture and the internet landscape, creating numerous "YouTube celebrities" and influencing trends. Video categories on YouTube include music videos, video clips, news, short and feature films, songs, documentaries, movie trailers, teasers, TV spots, live streams, vlogs, and more.

2. Review of Literature:

Lange (2019) conducted research on the importance of YouTube. It also reveals that the YouTube user was not only watching videos and reading discourse but also participating in the process of media creation as it occurred and as it



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influenced interactional dynamics. Wibiani (2021) discusses code-switching that happens in Boy William's YouTube Channel in Maudy Ayunda and Sandra Dewi episodes. Boy William is one of the most popular celebrities in Indonesia. Shaohua (2021) was studied a case study of a top-rated talent show that enjoys trans-regional appeal, this essay addresses the role that digital platforms, exemplified by YouTube, play in remediating the geopolitical imaginations of Sinophone internet users. Pereira da Silva and others (2014) were conducted a quantitative and qualitative analysis on 334 YouTube videos relating to two recent Brazilian political mobilizations: “Out with Feliciano” and “With Renan”. The study suggested that, similar patterns in both events, with predominantly amateur videos and low occurrence of formal journalism content.

3. Government Degree College for Women:

This college was located in the heart of the city of Hyderabad, it was established as a multi-faculty college in 1971, with an objective of “empowerment of women through knowledge “the college helps the students to become truly empowered citizens. Since 2012 it is an autonomous college affiliated to Osmania University. The institution follows the guidelines of UGC and adopted the UGC prescribed CBCS method from 2014-2015. The college is ISO 9001:2015 certified in the month of August 2022 and the college was assessed and re-accredited by NAAC with ‘A+’ grade.

3.1. Facilities: The College has spacious classrooms, computer centre, English Language Lab, Gaming Lab, Gymnasium, Health Centre, Library, Media Centre, open air auditorium, playground and other supporting services provided by the college.



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4. Research Methodology: For the present study, the survey method and simple random sampling technique was used for data collection. A total number of 263 questionnaires (220 UG students, 43 PG students) were distributed to Commerce students and 183 filled in questionnaires collected from the respondents. The response rate is 69.58%. The significant relationship between UG and PG students has been established by applying, Chi-square Test using the Excel software.

5. Objectives of the Study:

1. To find out the frequency and time spent for watching the YouTube videos by the respondents;
2. To find out the preferable place for watching the YouTube videos;
3. To find out the primarily watching the YouTube videos by the students;
4. To find out the benefits of watching the YouTube videos by the respondents;
5. To know the difficulties faced by the respondents while watching the YouTube videos; and
6. To know the level satisfaction on watching the YouTube videos by the respondents .

6. Scope and Limitations of the Study

The present study only includes UG final year and PG Commerce students from Government Degree College for Women, Begumpet.

7. Analysis:

In this section discusses with regard to data analysis and interpretation of the study. The data collected from the Commerce students of Government Degree College for Women, Begumpet. The results were discussed below in the form of tables and graphs.

Table-1: Age-wise Distribution

Sl. No.	Age	U.G	%	PG	%	Total	%
1	18-24 years	125	83.89	27	79.41	152	83.06
2	25 and above years	24	16.11	7	20.59	31	16.94
3	Total	149	100	34	100	183	100



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It is clear from the Table 1 that, most (83.06%) of the respondents are under the age-group of 18-24 years, and the remaining 16.94% are under the age-group of 25 and above years. Most (83.89%) of the UG students are under the age-group of 18-24 years, and the remaining 16.11% are under the age-group of 25 and above years. Most (79.41%) of the PG students are under the age-group of 18-24 years, and the remaining 20.59% are under the age-group of 25 and above years.

Table-2: Frequency of Watching the YouTube Videos

Sl. No.	Watching YouTube	UG	%	PG	%	Total	%
1	Several times in a day	125	83.89	25	73.53	150	81.97
2	Once or twice in a day	15	10.07	6	17.65	21	11.48
3	Twice in a week	9	6.04	3	8.82	12	6.56
4	Total	149	100.00	34	100.00	183	100.00

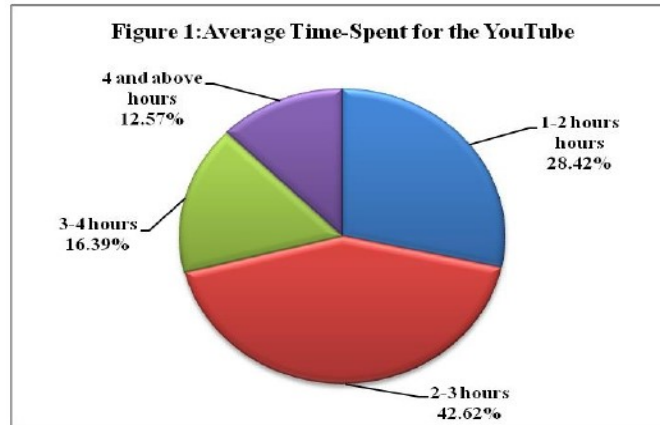
It is evident from the Table 2 that, the distribution of respondents according to their responses regarding to frequency of watching the YouTube videos. Most (81.97%) of the respondents are watching the YouTube videos several times in a day, followed by once or twice in a day (11.48%), and twice in a week (6.56%). Most (81.97%) of the UG students are watching the YouTube videos several times in a day, followed by once or twice in a day (10.07%), and twice in a week (6.04%). Most (73.53%) of the PG students are watching the YouTube videos several times in a day, followed by once or twice in a day (17.65%), and twice in a week (8.82%).

Table-3: Average Time Spent for the YouTube per day

Sl. No.	Time Spent	UG	%	PG	%	Total	%
1	1-2 hours	41	27.52	11	32.35	52	28.42
2	2-3 hours	65	43.62	13	38.24	78	42.62
3	3-4 hours	24	16.11	6	17.65	30	16.39
4	4 and above hours	19	12.75	4	11.76	23	12.57
5	Total	149	100.00	34	100.00	183	100.00
Variables		Chi-square Value		Table Value (0.05 Level)		df	Results
UG vs PG		28.12		7.82		3	Significant



It is obvious from the Table 4 and Figure 1 that, a majority (42.62%) of the respondents were 2-3 hours time-spent for the YouTube per day, followed by 1-2 hours (28.42%), 3-4 hours (16.39%), and 4 and above hours (12.57%). Majority (43.62%) of the UG students were 2-3 hours time-spent for the YouTube per day, followed by 1-2 hours (27.52%), 3-4 hours (16.11%), and 4 and above hours (12.75%). Majority (38.24%) of the PG students were 2-3 hours time-spent for the YouTube per day, followed by 1-2 hours (32.35%), 3-4 hours (17.65%), and 4 and above hours (11.76%).



There is a significant difference between UG and PG students with regard to time spent for watching YouTube as indicated Chi-square value which is significant at 0.05 levels with 3 degrees of freedom.

Table-4: Electronic Devices Using by the Respondents

Sl. No.	Electronic Devices	UG (N=149)	%	PG (N=34)	%	Total (N=183)	%
1	Smart Phones	149	100.00	34	100.00	183	100.00
2	Tablets	15	10.07	3	8.82	18	9.84
3	Desktops/Laptops	69	46.31	21	61.76	90	49.18

Table 4 explains with regard to using of electronic devises for YouTube by the respondents. All the respondents are using smart phones for watching the YouTube, followed by, desktops/laptops (49.18%) and tablets (9.84%). Among 149 UG students, all the students are using smart phones for watching the YouTube, followed by, desktops/laptops (46.31%) and tablets (10.07%). In terms of PG students, all the



students are using smart phones for watching the YouTube, followed by, desktops/laptops (61.76%) and tablets (8.82%).

Table-5: Place of Watching YouTube Videos

Sl. No.	Place of Using	UG (N=149)	%	PG (N=34)	%	Total (N=183)	%
1	Library	72	48.32	17	50.00	89	48.63
2	Department	61	40.94	14	41.18	75	40.98
3	Computer Lab	98	65.77	10	29.41	108	59.02
4	Home	113	75.84	20	58.82	133	72.68

Table 5 explains with regard to location of watching YouTube videos by the respondents. The respondents were watching YouTube videos from different locations. Most (72.68%) of the respondents are watching YouTube videos from their homes, followed by, Computer Lab (59.02%), library (48.63%), and departments (40.98%).

Most (75.84%) of the UG students are watching YouTube videos from their homes, followed by, Computer Lab (65.77%), library (48.32%), and departments (40.94%). Majority (58.82%) of the PG students are watching YouTube videos from their homes, followed by, library (50%), departments (41.18%) and Computer Lab (29.41%).

Table-6: Reasons for Frequently Use of YouTube

Sl. No.	Reasons	UG (N=149)	%	PG (N=34)	%	Total (N=183)	%
1	Better Quality Content	24	16.11	9	26.47	33	18.03
2	Easier to Use Interface	21	14.09	8	23.53	29	15.85
3	Watching Viral Videos	100	67.11	24	70.59	124	67.76
4	Watch News and Sports	33	22.15	14	41.18	47	25.68

It is clear from the table 6 that, majority (67.76%) of the respondents are using the YouTube for watching the viral videos, followed by watch news and sports (25.68%), better quality content (18.03%) and easier to use interface (15.85%).

Majority (67.11%) of the UG students are using the YouTube for watching the viral videos, followed by watch news and sports (22.15%), better quality content



(16.11%) and easier to use interface (14.09%). Most (70.59%) of the PG students are using the YouTube for watching the viral videos, followed by watch news and sports (41.18%), easier to use interface (23.53%) and better quality content (26.47%).

Table-7: Primarily Watching on YouTube

Sl. No.	Primarily watch on YouTube	UG (N=149)	%	PG (N=34)	%	Total (N=183)	%
1	Educational Videos	98	65.77	25	73.53	123	67.21
2	V logs	70	46.98	15	44.12	85	46.45
3	TV Shows	82	55.03	14	41.18	96	52.46
4	Music Playlist	48	32.22	12	35.29	60	32.79
5	Comedy	23	15.44	9	26.47	32	17.49

It is evident from the Table 7 and Figure 2 that, majority (67.21%) of the respondents are primarily watching on YouTube is relating to their educational videos, followed by TV Shows (52.46%), V logs (46.45%), Music Playlist (32.79%) and Comedy (17.49%).

Majority (65.77%) of the UG students are primarily watching on YouTube is relating to their educational videos, followed by TV Shows (55.03%), V logs (46.98%), Music Playlist (32.22%) and Comedy (15.44%). Most (73.53%) of the PG students are primarily watching on YouTube is relating to their educational videos, followed by V logs (44.12%), TV Shows (41.18%), Music Playlist (35.29%) and Comedy (26.47%).

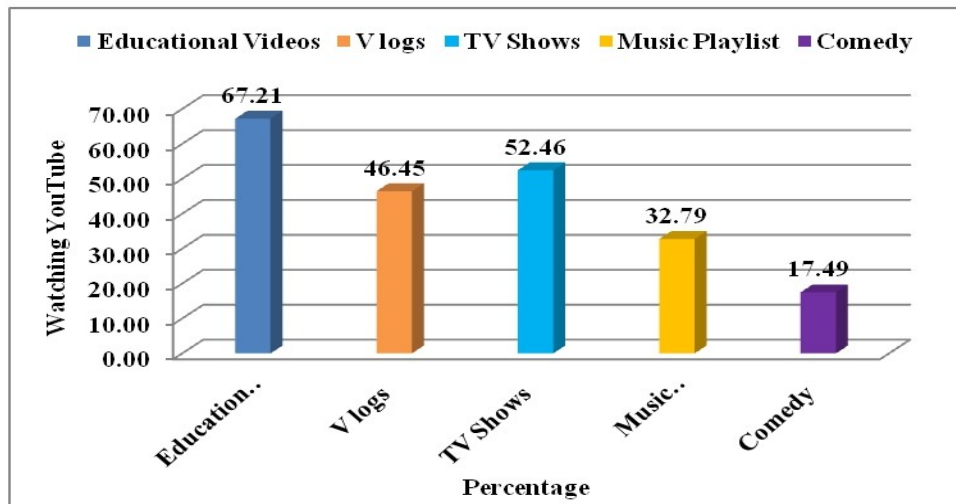


Figure 2: Primarily Watching on YouTube



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Table-8: Getting on Benefits from the YouTube by the Respondents

Sl. No.	Benefits	UG (N=149)	%	PG (N=34)	%	Total (N=183)	%
1	Latest Information	100	67.11	24	70.59	124	67.76
2	Video Lectures	72	48.32	21	61.76	93	50.82
3	Helpful Demonstrations	43	28.86	18	52.94	61	33.33
4	Getting Knowledge	61	40.94	23	67.65	84	45.90
5	Spoken English and Communication Skills	88	59.06	22	64.71	110	60.11
6	Online Job Applications	60	40.27	25	73.53	85	46.45
7	Online Classes	84	56.38	26	76.47	110	60.11
8	Online Conferences/Seminars/ Workshops	26	17.45	14	41.18	40	21.86
9	Motivational Speeches	79	53.02	15	44.12	94	51.37

Table 8 explains with regard to distribution of respondents according to their responses regarding the benefits getting from the YouTube. Majority (67.76%) of the respondents are getting the benefits from the YouTube is latest information, followed by spoken English and communication skills and online classes (60.11%), motivational speeches (51.37%), video lectures (50.82%), online job applications (46.45%), getting knowledge (45.90%), helpful demonstrations (33.33%) and online conferences/seminars/ workshops (21.86%).

Majority (67.11%) of the UG students are getting the benefits from the YouTube is latest information, followed by spoken English and communication skills (59.06%), online classes (56.38%), motivational speeches (53.02%), video lectures (48.32%), getting knowledge (40.94%), online job applications (40.27%), helpful demonstrations (28.86%) and online conferences/seminars/ workshops (17.45%).

Most (76.47%) of the PG students are getting the benefits from the YouTube is online classes, followed by online job applications (73.53%), latest information (70.59%), getting knowledge (67.65%), spoken English and communication skills (64.71%), video lectures (61.76%), helpful demonstrations (52.94%), motivational speeches (44.12%), and online conferences/seminars/ workshops (41.18%).

Table-9: Opinion about the YouTube Supporting for gain New Knowledge

Sl. No.	Opinion	UG	%	PG	%	Total	%
1	Strongly Agree	56	37.58	14	41.18	70	38.25
2	Agree	83	55.70	18	52.94	101	55.19
3	Disagree	10	6.71	2	5.88	12	6.56
4	Total	149	100	34	100	183	100
Variables		Chi-square Value		Table Value (0.05 Level)		df	Results
UG vs PG		27.92		5.99		2	Significant

Table 9 shows that, majority (55.19%) of the respondents were agreed with the YouTube videos are use for gain new knowledge for their education, followed by strongly agreed (38.25%) and disagree (6.56%). Majority (55.70%) of the UG students were agreed with the YouTube videos are use for gain new knowledge for their education, followed by strongly agreed (37.58%) and disagree (6.71%). About fifty per cent (52.94%) of the PG students were agreed with the YouTube videos are use for gain new knowledge for their education, followed by strongly agreed (41.18%) and disagree (5.88%).

There is a significant difference between UG and PG students with regard to opinion about the YouTube, supporting for gaining new knowledge as indicated Chi-square value which is significant at 0.05 levels with 2 degrees of freedom.

Table-10: Helpfulness of YouTube Videos for Solving Different Problems

Sl. No.	Opinion	UG	%	PG	%	Total	%
1	Strongly Agree	33	22.15	11	32.35	44	24.04
2	Agree	86	57.72	17	50.00	103	56.28
3	Disagree	30	20.13	6	17.65	36	19.67
4	Total	149	100	34	100	183	100

Table 10 explains that, majority (56.28%) of the respondents agreed with the YouTube videos are helpful for solving different educational/technical problems, followed by strongly agree (24.04%) and disagree (19.67%). Majority (57.72%) of the UG students agreed with the YouTube videos are helpful for solving different educational/technical problems, followed by strongly agree (22.15%) and disagree (20.13%). Fifty per cent (50.00%) of the PG students agreed with the YouTube videos are helpful for solving different educational/technical problems, followed by strongly agree (32.35%) and disagree (17.65%).

Table-11: Regularly Watching the Subscribed YouTube Channels

Sl. No.	Subscribed YouTube Channels	UG	%	PG	%	Total	%
1	Yes	123	82.55	26	76.47	149	81.42
2	No	26	17.45	8	23.53	34	18.58
3	Total	149	100.00	34	100.00	183	100.00

Table 11 reveals that, most (81.42%) of the respondents were replied positively and 18.58% negatively replied with regard to watching the subscribed YouTube channels. Most (82.55%) of the UG students were replied positively and the remaining (17.45%) were replied negatively in this regard. Most (76.47%) of the PG students were replied positively and the remaining (23.53%) were replied negatively in this regard.

Table-12: Difficulties Facing by the Respondents while Watching the YouTube

Sl. No.	Difficulties	UG (N=149)	%	PG (N=34)	%	Total (N=183)	%
1	Low Internet Speed	71	47.65	22	64.71	93	50.82
2	Low Quality of Videos	68	45.64	24	70.59	92	50.27
3	Frequent Buffering	94	63.09	21	61.76	115	62.84
4	Lack of Awareness on Educational Videos	49	32.89	16	47.06	65	35.52

Table 12 explains the difficulties facing by the respondents while using the YouTube. Majority (62.84%) of the respondents are facing the problem while watching the YouTube videos is frequently buffering, followed by low Internet speed (50.82%), low quality of videos (50.27%) and lack of awareness on educational videos (35.52%). Majority (63.09%) of the UG students are facing the problem while watching the YouTube videos is frequently buffering, followed by low Internet speed (47.65%), low quality of videos (45.64%) and lack of awareness on educational videos (32.89%). Most (70.59%) of the PG students are facing the problem while watching the YouTube videos is frequently buffering, followed by low Internet speed (64.71%), low quality of videos (61.76%) and lack of awareness on educational videos (47.06%).



Table-13: Level of Satisfaction on YouTube Videos

Sl. No.	Satisfaction Level	UG	%	PG	%	Total	%
1	Highly Satisfied	44	29.53	10	29.41	54	29.51
2	Satisfied	84	56.38	21	61.76	105	57.38
3	Not Satisfied	21	14.09	3	8.82	24	13.11
4	Total	149	100	34	100	183	100
Variables		Chi-square Value		Table Value (0.05 Level)		df	Results
UG vs PG		28.29		5.99		2	Significant

Table 13 and Figure 3 explain the level of satisfaction on YouTube videos for their purpose. Majority (57.38%) of the respondents are satisfied with the YouTube videos, followed by highly satisfied (29.51%) and not satisfied (13.11%).

Majority (56.38%) of the UG students are satisfied with the YouTube videos, followed by highly satisfied (29.53%) and not satisfied (14.09%). Majority (61.76%) of the PG students are satisfied with the YouTube videos, followed by highly satisfied (29.41%) and not satisfied (8.82%).

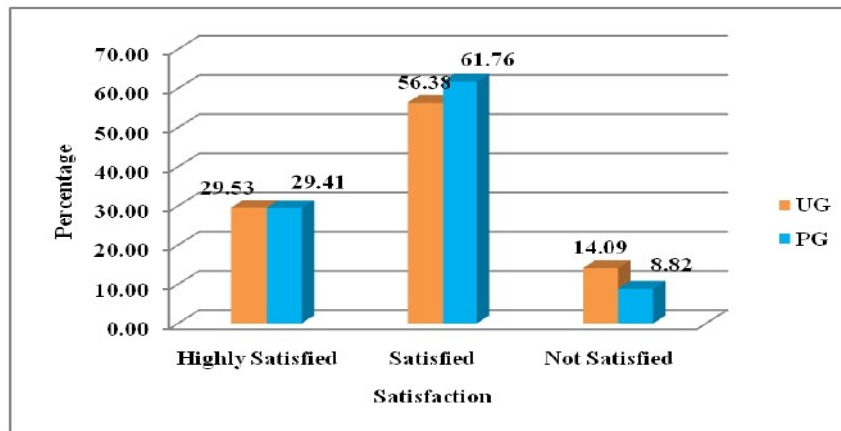


Figure 3: Level of Satisfaction on YouTube Videos

There is a significant difference between UG and PG students with regard to of satisfaction level on YouTube videos, as indicated Chi-square value which is significant at 0.05 levels with 2 degrees of freedom.

8. Suggestions:

There is a need to conduct the Information Literacy Programmes to the students to utilize the YouTube resources and services more effectively. Create the



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library space like mini theatres, providing work stations in the library. It is strongly suggested that there is need to solve all the problems one by one by giving proper guidance, and college library should take necessary steps to provide the high bandwidth of the internet, and arrange more computer terminals in digital libraries.

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