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Factors Influencing Satisfaction on YouTube Usage among Students

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Abstract
YouTube is one of the social networking sites using a video and it is very attractive among the young generation especially students. Therefore, this study aims to determine the relationship among perception, attitude, behaviour, impact and satisfaction of YouTube usage and to identify the best predictor for YouTube satisfaction. Uses and Gratification Theory is used to explain satisfaction with regards to YouTube usage among students. This study employs a quantitative research design using the survey method with the questionnaire as its research instrument for data collection. A total of 229 respondents participated in the study. The results show that students have a positive perception, attitude, behaviour, impact and satisfaction with YouTube. There are positive relationships between the variables and the best predictor for the satisfaction of YouTube usage is the behaviour of YouTube on the students.

Keywords: Behaviour; impact; perception; satisfaction; YouTube usage.

INTRODUCTION

There are many software with capabilities to create interactive media using technology for learning purpose. Moreover, a proliferation of computer software and website for the purpose of learning is increasing day by day. Among the younger generation, using the Internet in their daily life is a must including for their learning. YouTube is one of their media for their studies nowadays. It is the first large-scale video sharing and uploading website and it is available in almost all of the countries around the world. According to Burgess and Green (2013), YouTube acts as a life experience to the participant. Anyone can watch YouTube by just searching for what he or she wants to know. There may be positive and negative effects of using the YouTube. It is practical to be used as a medium of learning among students. This is because YouTube uses the audio and the visual which facilitate the brain to easily understand what the participant is watching.

According to Gutierrez (2014), visuals help a learner to catch up on contents, focus his/ her attention and increase his/her memorability. There are many YouTube channels that share learning information. YouTube is very popular among youngsters as one of their media preference. Students are able to search for information in relation to their studies by watching the YouTube videos.
Moreover, YouTube is a video-sharing service and it supports the distribution, sharing, and organization of user-generated video. The service allows unregistered users to watch videos, post comments and upload video clips, and they can also watch a live television broadcast. In addition, YouTube allows users to create their own YouTube channels as well as embed videos on other social networking or share them on their social networking sites. It also allows users to send, subscribe the video or channel, and leave comments about the videos.

PROBLEM STATEMENT

The usage of social media has become very popular among students in the society. YouTube is one of the popular videos-sharing networks among students where statistics show that 90% of the Malaysian internet users visit YouTube at least once a day (Statista, 2016). Youths visit YouTube frequently in a day and university students tell us that they access it daily (Moghavvemi, Sulaiman, Jaafar & Kasem, 2017). Furthermore, they find that 51% of Malaysians have a YouTube profile and downloaded videos each month spending 10.6 hours watching broadcast TV. They add that YouTube is more popular among those aged between 16-34 years old with the average watching time of 80 minutes which is twice from the world average.

This situation is a cause of concern parents and the universities where most students do have a social media account and use it for entertainment instead of learning purposes. This study needs to be conducted because it is urgent to know how communication students at the International Islamic University Malaysia (IIUM) spend their time on the YouTube and how frequent they use the YouTube per-day. However, students find that learning using the YouTube is quite satisfying as they can easily understand what they are learning for the YouTube enhances their conversation and listening skills (Watkins & Wilkins, 2011). Students need special teaching strategies to enhance their learning processes and academic performance in the form of a medium that is effective and impactful. It is also interesting to know about the students' satisfaction of using the YouTube as although it does not enhance their academic performance yet it may give them a sense of satisfaction with regards to their studies.

RESEARCH OBJECTIVES

To measure the level of perception, attitude, behaviour and impact on satisfaction of YouTube usage.

To find the relationship among perception, attitude, behaviour and impact on satisfaction of YouTube usage.

To identify the best predictor for satisfaction of YouTube usage.
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SIGNIFICANCE OF THE STUDY

This research may benefit the students at the International Islamic University Malaysia (IIUM) in improving their learning and increasing their satisfaction with the usage of the YouTube. This is a new research and has not been previously done at IIUM. Furthermore, this research will also help in developing the theory that is being used which is The Uses and Gratification Theory. Students will keep on using the YouTube for their learning as they are satisfied with it. Learning through the YouTube is actually a potential learning technique even though it may not improve the students' academic performance.

2. LITERATURE REVIEW

YouTube

YouTube is an open-access online website that has gained a large popularity in recent years as it allows users to upload videos for social and educational purposes. (Mukhopadhyay, Kruger & Tennant, 2014). In order to be able to understand how YouTube can enhance the process of learning, it is important to, begin with a clear and simple assessment of what YouTube represents. YouTube is a video-sharing website that allows users to upload, subscribe, share and view videos anytime and anywhere so it is very convenient for users. The use of the YouTube in the classroom is a huge growing case in higher education (Alon & Herath, 2014; Chan, 2010; Fralinger & Owens, 2009; Krauskopf, 2012). A video is a common thing among the media and websites. Nowadays, everyone watches videos whether it is online or offline.

Acheaw and Larson (2015) see YouTube as another rising innovation in the pool of online networking instruments. In this era, the world video sharing sites are consistently getting more prevalent. Snelson, Rice, and Wyzard (2012) say online videos are not only available worldwide but are also popular among the social media users who can download as well as upload the videos. Lee and Lehto (2013) say user acceptance seems to include various features of the system viewed, as well as individual differences in the characteristics of the user. According to More (2015), gender also affects the use of the YouTube as male watch the YouTube more than female. Nwazor, Chukwudi Maduike and Constance (2015) state that the YouTube is a well-known video sharing site where clients can transfer, view, and share video cuts. YouTube has turned into an immensely mainstream type of web 2.0 new media and has gained 100 million recordings viewed every day. It is beneficial for learning and teaching in school as there are

various instructional videos that can be used for learning purposes.
Perception of the YouTube

The perceptions of the YouTube from the viewpoint of the students is that it is much easier to understand compared to classroom study as most of them understand better from watching videos. This is agreed by Balbay and Kilis (2017) who find that skills can be enhanced through the YouTube depending on the context and practice. The perception of the YouTube also depends on the way it is used and strategized to benefit the students toward their learning styles. The YouTube features a wide range of channel and videos on many different topics, (Faye, 2014). Furthermore, learning from the YouTube can develop listening skills or note-taking techniques through the repetitive viewing of the videos. It can help them absorb the related information quick and fast.

Attitude on YouTube

Attitude is defined as a reaction towards something or someone. There are both positive and negative attitude of students toward the YouTube. Most of them enjoy learning using the YouTube. Kandias, Stavrou, Bozovic, Mitrou and Gritzalis (2013) state that people are free to express their feelings on YouTube through the open comment section, the playlist as well as the subscribe button where students can clarify whether they like or do not like the channel or video. Furthermore, most of the students prefer learning from the YouTube more than the classroom lectures. They feel that it is easier and more satisfactory for them to learn from visuals.

Behaviour on YouTube

The YouTube behaviour of students toward the learning process is being determined by the students' reaction towards it. Student expects that the YouTube would enhance their performance and learning skills. Videos increase learners attention and improve learning efficiency, (Forbes, Oprescu, Downer, Philips, McTier, Lord, Barr, Alla, Bright, Dayton, Simbag & Visser, 2015). Moreover, students also experience a new type of learning by using the YouTube, both online learnings, as well as blended learning as the YouTube is social media that combine with classroom learning. YouTube learning and classroom learning are considered as blended learning and are basically computer-mediated learning that combines with classroom learning (Bernad, Borokhovski, Schmid, Tamim & Abrami, 2014). This helps the students learn fast and within a shorter time, a time-saving in learning.

Impact on the YouTube

According to Nwazor, Chukwudi Maduike and Constance (2015) however, students can easily get distracted by social media such as Facebook, Twitter, and YouTube. They will lose their focus on their studies by frequently using YouTube even if it was used for academic purposes. Although they are satisfied using YouTube but they will never know its impact. Ebied, Kahouf, and Rahman (2016) say the negative impact students will be facing are addictions to the social media from constant exposure to it. It can affect students' academic performance and reduce human interaction. However, there is a positive impact of using YouTube i.e. as a medium of learning. This statement was supported by Burke, Synder, and Rager (2009) who agree that YouTube can be used as a teaching supplement to enhance their skills.

Satisfaction with YouTube

Satisfaction is where student are satisfied in using YouTube, they feel emotionally happy after using it. YouTube enhances the process of learning where the students can easily understand and are more comfortable with the learning process. Students obtain satisfaction from the use of online videos for their learning (Ramirez, 2014; Tugrul, 2012).

Furthermore, students are satisfied in using YouTube for their learning because they are more comfortable using the video engagement rather than the classroom engagement. Although studying by using YouTube may not increase their academic performance in term of their CGPA but they have the satisfaction and motivation in using YouTube. YouTube has an interactive nature that can enhance social interaction and increase quality management. Mao (2014) says that the students are satisfied because they are aware of the positive and negative things about YouTube and if it is too difficult for them to understand the teacher, YouTube can help them even though it may not be complete.

Uses and Gratification Theory (U&G)

The theory of uses and gratifications was established as early as the 1940s in relation to how students use the media that was developed by Katz and Blumler (1974). Advanced technology nowadays has made students life much easier. Using the YouTube for learning is actually a brilliant technique of learning because it is a channel that features so many videos including educational videos. Students themselves play an important role based on how they choose to use the media (Blumler & Katz, 1974).

In using the theory of uses and gratification in the study, we apply it to perception, attitude, behaviour, and impact to their satisfaction with YouTube. Furthermore, this theory focuses on the habits of the students in using the YouTube and the outcomes after using YouTube, i.e., whether they are satisfied with it or not. The audience may use the media to satisfy their needs in finding useful information. (Hanson & Haridakis, 2008).

Moreover, uses and gratifications theory emphasizes positive inspiration and active use of YouTube content that can gratify students' needs. In spite of the fact students have different needs, research confirmed that social networking sites users satisfy their requirement for incorporation and social interaction (Tanta, Mihovilovic & Sablic, 2014). Thus, the theory of uses and gratifications is applied in the study.

Overall, the social support groups are applicable to various types of flood outcomes in different contextual settings and in varying degrees of losses or gains. Hence, the social support theory is supported by the experience of the flood victims in this study.

CONCEPTUAL FRAMEWORK

Figure 1 shows the conceptual framework of this study which features a set of relationships among users perception, attitude, behaviour, and impact towards satisfaction on YouTube usage.
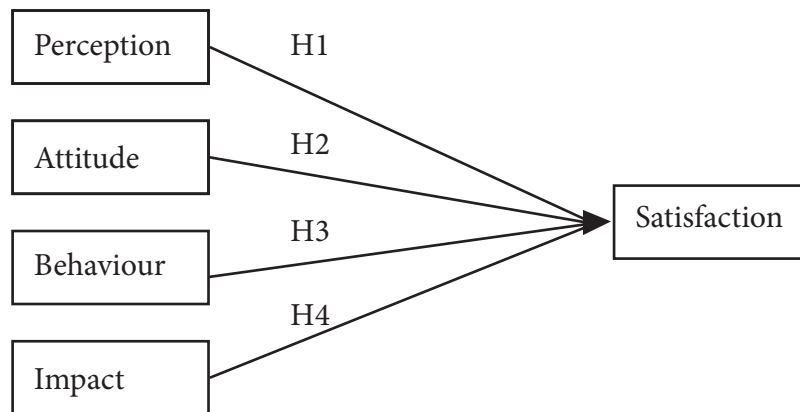
Figure 1: Conceptual Framework

H1 : There is a positive relationship between perception and satisfaction of YouTube.
H2 : There is a positive relationship between attitude and satisfaction of YouTube.
H3 : There is a positive relationship between behaviour and satisfaction of YouTube.
H4 : There is a positive relationship between impact and satisfaction of YouTube.

RESEARCH METHODOLOGY

Research Design and Method

The study uses a quantitative research design with the survey method. A total of 241 questionnaires were distributed to the communication students in IIUM for the data collection using well defined sampling where the respondents had to complete the survey. However, only 229 of the respondents answered the survey questions well.

Population and Sampling

The population of the study are the undergraduate and postgraduate students from the communications department, Kulliyyah of Islamic Revealed Knowledge and Human Science at the International Islamic University Malaysia (IIUM).

Research Instrument

The research instrument uses a quantitative questionnaire which consists of the demographic profile (age, gender, nationality), educational background (specialization, CGPA), time spent on YouTube (e.g. How important is the time spent on YouTube for study?), user's perception on YouTube (e.g. I am aware of using YouTube), user's attitude on YouTube usage (e.g. I prefer learning using YouTube more than lecture), user's behaviour on YouTube usage (e.g. YouTube usage enhance my learning skills), user's satisfaction on YouTube usage (e.g. I am satisfied using YouTube), impact of using YouTube for study (e.g. I perform better in my study). The last section is on recommendation and suggestions, it is about the students' opinions on YouTube usage and their experiences in YouTube learning.

VALIDITY AND RELIABILITY TEST

The validity of this study is checked through the face validity by the supervisor and opinion from the expert. The reliability for the items in the questionnaires is tested using the reliability test which is Cronbach Alpha. All variables are found highly reliable for the study with the Cronbach's alpha ranging from .919 to .958. The highest Cronbach's alpha is behaviour (.958) followed by impact (.952) and satisfaction (.946). With a high reliability of the variables, the researchers are able to proceed with the data analysis. Table 1 indicates the result of the reliability test for this study based on the Cronbach Alpha.

Table 1: Reliability of the survey

Variables	Actual Study	
	Number of Items	Cronbach's Alpha
Perception	10	.919
Attitude	10	.922
Behaviour	16	.958
Satisfaction	11	.946
Impact	11	.952

Data Collection

Data collection was conducted for this study within a week time, starting from 27th February 2018 until 6th March 2018. The questionnaire is distributed among 241 the communication students both undergraduate and postgraduate at the IIUM Gombak campus using the stratified random sampling. However, only 229 could be analyzed. The data was collected directly from the students at the communication classes.

Data Analysis

The data analyzed using the Statistical Package for Social Sciences (SPSS) version 20 to answer the objectives and the hypotheses of the study. The data include descriptive statistics and percentage, mean, standard deviation, one sample t-test correlation, and regression analysis.

Table 1
Demographic information of the respondents

Demographic characteristic	Category	Frequency	Percentage
Gender:			
Male	62	27.1	
Female	167	72.9	
Nationality:			
Malaysian	168	73.4	
Non-Malaysian	61	26.6	
Age:			
18 – 20 years old	29	12.7	
21 - 23 years old	143	62.4	
24 - 26 years old	48	21.0	
27 and above	9	3.9	
Specialization:			
Public Relations	69	30.1	
Journalism	21	9.2	
Electronic Media	52	22.7	
Organizational Communication	87	38.0	
Level of Education:			
Bachelor's Degree	216	94.3	
Master	8	3.5	
PhD	5	2.2	
Years of Programme:			
1st Year	36	15.7	
2nd Year	59	25.8	
3rd Year	73	31.9	
4th Year	61	26.6	
Current CGPA:			
2.00 and below	1	0.4	
2.10 – 2.50	29	12.7	
2.60 – 3.00	102	44.5	
3.10 – 3.50	89	38.9	
3.60 and above	8	3.5	

Level of Perception on YouTube Usage

In order to find the level of perception of YouTube usage, one sample t-test with a value of 3 is used as a comparison for the mean for each item. Table 2 indicates the highest percentage for perception on YouTube usage is 87.6%, where the students think that YouTube is easy. The second highest percentage is 85.3%, where the students are aware of using YouTube. The third highest is 83.9%, where the students think that YouTube is interactively followed by 83.2% of the students who know YouTube well, 81.0% of the students think that YouTube helps them understand well. 80.3% think that YouTube is effective, 80.1% also think that YouTube is useful for their study. A total of 79.4% of the students think that YouTube enhances their learning process, 76.5% think that YouTube is suitable for their study. The lowest percentage is 75.6% where the students think YouTube helps them to perform in their study.

The overall mean for perception on YouTube usage is 4.067, while the standard deviation is .594. The students' highest perception of YouTube usage is (Mean=4.384, SD=.636). Based on the findings, the highest mean of the students thinks that YouTube is easy to use. This is due to their perception of YouTube based on their experience in using it for their study. The lowest perception of YouTube usage is (Mean=3.782, SD=886), where they think that it helps them to perform in their study. This is due to their perception of the YouTube whereby they find it to be effective to use for their study. Students are satisfied by learning using YouTube although it may not help them in increasing their CGPA.

In summary, most of the students in the Communication Department are satisfied using YouTube for their study but they do not think that YouTube is effective in increasing their CGPA. Based on the result most of the students have a positive perception of the YouTube. Hence, this study is positively significant.

Table 2
One-sample t-test for perception

Perception (N=229)	M	SD	%	t	df	p
1- I think YouTube is easy.	4.384	.636	87.6	32.944	228	.000
2 - I am aware of using YouTube.	4.266	.740	85.3	25.907	228	.000
3 - I think YouTube is interactive	4.197	.732	83.9	24.737	228	.000
4 - I know YouTube well.	4.162	.741	83.2	23.738	228	.000
5 - I think using YouTube make me under stand better	4.052	.815	81.0	19.545	228	.000
6 - I think YouTube is effective for me.	4.018	.806	80.3	19.115	228	.000
7 - I think YouTube is useful for my study	4.009	.800	80.1	19.622	228	.000
8 - I think YouTube enhance my learning process.	3.974	.837	79.4	17.600	228	.000
9 - I think using YouTube is suitable for my study.	3.825	.820	76.5	15.246	228	.000
10 – I think YouTube is helping me to per form in studies.	3.782	.886	75.6	13.347	228	.000
Overall Perception on YouTube usage	**4.067**	**.594**	**81.3**	**27.175**	**228**	**.000**

*5-point scale whereby 1=strongly disagree, 2=disagree, 3=somewhat agree, 4=agree, 5=strongly agree.
**Test value is 3.

Level of Attitude on YouTube Usage

In order to find the level of attitude of YouTube usage, one sample t-test with a value of 3 is used as a comparison for the mean for each item. Table 3 indicates the highest percentage of attitude on YouTube usage is 83.4%, where the students like learning using visuals. The second highest percentage is 80.6%, where the students like to study through video. The third highest is 77.1%, where the students like learning using YouTube followed by 76.1% of the students who like learning using YouTube because they are comfortable in using YouTube for study, 74.8% of the students like YouTube because it is easy for them to understand their study. A total of 72.0% like learning using YouTube to complement their study, 70.0% like using YouTube because it enhances their critical thinking while 66.4% of the students like learning using YouTube because it motivates them to study harder than before. A total of 66.2% of the students like learning

using YouTube because they claim that they become more focused more on their studies. The lowest percentage is 62.7% where not all students prefer learning using YouTube to the lecture. The overall mean for attitude on YouTube usage is 3.649, while the standard deviation is .700. The students' highest attitude on YouTube usage is (Mean=4.170, SD=.750). Based on the findings, the highest mean of the students is that most of them like learning using visual. This is how the students express their feelings towards YouTube usage. While the lowest attitude on YouTube usage is (Mean=3.135, SD=1.070), where students prefer learning using YouTube more than the lecture. This is due to their attitude towards the YouTube whereby students like to learn using visuals but it does not mean that they do not like to learn in class.

In summary, most of the students in the Communication Department use YouTube for their study because they are satisfied by learning using visuals though some do not prefer learning using YouTube to the lecture. The result indicates that most of the students have a positive attitude towards YouTube. Hence, there is a positive significance in this study.

Table 3
One-sample t-test for attitude

Perception (N=229)	M	SD	%	t	df	p
1 - I like learning using Visual.	4.384	.636	87.6	32.944	228	.000
2 - I like to study through video	4.266	.740	85.3	25.907	228	.000
3 - I like learning using YouTube.	4.197	.732	83.9	24.737	228	.000
4 - I like learning using YouTube because I am comfortable in using it.	4.162	.741	83.2	23.738	228	.000
5 - I like YouTube because it is easy for me to understand my study.	4.052	.815	81.0	19.545	228	.000
6 - I like learning using YouTube to compliment my study.	4.018	.806	80.3	19.115	228	.000
7 - I like using YouTube because it enhances my critical thinking.	4.009	.800	80.1	19.622	228	.000
8 - I like learning using YouTube because it motivates me to study harder than before	3.974	.837	79.4	17.600	228	.000
9 - I like learning using YouTube because I am gaining more focus in my study	3.825	.820	76.5	15.246	228	.000
10 - I prefer learning using YouTube more than lecture.	3.782	.886	75.6	13.347	228	.000
Overall Attitude on YouTube usage	**4.067**	**.594**	**81.3**	**27.175**	**228**	**.000**

*5-point scale whereby 1=strongly disagree, 2=disagree, 3=somewhat agree, 4=agree, 5=strongly agree.
**Test value is 3.

Level of Behaviour on YouTube Usage

In order to find the level of behaviour of YouTube usage, one sample t-test with a value of 3 is used as a comparison for the mean for each item.

Table 4 indicates the highest percentage for behaviour on YouTube usage is 78.1%, where the students appreciate visual learning. The second highest percentage is 76.7%, where YouTube usage increases the student's ability to learn fast. The third highest is 76.2%, where the students find learning through YouTube is interesting followed by 75.2% of the students who support

learning using YouTube for its interactive function, 73.6% of the students find that it is comfortable learning using YouTube.

In addition, 73.6% of the students experiencing a new type of learning, 72.5% gain knowledge through social media by using YouTube. 72.5% of the students have a better understanding through YouTube, and 72.5% of the students agree that YouTube usage enhance their learning skills. Another 72.2% of the students agree that they learn faster through YouTube and 72.1% of the students agree that YouTube usage enhance their learning process. A total of 70.5% of the students agree that YouTube usage makes them perform well. Furthermore, 69.3% feel they save a lot of time by using YouTube for learning. Another 69.2% of the students agree that YouTube increases their spirit to study well. Moreover, another 69.0% agree that learning through YouTube increases their critical thinking. The lowest percentage is 68.4% where not all students agree that they are doing their assignments efficiently with the help of YouTube.

The overall mean for behaviour on YouTube usage is 3.632, while the standard deviation is .678. The students highest behaviour score on YouTube usage is (Mean=3.908, SD=.792). Based on the findings, the highest mean reflects that most of them appreciate visual learning very well while the lowest behaviour on YouTube usage is (Mean=3.419, SD=1.030), where students do their assignment efficiently with the help of YouTube. Although they appreciate YouTube very well yet it does not mean that YouTube is very effective in helping them do their assignments.

In summary, most of the students in the Communication Department appreciate YouTube very well as they are satisfied with the YouTube usage but not all of them agree that YouTube is very efficient in helping them in their assignments. Based on the result most of the students have a positive behaviour in relation to the YouTube. Hence, there is a positive significance in this study.

Table 4
One-sample t-test for behaviour

Behaviour (N=229)	M	SD	%	t	df	P
1 - I appreciate visual learning very well.	3.908	.792	78.1	17.351	228	.000
2 - YouTube usage increases my ability to understand fast	3.838	.798	76.7	15.909	228	.000
3 - I find learning through YouTube is interesting.	3.812	.861	76.2	14.280	228	.000
4 - I support learning using YouTube for its interactive functions.	3.760	.842	75.2	13.650	228	.000
5 - I find it comfortable using YouTube for learning.	3.681	.863	73.6	11.948	228	.000
6 - I am experiencing new type of learning.	3.680	.817	73.6	12.541	228	.000
7 - I gain knowledge through social media by using YouTube.	3.651	.908	72.5	10.842	228	.000
8 - I have better understanding through YouTube.	3.625	.863	72.5	10.953	228	.000
9 - YouTube usage enhances my learning skill.	3.623	.782	72.5	12.168	228	.000
10 - I learn faster through YouTube.	3.611	.890	72.2	10.400	228	.000
11 - YouTube usage enhances my learning process.						
12 - YouTube usage makes me perform well.	3.603	.775	72.1	11.771	228	.000
13 - I save a lot of time by using YouTube for learning	3.524	.830	70.5	9.553	228	.000
14 - YouTube increases my spirit to study well.	3.463	.998	69.3	7.021	228	.000
	3.460	.886	69.2	7.834	228	.000
15 - Learning through YouTube increases my critical thinking.	3.450	.870	69.0	7.821	228	.000
16- I am doing my assignment efficiently with the help of YouTube.	3.419	1.030	68.4	6.161	228	.000
Overall Attitude on YouTube usage	**3.632**	**.678**	**73.00**	**14.101**	**228**	**.000**

*5-point scale whereby 1=never, 2=rarely, 3=sometimes, 4=often, 5=always
**Test value is 3.

Level of Satisfaction on YouTube Usage

In order to find the level of satisfaction of YouTube usage, one sample t-test with a value of 3 is used as a comparison for the mean for each item. Table 5 indicates that the percentage of satisfaction on YouTube usage is 81.6%, where the students are satisfied with YouTube. The second highest percentage is 76.5%, where the students satisfied with YouTube usage. The third highest is 76.4%, where the students are satisfied with the interactive technique in learning through YouTube followed by 76.1% of them are satisfied with the visual contents of YouTube, 75.1% are satisfied with the effectiveness of the YouTube. Also, 74.6% are comfortable in using YouTube for learning. Another 74.5% of the students are satisfied that many learning techniques are available on YouTube. A total of 72.6% of the students are satisfied with their work by using YouTube, 72.1% are satisfied with their performance in their studies by using YouTube. Moreover, only 68.9% are satisfied that they save a lot of time learning using YouTube. The lowest percentage is 64.1% of the students who are satisfied that they increased their CGPA after learning through YouTube.

The overall mean for satisfaction on YouTube usage is 3.693, while the standard deviation is .689. The students' highest satisfaction score on YouTube usage is (Mean=4.079, SD=.785). Based on the findings, the highest mean of students' satisfaction is that most of them are satisfied in using YouTube. This is because most of the students know how to use YouTube and YouTube attracts them very well. While the lowest satisfaction on YouTube usage is (Mean=3.205, SD=.949), where students are satisfied that they increased their CGPA after learning through YouTube. This because their satisfaction is higher on using YouTube but it does not mean they are satisfied with their result after using YouTube.

In summary, most of the students in the Communication Department are satisfied learning through YouTube because they find it comfortable and YouTube is interactive for learning. Based on the result most of the students have positive satisfaction with YouTube. Hence, there is a positive significance in this study.

Table 5
One-sample t-test for satisfaction

Satisfaction (N=229)	M	SD	%	t	df	P
1 - I am satisfied using YouTube.	4.079	.785	81.6	20.786	228	.000
2 - I am satisfied with YouTube usage.	3.825	.814	76.5	15.346	228	.000
3 - I am satisfied with the interactive technique in learning through YouTube.	3.821	.805	76.4	15.438	228	
4- I am satisfied with the visual contents of YouTube.	3.804	.843	76.1	14.418	228	.000
5 - I am satisfied with the effectiveness of the YouTube usage.	3.756	.839	75.1	13.634	228	.000
6 - I am satisfied that I am comfortable in using YouTube for learning.	3.729	.825	74.6	13.375	228	.000
7 - I am satisfied that many learning techniques are available on YouTube.	3.725	.888	74.5	12.357	228	.000
8 - I am satisfied with my work by using YouTube learning.	3.629	.831	72.6	11.541	228	.000
9 - I am satisfied with my performance in my studies by using YouTube learning.	3.607	.829	72.1	11.082	228	.000
10- I am satisfied that I saved a lot of time learning using YouTube.	3.445	.966	68.9	6.981	228	.000
11 - I am satisfied that I increase my CGPA after learning through YouTube.	3.205	.949	64.1	3.273	228	.000
Overall Satisfaction on YouTube Usage.	**3.693**	**.678**	**73.9**	**15.223**	**228**	**.000**

*5-point scale whereby 1=strongly dissatisfied, 2=disatisfied, 3=slightly satisfied, 4=satisfied, 5=strongly satisfied.
**Test value is 3.

Level of Impact on YouTube Usage

In order to find the level of impact on YouTube usage, one sample t-test with a value of 3 is used as a comparison for the mean for each item. Table 6 indicates that the percentage of impact on YouTube usage is 73.0%, where the students are able to study alone using YouTube. The second highest percentage is also 72.9%, where the students are able to understand the lesson fast. The third highest is 71.9%, where the students able to study better using a new technique. Also, 71.9% of the students are able to apply what I have studied through YouTube well. Followed by also 69.9% of the students who work better with YouTube learning. Also,

69.8% of the students are able to study efficiently using YouTube. 69.3% of the students save their time by using YouTube for their study. 68.0% of the students are more motivated to study harder using YouTube. Furthermore, 67.2% of the students agree that they perform better in their study by using YouTube. Another 66.7% of the students are more committed to their study than before. The lowest percentage of only 62.4% agree that they increased their CGPA through

YouTube learning.

The overall mean for impact on YouTube usage is 3.468, while the standard deviation is .729. The students highest impact on YouTube usage is (Mean=3.650, SD=.889). Based on the findings, the highest mean of the students' impact on YouTube usage are most of them are able to understand the lesson faster through YouTube and they apply it very well. While the lowest impact on YouTube usage is (Mean=3.118, SD=.729), where students agree less that they increased their CGPA through YouTube learning.

In summary, YouTube learning gives impact to most of the students in the Communication Department because they find that they are able to learn using YouTube faster and perform better in their studies. Based on the result most of the students have a positive impact on YouTube. Hence, there is a positive significance in this study.

Table 6
One-sample t-test for impact

Impact (N=229)	M	SD	%	t	df	P
1 - I am able to study alone using YouTube.	4.079	.785	81.6	20.786	228	.000
2 - I am able to understand the lesson fast	3.825	.814	76.5	15.346	228	.000
3 - I am able to study better using a new technique	3.821	.805	76.4	15.438	228	.000
4 - I am able to apply what I have study through YouTube well.	3.804	.843	76.1	14.418	228	.000
5 - I work better with YouTube learning.	3.756	.839	75.1	13.634	228	.000
6 - I am able to study efficiently	3.729	.825	74.6	13.375	228	.000
7 - I saved time by using YouTube for my study.	3.725	.888	74.5	12.357	228	.000
8 - I am more motivated to study harder.	3.629	.831	72.6	11.541	228	.000
9 - I perform better in my study.	3.607	.829	72.1	11.082	228	.000
10 - I am more committed to my study than before.	3.445	.966	68.9	6.981	228	.000
11 - I increase in my CGPA through YouTube learning.	3.205	.949	64.1	3.273	228	.000
Overall Impact on YouTube Usage	3.693	.689	73.9	**15.223**	**228**	**.000**

*5-point scale whereby 1=never, 2=rarely, 3=sometimes, 4=often, 5=always.
**Test value is 3.

HYPOTHESES TESTING

Table 7 indicates the correlation between the selected variables toward satisfaction. The relationship between perception on YouTube usage and satisfaction is significant where the (Mean=4.069, SD=.594). The first results show that there is a positive relationship between perception on YouTube usage and satisfaction where it is positive significant where r=.701 and p=.00. Hence, H1 is accepted because there is a positive relationship between perception on YouTube and satisfaction.

Table 7
Bivariate correlations between perception, attitude, behaviour, impact on satisfaction of YouTube

Variable	Mean	SD	Satisfaction	Imp act	Behaviour	Attitude	Perception
Satisfaction	3.693	0.689	1				
Impact	3.468	0.729	r=.831, p=.000	1			
Behaviour	3.632	0.678	r=.835, p=.000	r=.831, p=.000	1		
Attitude	3.649	0.688	r=.752, p=.000	r=.756, p=.000	r=.883, p=.000	1	
Perception	4.069	0.594	r=.701, p=.000	r=.655, p=.000	r=.717, p=.000	r=.732, p=.000	1

The next hypothesis testing is to find out the relationship between attitude on YouTube usage and satisfaction where (Mean=3.649, SD=.688). The result shows that there is a significantly positive relationship between attitude on YouTube usage and satisfaction where the (r=.752, p=.000). Hence, there is a positive relationship between attitude on YouTube usage and satisfaction. Thus, the hypothesis is accepted because there is a positive relationship between attitude on YouTube usage and satisfaction.

Hypothesis 3 is to find out the relationship between behaviour on YouTube usage and satisfaction where (Mean=3.632, SD=.678). The result shows that there is a significantly positive relationship between behaviour on YouTube usage and satisfaction where the (r=-.835, p=.000). Hence, there is a positive relationship between behaviour on YouTube usage and satisfaction. Thus, the hypothesis is accepted because there is a positive relationship between behaviour on

YouTube Usage and satisfaction.

The last hypothesis is to find out the relationship between impact on YouTube usage and satisfaction where the (Mean=3.468, SD.729). The result shows that there is a significant positive relationship between impact on YouTube usage and satisfaction where (r=.831, p=.000). Hence, there is a positive relationship between impact on YouTube usage and satisfaction as the result shown is significant. Thus, hypothesis 4 is accepted because there is a positive relationship between impact of YouTube usage and satisfaction.

The Best Predictor For Satisfaction

Table 8 indicates the multiple regression analysis of behavior, impact, and perception on satisfaction toward YouTube usage using the stepwise method.

The results indicate that the Beta weight for Behavior in Model 1 (β=.835, t=22.876, p=.000), is significant. In Model 2, the Beta weight for behavior is reduced by .367 from Model 1 to Model 2 but it is still significant with the highest Beta weight among the variables with (β=.468, t=.7.943, p=.000). The Beta weight for impact in Model 2 (β=.442, t=.7.510, p=.000) is significant too.

The result in Model 3 shows that Beta weight for behavior is reduced by 0.09 from Model 2 (β=.378, t=6.001, p=.000), yet it is still significant. The Beta weight for impact in Model 3 reduced by .031. In this model, impact has the highest Beta weight (β=.411, t=7.066, p=.000) and the model of the impact is significant. The Beta weight for perception in Model 3 is β=.161 (t=3.460, p=.001). Reflecting that the perception in this model is significant.

Hence, the best predictor for satisfaction is behavior because it shows that behavior is significant and it has the highest value of Beta weight. At the same time, it appears in all model. However, attitude does not appear to be a predictor for YouTube satisfaction.

Table 8
Multiple regression analysis of selected variable on satisfaction

Model	Variable	Unstandardized Coefficient		Standardized Coefficient	T	p
		B	SE	Beta		
1	Constant	.611	.137	.835	4.460	.000
	Behavior	.037	.849		22.867	.000
F(229)=522.881, df=1, p=.000, R=.835, R2=.697, R2adj=.696, Fchange= 522.881, df1=1, df2= 227, p=.000						
2	Constant	.519	.124		4.200	.000
	Behaviour	.475	.060	.468	7.943	.000
	Impact	.418	.056	.442	7.510	.000
F(229)=353.439, df=2, p=.000, R=.870, R2=.758, R2adj=.756, Fchange= 56.396, df1=1, df2= 226, p=.000						
3	Constant	.193	.153	.378	1.259	.209
	Behaviour	.384	.064	.411	6.001	.000
	Impact	.388	.055	.161	7.066	.000
	Perception	.186	.054		3.460	.001
F(229)=251.057, df=3, p=.000, R=.877, R2=.770, R2adj=.767, Fchange= 11.973, df1=1, df2= 225, p=.001						

CONCLUSION

Based on the results of 229 students, we can conclude that students are satisfied in using YouTube for their studies. The students are positive in their perception, attitude, behaviour, impact, and satisfaction in using YouTube. The findings show that learning through YouTube is effective in increasing students' understanding and in enhancing their learning skills.

Moreover, all hypotheses are accepted since perception, attitude, behaviour, and impact are positively related to satisfaction. Among the independent variables, behavior is the best predictor for satisfaction in using YouTube. Thus, YouTube learning enhances their learning skills and critical thinking. It can also make students comfortable in studying as they find that using YouTube is relaxing. Therefore, the Uses and Gratifications Theory is supported by this study.

FINDINGS
Demographic Characteristics of the Respondents

The table indicates that a sample of 229 respondents is collected for the study. Out of the total number of respondents, 27.1% of the respondents are males and 72.9% are females. Majority of the respondents are Malaysian while only 26.6% are International students. In addition, a bigger number of the respondent (143) is from 18- 20 years old, and only 9 are from 27 years old and above. A total of 87 students is doing organizational communication while 21 students are from journalism. Furthermore, a bigger number of the respondents (216) is doing their bachelor's degree in the Communication Department while only 5 PhD students took part in the study.

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