

## Future Teachers' Perception towards the Use of YouTube for Teaching-Learning Activities in Nigerian Basic Schools

Onivehu Adams Ogirima<sup>✉1</sup>, James Joy Tolulope<sup>2</sup> & Sulaimon Jamiu Temitope<sup>3</sup>

<sup>1,2,3</sup> Faculty of Education, University of Ilorin, Ilorin, Nigeria

✉ [adamsonivehu@gmail.com](mailto:adamsonivehu@gmail.com)

**Abstract.** YouTube is one of the most utilized social media in the field of education. Nonetheless, the extent to which the diverse potentials of YouTube are being harnessed in the teaching-learning process is a function of the teachers' perception. Hence, this study examined future teachers' perception towards the use of YouTube for teaching-learning activities in Nigerian Basic Schools. The study employed descriptive survey method and 200 future teachers were selected using purposive sampling technique. The respondents filled to a questionnaire titled "Future Teachers' Perception towards the Use of YouTube Questionnaire (FTPUYQ)". The validity of the questionnaire was established by experts, while the test re-test reliability yielded a correlation coefficient of 0.79. The results revealed that future teachers had a high level of perception towards the use of YouTube in teaching-learning activities in Nigerian Basic Schools. It was found that there was no significant difference in the future teachers' perception based on gender. Therefore, it was recommended that future teachers in Nigerian Basic Schools, should be exposed to various training and capacity building sessions on the procedure for creating, assessing, uploading and using YouTube videos to facilitate the success of the teaching-learning process.

**Keywords:** Future Teachers, Perception, YouTube, Basic Schools, Gender

**How to Cite:** Ogirima, O., Tolulope, J., & Temitope, S. (2021). Future Teachers' Perception towards the Use of YouTube for Teaching-Learning Activities in Nigerian Basic Schools. *Mimbar Sekolah Dasar*, 8(1), 81-95. doi:<https://doi.org/10.53400/mimbar-sd.v8i1.31378>.

**INTRODUCTION** ~ Education is a medium for the acquisition of knowledge, values and skills for functional living in the society. Resultantly, education provides the opportunities for the development of personal capabilities for survival and societal development. The Nigerian education system is structured to cover three levels, which includes nine years of basic education, three years of post-basic/senior secondary education and four to six years of tertiary education (Onivehu, Adegunju, Ohawuiro & Oyeniran, 2018; Onivehu, 2020). Essentially, the Nigerian Basic education curriculum is designed to cover the early childhood education (0-5 years) and 9 years of formal schooling. However, children who are aged 0-3 years are schooled in various daycares or crèches (NPE, 2013). The private sector and social development services are primarily tasked with the responsibility of running daycares and crèches in Nigeria. The National Policy on Education (2013) notes *inter alia* that, Basic education is geared towards developing the cognitive, affective and psychomotor abilities of Nigerian children (NPE, 2013).

Given the importance of technology in the achievement of the diverse goals of Basic School education, Nigerian Basic schools are increasingly making efforts to harness the potentials of various Information Communication Technology tools to develop the various abilities and skills of students. Towards this end, the Nigerian Basic School curriculum is designed to equip Nigerian children with the required knowledge, competence, literacy and skills in the use and application of technology. Likewise, it is undeniable that Nigerian children are digital natives in a digital-oriented world, and as such could have access to various ICT devices and gadgets, such as smartphones, personal computers, laptops, video game consoles, television, internet connectivity and the likes outside the school environment. Therefore, Nigerian Basic School students could also access and utilize various social media platforms for various purposes during school and off-school hours (Undiyaundeye, 2014; Adeboyega, 2019).

The social media is a broad term that connotes any form of online socializing or networking through texts, pictures and videos (Onivehu, Adegunju, Ohawuiro & Oyeniran, 2018). Voorn and Kommers (2013) referred to social media as a virtual means of connection among a network of people who creates user-generated content to foster communication and collaboration. Thus, social media is a platform fostering the sharing of information, knowledge, and opinions among a community of people who are involved in an online relationship (Fasae & Adegbilero-Iwari, 2016). Social media is an online social structure that is made up of individuals connected by a particular or several forms of independent relationships such as kinships, similar or peculiar interests, financial exchange, intimate relationships, socio-cultural beliefs, and knowledge-centered collaboration (Gingerich & Lineweaver, 2014; Onivehu, Adegunju, Ohawuiro & Oyeniran, 2018; Adeboyega, 2019). Social media platforms come in diverse forms which include bookmarking services like Pinterest; professional networking sites such as LinkedIn; microblogging tools like Twitter. Others include profile and friend management platforms such as Facebook; photo sharing platforms like Instagram and video sharing platforms such as YouTube (Buzzetto-More, 2013a; Jones & Graham, 2013; Onivehu, Adegunju, Ohawuiro & Oyeniran, 2018).

Video is a potential audio-visual medium that has been used to facilitate the teaching activities with comprehension and retention abilities of learners in the teaching-learning process (Onivehu & Ohawuiro, 2018). Resultantly, YouTube videos are increasingly being used by teachers to enrich learners' learning experiences in different subject matters across the levels of the formal school system. YouTube is a video sharing platforms that allows a user to create, distribute, share and organize user-generated video. This platform enables registered and unregistered users to make use of the uploaded videos. That is to say, that unregistered users could watch and post comments on YouTube videos. On the other hand, a registered user has a YouTube account that makes it possible for the user to upload different forms of

video files such as music videos, documentaries, animations, short video, movie clips, slideshows, subscribe to channels, comment on videos and to create a playlist to easily access their favorite videos (Lai & Ng, 2011; Pinto, Almeida & Goncalves, 2013). Given the importance of videos in the teaching-learning process, there is no doubt that several video sharing sites, such as Google Video, TeacherTube, SchoolTube, United Streaming, MSN Soapbox, OneWorldTv and YouTube have been widely used to facilitate the process of teaching-learning activities for decades (Buzzetto-More, 2014).

YouTube, which is a vital instructional tool in the 21<sup>st</sup> century classroom, was founded in 2005. Consequently, the impact of YouTube in the field of education has been profound and significant (Mullen & Wedwick, 2008; Fleck, 2014). Extant literature suggests that YouTube promotes students engagement and recall of the lesson content in different subjects (Hilner, 2012; Buzzetto-More, 2013a; Jones & Graham, 2013). The use of YouTube videos in the teaching-learning process provides a plethora of benefits, which includes stimulating students' interest, attracting students' attention, fostering creativity, increasing collaboration, facilitating hard-to-observe experiences, making learning fun and improving understanding (Alkhudaydi, 2018). YouTube provides users with the opportunity to select from various genres of videos, which include animated input videos, moviemaker videos, participatory videos and student presentations (Yang, 2012; Jenkins & Dillion, 2013). Furthermore, YouTube has been shown to foster independent learning, student-student and student-teacher collaboration, personalization of the learning experience and feedback from students (Everson, Gundlach & Miller, 2013).

Clifton and Mann (2011) also reported that the use of YouTube in teaching improved students' level of retention, engagement, deep learning, attention and academic performance among students in the University of Johannesburg, South Africa. Sobaih, Moustafa, Ghandforoush, and Khan (2016) also found that YouTube videos enhanced students' attention and satisfaction with learning experiences. June, Yaacob and Kheng (2014) also found that the use of YouTube videos in teaching and learning significantly simplified the way students learn and understand abstract concepts or topics. Szeto and Cheng (2014) examined the usage of ICT tools and YouTube for teaching during their teaching practicum among pre-service teachers in Hong Kong and found that the usage of ICT was high and YouTube was perceived to be useful for teaching in kindergarten, primary and secondary schools. Furthermore, Koto (2020) also found that YouTube videos facilitated the acquisition of factual, conceptual and procedural knowledge, thereby enhancing students' knowledge in the concept of heat transfer.

Steyn and Prinsloo (2015) also found that YouTube improves the outcomes of teaching activities in education by enabling the effective transmission of knowledge and information

to inspire and motivate learners. McKemmish et al. (2018) also found that YouTube stimulates collaborative learning and teaching, teacher-student relationship and teamwork. Likewise, Greenberg and Zanetis (2012) found that YouTube engenders knowledge transfer inside and outside the classroom, as well as students' memory ability and academic performance. Moreover, findings of a study carried out in the United Kingdom by Tan and Pearce (2012) revealed that YouTube videos increased the delivery mechanisms of teachers by providing a broad array of relevant videos that could be leveraged to illustrate abstract concepts in the sociology classroom.

Several studies have been carried to investigate the impacts of YouTube videos in the teaching-learning process. For instance, Jaffar (2012) investigated the perception of medical students on the utilization of YouTube videos in a human anatomy course and found that the respondents perceived YouTube videos as an effective tool for improving instruction and independent learning. In another study, Dupuis, Coutu, and Laneuville (2013) found that the use of YouTube videos improved the academic performance of students in Biology. Wu and Chen (2013) found that elementary school teachers use YouTube videos before designing their instructional activities. Similarly, Buzzetto-More (2014) examined undergraduate student's perceptions of the use of YouTube in the teaching-learning process and found that the use of YouTube improved the outcomes of the instructional process. Likewise, Eick and King (2012) found that students perceived YouTube videos to be useful in sustaining students' attention, with memory cues and clarified understanding. Alon and Herath (2014) also found that students perceived their learning experience on YouTube to be worthwhile and more satisfying than traditional learning experience.

In another study, O'Connor (2011) reported that YouTube videos improved the professional development of pre-service teachers by fostering meaning discussion and collaboration in microteaching. Besides, Zaidi, Awaludin, Karim, Rani and Ibrahim (2018) investigated university students' perceptions of YouTube usage in ESL classrooms and found that the respondents perceived YouTube to be relevant to the completion of assignments and study tasks. In a similar vein, Roodt and De Villiers (2011) found that first year students at the University of Pretoria perceived the use of YouTube in the delivery of course content to be an innovative learning approach. Buzzetto-More (2015) also found that gender no influence on the perceived value of YouTube among students, because male and female students perceive that YouTube enhanced teaching and learning. However, Kelly, Lyng, McGrath and Cannon (2009) found that gender did not influence the perception of nursing students towards the use of YouTube videos in teaching-learning activities.

Azor, Asogwa, Ogwu and Apeh (2020) examined the effect of YouTube documentaries on students' achievement and interest in History in Enugu State, Nigeria and found out that

YouTube documentaries had a significant effect on the achievement and interest of students in History. Besides, Tella, Okemute and Tella (2018) investigated the music lecturers and librarians use and perception of YouTube in selected Kwara State tertiary institutions and concluded that the respondents perceived YouTube to be important for instructional activities, students' engagement, research and information seeking. Edache-Abah and Dike (2019) examined the use of YouTube as an educational tool to arouse the interest of secondary schools students in Biology in Rivers State, Nigeria and found out that YouTube facilitates students' interest. Based on the aforementioned previous studies, it is apparent that there is a paucity of related studies among future teachers in the Nigerian teacher education programs. Given that the teacher plays a key role in the selection and production of the relevant YouTube videos for teaching-learning activities, gaining an appreciation of the perception of future Basic School teachers towards the use of YouTube in the teaching-learning process in the Nigerian Basic Schools is germane to the successful integration of YouTube videos in the Nigerian Basic School. Thus, the present study investigated the perception of future teachers on the use of YouTube in Nigerian Basic Schools, because they will be responsible for the implementation of the curriculum in the future, especially in light of the need for teachers and students to harness the potentials of technology for the successful implementation of the distance learning approach in the COVID-19 era.

### **Research Questions**

1. What is the perception of future teachers towards the ease of use of YouTube for teaching-learning activities in Nigerian Basic Schools?
2. What is the perception of future teachers towards the usefulness of YouTube for teaching-learning activities in Nigerian Basic Schools?
3. Is there any difference in the perception of future teachers towards the ease of use of YouTube for teaching-learning activities in Nigerian Basic Schools based on gender?
4. Is there any difference in the perception of future teachers towards the usefulness of YouTube for teaching-learning activities in Nigerian Basic Schools based on gender?

### **Hypotheses**

1. There is no significant difference in the perception of future teachers towards the ease of use of YouTube for teaching-learning activities in Nigerian Basic Schools based on gender.
2. There is no significant difference in the perception of future teachers towards the ease of use of YouTube for teaching-learning activities in Nigerian Basic Schools based on gender.

## **THEORETICAL FRAMEWORK**

The field of technology is replete with several adoption models, which include the theory of reasoned action, the theory of planned behavior, innovation diffusion theory, unified theory of acceptance and use technology, and the technology acceptance model. However, the theoretical framework adopted for the present study is the Technology Acceptance Model (TAM) that was conceptualized by Fred Davis in 1989 to shed more light on the acceptance and adoption of information systems among users. The present study adopted the TAM model due to its widespread use as a theoretical framework for measuring user acceptance of a system (Zhou, Zhao, Kong, Campy, Qu & Wang, 2019). TAM is geared towards predicting the acceptability of the use of a technological device or innovation and the identification of the various factors that must be considered to make it acceptable to users. The first construct (perceived ease of use) covers the extent to which a user believes that using YouTube would be free from effort and easy to use, while the other construct (perceived usefulness) implies the degree to which a user believes using YouTube would improve his/her performance. Taken together, extant literature indicates that perceived ease of use and perceived usefulness play a cardinal role in the individual's behavioral intention and adoption of technology (Yang, Hsu and Tan, 2010; Alkhudaydi, 2018; Yang & Wang, 2019).

## **METHOD**

### **Design**

This study investigated the perception of future teachers on the use of YouTube in Nigerian Basic Schools. This research employed a descriptive survey method. A survey enables the researcher to describe the attitudes, opinions, behaviors and characteristics of a sample in relation to a population (Cresswell, 2012; Fraenkel, Wallen, & Hyun, 2012). Since this study sought to administer questionnaires on a sample of future teachers, the method was deemed appropriate to investigate the perception of future teachers on the use of YouTube in Nigerian Basic Schools.

### **Procedure for Sampling the Participants**

The population for this study consisted of all future teachers in one of universities in Nigeria. However, the target population consisted of future teachers in selected courses and academic levels in the Faculty of Education. Thus, final year future teachers in the Primary Education Studies (PES) program of the Department of Adult and Primary Education were purposively selected for the study. Therefore, 200 future teachers who might be engaged in teaching at the basic level of education in the future were purposively selected from a population of 280 respondents. The respondents that were selected on purpose are future teachers, who have been exposed to the teaching practice experience and could provide the needed data for the study.

### Research Instrument

In line with extant literature on the focus of the study, a researcher-designed questionnaire titled "Future Teachers' Perception on the Use of YouTube Questionnaire (FTPUYQ) was used, which consisting of three sections; A, B and C. Section A contained the demographic information of respondents (gender and age), Section B consists of 5 items that elicited information on future teachers' perceived usefulness of YouTube, while Section C consists of 5 items that elicited information on future teachers' perceived ease of use of YouTube. Given that a four-point Likert scale was adopted for the research instrument, the highest and lowest scores for each item in Sections B and C were 4 and 1 respectively. The face and content validity of the instrument was established by three experts from the Faculty of Education of one university in Nigeria. The suggestions of the experts were used to modify the final version of the questionnaire, which was used for the study. The reliability of the instrument was established by using the test retest method through the Pearson's Moment Correlation Coefficient. The questionnaire was affirmed to be pre-tested on 20 future teachers of a private university for two weeks. These future teachers were selected for the pilot study because they share similar characteristics with the actual respondents of this study. A value of  $r = 0.79$  was obtained, which was deemed reliable for the study.

### Data Collection

The researchers administered the questionnaire to the respondents after obtaining the informed consent and ensuring the voluntary participation of the respondents. Thereafter, all the questionnaire forms were retrieved after completion. Thus, the cut-off mean of 2.50 was used as the criterion for making decision. By implication, if the mean value is 2.50 and above, it indicates that perception towards the use of YouTube is high among future teachers in Nigerian Basic Schools. The collected data were further subjected to data analysis by using the statistical method of percentage, means, standard deviation, while all hypotheses were tested using t-test at 0.05 alpha level.

## RESULTS

**Table 1.** Demographic Distribution of Respondents by Gender and Age

<b>Variables</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Gender</b>		
Male	103	51.50
Female	97	48.50
<b>Total</b>	<b>200</b>	<b>100.0</b>
<b>Age</b>		
18-25 years	138	69.00
26 years and above	62	31.00
<b>Total</b>	<b>200</b>	<b>100.0</b>

Table 1 indicates respondents' gender and age distribution. Thus, out of the 200 respondents, 103 (51.50 %) of the respondents were males while 97 (48.50 %) of the respondents were females. This indicates that the study covered male future teachers and their female counterparts. However, more male future teachers participated more in the study. Table 1 also shows that those within the range of 18-25 years constituted the greatest proportion (69.0%) of respondents, while 62 respondents (31.0%) of the respondents were 26 years old and above. This indicates that most of the respondents were adolescents and young people who are aged between 18-25 years old.

**Research Question 1:** What is the perception of future teachers towards the ease of use of YouTube for teaching-learning activities in Nigerian Basic Schools?

**Table 2.** Mean and Rank Order of the perception of future teachers towards the ease of use of YouTube for teaching-learning activities in Nigerian Basic Schools

Item No	Items	Mean	Rank
2	I find it easy to use YouTube to find what I want	3.78	1 <sup>st</sup>
1	Learning how to use YouTube website for teaching-learning activities is easy for me	3.55	2 <sup>nd</sup>
5	Overall, I find using YouTube services easy to use.	3.31	3 <sup>rd</sup>
3	My interaction with YouTube websites to access information is clear and understandable	3.19	4 <sup>th</sup>
4	YouTube website is flexible to interact with	3.04	5 <sup>th</sup>

Table 2 shows that the analysis on perception of future teachers towards the ease of use of YouTube for teaching-learning activities in Nigerian Basic Schools. Thus, highest and lowest mean scores were 3.78 and 3.04 respectively, while the average mean (3.37) was above 2.50, which was the cut-off mean score for deciding the level of perception among the respondents. This implies that future teachers in Nigerian Basic schools have high perceptions towards the ease of use of YouTube for teaching-learning activities in Nigerian Basic Schools.

**Research Question 2:** What is the perception of future teachers towards the usefulness of YouTube for teaching-learning activities in Nigerian Basic Schools?

**Table 3.** Mean and Rank Order of the perception of future teachers towards the usefulness of YouTube for teaching-learning activities in Nigerian Basic Schools

Item No	Items	Mean	Rank
8	Using YouTube websites enhances my effectiveness in finding relevant information about a concept	3.61	1 <sup>st</sup>
10	Overall, I find YouTube website useful for me to access relevant information	3.53	2 <sup>nd</sup>
6	Using YouTube increases my productivity in the classroom within the shortest time frame	3.07	3 <sup>rd</sup>
7	Using YouTube videos enable me to access course materials more quickly	2.87	4 <sup>th</sup>
9	Using YouTube website allows me to access more information than otherwise	2.75	5 <sup>th</sup>

Table 3 shows that the analysis on perception of future teachers towards the ease of use of YouTube for teaching-learning activities in Nigerian Basic Schools. Thus, highest and lowest mean scores were 3.61 and 2.75 respectively, while the average mean (3.17) was above 2.50, which was the cut-off mean score for deciding the level of perception among the respondents. By implication, future teachers in Nigerian Basic Schools have high perceptions towards the usefulness of YouTube for teaching-learning activities in Nigerian Basic Schools.

**Hypothesis 1:** There is no significant difference in the perception of future teachers towards the ease of use of YouTube for teaching-learning activities in Nigerian Basic Schools based on gender.

**Table 4.** Mean, Standard Deviation and t-value on perception of future teachers towards the ease of use of YouTube for teaching-learning activities in Nigerian Basic Schools based on gender

Gender	No	Mean	SD	Df	Cal.t-value	Crit. t-value	P-value
Male	103	28.20	1.78	198	1.55	1.98	0.03
Female	97	27.13	1.35				

Table 4 indicates that the calculated t-value was 1.55 while its critical t-value is 1.98 ( $0.03 < 0.05$  level of significance). Since the calculated t-value is less than the critical value, the null hypothesis which states that there is no significant difference in perception of future teachers towards the ease of use of YouTube for teaching-learning activities in Nigerian Basic Schools based on gender was not rejected. Hence, there is no significant difference in the perception of future teachers towards the ease of use of YouTube for teaching-learning activities in Nigerian Basic Schools based on gender.

**Hypothesis 2:** There is no significant difference in the perception of future teachers towards the usefulness of YouTube for teaching-learning activities in Nigerian Basic Schools based on gender.

**Table 5.** Mean, Standard Deviation and t-value on perception of future teachers towards the usefulness of YouTube for teaching-learning activities in Nigerian Basic Schools based on gender

Gender	No	Mean	SD	Df	Cal. t-value	Crit. t-value	P-value
Male	103	25.73	1.84	198	1.73	1.98	0.01
Female	97	24.96	1.61				

Table 5 indicates that the calculated t-value was 1.73 while its critical t-value is 1.98 ( $0.01 < 0.05$  level of significance). Since the calculated t-value is less than the critical value, the null hypothesis which states that there is no significant difference in perception of future teachers

towards the usefulness of YouTube for teaching-learning activities in Nigerian Basic Schools based on gender was not rejected. Hence, there is no significant difference in the perception of future teachers towards the usefulness of YouTube for teaching-learning activities in Nigerian Basic Schools based on gender.

## **DISCUSSION**

The importance of social media in education is undeniable and indispensable, especially the use of YouTube as a video sharing platform, which has become pervasive in the 21st century teaching-learning process. Towards this end, this study investigated future teachers' perception towards the use of YouTube for teaching-learning activities in Nigerian Basic Schools. The findings revealed that the perception of future teachers towards the ease of use of YouTube for teaching-learning activities in Nigerian Basic Schools was high. Thus, it is deducible that future teachers in Nigeria find it easy to use. More so, findings also indicated the level of interaction of the respondents with YouTube websites to access information is clear, understandable and flexible. This finding corroborates with the previous research, which found similar results on students' perception towards the use of YouTube in teaching-learning activities (Roodt & De Villiers, 2011, Eick & King, 2012; O'Connor, 2011; Zaidi, Awaludin, Karim, Rani & Ibrahim, 2018).

Given that most of the future teachers who participated in the study are young people who are competent in the use of various ICT devices and applications, such as YouTube for the purposes of information, entertainment, commerce and learning from time to time, it is no surprising that the level of perception of future basic school teachers on the ease of use of YouTube videos in teaching-learning activities was high. Likewise, it is possible that some of the respondents have been exposed to various online classes, tutorials and assessment. Thus, it is expected that such future teachers might have the required skills and knowledge to make the best use of the various potentials of YouTube websites in the Nigerian Basic schools.

The results also revealed that the perception of future teachers towards the usefulness of YouTube for teaching-learning activities in Nigerian Basic Schools was high. Specifically, the respondents indicated that using YouTube websites enhances their effectiveness in finding relevant information about a concept and also increases their productivity in the classroom within the shortest time frame. This finding is in line with the results of Szeto and Cheng (2014) who found out that pre-service teachers in Hong Kong perceived YouTube to be useful during teaching practicum in kindergarten, primary and secondary schools. There is no gain saying that future teachers in Nigeria tend to use various social accounts, such as WhatsApp, Twitter, Facebook, Twitter, Instagram and YouTube for several purposes (Onivehu, Adegunju, Ohawuiro & Oyeniran, 2018).

The result emanating from the testing of the null hypothesis stating that there is no significant difference in perception of future teachers towards the ease of use of YouTube for teaching-learning activities in Nigerian Basic Schools based on gender was not rejected. Hence, there is no significant difference in the perception of future teachers towards the ease of use of YouTube for teaching-learning activities in Nigerian Basic Schools based on gender. In other words, the perception of future teachers towards the ease of use of YouTube for teaching-learning activities in Nigerian Basic Schools was not influenced by gender. This finding supports previous research carried out by Buzzetto-more (2015) revealing that gender did not influence the perception of male and female students towards the use of YouTube in teaching and learning activities. Male future teachers and their female counterparts have access to various mobile devices, such as smartphones, tablet, PC,, laptops and a host of others which could be used to access YouTube. Hence, it is possible that the male and female future teachers have experienced the same ease of accessing YouTube websites.

Furthermore, the results revealed that there was no significant difference in perception of future teachers towards the usefulness of YouTube for teaching-learning activities in Nigerian Basic Schools based on gender. This implies that the perception of future teachers towards the usefulness of YouTube for teaching-learning activities in Nigerian Basic Schools was not influenced by gender. This finding corroborates the extant previous finding of Buzzetto-more (2015), which found no significant differences in the perception of male and female students towards the use of YouTube in teaching and learning activities. However, this finding is at variance with Kelly, Lyng, McGrath and Cannon (2009), which found a significant gender difference in the perception of nursing students towards the use of YouTube in teaching-learning activities. The discrepancy in the findings of both studies might be as a result of the diverse nature of the respondents who are nursing students and future teachers. The video is a powerful audio-visual medium that is widely used by many future teachers in the University of Ilorin. Hence, it is plausible to infer that the respondents share similar views on the usefulness of YouTube for teaching-learning activities in Nigerian Basic schools because they have used YouTube videos for various purposes in the past.

### **Implications of Findings for Practice**

From the findings of the study, numerous theoretical and practical implications arose. It was discovered that the level of perception of future teachers towards the use of YouTube in for teaching-learning activities in Nigerian Basic Schools was high. Therefore, it is necessary for experts, such as educational technologists and other stakeholders in the Nigerian Basic School system to improve their understanding of the roles being played the identified variables in the adoption of YouTube videos, and also academics in the field of instruction and educational development to enhance their understanding of the relationship of the aforementioned variables. More so, the university administrators need to concentrate more

on the effective integration of social media in the teacher education program, especially in the trying times of COVID-19 where the diverse potentials of online teaching are increasingly being explored in the field of education.

It is therefore necessary for the required facilities, such as internet connectivity, data and bandwidth are provided for future teachers. There is also the need for future teachers to be taught how to integrate social tools for providing teaching-learning activities for Nigerian children who have special needs as well as their counterparts in remote areas and Internally Displaced Camps (IDPs). Given that video contents could be expensive to produce or stream locally by future teachers in Nigerian Basic schools, it is germane for future teachers in Nigeria to be taught how to make the best use of a broad spectrum of YouTube videos to access curriculum-related materials and information. More so, future teachers should be exposed to various training and seminars on the data protection and intellectual property rights laws related to the use of YouTube for teaching-learning activities in Nigerian Basic schools. Likewise, future teachers should be made to be aware of the socio-cultural implications of the video contents selected from YouTube. Most importantly, future teachers in Nigeria should be made to be aware of the various side effects of the uncontrolled use of YouTube videos for teaching-learning activities in Nigerian Basic Schools, which includes the risk of isolation, internet addiction, low productivity, poor use of English and grammar and psychosocial issues.

## **CONCLUSION**

Based on the findings of the research, the conclusion is that the perception of future teachers towards the use of YouTube in teaching-learning activities in Nigerian Basic schools was high. Thus, the level of ease of use and perceived usefulness of YouTube for teaching-learning activities in Nigerian Basic Schools was high. In addition, future teachers were unanimous in their perception towards the use of YouTube for teaching-learning activities in Nigerian Basic schools based on gender.

Therefore, some recommendations of this research are: First, the future teachers in Nigerian Basic schools should be exposed to various training and capacity building sessions on the procedure for creating, assessing, uploading and using YouTube videos to facilitate the success of the teaching-learning process. (2) Using YouTube in the Basic school classroom could facilitate effective teaching and learning. However, it is germane for future teachers to make sure that the use of YouTube videos does not totally replace the role of the teacher in the teaching-learning process. There is therefore the need for future teachers to be exposed to the various techniques and skills involved use of short YouTube clips and videos with captions and subtitles to teach various subjects in the basic school curriculum. Third, given the high level of perceived ease of use and perceived usefulness of YouTube for teaching-

learning activities among male and female future teachers, it is necessary to increasingly provide the much-needed hardware and software, such as internet access and other user-oriented services for future teachers in Nigerian Basic schools, irrespective of gender differences.

## ACKNOWLEDGMENTS

We would like to express our appreciation to the respondents for participating in the study. We are also highly indebted for the corrections and suggestions of various experts in the Faculty of Education, University of Ilorin, Nigeria as well as the editorial team.

## REFERENCES

- Adegboyega, L. O. (2019). Influence of social media on sexual behaviour of youth in Kwara State: Implications for counselling practice. *Canadian Journal of Family and Youth*, 11(1), 85-103.
- Alkhudaydi, (2018). Investigating factors that influence the use of You Tube in teaching biology in high schools in Saudi Arabia based on the technology acceptance model. *Electronic comprehensive Journal for Education and Science Publications*, 13, 1-10.
- Alon, I., & Herath, R. K. (2014). Teaching international business via social media projects. *Journal of Teaching in International Business*, 25(1), 44e59.
- Azor, R.O., Asogwa, U.D., Ogwu, E.N. & Apeh, A.A (2020). YouTube audio-visual documentaries: Effect on Nigeria students' achievement and interest in history curriculum. *The Journal of Educational Research*, 113(5), 317-326.
- Buzzetto-More, N. A. (2014). An examination of undergraduate student's perceptions and predilections of the use of YouTube in the teaching and learning process. *Interdisciplinary Journal of E-Learning and Learning Objects*, 10, 17-32.
- Buzzetto-More, N. (2015). Student attitudes towards the integration of YouTube in online, hybrid, and web-assisted courses: An examination of the impact of course modality on perception. *Journal of Online Learning and Teaching*, 11(1), 55-73.
- Buzzetto-More, N. A. (2014). An examination of undergraduate student's perceptions and predilections of the use of YouTube in the teaching and learning process. *Interdisciplinary Journal of E-Learning and Learning Objects*, 10(1), 17-32.
- Buzzetto-More, N. (2013a). The use of YouTube to engage digital natives: Student preferences and perceptions in online and hybrid courses. Proceedings of the 19th Annual SLOAN Consortium International Conference on Online Learning. November 20-22, 2013. Orlando, Florida.
- Clifton, A., & Mann, C. (2011). Can YouTube Enhance Student Nurse Learning? <http://www.sciencedirect.com/science/article/pii/S0260691710001802>.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson Education, Inc.
- Dupuis, J., Coutu, J., & Laneuville, O. (2013). Application of linear mixed-effect models for the analysis of exam scores: Online video associated with higher scores for undergraduate students with lower grades. *Computers & Education*, 66, 64-73.
- Edache-Abah, O.F. & Dike, J.W. (2019). Use of YouTube as an Educational Tool to Arouse the Interest of Secondary School Students in the Subject Biology in Ikwere Local Government Area of Rivers State. *IOSR Journal of Research & Method in Education*, 9(5), 17-23.

- Everson, M., Gundlach, E., & Miller, J. (2013). Social media and the introductory statistics course. *Computers in Human Behavior*, 29, A69–A81.
- Fasae, J. K. and Adegbilero-Iwari, I. (2016). Use of social media by science students in public universities in Southwest Nigeria. *The Electronic Library*, 34(2), 213–222.
- Fleck, B.K., Beckman, L.M., Sterns, J.L. and Hussey, H.D. (2014), "YouTube in the classroom: Helpful tips and student perceptions. *Journal of Effective Teaching*, 14( 3), 21-37.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (Vol. 7). New York: McGraw-Hill.
- Gingerich, A. C., & Lineweaver, T. T. (2014). OMG! Texting in class = UFail :(empirical evidence that text messaging during class disrupts comprehension. *Teaching of Psychology*, 41(1), 44–51. doi:10.1177/0098628313514177.
- Hilner, J. (2012). How to use online video in your classroom. How teachers can bring the best of YouTube and other online video services to their students. *EduTopia*.
- Jaffar AA. (2012). YouTube: An emerging tool in anatomy education. *Anatomy Science and Education*. 5(1), 58–16.
- Jenkins, J. J., & Dillon, P. J. (2013). Learning through YouTube. In Ferris, S.P. & Wilder, H.A. (eds) *The plugged-in professor: Tips and techniques for teaching with social media*. Oxford, UK: Chandos Publishing.
- Jones, N. B., & Graham, C. (2013). Practices and tools in online course delivery. In Y. Kats (Ed.), *Learning management systems and instructional design: Metrics, standards, and applications* (pp. 288-302). Hershey, PA: Information Science Reference.
- June, S., Yaacob, A. & Kheng, Y. K. (2014). Assessing the Use of YouTube Videos and Interactive Activities as a Critical Thinking Stimulator for Tertiary Students: An Action Research, *International Education Studies*, 7(8), 56-67.
- Kelly, M., McGrath, M., & Cannon, G. (2009). A multi-method study to determine the effectiveness of, and student attitudes to, online instructional videos for teaching clinical nursing skills. *Nurse Education Today*, 29(3), 292-300.
- Lai, Y.C. & Ng, E.M.W. (2011). Using wikis to develop student teachers' learning, teaching, and assessment capabilities. *Internet and Higher Education*, 14(1), 15-26. Elsevier Ltd. Retrieved January 10, 2021 from <https://www.learntechlib.org/p/109844/>.
- Maziriri, E. T., Gapa, P., & Chuchu, T. (2020). Student Perceptions Towards the use of YouTube as An Educational Tool for Learning and Tutorials. *International Journal of Instruction*, 13(2), 119-138. <https://doi.org/10.29333/iji.2020.132>.
- Mullen, R., & Wedwick, L. (2008). Avoiding the digital abyss: Getting started in the classroom with YouTube, digital stories, and blogs. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 82(2), 66-69.
- Onivehu, A.O., & Ohawuiro, O.E. (2018). Effect of PowerPoint presentation on students' cognitive achievement in Geography. *Romanian Review of Geographical Education*, 7(1), 46-60.
- Onivehu, A. O., Adegunju, A. K., Ohawuiro, E. O. & Oyeniran, J. B. (2018). The relationship among information and communication technology utilization, self-regulated learning and academic performance of prospective teachers. *Acta Didactica Napocensia*. 11(1), 69-85.
- Pinto, H., Almeida, J.M. & Goncalves, M.A. (2013) Using Early View Patterns to Predict the Popularity of Youtube Videos. *WSDM*, 365-374.
- Sethela June1, Aizan Yaacob & Yeoh Khar Kheng. (2014). Assessing the Use of YouTube Videos and Interactive Activities as a Critical Thinking Stimulator for Tertiary Students: An Action Research, *International Education Studies*, 7 (8), 56-67.

- Sobaih, A. E. E., & Moustafa, M. A. (2016). Speaking the same language: the value of social networking sites for hospitality and tourism higher education in Egypt. *Journal of Hospitality & Tourism Education*, 28(1), 21–31.
- Steyn, A. & Prinsloo, T. (2015). Using YouTube Videos to Explain Difficult Database Concepts in the Classroom. Proceedings. 15. <http://aisel.aisnet.org/siged2015/15>.
- Szeto, E., & Cheng, A.Y. (2014). Exploring the usage of ICT and YouTube for teaching: a study of pre-service teachers in Hong Kong. *The Asia-Pacific Education Researcher*, 23, 53-59.
- Tella, A., Okemute, F., & Tella, A. (2018). Perception and Use of YouTube by music lecturers and librarians in selected tertiary institutions in Kwara State, Nigeria. *The International Information & Library Review*, 50(5), 1-21.
- Torres-Ramírez, M., García-Domingo, B., Aguilera, J., & Casa, D.I. (2014). Video-sharing educational tool applied to the teaching in renewable energy subjects. *Computers & Education*, 73, 160–177.
- Undiyaundeye, F. (2014). Impact of Social media on children, adolescents and families. *Global Journal of interdisciplinary Social Sciences*, 3(2), 1-4.
- Voorn, R. J., & Kommers, P. A. (2013). Social media and higher education: introversion and collaborative learning from the student's perspective. *International Journal of Social Media and Interactive Learning Environments*, 1(1), 59-73.
- Yang, C., Hsu, Y. C., & Tan, S. (2010). Predicting the determinants of users' intentions for using YouTube to share video: moderating gender effects. *Cyberpsychology, Behavior, and Social Networking*, 13(2), 141-152.
- Yang, K. (2012). Participatory video and reflexivity. The experiences of eight adult learners. Unpublished doctoral dissertation, McGill University, Montreal.
- Zhou, M., Zhao, L., Kong, N., Campy, K. S., Qu, S., & Wang, S. (2019). Factors influencing behavior intentions to telehealth by Chinese elderly: An extended TAM model. *International journal of medical informatics*, 126, 118-127.
- Yang, Y., & Wang, X. (2019). Modeling the intention to use machine translation for student translators: An extension of Technology Acceptance Model. *Computers & Education*, 133, 116-126.