

The Factor Influencing UTHM Student's using YouTube for Academic Achievement

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Abstract

YouTube is a popular online video-sharing website. Users can share, watch, and interact with videos that include entertainment and music to educational subjects. The purpose of this study is to measure two main objectives which are to identify the factor usage of YouTube as a learning material for academic achievement and to study the dominant factor that influences the usage of YouTube as a learning material for academic achievement. This study was focused on all UTHM students from Parit Raja with age between 20 to 30 years old. Quantitative methods were used to obtain information by distributing 365 questionnaires to respondents through the medium of google form and sent through applications such as WhatsApp and Telegram. The data obtained was analyzed using the Statistical Package for Social Science (SPSS) version 27 software to obtain strong results. Data analysis shows the factor that influencing UTHM student's using YouTube are source credibility, information language and accessibility information quality. Limitations include potential survey biases, therefore future study should use a broader technique for more accurate findings.

1. Introduction

YouTube has evolved into more than just a video-sharing platform in today's educational environment. It's now a wonderful learning tool. I'm curious as to why students at Universiti Tun Hussein Onn Malaysia (UTHM) choose to study on YouTube. This research will investigate the many factors that influence UTHM students' decision to utilize YouTube for learning. I intend to learn not just about how students at UTHM utilize technology for education, but also about how technology is transforming the way I study in the twenty-first century.

1.1 Research Background

Academic achievement research has a long history and is complex, involving a variety of elements that contribute to or hinder students' performance in educational environments. Understanding the dynamics of academic achievement is important for educators, policymakers, and academics alike because it informs treatments and tactics to improve learning outcomes. Numerous studies have investigated the impact of numerous factors on academic achievement, such as socioeconomic position, parental participation, teaching approaches, and student motivation.

The influence of digital media and online platforms on academic achievement is one significant factor that has received more attention in recent years. The increased use of technology, particularly the internet and social

media, has prompted academics to study how these platforms may impact students' educational experiences. The role of YouTube in academic achievement has become a major focus of this investigation.

Romero (2019) study, for example, looked at the association between YouTube usage and academic achievement among college students, providing light on the possible disadvantages of excessive involvement with the platform. This study discovered behavioral and eating trends that were linked to decreased educational involvement and grades. Researchers want to gain a better grasp of how current forms of media consumption connect with established metrics of academic performance by tackling YouTube as a distinct digital medium.

Overall, the academic achievement research framework provides a thorough platform for researching the multiple aspects that contribute to students' performance in educational contexts. The investigation of digital platforms such as YouTube within this context illustrates the changing nature of educational contexts and the necessity to adapt research frameworks to the changing landscape of technology and media consumption.

1.2 Problem Statement

Concerns have been showed regarding the possible influence of YouTube as a dominating platform for providing knowledge and entertainment on student academic achievement. While YouTube has a wide range of instructional information, from lessons to lectures, it also has a lot of distracting and time-consuming stuff. According to Dunn & Kennedy (2019), the sheer number and variety of information on YouTube can cause students to spend significant amounts of time on non-academic activities, diverting their focus away from academics and negatively damaging academic achievement.

Furthermore, the effect of YouTube influence, often known as influencers, complicates things. According to Jawad & Shalash (2020), these influencers, who accumulate big followings via interesting material and good communication, have the potential to unintentionally affect the values and priorities of their audience, including students. This impact may help to shape a culture that prioritizes amusement and rapid satisfaction above the disciplined and concentrated approach required for academic achievement.

(Habes. M, 2019) discovered a significant connection between increased YouTube usage and bad academic achievement among college students in their study. The researchers discovered that students who spent too much time on YouTube, particularly on non-educational content, had worse grades and less academic engagement. This implies that more research into the particular ways in which YouTube influence may affect academic success is needed, as well as the creation of techniques to mitigate any negative effects.

In short, the issue statement focuses around YouTube's possible negative impact on student academic achievement, both in terms of distracting content on the platform and the influence of prominent producers. Addressing this issue is critical to creating an atmosphere in which students may harness YouTube's educational benefits without risking their academic aspirations.

Therefore, to achieve the research objectives the factors that influenced the usage of YouTube as a learning material for academic achievement is determined. Consequently, the dominant factor that influenced the usage of YouTube as a learning material for academic achievement is identified.

1.3 Scope of the Study

This study was focused on all UTHM students from Parit Raja. This was because, at that time, YouTube was an application that most students used. It was anticipated that the targeted students would be between the ages of 20 to 30.

1.4 Significant of the Study

Overall, the importance of the study was to find out more in-depth about students' awareness of using YouTube social media as a material learning platform. Besides that, the research conducted was expected to benefit all UTHM students, serving as a reference to increase awareness about the importance of using YouTube. Instead of using YouTube as a resource for seeking knowledge, the majority of students utilized it to seek entertainment.

2. Literature Review

2.1 Academic Achievement

Academic achievement, according to Madigan & Curran (2020), means making progress in learning across different subjects. This progress doesn't just affect school; it can impact your work, earnings, and even your health and how long you live (Shirazi & Heidari, 2019). For UTHM students, doing well academically is extra important, especially if they face challenges in reading and math (Peng & Kievit, 2020). Researchers have been studying what affects academic success for a long time. They want to understand these factors to create programs that can help students do better in school and overcome learning challenges (Saumya Kumar, 2021).

This shows that academic achievement is more than just doing well in class; it's about a student's overall development.

2.2 YouTube Influence

YouTube influencers are people who make content on specific topics like food, gaming, fashion, or beauty and have a dedicated fan base, according to Wahyuni (2021). Marketers like working with these influencers because their followers trust their recommendations. (Peng & Kievit, 2020) outlined different strategies for marketers when collaborating with YouTube influencers. One way is paying influencers to make sponsored videos where they promote a brand's product or service. Another option, suggested by Yesilada & Lewandowsky (2022), is working together on projects to create videos that promote both the brand and the influencer. Using influencers for marketing on YouTube, as mentioned by Wang & Chan-Olmsted (2020), is a good way to connect with a specific audience, get leads, and make sales. But marketers must choose the right influencers, as highlighted by Wahyuni (2021). Marketers should pick influencers who consistently make good content and have a big fan base in their target audience. Also, the influencer must fit well with the brand and shares similar beliefs for a successful marketing campaign (Pattier, 2021).

2.2.1 Source Credibility

The source credibility model, explained by Yuan & Lou (2020), looks at what makes people trust a communicator. Trustworthiness, influenced by competence, reliability, and physical appeal, is key in how people see a source. Knowing a lot and being reliable make recommendations more trustworthy. For someone endorsing a brand, having a good reputation is crucial, according to Yesilada & Lewandowsky (2022), as it positively affects how consumers think and act. Pattier (2021) talked about the importance of matching ideas and the source in celebrity advertising. If a celebrity fits well with a brand, people see them as more credible. Djafarova & Trofimenko (2019) explored how attractive celebrities influence products. They found that good-looking celebrities endorsing products related to attractiveness, like luxury cars, had a bigger impact than less attractive ones. This shows how perceived attractiveness is a big deal in making a source credible.

2.2.2 Information Language

Information language, according to de Djafarova & Trofimenko (2019), is a kind of language used to make complex ideas simpler. It's not just for academics; you can find it in business, government, and even on YouTube, as mentioned by Yuan & Lou (2020). YouTube is a great place for all kinds of information, letting people learn new things, pick up skills, or just enjoy their time. Learning how to use informational language well, as highlighted by Peng & Kievit (2020), is good for students. It helps them understand things better, think critically, and improve their writing skills, as pointed out by Moon & Lee (2020).

2.2.3 Accessibility Information Quality

Creating and developing information systems, according to Romero (2019), means thinking carefully about how easy it is for people to use the information and how good the information is. Information quality is about making sure the information is correct, complete, and relevant. Accessibility is about how easily people can get and use the information, as mentioned by Moore (2019). Dunn & Kennedy (2019) showed that when information is easy to find, people are more likely to use it and understand it, leading to better decisions and good results. On the other hand, if information is hard to access, it might not be used or understood well, which could lead to not-so-good outcomes, as mentioned by Jawad & Shalash (2020).

2.3 Summary

The previous research investigations that will serve as a guide for this study are the focus of the literature review. This is significant because the researcher will learn the methods for gathering important data and evaluating the results of earlier investigations using the data from this previous study. This study examines the elements that affect how UTHM students use YouTube to further their academic achievement.

3. Research Methodology

3.1 Research Design

Research design was crucial to achieving the study's goals and answering research questions. Before initiating the research, the researcher needed to decide on the research design to be used. Based on references, researchers commonly employed three types of designs: quantitative, qualitative, and mixed methods (Abutabenjeh & Jaradat, 2020). Method selection determined the guidelines and steps for the study. For this study, a quantitative approach was chosen to

analyze and obtain results aligned with the stated objectives. Quantitative research involves generating numerical data and converting it into statistical results. The data collection procedures utilized survey formats such as questionnaires, online surveys, and mobile surveys, among others. The primary focus of the study was on administering questionnaires to respondents to collect data and fulfill the research objectives.

3.2 Population and Sampling

3.2.1 Population

The term "research population" used to refer to the group of people from which samples were taken, aiming to generalize the study's findings. "Population" referred to the total set of people, things, or events being researched. In this case, the population was all students at UTHM when examining YouTube usage among students at UTHM. According to the Official Web Portal of University Tun Hussein Onn Malaysia (2023), approximately 18,000 UTHM students pursued their education at the bachelor's level.

3.2.2 Sampling

A sample was a part of the population used to gather data, and its size was always less than the population size. University Tun Hussein Onn Malaysia (UTHM) served as the target population for this study, being a public university in Johor. Based on the sample size and population Krejcie and Morgan (1970), if the aim was to research YouTube consumption among Malaysian students, one might have chosen 375 students randomly from a single institution, and this group of 375 students would represent the sample. Sampling was employed to collect data from a representative subset of the population, ensuring that the sample reflected the population's characteristics. For example, if the population was equally divided between genders, the sample would also aim to equally represent men and women.

3.3 Research Instrument

Research instruments are methods used to collect, evaluate and analyze data from respondents related to objective research. To conduct this study, the researcher used a questionnaire as a data collection instrument.

3.3.1 Questionnaire

A questionnaire served as an instrument comprising a series of questions designed to collect information from respondents. The data collected from the questionnaire were utilized to identify the factors influencing the usage of YouTube as a learning material for academic achievement and to examine the dominant factor influencing this usage. Section A included questions about the demographics of the respondents, such as age, faculty, and year of study. Sections B, C, D, and E contained questions related to objectives 1 and 2, covering Academic Achievement, Source Credibility, Information Language, and Accessibility Information Quality. Respondents filled out the form by marking the blanks provided by the researcher.

3.4 Data Collection Procedure

Throughout the entire research project, primary and secondary data have been gathered. By offering trustworthy information and a deeper knowledge of the variables, the data gathered using these two techniques aids.

3.4.1 Primary Data

In this study, a self-administered questionnaire was used as the quantitative research approach. The surveys were created using Google Forms and distributed through social media using links and QR codes. Specifically, WhatsApp, a social networking platform widely used by all UTHM students, was chosen for distribution. Confidentiality for all respondents was guaranteed. The data collection was expected to take a week of working time. The questionnaire utilized for this investigation can be found in the Appendix. Respondents were the target audience for this survey, and the collected data were analyzed using the Statistics Package for Social Sciences (SPSS) version 20 or above.

3.5 Data Analysis

In the past, information was usually gathered, cleaned up, and organized as part of the data analysis process. This process, often involving the use of data analysis tools, was employed to make data accessible for business purposes. Data analysis was the process through which science analyzed fundamental data to conclude.

3.5.1 Reliability and Validity

In the past, reliability referred to the consistency or stability of assessment results. This meant that an individual would get the same score with an instrument if their abilities were the same, or the element being measured did not change, even if measured many times with the same instrument. To assess the reliability of a measure, the alpha coefficient, also known as Cronbach's Alpha, was calculated for each construct and the entire instrument. The closer the value of Cronbach's Alpha (α) was to 1.0, the more reliable it was considered. If the value of α was greater than 0.7, the scale was deemed acceptable.

3.6 Pilot Study

In preparation for the main data gathering process, a pilot study was conducted to assess the respondents' understanding of the questions presented in the questionnaire. Thirty respondents received the questionnaire, and during this pilot study, the researchers aimed to evaluate the validity and reliability of the questionnaire's items. The pilot study was crucial to prevent the entire study from being invalid and unreliable. It played a key role in ensuring the overall validity and reliability of the study.

4. Data Analysis

Data analysis involves cleaning, transforming, and modeling data to uncover information for decision-making. The primary goal is to extract useful information from data and make decisions based on that knowledge. The information in this chapter was gathered from the survey, and to address the study's aims and research questions, all the obtained data were analyzed. The data analysis was performed using Version 27 of the Statistical Package for Social Sciences (SPSS).

4.1 Reliability Analysis

To check how reliable the data in this study was, we used Cronbach's Alpha value. Ideally falling between 0 and 1, Cronbach's Alpha values could, theoretically, potentially reveal a negative number, suggesting errors in the data. As a simple guide, a Cronbach's alpha of 0.70 and above meant it was excellent, 0.80 and above was even better, and 0.90 and above was considered the best.

Table 1: Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.90$	Excellent
$0.80 \leq \alpha < 0.89$	Good
$0.70 \leq \alpha < 0.79$	Acceptable
$0.60 \leq \alpha < 0.69$	Moderately acceptable
$0.50 \leq \alpha < 0.59$	Poor
$\alpha < 0.50$	Unacceptable

4.1.1 Pilot Test

Table 2 Pilot test

Variable	Cronbach's Alpha	N-Items in Scale	N-Respondents
Source Credibility	0.762	4	30
Information Language	0.775	6	30
Accessibility Information Quality	0.717	4	30
Academic Achievement	0.842	4	30

The reliability analysis results for the pilot test are shown in Table 2. A pilot test with 30 respondents was carried out to check the accuracy of the data in this study. Academic achievement is the dependent variable, and the three independent variables are information language, accessibility information quality, and source credibility. In Table 2, the Cronbach's Alpha values for source credibility, information language, and accessibility information quality are 0.762, 0.775, and 0.717, respectively. However, Cronbach's Alpha for academic achievement has a value of 0.842. Since all the Cronbach's Alpha values are more than 0.7, it indicates that they are good and acceptable. Therefore, the researcher can proceed with confidence in gathering more data.

4.1.2 Actual Test

Table 3 Actual test

Variable	Cronbach's Alpha	N-Items in Scale	N-Respondents
Source Credibility	0.764	4	376
Information Language	0.770	6	376
Accessibility Information Language	0.755	4	376
Academic Achievement	0.761	4	376

In Table 3, a reliability test for the actual study is presented. To ensure the accuracy of the data, a pilot test with 376 participants was conducted. The dependent variable is academic achievement, while the three independent variables are information language, accessibility, and source credibility. According to Table 4.3, Cronbach's Alpha values for source credibility, information language, and accessible information quality are 0.794, 0.770, and 0.755, respectively. However, Cronbach's Alpha for academic achievement has a value of 0.761. Since all the Cronbach's Alpha values are above 0.7, it indicates that they are acceptable. Thus, all variables in the study have reliable values for Cronbach's Alpha.

4.2 Demographic Background

The research participants whose demographic background was examined in this section were those who completed the questionnaire. In this research, the demographic information include gender, age, faculty, latest CGPA scores, race, I am a Youtuber and I like to watch YouTube for ___ per day. The demographic information of the respondents was examined in terms of frequency and percentage.

4.2.1 Gender of Respondent

Table 4 Gender

Gender	Frequency (N)	Percentage (%)
Male	64	17
Female	312	83
Total	376	100.0

The number of responses who have been classified by gender is displayed in Table 4. In this study, 64 respondents of male while 312 respondents are female representing 17% and 83% respectively.

4.2.2 Age of Respondent

Table 5 Age

Age	Frequency (N)	Percentage (%)
Below 20 years old	11	2.9
21-25 years old	252	67
26-30 years old	113	30.1
Total	376	100.0

Table 5 shows the number of frequency and percentage of age. In this study, a total of 376 respondents are categorized into three range of age category which consists of age below 20 years old, 21-25 years old and 26-30 years old. The majority of respondent fall at the age between 21-25 years old with 252 number of respondents, followed by the categorized in below 26-30 years old with 113 number of respondents. Only 11 respondents who are the age below 20 years old.

4.2.3 Faculty of Respondent

Table 6 Faculty

Faculty	Frequency (N)	Percentage (%)
Fakulti Pengurusan Teknologi dan Perniagaan (FPTP)	127	33.8
Fakulti Kejuruteraan Awam dan Alam Bina (FKAAB)	64	17.0
Fakulti Kejuruteraan Elektik dan Elektronik (FKEE)	69	18.4
Fakulti Sains Komputer dan Teknologi Maklumat (FSKTM)	50	13.3
Fakulti Kejuruteraan Mekanikal dan Pembuatan (FKMP)	28	7.4
Fakulti Pendidikan Teknikal dan Vokasional (FPTV)	38	10.1
Total	376	100.0

Table 6 shows the number of frequency and percentage of faculty of Respondent. In this study, a total of 376 respondents are classified into six of faculty category which consists of FPTP, FKAAB, FKEE, FSKTM, FKMP and FPTV. The majority of respondent from FPTP with 127 number of respondents, followed by the categorized in FKAAB, FKEE, FSKTM and FKMP with 64, 69, 50 and 28 number of respondents respectively. Only 38 respondents who are from FPTV.

4.2.4 Latest CGPA Score of Respondent

Table 7 Latest CGPA score

Latest CGPA Scores	Frequency	Percentage (%)
Less than 2.99	50	13.4
3.00 and above	326	86.6
Total	376	100.0

Table 7 shows the number of respondents that have been categorized based on latest CGPA scores. In this study, majority of respondents have CGPA scores 3.00 and above (86.6%) and followed by respondents who had CGPA scores less than 2.99 (13.4%).

4.2.5 Race of Respondent

Table 8 Race

Race	Frequency	Percentage (%)
Malay	152	40.4
Chinese	122	32.4
Indian	101	26.9
Other	1	0.3
Total	376	100.0

Table 8 shows the number of frequency and percentage of race. In this study, a total of 376 respondents are classified into four category which consists of Malay, Chinese, Indian and other. The majority of respondent from Malay with 152 number of respondents, followed by the categorized from Chinese and Indian with 122 and 101 number of respondents respectively. Only 1 respondent who are from other.

4.2.6 'I am a Youtuber' of Respondent

Table 9 *I am a youtuber*

Number of years	Frequency	Percentage (%)
Yes	38	10.1
No	338	89.9
Total	376	100.0

Table 9 shows that the number of respondents that answer 'I am a Youtuber' question. Based on table 4.9, the majority of respondents had no and followed by those who yes with 338 and 38 number of respondents respectively. Besides that, 89.9% of respondents who answer no while only 10.1% of respondents who answer no.

4.2.7 'I like to watch YouTube' of Respondent

Table 10 *I like to watch youtube*

Number of years	Frequency	Percentage (%)
Less than 1 hour	39	10.4
2 hours	39	10.4
3 hours and more	298	79.3
Total	376	100.0

Table 10 shows that the number of respondents that answer 'I like to watch YouTube ___ per day' question. Based on Table 10, the majority of respondents had watch YouTube 3 hours and more with 298 number of Respondent. Followed by those who watch YouTube 2 hours and less than 1 hour per day with both 39 number of respondents. Besides that, 79.3% of respondents who watch YouTube 3 hours and more while only 10.4% of respondents who watch YouTube 2 hours and less than 1 hour per day.

4.2.8 Overall Mean

Table 11 *Overall mean*

	Overall Mean Source Credibility	Overall Mean Information Language	Overall Mean Accessibility Information Language	Overall Mean Academic Achievement
Mean	3.4914	3.4309	3.4049	3.4009
Standard Deviation	0.62537	0.55958	0.63043	0.62609

Table 11 shows that the overall mean for each dependent variable and independent variable. Based on Table 11, the highest mean is source credibility with 3.4914. Followed by information language (3.4309), accessibility information language (3.4049) and academic achievement (3.4009).

4.2.9 Summary of Demography Analysis

Table 12 *Summary of Demography Analysis*

Item	Frequency	Percentage (%)
Gender		
Male	64	17.0
Female	312	83.0
Total	376	100.0
Age		
Below 20 years old	11	2.9
21-25 years old	252	67
26-30 years old	113	30.1

Total		376	100.0
	Faculty		
Fakulti Pengurusan Teknologi dan Perniagaan (FPTP)		127	33.8
Fakulti Kejuruteraan Awam dan Alam Bina (FKAAB)		64	17.0
Fakulti Kejuruteraan Elektik dan Elektronik (FKEE)		69	18.4
Fakulti Sains Komputer dan Teknologi Maklumat (FSKTM)		50	13.3
Fakulti Kejuruteraan Mekanikal dan Pembuatan (FKMP)		28	7.4
Fakulti Pendidikan Teknikal dan Vokasional (FPTV)		38	10.1
Total		376	100.0
	Race		
Malay		152	40.4
Chinese		122	32.4
Indian		101	26.9
Other		1	.3
Total		376	100.0
	I am a Youtuber		
Yes		38	10.1
No		338	89.9
Total		376	100.0
	I like to watch YouTube ___ per day		
Less than 1 hour		39	10.4
2 hours		39	10.4
3 hours and more		298	79.3
Total		376	100.0

Table 12 shows the summary result for demographic analysis. Based on the table, there are eight questions in demographic information which related to gender, age, faculty, latest CGPA score, race, 'I am a Youtuber' and 'I like to watch YouTube ___ per day'. In conclusion, majority of respondent is female with 83 percent while male with 17 percent. Most of the respondents in this study fall at the age between 21-25 years old (67%) and most of them are from 'Fakulti Pengurusan Teknologi dan Perniagaan (FPTP)' (33.8%). Most of them are Malay (40.4%). Besides that, majority of respondents are not Youtuber (89.9 %) and like to watch YouTube 3 hours and more per day (79.3%).

5. Discussion, Limitation and Recommendation

The results of the data analysis provided in Chapter 4 are explained and thoroughly discussed in this chapter. The outcome and analysis will be compared with the findings of the earlier researchers. At the conclusion of the chapter, several limitations and recommendations are made within considering the finding.

5.1 Discussion on the Finding of Study

The way we learn has truly changed for us students. Although there are a ton of videos on YouTube and other websites, teachers used to be the primary source of knowledge. Abu-Al-Aish. A., (2023) has said that not only do teachers have to deal with this, but schools and libraries also have to deal with it. While it's nice that some schools are attempting to create their own YouTube channels for their classrooms, not all of them are. The number of views is like a thumbs up or down for the way that teachers present the lessons, thus it's really significant. It's important to know if the source credibility is reliable, all students can understand the language used to explain the information with easily and any information students want to find about learning material can be easily found on YouTube.

5.1.1 Source Credibility

The source credibility model examines the reasons behind people's like and trust of communicators. Yuan & Lou (2020) claim that a person's competence, dependability, and physical attractiveness are the main factors that contribute to their perceived trustworthiness. Based on the case study, source credibility dominant factor on what the reason on using YouTube as learning material.

In previous study, the ways in which teachers share information offer challenges. As the like and dislike button and the number of views is indicators of the teacher's effectiveness, educators need to plan and prepare their lessons. Furthermore, as previously demonstrated, the source credibility has a significant impact on the usefulness of the information. Additionally, the presenter's credentials are important.

5.1.2 Information Language

The objective of information language is to simplify complex ideas and concepts through language use. Yuan & Lou (2020) noted that it's used in business, government, and even YouTube. YouTube is a genuine information treasure mine. It's possible to gain new knowledge, develop new abilities, or simply have fun.

Compare to the previous study, students can benefit greatly from knowing how to use this type of language, as noted by Peng & Kievit (2020). As noted by Moon & Lee, it improves critical thinking, makes things easier to understand, and even improves writing abilities.

Thus, information language can be thought of as a kind of hidden code that simplifies complex information. It's all over the place, particularly on YouTube, and it gives students superpowers to make learning and comprehension much easier and more fun.

5.1.3 Accessibility Information Language

The two most critical considerations for information systems developers and creators are information quality and accessibility. Information quality refers to how accurate, comprehensive, and helpful the information is, while accessibility refers to how simple it is for users to obtain and use the information (Al-Fraihat, D, 2020).

Based on the previous study, accessibility and information quality are closely related, according to Lassoued, Z, (2020). People are more likely to use and comprehend knowledge when it is easily accessible. Making better decisions and other positive outcomes can result from this. However, it's not so good if information is unavailable or difficult to obtain because then individuals are less likely to use it (Chen, T, 2020).

Therefore, ensuring the quality and accessibility of information is similar to ensuring the functionality of the daily apps and websites we use. It aids in our improved comprehension and decision-making credibility.

5.2 Limitation of Study

There were various limitations on the scope of this inquiry. The main challenge was the online questionnaire data gathering approach. The study's low-cost, easy-to-complete questionnaire was handed out. Still, a small percentage of respondents decline to provide responses to the survey.

Apart from that, the accuracy of the findings is a limitation of this study. Respondents were questioned about the statement obtained from the questionnaire based on their experiences and perspectives. As a result, the respondents may have purposefully given ratings that deviate from reality. The data that is gathered may become somewhat biased as a result. In summary, solely depending on the responses provided by respondents to the surveys, it is challenging to determine the true factors influencing YouTube usage.

5.3 Recommendation of Study

There are a number of recommendations that may be made in this study that would improve the research findings even further. First, in order to increase the response rate, the study's data collecting period could have been extended. This is so that new responses or participants may be added to the study by the researcher. More participants in the survey would allow the researcher to select participants from a greater number of respondents, which would mean that the results would benefit more from more variety. Not to mention, it is advised that a combination of qualitative and quantitative methods be used in future research. This is a result of the quantitative approach used in this study solely uses numerical data for the questionnaire. However, the qualitative approach can handle more subjective language. Respondents will have the opportunity to offer their own opinions on the research when future researchers use qualitative methods like interviews. To put it briefly, the combination of methods could provide the study with more specific and insightful data.

5.4 Conclusion

In summary, this study was conducted in order to accomplish research objectives and identify the factors influencing academic achievement on YouTube, as requested by the researchers. The one aspect that has the most impact on YouTube's ability to influence academic achievement is source credibility. Consequently, it may be said that YouTube may contribute to the rising levels of academic success. In order to improve the validity and reliability of the data gathered, future researchers should carry out this study in a variety of study scopes, such as other states or area.

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Conflict of Interest

Author declare that there is no conflict of interest regarding the publication of the paper.

Author Contribution

*The authors confirm contribution to the paper as follows: **study conception and design:** M.Z.H.N.A. and A.Z.A.; **data collection:** M.Z.H.N.A. **analysis and interpretation of results:** M.Z.H.N.A. and A.Z.A.; **draft manuscript preparation** M.Z.H.N.A. and A.Z.A. All authors reviewed the results and approved the final version of the manuscript.*

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