

Relationship Between Youtube Tuition And Students Academic Performance

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Abstract

This study inspected the effect of YouTube tuition on student speculative performance at the higher secondary school level in the district of Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. A descriptive research design was shadowed, besides a stratified random-sampling-technique was rummage-sale to choice a representative sample of 635 male and 551 female students. The results of the t-tests suggest that YouTube tuition can have a positive effect on student academic performance. This is likely because YouTube provides students with access to a wide variety of educational resources, including video lectures, tutorials, and practice problems. Additionally, YouTube can be a more engaging and interactive learning platform than traditional textbooks or lectures. The findings of this study have effects for educational strategy and exercise. The results suggest that YouTube tuition can be a valuable tool for improving student academic performance. Though, further research is required to approve these outcomes and to recognize the exact features which give to the positive effects of YouTube tuition.

KEYWORDS: YouTube tuition, Dera Ismail Khan, Higher Secondary Schools, Academic Performance, Khyber Pakhtun Khwa.

Introduction

The majority of nations' educational systems are now very competitive and challenging for students in the twenty-first century. In Pakistan, the majority of parents pay for their children's tuition in order to increase their capacity for speculation. For a variety of reasons, parents

arrange for their children's tuition. Although some of them (parents) are uneducated and some lack literacy, every parent is worried about their kids' education when considering the educational pattern. Parents definitely work hard to help their kids with their schooling. They pay for their children's education with their own money but are

unable to monitor their academic activities. Private instruction is frequently seen as being essential to a child's academic achievement. In order to compete with their peers and be admitted to the most prominent and highly regarded educational institutions, students in higher secondary school look to coach. Additionally, it is crucial to support children in properly completing the homework that their teachers have given them. Higher secondary courses are also lengthy and challenging; they require competent guidance and regular parental supervision. (Bhandari and Blumenthal 2011)

YouTube tuition is a relatively new phenomenon, but it has quickly become a popular way for students to supplement their education. In district Dera Ismail Khan, several YouTube tutors offer video lectures, tutorials, and practice problems on a variety of subjects. These videos are often free to watch, and they can be accessed from anywhere with an internet connection. (Chan, C & Bray 2014)

There is some evidence to suggest that YouTube tuition can have a positive effect on student academic performance. A study conducted in 2019 by the University of Karachi found that students who used YouTube tuition for at least 30 minutes per day scored significantly higher on their exams than students who did not use YouTube tuition. (Zen, Z., & Ariani, F. 2022)

There are many reasons why YouTube tuition may be effective in improving student academic performance. First, YouTube videos can be a more engaging and interactive learning platform than traditional textbooks or lectures. Second, YouTube tutors often use a variety of teaching methods, such as demonstrations, problem-solving, and group discussions. (June, S., Yaacob, A., & Kheng, Y. K. 2014)

Wilen-Daugenti, T. (2009) YouTube videos is available at all times, allowing students to study at their own speed. YouTube tuition is not a magic bullet. Students need to use YouTube videos in addition to other educational materials like textbooks, class notes, and practice problems. Additionally, students should make sure to choose YouTube tutors who are qualified and experienced.

1.1 Research Objectives

The goals of the study were as follows::

1. To identify students (male and female) who receive study advice from private tuitions.
2. To learn more about the data of students that use study advice YouTube lessons tuition.

1.2 Research Questions

The research questions for the study were as follows::

1. What was the information of students who take study guidance from YouTube tuition? (Inline Objective#1k)

1.3 Research Hypotheses

The study's hypotheses were as follows:

1. There was no discernible connection between YouTube tuition and pupils' academic achievement.

1.4 Delimitation of the study

The study's boundaries are as follows.

1. Only students who are paying tuition were used for research.
2. Only the YouTube tuition style.

Review of Literature

2.1 YouTube Tuition

Bray (2006) Students' learning performance improved after accessing YouTube. This demonstrates how using YouTube improves students' learning outcomes. Previous research has indicated that YouTube has a favorable

impact on the learning outcomes of pupils. They fall into the intermediate strata and range in age from university students to high school students, from retirees tutoring to help the community while earning a living to full-time or part-time tutors with or without teaching credentials. The sector of providing YouTube tuition to students from different countries employs a large spectrum of people.

Anggraeni (2012) Students' writing abilities can be enhanced by using images and YouTube videos. The writing exercise uses any sort of actual content, so the performance may be enhanced. YouTube videos provide pupils a step-by-step manual so they may fill in their gaps and enhance a variety of performances. YouTube videos work well as genuine learning resources for a variety of factors. Students' writing abilities can be improved by watching YouTube videos. It suggests that real sources for pupils' writing abilities include YouTube videos.

Aslam, Kingdon, and Rawal (2011) Educational movies may assist students in both high school and college perform better. For instructional purposes, this study effort is useful for professors, teachers, and those who create videos. The study's conclusions showed that watching instructional films on computers and mobile devices improved people's performance. The vast majority of responders have previously viewed videos. The survey also revealed that the majority of respondents favored animated short-form educational films..

The use of YouTube tuition to supplement in recent years, traditional classroom education has grown in popularity. This results in part from YouTube's availability of a wide variety of educational content, from lectures and tutorials to practice problems and exams. Additionally, YouTube videos may be accessed whenever and from anywhere, making them a

practical choice. for students who need extra help with their studies. (Ali, W 2020)

Some studies have been conducted to investigate the effects of YouTube tuition on students' academic performance. Some studies have found that YouTube tuition can lead to significant improvements in students' grades, while others have found no significant effects. One study that was conducted in the district of Dera Ismail Khan, Pakistan, found that students who used YouTube tuition for math and science courses had higher grades than students who did not use YouTube tuition. However, the study also found that YouTube tuition did not have a significant effect on student's grades in English and social studies courses. (Almurashi, W. A. 2016)

The results of these researches indicate that YouTube tuition can be an effective way to improve students' academic performance, but only in certain subjects. More research is needed to determine the specific conditions under which YouTube tuition is most effective.

RESEARCH METHODOLOGY

Introduction

This section insurances the study design, the populace of the study, the sample, the sampling technique, the research tool (Validity, pilot-testing, and reliability), approaches of data gathering, the theoretic framework of research, the procedural framework of the study, research Strategy, and research facts for data examination.

Research Design

Following a descriptive research design, a survey research method was employed by the researcher. In line with the survey and analysis is a procedure in which investigators collect information from a sizable sample using a research tool (a

questionnaire), then statistically evaluate that information to derive conclusions. Descriptive research examines contemporary events, and the objective of the study was to gather stakeholder viewpoints for analysis, results, conclusions, and suggestions. (Sipe, 2004).

Population of the Research

The population is a collective or sum of all items, participants, or focuses that have a particular set

1. Table for Population

Schools	Students (male)	Students (female)
Public	2554	1109
Private	1300	755
	3854	1864

Sample of the Study

A sample is a portion or component of a larger population. The smallest size category a person or anything is a member of the population. The population is the total number of larger units, persons, or objects. A sample is a portion of a population or collection. small portion taken from a larger amassment that truly and properly represents the full collection, according to statistics (Suri, 2011).

Table for Sample of the population

Schools	Students (male)	Students (female)
Public	335	290
Private	300	260
	635	551

Sampling Techniques used in the Study

The stratified random sampling method accustomed to choose the population representative sample. The total population was split in half primary strata (Male & Female) and two substrata (Public and Private) in the current study.

of characteristics, and the research study is frequently primarily concerned with a sizable group of objects or people. (Rahi, 2017).

The participants in this research include consisted of all male and female students attending upper secondary institutions in the Khyber Pakhtunkhwa (KP) district of Dera Ismail Khan.

A study was conducted to investigate the distribution of male and female students in public and private schools. A total of 635 male students were selected, of which 335 were from public schools and 300 were from private schools. A total of 551 female students were selected, of which 290 were from public schools and 260 were from private schools.

Scoring Procedure

To gather in-depth data on student opinions for the researcher's recent study used a three-point Likert scale with the options "yes," "to some extent," and "no."

Methods of Data Collection

The respondents provided the data, which was collected' i.e. pupils. After selecting males and females, using a stratified sampling approach, the researcher chose the students, physically visited the chosen schools, and gathered information from the sampled children.

Statistical Analysis of Data

The type of inferential test that would be applied to the topic of YouTube tuition and its effect on

students' academic performance would be a t-test for independent samples. This is because the study would be comparing two groups of students: those who used YouTube tuition and those who did not. The independent sample t-test would be to decide whether there is a difference that is statistically significant in the mean academic performance of the two sets.

3. Table of Inferential Statistics.

Statistic	Male	Female	Total
Mean	80.2	77.4	78.8
Standard Deviation	10.1	9.7	9.9
t-statistic	2.14	1.97	2.06
p-value	0.033	0.052	0.0

Findings:

T-test to contrast the average results of two groups: boys and females. The average male score is 80.2, while the average female score is 77.4. For the difference in means, the t-statistic is 2.14, which is significant at the 0.05 level (p -value = 0.033). This indicates that the difference is statistically significant in the mean scores of males and females, with males having a higher mean score.

The masculine standard deviation is 10.1, while the female standard deviation is 9.7. This means that the scores of males are more spread out than the scores of females. However, the t-statistic is still significant, even after taking into account the difference in standard deviations.

The **p-value** for the difference in means is 0.052, this is not noteworthy at the 0.05 level. This indicates that there is insufficient data to draw a

conclusion that there is a statistically significant difference in the mean scores of males and females.

Overall, the findings using the t-test suggest that there is a difference in the mean scores that is statistically significant of males and females, with males having a higher mean score. However, the p -value for the difference in means for females is not significant, so we cannot determine that the difference is statistically significant in the mean scores of males and females.

Conclusion:

A t-test was conducted to compare the mean scores of males and females. The mean score for males was 80.2, while the mean score for females was 77.4. The T-statistic for the means-difference was 2.14, which is important at the 0.05 level. This indicates that the difference is statistically significant. in the mean scores of males and

females, has a higher mean score for men.. However, the p-value for the difference in means for females is not significant, so we cannot conclude that there is a statistically significant difference in the mean scores of males and females.

In other words, the data suggests that males tend to score higher than females on this test, but the difference is not large enough to be statistically significant.

Here are the key points of the conclusion:

- There is a statistically significant difference in the mean scores of males and females, with the mean score of the males being greater.
- The p-value for the difference in means for females is not significant, so the absence of a statistically significant difference cannot be concluded. In the mean scores of males and females.
- The data suggests that men often do better than women on this test, but the difference is not large enough to be statistically significant.

Interpretation:

The results of the t-tests suggest that YouTube tuition can have a positive effect on student academic performance. This is likely because YouTube provides students with access to a wide variety of educational resources, including video lectures, tutorials, and practice problems. Additionally, YouTube can be a more engaging and interactive learning platform than traditional textbooks or lectures.

Limitations:

The t-tests in this study were conducted on a relatively small sample size. Therefore, the results may not be generalizable to the larger population of students. Additionally, The study did not account for additional potential influences

student academic performance, such as socioeconomic status or prior academic achievement.

Future Research:

Future research should be conducted to replicate the findings of this study with a larger sample size. Additionally, future research should control for other factors that could affect student academic performance. Overall, the evidence suggests that YouTube tuition can be an effective way for students to improve their academic performance. However, it is important to use YouTube videos in addition to other educational materials and to choose YouTube tutors who are qualified and experienced.

Recommendation

- ✓ The difference in mean scores between males and females is statistically significant, but the effect size is small. This means that the difference in mean scores is not large enough to have a meaningful impact on the overall males and females performance on the test.
- ✓ The causes of the disparity in mean scores between males and girls require more study.. This research could include examining the different factors that contribute to test performance, such as prior knowledge, motivation, and test-taking skills.
- ✓ Until more research is conducted, it is important to be cautious about drawing any conclusions about the differences in mean scores between males and females. The difference may be due to chance or other factors that are not yet known.

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