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# YouTube Usage Motivation among Students: Uses and Gratification Analysis

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**Abstract** *YouTube grow into one of the potential commercialization platforms after the inception of the Internet. Users can decide the content of the video by subscribing to popular trends. This research also aims to examine the motivation behind YouTube usage among the young generation in Pakistan. The researchers employed a descriptive quantitative approach and gathered data from n= 105 respondents from young students. Results indicated that the YouTube watching pattern among the students of AIOU showed that students use YouTube to satisfy their cognitive needs and gratify their personal, affective, and social integrative needs. Students also use YouTube for tension release. The majority of the students of AIOU use YouTube to get extra information about the topic they want to prepare for their exams. The students use YouTube to clear their concepts about specific topics and courses. Thus, it is concluded that students watch an aspiring video on YouTube, and they not only get entertained and are also motivated by these videos. Further, the research has concluded and highlighted significant study limitations accordingly.*

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## Introduction

One of the top well-liked video channels globally, YouTube enables users to upload and subscribe to preferred videos. We can see videos that gratify our needs. YouTube was first released in 2005 and has become one of the most profitable websites in Internet history. In addition, YouTube is the online video sharing with 4 billion hours' watched by users each month and around 72 hours of video uploading every 60 seconds (Budden et al., 2011).

Whiting & Williams, 2013 also point out that the legality of YouTube user-created content videos is one reason that motivates younger viewers to watch YouTube. YouTube is a free platform that allows viewers to watch videos, comments for a video, educational videos, blogging videos, music videos, TV shows, etc. Videos on YouTube represent the user interest, such as educators, scholars, and researchers, with a platform of increasing academic (Holland, 2016). The viewers and users can share, upload, watch or even download video content numerous times. Not only can they share, but the features also include commenting on these videos whenever one posts or even shares most often than not in their social networking sites like Facebook and the like. These features have become available, consequently making YouTube a user-friendly platform on the Internet.

YouTube had slowly supplanted traditional media like TV and radio and became different for viewers(Budden et al., 2011). Motivation is defined as the observance and desires that direct the exacting behavior. According to Balakrishnan & Griffiths, 2017, the researcher fulfilled that "motivation" is caused by multiple factors such as beliefs, perceptions, values, interests, and actions. In addition, "motivation" also plays a vital role in seeking gratification. The audiences' activity is the primary concern in the uses and gratification theory. The audience's motivations are the main reason they are lively in behaviors taken to accomplish fulfillment (Ahmad et al., 2012).

Notably, in particular, YouTube was founded and became one of the potential

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commercialization platforms after the advent of the Internet. YouTube supports a platform on which users can create, share and view information (Klobas et al., 2018). Recently, YouTube has become a popular commercialization medium worldwide because they have essential photographic equipment such as smartphones and digital cameras (Holland, 2016). To acquire extra revenue, plenty of low-quality video content be found on YouTube arbitrarily. The freedom toward creating content can result in information that is misleading to the public. The previous studies usually deal with social media but do not focus on YouTube. YouTube allowed users to place anything, even if the information was false. (Salvada & Salvada, 2018).

Thus by keeping in view the importance of YouTube and its increased usage, this study also examines the motivation behind YouTube usage among the young generation in Pakistan. Besides, despite YouTube being a widely preferred platform in Pakistan, no study has ever investigated the reason behind its use, indicating a significant gap in the relevant area. In this regard, the following research questions were addressed:

RQ1: What motivates university students to use YouTube?
RQ2: Whether and to what extent does YouTube usage affect university students' satisfaction?
RQ3: Whether and to what extent does YouTube gratify university students' needs?
RQ4: Whether and to what extent does university students' motivation affect their satisfaction on YouTube?

## Literature Review

### An Overview of YouTube

The 21st century witnessed a proliferation in many social networking platforms worldwide. One of the most well-known platforms is YouTube, an accessible video platform that offers user-generated content and social media. In 2005, people started making videos and uploaded many videos reaching from watching to sharing to boost and retain social connections through YouTube (Jaffar, 2012).

Apart from that, personal profile pages, YouTube also allows users to own their user-generated content channel and get social interaction with other users worldwide (Lange, 2008). Moreover, YouTube also helps explore new ideas and bring out new things according to their needs. It attracts different audiences and gratifies their information, entertainment, education, and communication needs. YouTube allows users to swipe and go to the next video instantly, displays a series of suggested videos that can be viewed on full screen, and mobile users can also speed up or slow down video playback (Almobarraz, 2018).

Research studies conducted by Riva, 2016 and Dolan, 2016 also stated no technical criteria judgment based on the utility and regularity of content on YouTube. Thus, Salter & Ganesh, 2017 also said that most YouTubers had raised their fame to build their careers. They have profitable outcomes that go through the primary purpose of their self-experience on broadcast media. Nearly all of the content of YouTube is related to enjoyment and shows some educational content. In addition, evidence also suggests that YouTube is an effective educational tool (Kyung-Sun Kim1 & Sei-Ching Joanna Sin, 2015).

### Motivations of using YouTube

Internet is rapidly changing society's social lives as a revolutionary digital arena. This facility has attracted even more attention owing to the growth of social networking sites (SNS). Today, YouTube has over a billion users, making up a third of the Internet. YouTube has access to over 88 countries and offers content in more than 76 different languages worldwide. YouTube also allows subscribers to track and maintain a record of subscribers watching the videos they enjoy. Initially, YouTube was just a video-sharing platform that allowed its users to post their videos, but now YouTube has grown into vast entertainment industry.

Furthermore, people also use it as a video-sharing and information-seeking platform. Mehraj et al., 2014 found that 80 percent of respondents use social media to seek information. They also point out that the information they seek through social media is about transactions, manufactured goods, or small businesses.

A 2018 report by Almobarraz showed that YouTube is the most popular platform among children juxtaposed to other video platforms such as ITV and Netflix. They are highly aware of


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YouTube more than the other two video platforms. Besides, a more comprehensive range of content on YouTube allows users to search for their desired video content. The wide range of content offered from YouTube is hilarious, such as the challenges like tasting "hot pepper" (Holland, 2016).

The usage of YouTube is easy to use from numerous digital devices. Users watch YouTube as the video content is enriched, varied, distinctive, and delivered a plausible, blended user interface that effortlessly uploads, broadcasts, and watches live streaming videos (Holland, 2016).

## Gratification from YouTube Viewing

According to the Uses and gratification perspective, users' pre-existing appeals could decide their media content and outlets (Blumler, 1979). Today's consumers might pursue data on YouTube, as they believe YouTube has the ample capacity to fulfill the satisfactions that conventional broadcast television viewing cannot offer. Moreover, internet users are becoming more productive and live in the virtual world due to the growing attraction towards social networking sites (Klobas et al., 2018).

According to Balakrishnan & Griffiths, 2017, anticipated the third kind of gratification fulfilled by mass media, in general, is entitled "integration in the social environment." In his context, social media is also considered under the uses and gratification perspective based on its functions and capabilities. Mainly, YouTube also involves user-generated content, likewise presenting video clips commercially and professionally created. Nevertheless, many YouTube creators may not be professionals, but a few produce highly budgeted content. Users try to find several gratifications because of the various activities with user-generated content. Consumers can create, make, and contribute to their self-generated content (Whiting & Williams, 2013).

## Theoretical Framework: uses and Gratification Theory

This study is supported by the "uses and gratification theory" to analyze how people are motivated to use YouTube. The uses and gratification theory assumes that the audience actively selects desired media content to gratify their psychological, social, and interpersonal needs (Blumler, 1979). In other words, the uses and gratification theory also supports how diverse people connect with similar mediums for different purposes. UGT comes with empirical proof regarding how and why people engage with media activities as users are dynamically motivated to find other media content and outlets (Jaffar, 2012). More specifically, today, social media platforms are considered essential resources to communicate as Internet users have reached 2.3 billion as of January 2017. In this regard, YouTube as a popular social networking platform not only supports users with innovative content to appreciate but also implies the openness to prefer what they want to share with others as it provides the users a free choice to view and co-view with others (Mehraj et al., 2014).

## Methodology

### Study Design and Research Instrument

The current study adopted the quantitative research method. The quantitative research approach can be defined as an examining tool to produce mathematical data converted into useful statistics (Wani, 2017). The following research was determined to explore "Motivation of YouTube Usage among AIOU Students: Gratification Analysis"; thus, the quantitative methodology was approved to carry out the resolutions of the present research. Moreover, the researchers gathered data from the sample through the survey method. The survey method for data assembly is considered a reliable and valid method. Thus, the researchers designed a questionnaire for data collection under the supervision of the supervisor; it took time to improve every aspect of the topic. It included close-ended questions, and responses to other gratification needs were measured on a five-point Likert scale to rate the degree of acceptance; Strongly Disagree, Disagree, Indifferent, Agree, and Strongly Agree. Besides, the researchers applied Statistical Package for the Social Sciences (SPSS) to analyze the data.

## Population and Sampling

The current study population was the students of Allama Iqbal Open University Islamabad. The present research study employed a purposive sampling technique to select the sample and chose a sample of $n$= 105 students of the mass

communication department of Allama Iqbal Open University Islamabad.

## Statistical Analysis and Results

The descriptive analysis of the current research study is categorized into three main sections according to the variables. The first section is the descriptive analysis of the demographics of the population, section of the study is regarding exposure of the respondents to YouTube. The third section is divided into five parts to analyze all the five gratifications fulfilled by YouTube under the Uses and Gratifications theory.

## Demographics

Table 1. Demographics of Study Participants

| Variables | Constructs | N | % |
|---|---|---|---|
| Gender | Female | 72 | 68.5 |
| | Male | 33 | 31.4 |
| Age | 21-25 years | 15 | 14.2 |
| | 26-30 years | 38 | 36.1% |
| | 31-35 years | 37 | 35.2% |
| | 36 years of above | 15 | 14.2% |
| Qualification | Graduation | 16 | 15.2% |
| | Master | 68 | 64.7% |
| | Post-Graduation | 16 | 15.2% |
| | Diploma/Certification | 5 | 4.7% |

The researchers first calculated the three demographic variables, including Gender, Age, and Qualification Level, of the respondents. Table 1 summarizes the results of the demographical analysis. It was found that the majority of the respondents were females, *n*= 72 (68.5%), while *n*= 33 or (31.4%) of participants were males. Besides, the researchers found that most respondents were between 26-30 years. *n*= 38 (36.1%) respondents out of 105 respondents were young and between 26- 30 years. The data displays that 37 (35.2%) respondents were between 31- 35 years of age, while *n*= 15 (14.2%) respondents were above 36 years of age. Respondents between 21- 25 years of age were also *n*= 15 (14. 2%). Moreover, most of the respondents, *n*=68 (64.7%), were Master's degree holders, and n= 16 (15.2%) had Post Graduation. Finally, we found *n*= 16 (15.2%) graduation, and only *n*=5 (4.7%) had some professional diploma/certification.

## Exposure to YouTube

The respondents inquired about the frequency of YouTube usage, and the majority of the respondents, 48(45.7%), said that they YouTube use once or twice a day, while 29(27.6%) of the people said that they use YouTube every other day. 16(15.2%) respondents said they use YouTube a few times a week, and 9(8.6%) reported that they use YouTube several times a day. However, a few 2(1.9%) still claimed that they are not regular users of YouTube, and 1(1.0%) said that they never use YouTube.

According to the data collected from the sample, the results showed that the period of YouTube usage is as follows: 70(66.7%) of the respondents claimed that they have been using YouTube for more than four years while 13(12.4%) respondents said that they have been using YouTube since 3 to 4 years. According to some 11(10.5%) of the population, they have been getting help from YouTube for 2 to 3 years, and 4(3.8%) said that they have been using this website for 1 to 2 years, but 7(6.7%) of the respondents said that they have been using youtube for less than one year.

## Preferred Program on YouTube

The statistics showed that the Tutorial/ Educational videos are the most favorite and preferred program of the people on youtube as 40(38.1%) of the respondents opined this option while talking about their most preferred program on youtube, 21(20.0%) of the respondents opined that they like Music playlist/ videos and the same percentage of the respondents said that they like to watch Films/ Dramas/ Animations on youtube. 3(2.9%) of the people said that they enjoy vlogs on youtube, 6(5.7%) liked comedy

programs, and 2(1.9%)of the respondents said that they want health-related programs on youtube. 12(11.4%) said opined the option of other programs.

## Places where YouTube is used

Respondents were inquired about the place where they use youtube frequently; 95 (90.5%) of the respondents said that they use youtube at home, 2(1.9%) said that they use youtube at university, and 5(4.8 %) chose the option of office to use youtube. In comparison, 3(2.9%) respondents opined the possibility of other.

## Personal Integrative Needs

The respondents were asked if they agree that youtube is a source of earning. A majority of the respondents, 50(47.6%), agree that youtube is a source of earning, and 21(20.0%) added by choosing the option of strongly agree. 25(23.8%) respondents were indifferent, while 9(8.6%) did not agree with this notion.

The data stated that most people, 69(65.7%), think that youtube is easy to use, and 26(24.7%) of the people opined the option of strongly agree. On the other hand, a few 1(1.0%) respondents think that youtube is not easy to use and 2(1.9%) added by choosing the option of strongly disagree while 7(6.7%) respondents were not interested. Besides, a significant majority, 66(62.9%), of the respondents agree that youtube provides opportunities for newcomers, 20(19.0%) respondents strongly agree, and 15(14.3%) showed no interest in choosing the option of indifference. Some 4(3.8%) respondents disagreed that YouTube provides newcomers opportunities.

The questionnaire had the item to know about the viewpoint of the people if they think youtube as a source to enhance the skills, 4(3.8%) people disagree with this statement. However, still, there was a majority 65(61.9%) of the people who agree with this, 19(18.1%) strongly agree that YouTube is a source to enhance the skills while 17(16.2%) people showed no interest.

## Cognitive Needs

The availability of information on YouTube was inquired from the respondents, and the data showed that a significant majority, 72(68.6%), agreed with the statement, and 19(18.1%) opined, "Strongly agree." 9(8.6%) remained indifferent, but some 3(2.9%) respondents still did not agree with it.

Respondents were asked about the subscription of youtube channels, whether accessible or not; mixed responses were recorded. 12(11.4%) respondents disagree, and 4(3.8%) strongly disagree, while 10(9.5%) showed no concern. 62(59.0%) respondents indicated a positive attitude, and 17(16.2%) strongly agreed.

The data collected from the sample revealed that youtube helps people a lot to find the correct information as a majority 55(52.4%) said that youtube is easy to find any information, 12(11.4%) respondents strongly agree with it, on the other hand, 8(7.6%) disagree and 6(5.7%) strongly disagree with this statement. In comparison, a good number of respondents, 24(22.9%), remained indifferent.

## Share Information

According to 65(61.9%) of the respondents out of a total of 105 respondents, YouTube is a source of dissemination information and awareness, 17(16.2%) strongly agree with it, while 15(14.3%) showed no interest. Still, some 6(5.7%) opposed the majority by choosing the option of disagreeing similarly 2(1.9%) strongly disagree with it.

According to collected data from the sample, 1(1.0%) of the respondents think that from youtube no one can learn anything new, but 65(61.9%) respondents think that youtube is a platform to learn new skills, and 27(25.7%) respondents strongly agree with it. In comparison, 11(10.5%) remained neutral. Responses identified the responses of the selected sample for this study regarding the uses of YouTube to seek information about different products. 72(68.6%) people agree that they use youtube to seek information about other products, 17(16.2%) strongly agree. However, a few 2(1.9%) strongly disagree, and 4(3.8%) respondents disagree with the statement of seeking information about the products. 10(9.5%) respondents remained neutral.

The data demonstrated in the table discloses that 56(53.3%) believe that youtube is a platform where one can share any information, 15(14.3%) people strongly agree with it, and 18(17.1%) respondents stayed neutral. In comparison, 13(12.4%) disagree, and 3(2.9%) strongly disagree with the statement.

## Satisfaction of needs Through YouTube

The researcher included the item to inquire the people if they think youtube as a source to fulfill the general needs of their daily life, 9(8.6 %) respondents showed no interest, but 62(59.0%) respondents agreed to it, and 26(24.8%) respondents strongly agree to it. Still, a few 1(1.0%) negate it as they strongly denied it, and 7(6.7%) only disagree with it. To know whether "YouTube satisfies the needs of the people," another item was included in the questionnaire. 67(63.8%) respondents agree that youtube satisfies their needs, and 23(21.9%) respondents added that choosing the option of strongly agree. 4(3.8%) disagree while 11(10.5%) remained neutral.

## Affective Needs

The statistics show the usage of youtube for Effective needs. As per the table, most 70(66.7%) of the respondents agree that YouTube provides videos that motivate users to use, again and again, 15(14.3%) strongly agree with it, and 15(14.3%) opined the option of indifferent to show no interest. At the same time, 5(4.8%) disagree with it.

The respondents were asked if they think youtube as a source to get entertained and relieve boredom, 14(13.3%) strongly agree that they think youtube is a platform where they can get amused and get rid of their worries similarly 64(61.0%) respondents agree with it, at the same time for 9(8.6%) respondents youtube is not a place where they can get entertained similarly 4(3.8%) respondents strongly disagree with it and 14(13.3%) opted the choice of indifferent.

The researcher included an item in asking the respondents if they think that by using youtube, one can become a celebrity or youtube users can get fame by frequent use of youtube, 61(58.1%) of the respondents agree with it, 7(6.7%) strongly agree. In comparison, 31(29.5%) showed no interest in choosing indifferent. A small number 3(2.9%) of the respondents strongly disagree with it.

The above table indicates that 75(71.4%) of the population of the current research study thinks that youtube is a source of self-expression; it is a place where people can express their thoughts. However, some 7(6.7%) people do not consider youtube a platform for such activities, while 12(11.4%) respondents showed no curiosity.

## Social Integrative Needs

The table throws light on the social integration needs of the respondents; the participants were asked if they think youtube as a place for social interaction 64(61.0%) of the respondents gave a positive response to the statement, and 13(12.4%) respondents strongly agree with it, on the other hand, 11(10.5%) disagree. In comparison, 17(16.2 %) respondents opined indifferently.

Respondents were asked if they use youtube to know about the on-campus activities of the university, 50(47.6%) respondents agreed, and 7(6.7%) strongly agreed. In comparison, 24(22.9%) disagreed and 1(1.0%) strongly disagreed, while 23(21.9%) respondents were indifferent.

## Tension Release

The respondents were asked if they think that youtube can be used to kill boredom and helpfully spend their spare time; 48 (45.7%) respondents agreed, 10(9.5%) strongly agreed, and 19(18.1 %) of the respondents remained uninterested. 2(1.9%) respondents strongly disagree, while 26(24.8%) respondents disagree with the statement.

## The Reason Behind the Use of YouTube

Respondents were asked to mention the reasons why do they use youtube? The 17(16.2%) participants said that they use youtube because of its better quality content, 29 (27.6%) said that it is easy to use in comparison to other social media websites, and 23(21.9 %) reported that they use youtube because it provides category browsers. According to 21(20.0%) participants, youtube has a broader variety of content, 11(10.5%) people use youtube because of its comment's integration with Facebook. In comparison, 3(2.9%) participants think k youtube has less hateful content, and 1(1.0%) respondents choose the option of other.

The most frequent activity done by the respondents was also inquired during the research, and 46(43.8%) respondents reported that they use youtube to get entertained, 15 (14.3%) participants use youtube for education purposes, and 14(13.3%) people get information from youtube. In comparison, 22(21.0%) share their videos on youtube, and 8(7.6%) have no specific use of youtube.

## Bivariate Analysis

### Gender of the Respondent and Frequency of YouTube Usage

The cross tab of the gender of the respondents and frequency of YouTube usage showed a significant relationship between the usage of YouTube and the gender of the respondents. Gender does not influence the YouTube usage patterns of the respondents. Both males and females frequently use this site for their own purposes.

### Age of the Respondent and Frequency of YouTube Usage

The Chi-Square test of the two variables age of the respondents and frequency of YouTube usage reveals that $p > 0.05$. It shows that age does not influence the frequency of YouTube usage of the students. People of different ages show similar interest in YouTube usage.

### Education Level and Frequency of YouTube Usage

The test results of both the variables frequency of YouTube usage and qualification level of the people shows that $p = .687$ and it is more than .05, so there is no relationship between these two variables. This reveals that the qualification of the respondents and frequency of YouTube usage does not influence each other. Whether they are at any level of the qualification, the students use YouTube frequently.

## Personal Integrative Needs

### Gender of the Respondent and YouTube as Earning Source

The cross-tabulation of the gender of the respondents and considering YouTube as earning source shows that there is no relation between the two variables, and both the variables are independent in nature, particularly in the case of the current research. The chi-square test shows that $p = .327 > .05$. Thus the researcher concluded that the gender of the respondents does not matter while considering YouTube as an earning source. Male and females both think of YouTube as their earning platform.

### Age of the Respondent and YouTube as Earning Source

The results derived from the chi-square test showed that the age of the respondents and considering YouTube as earning source has no significant relationship. Students of all ages think that YouTube is a source that can give them opportunities to make money for themselves and their families.

### Education Level and YouTube as Earning Source

The analysis shows that the qualification level of the respondents is not related to students' consideration of YouTube as their earning source. The corresponding Pearson Chi-Square is not significant (p-value = .967), which confirms no relation between the qualification level of the students and their attitude to the usefulness of YouTube.

## Cognitive Needs

### Gender of the Respondent and Availability of Information

The data analysis does not show any significance between the gender and satisfaction for the availability of information on YouTube, as the chi-Square (p-value = .715) is more significant than (.05). Thus, it can be decided that there is no relationship between the two variables. Both of the variables are independent in nature, principally in the present research study; without any discrimination of gender, both male and female respondents have the same response for the information available on YouTube.

### Age of the Respondent and Availability of Information

The study reveals that the age of the respondents and satisfaction with the availability of the latest information on YouTube does not possess any meaningful relationship, which means that both variables are independent. The resulting Pearson Chi-Square test gives a significance of .100, greater than .05.

It is apparent from the test results that there is no significant relationship between the education level of the respondents and the contentment level for the availability of information on YouTube. Whether they are graduates or at master level and even M Phil level students are fully satisfied with the easy access to every kind of information on YouTube. The relevant Pearson Chi-Square test result does not show a significant relationship between the education level of the respondents and

gratification level for the availability of information on YouTube.

## Affective Needs

### Gender of the Respondent and Source of Motivation

It is found that both males and females are equally motivated by YouTube videos. The Pearson Chi-Square (p = .603) revealed that both variables are not connected and are independent, particularly concerning the current research results.

## Age of the Respondent and Source of Motivation

The observations discovered that age of the respondents and thinking of YouTube as a source of motivation are not connected. The corresponding Pearson Chi-Square is not significant (p = .139), reflecting no relation between the two variables, and both are independent.

## Education Level and Source of Motivation

It is evident through the statistical analysis that there is not a significant relationship (p = .594) between the educational level of the respondents and thinking about YouTube as the source of motivation. Consequently, it is determined that education is not associated with the idea of YouTube as a source of motivation.

## Social Integration Needs

### Gender of the Respondent and Site of Social Interaction

Data analysis demonstrates that gender of the respondents and using YouTube as a site for social interaction has no significant links.

The corresponding Pearson Chi-Square is not significant (p-value = .666), which confirms no relation between the gender of the respondents, and using YouTube as a site for social interaction has no significant links. Both males and females equally use YouTube for their social interactions.

## Age of the Respondent and Site of Social Interaction

The cross table of the age of the respondents and use of YouTube as a site for social interaction confirms that there is no relation between the two variables, and both are independent in nature, predominantly in the case of the present research. The p = .911 > .05. Thus the researcher concluded that the age of the students does not matter in the usage of YouTube as a site of social interaction. Students of every age use this site for their social connection to society and the world.

## Education Level and Site of Social Interaction

The Chi-Square test of the two variables education level and usage of YouTube as a site for social interaction discloses that p > .909. It shows that education level does not influence the use of YouTube as a site of social interaction. People of various education levels use YouTube to develop their social relations with others.

## Tension Release

### Gender of the Respondent and Good Pass time

The statistics exhibit that gender of the respondents and use of YouTube as time pass has no significant relation p = .723. It is established that males and females both use YouTube to ill their bore time, and one variable does not influence the other variable.

## Age of the Respondent and Good Pass time

The test results of both variables use YouTube for tension release, and the age of the respondents exhibit that p = .351, and it is more than .05, so there is no relationship between these two variables. This reveals that the age of the students and use of YouTube for time pass has no influence on each other, and both are independent in their nature, particularly in the current research. People of every age use YouTube to kill their bore time.

## Education Level and Good Pass time

The data analysis shows that the education level of the respondents does not affect the use of YouTube for time passes. Both variables are independent and do not influence each other. The corresponding Pearson Chi-Square is not significant (p-value = .380), which confirms that there is no relation between the education level of the respondents and the use of YouTube for tension release and killing bore time.

## Discussion on Results

YouTube and the Internet provide more incentive to the students, especially while learning something new or a new skill. The data gathered from the population revealed that university and college students use YouTube to search and read; they also desired effortless and quick access to entertainment that YouTube offers. Social interaction and accessible communication to others is also the significant motivation behind the usage of YouTube. To get relaxed and kill boredom, access information, especially information about the products and technology, access games, and gather information about health and nutrition, people use YouTube.

In addition to viewing YouTube videos only, students enjoy the facilities and features of rating any video, commenting on, and sharing any video with others. These features offered by YouTube make people feel free, gratify and satisfy themselves mentally that they are part of the social media site. This rating, commenting, and sharing feature benefits the masses to be a part of YouTube.

According to (Moghavvemi et al., 2017), Uses and gratification was designed for the traditional media, especially television, radio, and newspapers. There are possibilities of neglecting new gratifications by the claim of old typologies. New apparatus is required to determine the motives behind YouTube searching. The researchers categorized gratifications in four new categories; these categories are identified as "modality-based, agency-based, interactivity-based, and navigability based." The modality denotes the diverse ways to present a message; the agency refers to the availability provided by YouTube allowing users to add and aid as the doorkeeper of information online; the interactivity means the talent of the users to make changes and intermingle with the medium in real-time, and navigability states to the ability of the users' freedom of moving across different contents (Riva et al., 2016).

Similarly, the data collected from university students demonstrated that students are much satisfied with the use of YouTube as they can find everything with just one click. Using YouTube, students can get entertained and informed, but they can also remain with their family and friends. Advancement in technology and communication has also transformed and modernized the daily routine lives of learners and people. One of the best and most remarkable technology and tools in the current century is YouTube. The study also explained a clear sign of changing patterns from the old-style traditional media to the new media. The researcher wanted to know the satisfaction level of the students who use YouTube for their gratification (Ahuja et al., 2018). The study results showed that the students are much gratified with the site. Students are satisfied with the content as they think the content of YouTube is less hated, they can learn and earn from YouTube, and students can enhance their skills by watching different tutorials on YouTube. The data analysis exhibits that 90.5% feel free while using YouTube as they think it is more secure and there is no security issue to use it. It is easy to use and provides new and charming opportunities to newcomers. Students also are of the view that on YouTube, they can search for any information with great ease, and it is effortless to get any kind of information and share their own information with their family and friends (Forsgren et al., 2016).

Likewise, the data gathered from the students display that most of the students about get information about the new and different products from YouTube (Tezci & Icen, 2018). Cooking new and challenging dishes, backing tutorials, and knowing about the restaurants and their menu can be searched online. The data displays that YouTube is a platform for students to learn different skills. Video tutorials on almost every topic are present on YouTube. Students can very quickly approach these videos without consuming any time and without any charge (Pfeil et al., 2009).

## Conclusion

The analysis concludes that the YouTube watching pattern among the students of AIOU showed that students use YouTube to satisfy their cognitive needs and gratify their personal, affective, and social integrative needs. Students also use YouTube for tension release. The majority of the students of AIOU use YouTube to get extra information about the topic they want to prepare for their exams. The students use YouTube to clear their concepts about specific topics and courses. Students learn about the products and get informed about the university events on YouTube. Youtube provides an opportunity for the students to share their own

experiences and knowledge with other university fellows. The results from the data show that students think that YouTube is a source of earning and it is a good platform for newcomers. It provides opportunities for the students to express themselves to others and show their own work to others. Through this activity, students can build a suitable carrier by earning in various ways, but they also can get an equal opportunity to gain fame. YouTube is straightforward to use, and it helps to enhance their skills in a better way. Results showed that students watch an aspiring video on YouTube, and they not only get entertained, but they are also motivated by these videos. By monitoring such emotional and motivational videos on YouTube, the students try to satisfy their emotional needs.

## Limitations and Recommendations

Although this research is extensive in nature, it also contains some limitations. First, Covid-19 was a great difficulty while the research process continued. The SOPs given by the government need people to avoid routine meetings. Second, a small sample of 105 respondents was purposively selected from the mass communication department of Allama Iqbal Open University Islamabad to record their responses. Third, this study is conducted only in Allama Iqbal Open University, which questions the generalizability of results in other institutions. Besides, this research also suggests that researchers may expand the research to the other university departments and the other universities of the country.

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