



YouTube's Impact on Students' Learning Motivation: Assessing Ease of Use and Usefulness

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In recent times, there has been a considerable surge of interest among scholars and researchers in the YouTube platform. The primary aim of this project was to explore the impact of YouTube platform on students' learning motivation, with a particular focus on evaluating the ease of use and usefulness indicators. A quantitative descriptive methodology was adopted, which involved administering a bespoke questionnaire to 265 male and female educators across schools in Abu Dhabi/UAE. Data analysis was conducted using SPSS 26, which facilitated descriptive and inferential statistics. The results of the study provided robust support for the first and second hypotheses, as the multiple correlation coefficient demonstrated a strong and significant association between the ease of use of YouTube and interest as independent factors, and learning motivation as a dependent variable. The R-value of 0.758 indicated that the two variables accounted for 80.8% of the association. The T-test also indicated that there were no noticeable gender-based differences in terms of motivation to learn when utilizing YouTube in education, with sig exceeding 0.05 at 0.345. As a result, the study suggests the need for additional research in this field.

Keywords: education, learning motivation, students, self-determination, YouTube

INTRODUCTION

In the digital age, technology has become an essential component of education. Online platforms like YouTube Could provide students with a plethora of resources. YouTube, as a tool, has developed in its popularity and accessibility for both formal and informal learning. Numerous studies have emphasized YouTube's potential as an educational

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platform, owing to its ease of use, interactivity, and accessibility. Furthermore, studies have shown that YouTube can significantly boost students' learning motivation by providing an engaging and interactive learning experience (Dunn & Kennedy 2019; Kurniawati 2013).

YouTube is considered as a rich source of educational content, with videos on different topics including various subjects, such as science, math, history, and literature. Educators could use videos to supplement classroom materials by finding videos that are relevant to their curriculum. They can also make their own videos to share with students, making learning more personalized and engaging (Kurniawati, 2013). Furthermore, YouTube can be an effective tool for increasing students' learning motivation. One significant advantage of YouTube is its accessibility; the platform is free to use and available on a variety of devices, allowing students to access educational content at any time and from any location (Kumar & Saravanan, 2018). Additionally, YouTube's features facilitate greater interaction among students and stimulate their engagement better than traditional classroom lectures, thereby serving as an effective tool for increasing students' intrinsic motivation to learn. (Evans & Brannelly, 2019; Kim & Kim 2021).

Education in the UAE is heavily reliant on technology. The government's significant contributions to digital infrastructure and initiatives improve students' digital literacy (Almekhlafi & Almeqdadi 2010). Many educators recognize YouTube's potential to engage and motivate students and are incorporating YouTube videos into their lesson plans. YouTube, in particular, is being used to supplement traditional lectures and classroom materials, giving students an alternative and frequently more interactive way to learn (Alkathiri, 2019)

However, there are some challenges facing educators when using YouTube in the classroom. The quality of the content available on the platform is one challenge, as not all videos are accurate or appropriate for classroom use (Aljaafreh, & Lian 2020). Furthermore, some students may lack access to high-speed internet or the necessary devices to watch videos outside of school. In addition, quality of the videos, the relevance of the content to students' learning objectives, and the ease of use and utility of the platform is considered challenges. In particular, the ease of use and utility of YouTube can impact students' motivation to learn (Kurniawati, 2013; Kim & Kim 2021). Despite these challenges, YouTube is increasingly being used in classrooms in the UAE, and it is likely to remain an important tool for increasing students' motivation to learn and improving their learning outcomes.

Statement of the Problem

YouTube is becoming increasingly popular as a learning tool among UAE students. While there is anecdotal evidence that YouTube can improve students' learning motivation, there is little empirical research on the subject (Alkathiri, 2019). Furthermore, it is unclear how the platform's ease of use and usefulness may affect students' motivation to learn. As a result, the problem addressed by this study is a lack of understanding about the impact of YouTube on the learning motivation of UAE students, as well as the need to evaluate the platform's ease of use and usefulness as a factor influencing this impact.

Purpose and Objectives

It is vital to recognize that YouTube has grown as a platform in the educational context, with a vast array of videos available on a variety of subjects. This has sparked a growing interest in determining how YouTube affects students' learning motivation. The UAE is an especially interesting context for studying this phenomenon because the country has recently invested heavily in technology and education. According to a World Economic Forum report (2019), the UAE ranked first in the Arab world and 35th globally for the quality of its education system (Salamanti et al., 2023). Furthermore, the UAE has one of the world's highest rates of internet penetration, with over 90% of the population having access to the internet (Vally, 2019; Alshurideh et al., 2021; Halommi & Stevens, 2023). As a result of this, this study was conducted to shed light on how YouTube can be used to support and enhance learning motivation among UAE students by assessing the platform's ease of use and usefulness. Educators and policymakers can better harness YouTube's potential to improve learning outcomes for students in the UAE and beyond by understanding the factors that make it an effective educational tool.

Significance of the Study

The findings of this study may help to develop instructional strategies that use YouTube videos to increase students' motivation to learn and to design more effective and engaging lessons that meet the diverse learning needs of UAE students. Furthermore, this study may have implications for UAE educators and policymakers by providing valuable insights into the potential benefits and challenges of incorporating YouTube into classroom learning (Aljaafreh & Lian 2020). Furthermore, these research results may lead to the knowledge of the body of literature in the field of the use of technology in education specifically the effect of YouTube on student learning motivation, not only in the UAE context but also in other countries (Alkathiri, 2019). As a result, the findings of this study may be applicable to a broader audience and may have implications for future research in this field.

Research questions

RQ1: Is there a statistically significant relationship between the learning motivation of UAE students and the following variables: gender, ease of use, and interest?

RQ2: Are the variables Gender, ease of use and usefulness considered motivating variables towards learning motivation?

RQ3: Are there differences between UAE students towards learning motivation due to gender?

Hypotheses

Hyp.1. There is a direct correlation between the dependent variable learning motivation among students in the Emirates, and the dependent variables gender, ease of use, and usefulness.

Hyp.2. The variables of gender, ease of use, and usefulness contribute to explaining part of the difference in the scores of the dependent variable learning motivation for UAE students.

Hyp.2. There aren't statistically significant differences in the mean scores of the dependent variable learning motivation for Emirati students due to the gender variable.

Literature Review

To enhance learning outcomes for all students, it is essential to evaluate the effective use of technology applications. This will involve examining self-determination theory (S.D.T) for its relevance to the current study, as well as conducting a thorough analysis of pertinent literature and concepts related to learning motivation and YouTube. This information will equip teachers to better support students requiring additional assistance in their learning. The conversation will then shift to the growing use of technology, specifically its integration in educational settings to augment student learning. Ultimately, the focus will be on the potential advantages YouTube presents to students as a free and easily accessible resource. By utilizing this collective knowledge, educators can enable students to attain a more in-depth comprehension of the subject matter.

Several academic researchers aimed to explore the views of teachers and students on the self-determination theory (S.D.T) as a motivation for learning. Standage et al. (2005) sought to test S.D.T in school physical education using a random sample. The researchers employed a survey consisting of various indicators, such as the need for assistance, satisfaction of requirements, motivation, positive and negative influences, task complexity, and focus. The results revealed that students who received strong encouragement had higher needs satisfaction, and the study showed that satisfaction plays a role in predicting intrinsic motives for physical education. The study also provided significant support for the motivational processes proposed by self-determination theory in school physical education using a curriculum.

Additionally, Chirkov's (2009, 254) study, titled "A Cross-Cultural Analysis of Autonomy in Education: S.D.T Perspective," examined recent cross-cultural research published after 2000. The study focused on the role of autonomous academic motivation and autonomy support in promoting students' cognitive and psychological development. The results offered substantial support for S.D.T in the learning environment and indicated that individualized and differentiated treatment is strong psychological evidence contributing to the enhancement of individuals' social effectiveness.

In the same field, Vasconcellos et al. (2020) investigated the evidence related to S.D.T in the context of school physical education. Through a systematic review, they identified 265 relevant studies. The results showed no negative connections between external factors and students' motivation to participate in physical education. Instead, a positive relationship was found between students' individualized preferential treatment and their motivation for participation and efficiency. The results also demonstrated that teachers significantly influence students' experiences inside the classroom. The researchers investigated the role of the YouTube platform, its ease of use, and its effectiveness in education. Maziririat et al. (2020) assessed students' perceptions, attitudes, and intentions to adopt YouTube as an educational tool. The researcher employed a quantitative method with a non-probability sample of 377 university students. The results indicated that the perceived benefits of using YouTube

significantly impact students' perceptions of learning through the platform, suggesting that YouTube can be adopted as an educational tool. To explore the educational use of YouTube by secondary school students, Saleh utilized structural equation modeling. The results demonstrated that behavioral intention is an important predictor of YouTube use, and that YouTube is a valuable tool for improving students' performance in class.

Jill et al. (2019) examined the role of using YouTube in enhancing students' performance. The findings revealed that videos presented by teachers in the classroom are highly beneficial to students, and that YouTube also contributes to providing information, aiding understanding, and motivating class participation. Additionally, based on their findings, Nasution et al. (2019) established that students possess a comprehensive understanding of YouTube, which, in turn, boosts their motivation towards learning. Unlike compulsory textbooks, the study suggests that YouTube.com offers an abundance of resources that can serve educational purposes. Its user-friendly search options and related videos feature make it highly likely that some material available on YouTube can supplement language learning. Moreover, YouTube's search guidance facilities make it easy to find related videos on the same webpage. Consequently, language teachers can consider using YouTube as an invaluable tool to present language concepts, explore discussion topics, or showcase authentic English examples.

Theoretical background

Self-determination theory

The S.D.T is one of the theories with a social context that distinguishes between factors that stimulate motivation for individuals, in terms of being independent or controlled factors (Deci & Ryan). Self-determination theory assumes that individuals act according to their nature, have a tendency and curiosity to learn about things in their surrounding environment, and thus the individual seeks to learn and develop their knowledge. However, sometimes the individual is exposed to factors beyond their control, represented in the mechanisms of social control, which restrict their desires and aspirations (Niemiec, 2009).

Across various cultures, autonomy, referring to behaving in alignment with one's values, has been discovered by researchers to be associated with well-being. Thus, in the field of humanistic counseling, it is crucial to promote client autonomy, as stated by Sonia (2011, 26). According to the theory of self-determination, motivations for learning vary and range from simple to more complex levels. The motivational strategy relies on two fundamental factors: the availability of appropriate resources and tools that can be used without difficulty, and the presence of genuine voluntary intent towards learning and acquiring knowledge. In school and during lessons, the teacher can facilitate the learning process in several ways, for example, through cooperative learning or by applying independent learning strategies, where the responsibility is transferred to the students and the teacher supervises. These strategies help increase students' desire to learn and participate in class. However, creating distance between the student and the teacher and not allowing room for the student to learn freely limits

choices and makes the teacher responsible for transferring knowledge, so choosing the right strategy is important in educational science.

Teachers can increase students' desire to learn in different ways, and it is preferable to avoid traditional or materialistic methods. Focus can be placed on moral incentives, such as repeating the names of active students in class and in line in front of their peers, sending a message to parents to thank them for their care of their child, or increasing grades through incentives (Rohana, 2021). Based on the analysis of motivation theory, it is explained by Julie Power, a faculty member at the University of Queensland's Faculty of Education, that motivation stems from two primary sources. The first source is internal, originating from an individual's innate passion for seeking and uncovering the truth. For instance, when you read a detective novel and continue to read in order to discover the protagonist's fate, you demonstrate genuine interest in engaging with the story. The second source is external, where an individual's involvement is driven by situational factors and elements beyond their control. An example of this is reading a meeting agenda to discuss it with colleagues in the workplace, where the motivation comes from a fear of embarrassment and being held accountable (Paula, 2020). Research indicates that self-motivation and autonomy play a significant role in education by facilitating the acquisition of valuable knowledge (Niemiec, 2009).

YouTube and Learning Motivation

In recent years, technology has become increasingly prevalent and influential, permeating nearly every aspect of society (Doleck et al., 2018). As a result, the Internet has evolved into an essential platform for communication and a vital means of accessing information in our daily lives. Consequently, the rapid development of information and communication technology (ICT) has significantly impacted education (Huang et al., 2019), offering a wide array of new learning environments (Jo, 2013). Due to these emerging technologies, the way students learn has been transformed, and the utilization of information and communication technologies holds the potential to foster active learning (Kontostavlou & Drigas, 2019). Moreover, research has shown positive outcomes for students when video technology is incorporated into instruction (Amin & Sundari, 2020). With the recent advancements in internet speed, sharing multimedia content such as images, audio, animations, and videos has become faster and more accessible than ever. Among the most popular websites worldwide is YouTube, hosting a vast number of both amateur and professional videos and accounting for a significant portion of global internet traffic (Neumann & Herodotou, 2020). Notably, YouTube is also a widely-used online video-sharing platform for both scholarly and non-scholarly communication (Yee & Hu, 2022; Wahyui, 2022; Hamdalo et al., 2023).

Nowadays, modern education heavily depends on the use of information and communication technologies (ICTs), which serve as crucial tools in facilitating learning and teaching. As digital devices and platforms grow in popularity, it has become increasingly common for educators to integrate them into their instructional methods. YouTube, the largest online video platform globally, was launched in 2005 and allows users to upload, view, share, and discuss video clips worldwide (Saleh, 2019).

METHOD

Research Design

This research focused on the importance of the YouTube Platform and its role in stimulating learning among school students. The study investigates the relationship between ease of use and usefulness as independent variables and learning motivation as the dependent variable. The study used the descriptive approach through a questionnaire prepared by the researchers for the purposes of this study. Also, to measure the correlation between the variables of the study through multiple correlation analysis, Pearson correlation coefficient and multiple linear regression analysis. In addition to the t-test to identify the differences between the averages and to determine the impact of YouTube on the motivation to learn between the sexes.

Study Sample

The study used a purposive sample of 265 teachers in the United Arab Emirates in the 2023-2024 academic year. The number of females was (n=131), at a rate of (49%), while the number of males was (n = 135), at a rate of (51.6%). The age of the study sample ranged from 20 to 50. Note Table 1

Table 1

Distribution of the study sample by gender and age

Variable		Frequency	Percent	Valid Percent
Gender	Female	131	49.4	49.4
	Male	135	51.6	51.6
	Total	264	99.6	100.0
Total		265	100.0	100.0
Age	20-30	85	32.5	32.5
	31-40	126	47.5	47.5
	41-50	53	20.0	20.0
	Total	265	100.0	100.0

Data Collection Tool

A questionnaire was developed as an appropriate study tool for this research. It consisted of 38 questions divided into four sections. The validity of the questionnaire was tested by presenting it to 5 specialists in social sciences and education at Al Ain University, and the questionnaire was modified according to their opinions. After measuring the reliability of the tool through Cronbach's alpha coefficient, we obtained a total value of 0.875. This finding suggests that the questionnaire can be utilized for the current study with a high degree of confidence.

Table 2

Cronbach's Alpha of the reliability of the questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.875	26

The first part of the questionnaire contained questions measuring the demographic variables of the study sample. As for the second part, it consists of six questions that measure the ease of use of YouTube, and they are as follows: (1) "I feel that YouTube

makes it easier to get information,” (2) “I think YouTube made it easy for us to find information about the lessons,” (3) “I easily use YouTube to explain class activities,” (4) “I feel YouTube is flexible to interact with,” (5) “Students' interaction with YouTube to access information is clear and understandable” and (6) “Overall, I find YouTube's services easy to use. This part is represented by a pentatonic Likert scale.

The third section of the study comprised eight statements that were used to assess the usefulness of YouTube: (1) “YouTube made assignments clear to students,” (2) “YouTube made students aware of what not to do in required assignments,” (3) “YouTube gave students ideas about possible topics for assignments,” (4) “YouTube made the class discussion more interesting,” (5) “The YouTube presentations used in class were relevant to the course content,” (6) “I think using YouTube in the classroom is more effective than showing slides,” (7) “The utilization of YouTube videos in class resulted in heightened student engagement,” and (8) “Incorporating YouTube videos enhanced the students' comprehension of the lesson material”.

The fourth part contained of 20 statements examining the motivation of learning through the following indicators: (1) “I feel that YouTube is better than books” (2) “YouTube helps to find and learn content well,”(3) “YouTube videos hold attention,”(4) “I think I adjust the learning process when I use YouTube” (5) “I felt interested in using YouTube,” (6) “I feel so happy when I use YouTube in learning,” (7) “I take few steps to finish the tasks,” (8) “It is very easy to find the content I want,” (9) “It's easy to share content with colleagues,”(10) “It's easy to access resources with colleagues,” (11) “It was easy to tell peers what I like/dislike,” and (12) “It's easy to discuss the assignments with colleagues”.

The data were collected by researchers by sending the scale link via the Internet, as shown above, over a three-week period in February 2023. At first, the survey link was sent by WhatsApp to 295 teachers who were randomly chosen. 23 were not returned, 7 were deleted, because it was incomplete and it was not possible to use it. In this research, a total of 265 teachers responded to the questionnaires used.

Data Analysis

For the purpose of data analysis, we used SPSS-26 software. After we classified and focused the data, we also used frequencies and percentages in order to describe the study population, and in order to identify the importance of linear regression, F was used. To analyze the relationship between the dependent variable and the independent variables, we used the T test.

FINDINGS

The study applied the theory of central limits, which states that in the case of a sample that exceeds 40, it does not require a uniformity of distribution (Pallant, 2007).

Descriptive results

Before starting to answer the questions of the study, Highlighting the relative significance of the variables' indicators is imperative, which are appear in the tables 3, Table 4 and Table5.

Table 3
Study sample answers about the ease of learning on YouTube

Item	Mean	Standard deviation
I feel that YouTube makes it easier to get information	4.0	1.18
I think YouTube made it easy for us to find information about the lessons	3.9	1.06
I easily use YouTube to explain class activities	3.7	0.91
I feel YouTube is flexible to interact with	3.7	1.10
Students' interaction with YouTube to access information is clear and understandable	3.6	1.08
Overall, I find YouTube's services easy to use.	3.8	1.18
Mean	19.5	4.3

The Table 3 shows the sample answer to ease of use regarding YouTube using; it turned out to be the statement "I feel that YouTube makes it easier to get information" got the first level with an average of 4.0. The statement "I think YouTube made it easy for us to find information about the lessons" came in the second place with average 3.9. The statements "I easily use YouTube to explain class activities" and "I feel YouTube is flexible to interact with" came in the third position with average of 3.7. Finally the statement "Students' interaction with YouTube to access information is clear and understandable" came in the last position with average 3.6.

Table 4
The mean and standard deviation of the usefulness of YouTube learning

Item	Mean	Standard deviation
YouTube made assignments clear to students	3.4	1.19
YouTube made students aware of what not to do in required assignments	3.3	1.10
YouTube gave students ideas about possible topics for assignments	3.6	1.10
YouTube made the class discussion more interesting.	3.8	0.92
The YouTube presentations used in class were related to the content of the lesson	3.6	0.97
I think using YouTube in the classroom is more effective than showing slides	3.5	1.14
The utilization of YouTube videos in class resulted in heightened student engagement	3.8	0.96
Incorporating YouTube videos enhanced the students' comprehension of the lesson material	3.9	1.04
Mean	29.0	3.8

Indicators of YouTube's usefulness are presented in Table 4. It turned out to be the element "Using YouTube enhance students' understanding of the lessons" came first with mean of 3.9. The items "YouTube made the class discussion more interesting" and " YouTube videos increased student engagement in class" comes in the second place, with an average score of 3.8 out of 5.0. The statements "YouTube gave students ideas about possible topics for assignments" and " The YouTube presentations used in class were related to the content of the lesson" comes in the third, with mean 3.6. The item "I think using YouTube in the classroom is more effective than showing slides" comes in the fourth place, with mean 3.5. The statement "YouTube made assignments clear to

students" comes in the fifth place, with mean 3.4. Finally the item "YouTube made students aware of what not to do in required assignments." Came in the last place with mean 3.6.

Table 5

The mean and standard deviation of the Factor of Motivations

Item	Mean	Standard deviation
I feel that YouTube is better than books	3.7	1.00
YouTube helps to find and learn content well	3.8	0.93
YouTube videos hold attention	3.6	1.10
I think I adjust the learning process when I use YouTube	3.7	1.08
I felt interested in using YouTube	3.7	1.14
I feel so happy when I use YouTube in learning	3.6	1.11
I take few steps to finish the tasks	3.7	1.07
It is very easy to find the content I want	3.7	1.06
It's easy to share content with colleagues	3.7	1.00
It's easy to access resources with colleagues	3.7	0.98
It was easy to tell peers what I like/dislike	3.8	1.01
It's easy to discuss the assignments with colleagues	3.8	1.08
Mean	81.8	10.5

Table 5 shows the learning Motivations statements. It is clear that the statements "YouTube helps to find and learn content well", "It was easy to tell peers what I like/dislike" and "It's easy to discuss the assignments with colleagues" got the highest level with mean 3.8. In addition, five items were got the second position as "YouTube helps to find and learn content well", "It was easy to inform colleagues what I like/dislike" and "It's easy to discuss the assignments with colleagues" with mean 3.8. The statements "I feel that YouTube is better than books", "I think I adjust the learning process when I use YouTube", "I felt interested in using YouTube", "I take few steps to finish the tasks", "It is very easy to find the content I want", "It's easy to share content with colleagues" and "It's easy to access resources with colleagues" got the second place with mean 3.7. The statements "YouTube videos hold attention" and "I feel so happy when I use YouTube in learning" got the third position, with an average score of 3.6 out of 5.0.

Hypothesis Testing

RQ1: Is there a significant correlation between the learning motivation of the Emirati students' and the following variables: gender, ease of use and usefulness.

The answer to the first question lies in the first hypothesis that there is a relationship between the usability and usefulness of YouTube as dependent variables, and learning motivation as an independent variable, in Abu Dhabi secondary schools on the basis of gender. Before determining the level of relationship between these variables, Kolmogorov-Smirnov results showed that the previous variables do not follow a normal distribution, and the significance value was less than 0.05. However, this result does not represent a challenge to the application of the study, as (Pallant, 2007) (Altman Bland (1995) indicated that if a large number of samples are used, there is nothing wrong with excluding the condition of a moderate distribution.

Table 6
Matrix of Correlations between the Independent Variables and the Dependent Variable

Correlations		Motivations	Gender	Ease of use	usefulness
Pearson Correlation	Motivations	1.000	.0187	.004	.021
	Gender	.0187	.052	.328	.158
	Ease of use	.004	.328	1.000	.841
	usefulness	.021	.158	.841	1.000
Sig. (1-tailed)	Motivations	.	.341	.076	.066
	Gender	.341	.	.573	.332
	Ease of use	.076	.573	.	.213
	usefulness	.066	.432	.213	.
N	Motivations	264	264	264	264
	Gender	264	264	264	264
	Ease of use	264	264	264	264
	usefulness	264	264	264	264

Table 6 shows a strong association between the independent variables of ease of use and usefulness, and the dependent variable of learning motivation. This indicates that any increase in the value of any of the independent variables undoubtedly leads to an increase in stimulating the motivation to learn, meaning that this result fully supports the first hypothesis.

RQ2: Are gender, ease of use and usefulness determinants of the Emirati students' the learning motivation?

In Order to answer the second question, we shall test the second hypothesis, which proposes that the ease of use and usefulness of YouTube explain a portion of the variance in the levels of learning motivation among students.

Table 7
Displays the Multiple Correlation Coefficient and the Coefficient of Determination

Model	R	R square	Adjusted R square	Std. error of the estimate
1	.724 ^a	.574	.571	6.876741
2	.758 ^b	.611	.610	6.794720

a. Predictors: (Constant), Learning Motivation

b. Predictors: (Constant), Learning Motivation

It is clear from Table 7 that the multiple correlation coefficient between the variables amounted to 0.758, meaning that the ease of using YouTube and usefulness are highly correlated. The independent variables account for 78.0% of the variance in learning motivation, as indicated by the coefficient of determination R². It was found that the variable of gender does not have any impact on students' motivation to learn.

Table 8
Shows the ANOVA analysis of Variance between all Variables

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.164	2	.082	.267	.766 ^b
	Residual	78.00	261	.307		
	Total	78.00	263			

a. Dependent Variable: Motivations

b. Predictors: (Constant), usefulness, Ease of use

It is clear from the table8 the multiple regression method, which indicates that ease of use and usefulness have a major role in the incentive to learn, approximately 22.8% of the differences occurred due to the variable of ease of using YouTube and 55.2% occurred due to the usefulness of using YouTube. Therefore, the independent variable motivation for learning explains about 65.2% of the difference. The result greatly supports the second hypothesis.

Table 9

Shows the Results of the Multiple Linear Regression Analysis of the between the Variables

Independent variables	B	B	The percentage of the explained variance in the dependent variable	%of the explained variance in the dependent variable	T	Sig.
Ease of use	1.817	.0655	.0612	22.8	17.349	0.000
usefulness	0.545	.0233	.0623	12.0	5.751	0.000

The result in Table 9 shows that the value of Sig is 0.000, and it is less than 0.05, which explains the effect of the independent variables (ease of use and usefulness) on the dependent variable (motivation for learning).

RQ3: Are there significant differences in the average scores of the Emirati learning motivation due to the gender variable?

In order to address the third hypothesis, which posits that there are no noteworthy differences in the average levels of Emirati students' motivation to learn for employment based on gender, we conducted a T-test. The findings, as presented in Table 13, indicate a non-significant t-value of 1.165 (where sig > 0.05). Accordingly, it can be concluded that there are no differences between males and females with regard to the willingness to learn among UAE students. That is, male and female Emirati students have the same level of motivation to learn. This result does fully support the third hypothesis.

Table 13

Results of T-Test for the Differences between the Mean Scores of the Dependent Variable According to the Gender Variable

Sig.	T	Mean		Dependent variable
		Female	Male	
0.345	1.165	74.5	75.2	Learning Motivation

Table 13 shows that there is no difference between males and females in Learning Motivation when they are using YouTube, because the significance value (Sig) is greater than 0.050

DISCUSSION

The current study aimed to identify the impact of the YouTube platform on the learning motivation of school students in the United Arab Emirates, and specifically, to assess students' ease of use of YouTube and the expected benefits of using it. The results

strongly support the three study hypotheses. And she indicates that there is a strong correlation between the possibility of using YouTube and the expected benefits of using it as incentives for learning, that is, an increase in the value of any independent variable (ease of use and interest) that contributes significantly to motivating students to learn in schools, and this is a strong indication of the role that the YouTube platform plays in motivating Learning through ease of understanding and interest, which generates independence and a sense of satisfaction in students. This result is consistent with the results of the study by Jill et al. (2019), which indicated that behavioral intention is an important predictor of YouTube use, and that YouTube is an important tool for improving student performance in class. KMCA agrees with the results of the study of Nasution et al. (2019), which finds that students have a comprehensive understanding of YouTube, which in turn enhances their motivation to learn. Unlike mandatory textbooks. In addition, that finding agreed with Standage et al. (2005) and Vasconcellos et al., (2020) who argue that the need for satisfaction leads to access to motivational impulses.

Regarding teachers' opinions about the ease of students in Abu Dhabi schools using YouTube, the results showed that students do not face any problems using the YouTube platform in learning, and they can easily access information related to lessons through it. Also, YouTube helps them do the most engaging classroom activities, with average responses ranging from 4.0 to 3.6. This finding is consistent with the study by Maziririat et al. (2020), which sees YouTube as an important tool for improving student performance in the classroom. This result is also supported by Jill et al. (2019) that YouTube is very useful for students, and YouTube also contributes to providing information to students, helping them in understanding and motivating them to participate in class.

As for the benefit of students on YouTube, according to the opinions of teachers in Abu Dhabi schools, it was found that the use of YouTube in education contributes significantly to enhancing student motivation as it provides them with many benefits, including participation in class interactions and discussions. With teachers and peers, inspiring students with innovative ideas to tackle different tasks, making explanations and tasks more clear to students. The average answers of students about the benefits of using YouTube in education ranged from 3.9 to 3.6, which indicates that YouTube provides benefits that cannot be ignored for students in schools. These results agree with the sayings and ideas of the theory of self-determination, which believes that individuals act according to their nature, and have a tendency and curiosity to learn more about things in the surrounding environment. It is easy to use, in addition to the importance of students having a sincere intention towards learning and acquiring knowledge.

In addition, the results show, YouTube is a reliable educational platform, according to the opinions of teachers in Abu Dhabi schools. They see YouTube as really an important incentive for both students and teachers to use it to explain and discuss lessons and assignments and interact with their classmates. YouTube as an important motivator in the educational process ranged between 3.8 and 3.6. YouTube also makes it easy for teachers and students to find content related to lessons, saving them time and

effort. This has a positive effect on their emotional sides because they feel happier using them than traditional lessons such as slide shows or books. This finding is in agreement with the study of Nasution et al. (2019) in which they show that students have a great understanding of YouTube, which enhances their motivation to learn. Unlike textbooks, YouTube.com also offers a large number of useful resources for educational purposes.

The results did not show any relationship between learning motivation through YouTube and the gender variable, which means that Emirati male and female students have the same level of motivation to learn. The findings reveal a strong correlation between the ability to use YouTube and its expected advantages as incentives for learning, highlighting a significant contribution to student motivation. Results show that students can easily access lesson-related information on YouTube, engaging them in classroom activities, and enhancing their participation in class interactions and discussions. This aligns with various studies, including those by Jill et al. (2019), Nasution et al. (2019), and Maziriat et al. (2020), supporting the notion that YouTube plays a vital role in education. The teacher's perspectives further emphasize the platform's reliability, ease, and usefulness in the classroom. Gender neutrality in motivation levels also indicates an egalitarian learning environment.

Emphasizing the ease of understanding and interest through YouTube creates independence and satisfaction in students, stimulating creativity and innovation. YouTube's integration promotes an inclusive, interactive, and personalized learning experience, reflecting the sayings and ideas of the self-determination theory. Teachers in Abu Dhabi schools find YouTube significant in explaining and discussing lessons and assignments, saving time and making learning enjoyable. The study resonates with previous research, suggesting that YouTube offers a large number of resources and is seen as an essential motivator in the educational process. This research provides critical insights for policymakers, educators, and content creators to harness YouTube's potential to enhance education in the UAE and beyond, ensuring an engaging, equitable, and empowering learning environment.

CONCLUSION & RECOMMENDATIONS

Based on the previous findings and conclusions, the study suggested these recommendations:

Educational Policy Integration: Educational institutions and policymakers should recognize the pivotal role that platforms like YouTube play in enhancing students' learning motivation. Integrating YouTube as a supplementary tool within the curriculum can invigorate traditional teaching methods, fostering an environment that appeals to modern learners' preferences and learning styles.

Professional Development for Educators: Given the significant impact YouTube holds on learning motivation, educators should be encouraged to undergo training and professional development programs that equip them with the skills to effectively utilize the platform. Workshops and seminars could be organized to demonstrate best practices for integrating YouTube content seamlessly into lesson plans, promoting interactive and engaging learning experiences.

Curated and Quality Content: Educational content creators should take into account the unique characteristics of YouTube's audience. Developing well-structured, informative, and engaging videos tailored to educational objectives can further elevate its usefulness as a learning tool. Collaboration between educators and content creators could ensure alignment with curricular goals.

Inclusive Learning Environments: Embracing YouTube's inclusive potential is crucial. By providing subtitles, translations, and accessibility features, educators can ensure that students of varying learning abilities and language backgrounds benefit equally from the content. This approach would reinforce the equitable nature of YouTube's impact on learning motivation.

Longitudinal Studies: Given the dynamic nature of technology's role in education, conducting longitudinal studies could offer deeper insights into the long-term impact of YouTube on learning motivation. Tracking students' progress over time, examining their sustained motivation, and observing changes in learning outcomes can provide a comprehensive understanding of YouTube's evolving influence.

Engagement and Critical Thinking: Educators should encourage students to not only consume YouTube content passively but also engage critically with the material. Assigning tasks that require students to analyze, evaluate, and synthesize the information presented in videos can enhance their cognitive engagement and promote deeper understanding.

Collaborative Learning Experiences: Encouraging students to collaboratively engage with YouTube content can foster a sense of community and shared learning experiences. Group discussions, peer-led presentations, and collaborative projects centered around YouTube resources can promote active learning and a sense of ownership in the educational process.

Feedback and Iterative Improvement: Content creators should actively seek feedback from educators and students regarding the quality, relevance, and effectiveness of their videos. This iterative process of improvement can enhance the educational value of YouTube content and ensure its continued alignment with the evolving needs of learners.

Ethical and Responsible Use: Educators should guide students in practicing responsible and ethical use of YouTube. This includes understanding copyright issues, discerning credible sources, and promoting digital citizenship. Fostering a culture of critical media literacy alongside the use of YouTube can equip students with essential skills for the digital age.

Cross-Disciplinary Integration: Recognizing the diverse range of subjects and topics covered on YouTube, educators should explore opportunities for cross-disciplinary integration. Integrating content from various fields can enrich students' understanding, broaden their horizons, and stimulate their curiosity.

In embracing these recommendations, educational institutions, educators, and students can collectively harness the potential of YouTube to enhance learning motivation, foster

engagement, and enrich the educational experience in the United Arab Emirates and beyond.

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