"Technology Adoption: How and in What ways Students use YouTube for Self-Learning?"

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SHRINIVAS S. NAIK

Seat No.: **53-2022**

ABC ID: **838338217112**

PRN: **201909119**

Under the Supervision of

PROFESSOR K. B. SUBHASH

Goa Business School

Commerce Discipline

GOA UNIVERSITY

Date: April 2024

DECLARATION BY STUDENT

I hereby declare that the data presented in this Dissertation report entitled, **"Technology Adoption: How and in What ways Students use YouTube for Self-Learning?"** is based on the results of investigations carried out by me in the **Commerce discipline** at the **Goa Business School, Goa University** under the Supervision of **PROFESSOR K. B. SUBHASH** and the same has not been submitted elsewhere for the award of a degree or diploma by me. Further, I understand that Goa University or its authorities will be not be responsible for the correctness of observations or other findings given in the dissertation.

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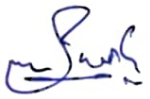

Shrinivas S. Naik
Seat no: 53-2022

Date: 29/4/2024

Place: Goa University

COMPLETION CERTIFICATE

This is to certify that the dissertation report **"Technology Adoption: How and in What ways Students use YouTube for Self-Learning?"** is a bonafide work carried out by **MR SHRINIVAS S. NAIK** under my supervision in partial fulfilment of the requirements for the award of the degree of **Master of Commerce** in the Discipline **Commerce** at the Goa Business School, Goa University.

03/05/24

PROFESSOR K. B. SUBHASH

Date:

Goa Business School ★ Goa University ★

Signature of Dean of the School/HoD of Dept
Date: 11/05/2024
Place: Goa University

School/Dept Stamp

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Abbreviation

Entities	Abbreviation Used
Altruism	(AL)
Attitude	(AT)
Behavioural Intention	(BI)
Continuance Intention	(CI)
Economic Benefits	(EB)
Effort Expectancy	(EE)
Facilitating Conditions	(FC)
Habits	(HAB)
Hedonic Benefits	(HB)
Performance Expectancy	(PE)
Personal Integrative	(PI)
Social Benefits	(SB)
Social Influence	(SI)
System Enjoyment	(SE)
System Flexibility	(SF)
System Interactivity	(SI)
System Quality	(SQ)
Use Behaviour	(UB)
Unified Theory of Acceptance and Use of Technology	(UTAUT)
Willingness to create content	(WCC)

“TECHNOLOGY ADOPTION: HOW AND IN WHAT WAYS STUDENTS USE YOUTUBE FOR SELF-LEARNING?”

Abstract

The present dissertation explores the topic of student technology adoption, concentrating on the use of YouTube for self-directed learning. The study focuses at what influences students' use of YouTube as a learning tool. Further this study also focuses on the student’s willingness to create content on social media after using YouTube for learning. SEM was combined with analyse the results. The study aims to provide insights into students' behaviours, interests, and experiences related to using YouTube for self-learning through a comprehensive analysis of data collected from respondents. The study was carried out from June 2023 to April 2024. A total 183 responses were received through a prepared questionnaire. The study found that enjoyment, system interactivity, system flexibility, performance expectancy, and facilitating conditions all have significant positive effects on behavioural intention to use the system. Social influence and effort expectancy were not found to have significant effects. In terms of Willingness to create content the study did not find significant effects for Economic benefits or Attitude. The research's conclusions contribute to the body of knowledge on the use of technology in classrooms and have significant implications for both teachers and students.

Keywords: Technology adoption, YouTube, Self-learning, Education, Student behaviour, Factors, influencing adoption, educational technology, Digital learning, UTAUT, Structured Equation Modeling.

CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION

Technology Adoption is one of the most prominent fields of research in Information Systems. The term technology adoption refers to the process by which individuals, organizations, or society as a whole accept and integrate new technologies into their daily lives. It includes the use, acceptance, learning, and understanding of technology. Everywhere we go, we use technology (Muir-Herzig, 2004). With advancements such as cloud computing, robotics, the Internet of Things (IoT), machine learning (ML) etc, technology is developing more rapidly than it has in the past, creating new potential for value creation and enriching our lives (Oyetade et al., 2020). Furthermore, an individual's decision to accept or reject new technology depends on how valuable they believe the tool will be in achieving their objectives (Nemoto et al., 2010; Plewa et al., 2012). Despite the evolution of technology, the decision not to adopt it has been influenced by low stakeholder participation, high costs, high failure rates, maintenance issues, inadequate technological planning, and limited innovation (Adamides & Karacapilidis, 2006; Dooley & O'Sullivan, 2003).

Those who use these technologies, along with their developers and producers, must have a comprehensive understanding of the factors that influence an individual's decision to use them (Oyetade et al., 2020).Various theories have been developed to analyse technology acceptance, including the Theory of Reasoned Action (TRA), the Theory of Planned Behaviour (TPB), Social Cognitive Theory (SCT), Technology Acceptance Model (TAM), Extended Technology Acceptance Model (TAM2), Motivational Model (MM), Model of PC Utilization (MPCU), Innovation Diffusion Theory (IDT), and the Unified Theory of Acceptance and Use of Technology (UTAUT) (Li & Zhao, 2021).

There has been a significant increase in the adoption of technology in the field of education over the past few years. Tools and resources for education and information have evolved (Gerundo et al., 2022). These days, technological advancements have an impact on education. It implies that students have access to a variety of freely available resources that can enhance their education. Technology development and the educational system have an inseparable connection. In particular, for educational purposes, both teachers and students must be proficient in using technology (Tyas, 2022). Various technologies have been introduced in the educational market (Alshammari, 2023). Universities can benefit greatly from ICT use, particularly when it comes to enhancing performances (Muhammad Nasir, 2013). The majority of colleges and other educational institutions have been changing the ways in which they educate students, including the platforms used for education, the learning and teaching environment, as well as areas such as admissions and library services, etc. (Alshammari, 2023). The COVID-19 pandemic has affected the structure of educational systems, leading educational institutions to transition from traditional classroom instruction to online instruction (Batucan et al., 2022). Following the unexpected closure of schools due to the COVID-19 pandemic, authorities recommended using alternate instructional methods in place of traditional methods in the emergency situation and to also make sure students don't miss class and to stop the virus from spreading (Maatuk et al., 2022). Since then, the epidemiological situation has gradually improved. However, due to the new learning opportunities it offers, online learning continuous to rise in popularity (Aristovnik et al., 2023).

The generation known as "digital natives" prefers to receive information quickly and in visual and graphic formats rather than through textual reading. They belong to the generation

that was born and raised in the digital age, making them better equipped to adapt to technological changes compared to digital immigrants and nomads (Prensky, 2001). It can be argued that traditional educational approaches are not suitable for developing training and educational programs for "digital native" learners. As a result, new educational approaches have emerged to cater to the needs of digital natives—individuals who have been raised in a technologically advanced environment. From the perspective of traditional schooling, which focuses on memorization-based education and prioritizes achieving a certain result without regard for the method; Modern education emphasizes not only the outcome but also the process, viewing education as more than just a teaching process, but also as a "learning process. Under these circumstances, it has been observed that social media, content-sharing, and video-sharing websites, primarily used by digital natives, are now being utilized as learning environment (ASKIM KURT et al., 2013).

Students who depend solely on their teacher will tend to lag and make slower progress in their coursework. Due to the limited time in the classroom, students are encouraged to take control of their education and pursue extracurricular interests independently. This is referred to as (SDL), Self-directed learning (SDL) is a crucial component that can assist students in gaining the knowledge necessary to excel in their studies. Self-directed learning helps students to become independent learners (Gharti, 2019).

It has been demonstrated that social media is beneficial for learning. Over the last two decades, there has been a significant increase in research on the impact of multimedia design on learning, particularly focusing on learning through verbal and visual information (Mayer, 2002; Tarchi et al., 2021). Students at colleges are increasingly using social networking sites for learning. These can also be referred to as Web 2.0, social networking platforms, or social

media sites. These new tools are widely used by college students, for purposes of learning, self-evaluation, and cross-cultural interaction (Lim et al., 2014; Yu et al., 2010).

With social media, students can interact and contribute, while also developing higher-order thinking abilities such as problem-solving and decision-making (Bunus, 2010; Greenhow & Robelia, 2009). With social media becoming a common educational tool, university graduates use it for projects, assignments, and classes.

Video-sharing websites are among the most useful social media platforms in academic settings (Almobarraz, 2018). Many of the information sources that students interact with these days are available online. More and more educators are assigning tasks to their students that require reading online texts or watching videos that can be found online. Although educational psychology has a long history of studying how people learn from texts both offline and online, in recent years, the focus has shifted to instructional videos (Expósito et al., 2020; List, 2018; Shoufan, 2019). Constant attempts are being made to comprehend and improve the methodology of video-based learning, particularly in the context of massive open online courses (Henderson & Schroeder, 2021; Mohammadhassan et al., 2022).

When it comes to education, popular video-sharing websites may be categorised into two groups, those that are exclusively used for educational reasons and those that simply include videos as a category. Platforms exclusively dedicated to education, are the widely used and known as Mass Open Online Courses (MOOCs) platform. These kinds of platforms often feature an instructor's video lecture series, which include platforms like Coursera, LinkedIn Learning, Udemy, Open Learning, EdX, Khan Academy, Treehouse, Thinkific, Open Learning, Skill share etc. These instructional video series are offered to students for free or at

a cost, depending on the platform. The most commonly used sites which have instructional videos as one category and serve primarily as video hosting services include platforms such as YouTube, Vimeo, Dailymotion, Facebook Watch, TED, IGTV and Twitch etc (Atik & Ata, 2018; Burton, 2022; Cihangir, Hasan Huseyin; Coklar, 2021; Hosalikar, 2023).

Tahat et al (2022) emphasizes that YouTube can support the instruction of students with educational needs, thereby ensuring increased engagement in the educational process and the sustainable reuse of available digital videos from an educational and sustainable point of view (Chooprayoon & Sa-Ngiamwibool, 2020). A significant number of instructional videos are available on YouTube for free (A. Buzzetto-More, 2014), making it a good choice for students seeking educational resources. The main focus of this study is to help and provide the stakeholder in the field of technology-based learning with insights on how students use YouTube for academic purpose.

1.2 BACKGROUND OF TECHNOLOGY ADOPTION IN THE FIELD OF EDUCATION

Even though the idea of e-learning is not new or novel, its significance has changed over time. Many important technologies, particularly digital technologies, have been integrated into education over the past century (Howard & Mozejko, 2021). Computer-Based Training (CBT) was the first electronic education format to emerge in the late 1980s and early 1990s. The system represented a significant advancement in itself, despite lacking several subsequent eLearning elements, such as location or time constraints, and not being very well developed. Simultaneously with the advancement of CBT, technological progress was made, ultimately contributing to the emergence of the internet and the establishment of the web system. Technology has advanced. Initially, information could only be presented in text format. However, in the early 1990s, browsers were developed, allowing users to add visuals

alongside the text. The internet gained popularity rapidly, became more affordable, and was now accessible to the middle class. The web system was enhanced to become the widely used and well-known World Wide Web (WWW) (Hubackova, 2015). A new Web-Based Training programme (WBT) was established. (Barešová, 2003) provides a good description of this period. Information and communication technology (ICT) is an advanced application widely used in the educational sector, including e-learning, and it has been quickly incorporated into many institutions (Humida et al., 2022; A. K. M. N. Islam, 2016). In educational institutions, the use of e-learning is crucial for online course delivery, student guidance and counselling, and distant learning. It provides students with the freedom to continue their academic work and access crucial information without being limited by deadlines or other constraints (Althunibat, 2015). Through e-learning and a range of multimedia resources like audio, video, images, and online chat rooms, students can explore various websites to find information that connects to their past experiences and engages them in multidisciplinary training (Liaw & Huang, 2002).

The global education system was impacted by COVID-19. As per a UNESCO assessment, over 1.6 billion students were unable to attend schools or universities for several months, forcing them to finish their studies from home with a significant reliance on digital learning resources (Kedia & Mishra, 2023; C.-L. Lin et al., 2021). India is among the nations that were compelled to impose lockdowns due to the COVID-19 outbreak. Teaching-learning methods have an impact on 1.5 billion pupils as a result of educational institutions closing across the globe (UNESCO, 2020b, 2020a).

It is impossible to separate the advancement of technology from the educational system. Many educational institutions have established policies and regulations, adopted e-learning platforms, and explored other potential solutions to facilitate a seamless shift from traditional

classroom teaching to online instruction to avoid interruptions to the teaching process (Basilaia & Kvavadze, 2020; Naciri et al., 2020; Sintema, 2020). In the end, the COVID-19 pandemic became more predictable and controllable, enabling universities to progressively return to more traditional methods of teaching, although despite improvements in the epidemiological condition throughout time, online learning is growing in popularity because it offers fresh educational options, particularly when paired with traditional schooling (Aristovnik et al., 2023).

1.3 OVERVIEW OF YOUTUBE AS AN EDUCATIONAL APP

First released in 2005 and with more than 2.70 billion subscribers as of 2024, YouTube is the largest video-sharing website and the second-largest social media network globally. By 2025, it is predicted that there will be 2.85 billion YouTube users worldwide. YouTube is viewed at least once a month by 52% of internet users. With 467 million subscribers, India has the highest number of YouTube users among all countries. With 247 million, the USA comes next. Every day, 720,000 hours of video are added to the network. Every day, users watch 1 billion hours of videos on YouTube (Shewale, 2024).

Three primary uses of the YouTube platform have been identified. These are defined as entertainment purposes, gaining knowledge, and studying academic material. YouTube has become that one digital tool that is increasingly being used for teaching. The interpretation of visual aids is a valuable method for enhancing student competence. This has been noted by researchers around the world (Jalaluddin, 2016; Kabooha & Elyas, 2015, 2018). YouTube videos provide several functions, such as sharing, watching, downloading, and uploading. YouTube videos are accessible from anywhere at any time, with excellent material quality and the option to resume, pause, or end the video at any point. YouTube videos offer

multimedia information that incorporates both spoken and visual materials, fostering the development of numerous academic skills. Sharing YouTube videos with others promotes collaborative activities that enhance the learning environment with amusement and significance. Consequently, YouTube aids in the retention of the information (Ebied et al., 2016). By utilizing YouTube as an educational tool, learners can access a wide range of instructional videos created by various individuals with diverse styles and qualities. These videos provide valuable content and contribute to the richness of YouTube as an educational resource Furthermore, the accessibility and abundance of educational videos on YouTube make it a valuable platform for complementing traditional education systems and enhancing various educational situations. Incorporating YouTube in educational settings allows for a diverse range of instructional videos to be accessible to learners (Moghavvemi et al., 2018).

1.4 MODEL DESCRIPTION OF FACTORS INFLUENCING TECHNOLOGY ADOPTION

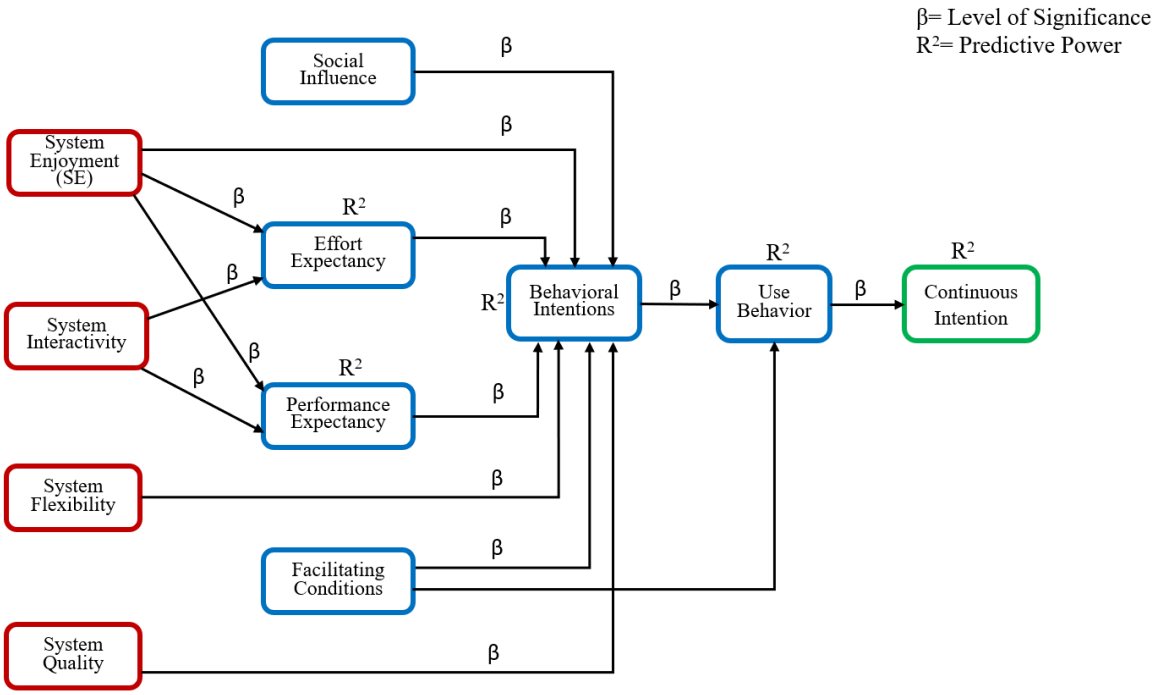
The research model used in this research is an extended version of the Unified Theory of Acceptance and Use of Technology (UTAUT) model which has been derived from an existing study by (Batucan et al., 2022) and has been extended further. The UTAUT Model developed by (Venkatesh, Smith, et al., 2003) combined the elements of eight models. The UTAUT model combines ideas, about how people accept information technology in a framework.

The model uses variables like System Enjoyment (SE), System Interactivity (SIN), System Flexibility (SF), System Quality (SQ), Social Influence (SI), Effort Expectancy (EE), Performance Expectancy (PE), Facilitating Conditions (FC), Behavioural Intention (BI), Use Behaviour (UB) and Continuous Intention (CI).

Where System Enjoyment is defined as the level of pleasure and enjoyment users experience when using a particular IT system (Moon & Kim, 2001) directly impacts Behavioural intention, Effort expectancy and Performance expectancy. System Interactivity defines the capacity to modify the appearance, feel, and content of a website while enabling user interaction (Palmer, 2002), it directly impacts Effort expectancy and Performance expectancy. System flexibility means the extent to which a learner feels they can access the learning system at any time and from any location(Hsia & Tseng, 2008), it impacts Behavioural Intention directly. System Quality was defined by (DeLone & McLean, 1992) as the attributes that represent the technical competence of the system in terms of creating information, it impacts Behavioural intention directly. Social influence, as defined by (Venkatesh, Morris, et al., 2003), refers to the extent to which people believe that others agree they should utilize the new system, it impacts Behavioural intention directly. Effort Expectancy measures the system's perceived ease of use (Venkatesh, Morris, et al., 2003). This variable describes how easy it is for students to use online learning in the context of online learning, it impacts Behavioural intention directly. Performance Expectancy is the extent to which a student expects that using the system's features will enable them to perform on the job. This variable describes how well students achieve in their studies in the context of online learning (Batucan et al., 2022), it impacts Behavioural intention directly. Facilitating Conditions describes a person's belief that specific organizational and technological infrastructures are essential for utilizing an already accessible planned system (Venkatesh, Morris, et al., 2003), it impacts Behavioural intention and Use behaviour directly. Behavioural Intention is the extent to which a user is willing to use the system and how strongly they want to carry out a certain behaviour (Fishbein & Ajzen, 1977). Use Behaviour according to (F. Davis & Davis, 1989), reflects participants' self-reported level of current system utilisation, it

directly impacts Continuous intention. Continuous Intention refers to users' intention to keep utilising the information system (Bhattacherjee, 2001).

Figure 1.1 Model Description for Factors Influencing Technology Adoption



Extended UTAUT Model (Batucan et al., 2022; Venkatesh et al., 2003; Li & Zhao, 2021)

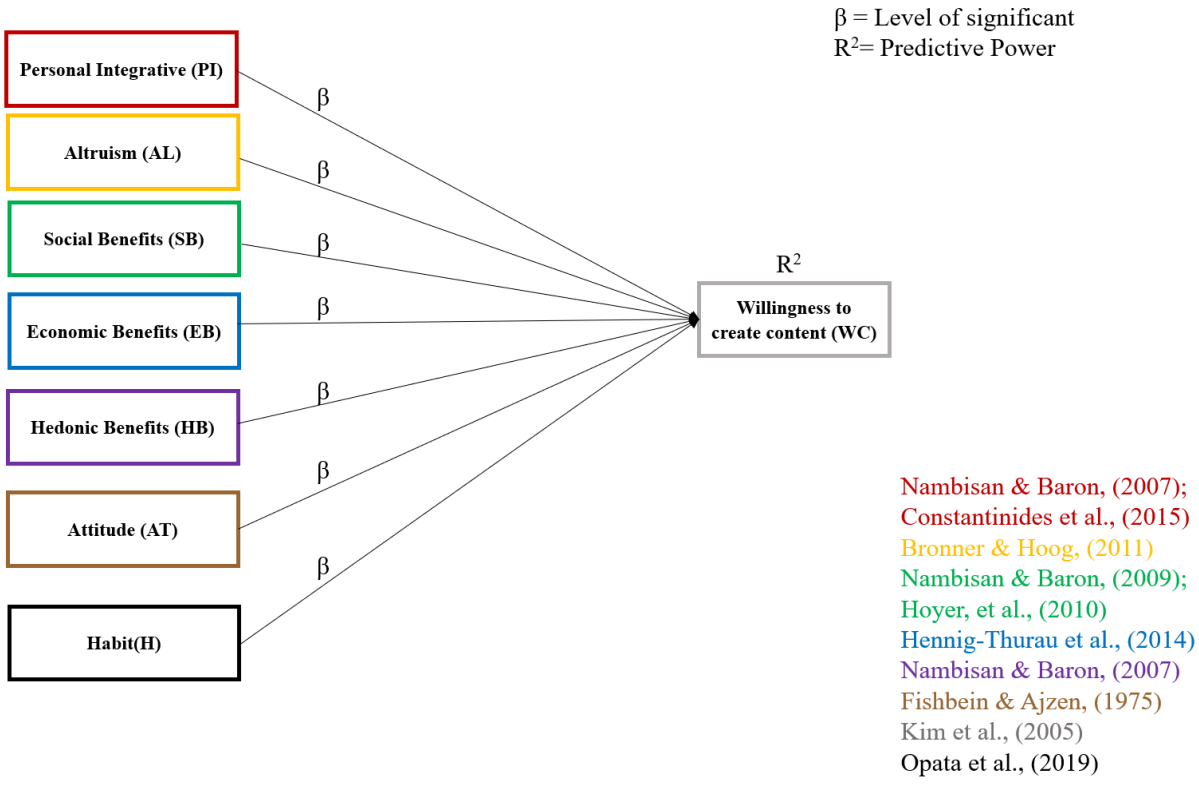
1.5 MODEL DESCRIPTION OF WILLINGNESS TO CREATE CONTENT

For the third objective of this research another model has been used which include constructs like Personal Integrative (PI), Altruism (ALT), Social Benefits (SB), Economic Benefits (EB), Hedonic Benefits (HB), Attitude (AT), Habit (HAB) which impacts Willingness to create content (WCC).

Where Personal integration refers to benefits associated with individuals gaining higher status, credibility, and self-assurance (Yadav & Mahara, 2020). Altruism is described as the desire to help others without taking into account social or psychological rewards (Price et al., 1995). The Social Benefits of cocreation include enhanced status, social esteem, good

citizenship, and strengthened relationships with relevant parties (Nambisan & Baron, 2009). According to (Gwinner et al., 1998) Economic Benefits include both monetary and non-monetary benefits. Hedonic benefits refer to an individual's belief that they can experience personal enjoyment or satisfaction by creating and sharing content (Nambisan & Baron, 2009). An individual's assessment of how good or negative an act is referred to as their Attitude (Ajzen & Driver, 1991). Habit is the term used to describe acquired behavioural patterns that people instinctively use in response to particular circumstances and inventiveness (Verplanken et al., 1998). The term "customer willingness" refers to the desire of customers to actively participate in the process of co-creating value (Füller, 2006).

Figure 1.2 Model description for factors influencing Willingness to Create Content



1.6 LITERATURE REVIEW

The literature on Technology adoption by students is the main subject of this study. A total of 74 research articles were analysed for this study. Frontiers, Scopus, Google Scholar, Research

Gate, ISSN (International Standard Serial Number), International Journal of Research in Finance and Marketing (IJRFM), Elsevier, SSRN (Social Science Research Network), International Journal of Science and Research (IJSR), and other databases were used to compile these papers following a thorough analysis. Additionally, this study includes reviews from both foreign and Indian academic publications. Research papers with similarities to the topic of the Technology adoption among students were chosen. Keywords related to these topics included E-learning, Online learning, Self-learning, Technology adoption, YouTube, YouTube learning, UTAUT, Extended UTAUT, Continuous Intention.

For the third objective, the study included a study of the literature from 1975 to 2023, which ended in the referral of 25 research papers for analysis. A comprehensive search was conducted using databases such as Research Gate, Science Direct, JSTOR, Taylor and Francis, and Emerald to gather the research papers for the review. The search was focused on content co-creation papers from India and abroad. Papers with similarities to Content co-creation and customer willingness to participate in co-creation with keywords like Personal Integrative (PI), Altruism (ALT), Social Benefits (SB), Economic Benefits (EB), Hedonic Benefits (HB), Attitude (AT), Habit (HAB) which impacts Willingness to create content (WCC) were analysed.

1.7 SCOPE

This study aims to study technology adoption by students among different demographic groups of the Gen Z students who use YouTube, and also to identify the factors that influence the Adoption of YouTube as an educational app by students for their academic use. This study also looks at how users respond to content co-creation on social media, website and other platforms after using YouTube for educational purposes. The components are extracted from

earlier research publications and integrated in the current investigation to determine which of the proposed models offers greater predictive potential than earlier studies.

1.8 IMPORTANCE

This study aims to address the needs to understand the factors that affect the student's adoption of YouTube as an educational app, it extends the Unified Theory of Acceptance and Use of Technology (UTAUT) Model by combining variables such as system enjoyment, interactivity, flexibility, quality, social influence, effort expectancy, performance expectancy, facilitating conditions, behavioural intention, use behaviour and continuous intention.

1.9 RESEARCH QUESTION, OBJECTIVE AND HYPOTHESIS

The following Research Questions (RQ), together with the associated Objectives (O) and Hypothesis (H), are developed for additional investigation based on the background discussion covered in the previous sections.

RQ1: "What are the factors that influence the adoption of YouTube by students as an educational app?" This research question tries to find "what are the factors influencing students' usage of YouTube for learning purposes?"

The related Objective (O) framed and the Hypothesis (H) to be tested is:

O1: "To investigate the factors that affect the acceptance and use of YouTube as an educational app."

H1: "There is a significant influence of the factors on the acceptance and use of YouTube as an educational app."

RQ2: "How do the students react based on their experiences based on YouTube learning?" This research question tries to find "What are the factors that influence users to share their experiences of using YouTube through social media?"

The related Objective (O) framed and the Hypothesis (H) to be tested is:

O2: "To identify various factors influencing respondent's social media reactions".

H2: "There is a significant impact of various factors on respondent's social media reaction"

RQ3: "Will the developed composite model provide a better understanding?

1.10 CHAPTERISATION SCHEME

Chapter 1: Introduction: This chapter includes Introduction, Background of online shopping, Background of content creation, Importance of the study, scope of the study, Research Question, Objectives and Hypothesis for the study and Research Methodology, Research Gap and Model description.

Chapter 2: Review of Literature: This chapter examines the literature that is present on Technology Adoption by students. This chapter includes introduction, model development based on prior research of factors that influence Technology adoption by students, Factors were identified that influence technology adoption among students from previous research, Model development for the content co-creation.

Chapter 3: Data Analysis and Results: Analysis and discussion: This chapter presents the empirical findings in a clear and organised manner, showcasing key insight through detailed explanation for each of the research question/ objective to get a better understanding.

Chapter 4: Summary, Findings, and Conclusion: The last chapter of the study includes the introduction, findings and summary from the demographic profile, factors that influence students' usage of YouTube for educational purpose, and the factors influencing the consumers' Willingness to create content. The chapter also provides conclusion, Managerial implications, theoretical implication and scope for future research study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

A vital component of every research study is a literature review. It provides the researcher with information on earlier studies done on a certain topic. It helps in understanding the various approaches, evaluations, and conclusions made by other researchers. It also enables the creation of a suitable study framework and keeps previous research from being repeated. The researcher's work is aided in conducting their inquiry by the research gap in previous investigations.

This chapter discusses the literature evaluations carried out by many academics in relevant subjects or domains which include Technology adoption, E-learning, content co-creation, consumers' willingness to create content, giving a thorough overview of the body of knowledge. An extensive evaluation has been carried out in order to pinpoint research gaps and establish the parameters of the study.

The research papers which were selected are then classified according to various categories such as Year of Publication, Number of Authors, Classification according to location, Type of data collected, Sampling Method, Sample Size and Techniques. Sources used for data collection include Frontiers, Scopus, Google Scholar, Research Gate, ISSN (International Standard Serial Number), International Journal of Research in Finance and Marketing (IJRFM), Elsevier, SSRN (Social Science Research Network) and International Journal of Science and Research (IJSR).

2.2 DEMOGRAPHIC PROFILE

A person's behaviour is influenced by his or her customer profile, which might include factors like age, gender, income, education, and occupation. Firms providing the goods or services

need to be aware of this and base their marketing and sales strategies on the demographics of their target audience. Additionally, they must ensure that their demands are appropriately met, which requires them to have an up-to-date database. Several studies have been found which prove that the demographic profiles play an important role in implementing e-learning (dos Santos Accioly Lins et al., 2021; Surry & Ensminger, 2006), these profiles can be individual characteristics like age, gender, location, educational qualification, etc

Gender

Research found a relationship between learning level and gender. In classroom scenarios where instructors use no technology, it was assumed that male students generally have higher levels of affect than female students, in contrast, female students reported higher levels of initial affect than male students in classroom scenarios where instructors used moderate amounts of technology (Schrodt, 2005).

Age

Numerous studies provided insight into the relationship between students' ages and academic success in online and hybrid learning environments, with varying degrees of success (Diep et al., 2016; Ke & Xie, 2009; Kizilcec et al., 2017; Nistor, 2013; Richardson, 2013). According to findings, adult learners typically find it more challenging to engage in online learning. However, more mature students expressed higher happiness levels and self-reported strong academic achievement. Despite this, age was often not a significant factor in predicting performance (Ke & Xie, 2009).

Location

There are significant regional, as well as national, factors that impact learners' achievement, according to research that focuses on a country's geographic location (Allione & Stein, 2016;

Cai et al., 2017; Guo & Reinecke, 2014). (Bayeck & Choi, 2018) recent study indicates that online learners' understanding and perception of visuals and text are significantly influenced by their sense of regional connection.

Level of education

As previously noted by (Diep et al., 2016; Kizilcec et al., 2017; Richardson, 2009), learners' performance in future education is significantly influenced by their former education, this factor is also crucial in terms of online education. (Pandey & Jain, 2020) in their study found that the level of education has a relation with respect to e-learning.

2.3 FACTORS INFLUENCING STUDENTS' ADOPTION OF YOUTUBE FOR LEARNING.

2.3.1 Model Development

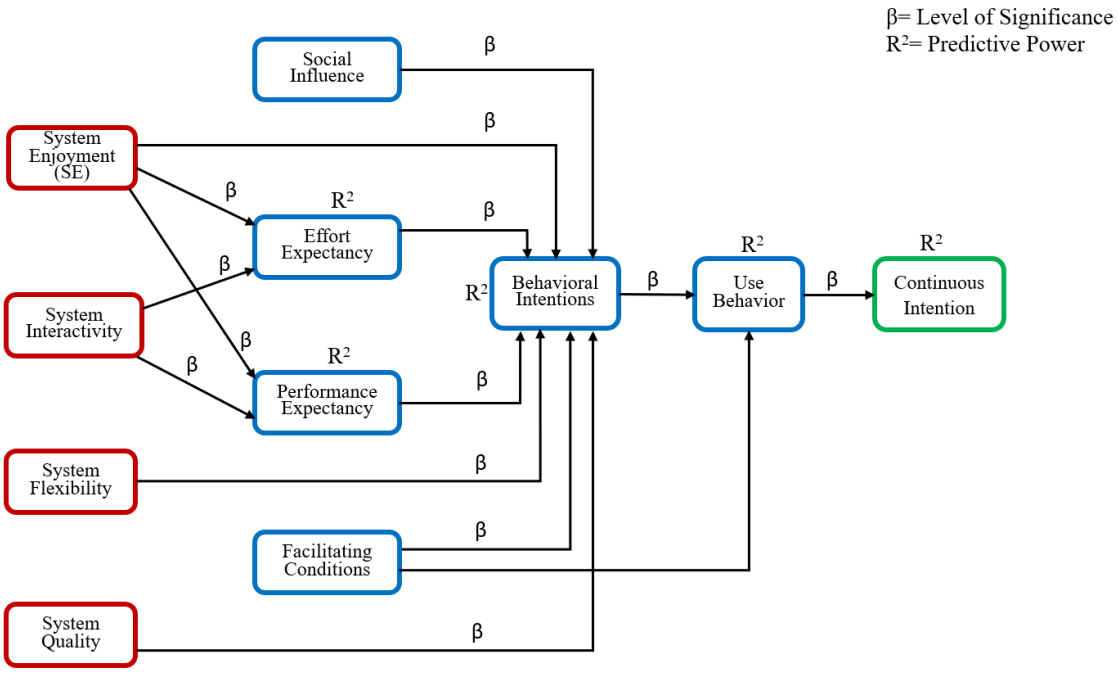
The UTAUT Model developed by (Venkatesh, Smith, et al., 2003) combined the elements of eight models that are (i) The Theory of Reasoned Action (TRA) (Ajzen & Fishbein, 1975), (ii) The Technology Acceptance Model (TAM) (F. Davis & Davis, 1989), (iii) The Motivational Model (MM) (F. D. Davis et al., 1992), (iv) The Theory of Planned Behaviour (TPB) (Ajzen, 1991), (v) The Combined TAM and TPB (C-TAM-TPB) (Taylor & Todd, 1995), (vi) The Model Of PC Utilization (MPCU) (Thompson et al., 1991; Triandis, 1977), (vii) The Social Cognitive Theory (SCT) (Compeau & Higgins, 1995), and (viii) Innovation Diffusion Theory (Rogers, 1995).

Many researchers view UTAUT as a valuable and complete model because it examines all the hypotheses currently accessible on the adoption of technology. Its capacity to explain, when compared to other technology acceptance theories, ranks the highest (Venkatesh et al., 2011). The UTAUT model has also been applied to studying developments in technology that

facilitate higher education, the model was used in education research to emphasize the factors influencing students' adoption and usage of different technologies across different countries (Halili & Sulaiman, 2019; Mohd Suki & Mohd Suki, 2017).

Several scholars have adapted the classical form of the UTAUT model by redesigning it, adding independent variables and determinants, or removing some traditional moderators and determinants. The UTAUT model used in this study has been modified by adding variables which include System Enjoyment (SE) (Moon & Kim, 2001), System Interactivity (SIN) (T. A. Alrawashdeh, 2012), System Flexibility (SF) (Hsia & Tseng, 2008), System Quality (SQ) (DeLone & McLean, 1992) and Continuous Intention (CI) (Bhattacherjee, 2001) adding it to the original UTAUT constructs that are Social Influence (SI), Effort Expectancy (EE), Performance Expectancy (PE), Facilitating Conditions (FC), Behavioural Intention (BI) and Use Behaviour (UB). The developed model can be seen in Figure 2.1.

Figure 2.1 Model for Factors influencing students' adoption of YouTube



Extended UTAUT Model (Batucan et al., 2022; Venkatesh et al., 2003; Li & Zhao, 2021)

2.3.2 System Enjoyment (SE)

Several researchers have discovered that tasks related to information technology should be enjoyable and recognized by society (Chatzoglou et al., 2013; Chesney, 2006; Conci et al., 2009; Zhang et al., 2008). Perceived enjoyment refers to the extent to which a user anticipates enjoying the use of an information system, apart from how the technology affects their ability to do their jobs (Conci et al., 2009). Research papers by (Sudono et al., 2020; Zhang et al., 2008) show us that System enjoyment has shown to be a crucial predictor of Behavioural intention, and it increases when a student finds Web Based Learning System (WLS) to be enjoyable. (Chao, 2019) maintained that Perceived enjoyment with respect to m-learning has significantly positive effect on Effort expectancy as well as Performance expectancy.

H1a: System Enjoyment has a significant influence on Behavioural Intention.

H1b: System Enjoyment has a significant influence on Effort Expectancy.

H1c: System Enjoyment has a significant influence on Performance Expectancy

2.3.3 System Interactivity (SIN)

Palmer (2002) defines System interactivity as the capacity of a user to modify the appearance, feel, and content of a website while enabling user interactions. The advancement of technology utilised in the context of online learning makes it easier for people to communicate from any location (T. A. Alrawashdeh & Al-Mahadeen, 2013). According to (Abbad et al., 2009), System interaction indirectly influences users' intentions to use e-learning systems by influencing their perceptions through perceived usefulness and perceived ease of use. A number of academics agree that Perceived effort expectancy and Perceived performance expectancy are comparable to Perceived ease of use and Perceived usefulness respectively (Marchewka & Kostiwa, 2014; Venkatesh, Morris, et al., 2003).

H1d: System Interactivity has a significant influence on Effort Expectancy.

H1e: System Interactivity has a significant influence on Performance Expectancy.

2.3.4 System Flexibility (SF)

The degree to which a person feels they may access an e-learning system at any time, from any location, was characterised as the system's flexibility (Hsia & Tseng, 2008). (Arbaugh, 2000) stated that engaging in courses provides students, with flexibility when it comes to their studies, furthermore, flexibility enables students to easily manage their personal, academic, and learning interests. The e-learning environment demonstrates that learners' intention to continue using e-learning may be strongly correlated with the perceived flexibility advantages, which are associated with time and location flexibility (Sripalawat et al., 2011). According to several academics, a users' intentions to utilize e-learning systems are positively

influenced by the perceived flexibility of the system (Evans, 2007; Hsia & Tseng, 2008; Nanayakkara & Whiddett, 2005; Sahin & Shelley, 2008).

H1f: System Flexibility has a significant influence on Behavioural Intention.

2.3.5 System Quality (SQ)

Deleone & Mclean (1992) defined System quality as the features that represent the technical proficiency of the system in terms of information production. Research has shown that the quality of e-learning system services has a beneficial impact on technology adoption (Landrum et al., 2008; J.-H. Wu & Wang, 2007). The study by (Wan-Tzu Wong & Neng-Tang Norman Huang, 2011) confirms that there is a positive relation between the acceptance and use of e-learning technology and e-learning system service quality.

H1g: System Quality has a significant influence on Behavioural Intention.

2.3.6 Social Influence (SI)

Social influence, according to (Venkatesh, Morris, et al., 2003), refers to the extent to which individuals perceive that others support the adoption of the new system. The degree to which someone derives their sense of the significance of a system from other people—such as friends, family, and coworkers—is known as social influence (Batucan et al., 2022). Women, for example, are more sensitive to social influence when using new technology because they are more receptive to other people's opinions (Venkatesh & Davis, 2000).

H1h: Social Influence has a significant influence on Behavioural Intention.

2.3.7 Effort Expectancy (EE)

Effort expectation influences the adoption of e-learning technology. (Venkatesh, Morris, et al., 2003) defines effort expectancy as the degree of ease of use associated with the system.

According to (Venkatesh & Davis, 2000), people perceive technology as less valuable when it requires more effort to use . The effort expectancy variable describes the ease of use for students in the context of e-learning. It has been demonstrated that effort expectancy is a significant factor that favourably influences the actual utilization of e-learning tools (Ugur & Turan, 2018). As noted by a several authors effort expectancy is an important factor in the adoption and acceptance of e-learning technologies (AlAwadhi & Morris, 2008; Giannakos & Vlamos, 2013; Tarhini et al., 2016; Ugur & Turan, 2018; Yakubu & Dasuki, 2018).

H1i: Effort Expectancy has a significant influence on Behavioural Intention.

2.3.8 Performance Expectancy (PE)

Performance expectancy as defined by (Venkatesh, Morris, et al., 2003) is the extent to which the user believes that by utilizing the technology, their work performance would improve, in the e-learning context this variable would relate to the students' academic performance. Performance expectancy is the most important factor in determining a user's behavioural intention to accept a technology, as demonstrated by (Venkatesh, Morris, et al., 2003). Studies from (Ahmed et al., 2017; AlAwadhi & Morris, 2008; Almuraqab & Sajjad M. Jasimuddin, 2017; Ugur & Turan, 2018; Venkatesh, Smith, et al., 2003; Venkatesh & Davis, 2000) show that there is a relation between performance expectancy and behavioural intention to utilise e-learning technology.

H1j: Performance Expectancy has a significant influence on Behavioural Intention.

2.3.9 Facilitating Conditions (FC)

The degree to which someone thinks that an organisational and technological infrastructure exists to enable the usage of the e-learning system is referred to as Facilitating Conditions (Venkatesh, Morris, et al., 2003). A number of researchers (Ahmed et al., 2017; Moore &

Benbasat, 1991; Tarhini et al., 2016; Thompson et al., 1994; Venkatesh, Smith, et al., 2003; Venkatesh & Speier, 1999) regard Facilitating conditions as a significant factor in determining users Behavioural intention to use a technology. According to (Uğur & Turan, 2018; Yakubu & Dasuki, 2018) study findings, users' behavioural intention to utilise e-learning technology is significantly influenced by Facilitating conditions.

H1k: Facilitating Conditions has a significant influence on Behavioural Intention.

H1l: Facilitating Conditions has a significant Influence on Use Behaviour.

2.3.10 Behavioural Intention (BI)

One's purpose to carry out specific activities is referred to as their Behaviour (M. Islam & Hasan, 2013). The degree to which a responder is willing to utilise the system and how strongly they want to carry out a certain behaviour are both measured by behavioural intention (Fishbein & Ajzen, 1977). (Venkatesh et al., 2012b; Venkatesh, Morris, et al., 2003) and (Icek, 1985) have both demonstrated that behavioural intention is the most influential factor in shaping an individual's behaviour during the technology adoption process. Consumer intention has been identified as a crucial predictor of actual user behaviour in previous research (Jaruwachirathanakul & Fink, 2005; Martins et al., 2014; Shih, 2004).

H1m: Behavioural Intention has a significant Influence on Use Behaviour.

2.3.11 Use Behaviour (UB)

Use Behaviour refers to the actual use of a technology. Previous researches by (Amelia & Retnowardhani, 2021; Nordin et al., 2015, 2016; Venkatesh, Morris, et al., 2003) have found that behavioural intention has a positive effect on Use Behaviour.

H1n: Use Behaviour has a significant impact on Continuous Intention.

2.3.12 Continuous Intention (CI)

According to Bhattacherjee (2001) "users' intention to continue using the information system" is referred to as continuous intention. Both prior experience and anticipation for possible benefits have an impact on users' decisions to continue using information technology. Continuity can occur immediately upon acceptance (first usage). This helps to differentiate between the two concepts of behavioural acceptance and continuous. (Yan et al., 2021) provides an in-depth literature review of the antecedents to Continuous Intention.

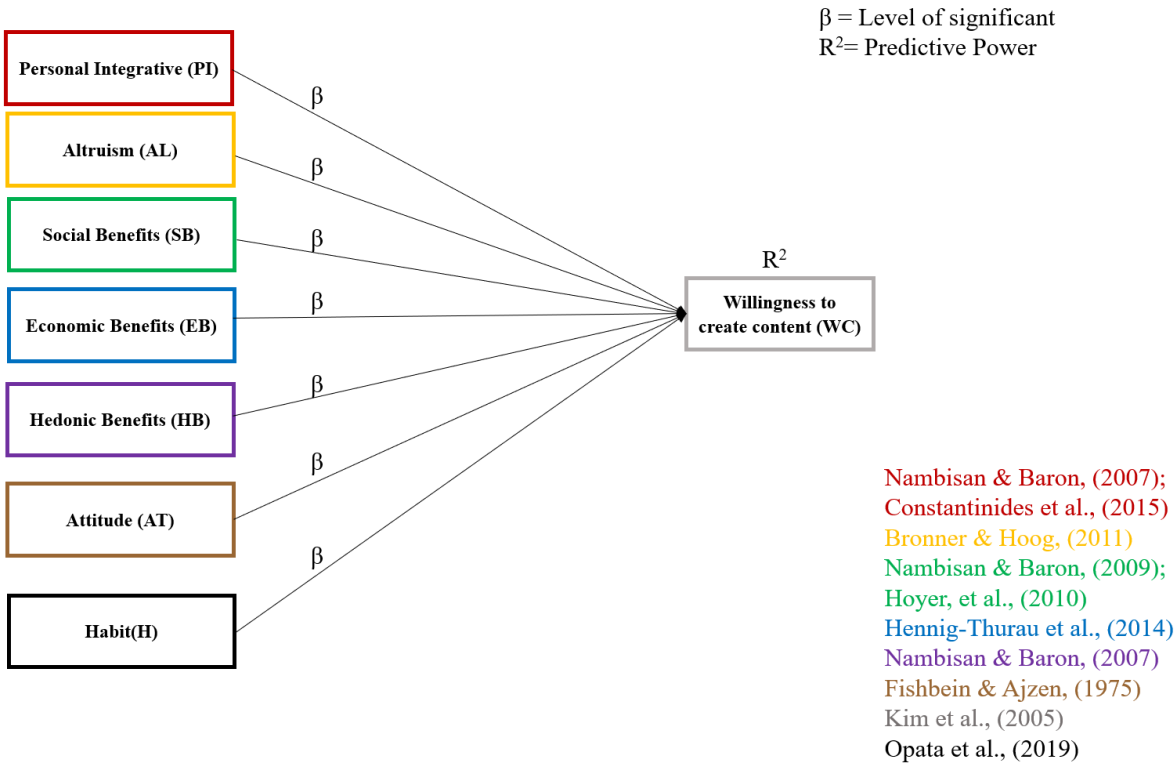
2.4 FACTORS INFLUENCING CONSUMER'S WILLINGNESS TO CREATE CONTENT

2.4.1 Model Development

Customers are recognized as the most significant value co-creation stakeholders, and as such, their roles and duties in the process are the main topics of discussion. In addition to consuming the offering, customers are also required by their roles and duties to contribute to the offering's creation and delivery. When it comes to valuing co-creation, young customers nowadays are a crucial factor to take into account. When it comes to the online world on various social media and other platforms, young consumers are the most engaged. These days, young customers frequently spend their time on social media sites like YouTube, Instagram, Facebook, Snapchat, and others. Young users offer want to share their experiences of using a product or a service online. Based on earlier research in the field of virtual customer environments, a lot of use has been made of the applications and methods to explain why consumers are motivated to engage in co-creation activities. The proposed model for the study

was developed by identifying various factors such as Personal Integrative (PI), Altruism (ALT), Social Benefit (SB), Economic Benefits (EB), Hedonic Benefits (HB), Attitude (AT), Habits (HAB) and Willingness to create content (WCC). After testing and analysing the three proposed models, it was found that, considering the significance of the R^2, Q^2, F^2, and effect size, model 1 was the most appropriate model. Below is an in-depth account of each of these variables. The proposed model can be seen in Figure 2.2.

Figure 2.2 Factors Influencing Consumer's Willingness to create content



2.4.2 Personal Integrative (PI)

Enhancing one's prestige or reputation and cultivating a feeling of self-sufficiency are examples of personal integrative (Nambisan & Baron, 2009). The idea of personal integrative refers to a person's requirement for competency, self-efficiency, and social credibility. It also covers the expansion or development of human capital, which involves learning how to solve problems, enhancing one's knowledge base, and enhancing one's talents (Nohutlu et al., 2023).

Those who take part in online co-creation strategies might feel more certain about their capacity to support an organization's creative operations. The customer's developing capacity for problem-solving and their expanding level of product-related information have contributed to this impression. By providing imaginative thoughts with expansive potential, clients may upgrade their notoriety and accomplish a really critical expertise-related status, which includes improved validity, glory, and self-efficacy (Nambisan & Baron, 2009, 2007). Consumers who engage in online co-creation processes may have greater faith in their capacity to support creative processes within an organization, this belief is derived from the consumers' increased capacity for problem-solving and their enhanced understanding of the product (Perks & Gemser, 2015). Personal integrative is a significant factor that influences consumers' willingness to participate in value creation in the virtual customer environment, according to a study by (Constantinides et al., 2015). This finding corresponds with research from earlier studies by (Nambisan & Baron, 2009), which also found that consumers consider personal integrative as a significant factor that influences their willingness to participate in value creation that is product support.

H2a: Personal Integrative has a significant influence on consumers' Willingness to Create Content.

2.4.3 Altruism (AL)

Altruism as described by (Hennig-Thurau et al., 2004a) refers to the unselfish concern for the well-being of other individuals and the willingness to help them make well-informed decisions. It can be defined as a genuine desire to support or aid people without anticipating anything in return. A research carried out by (Cheung & Lee, 2012) examined the inclination to use online platforms for electronic word-of-mouth (EWOM), focusing on altruistic motivations. Individuals who are willing to assist in the progress of a brand or company and

enhance its products may engage in collaborative efforts, as they perceive such involvement as potentially enhancing the quality of existing products, these consumers are not concerned about receiving compensation in exchange for sharing their experiences. (Ali et al., 2020) determined that altruistic behaviour was highly impactful in shaping electronic word-of-mouth engagement among consumers utilizing e-platforms.

H2b: Altruism has a significant influence on consumers' Willingness to Create Content.

2.4.4 Social Benefits (SB)

Social integrative benefits refer to the advantages that people experience from social interaction, including the development of social identities, a sense of inclusion or belonging, and the forming of social and relational bonds between those involved (Kollock, 1999; Nambisan, 2002; Nambisan & Baron, 2009). Co-creation offers social benefits, including enhanced self-worth, a higher social status, and strengthened connections with relevant people. Close connections with other users help customers develop a sense of social identity and belonging to the online community, which is considered advantageous (Hoyer et al., 2010; Nambisan & Baron, 2009). Social benefits affect consumers' engagement in virtual customer environments, which promotes the creation or improvement of products (Constantinides et al., 2015).

H2c: Social Benefits has a significant influence on consumers' Willingness to Create Content.

2.4.5 Economic Benefits (EB)

Economic benefits refer to the material gains or incentives that people could receive from participating in electronic word-of-mouth advertising on consumer opinion platforms. These

incentives might include electronic records or other payments for giving feedback on goods or services. A substantial relationship has been found between the number of comments made on opinion platforms and economic gains. This implies that people might be motivated to utilize electronic word-of-mouth communication as a result of financial gains or incentives. (Hennig-thurau et al., 2017). (Dellarocas et al., 2007; Sundaram et al., 1998) found that providing financial incentives can increase both the quantity and quality of electronic word-of-mouth on websites that host reviews. Therefore, the findings of these previous studies suggest that financial gains could be a significant incentive for consumers to engage in electronic word-of-mouth marketing.

H2d: Economic Benefits has a significant influence on consumers' Willingness to Create Content.

2.4.6 Hedonic Benefits (HB)

According to (Nohutlu et al., 2023), the hedonic benefits pertains to positive experiences, such as the enjoyment and amusement that participants derive while participating in co-creation activities. When customers are delighted with a product, they frequently want to tell others about it on social media and other platforms so that other potential customers learn that the product is great and that it is worthwhile for them to make a purchase. Conversation topics can range from product characteristics to final product usage (Dholakia et al., 2004; Muniz & O'Guinn, 2001). According to (Nambisan & Baron, 2009), hedonic rewards have a significant influence on authentic customer engagement.

H2e: Hedonic Benefits has a significant influence on consumers' Willingness to Create Content.

2.4.7 Attitude (AT)

Attitude is referred to as a person's sentiments, either favourable or unfavourable, towards doing a certain activity (Ajzen, 1985). Consumers may feel one way or the other about particular product or a service. When consumers have a positive mindset, they will post information on social media and other platforms highlighting the benefits and high quality of a specific product or service on social media and other platforms, which could potentially influence the decisions of other consumers. If a customer has a bad or negative experience, they are likely to have a bad attitude towards the product or service. As a result, they may create content that informs other customers about their negative experiences, which could have an impact on the consumption of a product or a service. (Ali et al., 2019) found that a consumer's attitude toward electronic word-of-mouth significantly influences their interactions with social platforms in a managerial context. If customers view online communication more favourably, they are more inclined to participate in electronic word-of-mouth (e-WOM) conversations.

H2f: Attitude has a significant influence on consumers' Willingness to Create Content.

2.4.8 Habit (HAB)

Over time, people often develop habits after learning about a certain activity or object. Through repeated immersion, consumers in e-commerce develop habits that lead to a certain level of familiarity with the task environment and the technology that makes it available (Venkatesh et al., 2012b). An information system habit, according to (Limayem & Hirt, 2003), is the degree to which the use of a specific information system has become routine under particular conditions. Students will unintentionally develop good behaviour habits if they frequently use e-learning in the learning environment for activities such as forum discussions,

submitting assignments, taking exams, and checking grades (Raman & Thannimalai, 2021; Tandon et al., 2022; Xu et al., 2022).

H2g: Habit has a significant influence on consumers' Willingness to Create Content.

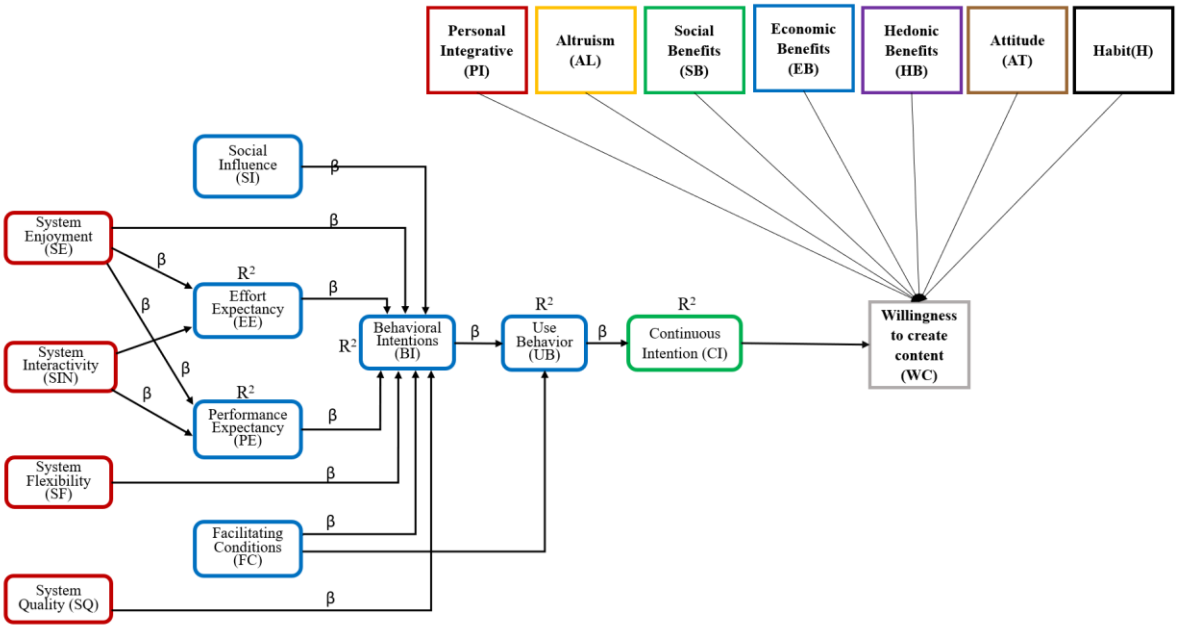
2.4.9 Willingness to Create Content (WCC)

Any positive or negative statement made by potential, actual, or former customers about a product or services that is made available to a multitude of people and institutions via Internet is the definition of E-WOM (Hennig-Thurau et al., 2004b). There are many benefits to mobile learning for students, but choosing the appropriate mobile application is crucial if they want to learn from other people's experiences, here E-word-of-mouth has a significant impact on the adoption of technology. Social media platforms such as Facebook, Instagram, Twitter, and LinkedIn are widely used to spread consumer ratings and reviews through electronic word-of-mouth (e-WOM) (Christodoulides et al., 2012; Filieri, 2015; Kiyindou, 2011).

2.5 COMPOSITE MODEL

A composite model was developed by combining the above two models. The purpose of this is to find out if it provides a better understanding of the behaviour of students after using YouTube as an educational app and how they react on social media and other platforms to make other users aware positively or negatively. The variables of the composite model are already explained. The proposed combined model of both the objectives were tested after combining with results provided in chapter 3.

Figure 2.3 The Composite Model



2.6 RESEARCH GAP

Numerous studies can be found on the topic Technology adoption by students, but relatively fewer studies are focusing on YouTube adoption by students for learning. Limited studies are found in India using the UTAUT model to understand the factors influencing students' adoption of YouTube as an educational app. The current research tries to fill the research on this topic by modifying and extending the UTAUT model by adding variables like System Enjoyment (SE), System Interactivity (SIN, System Flexibility (SF), System Quality (SQ) and Continuous Intention (CI) adding it to the original UTAUT constructs that are Social Influence (SI), Effort Expectancy (EE), Performance Expectancy (PE), Facilitating Conditions (FC), Behavioural Intention (BI) and Use Behaviour (UB).

Additionally, this research also related to the topic of Consumers/Users Willingness to Create content after using a product or a service, this is an emerging topic which focuses to study the reactions of the Consumers/Users for this section the factors that influence students'

willingness to create content on social media after using YouTube for learning are identified and a model was developed.

2.7 RESEARCH METHODOLOGY

The study's aim is to find out the factors that affect the student's usage of YouTube for learning and how the students react after using it. The period of the study was from June 2023 to March 2024. Previous studies with similar topic and keywords were analysed for deriving the survey methods. A structured Likert scale questionnaire was developed and distributed. Respondents included students from North Goa and South Goa, purposive and snowball sampling methods were used. Questionnaire was prepared and sent on google form and was distributed through WhatsApp and E-mail. The three sections of the questionnaire were: Who they are (demographic profiling), What factors affect the adoption of YouTube by students, and sharing experiences from YouTube usage.

The first section included the respondent's demographic profile, which included details about their age, gender, location and education level as well as their experience of using YouTube for learning purposes. The outcome was subsequently examined using the hi-square test to see if the respondent's attributes differed significantly based on their gender or geography.

The second section covered the variables that influenced to students' usage of YouTube for educational purpose. The model included eleven variables, each of which had statements or questions with Likert scale ratings ranging from 1 (strongly disagree) to 5 (strongly agree). A total of 44 statements were derived from previous research which were rated by the respondent's according to their perception. The UTAUT model has been extended by adding variables which include System Enjoyment (SE), System Interactivity (SIN, System

Flexibility (SF), System Quality (SQ) and Continuous Intention (CI) adding it to the original UTAUT constructs that are Social Influence (SI), Effort Expectancy (EE), Performance Expectancy (PE), Facilitating Conditions (FC), Behavioural Intention (BI) and Use Behaviour (UB).

The third section talks about the social media reactions of the students after using YouTube for learning purpose. The respondents were asked to answer the 18 assertions on a 5-point Likert scale that went from 1 for strongly disagree to 5 for strongly agree. The eight factors used were Personal integrative (PI), Altruism (AL), Social benefits (SB), Economic Benefits (EB), Hedonic benefits (HB), Attitude (AT), Habits (HB), Willingness to create content (WCC).

In the fourth section a composite model was developed by combining the models from RQ 1 and RQ 2. The aim was to find if the developed composite model will provide a better understanding.

For the first section Tabulation was used for the demographic profiling of the respondents. For the next three sections Structural Equation Modelling (SEM) was used and the data was analysed using Smart PLS software.

2.8 SUMMARY

This chapter provides a detailed explanation on existing literature available related to the 3 research questions, objectives and hypothesis. The chapter offered a thorough description of consumer demographic profiling with regard to using YouTube for educational purposes. It also provided a detail explanation for the factors influencing students' usage of YouTube for

educational purposes by providing an explanation of the model development used for the current study and what are the theories that have been used by previous studies and all the factors used for the model development are explained above with results of what other researchers have found using the above constructs. The chapter also offers a detailed explanation of the constructs used in the current study, as well as a model development and an explanation of the variables influencing consumers' willingness to participate in co-creation. The research gap for the study and the research technique for data analysis for the three research questions, objectives, and hypothesis are also provided in this chapter.

CHAPTER 3: DATA ANALYSIS AND RESULTS

3.1 INTRODUCTION

This chapter covers the data analysis, discussions for all the tests that were carried out. This is a crucial stage in the research process as it enables the researcher to draw conclusions. This chapter is divided into sections, namely (1) Who the respondents are? (2) What are the factors influencing adoption of YouTube as an education app, (3) How the respondents react based on their experience and (4) To try and develop a composite model.

(1) Who the respondents are?

This section focuses on the demographic profiling of the students based on Gender to see whether there are significant differences between them. Further in this section, students experience of using YouTube is also analysed.

(2) What are the factors influencing adoption of YouTube as an education app

This section analyses whether the factors influencing the usage of YouTube for educational purposes lead to Behavioural Intention, Use Behaviour, and Continuous Intention.

(3) How the respondents react based on their experience?

This section focuses at the variables that influence users' willingness to create to create content on social media platforms after using YouTube for learning.

(4) To try and develop a composite model.

In this section we investigate whether the composite model offers a more comprehensive explanation of Students' usage of YouTube for educational purposes and how they respond on social media platforms with the willingness to create content.

3.2 RESULTS AND DISCUSSION

3.2.1 Demographic profile

This section examines cross-tabulations of user demographic characteristics based on Gender to see whether there are significant differences between them. Based on demographic characteristics, the frequency test is used to test the hypothesis and determine whether there is a significant difference between male and female respondents in their use of YouTube for learning. Further in this section, students experience of using YouTube is also analysed.

The table 3.1 “Demographic Profile” presents a thorough analysis of the data related to the demographic characteristics of users, focusing on the correlation between gender (male and female) and other variables such as age, education and location in relation to the use of YouTube for educational purposes. A total of 183 respondents out of which a majority of 116 (63%) were Male and Females counted 67 (37%) of the total responses.

For the Age category students in the age group of 17-21 counted to 41 (35%) among males and 15 (22%) among females, while students in the age group of 22-26 counted 60 (52%) in males and for females it counted 40 (60%).

For the education category both male and female users in the majority both hold a graduation degree. Respondents with a graduation degree, there are 32 females (48%) and 68 males (59%).

In terms of location most of the users, both male and female, come from North Goa. There are 92 males (79%) and 39 females (58%) from North Goa. From South Goa males count to 24 (21%) and females counted to 28 (42%).

Table 3.1 Demographic Profile

Demographic Characteristics		Gender			
		Male (116)		Female (67)	
		#	%	#	%
Age	Up to 16	5	4	4	6
	17-21	41	35	15	22
	22-26	**60**	52	**40**	60
	Above 26	9	8	8	12
Education	Up to 10th	5	4	2	3
	Up to 12th	7	6	3	4
	Graduation	**68**	59	**32**	48
	Post Graduation	33	28	28	42
	PHD	3	3	2	3
Location	North Goa	**92**	79	**39**	58
	South Goa	24	21	28	42

Source: Compilation from Primary Data

3.2.1.1 E-learning experience

Table 3.2 represents the experience that the respondents have using YouTube for educational purpose. We can see that the majority of participants 95 (52%) used YouTube for e-learning for 1 - 4 years, followed by participants using YouTube for 4 -7 years counted to 52 (28%). 20 (11%) respondents had used YouTube for more than 7 years, and 9% respondent's counting to 16 had used YouTube for less than 1 year.

Table 3.2 E-learning experience

E-learning experience on YouTube	Number of Respondents	%
Less than 1 Year	16	9
1 - 4 Years	**95**	**52**
4 - 7 Years	52	28
More than 7 Years	20	11

Source: Compilation from Primary Data

3.2.1.2 Usage per day

Table 3.3 shows the YouTube usage of the respondents for educational purpose. A majority of 58% of the respondents which count to 107 used YouTube 1 to 3 hours a day, 41 (22%) of

the respondents use YouTube for Less than 1 hour a day followed by 29 (16%) of the respondents had used YouTube for 3 to 5 hours a day, 6 of the respondents (3%) had YouTube usage of more than 5 hours per day.

Table 3.3 Usage per day

YouTube usage per day (hours)	Number of Respondents	%
Less than 1 hour	41	22
1 to 3 hours	**107**	**58**
3 to 5 hours	29	16
More than 5 hours	6	3

Source: Compilation from Primary Data

3.2.2 Factors Influencing usage of YouTube for educational purpose

3.2.2.1 Results and discussions of "Factors Influencing usage of YouTube for educational purpose."

This section analyses whether the factors influencing the usage of YouTube for educational purposes lead to Behavioural Intention, Use Behaviour, and Continuous Intention. The UTAUT model was modified and extended to form a proposed model using outcomes of previous studies done. Data was collected from students of Goa and the model was tested. The following are the hypothesis which are formulated.

RQ1: *"What are the factors that influence the adoption of YouTube by students as an educational app?"*

> **O1:** "*To investigate the factors that affect the acceptance and use of YouTube as an educational app.*"

1) *System Enjoyment (SE) has a significant influence on Behavioural Intention (BI)* ***[H1a]****, Effort Expectancy (EE)* **[H1b]** *and Performance Expectancy (PE)* **[H1c]**
2) *System Interactivity (SIN) has a significant influence on Effort Expectancy (EE)* ***[H1d]*** *and Performance Expectancy (PE)* **[H1e]**.
3) *System Flexibility (SF) has a significant influence on Behavioural Intention (BI)* **[H1f]**.
4) *System Quality (SQ) has a significant influence on Behavioural Intention (BI)* **[H1g]**.
5) *Social Influence (SI) has a significant influence on Behavioural Intention (BI)* **[H1h]**.
6) *Effort Expectancy (EE) has a significant influence on Behavioural Intention (BI)* **[H1i]**.
7) *Performance Expectancy (PE) has a significant influence on Behavioural Intention (BI)* **[H1j]**.
8) *Facilitating Conditions (FC) has a significant influence on Behavioural Intention* (BI) **[H1k]** *and Use Behaviour* (UB) **[H1l]**.
9) *Behavioural Intention (BI) has a significant Influence on Use Behaviour (UB)* **[H1m]**.
10) *Use Behaviour (UB) has a significant impact on Continuous Intention (CI)* **[H1n]**.

3.2.2.2 Measurement of the Model

The Table 3.4 provides results of the findings of Factor Loading, Cronbach's alpha (CA), Average Variance Extracted (AVE), Variance Inflation Factor (VIF), and Composite Reliability (CR). These measurements are essential for assessing the validity and dependability of the study's constructs on the opinions of student’s usage of YouTube for educational purpose. The test was concluded on the 11 variables which include System Enjoyment, System Interactivity, System Flexibility, System Quality, Social Influence, Effort expectancy, Performance Expectancy, Facilitating Conditions, Behavioural Intentions, Use behaviour and Continuous Intention.

Factor loading indicates the strength of the relationship between the observed variables and the latent constructs. High factor loadings suggest that the items effectively represent the underlying constructs. **Cronbach's alpha (CA)** values above 0.7 demonstrate good internal consistency and reliability, indicating that the items within each construct are measuring the same underlying concept consistently. Similarly, **Composite Reliability (CR)** values above 0.7 further support the reliability of the constructs used in the study. **Average Variance Extracted (AVE)** values above 0.5 indicate that the constructs explain a large amount of variance relative to measurement error, indicating good convergent validity.

In Table 3.4 we can see the AVE value for the construct System Enjoyment and System Interactivity, is 0.488 and 0.459 respectively, which is below the recommended threshold of 0.5 for convergent validity. However, because additional reliability and validity metrics like factor loadings, Cronbach's alpha, and composite reliability meet the necessary standards and validate the construct's contribution to the measurement model, it is kept in the table.

Table 3.4 Factor Loading, Cronbach's alpha (CA), Composite reliability (CR), Average variance extracted (AVE) Results

Variable	Item	Factor Loading	Cronbach's alpha (CA)	Composite reliability (CR)	Average variance extracted (AVE)
System Enjoyment					
Learning through YouTube makes school/college work more attractive.	SE 1	0.831	0.733	0.825	**0.488**
I find using YouTube for educational purpose more enjoyable.	SE 2	**0.669**			
The information provided through YouTube meets my exact needs.	SE 3	0.703			
YouTube provides sufficient information.	SE 4	**0.605**			
I find accurate information on YouTube.	SE 5	**0.663**			
System Interactivity					
I use YouTube to exchange with other people.	SIN 1	**0.54**	0.618	0.768	**0.459**
I use YouTube to coordinate with my work.	SIN 2	0.745			
I use YouTube to solve various problems.	SIN 3	0.793			
I use YouTube to plan or follow up on my tasks.	SIN 4	**0.6**			
System Flexibility					
YouTube is versatile to meet my needs as they arise.	SF 1	0.74	0.742	0.838	0.838
YouTube can flexibly adapt to the new demand's circumstances.	SF 2	0.796			
YouTube is highly adaptable.	SF 3	0.771			
YouTube is designed to accommodate changes.	SF 4	**0.694**			
System Quality					
YouTube allows me to add useful knowledge.	SQ 1	**0.697**	0.763	0.84	0.514
YouTube is user-friendly or easy to use.	SQ 2	0.792			
YouTube is accessible from anywhere by anyone.	SQ 3	0.73			
The range of functions offered by YouTube is adequate.	SQ 4	0.725			
The information provided by YouTube is precise.	SQ 5	**0.634**			
Performance Expectancy					
I find YouTube useful in my learning.	PE 1	0.789	0.789	0.863	0.613
Using YouTube enables me to accomplish learning activities more quickly.	PE 2	0.82			
Using YouTube increases my learning productivity.	PE 3	0.762			

If I use YouTube, I will increase my chances of getting a better mark in the courses.	PE 4	0.759			
Effort Expectancy					
My interaction with YouTube is clear and understandable.	EE 1	**0.682**	0.692	0.812	0.519
Using YouTube helps me to become skilful quickly.	EE 2	**0.681**			
Learning to use YouTube for educational purposes is easy for me.	EE 3	0.748			
It is easy to operate YouTube.	EE 4	0.767			
Social Influence					
People who are important to me think that I should use YouTube	SI 1	0.764	0.787	0.862	0.61
I consider using YouTube as an educational resource if my fellow classmates get good results.	SI 2	0.793			
My teachers think that I should use YouTube for educational purposes.	SI 3	0.786			
In general, the university has supported the use of YouTube.	SI 4	0.78			
Facilitating Condition					
I have the resources necessary to use YouTube for educational purposes.	FC 1	0.766	0.716	0.841	0.639
I have the skills / knowledge necessary to use YouTube for educational purposes.	FC 2	0.847			
I can get help from others when I have difficulties using YouTube for educational purposes.	FC 3	0.783			
Behavioural Intentions					
I intend to use YouTube in the future.	BI 1	**0.661**	0.749	0.843	0.574
I intend to use YouTube for my daily educational activities.	BI 2	0.739			
I intent to use YouTube for the courses that I do not understand / I find difficult to understand.	BI 3	0.817			
I would recommend YouTube to my colleagues.	BI 4	0.805			
Use Behaviour					
I consider myself a regular user of YouTube.	UB 1	0.75	0.704	0.836	0.629
I prefer to use YouTube when available.	UB 2	0.854			
I am satisfied with my decision to use YouTube for learning.	UB 3	0.772			
Continuous Usage					
If I could, I will continue using YouTube for my learning needs.	CU 1	0.757	0.796	0.867	0.621
I would strongly recommend to use YouTube for learning purpose.	CU 2	**0.694**			

I will continue using YouTube for learning purpose in the future.	CU 3	0.807			
Overall, I intend to continue using YouTube for learning purpose in the future.	CU 4	0.884			

Source: Compilation from Primary Data

3.2.2.3 Discriminant Validity

The results of discriminant validity using the Fornell-Larcker Criterion are shown in Table 3.5. In order to verify that each study's concept is unique and measures certain facets of the topic being studied, discriminant validity is essential. For each construct, the diagonal values indicate the square root of the AVE; if the diagonal values are consistently greater than the off-diagonal values, it indicates that the study's constructs such as System Enjoyment, System Interactivity, System Flexibility, System Quality, Social Influence, Effort expectancy, Performance Expectancy, Facilitating Conditions, Behavioural Intentions, Use behaviour and Continuous Intention, are different from one another and measure particular aspects of how students see using YouTube as a learning tool.

Table 3.5 Discriminant Validity - Fornell - Larcker Criterion

	BI	CU	EE	FC	PE	SE	SF	SI	SIN	SQ	UB
BI	**0.758**										
CU	0.752	**0.788**									
EE	0.69	0.686	**0.721**								
FC	0.706	0.71	0.689	**0.799**							
PE	0.781	0.71	0.747	0.68	**0.783**						
SE	0.75	0.649	0.674	0.706	0.713	**0.698**					
SF	0.774	0.688	0.696	0.65	0.778	0.718	**0.751**				
SI	0.616	0.588	0.556	0.584	0.685	0.618	0.654	**0.781**			
SIN	0.632	0.592	0.626	0.575	0.613	0.565	0.68	0.65	**0.678**		
SQ	0.764	0.726	0.748	0.784	0.743	0.763	0.738	0.631	0.646	**0.717**	
UB	0.684	0.746	0.676	0.675	0.655	0.622	0.601	0.532	0.52	0.669	**0.793**

Source: Compilation from Primary Data

3.2.2.4 Structural Model

The Path Coefficients, T-values, P values, R^2, Q2, F2, and Effect Size of the different research variables are shown in Table 3.10. It displays the correlations and degrees of significance between various variables. It indicates the path coefficients, t-values, and p-values for the relationships.

In the structural equation model, the path coefficients, or **Beta (β)** values, show the direction and intensity of the link between the independent and dependent variables. A rise in the independent variable causes an increase in the dependent variable. Conversely, a negative Beta value indicates a negative relationship, where an increase in the independent variable results in a decrease in the dependent variable.

The structural equation model's path coefficients are tested for significance using **T-values** and **P-values**, which then enable us to figure out the importance of the correlations between the variables and decide which hypotheses should be accepted or rejected.

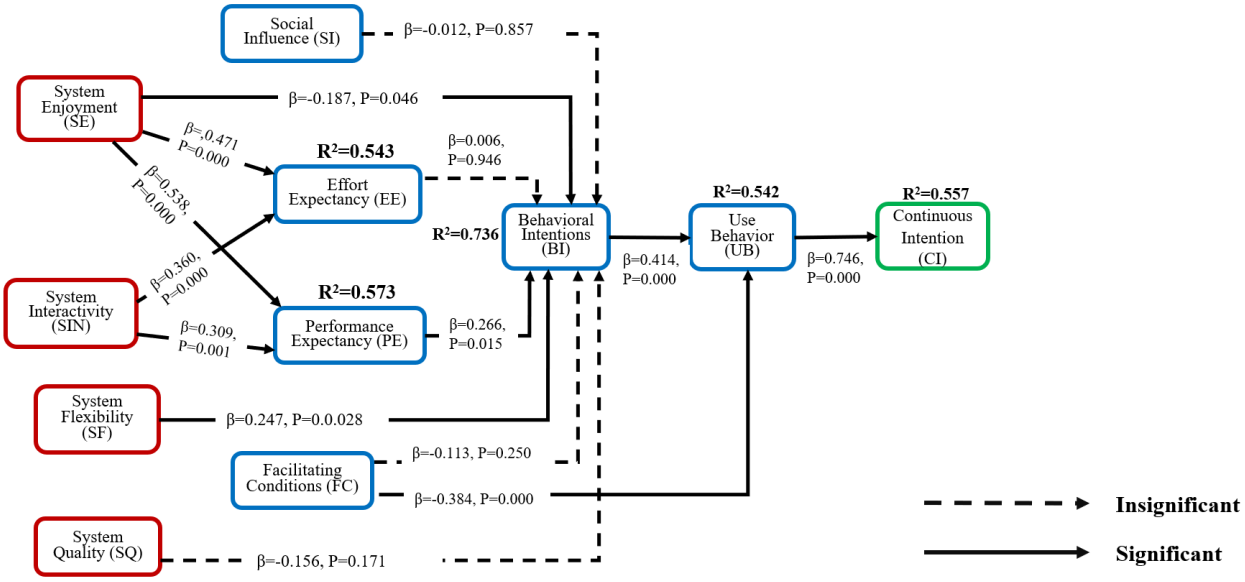
In Table 3.6 we can see that the T-values and P-values show the relationships for SE -> BI, SE -> EE, SE -> PE, SIN -> EE, SIN -> PE, SF -> BI, PE -> BI, FC -> UB, BI -> UB and UB -> CU are significant as they are below 0.05 and these hypotheses are accepted. While relationship SQ -> BI, SI -> BI, EE -> BI and FC -> BI are found to be not statistically significant which leads to rejection of the respective analysis. The amount of variation in the dependent variable that can be accounted for by the independent variables is expressed as the coefficient of determinants, or R^2. PLS SEM Algorithm in Smart PLS was used to calculate the R^2 and F^2 Values. The R^2 values for Effort expectancy, Performance Expectancy, Behavioural Intentions, Use Behaviour and Continuous Intention are 0.543, 0.573, 0.736, 0.542 and 0.557 respectively.

Table 3.6 Path Coefficients, T-values, P values, R^2, Q^2, F^2 & Effect Size

Variables	β	T-Value	P-Values	Hypothesis	R^2	Q^2	F^2	Effect
SE -> BI	0.187	1.999	0.046*	**Supported**			0.044	S
SE -> EE	0.471	4.206	0.000*	**Supported**			0.331	M
SE -> PE	0.538	5.049	0.000*	**Supported**			0.462	L
SIN -> EE	0.360	3.511	0.000*	**Supported**	0.543	0.506	0.193	M
SIN -> PE	0.309	3.185	0.001*	**Supported**	0.573	0.542	0.152	M
SF -> BI	0.247	2.193	0.028*	**Supported**			0.071	S
SQ -> BI	0.156	1.370	0.171	Not Supported			0.022	S
SI -> BI	-0.012	0.180	0.857	Not Supported			0.000	S
EE -> BI	0.006	0.067	0.946	Not Supported			0.000	S
PE -> BI	0.266	2.437	0.015*	**Supported**			0.071	S
FC -> BI	0.113	1.151	0.250	Not Supported	0.736	0.667	0.017	S
FC -> UB	0.384	3.921	0.0008	**Supported**			0.161	M
BI -> UB	0.414	4.475	0.000*	**Supported**	0.542	0.493	0.188	M
UB -> CU	0.746	9.818	0.000*	**Supported**	0.557	0.493	1.255	L

*Significant at 0.05** *Source: Compilation from Primary Data*

Table 3.1 Results of the Tested model



3.2.3 Factors that Influence Willingness to Create Content

3.2.3.1 Results and discussions of "Factors that influence Willingness to create content."

This section focuses at the various variables that influence users' willingness to create to create content on social media platforms after using YouTube for learning. Here 3 proposed models were formulated which has been explained in chapter 2 (Literature Review). Subsequently, data was gathered from students residing in Goa and all three models were tested and it was determined that the proposed model 2 has been found to be the most appropriate model from the remaining models.

Therefore, the following hypothesis are formulated based on this appropriate model. In this case, three models were put out; they are described in detail in chapter 2 (Literature Review). After that, information was obtained from Goan students, and after testing all three models, it was concluded that, out of the models that were left, the suggested model 1 was the most suitable.

RQ2: "*How do the students react based on their experiences based on YouTube learning?"*

O2: "*To identify various factors influencing respondent's social media reactions*".

1) *Personal Integrative (PI) has a significant influence on consumers' Willingness to Create Content (WCC)* **[H2a].**
2) *Altruism (ALT) has a significant influence on consumers' Willingness to Create Content (WCC)* **[H2b].**
3) *Social Benefits (SB) has a significant influence on consumers' Willingness to Create Content (WCC)* **[H2c].**
4) *Economic Benefits (EB) has a significant influence on consumers' Willingness to Create Content (WCC)* **[H2d].**

5) *Hedonic Benefits (HB) has a significant influence on consumers' Willingness to Create Content (WCC)* **[H2e].**
6) *Attitude (AT) has a significant influence on consumers' Willingness to Create Content (WCC)* **[H2f].**
7) *Habit (HAB) has a significant influence on consumers' Willingness to Create Content (WCC)* **[H2g].**

3.2.3.2 Measurement of the Model

In Table 3.7 we can see the findings of Factor Loading, Cronbach's alpha (CA), Average Variance Extracted (AVE), Variance Inflation Factor (VIF), and Composite Reliability (CR). These measurements are essential for assessing the validity and dependability of the study's constructs on the opinions of student's usage of YouTube for educational purpose. The test was concluded on the 8 variables which include Constructs including Personal Integrative, Altruism, Social Benefits, Economic Benefits, Hedonic Benefits, Attitude, Habit and willingness to create content.

Factor loading indicates the strength of the relationship between the observed variables and the latent constructs. High factor loadings suggest that the items effectively represent the underlying constructs. **Cronbach's alpha (CA)** values above 0.7 demonstrate good internal consistency and reliability, indicating that the items within each construct are measuring the same underlying concept consistently. Similarly, **Composite Reliability (CR)** values above 0.7 further support the reliability of the constructs used in the study. **Average Variance Extracted (AVE)** values above 0.5 indicate that the constructs explain a large amount of variance relative to measurement error, indicating good convergent validity.

In Table 3.7 we can see that the AVE for all the constructs is above the threshold limit of 0.5. However, because additional reliability and validity metrics like factor loadings, Cronbach's alpha, and composite reliability meet the necessary standards and validate the construct's contribution to the measurement model, it is kept in the table.

Table 3.7 Factor Loading, VIF, Cronbach's alpha (CA), Composite reliability (CR), Average variance extracted (AVE) Results

Variable	Item	Factor Loading	Cronbach's alpha (CA)	Composite reliability (CR)	Average variance extracted (AVE)
Personal Integrative					
I post review of my experience if public/social recognition is attached to it.	PI1	0.883	**0.639**	0.846	0.733
I am posting to make my impression on friends and show off my activities.	PI2	0.829			
Altruism					
I want to help others with my own personal experiences.	AL1	0.81	**0.594**	0.83	0.71
I want to enable others to make a good decision.	AL2	0.874			
I want to help the company to improve their services.	AL3	0.864			
Social Benefits					
I meet new people when I share/post my reviews.	SB1	0.871	0.706	0.872	0.773
I would like to strengthen my association with the customers community to a greater extent.	SB2	0.887			
Economic Benefits					
I receive reward for posting my experience on social media	EB1	0.949	0.874	0.941	0.888
I want to make money for posting my positive experience	EB2	0.935			

Hedonic Benefits					
Sharing personal experience is really enjoyable and fun	HB1	0.756	0.482	0.792	0.656
Posting reviews is a fun way to kill time	HB2	0.861			
Attitude					
Posting reviews is thrilling and gives nice experience	AT1	0.862	**0.605**	0.835	0.717
I feel positive about posting reviews	AT2	0.831			
Habit					
It becomes a habit for me to post once I learn anything from YouTube.	H1	0.87	0.762	0.863	0.677
I am addicted to create content after every experience of learning through YouTube.	H2	0.893			
Willingness to create content					
I give my reviews once I have used YouTube for learning.	WCC1	0.792	0.715	0.875	0.778
I would like to keep posting reviews of YouTube as an educational app.	WCC2	0.839			
I think my content is useful for companies and users	WCC3	0.838			

Source: Compilation from Primary Data

3.2.3.3 Discriminant Validity

The results of discriminant validity using the Fornell-Larcker Criterion are shown in Table 3.8. In order to verify that each study's concept is unique and measures certain facets of the topic being studied, discriminant validity is essential. For each construct, the diagonal values indicate the square root of the AVE; if the diagonal values are consistently greater than the off-diagonal values, it indicates that the study's constructs such as Personal Integrative, Altruism, Social Benefits, Economic Benefits, Hedonic Benefits, Attitude, Habit and

willingness to create content, are different from one another and measure particular aspects students' willingness to create content after using YouTube as a learning tool.

Table 3.8 Discriminant Validity - Fornell - Larcker Criterion

	ALT	At	EB	HAB	HB	PI	SB	WCC
ALT	**0.842**							
AT	0.609	**0.847**						
EB	0.231	0.328	**0.942**					
HAB	0.412	0.573	0.498	**0.882**				
HB	0.527	0.564	0.422	0.505	**0.81**			
PI	0.358	0.556	0.494	0.651	0.582	**0.856**		
SB	0.385	0.521	0.471	0.548	0.44	0.53	**0.879**	
WCC	0.527	0.604	0.451	0.655	0.663	0.646	0.612	**0.823**

Source: Compilation from Primary Data

3.2.3.4 Structural Model

The Path Coefficients, T-values, P values, R^2, Q^2, F^2, and Effect Size of the different research variables are shown in Table 3.10. It displays the correlations and degrees of significance between various variables. It indicates the path coefficients, t-values, and p-values for the relationships. In the structural equation model, the path coefficients, or Beta (β) values, show the direction and intensity of the link between the independent and dependent variables. A rise in the independent variable causes an increase in the dependent variable. Conversely, a negative Beta value indicates a negative relationship, where an increase in the independent variable results in a decrease in the dependent variable. The structural equation model's path coefficients are tested for significance using T-values and P-values, which then enable us to figure out the importance of the correlations between the variables and decide which hypotheses should be accepted or rejected.

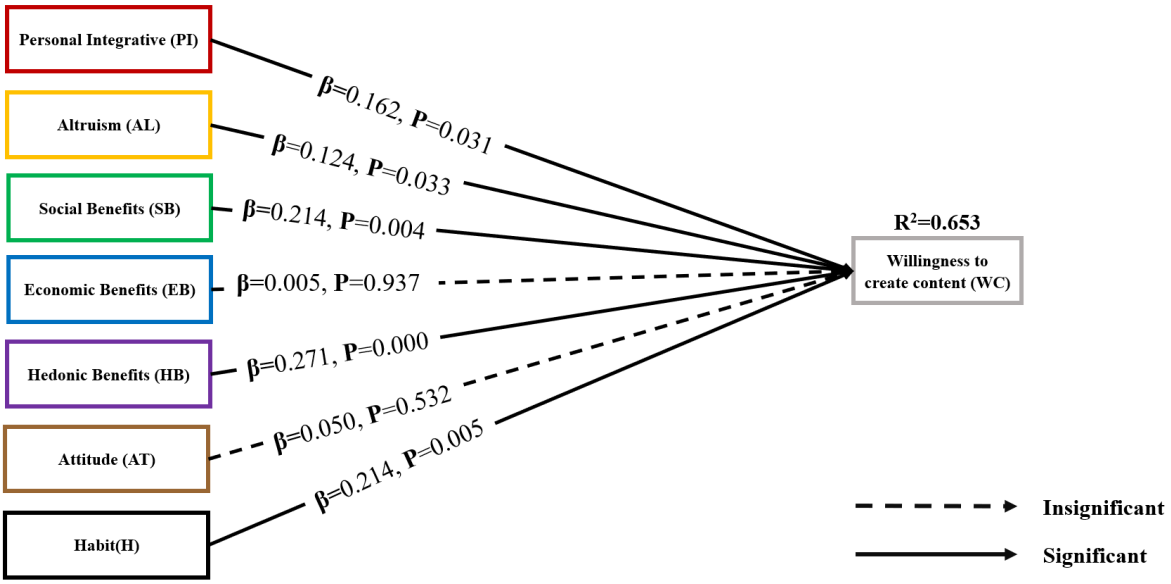
In Table 3.9 we can see that the T-values and P-values show the relationships for PI -> WCC, ALT -> WCC, SB -> WCC, HB -> WCC and HAB -> WCC are significant as they are below 0.05 and these hypotheses are accepted. While relationship EB -> WCC and At -> WCC are found to be not statistically significant which leads to rejection of the respective analysis. The amount of variation in the dependent variable that can be accounted for by the independent variables is expressed as the coefficient of determinants, or R^2. PLS SEM Algorithm in Smart PLS was used to calculate the R^2 and F^2 Values. The R^2 value for WCC is 0.653.

Table 3.9 Path Coefficients, T-values, P values, R^2, Q^2, F^2 & Effect Size

Variables	β	T-Value	P-Values	Hypothesis	R^2	Q^2	F^2	Effect
PI -> WCC	0.162	2.163	0.031*	**Supported**			0.033	S
ALT -> WCC	0.124	2.135	0.033*	**Supported**			0.025	S
SB -> WCC	0.214	2.860	0.004*	**Supported**			0.076	S
EB -> WCC	0.005	0.080	0.937	Not Supported			0.000	S
HB -> WCC	0.271	4.126	0.000*	**Supported**			0.109	S
AT -> WCC	0.050	0.625	0.532	Not Supported			0.003	S
HAB -> WCC	0.214	2.779	0.005*	**Supported**	0.653	0.612	0.061	S

*Significant at 0.05** *Source: Compilation from Primary Data*

Figure 3.2 Results of the tested model



3.2.4 Composite Model

In this model, we investigate whether the composite model offers a more comprehensive explanation of Students' usage of YouTube for educational purposes and how they respond on social media platforms with the willingness to create content. This composite model takes into consideration many different factors and connections, which helps us understand how students use YouTube for learning. The model from objective 1, which focuses on the variables influencing students' acceptance of YouTube as an educational app, and the proposed model 1 from objective 2, which investigates consumers' willingness to create content have been used to test and assess the composite model. The model was analysed using PLS SEM Algorithm in Smart PLS which assisted in calculating metrics such as R^2 (Coefficients of determination), F^2 (Effect size) and Q^2 (Predictive relevancy) which are essential for assessing the explanatory and predictive power of the model.

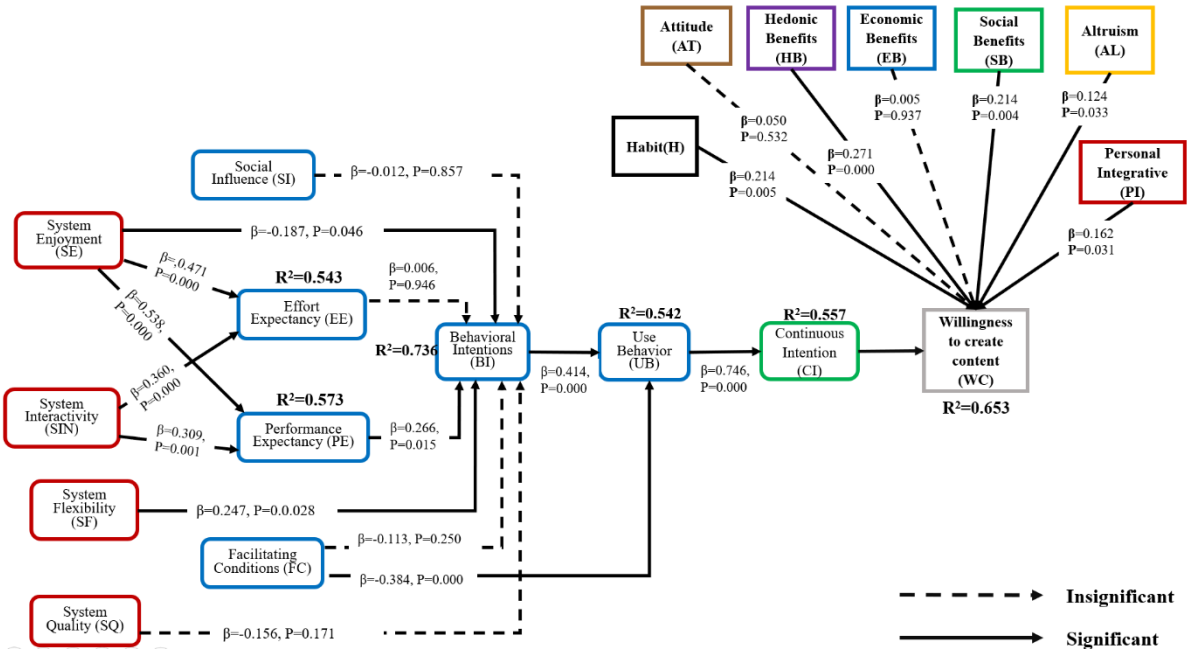
The Table 3.10 shows the path coefficients, T-values, P values, R^2, Q^2, F^2, and effect size for the combined proposed model (Model from objective 1 and the proposed model 1 from objective 2) where Beta (β) value either a positive or a negative value between the independent and the dependent variable, positive values will indicate an increase in the independent variable and negative values will indicate a decrease in dependent variable. In order to evaluate the significance of path coefficients in SEM, analyse variable correlations, and decide whether to accept or reject a hypothesis, T-value and P-value are essential. In Table 3.7 T-values and P-values for the model from Objective 1 shows that the relationships for SE -> BI, SE -> EE, SE -> PE, SIN -> EE, SIN -> PE, SF -> BI, PE -> BI, FC -> UB, BI -> UB and UB -> CU are significant as they are below 0.05 and these hypotheses are accepted. While relationship SQ -> BI, SI -> BI, EE -> BI and FC -> BI are found to be not statistically significant which leads to rejection of the respective analysis. While for the model from Objective 2 we can see that the T-values and P-values show the relationships for PI -> WCC, ALT -> WCC, SB -> WCC, HB -> WCC and HAB -> WCC are significant as they are below 0.05 and these hypotheses are accepted. While relationship EB -> WCC and At -> WCC are found to be not statistically significant which leads to rejection of the respective analysis.

Table 3.10 Path Coefficients, T-values, P values, R^2, Q^2, F^2 & Effect Size

Variables	β	T-Value	P-Values	Hypothesis	R^2	Q^2	F^2	Effect
Objective 1 (model 1)								
SE -> BI	0.187	1.999	**0.046***	**Supported**			0.044	S
SE -> EE	0.471	4.206	**0***	**Supported**			0.331	M
SE -> PE	0.538	5.049	**0***	**Supported**			0.462	L
SIN -> EE	0.36	3.511	**0***	**Supported**	0.543	0.506	0.193	M
SIN -> PE	0.309	3.185	**0.001***	**Supported**	0.573	0.542	0.152	M
SF -> BI	0.247	2.193	**0.028***	**Supported**			0.071	S
SQ -> BI	0.156	1.37	0.171	Not Supported			0.022	S
SI -> BI	-0.012	0.18	0.857	Not Supported			0	S
EE -> BI	0.006	0.067	0.946	Not Supported			0	S
PE -> BI	0.266	2.437	**0.015***	**Supported**			0.071	S
FC -> BI	0.113	1.151	0.25	Not Supported	0.736	0.667	0.017	S
FC -> UB	0.384	3.921	**0***	**Supported**			0.161	M
BI -> UB	0.414	4.475	**0***	**Supported**	0.542	0.493	0.188	M
UB -> CU	0.746	9.818	**0***	**Supported**	0.557	0.493	1.255	L
Objective 2 (model 2)								
PI -> WCC	0.162	2.163	**0.031***	**Supported**			0.033	S
ALT -> WCC	0.124	2.135	**0.033***	**Supported**			0.025	S
SB -> WCC	0.214	2.86	**0.004***	**Supported**			0.076	S
EB -> WCC	0.005	0.08	0.937	Not Supported			0	S
HB -> WCC	0.271	4.126	**0***	**Supported**			0.109	S
At -> WCC	0.05	0.625	0.532	Not Supported			0.003	S
HAB -> WCC	0.214	2.779	**0.005***	**Supported**	0.653	0.612	0.061	S

Source: Compilation from Primary Data

Figure 3.3 Results of the tested composite model



3.3 SUMMARY

This chapter provided the results of the analysis for the four sections, which are Who the respondents are? What are the factors influencing adoption of YouTube as an education app, How the respondents react based on their experience? And to try and develop a composite model.

For the first section the survey results show that more males than females are participating in this survey. For the age category, males and females in the 22-26 age group participate more than those in the 17-21 age group. In terms of educational background, a graduation degree is the most common educational background for both males and females. Most of the participants are from North Goa. Through the analyses we can come to the conclusion that Students belonging to a higher age group and with a higher educational qualification tend to use YouTube comparatively more as compared lower age groups.

In the second section of Factors influencing students' adoption of YouTube as an education app, this study investigated the factors affecting people's intention to use a new system. The study found that enjoyment, system interactivity, system flexibility, performance expectancy, and facilitating conditions all have significant positive effects on behavioural intention to use the system. Social influence and effort expectancy were not found to have significant effects.

The study also examined the relationship between behavioural intention and actual use of the system. The findings showed that behavioural intention has a significant positive effect on use behaviour, which in turn has a significant positive effect on continuous intention (intention to keep using the system).

In the third section this study explored the factors that influence the students' willingness to create content on YouTube after using it for self-learning. Out of the three proposed models, the first one was chosen based on statistical tests.

The study found that several factors have a significant positive effect on willingness to create content. These include Personal Integrative, Altruism, Social benefits, Hedonic benefits and Habit formation were also found to be significant motivators.

However, the study did not find significant effects for Economic benefits or Attitude. This suggests that people are more likely to create content for intrinsic reasons than for monetary rewards. Interestingly, the study also found that users' overall satisfaction with YouTube (attitude) was not a significant factor.

CHAPTER 4: FINDING, SUMMARY AND CONCLUSION

4.1 INTRODUCTION

The current chapter includes the Findings, summary and the conclusions drawn based on the analyses of the four sections which are Who the respondents are? What are the factors influencing adoption of YouTube as an education app, How the respondents react based on their experience? And to try and develop a composite model. Further this chapter also includes Managerial Implications, Theoretical Contributions, Limitations and further studies.

4.2 SUMMARY

4.2.1 Who they are?

In this section the demographic profiles of the respondents were analysed with respect to Gender. These demographic profiles include age, education and location, tabulation was used to analyse the data. Further additional information was collected which included years of experience of the respondents using YouTube along with its usage per day.

4.2.2 What Factors Influence Technology Adoption

In this section we focus on the factors that influence the students' usage of YouTube for self-learning for which 11 variables which include System Enjoyment, System Interactivity, System Flexibility, System Quality, Social Influence, Effort expectancy, Performance Expectancy, Facilitating Conditions, Behavioural Intentions, Use Behaviour and Continuous Intention were used. SEM was used to examine the model. A questionnaire was prepared and distributed through a snowball sampling method. A 5-point Likert scale questionnaire was used. To assess the convergent validity and reliability of the proposed model, various measures were employed. These included Factor Loading, Cronbach's Alpha (CA),

Composite Reliability (CR), Average Variance Extracted (AVE), and Discriminant Validity Fornell Larcker which helped in determining the reliability and validity of the proposed model. To test the hypotheses and select the most appropriate model, Path Coefficients, T-values, P-values, R^2, Q^2, F^2, and Effect Size were utilized.

4.2.3 Factors Influencing Willingness to Create Content

This section focuses on the factors that influence student's willingness to create content after using YouTube for self-learning. Three proposed models were prepared and tested finally the 1st proposed model was used as it was the best fit. 8 constructs were included which are Personal Integrative, Altruism, Social Benefit, Economic Benefits, Hedonic Benefits, Attitude, Habits and Willingness to Create Content. SEM was used to examine the model. A questionnaire was prepared and distributed through a snowball sampling method. A 5-point Likert scale questionnaire was used. To assess the convergent validity and reliability of the proposed model, various measures were employed. These included Factor Loading, Cronbach's Alpha (CA), Composite Reliability (CR), Average Variance Extracted (AVE), and Discriminant Validity Fornell Larcker which helped in determining the reliability and validity of the proposed model. To test the hypotheses and select the most appropriate model, Path Coefficients, T-values, P-values, R^2, Q^2, F^2, and Effect Size were utilized.

4.2.4 Composite Model

A composite model was created by combining the models from objective 1 (factors that influence the students' usage of YouTube for self-learning) and objective 2 (factors that influence student's willingness to create content after using YouTube for self-learning). The composite model combined both the models to find a better understanding. To assess the convergent validity and reliability of the proposed model, various measures were employed.

These included Factor Loading, Cronbach's Alpha (CA), Composite Reliability (CR), Average Variance Extracted (AVE), and Discriminant Validity Fornell Larcker which helped in determining the reliability and validity of the proposed model. To test the hypotheses and select the most appropriate model, Path Coefficients, T-values, P-values, R^2, Q^2, F^2, and Effect Size were utilized.

4.3 FINDINGS

4.3.1 Demographic Profile

In the first section demographic profiling of the respondent's was done to find out if there is any significant difference between users on usage of YouTube for self-learning with respect to their demographic characteristics with respect to Gender with other variables such as age, education and location in relation to the use of YouTube for educational purposes. Frequency table was used to find out if there is any significant difference between the preference of Male and Female. As the results shown in Table 3.1 page 22, a total of 183 responses were collected of which a majority of 63.39% counting to 116 (63.39%) were Male, whereas female respondents counted to 67 (36.61%), these results were similar to study by (Yan et al., 2021), Students in the age group of 22-26 were a majority in both Male (51.72%) and Female 40 (59.70) which is similar to the study by (Yan et al., 2021). In terms of education, students having a graduate or a post graduate degree were a majority in both males and females which was 101 (87.07%) and 60 (89.55%), which shows technology adoption has been more in students with a relatively higher degree, similar results were found in (Yan et al., 2021). Location wise it can be seen that most of the respondents were from North Goa which counted to 92 (79.31%) in males and 39 (58.21%) in females.

4.3.2 Findings for Factors Influencing Technology Adoption

This section provides the findings of the results for the first research question results of which are shown in Table 3.4, Table 3.5 and Table 3.6 in the Chapter 3.

The **first three** hypothesis H1a, H1b and H1c found that System Enjoyment has a significant effect on Behavioural Intention, on Effort Expectancy and on Performance Expectancy. These hypotheses were accepted on the bases of the P-value value results which are as follows H1a (0.046), H1b 0) and H1c (0). These findings are similar to the findings of studies done by (Abbad et al., 2009) and (Chatzoglou et al., 2013).

System Interactivity is the ability of a user to modify the appearance, feel, and content of an information system. This study finds that System Interactivity has an influence on Effort Expectancy (H1d) and Performance Expectancy (H1e) for which P-value results are (0) and (0.001) respectively, the results are similar to that of (Abbad et al., 2009; F. D. Davis et al., 1989; Laforet & Li, 2005). Hence the hypothesis H1d and H1e are accepted.

System Flexibility refers to the easiness of usage of a system. Similar studies by (T. A. Alrawashdeh, 2012; Hsia & Tseng, 2008; Nanayakkara & Whiddett, 2005) have stated a positive effect of system flexibility on behavioural intention. The findings of the Hypothesis H1f have been similar to the studies, with P-value of (0.028), therefore this Hypothesis is accepted.

A System's desired features and uniqueness is said to be System Quality. Past studies by (Landrum et al., 2008; J.-H. Wu & Wang, 2007) confirmed that Behavioural intention is positively influenced by System Quality. However, results in this study on the hypothesis H1g

showed a non-significant relation between System quality and Behavioural Intention with a P-value of (0.171). Therefore, the H1g had to be rejected.

Social influence is the degree to which people believe that others are in favour of the new system's implementation. Results from studies by (Handayani, 2010; Triandis, 1980; Venkatesh, Smith, et al., 2003) stated a positive influence of Social Influence on Behavioural intention. But results in this study showed a P-value of (0.857) which is above the significance value of 0.05, which resulted in rejection of this hypothesis H1h.

Effort expectancy is a belief that a particular technology is user-friendly. It was found by (Jaradat & Banikhaled, 2013; Nassuora, 2013) that effort expectancy had a powerful impact on behavioural intention to use web learning in different university. However, the results of this study did not support the Hypothesis H1i as it showed a non-significant relation between Effort expectancy on Behavioural intention with a P-value of (0.946). Hence the Hypothesis H1i is rejected.

Performance expectancy refers to the degree to which a user expects that their work efficiency will increase as a result of using technology. The findings showed that there is a significant relation between performance expectancy and Behavioural Intention for which the Hypothesis H1j showed a P-value of (0.015) which is below the significance level of 0.05. The results were similar to the findings from (Anderson et al., 2006; Khechine et al., 2014; Kim & Lee, 2020) that found performance expectancy was a powerful indicator of behavioural intention to use ICT based instructions. Hence the Hypothesis H1j is accepted.

Facilitating conditions measures the extent to which a student believes the educational environment supports the usage of ICT tools. Results from Hypothesis H1k shows a non-significant relation between the Facilitating conditions and Behavioural intention which showed a P-value of 0.25. These results were different from that of the studies done by (T. A. Alrawashdeh, 2012; Hsia & Tseng, 2008; Nanayakkara & Whiddett, 2005). the Hypothesis H1l Facilitating condition and Behavioural Intentions showed a P-value of (0) which tends to support the Hypothesis, the finding was similar to that from studies by (Al-Adwan & Al-Madadha, 2018; Chang & Tung, 2007; Iqbal & Qureshi, 2012; Kim & Lee, 2020). Hence from the above findings we conclude that Hypothesis H1k is rejected and Hypothesis H1l is accepted.

A person's behaviour in expressing their interests or wishes is influenced by their Behavioural Intentions. According to (Thompson et al., 1991), interest in and usage of information technology were positively correlated. Each belief that uses information technology in their job will see a surge in interest in its utilisation. (Venkatesh, Smith, et al., 2003) supported the hypothesis that there is a direct and significant correlation between interest in and use of information technology. The findings of this study showed that there is a significant effect of behavioural intention on use behaviour, these results are similar to the above findings. Hence the Hypothesis H1m is accepted as it has a p-value of (0) which is significant.

The concluding relationship of the model is the relation between Use Behaviour and Continua Intention. According to the findings it was proved that Use behaviour had a significant relation with continuous intention with a P-value of (0). This relation is similar to that of the results

of studies done by (T. Alrawashdeh et al., 2012; Nanayakkara & Whiddett, 2005). Therefore, the Hypothesis H1n is accepted.

4.3.3 Findings for Factors Influencing Willingness to Create Content

This section provides the findings of the results for the second research question results of which are shown in Table 3.7, Table 3.8 and Table 3.9 in the Chapter

In this section we find out the factors that influence the user's willingness to create content after using YouTube for self- learning. Three proposed models were tested out of which the first proposed model was used on the basis of R^2, Q^2 and $F^{2.}$

Personal Integrative is frequently linked to people's elevated status, dependability, and confidence. Personal integrative was found to have a significant impact on willingness to create content with a P-value is (0.031). These results were the same as that found by (Constantinides et al., 2015; Nambisan & Baron, 2009; Yadav & Mahara, 2020), therefore the Hypothesis H2a is accepted.

Altruism is the desire of a customer to enhance the welfare of others without anticipating financial gain in return. Altruism was found to have a significant impact on willingness to create content having a P-value of (0.33), similar results were found by studies (Ali et al., 2020; Cheung & Lee, 2012; Fang & Chiu, 2010; Hennig-Thurau et al., 2004a). Therefore, the Hypothesis H2b is accepted.

Social benefits refer to the advantages customers expect to gain from sharing their experiences on social media and other platforms. It was found that social benefits had a significant influence on willingness to create content having a P-value of (0.004). These results were similar to that by studies from (Constantinides et al., 2015; Hoyer et al., 2010; Nambisan & Baron, 2009; Yadav & Mahara, 2020) which found that . Hence the Hypothesis H2c is accepted.

Users may participate in creating content on social media by sharing their reviews in any Economic benefit is received. In this study it was found that there was no significant influence of Economic benefit on willingness to create content as the P-value was (0.937). These results are different to that form (Füller, 2006; Poch & Martin, 2015). Therefore, the Hypothesis H2d is rejected.

Consumers' senses and pleasurable or artistic experiences are referred to as hedonic Benefits. In this study it was found that Hedonic Benefits has a significant impact on willingness to create content as the P-value was (0). These results are similar to that of (Constantinides et al., 2015; Nambisan & Baron, 2009; Yadav & Mahara, 2020). Therefore, the Hypothesis H2e is accepted.

Users attitude have a significant impact on their desire to provide content, thus it's important to make sure they are eager to do so. Results found that there was no significant influence of Attitude as the P-value was (0.532). These results were different from the study done by (Yan et al., 2021). Hence the Hypothesis H2f is rejected.

Habits are often formed through consistent repetition over time. Consumer behaviours often influence their motivation to create content for social media and other platforms. It was found that Habit had a significant influence on willingness to create content, having a P-value of (0.005). This result was similar to that of (Amoroso & Lim, 2017; Slade et al., 2014; Venkatesh et al., 2012a). Therefore, the Hypothesis H2g is accepted.

4.3.4 Composite Model

By merging the models from goals 1 and 2, a proposed model referred to as the composite model is assessed. The goal of the study was to see whether it is possible to create a thorough model that shows how different elements affect Students adoption of YouTube as an educational app and further assess the factors that influence the student's willingness to create content.

4.4 MANAGERIAL IMPLICATIONS

In today's world technology is being used in almost every aspect of education. Keeping in mind the vast usage of YouTube by learners in almost every field of education this study can provide useful insights to the educators regarding the aspects of how students usage of YouTube is influenced. Condition that can facilitate the use of YouTube which include Internet connectivity, possession of smartphone/laptop, charging facilities, technology facilitating environment should be provided and improved for better involvement of the students. Educators should focus on influencing and motivating students to use YouTube for their learning needs. In terms of the System, its quality and ease of use should be improved by the developers. Overall, the study suggests that designing enjoyable, interactive, and flexible systems that meet user needs can encourage people to use the system and continue using it.

4.5 THEORETICAL CONTRIBUTIONS

This study aims at identifying the factors that influence students' adoption of YouTube as an educational app by using the UTAUT model. An extended UTAUT model has been derived from the studies done by (T. Alrawashdeh et al., 2012; Batucan et al., 2022) and has been further modified by adding Continuous Intention (Li & Zhao, 2021). The model used in this study includes variables which include System Enjoyment (SE) (Moon & Kim, 2001), System Interactivity (SIN) (T. A. Alrawashdeh, 2012), System Flexibility (SF) (Hsia & Tseng, 2008), System Quality (SQ) (DeLone & McLean, 1992) and Continuous Intention (CI) (Bhattacherjee, 2001) adding it to the original UTAUT constructs that are Social Influence (SI), Effort Expectancy (EE), Performance Expectancy (PE), Facilitating Conditions (FC), Behavioural Intention (BI) and Use Behaviour (UB). The study also aims at identifying the factors that influence students Willingness to create content after using YouTube. Seven variables have been identified from earlier research that influence Willingness to create content (WCC) which are Personal Integrative (PI), Altruism (ALT), Social Benefit (SB), Economic Benefits (EB), Hedonic Benefits (HB), Attitude (AT), and Habits (HAB). Three proposed models were developed of which the second model was used.

4.6 LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

This study includes several limitations of its own. Only 183 responses could be collected, which very less compared to that of what was needed, future research could try to include a greater number of responses. Study was focused only for the respondent from Goa. Additionally, the questionnaire was about to be sent to cross country participants but couldn't be distributed to them due to ethical considerations and approval from the academic ethics

committee. Further research could be carried out by attaining the required amount of responses

4.7 CONCLUSION

The research focused on factors influencing students' usage of YouTube for self-learning, including demographic profiles, constructs, and model development. A comprehensive literature review on technology adoption among students was conducted, analysing 74 research articles from various databases. The research aimed to fill gaps in understanding consumer behaviour towards educational content creation on YouTube. This paper highlighted the importance of the study and addressed the paucity of previous studies on YouTube usage among students in particular. Further this study investigated the variables impacting Gen Z students' use of YouTube as a teaching tool, adding to our understanding of how technology is adopted in the education system. Further this study also tried to find out the different variable that influence the user’s willingness to create content.

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Appendix I: QUESTIONNAIRE

INFORMED CONSENT

I understand that the proposed study is for obtaining responses for the purpose of assessing the perceptions and opinions of people from different geographical locations about Technology **Adoption: How and in what way students use YouTube for Self-learning?**

I also understand that the data collected will ONLY be used for academic and research purposes and strict confidentiality will be followed in keeping the data so collected. I agree to participate the survey and provide my perceptions and opinions for completing the proposed study.

☐Yes ☐No

- **Section 1**

Demographic Profile of Respondents

Gender	Male		Female		
Age	Up to 16	17-21	22-26	Above 26	
Education	Up to 10^{th}	Up to 12^{th}	Graduate	Post Graduate	PHD
Location	North Goa		South Goa		

1. **Do you use YouTube?**

☐Yes ☐No

2. **Do you use YouTube for learning purpose?**

☐Yes ☐No

3. **For how long have you been using YouTube for learning purpose?**

☐ Less than 1 year ☐ 1 to 4 years ☐ 4 to 7 years ☐ More than 7 years

4. **YouTube usage hours per day (for learning purpose):**

☐Up to 1 ☐2 to 4 ☐More than 4 hours

- **Section 2**

Questions on Factors Influencing Technology Adoption by Students?

	Questions	Source				
	System Enjoyment	1	2	3	4	5
1	Learning through YouTube makes school/college work more attractive	(Simon et al., 1996; Venkatesh et al., 2012b; Venkatesh, Smith, et al., 2003)				
2	I find using YouTube for educational purpose more enjoyable					
3	The information provided through YouTube meets my exact needs					
4	YouTube provides sufficient information					
5	I find accurate information on YouTube					
	System Interactivity	1	2	3	4	5
6	I use YouTube to exchange with other people	(Barki et al., 2007)				
7	I use YouTube to coordinate with my work					
8	I use YouTube to solve various problems					
9	I use YouTube to plan or follow up on my tasks					
	System Flexibility	1	2	3	4	5
10	YouTube is versatile to meet my needs as they arise.	(NELSON et al., 2005; Saraf et al., 2007)				
11	YouTube can flexibly adapt to the new demand's circumstances.					
12	YouTube is highly adaptable.					
13	YouTube is designed to accommodate changes.					
	System Quality	1	2	3	4	5
14	YouTube allows me to add useful knowledge	(Barki et al., 2001; Kulkarni et al., 2006)				
15	YouTube is user-friendly or easy to use					
16	YouTube is accessible from anywhere by anyone					
17	The range of functions offered by YouTube is adequate					
18	The information provided by YouTube is precise					
	Performance Expectancy	1	2	3	4	5
19	I find YouTube useful in my learning	(Venkatesh et al., 2012b; Venkatesh, Smith, et al., 2003)				
20	Using YouTube enables me to accomplish learning activities more quickly					
21	Using YouTube increases my learning productivity					

22	If I use YouTube, I will increase my chances of getting better marks in the courses					
	Effort Expectancy	1	2	3	4	5
23	My interaction with YouTube is clear and understandable	(Venkatesh et al., 2012b; Venkatesh, Smith, et al., 2003)				
24	Using YouTube helps me to become skilful quickly.					
25	Learning to use YouTube for educational purposes is easy for me.					
26	It is easy to operate YouTube.					
	Social Influence	1	2	3	4	5
27	People who are important to me think that I should use YouTube	(Venkatesh et al., 2012b; Venkatesh, Smith, et al., 2003)				
28	I consider using YouTube as an educational resource if my fellow classmates get good results.					
29	My teachers think that I should use YouTube for educational purposes.					
30	In general, the university has supported the use of YouTube.					
	Facilitating Condition	1	2	3	4	5
31	I have the resources necessary to use YouTube for educational purposes.	(Venkatesh et al., 2012b; Venkatesh, Smith, et al., 2003)				
32	I have the skills / knowledge necessary to use YouTube for educational purposes.					
33	I can get help from others when I have difficulties using YouTube for educational purposes.					
	Behavioural Intentions	1	2	3	4	5
34	I intend to use YouTube in the future.	(Venkatesh et al., 2012b; Venkatesh, Smith, et al., 2003)				
35	I intend to use YouTube for my daily educational activities.					
36	I intent to use YouTube for the courses that I do not understand / I find difficult to understand.					
37	I would recommend YouTube to my colleagues					
	Use Behaviour	1	2	3	4	5
38	I consider myself a regular user of YouTube	(F. D. Davis et al., 1989)				
39	I prefer to use YouTube when available					
40	I am satisfied with my decision to use YouTube for learning.					

	Continues Usage	1	2	3	4	5
41	If I could, I will continue using YouTube for my learning needs.					
42	I would strongly recommend to use YouTube for learning purpose.					
43	I will continue using YouTube for learning purpose in the future.					
44	Overall, I intend to continue using YouTube for learning purpose in the future.					

(B. Wu & Chen, 2017), (W. S. Lin & Wang, 2012)

- **Section 3**

Questions on Willingness to create content

1. Are you aware of various platform available to share your experience or to provide your feedback in form of reviews, opinions, post, rating, etc.?

• Yes

• No

2. In which platform you prefer to share your experience of using YouTube YouTube for learning purpose in the form of reviews, opinions, post, rating, etc.?

• On Company's website/ Application

• On Appstore, Play store

• On social media

• Other Platform (Please specify):

	Statements	1	2	3	4	5
	Personal Integrative					
1	I post review of my experience if public/social recognition is attached to it.					
2	I am posting to make my impression on friends and show off my activities.					
	Altruism					
1	I want to help others with my own personal experiences.					
2	I want to enable others to make a good decision.					
3	I want to help the company to improve their services.					

Nambisan & Baron, (2007); Constantinides et al., (2015)

Bronner & Hoog, (2011)

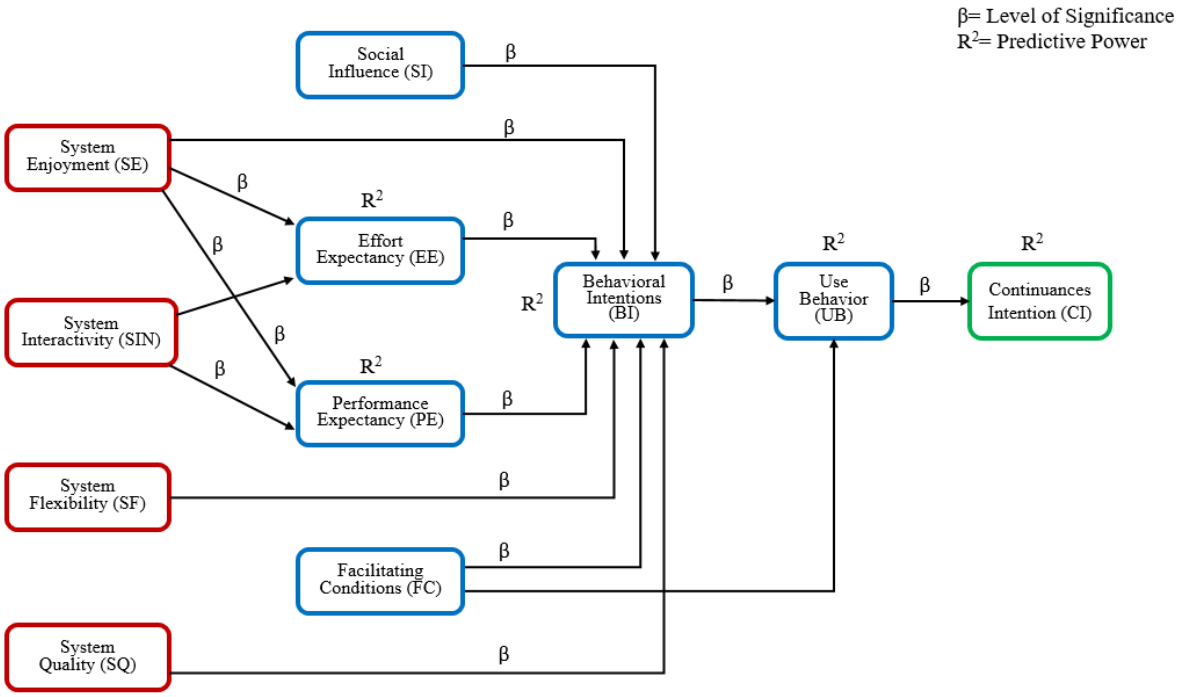
	Social Benefits	
1	I meet new people when I share/post my reviews.	Nambisan & Baron, (2009); Hoyer, et al., (2010)
2	I would like to strengthen my association with the customers community to a greater extent.	
	Economic Benefits	
1	I receive reward for posting my experience on social media	Hennig-Thurau et al., (2014)
2	I want to make money for posting my positive experience	
	Hedonic Benefits	
1	Sharing personal experience is really enjoyable and fun	Nambisan & Baron, (2007)
2	Posting reviews is a fun way to kill time	
	Attitude	
1	Posting reviews is thrilling and gives nice experience	Fishbein & Ajzen, (1975)
2	I feel positive about posting reviews	
	Habits	
1	It becomes a habit for me to post once I learn anything from YouTube.	Kim et al., (2005)
2	I am addicted to create content after every experience of learning through YouTube.	
	Willingness to create content	
1	I give my reviews once I have used YouTube for learning.	Opata et al., (2019)
2	I would like to keep posting reviews of YouTube as an educational app.	
3	I think my content is useful for companies and users	

Appendix II: Proposed Models

RQ1: "What are the factors that influence the adoption of YouTube by students as an educational app?"

O1: "To investigate the factors that affect the acceptance and use of YouTube as an educational app."

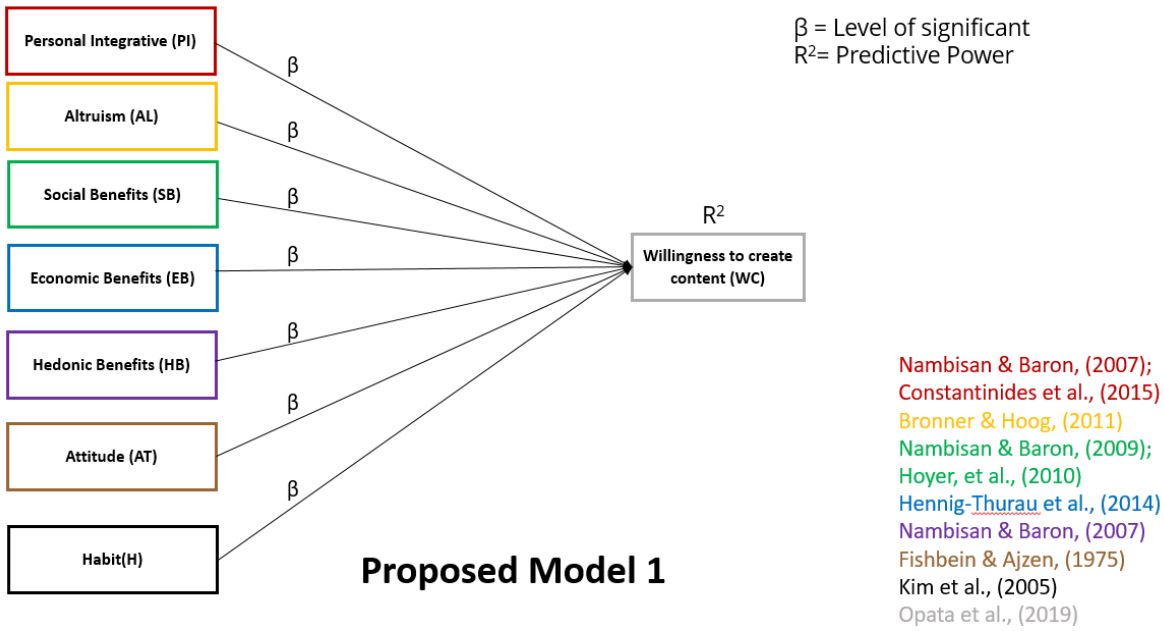
Variables	β	T-Value	P-Values	Hypothesis	R^2	Q^2	F^2	Effect
SE -> BI	0.187	1.999	**0.046***	**Supported**			0.044	S
SE -> EE	0.471	4.206	**0.000***	**Supported**			0.331	M
SE -> PE	0.538	5.049	**0.000***	**Supported**			0.462	L
SIN -> EE	0.360	3.511	**0.000***	**Supported**	0.543	0.506	0.193	M
SIN -> PE	0.309	3.185	**0.001***	**Supported**	0.573	0.542	0.152	M
SF -> BI	0.247	2.193	**0.028***	**Supported**			0.071	S
SQ -> BI	0.156	1.370	0.171	Not Supported			0.022	S
SI -> BI	-0.012	0.180	0.857	Not Supported			0.000	S
EE -> BI	0.006	0.067	0.946	Not Supported			0.000	S
PE -> BI	0.266	2.437	**0.015***	**Supported**			0.071	S
FC -> BI	0.113	1.151	0.250	Not Supported	0.736	0.667	0.017	S
FC -> UB	0.384	3.921	**0.0008**	**Supported**			0.161	M
BI -> UB	0.414	4.475	**0.000***	**Supported**	0.542	0.493	0.188	M
UB -> CU	0.746	9.818	**0.000***	**Supported**	0.557	0.493	1.255	L



Extended UTAUT Model (Batucan et al., 2022; Venkatesh et al., 2003; Li & Zhao, 2021)

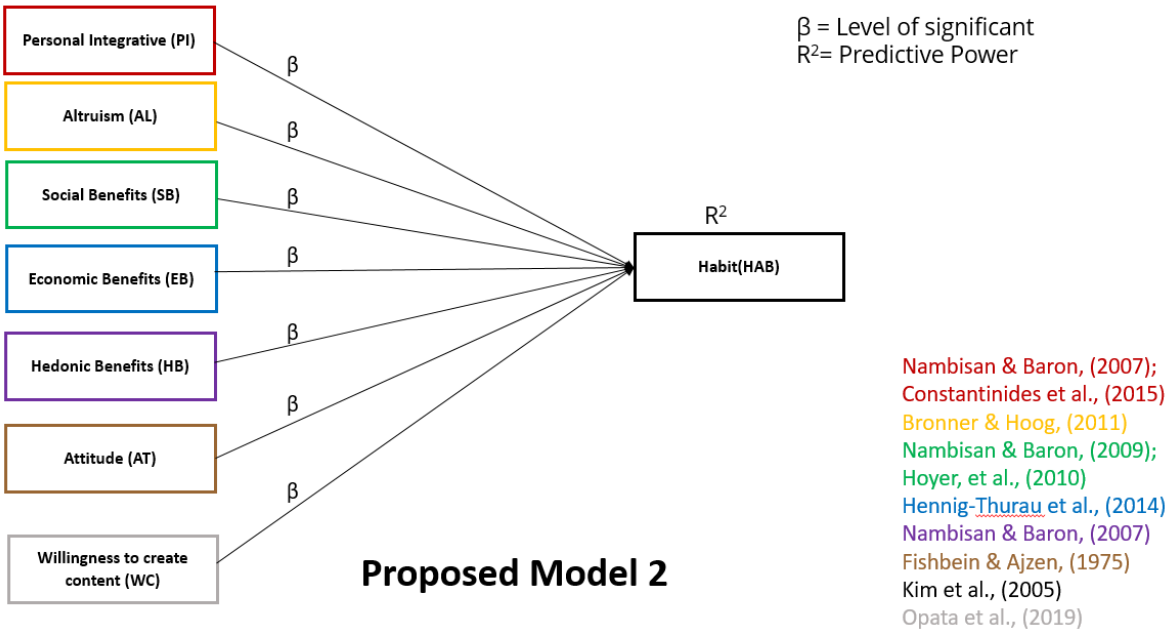
RQ2: "How do the students react based on their experiences based on YouTube learning?"
O2: "To identify various factors influencing respondent's social media reactions".

Variables	β	T-Value	P-Values	Hypothesis	R^2	Q^2	F^2	Effect
PI -> WCC	0.162	2.163	**0.031***	**Supported**			0.033	S
ALT -> WCC	0.124	2.135	**0.033***	**Supported**			0.025	S
SB -> WCC	0.214	2.860	**0.004***	**Supported**			0.076	S
EB -> WCC	0.005	0.080	0.937	Not Supported			0.000	S
HB -> WCC	0.271	4.126	**0.000***	**Supported**			0.109	S
AT -> WCC	0.050	0.625	0.532	Not Supported			0.003	S
HAB -> WCC	0.214	2.779	**0.005***	**Supported**	0.653	0.612	0.061	S

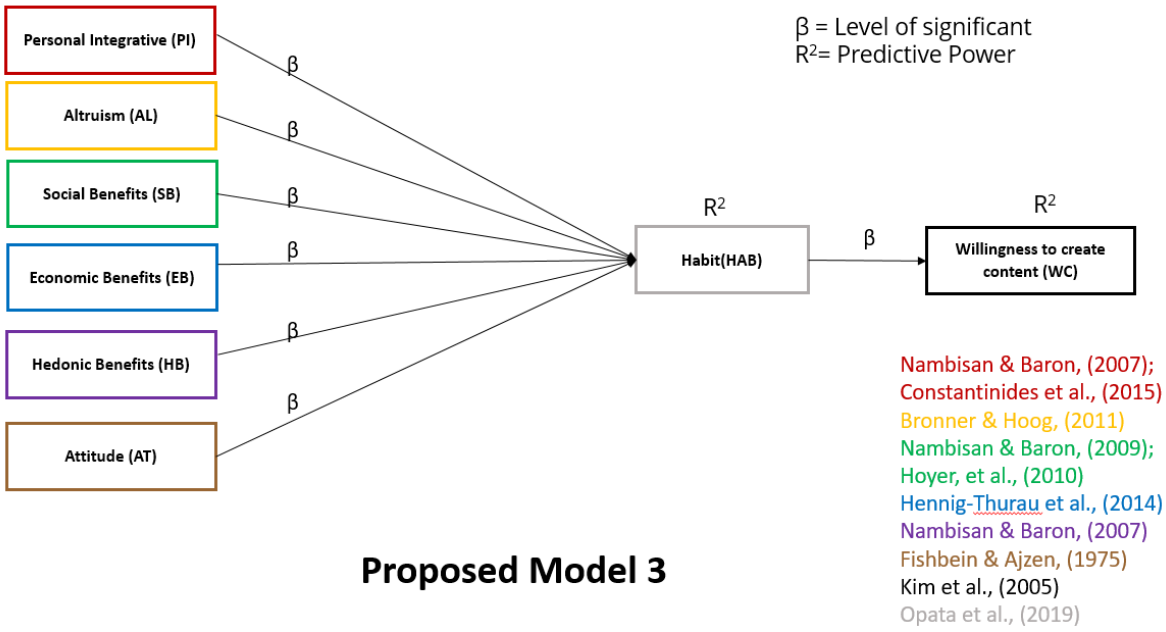


Proposed Model 1

Variables	β	T-Value	P-Values	Hypothesis	R^2	Q^2	F^2	Effect
ALT -> HAB	0.162	2.163	0.292	Not Supported			0.006	S
AT -> HAB	0.124	2.135	0.072	Not Supported			0.024	S
EB -> HAB	0.214	2.860	**0.028***	**Supported**			0.037	S
HB -> HAB	0.005	0.080	0.410	Not Supported			0.004	S
PI -> HAB	0.271	4.126	**0.001***	**Supported**			0.107	M
SB -> HAB	0.050	0.625	0.372	Not Supported			0.006	S
WCC -> HAB	0.214	2.779	**0.008***	**Supported**	0.580	0.532	0.058	S



Variables	β	T-Value	P-Values	Hypothesis	R^2	Q^2	F^2	Effect
ALT -> HAB	0.113	1.792	0.073	Not Supported			0.016	S
AT -> HAB	0.173	2.158	**0.031***	**Supported**			0.030	S
EB -> HAB	0.165	2.220	**0.026***	**Supported**			0.040	S
HAB -> WCC	0.659	13.403	**0.000***	**Supported**	0.435	0.492	0.769	L
HB -> HAB	0.016	0.242	0.809	Not Supported			0.000	S
PI -> HAB	0.371	3.783	**0.000***	**Supported**			0.154	M
SB -> HAB	0.126	1.664	0.096	Not Supported			0.020	S



Proposed Model 3