Open Access | Original Research
Journal of Intercultural Communication, 22(4), 2022 | PP: 56–65
https://doi.org/10.36923/jicc.v22i4.38

Check for updates

Effects Of Youtube Culture On Academic Performance Among Students In Jordan: A Structural Equation Modeling Study

Mohammed Habes[1], Muhammad Noor Al Adwan[2], Ali Fayyad Al Rabat[3], Ghalib Ali Shatnawi[4], Marcelle Issa Al Jwaniat[5]
Yarmouk University & Al Ain University

Abstract: The global technological transformation has greatly changed and improved almost every part of our life. Notably, today, social media influences us even for the basic necessities of life, such as education. By keeping the importance of social media in education, this research also focuses on the effects of YouTube culture in improving students' academic performance in Jordan. The researchers used Structural Equation Modeling (SEM)as the study relies on a self-proposed conceptual model. Results revealed that social network usage significantly affects Perceived Usefulness, which further leads to accepting YouTube educational channels. Besides, these YouTube educational channels significantly affect the academic performance of Jordanian students. Finally, demographic variables are found to have a significant indirect effect on the student's academic performance, indicating that YouTube channels as benefiting Jordanian students. Thus, it is concluded that YouTube significantly affects academic performance among Jordanian students. Additionally, the effect of demographical factors is also strong on YouTube usage and academic performance. Here it is concluded that the negativity or positivity of these impacts can be determined by the purpose of usage and the extent to which it is used. Further, the researchers have highlighted and discussed the study's limitations.

Keywords: YouTube Culture; Academic Performance; Learning; Jordan; Structural Equation Modelling.

Article History:
Received: 13-08-2022
Accepted: 15-10-2022
Publication: 20-12-2022

Cite this article as:
Habes, M., Noor Al Adwan, M., Fayyad al rabat, A., Shatnawi, G, A., & Issa Al Jwaniat, M. (2022). Effects of YouTube Culture on Academic Performance among Students in Jordan: A Structural Equation Modeling Study. Journal of Intercultural Communication, 22(4), 56-65. doi.org/10.36923/jicc.v22i4.38

Corresponding Author:
Mohammed Habes
Email: mohammad.habes@yu.edu.jo

1. Introduction

Social media is defined and understood in different perspectives. However, its primary usage for communication, entertainment, education, and information further implies its implacability. However, these sites have also changed the way of life, so it is easy to share pictures, opinions, and events, and it is of great benefit and important for merchants using it as a means of education and performance levels students have (Alhumaid et al., 2021). The global revolution in communication technologies and the internet has brought about notable changes in modern technological developments in different sectors (Habes et al., 2019). As a result, the world has become a small village where everyone can communicate with each other easily and instantly. Nowadays, people around the globe exchange ideas, opinions, feelings, and experiences through social networking (Mehmood, 2013). The emergence of social media such as Twitter, Facebook, and YouTube encouraged users to use the internet for various purposes like communication and sharing information. Consequently, users may use social media depending on their unique affordances and interaction with them. Nowadays, social media is popular and growing to an extent where technology has become an integral part of our daily life in all its various aspects, including knowledge and learning. Social media allows everyone in the network to react, connect, create a profile, exchange ideas, and share information with others through uploading videos, photos, and posts. The most famous social networking platforms today are Facebook, YouTube, TikTok, Pinterest, YouTube, and others (Data Portal, 2022), indicating that more than 86% of the world's population relies on their virtual social networks for different purposes (Cheng et al., 2008).

[1]Faculty of Mass Communication, Radio & TV Department, Yarmouk University, Jordan. Email: mohammad.habes@yu.edu.jo
[2]College of Mass Communication & media- Al Ain University, Abu Dhabi, UAE. Email:muhammadnoor.aladwan@aau.ac.ae
[3] Dean of Faculty of Fine Arts, Yarmouk University, Jordan. Email: robaiaat@yu.edu.jo
[4] Faculty of Mass Communication, Department of public relations and advertising, Yarmouk University, Jordan. Email: gh_shatanawi@yu.edu.jo
[5]Faculty of Mass Communication, Department of Journalism, Yarmouk University, Jordan. Email: marcelle.jwaniat@yu.edu.jo

2. Literature Review

Technology facilitating and providing educational services have gained much attention during the past few years (Kaya et al., 2021). Existing literature also witnessed that the relevant technology has improved teaching, and learning practices as social networks' importance is fully acknowledged at every level (Djerf-Pierre et al., 2019). In this regard, the YouTube social network is a platform with a lot of interaction capacity that has a great variety of audio-visual content that could be categorized if desired; for example, there are users interested in being entertained, informed, and also trained. (Geyser, 2021) The importance of visual learning lies in the implementation of tools that develop thinking skills. These visual learning techniques (charting, organizing ideas, and presenting information) help students improve critical thinking and process, organize, and prioritize new information (Ali, 2020). According to (Alhammad et al., 2021), during the last decade, technological advances have changed the learning environment inside and outside the classroom. The blackboard and the textbook are no longer the main mediation tools between teachers and students. One factor that has contributed to this fundamental change is access to the Internet through different electronic devices such as computers, tablets, and smartphones since this medium allows people to have more and better access to textual and audio-visual information and save time and money by not having to travel to specific places of study or having to buy high-cost texts. Current generations adapt quickly and in a natural way to technological advances in all fields, including the educational field. As part of the research process of this study, it is desired to define what are the main criteria or motivations that lead the teachers of the June 5 Educational Unit of the city of Manta, Ecuador, to use the YouTube platform, taking into account their main attraction (the videos), but delving more specifically into its use as an educational aid and its different practices in the pedagogical field (Habes et al., 2020).

3. Research Framework

The purpose of current research is to assess the effect of YouTube Educational Channels on the academic performance of Jordanian university-level students based on the Constructivist Theory (Al-Rahmi et al., 2015; Al-Skaf et al., 2021; Petko, 2012) so, as illustrated in Figure 1 "the framework of the research with hypotheses" this study the revealed the integration Educational YouTube Channels with the variables student academic performance, specifically YouTube Educational channels such as YouTube channels (YTC) Use of Social Network (USN), Perceived Usefulness (PU) in addition to Variable of academic performance (AP), Demographic variables as a mediating factor.

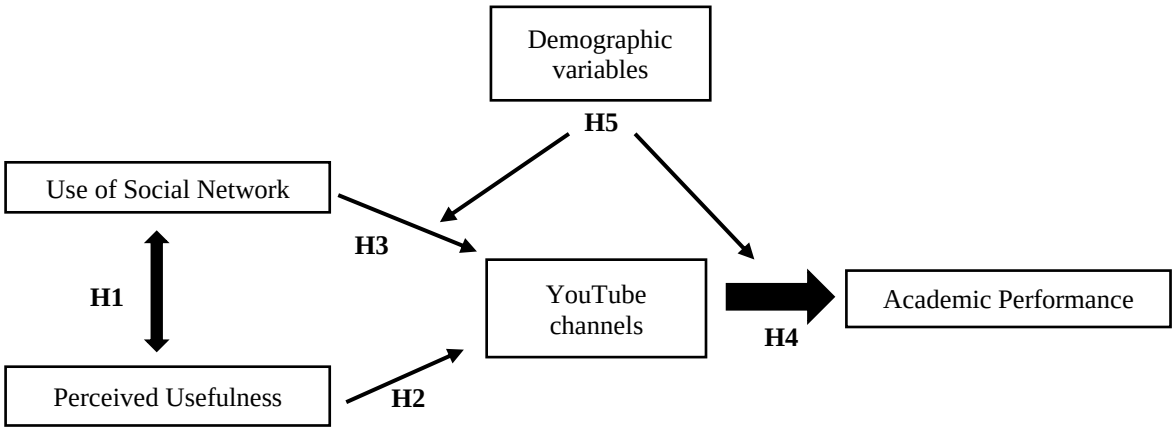

Figure 1: Research Model

3.1 Youtube Channels With The USE OF Social Networks (USN)

YouTube channels are a self-regulation-based online platform where a user can upload, share, and create their videos free of cost (Chau, 2010; Duffy, 2008; Tahat et al., 2022). YouTube emerged as a major platform even for advertisements, where even short video clips are available, and advertisements can be easily made (Gueorguieva, 2008). YouTube lo offers other different features, including commentaries and likes/dislikes options to give rapid feedback on video content (Paolillo, 2008). YouTube is being used for several functions for both entertainment and communication and information purposes that make YouTube a popular virtual platform (Chelaru et al., 2012; Khan, 2017). Currently, the rapidly increasing popularity of YouTube and its users also demands for more studies to examine the factors behind its rapid adoption, usage, and also the impacts on academic performance of the young generation. The site of YouTube is a source of knowledge as it is specialized in displaying videos so that scientific lectures can be presented through it as a reference for information for both parties (Raikos & Waidyasekara, 2014). According to (Orús et al., 2016), YouTube is an important social networking platform that also contributes to students' education

and learning across the world. Consequently, it has a strong positive impact on students learning performance. YouTube contains millions of educational videos that are easily accessible, shared through other different communication platforms, and watchable from small portable devices. For instance, the features such as YouTube opus enables users to explore how and to what extent videos can be integrated with educational content and maximum benefit can be taken. As noted by Khan (2017), students choose YouTube as they know that it contains both entertainment and educational content according to their needs.

H1: *YouTube channels (YUC) have an effect on Social Networks (USN).*

3.2 Use Of Social Network (USN) And Academic Performance

Social media helps people to interact freely whenever they want. Users can receive information, share their own ideas, and avail maximum benefit from each other (Alwagait et al., 2015; Shachar & Neumann, 2010). These social media platforms allow users to save and share many useful links on different platforms with other users as well. Besides, merging these links with social media posts also increases the accessibility for other users. For example, students with advertising and business administration as their college majors learn new ways to link different social networking websites with each other, increasing public exposure to certain content. (Colwell & Gregory, 2016; Gormley & McDermott, 2010; Lightfoot, 2012; Redden, 2010). Thus, the above discussion helps to propose that:

H2: *Use of Social Networks (USN) has an effect on YouTube channels (YTC).*

3.3 Perceived Usefulness (PU) And YouTube Channels (YUC)

YouTube channels are a strong and enriched source of education and learning for students worldwide (Burgess & Green, 2018; Chelaru et al., 2012). Students watch YouTube videos, share their comments, like/dislike the videos, and share their experiences with their peers and friends, increasing the visibility of the same videos among the other students (S. A. S. Salloum & Shaalan, 2018). In this regard, it is argued that students will understand the accessibility, advantages, and ease of use attributed to YouTube videos, that work as motivating factors that increase their YouTube adoption, integration, and sharing with others. (Fralinger & Owens, 2009). Existing research provides evidence to construct a strong conceptual framework to design and investigate the reasons behind YouTube adoption and its influence on students' learning capabilities (Lee & Lehto, 2013; S. A. Salloum et al., 2018). Thus, the above discussion helps to propose that:

H3: *Perceived Usefulness (PU) has an effect on YouTube channels (YUC).*

3.4 YouTube Channels With Academic Performance (AP)

Existing literature also witnesses that social media positively affects students' academic grades and overall performance (Jeffrey Mingle, 2015). The effects of YouTube-based educational videos are clear as their aim is to help the students with their educational matters, indicating an increased YouTube useability and contribution for academic purposes (Selwyn, 2012; Silius et al., 2010). Today, educational systems across the globe also depend on online learning to strengthen educational accessibility regardless of any potential barriers (Friedman & Friedman, 2013). The YouTube channels offer value-added services by gathering and analyzing students' activities in a way that supports teachers and leaders in the monitoring and evaluation process (Popescu, 2014). YouTube channels have unique and large features, easily facilitating connections to others for sharing information and knowledge (S. A. Salloum et al., 2017). It is, therefore, a way to exchange ideas and share pictures and videos among students via YouTube channels (S. A. Salloum & Shaalan, 2018). Consequently, this active interaction and involvement lead to an effective participatory community for education (Greenhow & Lewin, 2016). Thus, the above discussion helps to propose that:

H4: *YouTube channels (YUC) have an effect on Academic Performance (AP).*

3.5 Demographic Variables (DM) With Academic Performance (AP)

Demographical variables are strong variables that impact one's academic performance (Al-Mamun et al., 2014). As we have discussed earlier (Zawacki-Richter, 2020). Despite YouTube covering most part of our daily social media activities, its impacts are basically determined on the basis of its usage, purposes of usage, and the extent to which it is used, as also highlighted by (Ali et al., 2021; Elbasir et al., 2021; Jeljeli et al., 2018). A study conducted by (S. A. Salloum et al., 2021) revealed that YouTube channels have both negative and positive effects; however, the demographical factors remain prominent in enhancing these effects. (Owusu-Acheaw & Larson, 2015). Thus, the above discussion helps to propose that:

H5: *The positive relationship between YouTube Channels (YUC) and Student Academic Performance is mediated by Demographic variables.*

4. Research Methodology

The quantitative method was applied in this research as the most suitable approach. Through this quantitative research, data is collected via a survey that is built upon the current theoretical background. It is argued that quantitative research methodology preserves the postulation of an empiricist paradigm (Creswell et al., 2003). Moreover, we analyzed the data by using SPSS Version 64 and IBM Amos Ver 23. As noted by (Dermawan et al., 2020), IBM Amos is one of the software that provides strong statistical analysis and generalizable results of Structural Equation Modelling. Amos is easily available and thus enables the users to ease of use with useful statistical outcomes.

4.1 Research Universe & Sampling

The study universe comprises university students currently from Yarmouk University in Jordan. We further randomly selected a sample of n= 310 students. It is notable that (Taherdoost, 2018) suggests an ideal sample size of n= 200 individuals for the studies having Structural Equation Modelling. So, the sample size of n= 310 was fair and according to the requirements of the relevant statistical technique. However, we finally attained a response rate of 96.4% as n= 11 or 3.6% of the questionnaires were missing or wrongly filled.

4.2 Analysis Of Measurement Model:

4.2.1 Convergent Validity

In order to analyze the measurement model, we first conducted a convergent validity analysis, as suggested by (Alghizzawi et al., 2019). First, we can see the values of Factor Loading range from .772 to .891, and Average Variance Extracted range from .820 to .886, indicating that all the values are higher than the threshold value of 0.5. Besides, the Cronbach Alpha values range from .883 to .915, and Composite Reliability values range from .770 to .810, indicating that all the mentioned values are greater than the threshold value of 0.7. Thus, we found that the convergent validity is fully established (See Table 1).

Table 1: Convergent Validity Analysis

Variables	Items	Factor Loading	CA	CR	AVE
Use of Social Network	USN1	.832	.883	.770	.820
	USN2	.777			
	USN2	.851			
Perceived Usefulness	PES1	.850	.915	.810	.886
	PES2	.828			
	PES3	.885			
YouTube Channels	YTC1	.836	.906	.800	.828
	YTC2	.772			
	YTC3	.876			
Academic Performance	APE1	.891	.916	.794	.832
	APE2	.823			
	APE3	.782			

4.2.2 Discriminant Validity

Moreover, we also conducted the discriminant validity analysis of the measurement model as suggested by (Henseler et al., 2015). First, we conducted a Fornell-Larker Criterion analysis (see Table 2) and found that all the squares of Average Variance Extracted (AVE) values are greater than the correlation values mentioned in the table. Besides, we also found that the Heterotrait-Monotrait Ratio value of our measurement model remained at .063, which is less than the designated threshold value of 0.85 as suggested by (Habes et al., 2021). Thus, we found that the discriminant validity of our measurement model is successfully established.

Table 2: Fornell-Larker Criterion

	USN	PES	YTC	APE
USN	**.672**			
PES	.614**	**.784**		
YTC	.657**	.710**	**.685**	
APE	.567**	.562**	.662**	**.692**

Table 3: HTMT Ratio Scale

	USN	PES	YTC	APE
USN				
PES	-.444			
YTC	-.204	-.388		
APE	-.176	-.076	-.398	

4.3. Demographics Of Participants

We conducted a descriptive analysis of the participant's personal data. We found that the majority of respondents (51.2%) were females, and 48.8% were males (M:.510, SD: 501). The calculation of age revealed that most of the respondents (47.0%) were 22 to 24 years old, 23.4% were 18 to 21 years old, 19.3% were 25 to 27 years old, and 10.0% were 25 to 27 years old (M: 1.93, SD: 1.238). Finally, according to the qualification level of the respondents, 42.4% were undergraduate level students, 33.1% were graduate level students, 17.0% were post-graduate level students, and only 7.55 of participants were Doctorate level students (M: 2.42, SD: 1.322).

4.4 Structural Model Testing

4.4.1 Coefficients Of Determination R2

To assess the strength of variation caused by exogenous variables, we conducted the R2 analysis as suggested by (Figueiredo Filho et al., 2011). As shown in Table 4, the predictive potential of the Use of Social Networks remained at .657 or 65.7%, the power of Perceived Ease of Use remained at .710 or 71.0%, and finally, the predictive power of Academic Performance is found at .662 or 66.2%. Thus, we found that all the values indicate a strong predictive power of all the n= 3 latent variables.

Table 4: R^2 Analysis of Latent Variables

S/R	Variables	R^2
1.	Use of Social Networks	.657
2.	Perceived Ease of Use	.710
3.	Academic Performance	.662

4.4.2 Hypotheses Testing

We finally analyzed the relationships between the study variables proposed in the study model. As shown in Table 4, the relationship between YouTube Channels (YTC), Social Networking Usage, and Perceived usefulness are strongly significant, with significance value at p > 0.000 (t-value: 7.144) and p > 0.000 (t-value: 8.395), respectively. Besides, the relationship between YouTube Channels and Academic Performance is also significant, with a t-value of 9.920 and a p-value of p > 0.000. Finally, the mediation analysis of the demographical variables also remained strongly significant, with the path value at .037 and the significance value at p > 0.000. Also, the indirect effects of demographical variables on the relationship between YouTube Channels and Academic Performance remained strong with a value of .080, indicating that the H5 of the study is strongly supported (See Table 5 and Fig 2).

Table 5: Path Analysis, t-value, Significance value

Hypotheses	Path	*t*-value	*P*-Value	Decision
USN >PES	.770	11.183	.000***	Validated
USN >YTC	.051	7.144	.000***	Validated
PES >YTC	.070	8.395	.000***	Validated
YTC >APE	.084	9.920	.000***	Validated
Hypotheses	**Path**	**Indirect**	***P-value***	**Decision**
YTC >DEM > APE	.037	.080	000***	Validated

5. Discussion On Results

According to Elareshi et al. (2022), we frequently use social networking platforms for different purposes. Indeed, digital technology has become a constant part of our everyday life activities, which I also highlighted in this study. Ali (2018) noted that increased social media usage also indicates students' increased dependency on digital media. However, we cannot consider it purely negative. Students are now much more mature and able to manage their time for education and entertainment. Especially a web-based platform like YouTube is of greater impotence, as they provide students with entertainment, information, and educational opportunities through different videos and even online tutorials.

Current research also indicates the extent to which YouTube plays a significant part in Jordanian students' life. We found all the proposed hypotheses as accepted and well proposing the relationship through the structural model. First of all, we found a strong significant relationship between the use of social networking sites and perceived ease of use. This relationship shows a great consistency with the study conducted by (Lee & Lehto, 2013) as they also found social networking platform usage significantly motivated by the perceived ease of use. Second, we found that there is a strong significant relationship between Social Networking Usage and YouTube channels. This relationship is validated with a significance level of $p > 0.000$, which is strongly consistent with the study conducted by (Tahat et al., 2022) as they also found a significant relationship between social media usage and YouTube. In other words, both studies strongly witnessed that students mostly use social media to use YouTube for different purposes. Further, we found a strong significant relationship between perceived ease of use and YouTube channels. These results further showed consistency with a study previously conducted by (Al-Skaf et al., 2021). Here we found that both studies validated the idea that ease of use is an important factor that motivates students to watch and subscribe to the relevant YouTube channels. Besides, the relationship between YouTube channels and students' academic performance is also validated with a significance level of $p > 0.000$. This third hypothesis also proved a s compatible with the study conducted by (Peter, 2015).

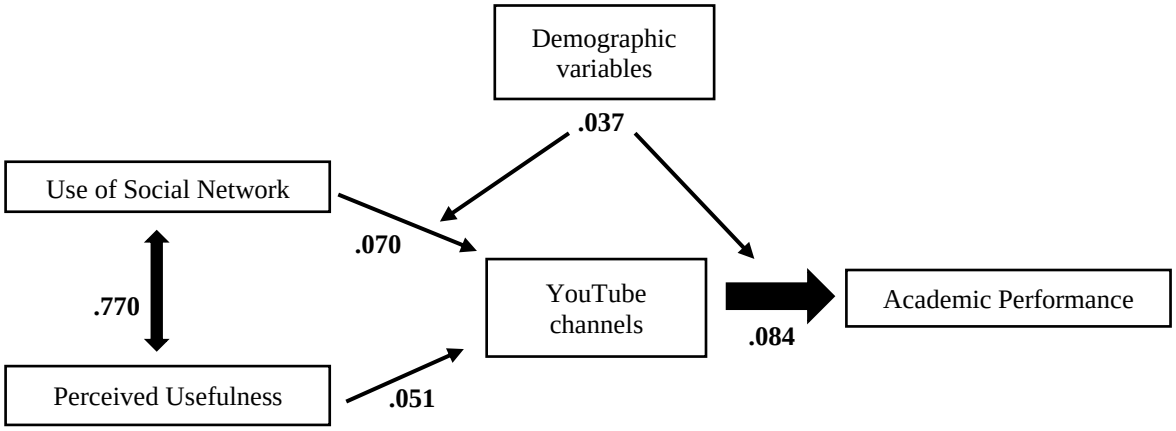

Figure 2: The structural model results.

Peter (2015) argued that using social media platforms and YouTube, in particular, strongly impacts academic performance. However, this extreme positivity or negativity can be determined by how social networking sites are used daily and the purpose they are mainly used. Finally, the relationship between YouTube channels and academic purposes is significantly mediated, as suggested in the H5 of the study, with the significance level at $p > 0.000$, indicating that the last hypothesis is also validated. This result is also consistent with the study conducted by (Ali et al., 2021; She et al., 2021), as both studies found demographical factors to strongly determine the use and impacts of YouTube usage on students' academic performance. Thus, YouTube is widely used by millions of students across the globe. This ubiquitous nature of YouTube indicates how it has integrated into our lives and shows why and to what extent we are using it and for what purposes (Faizi & El Fkihi, 2018).

6. Conclusion

Constructivists believe that social media can be used for consistent educational and learning experiences. Learners depend on different social networking platforms and build their own understanding of the platform to further use it for educational purposes. For example, by using YouTube channels, they construct and later reconstruct their prior knowledge. As a large number of educational videos are available on YouTube channels, students not only benefit from them but also share with peers to share their experiences. Hence, learning through YouTube channels is spontaneous and personalized for the young generation. That is why today, YouTube is considered one of the most influential and preferred social media platforms. Due to ease of use and wider accessibility, youngsters prefer YouTube channels for entertainment, education, and information-gathering purposes. In this context, the impacts of social media usage in general and YouTube exposure, in particular, have inevitable impacts on the student's academic performance. However, existing literature, including this study, also witnesses demographical factors' role in YouTube usage and academic performance. Here it is concluded that the negativity or positivity of these impacts can be determined by the purpose of usage and the extent to which it is used. Therefore, considerable attention should be given to preparing the students for positive, constructive usage of YouTube, especially for information and educational usage, to ensure better outcomes for the student's academic journey.

7. Limitations & Recommendations

This study is extensive in nature, yet it also has certain limitations. First, the study is conducted in Irbid Jordan, which hinders the generalizability in their geographical regions. Second, this study involves only three demographical variables, whereas other variables can have a strong mediating impact. The third limitation involves choosing only YouTube as an influential social networking platform when there are several different platforms that are widely selected and used by students in Jordan. Finally, the fourth limitation involves selecting only perceived usefulness as one of the leading variables when there are several different factors that motivate students to actively use YouTube channels and videos. Thus, we recommend more investigations, especially on the mediating role of other demographical factors on the relationship between YouTube channels and Academic Performance across the globe.

References

Alghizzawi, M., Habes, M., Salloum, S. A., Ghani, M. A., Mhamdi, C., & Shaalan, K. (2019). The effect of social media usage on students'e-learning acceptance in higher education: A case study from the United Arab Emirates. *International Journal of Information Technology and Language Studies*, 3(3). p234. https://doi.org/10.1109/ACCESS.2021.3097753

Alhammad, K. L., Habes, M., Al Olaimat, F., & Haddad, I. (2021). Attitudes of Students of the Faculty of Mass Communication at Yarmouk University towards Using Video platforms in Distance Education. *Review of International Geographical Education Online*, 11(5), 1041–1052. https://doi.org/10.48047/rigeo.11.05.99

Alhumaid, K., Habes, M., & Salloum, S. A. (2021). Examining the factors influencing the mobile learning usage during COVID-19 Pandemic: An Integrated SEM-ANN Method. *IEEE Access*. 9, 102567-102578. https://doi.org/ 10.1109/ACCESS.2021.3097753

Ali, S. (2018). Social Media Usage among Teenage Girls in Rawalpindi and Islamabad. *Global Media Journal*, 16(31), 1. P31 DOI: 10.1109/ACCESS.2021.3097753

Ali, S. (2020). Combatting against Covid-19 & misinformation: a systematic review. Human Arenas, 5, 1-16. https://doi.org/10.1007/s42087-020-00139-1

Ali, S., Qamar, A., Habes, M., & Al Adwan, M. N. (2021). Gender Discrepancies Concerning Social Media Usage and its Influences on Students Academic Performance. Utopía y Praxis Latinoamericana: *Revista Internacional de Filosofía Iberoamericana y Teoría Social*, 1, 321–333. https://doi.org/10.5281/zenodo.4556283.

Al-Mamun, A., Entebang, H., Mansor, S. A., Yasser, Q. R., Nathan, T. M., & Rahman, M. (2014). The Impact of Demographic Factors on Tax Compliance Attitude and Behavior in Malaysia. *Journal of Finance, Accounting & Management*, 5(1). P109. https://doi.org/10.1109/ACCESS.2021.30946478

Al-Rahmi, W., Othman, M. S., & Yusuf, L. M. (2015). The Role of Social Media for Collaborative Learning to Improve Academic Performance of Students and Researchers in Malaysian Higher Education. *International Review of Research in Open and Distance Learning*, 16(4), 177–204. https://doi.org/10.5901/mjss.2015.v6n4s1p193

Al-Skaf, S., Youssef, E., Habes, M., Alhumaid, K., & Salloum, S. A. (2021). The Acceptance of Social Media Sites: An Empirical Study Using PLS-SEM and ML Approaches. *Advanced Machine Learning Technologies and Applications:* Proceedings of AMLTA 2021, 548–558.

Alwagait, E., Shahzad, B., & Alim, S. (2015). Impact of social media usage on students academic performance in Saudi Arabia. *Computers in Human Behavior*, 51, 1092–1097. doi.org/10.1016/j.chb.2014.09.028

Burgess, J., & Green, J. (2018). *YouTube: Online video and participatory culture*. John Wiley & Sons.

Chau, C. (2010). YouTube as a participatory culture. *New Directions for Youth Development*, 2010(128), 65–74. doi.org/10.1002/yd.376.

Chelaru, S. V., Orellana-Rodriguez, C., & Altingovde, I. S. (2012, November). Can social features help learning to rank youtube videos?. In International Conference on Web Information Systems Engineering (pp. 552-566). Springer, Berlin, Heidelberg.

Cheng, X., Dale, C., & Liu, J. (2008). Statistics and social network of YouTube videos. *IEEE International Workshop on Quality of Service*, IWQoS, 229–238. https://doi.org/10.1109/IWQOS.2008.32

Colwell, J., & Gregory, K. (2016). Exploring how secondary pre-service teachers' use online social bookmarking to envision literacy in the disciplines. *Reading Horizons*, 55(3), 3. doi.org/10.1002/yd.374

Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. Handbook of mixed methods in social and behavioral research, 209(240), 209-240.

Data Portal. (2022). *Digital Around the World*. https://datareportal.com/global-digital-overview#:~:text=A%20total%20of%205.03%20billion,12%20months%20to%20July%202022.

Dermawan, D. A., Wibawa, R. P., & Susanti, M. D. E. (2020). Analysis of the Use of Virtual Meeting in the Implementation of Proposal/Thesis Examination During Covid-19 Pandemic. 196(*Ijcse*), 65–69. https://doi.org/10.2991/aer.k.201124.012

Djerf-Pierre, M., Lindgren, M., & Budinski, M. (2019). The role of journalism on YouTube: Audience engagement with "superbug" reporting. *Media and Communication*, 7(1), 235–247. https://doi.org/10.17645/mac.v7i1.1758

Duffy, P. (2008). Engaging the YouTube Google-eyed generation: Strategies for using Web 2.0 in teaching and learning. *Electronic Journal of E-Learning*, 6(2), 119–130. https://doi.org/10.1142/9789812799456_0003.

Elbasir, M., Elareshi, M., Habas, M., Jeljeli, R., & Salloum, S. A. (2021, June). Media and Non-media Students' Feedback and Improvement of University Teaching and the Learning Environment. *In The International Conference on Artificial Intelligence and Computer Vision*. 4, 754–765. https://doi.org/10.1007/978-3-030-76346-6_67

Faizi, R., & El Fkihi, S. (2018). Investigating the role of social networks in enhancing students' learning experience: Facebook as a case study. *MCCSIS 2018 - Multi Conference on Computer Science and Information Systems; Proceedings of the International Conferences on e-Learning 2018*, 2018-July, 151–155. https://eric.ed.gov/?id=ED590278.

Figueiredo Filho, D. B., Silva Júnior, J. A., & Rocha, E. C. (2011). What is R2 all about? *Leviathan (São Paulo)*, 3, 60. https://doi.org/10.11606/issn.2237-4485.lev.2011.132282

Fralinger, B., & Owens, R. (2009). YouTube as a learning tool. *Journal of College Teaching & Learning*, 6(8), 15–28. https://doi.org/10.19030/tlc.v6i8.1110.

Friedman, L. W., & Friedman, H. (2013). Using social media technologies to enhance online learning. *Journal of Educators Online*, 10(1), 1–22. https://www.learntechlib.org/p/114389/.

Geyser, W. (2021, September). How does the YouTube algorithm work: A peek into YouTube's algorithm changes in 2021. *Influencer Marketing Hub*.

Gormley, K. A., & McDermott, P. (2010). How Social Bookmarking Can Help the 21st Century Teacher. *Language and Literacy Spectrum*, 20, 5–14. https://eric.ed.gov/?id=EJ1059516.

Greenhow, C., & Lewin, C. (2016). Social media and education: Reconceptualizing the boundaries of formal and informal learning. *Learning, Media and Technology*, 41(1), 6–30. https://doi.org/10.1080/17439884.2015.1064954.

Gueorguieva, V. (2008). Voters, MySpace, and YouTube: The impact of alternative communication channels on the 2006 election cycle and beyond. Social Science Computer Review, 26(3), 288–300. https://doi.org/10.1177/0894439307305636.

Habes, M., Ali, S., Salloum, S. A., Elareshi, M., & Ziani, A. K. (2020, December). Digital media and students' AP improvement: an empirical investigation of social TV. In 2020 International Conference on Innovation and Intelligence for Informatics, Computing and Technologies (3ICT) (pp. 1-6). IEEE. https://doi.org/10.1109/3ICT51146.2020.9311941.

Habes, M., Salloum, S. A., Alghizzawi, M., & Mhamdi, C. (2019, October). The relation between social media and students' academic performance in Jordan: YouTube perspective. In International conference on advanced intelligent systems and informatics (pp. 382-392). Springer, Cham.

Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115–135. https://doi.org/10.1007/s11747-014-0403-8.

Jeffrey Mingle, Dr. M. A. (2015). Social Media Network Participation and Academic Performance In Senior High Schools in Ghan. Library *Philosophy and Practice (e-Journal)*.Pape r 1286., 7–21. https://doi.org/10.1109/3ICT51146.2020.9311944.

Jeljeli, R., Alnaji, L., & Khazam, K. (2018). A comparison between moodle, Facebook, and paper-based assessment tools: Students' perception of preference and effect on performance. *International Journal of Emerging Technologies in Learning*, 13(5), 86–98. https://doi.org/10.3991/ijet.v13i05.8091

Kaya, C., Usta, T., Baghaki, H. S., & Oral, E. (2021). Relation between educational reliability and viewer interest in YouTube® videos depicting endometrioma cystectomy surgical techniques. *Journal of Gynecology Obstetrics and Human Reproduction*, 50(3), 101808. https://doi.org/10.1016/j.jogoh.2020.101808

Khan, M. L. (2017). Social media engagement: What motivates user participation and consumption on YouTube? *Computers in Human Behavior*, 66, 236–247. https://doi.org/10.1016/j.chb.2016.09.024

Lee, D. Y., & Lehto, M. R. (2013). User acceptance of YouTube for procedural learning: An extension of the Technology Acceptance Model. *Computers and Education*, 61(1), 193–208. https://doi.org/10.1016/j.compedu.2012.10.001

Lightfoot, S. (2012). "Delicious Politics"—The Use of Social Bookmarking in Politics Teaching. *Journal of Political Science Education*, 8(1), 94–101. https://doi.org/10.1080/15512169.2012.641400.

Mehmood, S., & Taswir, T. (2013). The effects of social networking sites on the academic performance of students in college of applied sciences, Nizwa, Oman. *International Journal of Arts and Commerce*, 2(1), 111-125.

Habes, M., Salloum, S. A., Elareshi, M., Ganji, S. F. G., Ziani, A. K., & Elbasir, M. (2020). The influence of youtube videos on ELA during the COVID-19 outbreaks in Jordan. In 2020 Sixth International Conference on e-Learning (econf) (pp. 133-138). IEEE. 10.1109/econf51404.2020.9385501

Elareshi, M., Habes, M., Al-Tahat, K., Ziani, A., & Salloum, S. A. (2022). Factors affecting social TV acceptance among Generation Z in Jordan. Acta Psychologica, 230, 103730. https://doi.org/10.1016/j.actpsy.2022.103730.

Orús, C., Barlés, M. J., Belanche, D., Casaló, L., Fraj, E., & Gurrea, R. (2016). The effects of learner-generated videos for YouTube on learning outcomes and satisfaction. *Computers & Education*, 95, 254–269. https://doi.org/10.1016/j.compedu.2016.01.007.

Owusu-Acheaw, M., & Larson, A. G. (2015). Use of Social Media and Its Impact on Academic Performance of Tertiary Institution Students: A Study of Students of Koforidua Polytechnic, Ghana. *Journal of Education and Practice*, 6(6), 94–101. https://eric.ed.gov/?id=EJ1083595.

Paolillo, J. C. (2008). Structure and network in the YouTube core. *Hawaii International Conference on System Sciences*, Proceedings of the 41st Annual, 156.

Osharive, P. (2015). Social media and academic performance of library and information science undergraduates: A case study of selected tertiary institutions in Kwara State, Ilorin. IGI Global.

Petko, D. (2012). Teachers' pedagogical beliefs and their use of digital media in classrooms: Sharpening the focus of the 'will, skill, tool model and integrating teachers' constructivist orientations. *Computers & Education*, 58(4), 1351–1359. https://doi.org/10.1016/j.compedu.2011.12.013.

Popescu, E. (2014). Providing collaborative learning support with social media in an integrated environment. *World Wide Web*, 17(2), 199–212. https://doi.org/10.1007/s11280-012-0172-6.

Raikos, A., & Waidyasekara, P. (2014). How useful is YouTube in learning heart anatomy? *Anatomical Sciences Education*, 7(1), 12–18. https://doi.org/10.1002/ase.1361.

Redden, C. S. (2010). Social bookmarking in academic libraries: Trends and applications. *The Journal of Academic Librarianship*, 36(3), 219–227. https://doi.org/10.1016/j.acalib.2010.03.004.

Salloum, S. A., Al-Emran, M., Habes, M., Alghizzawi, M., Ghani, M. A., & Shaalan, K. (2021). What impacts the acceptance of E-learning through social media? An empirical study. In Recent Advances in Technology Acceptance Models and Theories (pp. 419-431). Springer, Cham. https://doi.org/10.1007/978-3-030-64987-6_24.

Salloum, S. A., Al-Emran, M., & Shaalan, K. (2017). Mining Social Media Text: Extracting Knowledge from Facebook. *International Journal of Computing and Digital Systems*, 6(2), 73–81. https://doi.org/10.12785/ijcds/060203

Salloum, S. A., Al-Emran, M., Shaalan, K., & Tarhini, A. (2019). Factors affecting the E-learning acceptance: A case study from UAE. Education and Information Technologies, 24(1), 509-530. https://doi.org/10.1007/s10639-018-9786-3.

Salloum, S. A. S., & Shaalan, K. (2018). *Investigating students' acceptance of E-learning system in Higher Educational Environments in the UAE: Applying the Extended Technology Acceptance Model (TAM)*. The British University in Dubai.

Salloum, S. A., & Shaalan, K. (2018, September). Factors affecting students' acceptance of e-learning system in higher education using UTAUT and structural equation modeling approaches. In International conference on advanced intelligent systems and informatics (pp. 469-480). Springer, Cham. https://doi.org/10.1007/978-3-319-99010-1_43Selwyn, N. (2012). Social media in higher education. *The Europa World of Learning*, 1, 1–10.

Shachar, M., & Neumann, Y. (2010). Twenty years of research on the academic performance differences between traditional and distance learning: Summative meta-analysis and trend examination. *MERLOT Journal of Online Learning and Teaching*, 6(2)p367. https://jolt.merlot.org/vol6no2/abstracts.htm.

She, L., Rasiah, R., Waheed, H., & Pahlevan Sharif, S. (2021). Excessive use of social networking sites and financial well-being among young adults: The mediating role of online compulsive buying. *Young Consumers*, 22(2), 272–289. https://doi.org/10.1108/YC-11-2020-1252

Silius, K., Miilumaki, T., Huhtamaki, J., Tebest, T., Merilainen, J., & Pohjolainen, S. (2010). Students' motivations for social media enhanced studying and learning. *Knowledge Management & E-Learning*, 2(1), 51. https://doi.org/10.34105/j.kmel.2010.02.005Tahat, K. M., Al-Sarayrah, W., Salloum, S. A., Habes, M., &

Ali, S. (2022). The Influence of YouTube Videos on the Learning Experience of Disabled People During the COVID-19 Outbreak. *In Advances in Data Science and Intelligent Data Communication Technologies for COVID-19* (pp. 239–252). Springer.

Taherdoost, H. (2018). Sampling Methods in Research Methodology; How to Choose a Sampling Technique for Research. *SSRN Electronic Journal*, September. https://doi.org/10.2139/ssrn.3205035

Zawacki-Richter, O. (2020). The current state and impact of Covid-19 on digital higher education in Germany. *Human Behavior and Emerging Technologies*, 3(1), 218–226. https://doi.org/10.1002/hbe2.238

Author's Biodata

Dr. Mohammed Habes is currently working Assistant Lecturer at the Faculty of Mass Communication (Radio &Television Department) at Yarmouk University-Jordan. Habes does research in Digital Media, New media, media studies, social TV, Television Studies, and Academic performance; his research interest is also in Quantitative Research Methods, Partial Least Squares-Structural Equation Modeling (PLS-SEM).

Dr. Muhammad Noor Al Adwan, an assistant prof at Al Ain University, UAE specializing in Public Relations, graduated from University Utara Malaysia in 2012. My area of research is in Public Relations and communications, I published two books and many articles, six of which were published in (Scopus).

Prof Ali Fayyad Al rabat: He is a cinema professor and is currently the dean of the Faculty of Arts at Yarmouk University. He has many types of research and studies in the arts and cinema and has participated in many international and local festivals. Prof Al rabat is interested in research journals related to semiology images and artistic.

Dr. Ghalib Ali Shatnawi: He is an associate professor of Public Relations at the Department of Public Relations and Advertising/ Yarmouk University. he was Ph.D. in Pubic Communication from Georgia State University-USA in 2004 and an MS in Public Relations from Boston University in 1992. he is currently taking different courses in PR, one of them being in English. Shatnawi's major areas of interest are the following: Strategic management of PR, PR and Crises Management, PR and Reputation Management, PR Campaigns, and Political Communication.

Dr. Marcelle Issa Al Jwaniat is a Dedicated and experienced University Professor with over four years of experience serving as a Professor in the Mass Communications - Journal Department of Yarmouk university & TV Department of KUTC. she is a researcher in digital media, also in the women's affairs and youth. Dr. Al Jwaniat is interested in the dialogue between religions and, diversity, and human rights. She has experience in training.