

University students' uses of YouTube and the achieved gratifications: A field study on students at King Abdul-Aziz University

By

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Abstract

YouTube is important to its users with regard to programs, movies, series, music and advertisements, and it occupies a prominent position among social networking sites due to its ease and low cost of use, and the diversity of its contents. Thus, the researcher decided to study university student uses of YouTube to find out the extent and they gratifications achieved by. This study is a descriptive survey which adopts a questionnaire that was distributed in a simple random method and was applied to a sample of (400) individuals from King Abdulaziz University male and female students. The study reached a set of results, the most important ones are: The study revealed that males browse the site more than females do. The study showed a multiplicity and diversity of gratifications achieved by the respondents for using YouTube. The results of the study confirmed the validity of the hypothesis states there are statistically significant differences among the university students' motives for using YouTube according to gender. The study also showed a statistically significant correlation among university students' motives for using YouTube and the gratifications achieved. In this study, the researcher recommended studying the impact of the contents of YouTube on the values and traditions of society and analyzing the contents of social networking sites in all its aspects (political, economic, social, religious, cultural and scientific).

Keywords: *uses and gratifications, YouTube, university students*

Introduction

Social networking sites have brought about great changes in the global media structure as well as the social structure and have spread around the world very quickly. These sites have also become accessible to all categories and all scientific and cultural levels. Perhaps ease of using these sites and low cost have helped their spread among people. YouTube is one of the most important and most popular social networking sites, due to its simplicity, ease of use, and the diversity of its contents that meet the desires and needs of many of its visitors. In addition, YouTube has become an important advertising platform for the pioneers of workers found in it a window to spread around the world. YouTube is one of the most important tools for university students to receive information and various knowledge content. YouTube also helps those students in their educational achievement through free, direct videos that do not need to be downloaded to devices, which allows them to watch them several times and in different times and places (Gentry, 2008).

Online videos are one of the media that continues providing contents through sharing of social networks after a long period and are better than showing them on TV. Also, the search process is one of the most important features of YouTube. YouTube provides the feature of showing video related to the searched topic, which enables the user to explore a selection of clips that are similar or have the same title and content (J, 2013; Salavrakos, 2020; Tomteberget & Larsson, 2020; Wallenius, Alvinus, & Larsson, 2020).

University students are an active audience on the Internet who play a positive role in dealing with social networking sites. They can choose the content that benefits them and that meet their needs with awareness and skill.

The study Problem

Social networking sites have brought about a great media revolution nowadays. Other than the traditional media, through its press media, radio and television, social networking was the main source of news, information, a source of knowledge, and entertainment. Social networking sites changed the equation and became the main source of news, information, knowledge, and entertainment. Since university students are among the most widely users and knowledgeable groups in society in dealing with these sites, and for YouTube is one of the most important of these sites with its advantages that consist of images, video and text, and its diversity in content and the presentation of issues of all kinds and forms, this study aimed at showing the extent of University student's use of YouTube, the gratifications achieved, the extent of its impact on their educational and personal lives, and the most important topics and contents they see through.

The importance of the study

The importance of this study lies in seeking to know the university students' motives for using YouTube and showing the patterns of their use of YouTube and the gratifications the students achieve by in light of its multiple topics and contents, and the ease of access.

Objectives of the study

This study seeks to achieve a set of goals represented in :

- 1) Knowing the extent to which university students use YouTube and the gratifications achieved according to gender (males - females).
- 2) Knowing the habits and patterns of university students' use of YouTube.
- 3) Identifying the pros and cons of YouTube from the university students' point of view.
- 4) Revealing the extent of the impact of using YouTube on the academic achievement of university students.
- 5) Identifying the gratifications achieved for university students through their use of YouTube.
- 6) Knowing the most important topics that university students prefer to follow through YouTube.

The research questions

- 1) To what extent do the uses and gratifications achieved by Saudi university students differ according to gender (males - females)?
- 2) What are the habits and patterns of university students' use of YouTube?
- 3) What are the times and how long do university students spend watching YouTube?
- 4) What is the impact of using YouTube on the academic achievement of university students?
- 5) What are the satisfactions achieved for university students through their use of YouTube?
- 6) What are the most important topics that university students prefer to follow through YouTube?

Study hypotheses

First hypothesis: There are statistically significant differences among university students' motives for using YouTube according to gender.

The second hypothesis: There are statistically significant differences among the gratifications resulting from the use of university students according to gender.

The third hypothesis: There is a statistically significant correlation among university students' motives for using YouTube and their gratifications.

Theoretical framework

First: Previous studies

Isani and Al-Rifai (2021) dealt with the attitudes of Al-Ain University students towards the use of YouTube and the achieved gratifications. The study relied on the descriptive survey method where it was applied to a sample of (446 individuals). The study revealed that YouTube was ranked fourth in the order of usage rates among the sample and among the websites social communication. The study revealed that the most important influences in using YouTube are studying, learning, communicating with others, escaping from problems, and entertainment. The study recommended the need to conduct more field studies to find out the motives for Arab youth to use social networking sites and YouTube in particular.

Al-Hadithi (2020) studied patterns of using YouTube platform and the impact of advertisements on the user in the Kingdom of Saudi Arabia, which belongs to the descriptive survey method through questionnaires that were distributed to a sample of (300 individuals). The study aimed at showing the patterns of using YouTube platform in Saudi Arabia, and the impact of the types of advertisements presented on this platform on the patterns of users. The study reached several results, the most important one is that 53% of the sample uses YouTube more than once per a day, and most of them use it one hour or less to three hours, with a rate of 90.7%. Watching series and talk shows were ranked first with 52.7% and listening to music came in second with 51.7%. The study revealed that 63% of the respondents interact with videos on YouTube. The study found that YouTube is an appropriate platform for advertising, and that immediate advertising within five seconds is better than delayed media.

Al-Sharif (2019) which is "The use of YouTube by Saudi university youth and its impact on their relationship with TV" used the descriptive survey method based on questionnaires that the researcher distributed through a sample to a group of Saudi university students through social networking sites. The sample included 195 individuals. The study reached a set of results, the most prominent one is that there is an increase in watching YouTube videos by the Saudi university students, whereas there is a decrease in watching television. The Saudi university students access YouTube three times or more per a day, while they only watch TV once a day. The study showed that the most important content that university students watch is entertainment content such as songs and music, and that they use YouTube to achieve certain goals. Those motives are exchanging video clips with family and friends, expressing their views on various issues, and being keen on participation and social interaction.

-A study by Bush Naka and Shanaf (2019) entitled " The University Students' use and achieved gratifications of YouTube: A field study aimed at knowing the achieved gratifications of university students in Algeria through using YouTube and finding out the students' interaction with the contents of YouTube. The researchers used the descriptive approach by using questionnaires that were applied to M.A. students in the Department of Media and Communication Sciences, by adopting the intentional sample, which included (58 items) out of the total number of the study community. The sample included 387 postgraduate students. The study confirmed that the cases that cause students to subscribe to YouTube channels is to like the content of the channel, which

indicates the scientific value for which the student follows the contents of YouTube.

Bock (2016) aimed at studying a comparison between the contents of online video with the contents of newspaper websites and TV channels. It indicated that video files with political content and humanitarian issues received greater public interest and were more informative than videos with other contents. Resultantly, the study indicated that the news video on the Internet has more viewers than videos with other content, except for sports ones, which are ranked first in terms of publication and viewing. The study indicated that newspaper websites and TV channels will continue to be important in conveying what attracts the audience. (Mary Angela, 2016)

A study by Pikas and Sorrentino (2014) entitled "The Effectiveness of Online Advertising: Consumer Perceptions about Advertising on Facebook, Twitter and YouTube", made use of descriptive studies, where a random survey was conducted through the questionnaire distributed to a sample of (388) measurable individuals. 64.4% were males and 36.6% females. Among the sample, there was a group of academic disciplines and different professions of all ages. This study revealed that YouTube, along with Twitter and Facebook, is one of the most used social networking sites in the United States of America, which prompts marketers to target millions of audiences through these sites, although the sample members expressed their annoyance with advertisements through social networking sites. The study revealed that most of the brands placed YouTube as a main site for their marketing strategies, as 62% of companies were ranked within the top 500 created their own channels on the YouTube platform and produced their own content (Pikas & Sorrentino, 2014).

The previous studies

The previous studies are the most important tributaries of scientific research, as they provide researchers with a comprehensive view of the scientific research methods and how to apply scientific theories.

The researcher noted that most of the previous studies that were included in this study used the descriptive methodology, while the samples and theories that were applied differed. The researcher noted that there are clear differences in the number of samples items among the previous studies.

It is clear from this variance in the number of samples for each study that the scientific methodology of some researchers is unclear in determining the number of sample items identified by the scientific methods.

The researcher came out of the previous studies with a set of benefits, the most important ones are

- 1) Previous studies contributed to helping the researcher crystallize the problem, importance, objectives, questions and hypotheses of the study.
- 2) Assisting in defining the appropriate methodological and scientific framework for research.
- 3) Assisting in designing the questionnaire, its questions, its format, and its tests.
- 4) The researcher benefited from previous studies on how to employ scientific theories.

Theory of Uses and Gratifications

Realizing the consequences of social variance on the behavior of the public associated with the media led to the formulation of a new vision for that relationship. It showed the way that audience's needs, that are met through the content of the media and the gratifications they get from information, affect their interest patterns in the media. This prompted researcher in the field of

media in the forties of the twentieth century, starting to research the types of needs and gratifications that are achieved by the contents of the media (Devler & Rokich, 1998).

The study of the relationship between the use of media and the gratifications achieved by researchers prompted the formulation of scientific hypotheses related to the effects of the media and the relationship between content and the public. The functions are performed by the media and the individual's motives to meet the needs through those functions. The researchers reached to formulate a relationship between the individual's needs and motives and exposure to the media (Mcquail, 1969).

If the beginning of the study of the types of needs and gratifications achieved by the contents of the media was in the forties of the twentieth century, then the initial and integrated appearance of this theory was in 1974 AD, in Katz and Blumer's book "The Use of Mass Communication". In this book, the authors presented a clear vision about the functions of the media and the individual's uses. It showed the assumptions from which the theory is based on, and that the needs vary according to the different individuals, who are the ones who choose the contents that achieve their gratification (Katz & Blumler, 1974).

Objectives of the theory

The objectives of the theory are as follows

- 1) Revealing how individuals use the means of communication.
- 2) Explaining the motives for using and the exposure to a particular medium.
- 3) Revealing the results of the use of means of communication in order to understand the communicative process of the public (Makkawi & El-Sayed, 2009).
- 4) Knowing the required gratifications that the individual seeks to achieve through using the means of communication.
- 5) Knowing the interrelationship between motives, use, and gratifications resulting from exposure to means of communication. (Kamel Khorshid Murad, 2014 AD: p. 141).

Perhaps, the objectives of the theory coincide with the objectives of the majority of studies that use this theory, taking into account the characteristics of each society to which the study is applied the gratifications achieved for the youth are different from those for the elderly, and the gratifications that are achieved for women are not the same as the gratifications achieved for men.

The main dimensions of the uses and gratifications theory

Each scientific theory has dimensions determined by the results of studies and tests carried out by scholars. Mondy, Woods, and Rafi (2008) have identified five dimensions of the theory of uses and gratifications expected from the use of the Internet. They are:

- 1) Expected uses and gratifications of knowledge: This is achieved by acquiring various skills such as building new knowledge, creativity, understanding, critical thinking and obtaining information.
- 2) Expected emotional uses and gratifications: This is achieved by obtaining gratifications from the recipient through the use of modern devices and technologies for emotional objectives.
- 3) Expected personal uses and gratifications: These are achieved by making use of the Internet to increase personal skills and activities, and the ability to self-regulate time, educational and cognitive resources.
- 4) Expected social uses and gratifications: This is achieved through interaction and participation with others in the field of learning and work.
- 5) Expected recreational uses and gratifications: The recipient tries to escape from problems and relieve stress (Mondy & et al, 2017: p243).

Theoretical hypotheses

The uses and gratifications theory is based on five hypotheses :

- 1) 1.The public audience use the means of mass communication to achieve intended goals that meet their needs.
- 2) 3. Individuals are the ones who use the means of communication, and not the other way around, to choose content that achieves the gratifications they need.
- 3) 3. The factors of individual differences, social interaction and the diversity of needs of individuals express the needs that the public realizes through its use of the means of communication.
- 4) 4.The public audience can always identify its needs, and therefore choose the media that satisfies those needs.
- 5) 5.Prevaling cultural norms are determined by the public's use of the means of communication and through the contents of exposure to the means of communication.

The theory of uses and gratifications of the Internet

The theory of uses and gratifications is one of the most appropriate scientific theories to study the use of the Internet, because the media on the Internet is a good place for testing scientific theories and scientific models. The emergence of Internet has motivated researchers to use this theory to study Internet audiences, its consequences, and gratifications compared to the use of traditional media. (Abdulnabi, 2019).

Advantages of the theory

Despite the questions and criticisms about this theory, its theoreticians and supporters defended it from a scientific standpoint. Also, everything that was raised about this theory cannot undermine its role in studying the public's relationship with the media. In addition, there are many and mutual changes between the public and the contents of the means of communication. Measuring the individuals' desires of and the extent of achieving their gratifications is not only a problem of the theory of uses and gratifications, but also an obstacle to all theories concerned with the study of the public, because the public is characterized by behavioral change and its instability on one level of exposure, needs and influence (Wimmer & Dominick, 2009).

YouTube use

YouTube is an American platform that was created in February 2005 AD, by three employees of PayPal Company, they are (Chad Hurley, Steve Chen, and Jawed Karim). The site is located in San Bruno, California. It uploads video recordings for free, watching recordings via live broadcast, sharing and commenting on them, where its content varies such as video clips, television, music, films and videos produced by amateurs and users (Wikipedia, <https://en.wikipedia.org/wiki>).

YouTube Features

- 1) Ease of use.
- 2) Adding a title to the video.
- 3) The ability to use and watch the videos posted on it by those who have not signed up in it.
- 4) The possibility of referring to some of its contents as inappropriate for adolescents and minors.
- 5) The ability to classify the video on YouTube with the word (Tags).
- 6) The possibility of creating independent channels for each independent person who uses them for his own business (Duffy, 2008).

YouTube features

YouTube has several features that made it one of the best social networking sites. The most important of these characteristics are the following:

- 1) It is free, public, and available to all.
- 2) It supports downloading movies, music and lectures.
- 3) Easy to view and use by the public.
- 4) It features a live broadcast.
- 5) It is easy to search.
- 6) It is a good site for entertainment (Al-Miqdadi, 2013).
- 7) Allows the combination of image, sound and text.
- 8) Allows creating a private account through which you can broadcast personal and private videos.

Study Methodology

The descriptive research that depends on the survey method is one of the most important curricula that is concerned with phenomena, description and analysis. It seeks to provide an objective and scientific form of the phenomenon, as it relies on studying the audience in an attempt to reach accurate and reliable results. The researcher chose the descriptive approach based on the field survey.

Research community

The research community is the community to which the results of the research can be generalized, according to the research topic, its problem and field. (Al-Assaf, 2003).

The research community is the university students. The students of King Abdulaziz University in Jeddah were chosen because it is one of the oldest and largest Saudi universities, where it was founded in 1967. According to Deanship of Admission and Registration, it has more than (80,000) students. According to the famous QS of ranking global universities, the university occupies the first place among Saudi and Arab universities as the best university. It is ranked 109th in the world among the best universities for the year 2022. (<https://www.topuniversities.com/university-rankings/world-university-rankings/2022>).

The study samples

The research sample is “a part of the research community that is selected in an appropriate manner. The study is applied to the sample and then the results were used and circulated to the entire original research community.”(Mahmoudi, 2019, p. 169). In this study, the researcher used a simple random sample, by distributing web questionnaires to students of King Abdulaziz University through groups of male and female students on WhatsApp. The groups were usually created by professors of study subjects to facilitate communication with students. There was an outstanding response by the sample members, where (400) individuals, (211) male and (189) female students filled out the questionnaires. All the questionnaires were complete and valid for study.

The limits of the study

The study was carried out in King Abdulaziz University in Jeddah, while the temporal boundaries were represented in the second semester of 2022 AD, where the questionnaires were published and compiled during the months of March and April 2022 AD.

Study tools: The researcher used a questionnaire that was distributed to students of King Abdulaziz University in Jeddah.

Applied study

The study reached a set of results through the university students' answers to the study questions, the results of which were as follows:

General results of the field study

Description of the study sample

Table (1) *Description of the study sample*

	Personal Data	Total	
		No.	%
Gender	Male	211	52.7
	Female	189	47.3
	Total	400	100.0

It is clear from the previous table above that the surveyed study sample includes males and females, where the percentage of males is (52.7%), while the percentage of females is (47.3%). Although the majority are males, the two percentages are close, bearing in mind that most of the demographic characteristics of university students converge to a large extent, in terms of scientific level, financial level and age. Thus, the researcher decided not to mention comparisons about these characteristics.

Tools of Data collection

The data collection tools, on which the study in question relied, are the questionnaire form, where the researcher designed a questionnaire through which he was keen to achieve all the objectives of the study, answer its questions, and verify its hypotheses through a variety of open and closed questions.

Tests of validity and reliability: The validity of the questionnaire in collecting data was verified by conducting its validity and reliability tests, as follows:

Validity and reliability test:

The researcher applied the validity and reliability test on the study sample after judging the questionnaire, which reached 89.3%. This percentage confirms the validity of the form and its validity for application and generalization of the results.

The time that the respondents take to browse YouTube website during one session

Table (2) *The time that the respondents take to browse YouTube website during one session*

	Males		Females		Total	
	No.	%	No.	%	No.	%
More than five hours	107	50.8	82	43.4	189	47.2
2 to 5 hours	68	32.2	73	38.6	141	35.4
1 to 2 hours	30	14.2	28	14.8	58	14.4
less than an hour	6	2.8	6	3.2	12	3
Total	211	100	189	100	400	100

cha 2.350 : 2 degree of freedom 3 :level of significance 0.503 :not significant

The previous table shows the time that the respondents spend in browsing YouTube website during one session. They mentioned "more than five hours" in the forefront with a percentage of (47.2%), then "2 to 5 hours" in the second place with a percentage of (35.4%), followed by "1 to 2 hours" at (14.4%), while in the last rank of those browsing the site "for less than an hour" with 12 respondents.(%3)

At gender level, males were higher than females browsing the site “for more than five hours” than males browsing the site “from two to five hours.”

These results are consistent with the data shown at the bottom of the table, where the value of χ^2 was (2.350), at a degree of freedom (3), and level of significance (0.503), which is non-significant. This shows that there are no statistically significant differences among males and females in the time spent in browsing YouTube site during one session.

It agrees with the study by Ziyad Muhammad Al-Hadithi (2020 AD), which examined patterns of use of YouTube and the impact of advertisements on the user in the Kingdom of Saudi Arabia. It confirmed that 53% of the sample uses YouTube more than once per a day, and most of them use it from one hour or less to three hours, at a rate of 90.7.%

Furthermore, the study by Isani and Al-Rifai (2021) dealt with the attitudes of Al Ain University students towards the use of YouTube and the gratifications achieved. The study confirmed that YouTube was fourth in the order of usage rates among the sample among the social networking sites, and the duration of YouTube usage varied according to age, while there was no variation in the usage period among the sample members according to the variation of age and educational degree.

Table (3) *The most important topics that respondents follow in digital media*

The most important topics that respondents follow in digital media	Males		Females		Total	
	No.	%	No.	%	No.	%
Entertainment	113	58.3	61	20.6	233	58.3
Social	51	24.2	94	49.7	145	36.3
Educational	45	21.3	83	43.9	128	32.0
Sports	89	42.2	32	16.9	121	30.3
Cultural	43	20.4	68	36.0	111	27.8
Religious	39	18.5	71	37.6	110	27.5
Health	25	11.8	69	36.5	94	23.5
Political	54	25.6	38	20.1	92	23.0
Technology	47	22.3	42	22.2	89	22.3
Marketing	25	11.8	58	30.7	83	20.8
Scientific	29	13.7	53	28.0	82	20.5
Economic	31	14.7	27	14.3	58	14.5
Total	211		189		400	

The data in the previous table represent to the most important topics that the respondents follow in the digital media. The diversity of such topics like entertainment, social, educational, sports, cultural, religious, technological, scientific and others became clear. Entertainment topics topped the list with a rate of (58.3%), followed by social topics with a percentage of (36.3%), then educational topics by (32%), then sports by (30.3%), then the cultural topics by (27.8%)

This result agrees with Al-Sharif (2019), which focused on researching the use of YouTube by Saudi university youth and its impact on their relationship with TV, where the most important content that university students watch in entertainment content such as songs and music, while the dramatic, sports and political contents were at the forefront of the favorite TV content of Saudi university youth.

Moreover, Bock (2016) aimed at making a comparison between the contents of online video with the contents of newspaper websites and TV channels. The study confirmed that video

files with political content and humanitarian issues received greater public attention and were more useful to them than others. Also, the news video on the Internet had more audiences than the videos of other contents, except for sports videos, which were ranked first in terms of publication and viewing.

However, these results differed from Bushnakah's and Shanaf (2019), which aimed at monitoring students' use of YouTube and the gratifications achieved by, as it confirmed that students interact greatly with the contents of YouTube channels, especially cultural and educational contents. The cases that make students subscribe to YouTube channels is the admiring the content of channel, which indicates the scientific value for which the student follows the contents of YouTube.

Table (4) The motives of the respondents to use YouTube

Phrase	Agree		To some extent		Disagree		Mean	Standard deviation	Relative importance
	No.	%	No.	%	No.	%			
Entertainment	339	84.8	59	14.8	2	0.5	2.84	0.378	94.7
Spending free time	269	67.3	101	25.3	30	7.5	2.6	0.626	86.7
Searching for information and news	242	60.5	137	34.3	21	5.3	2.55	0.594	85.0
To get knowledge and experience	234	58.5	99	24.8	67	16.8	2.42	0.761	80.7
Escaping from problems	172	43	203	50.8	25	6.3	2.37	0.599	79.0
To express an opinion on some issues	174	43.5	141	35.3	85	21.3	2.22	0.774	74.0
To participate in public opinion issues	240	60	160	40	-	-	1.6	0.491	53.3

The data in the previous table indicate the respondents' motives to use YouTube which clearly show the diversity of these motives between entertainment and spending free time, searching for information and acquiring experiences, and others. Entertainment was ranked first with a percentage of (94.7%), then spending free time was the second with a percentage of (86.7%). "Searching for information and news" was (85%). The fourth was "to get knowledge and experience" (80.7%), followed by "escaping from problems" by (79%). The penultimate rank was "expressing opinion on some issues" (74%), while "motivation to participate in public opinion issues" was last with a rate .(%53.3)

This result is consistent with the study by Isani and Al-Rifai (2021). In her research on the attitudes of Al-Ain University students towards the use of YouTube and the gratifications achieved, she identified the motives for use in studying, learning, communicating with others, escaping from problems, and entertainment.

Table (5) The degree to which YouTube meets the respondents' needs

The degree to which YouTube meets the needs of the respondents	Males		Females		Total	
	No.	%	No.	%	No.	%
Very high	51	24.2	66	35	117	29.3
High	92	43.6	66	34.9	158	39.4
Medium	58	27.5	56	29.6	114	28.5
Low	10	4.7	1	0.5	11	2.8
Total	211	100	189	100	400	100

Chi 12.428 :2 freedom degree 3 :level of significance; 0.006 significant compatibility factor 0.174 :

The data in the table above shows the degree to which YouTube meets the respondents' needs who stated that the degree of meeting their needs was "high" at the forefront with a percentage of (39.4%) and "very high" was (29.3%), while, in the third place, the respondents

expressed that this degree was “medium” by (28.5%). Only 11 respondents put "low" was ranked (%2.8) at last.

At the level of gender, the percentage of males increased in comparison to females, indicating that the degree of meeting their needs was "high" and "low". With regard to the degree of "high" satisfaction, the percentage of males was (43.6%) compared to (34.9%) for females.

These results are consistent with the data shown at the bottom of the table, where the value of Cha2 was (12.428), at a degree of freedom (3), a level of significance (0.006) and a coefficient of correlation (0.174). This indicates that there are statistically significant differences among males and according to the degree of how much YouTube meets their needs.

This result is consistent with Shanaf (2019) “the use and achieved gratifications of YouTube by university students”. This study confirmed that the cases that make students subscribe to YouTube channels are the admiration of the content of the channel, which indicates the scientific value for which the student follows the contents of YouTube.

Gratifications achieved by using YouTube

Table (6) *The gratifications achieved by the respondents as a result of using YouTube*

Phrase	Agree		To some extent		Disagree		Mean	Standard deviation	Relative significance
	No.	%	No.	%	No.	%			
Helped me fill my free time	333	83.3	54	13.5	13	3.3	2.8	0.475	93.3
Satiated my love for entertainment	304	76	62	15.5	34	8.5	2.68	0.625	89.3
It made me more educated through the knowledge I get through it	295	73.8	55	13.8	50	12.5	2.61	0.699	87.0
It informed me with many different events and issues	203	50.8	164	41	33	8.3	2.43	0.641	81.0
Acquiring new skills that will help me while studying	245	61.3	71	17.8	84	21	2.4	0.814	80.0
I feel free to express	210	52.5	106	26.5	84	21	2.31	0.798	77.0
It made me feel self-confident	185	46.3	26	6.5	189	47.3	1.99	0.968	66.3
Enhanced my social and cultural status	189	47.3	11	2.8	200	50	1.97	0.987	65.7
Helped me escape from troubles	179	44.8	22	5.5	199	49.8	1.95	0.972	65.0
Enhances my opinions through discussing with others	125	31.3	94	23.5	181	45.3	1.86	0.864	62.0
It taught me the ability to form opinions about issues and events around me	32	8	194	48.5	174	43.5	1.65	0.624	55.0

The data of the previous table indicates the multiplicity and diversity of gratifications achieved by the respondents as a result of using YouTube. The respondents mentioned in the first place “helped me fill free time” with a percentage of (93.3%), then “satiated my love for entertainment” in the second place with a percentage of (89.3%). Then “it made me more educated through the knowledge that I get through it” was in the third place with a percentage of (87%). The fourth place was “informing me with many and varied events and issues” with a percentage of (81%). The next was “Acquiring new skills that will help me while studying” with a percentage of (80%). Also, “I feel free to express” was ranked sixth with a rate of (77%), while the seventh gratification was “made me feel self-confident” with (66.3%). In addition, “enhanced my social and cultural status” with a rate of (65.7%) was next and followed by the gratification “helped me escape problems” (65%). Yet, “enhances my opinions through discussing with others” (62%) was

the penultimate, while the gratification for "it taught me the ability to form opinions about issues and events around me" (55%) was the last.

The main advantages of YouTube in your opinion

Table (7) The most prominent advantages of YouTube from the respondent's point of view

The key advantages of YouTube from respondents' point of view	Males		Females		Total	
	No.	%	No.	%	No.	%
Ease of obtaining information	108	51.2	127	67.2	235	58.8
Benefit in the field of study	87	41.2	144	76.2	231	57.8
- Spending free time for entertainment	88	41.7	84	44.4	172	43.0
- Knowing the news and issues around us	54	25.6	89	47.1	143	35.8
Less expensive than other means	46	21.8	93	49.2	139	34.8
A means of exchanging information and experiences	49	23.2	68	36.0	117	29.3
- Escape from problems	13	6.2	19	10.1	32	8.0
- There are no positives	4	1.9	8	4.2	12	3.0
Total	211		189		400	

The data in the previous table shows the most prominent advantages of YouTube from the respondents' point of view. They mentioned a different set of positives, at the forefront of which was "ease of obtaining information" at (58.8%), then "utilization in the field of study" in second place with (57.8%). Then, they added "spending free time for entertainment" in third place with a percentage of (43%), followed by "knowing the news and issues around us" with (35.8%). The fifth place is occupied by "less expensive than other means" with (34.8%). The advantage of "a means of exchanging information and experiences" in the sixth rank with a rate of (29.3%). Then, "escape from problems" by (8%) was seventh, while only 12 respondents, or 3%, stated that "the site has no positives points".

The main disadvantages of YouTube from the respondents' point of view

Table (8) The most prominent negatives of YouTube from the respondent's point of view

The key disadvantages of YouTube from the respondent's point of view	Males		Females		Total	
	No.	%	No.	%	No.	%
Spreading rumors	80	37.9	96	50.8	176	44.0
Having fake information about others	77	36.5	89	47.1	166	41.5
Wasting time	69	32.7	86	45.5	155	38.8
Addicted to it	62	29.4	81	42.9	143	35.8
Spreading extremist ideas	63	29.9	65	34.4	128	32.0
Exposure to unwanted images and materials	50	23.7	76	40.2	126	31.5
Causing laziness	55	26.1	49	25.9	104	26.0
Spreading racism	34	16.1	61	32.3	95	23.8
Acquisition of habits that contradict the customs and traditions of society.	37	17.5	58	30.7	95	23.8
Negative impact on academic achievement	18	8.5	50	26.5	68	17.0
Violation of personal freedoms	16	7.6	33	17.5	49	12.3
- There are no disadvantages	7	3.3	14	7.4	21	5.3
Total	211		189		400	

The data in the previous table shows the most prominent negative aspects of YouTube from the respondents' point of view. They mentioned a different set of negatives, foremost of which was "spreading rumors" with a percentage of (44%), then "having fake information about others" in the second place with a percentage of (41.5%). They added "wasting time" in the third place with a percentage of (38.8) %, then "addicted to it" with a percentage of (35.8%), followed by "Spreading extremist ideas" in the fifth place with a percentage of (32%), then "exposure to unwanted images and materials" is in the sixth place with a percentage of (31.5%). This is followed by "causing laziness" at a rate of (26%) in the seventh place. Then "spreading racism" and "Acquisition of habits that contradict the customs and traditions of society" was in the eighth place with a rate of (23.8) for each, followed by "the negative impact on academic achievement" with (17%). "Violation of personal freedoms" was ranked tenth with a rate of (12.3%), while only 21 respondents, or (5.3%) stated that "the site has no disadvantages".

The respondents' suggestions to make better use of YouTube

Table (9) *The suggestions by respondents to make better use of YouTube:*

Suggestions by respondents to make better use of YouTube	Males		Females		Total	
	No.	%	No.	%	No.	%
Honesty and accuracy in the information provided	103	48.8	113	59.8	216	54.0
Time management in use	91	43.1	117	61.9	208	52.0
Fight rumors	67	31.8	82	43.4	149	37.3
Users respect the privacy of others	61	28.9	86	45.5	147	36.8
There are rules and regulations governing the use of YouTube	50	23.7	84	44.4	134	33.5
Disclose misleading and extremist ideas	55	26.1	79	41.8	134	33.5
Total			211		189	400

The data in the previous table indicates the multiplicity and diversity of the respondents' suggestions to make better uses of YouTube, where the respondents mentioned in the first place "honesty and accuracy in the information provided" with a percentage of (54%), then "regulating time in use" in the second place with a percentage of (52%). "Fighting rumors" in the third place with a percentage of (37%). In the fourth place, the respondents mentioned "users respect the privacy of others" with a percentage of (36.8%). This is followed by "there are rules and regulations governing the use of YouTube" and "disclose misleading and extremist ideas" in the last rank with a percentage of (33, 5%) for each.

Results of the research hypotheses

First hypothesis: There are statistically significant differences among university students' motives for using YouTube according to gender.

Table (10) *The extent of the existence of statistically significant differences between university students' motives for using YouTube according to gender.*

Motives for university students' use of YouTube demographic variables		Number	Mean	Standard deviation	Test	Statistical indicators Freedom degree	Level of significance
Gender	Male	211	2.6066	0.48966	t2.369=	398	0.018significant
	Female	189	2.4868	0.52195			

The data in the previous table indicate the extent to which there are statistically significant differences among university students' motives for using YouTube according to gender. The value of the T-test reached (2.369) at the degree of freedom (398) and the level of significance (0.018), which is a significant level showing statistically significant differences among the motives of university students to use YouTube according to gender. These differences were in favor of males with an arithmetic mean of (2.6066), and a standard deviation of (0.48966), then females with an arithmetic mean of (2.4868) and a standard deviation of (0.52195). Therefore, the validity of this hypothesis that there are statistically significant differences among the motives of university students using YouTube according to gender is confirmed.

The second hypothesis: There are statistically significant differences among the gratifications resulting from the use of university students according to gender.

Table (11) *The extent of statistically significant differences among the gratifications resulting from the use of university students according to gender*

Gratifications of demographic variables		Number	Mean	Standard deviation	Test	Statistical indicators Freedom degree	Level of significance
Gender	Male	211	2.6445	0.47979	t5.008 =	398	0.000 sig.
	Female	189	2.8571	0.35086			

The data in the previous table indicate the extent to which there are statistically significant differences among the gratifications resulting from the use of university students according to gender. The value of the t-test reached (5.008) at the degree of freedom (398) and level of significance (0.000), which is a significant level showing statistically significant differences among the gratifications resulting from the use of university students according to gender. These differences were in favor of the females with an arithmetic mean of (2.8571) and a standard deviation of (0.35086). The males had an arithmetic mean of (2.6445) and a standard deviation of (0.47979). However, the validity of this hypothesis that there are statistically significant differences among the gratifications resulting from the use of university students according to gender is verified.

The third hypothesis: There is a statistically significant correlation among the university students' motives for using YouTube and the gratifications achieved by.

Table (12) *The extent of a statistically significant correlation among university students' motives for using YouTube and the gratifications achieved by*

<i>Among the motives for university students' use of YouTube and the gratifications obtained from it.</i>	<i>Pearson correlation coefficient</i>	<i>Level of significance</i>	<i>Significance</i>
<i>Sample size (n)</i>	**0.225	0.000	Significant
		400	

The data of the previous table shows the extent of the existence of a statistically significant correlation among university students' motives for using YouTube and the gratifications achieved by. The value of the Pearson correlation coefficient test was (0.225**) at a significant level (0.000), which is a significant level showing a statistically significant correlation between the university students' motives for using YouTube and the satisfaction achieved by. It is a direct relationship, meaning that the stronger the university students' motives for using YouTube, the higher the satisfaction achieved from it. Thus, this hypothesis, which states that there is a statistically significant correlation among the university students' motivations for using YouTube and the gratifications achieved by, is accepted.

Discussing the results of the study

This study reached a number of results that agreed in some respects with previous studies and differed with previous studies in other aspects, and reached the following results:

First: The demographic characteristics, habits and patterns of university students' use of YouTube

With regard to demographic characteristics, the researcher limited the research to gender, since other characteristics have no significant differences among collective university students. The percentage of males was 52.7% and females 47.3% of the study sample. The study revealed that university students use YouTube abundantly, and that most of them use YouTube evening and night more than other times.

Second: University students' preferences for YouTube and the gratifications achieved:

The study revealed that males are higher than females in browsing the site for "more than five hours", as their percentage reached (50.8%), compared to (43.4%) for females, while females were higher than males in browsing the site "2 to 5 hours".

Third: The results of the study hypotheses

The results of the study confirmed the validity of the hypothesis that there are statistically significant differences among university students' motives for using YouTube according to gender.

The results of the study also confirmed the validity of the hypothesis that there are statistically significant differences among the gratifications resulting from the use of university students according to gender.

The hypothesis shows a statistically significant correlation among university students' motives for using YouTube and the gratifications achieved was also accepted.

Recommendations

This study attempted to find out the motives for Saudi university students to use YouTube and the gratifications achieved and revealed that the YouTube site is influential and rich for scientific studies, as it is multi-form and content and is rapidly developing and updating. Therefore, the researcher recommends:

That colleges and media departments in universities adopt scientific studies on all segments of society and their relationship to YouTube.

Researchers should expand studies regarding the audience and its relationship to YouTube and its contents.

Researchers should study the impact of YouTube on traditional media and its content.

Researchers should study the impact of the contents of YouTube on the values and traditions of society.

Studying and analyzing the contents of social networking sites in all their aspects (political, economic, social, religious, cultural and scientific).

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