RELATIONSHIP BETWEEN LEARNER PERCEPTION TOWARDS INTEGRATING YOUTUBE VIDEOS IN HISTORY AND GOVERNMENT LESSONS AND ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS, VIHIGA SUB-COUNTY, KENYA

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ABSTRACT

The effectiveness of a technology may be a factor of learner perception towards its integration in teaching and learning. The purpose of this study was to establish how learner perception towards the integration of YouTube videos in lessons influenced academic performance in History and Government. The objective was to evaluate the relationship between learner perception towards integration of YouTube videos in teaching and academic performance in History and Government. The study targeted a sample of 286 Form 2 History and Government learners and 6 subject teachers. Purposive sampling technique was used to obtain four public schools that teach History and Government and integrate ICT into their lessons. The study employed a quasi-experimental design involving non-equivalent control and treatment groups. A pre-test and a post-test were used to measure learner academic performance. Learner questionnaires, lesson observation schedules and teacher interviews were used to collect qualitative data for triangulation.

Inferential statistics were computed using SPSS version 27 to determine the correlation coefficient between learner perception and academic performance.

The study revealed a statistically strong positive correlation between learner perception towards integration of YouTube videos in teaching History and Government and academic performance; [t-value=18.05, p=0.001 and r=.695] for the pre-test and post-test means. The study concluded that strong positive learner perception towards integrating YouTube videos in teaching History and Government positively impacts on academic performance. The study therefore recommended a policy change to support integration of YouTube in the teaching of History and Government in public secondary schools in Kenya.

Keywords: Learner Perception, YouTube Videos, Learner Academic Performance, History and Government

INTRODUCTION

It is important to consider how learners perceive the integration of any instructional technology in teaching and learning. In support of this view point, Selwyn (1999) observe that successful integration of a technology into education depends on the perceptions of both teachers and learners. Similarly, Teo, (2008) hold the view the integration of computer technology in teaching and learning is beneficial to the learners depending on their perception towards the technology and willingness to use the it. One notable ICT related technology that has become increasingly popular in recent years and perceived to be revolutionizing the way people communicate and interact online is the social media platforms. Various studies have revealed that such platforms when integrated into teaching and learning, impact the learning outcomes either positively or negatively. For instance, when the Facebook social networking platform on is integrated in teaching computer programming students in positively impacts on the learner academic performance (Mulwa, Mwanda, Muriithi, and Gatumu, 2022). Similarly, Mulungye, Ngaruiya, Kinyua (2022), observe that when the Zoom, an online collaborative tool is integrated in History and Government among secondary school learners' during COVID-19, better academics achievement was recorded than when they were taught

without the intervention. While this is the case, there lacks documentation on how learner perception towards the integration of YouTube in teaching and learning of History and Government among secondary school learners in Vihiga County, Kenya impacts on their performance. This is despite the technology being highly embraced by learners and teachers at that level, notably, due to its unique features of YouTube such as video uploading, sharing, commenting, liking, subscribing and viewing (DeWitt, Alias, Siraj, Yaakub, Ayob and Ishak, 2013). The platform's features enhance learner-content interaction which make it an effective tool for teaching and learning. However, the effectiveness of the platform when integrated in teaching and learning of History and Government may depend on learners' perception towards its usefulness and ability to influence their learning experiences, hence the need to carry out this study.

The perception of learners regarding their learning experience towards technologies such as the YouTube hold significant importance when it comes to academic performance. While concurring to this view point, Tahmina (2023) observe that the majority of learners benefit from using YouTube as a learning resource depending on how they perceive the tool.

In his study, Tahmina (2023) noted that watching videos on the platform made learning English more engaging and comprehension of the content easier. However, Tahmina (2023) did not examine the effect of learner perception towards YouTube videos on learner academic performance. In the same line of thought, in the study that aimed at investigating learner perceptions of YouTube as an educational tool for learning and tutorials, Maziriri, Gapa, & Chuchu (2020) concluded that learners perceived the platform as usefulness technology that contributed immensely to their learning experiences. However, Maziriri, et al. (2020 did not specifically focus on the effect of the perception towards the platform on learner academic performance. Similarly, while in the study that involved 9th graders Damayanti (2022) emphasize that learners have positive perception towards the use of YouTube as a learning medium, he did not point out how integrating YouTube videos in learning impacted on the learners' academic performance. Further, while SylphiaSimanjuntak, Silalahi, Partohap & Purba (2021) note that integration of YouTube as an online English learning medium was attractive, effective relevant to the course content and learners perceive it positively, their study did not focus on the effect of learner perception towards integrating YouTube videos in teaching on learners' academic performance.

Further still, Zulkflee, Azmi, Kamaruzaman, Prakas, Saputra, & Maniam (2022) revealed that although learners have highly positive perceptions of using YouTube videos for English language learning, they were generally uncertain if YouTube can improve speaking skills, however, their study did not explore the relationship between learner perception towards integrating YouTube videos and learner academic performance. This further motivated the need to carry out this study to establish the relationship between learner perception towards integrating YouTube videos in history and government lessons and academic performance in public secondary schools, Vihiga sub-county, Kenya.

History and Government (HAG) is a crucial humanity subject in the Kenyan secondary education curriculum. It equips learners with the knowledge and skills to understand their past and present, making it an essential area of study. One area of concern is the issue of urbanization. However, despite its importance, the content on this topic of urbanization in the main History and Government textbook from the Kenya Literature Bureau (KLB) and other support textbooks for form two is too abstract and obsolete to comprehend.

Upon analyzing the teaching resources, it was observed that there is a lack of or insufficient use of visual aids such as pictures and graphics in the topic "Early and Modern Urbanization" which makes the concept too abstract for learners to comprehend. This lack of or insufficient visual aids in the course books creates a deficiency in resources and media utilization for teaching the topic, making it difficult for learners to understand. To address this issue, integrating innovative and creative instructional technologies like YouTube videos in the teaching of HAG could significantly improve learners' academic performance in the subject. Further, several studies have investigated the importance of integrating new instructional technologies in teaching and learning. However, there lacks literature that focuses on the effect of integrating YouTube videos in teaching History and Government on learner academic performance in Kenya's public secondary schools. This study sought to establish the effect of learner perception towards integrating YouTube videos in teaching History and Government on learner academic performance in public secondary schools, in Vihiga Sub-County, Kenya.

OBJECTIVE AND HYPOTHESIS OF THE STUDY

The purpose of the study was to establish the effect of learner perception towards integrating YouTube videos in teaching History and Government on learner academic performance in public secondary schools, Vihiga Sub-County, Kenya. The specific objective of the study was to evaluate the relationship between learner perception towards integration of YouTube videos in teaching and academic performance in History and Government.

Based on this objective, the null hypothesis, "**H0$_1$**: There is no statistically significant relationship between learner perception towards integrating YouTube videos in teaching and academic performance History and Government", was drawn and tested.

METHODOLOGY

This study adopted a quasi-experimental design with a non-equivalent group control and experimental groups. The non-equivalent design was used since Form Two (2) History and Government learners who participated in the study differed in numbers and characteristics such as gender, age, and entry behaviour. A quasi-experimental design was appropriate as it provided higher external validity and the participants were not aware that they were part of an experiment as their natural learning environment was used. A Pre-test and a post-test were administered to collect quantitative data. The target population was one thousand (1,000) Form Two learners who were studying HAG subjects from three (3) boys' and four (4) girls' public secondary schools

in Vihiga Sub-County. Purposive sampling technique was used to obtain a sample size of two hundred and eighty-six (286) Form Two learners from schools that taught HAG in Form Two and were well equipped to integrate ICT into teaching and learning.

To ensure internal validity and external validity of the instruments used in collecting qualitative data, the supervisors provided guidance and assistance while the control and experimental groups were selected based on similar characteristics. Piloting of the instruments was carried out to determine the difficulty level of the questions and the content validity of the research instruments. Muasya and Mulwa (2023) emphasize on the importance of pilot studies in noting that such studies help in determining the reliability of research instruments and the validity of the data collected in the main study alongside reducing any unexpected shortfalls of the research design. To test for internal reliability and consistency, the pre-test and post-test, as well as the data collected from questionnaires administered to teachers and learners, the Pearson correlation coefficient was calculated using a split-half reliability method. These averages were then used to compute Cronbach's Alpha (α) reliability coefficient using Statistical Package for the Social Sciences (SPSS) version 27, which determined how consistent the test research instruments were.

To evaluate the relationship between learner perception towards integrating YouTube videos into teaching and learner academic performance, the History and Government learners who participated in the study were divided into two groups; the experimental groups and the control groups and were taught the topic of Urbanization. The experimental group was exposed to YouTube videos while the control group was taught using the conventional teaching approach. The learners were assessed using Learner Performance Tests (LPTs) consisting of a pre-test at the beginning of the study and a post-test at the end of the study.

The quantitative data for the study was obtained by analyzing the scores of the learners in the experimental groups and the control groups and making comparisons between the mean scores to determine if there was any statistically significant difference in the performance after the post-test. After the experiment, a learner's questionnaire was administered to the learners in the experimental groups to collect data on their perception towards integrating YouTube videos into teaching on learner academic performance. Lesson observations were made during the experiment to determine whether learners were participating during the lessons and showed interest in attending the lessons when

YouTube videos are integrated in teaching History and Government.

RESULTS AND DISCUSSION

At the beginning of the study, a pre-test was administered to the experimental groups and the mean computed per school. After the treatment, a post-test was again administered and the mean for each school in the experimental group was calculated and then the mean difference was computed. The results were compared with the mean of questionnaire responses on learners' perception of integrating YouTube videos in teaching. Table 1 displays the results of the comparison.

Table 1: Learners Mean of Pre-test, Post-test and Questionnaire Responses from Experimental Groups

Groups	Frequency	Mean of Pre-test	Mean of Post-test	Differences in mean scores	The mean of learners' responses
Experimental School 1	90	56.08	67.59	11.51	3.91
Experimental School 2	80	58.49	73.46	14.97	4.22

Table 1 shows data on the academic performance of learners in two experimental schools about integrating YouTube videos in teaching History and Government (HAG). In the pre-test, school 1 had an M=56.08, while the school 2 had an M=58.49. In the post-test, school 1 had an M =67.59, while school 2 had a M =73.46. Additionally, both schools had a positive perception towards the integration of YouTube videos in teaching HAG as shown by the mean scores in responses (school 1: M=3.91, school 2: M=4.22).

To establish whether there is a significant relationship between learner perception towards integrating YouTube videos in teaching and learner academic performance, a Pearson correlation coefficient was performed. The mean difference between pre-test and post-test scores for the experimental groups was compared with learners' responses regarding their perception of integrating YouTube videos in teaching. The results are presented in Table 2.

Table 2: Mean Differences between Post-test, Pre-test Scores and Mean Responses

	Means Differences between Post-test and Pre-test scores	Mean of Learners Responses on Perception
N	170	170
Mean	13.100	4.065
Std. deviation	9.462	
Std. error mean	.726	
Pearson Correlation Coefficient	.695	
t-value	18.052	
Df	169	
Sig. (2 tailed)	0.001	

Table 2 shows the mean difference, M=13.100 and SD=9.462. The t-value=18.05 and thedf=169.

The p-value for the pre-test and post-test was p=0.001 which is less than the confidence level of (α) =0.05. Therefore, the null hypothesis that states, "**H0₁**: There is no statistically significant relationship between learner perception towards integrating YouTube videos in teaching and learner academic performance", was rejected and the alternative hypothesis accepted. Table 2 also shows the Pearson Correlation Coefficient, r=.695 showing a strong positive correlation between the difference in learner academic performance and learner perception towards integration of YouTube videos in teaching History and Government in Vihiga Sub-County, Kenya. This indicates that the change in academic performance of the learners improved as the learner's perception increased. The findings also indicate that the learner's perception towards integrating YouTube videos into teaching contributed greatly to the learner's academic performance. The results from the learner questionnaire on their perception towards integrating YouTube videos in teaching HAG complemented the hypothesis test in this study. The learners' responses on various variables are shown in Table 3.

Table 3: Response Means of Learners per Variable on their Perception Towards Integrating YouTube Videos in Teaching and their Academic Performance

Variable	N	Mean	SD
Learner interest in the integration of YouTube videos	170	4.0794	1.33745
Learner participation in the integration of YouTube videos	170	4.0735	1.34193
Value of integration of YouTube videos	170	4.0235	1.35088
Learner Satisfaction with integrating YouTube videos	170	4.1059	1.27903
Learner expectation of integrating YouTube videos	170	4.1020	1.30192
The mean of learners' views on the integration of YouTube	170	4.0769	1.29759
Videos			
Valid N (listwise)	170		

According to Table 3, the majority of the learners agreed they had a positive perception towards the integration of YouTube videos in teaching. Despite challenges such as power outages and slow internet speed, when exposing learners to YouTube videos in HAG, it is evident from the findings there is a positive relationship between learner perception towards the integration of YouTube videos in teaching and learner academic performance. During the study, the researcher conducted a lesson observation schedule to support the hypothesis findings. The findings from the lesson observation schedules showed that learners were more motivated when the learning approach was learner-centred.

Additionally, they were enthusiastic and participated actively by asking and answering questions related to the YouTube videos. The positive perception towards the integration of YouTube videos in teaching could be attributed to the learner's improved performance in their post-test.

The findings of this study were supported by Fynn, Kwegyiriba & Mensah (2021), who Explored the use of YouTube and its implications for teaching and learning in Technical University Education in Ghana. Fynn, et al. (2021) concluded that learners had a positive perception towards using YouTube as a learning tool since it increased their motivational level and improved their comprehension. Similarly, the findings complemented the findings by Ali & Baig (2022), who conducted a study on the impact of educational videos on the academic performance of university learners in distance learning.

The study established that learners had a positive perception towards the use of educational videos and were motivated to learn when educational videos are used in teaching. This in return had a positive and significant effect on the academic performance of the learners. Further, the study findings were supported by the findings of a study conducted by Fitriani & Kurniawan (2022) on learners' perceptions of online learning using YouTube during the COVID-19 pandemic.

The study concluded that learners had a positive perception towards using YouTube to learn however YouTube was not effective for online interaction.

To triangulate the findings that were obtained from the quasi-experimental study, the qualitative data collected through learner questionnaires and teacher interviews were analysed and discussed. Initially, learners were asked to rate their agreement level on the effectiveness of integrating YouTube videos in teaching. The purpose was to ascertain whether it helped in capturing learners' interest and enabling them to concentrate better, leading to increased engagement in the lesson. The responses were tabulated and displayed in Table 4.

Table 4: Learner interest in the Integration of YouTube videos

Statement	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	17	10.0	10.0	10.0
Disagree	9	5.3	5.3	15.3
Neutral	17	10.0	10.0	25.3
Agree	27	15.9	15.9	41.2
Strongly Agree	100	58.8	58.8	100.0
Total	170	100.0	100.0	

From the results presented in Table 4, the majority of learners (58.8%) agreed that integrating YouTube videos in teaching HAG effectively captured their attention and helped them to concentrate better, while 15.9% agreed to a lesser extent, 10.0% were unsure, 5.3% disagreed, and 10.0% strongly disagreed. This shows the majority of the learners were interested in the integration of YouTube videos in teaching, thus enabling them to perform better in their post-test. Learners' responses on the value of integrating YouTube videos in teaching are summarized in Table 5

Table 5: Value of Integrating YouTube Videos in Teaching

Statement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	11.2	11.2	11.2
	Disagree	9	5.3	5.3	16.5
	Neutral	18	10.6	10.6	27.1
	Agree	27	15.9	15.9	42.9
	Strongly Agree	97	57.1	57.1	100.0
	Total	170	100.0	100.0	

Table 5 shows that the majority of the learners (57.1%) strongly agreed that integrating YouTube videos in teaching added value to their learning, 15.9% agreed, 10.6% were unsure, 5.3% disagreed, and 11.2% strongly disagreed. The responses of the learners on their level of satisfaction regarding the integration of YouTube videos in teaching are presented in Table 6 below;

Table 6: Learner Satisfaction with Integrating YouTube Videos

Statement	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	16	4.1	4.1	9.4
Disagree	7	9.4	9.4	13.5
Neutral	18	10.6	10.6	24.1
Agree	29	17.1	17.1	41.2
Strongly Agree	100	58.8	58.8	100.0
Total	170	100.0	100.0	

Table 6 shows that it is clear that the majority of learners (58.8%) strongly agreed that they were fully satisfied with the integration of YouTube videos in teaching. Additionally, 17.1% of learners agreed with this sentiment, 10.6% were uncertain, 9.4% disagreed, and only 4.1% strongly disagreed. Learners' responses on their expectations, when YouTube videos are integrated into teaching, are shown in Table 7.

Table 7: Learners Expectations of Integrating YouTube Videos

Statement		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	5.3	5.3	9.4
	Disagree	9	9.4	9.4	14.7
	Neutral	18	10.6	10.6	25.3
	Agree	29	17.1	17.1	42.4
	Strongly Agree	98	57.6	57.6	100.0
	Total	170	100.0	100.0	

According to the findings presented in Table 7, a majority of the learners (57.6%) expressed strong agreement that they have high expectations regarding the integration of YouTube videos and they would like to continuously integrate YouTube videos into their teachings. Another 17.1% agreed, 10.6% were uncertain, 9.4% disagreed, and 5.3% strongly disagreed. From the various variables on the integration of YouTube videos in teaching, it is evident that the learners in Vihiga Sub-County had a positive perception towards integrating YouTube videos in teaching. This indicates that their positive perception had a relationship with their improved academic performance in the post-test.

CONCLUSION

The study revealed that there was a statistically significant relationship between learner perception towards integrating YouTube videos into teaching and learner academic performance. Thus, the study concluded that strong positive learner perception towards integrating YouTube videos in teaching History and Government had a positive effect on the learner's academic performance in public secondary schools, Vihiga Sub-County, Kenya.

RECOMMENDATIONS

The study recommended that the Ministry of Education should develop relevant policies that would support the integration of emerging Social Media platforms such as the YouTube in the curriculum delivery to boost learner academic performance. The study also recommended that teachers and parents should guide learners when using of YouTube videos for learning in order to optimize the benefits of the educational affordances offered by the technology.

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