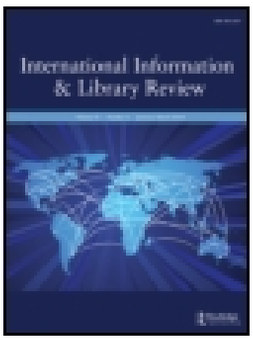

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Perception and Use of YouTube by Music Lecturers and Librarians in Selected Tertiary Institutions in Kwara State, Nigeria

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ABSTRACT

This study examined the music lecturers and librarians use and perception of YouTube in selected Kwara State tertiary institutions. Survey approach was adopted to conduct the study. The sample comprised 35 respondents (20 librarians and 15 music lecturers). Three research questions were answered while data were analyzed using percentage, frequency count, and cross tabulation. YouTube was used by the music lecturers mostly for teaching, research and learning, enhancing learning experience, and engaging students with the contents of music lessons. Librarians on the other hand use YouTube mostly as reference point for events and occurrences, teaching tool for library instruction; and for communicating other libraries.

KEYWORDS

Librarians; music lecturers; perception; social media; teaching and learning; use; YouTube

Introduction

Today's college students are well versed in the use of new Internet and WWW technologies. Many of these technologies fall under the umbrella of Web 2.0. A key differentiator of Web 2.0 is an emphasis on the social creation and sharing of information. The Internet has provided an important means of information sharing through social-networking sites, blogs, and wikis. YouTube, in particular, dominates the Web as the third-most visited website and is more popular with viewers under age 24 years (Alexa Web Tracking Company). The website is based on free user-driven content, sharing, and feedback, with no disclosure of any personal information, ensuring privacy, and anonymity. This anonymity, compounded with a lack of consistent auditing of the videos and comments, make YouTube a site where uncensored opinions are expressed.

YouTube, which is a subsidiary of Google Inc., is the Goliath of video-sharing services which supports the distribution, sharing, and organization of user-generated video. The service allows unregistered users to watch videos and post comments and allows registered users to upload movie clips, television clips, music videos, original short videos, documentaries, animated shorts, slideshows, as well as video captured via mobile devices.

YouTube allows users to create custom YouTube channels as well as embed videos on other social networking pages and blogs using HTML code. It also allows users to share, send, and leave comments about videos. A vast range of videos are available for viewing. In terms of the most popular types of videos viewed by category, music has consistently been found to be the most popular, followed by entertainment, and people/blogs (Sysomos, 2009).

Approximately 60 hours of video are uploaded to the YouTube Server every minute, or 1 h of video is uploaded to YouTube every second; over 4 billion videos are viewed each day, and over 3 billion hours of video are watched each month (Prigg, 2012). The average user spends 20 min per day on the site and more video is added to YouTube per month (Prigg, 2012). On Facebook alone 500 years of YouTube videos are watched each day and over 700 YouTube videos are shared on Twitter each minute. Finally, YouTube is currently the number 2 search engine on the Web (Buzzetto-More, 2013a).

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Table 1. Pros and cons of YouTube.

YouTube pros	YouTube cons
YouTube is very much like a double-edge sword. On the one hand it provides vast amounts of content for teachers and students.	On the flip side, it is impossible to control what you can actually filter.
It is also free (to a certain extent) and can be used on demand.	Need to be careful with copyrighted material. Permission to upload any television shows, music, videos, music concerts, or commercials need to be sought.
Teachers can refer to YouTube in class to search for a clip and share it with students on countless occasions.	Some limitations on the network can make YouTube to be either available for everyone or have it turned off for everyone.
With YouTube, suitable measures and filters to ensure YouTube is not used inappropriately via school systems and network can be put in place.	Some videos can sometimes be inappropriate without warning.

Source: Gohil, 2013; Hebba, (2016); Peeler, 2011.

YouTube is important to the library because it can increase access to many historic recordings, perhaps leading patrons to library holdings. Lecturers in performing arts area make use of YouTube in their production, research, and also in their teaching. YouTube provides the opportunity to learn how to play an instrument by watching YouTube video (Riaz & Reed, 2012). As (Dougan, 2014, p. 575) emphasized, "the changes in music curricula such as the inclusion of more popular music, more use of technology in the classroom, more students studying at a distance, including via massive open online courses (MOOCs) are indication that tools like YouTube cannot be ignored by professors or librarians." This is as a result of the potential implications of YouTube on instruction and collection development. Similarly, Lai (2013) indicated that many academics and students have turned to YouTube instead of relying on the library's or their own physical CD/DVD collections chiefly because of its accessibility and varied content.

YouTube is arguably the second largest search engine on the Web (Edward, 2015). Similarly, Dougna (2014) indicated that YouTube is the world's largest and most popular video-sharing website. There is no current statistics available for YouTube use at the universities in this study; however, the available statistics on use of YouTube in Nigeria only revealed that Lagos Business School has 653 users with 161,278 uploaded video views (Augoye, 2016). Aside of what Tan and Pearce (2012) reported, that there were 400 universities on YouTube worldwide, Animatedvideo.com (2017) indicated that 867 of colleges and universities are on YouTube which is an indication that many YouTube video originate from credible contributors.

Furthermore, YouTube provides free access to a huge volume of educational videos. YouTube EDU is a service for educators which contains short lessons from teachers, full university courses, professional development materials, and inspirational videos from global leaders. YouTube Teachers was created to help K–12 teachers use educational videos to educate, engage, and inspire students with content aligned to Common Core Standards. Additionally, YouTube for Schools is an opt-in program that allows schools to access thousands of educational videos from vetted YouTube channels like PBS, TED, and Khan in a secure environment. In other words, some pros and cons of YouTube are provided in Table 1.

Social media (e.g., Facebook, YouTube, Twitter, Myspace, LinkedIn, Flickr, SlideShare, Blogs, Wikis, and Podcasts) are widely used in higher education. Moran, Seaman, and Tinti-Kane (2011) found that among the various social media sites, lecturers most frequently named YouTube and Facebook when asked about their use of social media in teaching practice. Moreover, the lecturers in their study believed that social media sites offer value in teaching. An overwhelming majority reported that they believe videos, podcasts, and wikis are valuable tools for teaching, and a majority said that social media sites can be valuable tools for collaborative learning. The lecturers also believed social media could be a valuable tool for online teaching and collaborative learning. YouTube's accessibility, ease of use, and depth of content are strong lures for music students, music lecturers, and librarians. The ability to immediately see and/or hear different types of materials such as master classes (in which master performers conduct lessons with students in front of an audience), recitals, field recordings, interviews, tutorials, as well as current popular songs, makes YouTube an attractive source for the casual listener and serious music student alike (Dougan, 2014). The increase in the cloud mentality (the ability and desire to store digital materials online and access anywhere), the pedagogical value of video, and music curricula that are evolving to include more popular and world music

that embrace participatory culture make YouTube a resource that academics, especially those in music and the performing arts, cannot ignore. It has been documented that YouTube is much consulted by music students, however; limited study has examined what value music teaching faculty and music librarians and subject librarians place on it (Dougan, 2014). But the big question that arise is, "do music teaching faculty and librarians encourage this and do they use it in their own research, teaching, and work?"

From observation, it seems that studies examining YouTube in terms of its use and perception either by students or lecturers in the Nigeria context is limited. Similarly, research in this area seems not appealing to the library and information science researchers. No doubt, YouTube is very useful especially to the music lecturers and librarians in terms of making use of its contents to teach music students. The value and benefits the perceptions and use of YouTube offer for librarian/lecturers and libraries as a whole relate to the expectation that, it will result to increase use of the tool for teaching and research and as promotional tool by libraries. The advantages of using this software to promote library are amazing. "YouTube has a feature that allows library to add a video to a blog, or allows library to send video to a cell phone, providing easy access anywhere. In addition, anytime library adds any new material to YouTube site, alert can be set up to notify the patron of addition of new material immediately. There is also an RSS feed to notify patrons of new content" (Web, 2007, p. 355). In addition, library videos can be shot on something as inexpensive as a Flip camera and uploaded to YouTube for patrons to enjoy (Bizzle, 2010). Libraries can also use YouTube by creating instructional videos and posting them on their YouTube account. Instructional videos can include how to use the library, how users find their way around the library, or how to use databases. Many academic libraries tape their freshman-orientation sessions and post them on YouTube (Webb, 2007).

However, despite it potentials and usefulness in this regard, there seems to be lack of documentary evidence in terms of data concerning this subject matter particularly in Nigeria. It is in the light of the above therefore, that this study sought to examine music lecturers and librarians' perceptions regarding the usage of YouTube videos. YouTube was specifically selected because of students' existing familiarity and wide-spread usage of the system. Though, there are many resources available for teaching and students' engagement; however, YouTube was chosen based on its potentials that enable students to see and hear and watch a learning process as research has proofed that "students learn better when they see and touch what they are taught in the classroom" (Castellanos, 2017; Dahunsi, 2017). Good YouTube can be selected based on the relevance to contents of what is to be taught and the title. Good YouTube can be identified from the not so good one by considering the authority. For instance, YouTube selected from universities' YouTube channels are the credible ones. The researcher is interested in discovering how music lecturers are most likely to visit YouTube because the device and system used may have implications in terms of delivery, accessibility, and methods of infusion. Differences in perception based on course delivery method will also be explored in order to determine whether perceptual differences exist between music lecturers and librarians. Similarly, perceptual differences in terms of the quality of YouTube contents between the music lecturers and librarians will also be considered in the study. The outcome of this study will help stakeholders including music lecturers, librarians, university administrators, government, and relevant agencies to understand the usefulness of YouTube in the selected Nigerian Universities. It will also help in promoting favorable policies toward the provision of access to YouTube.

Objectives of the study

The main objective of this study is to examine music lecturers and librarians use and perception of YouTube in selected Nigerian universities. The specific objectives of the study are:

1. To examine the perception and usefulness of YouTube by music lecturers and librarians.
2. To determine the use of YouTube in teaching by music lecturers and librarians.
3. To identify the problems and issues of YouTube encountered by the music lecturers and librarians.

Literature review

YouTube is an amusement and social communication website. The site can be used as a resource for teaching and learning activity in English oral communication classroom. The benefits of Web-based information as

a source for teaching material in English lessons allows students and educators to observe and provide critique in various ways on the video watched on YouTube. It can also provide "a compelling and immersive educational experience" (Fill & Ottewill, 2006). In this way, it can arouse the students' attention and interest to speak in the class and present "real-life" problems for them to discuss (Fill & Ottewill, 2006). It can also enhance and capture students' attention, motivate interest, and provide relevance to the subject area (Hobbs, 1998).

A key aspect of Web 2.0 is the sharing of self-produced content. Sites such as YouTube host and serve self-produced video clips, while, sites such as Flickr, SmugMug and Webshots host and serve digital photos (Tello & Lewis, 2010). These sites typically charge no fees and require no special software applications. Amateur (and professional) photographers and videographers can upload, tag (label with keywords) and share their work with anyone who has access to the Internet and WWW. Streaming video clips linked from the social networking site YouTube can be integrated into the introductory Information Systems course lectures. These files can be used during lectures to highlight specific course points. The video content can be produced by amateur videographers not related to the course or institution.

While YouTube and similar sites provide search and review options, the first challenge confronted in using other video clips in class is the amount of time required to find and review clips appropriate to the course content. One author may spend approximately 15 h searching for appropriate video clips. Since tags or keyword identifiers are added by the author without any enforced taxonomy, one must first learn the tagging language and then hope the author tagged the clip appropriately and sufficiently.

Additionally, some sites return search request data in order of ranked popularity, meaning the more frequently a video clip is viewed, the more likely it is to appear in the first several pages of search returns. The ability of an end user to find the content he or she desire is somewhat dependent on the content author's tagging experience and the viewing trends of thousands of other Web 2.0 users (Tello & Lewis, 2010). When appropriate clips were found, the author found that these were most useful when short in length (less than 3 min) and humorous in nature, adding levity to a sometimes-dry academic topic. The major downside was the upfront time to identify and review the video clips, as there was no adequate search mechanism to identify the content or the quality of the video clips (Tello & Lewis, 2010).

YouTube with its official address www.youtube.com is a popular site which allows people to upload a video, watch it, and comment on it. Based on the statistical report on its official website (http://www.youtube.com/yt/press/id/statistics.html), it has more than one billion visitors every month. Furthermore, it is available in 61 countries, in 61 languages, and also available on smart phones. Therefore, thousands of videos with thousands of topics in many languages are available on YouTube. For movies, people can just easily type some keywords and related movie videos will appear. There are also a lot of these videos made for educational purposes. With these videos, creative teachers can choose and can lead students to meaningful activities such as conversation activities, "movie trailer," "voiceover," to "famous movie screen reenactments" which can be used for listening and speaking activities (Watkins & Wilkins, 2011, p. 115). In addition, Kreisen (2009) stated that: YouTube is a readily available source of authentic pop culture material that encourage students to interact in an educational capacity with popular culture through English language. YouTube clips may act as a motivating factor for students wishing to further develop their language skills as they endeavor to gain a deeper understanding of content they willingly access online. Moreover, it is also available for students to engage in, outside of class in some form of student-centered learning (p. 3).

Kreisen (2009) points out that "the universality of YouTube has enabled students to know other culture since the videos are uploaded by many people around the world." It also allows students to do video-sharing which can contribute positively to learning (Snelson & Perkins, 2009, p. 9), and language learning can take place in a meaningful environment (Alhamami, 2013). Videos that are uploaded can enable students to pay attention not only to the picture but also to the non-verbal gestures and intonation which makes the video full of enthusiasm (Stempleski, 2002). Teaching listening by using video is now a common thing since video has audio plus visual which enable students to participate in both (Wagner, 2007). These audio and visual characteristics make it easy for students to recall the material (Kozma, 1991).

The review of related studies to the current one was conducted in order to draw out some relationship and similarity that justify the need for this study. Dougan

(2016) examined the ways in which university music faculty members in the United States consider use of YouTube in their teaching and research. It was reported that there were differences in how faculty in different music subdisciplines viewed and used YouTube, and that there was a dichotomy in the way faculty as a whole valued YouTube for teaching compared to their own work. Faculty understanding of YouTube's content, legality, and applications for teaching and research varied widely. Finally, the study reported how faculty views their institutional libraries in comparison to sites like YouTube, and explored the implications of these on the future of library collections.

Suraeva (2016) examined the extent and range of YouTube usage amongst students of the University of Malta. The study focused on issues such as frequency and type of usage, as well as motivational elements. Quantitative and qualitative surveys were adopted to investigate the browsing habits of students between the ages of 18 and 30. The outcome of the two focus groups and the online questionnaire was an indication that women used YouTube for educational purposes more extensively than men and a significant percentage of male participants showed a preference for using YouTube exclusively for leisure purposes. Of those respondents who found YouTube educationally useful, all stated that YouTube was helpful for exam revision, particularly as an aid to memory. However, none of the respondents stated that YouTube encouraged them to think, analyze, and structure their work. Furthermore, majority of the respondents preferred YouTube as a visual and nontextual source of information rather than traditional text-based journals and books. Finally, it was noted that students from the Media faculty seemed to be more video-literate than those from other faculties because of their familiarity with this medium in their day-to-day studies.

In order to investigate student perceptions and preferences regarding the implications of YouTube, Buzzetto-More (2014) conducted a study at a mid-Atlantic minority serving institution to examined students' opinions regarding the usage of YouTube videos to augment instruction in online and classroom-based courses. The findings revealed that, use of YouTube in the teaching and learning process enhances instruction with students most likely to visit video-sharing services from mobile devices. Further, length has an impact on students' decisions whether or not to watch a video, and course delivery format impacts length and audio preferences. In addition, there was no relationship between personal use of social media and the perceived value of the use of YouTube in the instructional process.

Dougan (2014) in a study on music faculty, librarians, and their use and perceptions of YouTube, surveyed over 9,000 music faculty and over 300 music librarians in the United States. The researcher discovered that faculty rank was at times a factor in faculty use of YouTube for teaching and research. It was also found that faculty and librarians do not entirely share perspectives concerning the quality of YouTube's content, metadata, or copyright concerns.

Subramaniam, Abdullah, and Harun (2013) investigated students' perceptions of YouTube as an effective teaching tool and to prompt oral communication in classrooms. A set of questionnaires was distributed to 120 students regarding their perceptions of YouTube as a learning tool. A face-to-face interview was carried out with 12 students. The results showed that students have positive attitudes toward this learning environment using YouTube.

Similarly, Lai (2013) conducted a study with the aim to understand how music undergraduates in Hong Kong Baptist University use YouTube and the library's multimedia collection. Part of the focus of the study was to find out if there is a preference between the two resources, and whether their choice of resources might vary depending on tasks to be performed. It was also hoped to stimulate a discussion on multimedia collection development, user education, and the use of discovery tools. The results revealed that the students' choice of multimedia resources varied when they performed different tasks and more so students preferred to go to YouTube first when they had multimedia needs.

A UK case study on the use of YouTube videos in learning and teaching in an introductory sociology course for mature and international students (Tan & Pearce, 2012) found that the use of YouTube was an effective way of supporting learning. Using case studies and student artifacts, the authors reported that YouTube helped students learn by providing alternative views and opinions on subjects, variety in delivery mechanisms, and the use of everyday examples to illustrate points. Focusing on an integrated science course for nonscience majors using embedded content-related video segments from YouTube, Eick and King (2012), examined students' perceptions of how video use engaged them and increased their interest and understanding. Following analysis of survey responses,

they concluded that the videos helped to keep students' attention, generated interest in science, supported conceptualization through visualization, provided students with memory cues and connections, and clarified understanding.

Colburn and Haines (2012) conducted a study to understand the ways libraries are using YouTube for outreach purposes. Using a methodology adapted from studies in medical literature, the authors identified and analyzed library promotional videos on YouTube in relation to other works depicting libraries and librarians and as a unique category of content. In order to analyze the viewership of library promotional videos and its growth over time, view counts were compared at three points in time over a period of 16 months. Using data made available by YouTube, the authors analyzed the top five referring websites to each video, thereby allowing a basic understanding of the viewership of library promotional videos and their abilities to reach intended audiences. The authors also analyzed many interactive features supported by YouTube to gain insight into the ways viewers were responding to and interacting with videos, including comments and the ability to mark videos as favorites. Three examples of promotional videos created by libraries were selected as case studies. The author interviewed the creators of each video about the creation processes and their insights into the effectiveness of their videos. A key finding was that while library professionals comprise a significant portion of viewers for library promotional videos, creators can increase viewership by the intended audience if they frequently and strategically feature online video content in websites, local or campus communication vehicles, and social media environments. The quantitative and qualitative measures developed for the study were offered as possible metrics for the assessment and evaluation of online library video content, and for libraries' use of social media forms. Based on these measures and the review of hundreds of videos with library-based content, the authors derived a set of evidence-based best practices for the use of online video as a promotional tool by libraries.

In a study that examined the perceptions of second-year medical students in a human anatomy course supported by a YouTube channel, the author (Jaffar, 2012) found that 98% of the students used YouTube as an online information resource, but in different frequencies. Out of the students who had visited the course YouTube channel, 92% agreed/strongly agreed that the channel helped them better learn anatomy. The author also concluded that YouTube can be considered as an effective tool to enhance instruction and support independent learning in classroom if the videos are scrutinized, diversified, and aimed toward course objectives (Jaffar, 2012).

Homenda (2011) conducted a study to identify music-librarian use of YouTube videos in order to ascertain their common characteristics. Video metadata were examined, and analysis was conducted on visual content, such as the depiction of collection material, staff, and highlights of the facilities. Twenty videos from academic, public, orchestra, and radio-station music libraries were identified. The study provided highlights on music librarians' use of YouTube and made recommendations for the way forward in the future use of YouTube applications and research in music-library Web 2.0 usage.

In a study conducted at the University of Houston by Liu (2010), it was reported that YouTube videos provided students with increased choices and control over the direction of learning so as to engender greater personalization of the learning experiences. The findings were similar to what was reported by Logan (2012) who examined use of YouTube in nursing education and concluded that YouTube videos were used as a component of an active learning strategy that can appeal to a broad group of students along the novice-to-expert proficiency continuum.

Noel-Levitz conducted a study on mobile social media use, surveying nearly 2,300 college-bound high school students. Findings revealed that 84% of college bound high school seniors use Facebook, 78% use YouTube, and 25% use Twitter. Furthermore, the study found that a large proportion of high school students access Facebook and YouTube sites via mobile devices (Noel-Levitz, 2012).

In relation to YouTube, a study conducted by Kelsen (2009) in Taiwan on EFL students' opinion on the use of YouTube using ratings for YouTube as: (1) interesting, (2) relevant, (3) beneficial, (4) less motivating in the classroom, and (5) less motivating outside the classroom. The results revealed that, even though student perceived YouTube enhanced their English, but, they were less motivated to use YouTube outside of their class.

The review on this study has covered the concept of YouTube, lecturers and librarians' perception of YouTube, use of YouTube for teaching and learning,

YouTube content quality, the usefulness of YouTube, problems of using YouTube, and empirical literature. Though most of the reviewed studies are very important and similar to the study; however, most of the studies were conducted in developed countries and focused mainly on students' perception of YouTube for teaching science-based subjects. The studies differ from this current one because some of them focused on the use of YouTube as promotional tools by libraries, others focused on the presence of libraries on YouTube while some others focused on the music students' use of YouTube and the library's multimedia collection. Dougan's (2014) study which focused on *music faculty, librarians, and their use and perceptions of YouTube*' seem to be the most relevant to the current study. However, the two studies differ in many respects. Firstly, the context and culture in which the two studies were conducted differ. Dougan study was conducted in the United State, while the current study was conducted in Nigeria. In addition, music librarians seem to be available in large quantity in the United State. This was why Dougan was able to sampled 300 of them that took part in his study; however, they are very limited and scarcely available in Nigeria. This was why a limited number (20 librarians) not music librarian took part in this current study. This current study, in the light of this, focuses on the music lecturers and librarians' perspective on the use of YouTube in selected Kwara State tertiary education institutions.

Methodology

This study adopted a survey research design. The target population for the study was the entire population of music lecturers and librarians in five selected tertiary education institutions in Kwara State. These were University of Ilorin, Kwara State University, Al-Hikman University, Kwara State Polytechnic, and Kwara State College of Education. The total number of the librarians in the five schools as at the time the study was conducted were 30 librarians and 20 music lecturers out of which 35, i.e., 20 librarians and 15 music lecturers, eventually took part in the study.

The total enumeration sampling technique was adopted for this study. Total enumeration was chosen because the population of the study was rather too small to embark on randomization. Similarly, the technique was chosen to be able to have a considerable sample size for the study. The sample of the respondents amounted to 35 (20 librarians and 15 music lecturers).

The instrument used for data collection in this study was a questionnaire designed by the researcher titled "Questionnaire on Use of YouTube by Music Lecturers and Librarians." Questionnaire has been known to be one of the most common research instruments especially when conducting a survey study. It is used to elicit useful information in the area of attitude and opinion. Hence, questionnaire was used to gather data from the respondents. The questionnaire was divided into two sections. Section 1 required the demographic information of the respondents such as age, gender, faculty and department, university, educational qualification, rank/status while section 2 featured items that capture data on each of the variables of the study. This section was subdivided into six parts. Each part featured items on each variable of the study. There were 35 items in all with responses ranging from strongly agree to strongly disagree. In addition to the questionnaire, a focus group interview was organized to complement the questionnaire and further support the study. The interview centered on finding out the actual type of YouTubes that are used for music classes/information literacy. Therefore, the question asked was based on "what type of YouTubes is used for music classes/information literacy or library instruction classes?" A total of five music lecturers, one from each of the five participating schools and five librarians, one from each of the participating schools represent the sample for the focus group discussion. The discussion was conducted once in a school located at the center of all the participating schools. All the five music lecturers were gathered together as one group while the librarians as well were gathered together to constitute another group. The music lecturers were interviewed first as group one followed by the librarian group. Each interview section lasted for 10 min because it was a single item focus group discussion.

To determine the reliability of the questionnaire used in the study, a Split Half reliability method was adopted (Creswell, 2014). This involved administering the research instrument to a set of eight respondents (five librarians and three music lecturers) out of the envisaged population. The results obtained were subjected to Pearson Product Moment Correlation (Kothari, 2013) and the correlation coefficient returned an $r = 0.88$. This justified the reliability of the questionnaire used for data collection in this study.

The questionnaire was administered by the researchers to the respondents. The questionnaire was administered when schools were in session because

that was the time the respondents could be easily reached. To ensure maximum response, the respondents were asked to fill and return the questionnaire immediately but some that could not fill immediately were asked to return it later. A total of 35 copies of questionnaires were administered, 20 to the librarians and 15 to the music lecturers. This gave a total of 35 copies of questionnaire that were returned completely filled and useful for the analysis.

The data collected from the field were analyzed using the descriptive statistics of simple percentage, frequency count, and cross tabulation. Data collected on the three objectives of the study were coded using SPSS Version 20.0. The analysis was done based on the objective of the study. The results were presented based on the variables found in the research objectives/questions. The results of the data analysis are hereby presented as follows.

Results

The biodata information of respondents who took part in the study Table 2 reveals that 22 respondents (62.9%) were male while 13 (37.1%) were female. This indicates that there were more males that took part in the study than females. Data on the types of respondents revealed that 20 representing (57.1%) were librarians while 15 (42.9%) were music lecturers. This means that the librarians who participated were more than the music lecturers. Data also revealed that ten respondents representing (28.6%) were from University of Ilorin while six respondents (17.1%) were from Landmark University. A total of eight respondents (22.9%) were from Kwara State Polytechnic while 11 respondents (31.4%) were from the Kwara State College of Education. This implies that respondents from the Kwara State College of Education constituted the majority. Moreover, the biodata information on the respondents' age reveals that five respondents representing (14.5%) had their age fall within 20–30 years; 15 respondents (41.9%) had their age fall within the age group of 31–40 years. A total of 11 respondents (31.4%) had their age fall within the age group of 41–50 years, four respondents (11.4%) had their age fall within 51–60 years while no respondent age fall between 61 years and above. This implies that respondents' ages 31–40 years constituted the majority of the respondents in the study. On the respondents' educational qualification, the results indicate that majority 23 respondents (65.7%) hold either M.Sc. Music or M.LIS. This is followed by 12 respondents (34.3%) who hold B.Sc. or B.LIS; while none of the respondents hold a Ph.D. either in Library and Information Science or Music as at the time the study was conducted.

Objectives and research questions analyses

Librarians and music lecturers' perception of YouTube

Research question 1: What are the perceptions of YouTube by music lecturers and librarians?

Table 3 compared the difference between the librarian and music lecturers' perception of YouTube. The results indicate that ten lecturers (28.6%) and 12 music lecturers (34.3%) indicated that YouTube is more of a video-sharing website. On the other hand, ten librarians (28.6%) and three music lecturers (8.6%) were of contrary opinion. A total of 12 librarians (34.3%) see YouTube as a community, while on the other hand (42.9%) do not. A total of 16 librarians (45.7%) indicated that YouTube is an amusement social communication website that can be used as resource for teaching and learning while four librarians (11.4%) and no music lecturers were of the contrary opinion. Librarians numbering 15 (42.9%) and 12 music lecturers (34.3%) see YouTube as learning materials which can create communication between learners, peers and tutors while five librarians (14.3%) and three music lecturers (8.6%) were against this perception. Respondents, five librarians (14.3%) and 12 music lecturers (34.3%) support the fact that YouTube is all about two-way communication collaboration and integration in the classroom an ideal place to utilize the technology. However, 15 respondents (42.9%) were not in support of the claim. The data here are important because these provide results which imply that YouTube is best perceived by librarians and music lecturers as learning materials which create communication between learners, peers and tutors, as a community and as a video-sharing website.

Music lecturers and librarians use of YouTube

Research question 2: What are the similarities and differences in the use of YouTube for teaching by music lecturers and librarians?

Table 4 shows the results on the use of YouTube by music lecturers. The most popular use of YouTube was as source of information to conduct research following by as teaching tool. A total of ten respondents (66.6%) strongly agreed and four (40%) agreed that YouTube was useful as a source of research as against (1%) who was undecided, zero disagreed and strongly disagreed. Use of YouTube as a teaching tool was strongly agreed by six respondents (40%) and agreed by eight respondents (53.3%) while, only one respondent (6.6%) was undecided. The next common use of YouTube by the music lecturers was for instructional and learning aid. This was strongly agreed and agreed by five respondents (33.3%) and nine respondents (60%), respectively, only one respondent was undecided. Another important use revealed by the results is that, it was used to enhance learning experience and kept students engaged with contents with four respondents (26.6%) strongly agreed and ten (66.6%) agreed and one respondents (6.6%) was undecided while no respondent indicated strongly disagree and disagree. In addition, the results showed that music lecturer used YouTube to enable increase access to resources. A total of five respondents (33.3%) strongly agreed and eight respondents (53.3%) agreed while one respondent (6.6%) was undecided and one (6.6%) strongly disagreed. Similarly, respondents strongly agreed and agreed that YouTube was used as source of materials that offered seamless access to digital musical information. The data here were also important because through these the results established that YouTube was used by the music lecturers mostly for research, teaching, instructional and learning aid, and to enhance learning experience and keep students engaged with the contents of music lessons.

Focus group interview results on music lecturers use of YouTube

Focus group interview results on the types of YouTube use for music lesson revealed that there were many available but not all are good and relevant particularly to teach music at the undergraduate level. However, the prominent ones mentioned include: The Magic School Bus—Sound IS Vibration, Sally's Sea of Songs: Using Movies as Teaching Tools in Elementary Music, Rhythm Echoes YouTube video which allow students to practice basic rhythms in a call and response format, "Pitch" Episode #6 Preview—Quaver's Marvelous World of Music—which shows vocal cords for singers! 🎵, four beat Rhythm blocks, Inspiring and Fascinating TED Talks for music educators (part 1), Beth's Music Notes: 4th & 5th Rhythm Written Assessments, Cup rhythm games for music class and piano lessons are examples of the YouTube identified by the music lecturers useful in the teaching of music lesson.

Table 5 shows the results on the use of YouTube by the librarians. It is revealed from the data that mostly; the librarians used YouTube as reference point for events and occurrences as nine respondents (45.0%) strongly agreed and seven (35%) agreed, respectively, while three respondents (15.0) were undecided. However, one respondent (5.0%) disagreed. In addition, librarians used YouTube as teaching tool for library instruction. This was strongly agreed by five respondents (25.0%) and agreed by seven respondents (35.0%) while six respondents (30%) disagreed and two (10.0%) were undecided. Results also revealed that three (15.0%) and nine (45.7%) strongly agreed and agreed that they use YouTube to communicate other libraries while four respondents (20%) disagreed and four (20.0%) were undecided. So also, the results show that YouTube is used by the librarians to reach out to the library patrons. This was indicated by two respondents (10.0%) and ten (50.0%) who strongly agreed and agreed and six respondents (30.0%) who disagreed while two respondents (10.0%) were undecided. In addition, the result shows that two librarians (10.0%) strongly agreed and one (5.0%) agreed they used YouTube for research, two librarians (10.0%) were undecided while overwhelming majority 16 librarians (80.0%) disagreed that they use YouTube as source of information for doing research. The results here is important because it implies that librarians use YouTube mostly as reference point for events and occurrences, as teaching tool for library instruction and to communicate other libraries but not as source of information for research.

Focus group interview results on librarians use of YouTube

The librarians focus group interview report revealed that the types of YouTube used by the librarians are those that relate to library instruction which can educate undergraduates or other library users on how to go about retrieving information from the library, how users find their way around the library, how to use library databases or Online Public Access

Catalogue (OPAC) etc. One of the group members has this to say "most often, there is no need looking for this online. The librarian in charge of library instruction/literacy only needs to prepare his lesson, upload it on YouTube and then share the URL with the students." Alternatively, another librarian emphasized that "relevant YouTube on library education/instruction/literacy can be downloaded and the link provided for the students. They can download this on their tablets, android or smartphones and see it on their own or in class or better still share with others."

YouTube content quality perception between librarians and music lecturers

Research question 3: What are the problems and issues of YouTube encountered by music lecturers and librarians?

Table 6 shows that ten librarians and 12 music lecturers strongly agreed and agreed that they learn new vocabulary from YouTube video while six librarians and two music lecturers disagreed and strongly disagreed and four librarians and one music lecturer were neutral. A total of 14 librarians and 11 music lecturers strongly agreed and agreed that they learn correct pronunciation of English words from YouTube; six librarians and three music lecturers disagreed and strongly disagreed while no librarians and one music lecturer were neutral. A total of 18 librarians and 14 music lecturers strongly agreed and agreed that YouTube contents are always presented in useful format, only one music lecturer was of contrary opinion indicating strongly disagreed to the statement while four librarians were neutral. YouTube provides course contents/information that seems to be exactly what I need. A total of 13 librarians and nine music lecturers strongly agreed and agreed to this statement; two librarians and one music lecturer were undecided while no librarian and no music lecturer indicate they strongly disagreed or disagreed. On the provision of the up-to-date information, 16 librarians and 14 music lecturers strongly agreed and agreed; only one music lecturer disagreed while four librarians and one music lecturer were neutral. On whether or not YouTube provides contents/information relevant to the respondents' discipline, 15 librarians and 11 music lecturers strongly agreed and agreed; three librarians disagreed and strongly disagreed while two librarians and one music lecturer were undecided. The result here is important because through it, the study has been able to establish that both the librarians and music lecturers perceived the YouTube as having good contents quality.

YouTube usefulness perception between librarians and music lecturers

Table 7 shows that 14 librarians and music lecturers were each strongly agree and agree that using YouTube for teaching and learning music/library working time give them greater control over everything while two librarians and no music lecturers strongly disagree and disagree and four librarians one music lecturers were neutral. On using YouTube for teaching activities and improvements on productivity, 14 librarians and music lecturers were each strongly agree and agree to the statement, six librarians and no music lecturers disagree and strongly disagree while no librarian and one music lecturer were undecided. A total of 14 librarians and 15 music lecturers indicated strongly agree and agree to the statement that YouTube enhances effectiveness; while five librarians and no music lecturer strongly disagree, and disagree and one librarian and no music lecturer was undecided. On using YouTube for teaching and learning/library activities and it improvement on the quality of assignments done, nine librarians and 14 music lecturers strongly agreed and agreed, none of the librarians or music lecturers indicated strongly disagree or disagree while none as well was undecided. A total of 15 librarians and 11 music lecturers indicated using YouTube in teaching/library tasks or to enable accomplishment of tasks more quickly; four librarians and three music lecturers strongly disagreed and disagreed while one librarian and one music lecturer were undecided. The data here are important because the results have been able to proof that both the librarians and music lecturers perceived YouTube as very useful in the teaching of music contents and library instruction and to carry out library tasks.

YouTube ease of use perception between librarians and music lecturers

Table 8 shows that 15 librarians and 13 music lecturers strongly agree and agree that navigating through YouTube was easy while two librarians and two music lecturers strongly disagreed and disagreed and three

librarians and two music lecturers were neutral. On whether searching through YouTube is always easy or not, 17 librarians and 15 music lecturers strongly agreed and agreed; three librarians strongly disagreed and disagreed while none of the librarians or music lecturers was undecided. A total of 11 librarians and eight music lecturers indicated they don't usually have access problems to YouTube, six librarians and five music lecturers strongly disagreed and disagreed while three librarians and two music lecturers were undecided. On the fantastic nature of the degree of response of YouTube, 14 librarians and 13 music lecturers strongly agreed and agreed while four librarians and two music lecturers strongly disagreed and disagreed respectively and two librarians and no music lecturer were undecided. The data collected in this section are important because the results imply that both the librarians and the music lecturers perceived YouTube as easy to use.

Problems encounter by librarians and music lecturers in the use of YouTube

On the problem associated with the use of YouTube by the librarians and music lecturers, the results reveal on the Table 9 that the major problem was access problem as indicated by 35 respondents (100%). This is followed by network and server failure indicated by (77.1%) of the respondents while long download time for large adobe and PPT music contents file followed with (68.6%) and incessant power failure (60%). The results imply that the most prominent problem associated with the use of YouTube by the music lecturers and librarians are access and network/server failure.

Discussion of results

Comparison of the perception of YouTube and its use by music lecturers and librarians

This study examined music lecturers and librarians' perception and use of YouTube in selected Kwara State tertiary education institutions. The summary of the results from the data analyzed indicates that YouTube is best perceived by librarians and music lecturers as learning materials which enable communication between learners, peers and tutors, as a community and as a video-sharing website. YouTube is used by the music lecturers mostly for research, teaching, instructional and learning aid, and to enhance learning experience and keep students engaged with the contents of music lessons. This is in correlation with the report by Buzzetto-More (2014) whose findings revealed that use of YouTube in the teaching and learning process enhances instruction. Similarly, the study is in relation with Brecht (2012) who empirically examined the instructional value of online video lectures with the report that video lectures are used by students for tutorial, to improve learning, reduce dropout rates, and improve course grades. The results also indicate that a very large percentage of students who watched the videos used them as a helpful tutoring resource and receive several benefits including improvement in topic understanding, better grades, and greater ease of learning thereby lend a good support to the current result in this study.

Librarians use YouTube mostly as reference point for events and occurrences, as teaching tool for library instruction and to communicate other libraries. This result corresponds with Berk (2009) conclusion that the verbal and visual components of a video provide a best fit to the characteristics of the Net Generation of students and a valid approach to tap their multiple intelligences and learning styles. Berk's assertions are similar to the findings of Miller (2009) who examined the incorporation of multimedia content in a sociology course and concluded that educational videos help students to conceptualize key ideas so as to enhance understanding.

As explained in the background to the study, limited or no music librarians are available in Nigeria hence in this study no librarian specifically specialized in music or tagged music librarian. However, the fact still remain that YouTube is relevant to library as promotional tool and as learning resource for teaching library literacy and instruction. Hence, it was assumed that librarians in charge of that should able to provide feedback on the usefulness of YouTube, its content quality and ease of use. No doubt, music librarians would have been in the best position to provide the information needed on this issue but because they are not available, the study made do with the alternative available and these are those in charge of library instruction. The types of YouTube used by music lecturers and librarians differ as report of the focus group interview revealed. While it is evident that music lecturer select YouTube based on relevance

to the topic they teach in music, librarians developed and prepare their own lesson, upload on YouTube site and share the URLs with the students.

This study did not focus on the students regarding their use of YouTube, therefore, whether or not music students understand information better from YouTube than other students was not ascertained as that is outside the scope of this study. YouTube was used to teach the undergraduate music students by the music lecturers and to teach the generality of undergraduate users of the library the library instruction and literacy course. Music lecturers use YouTube and no other forms of online resources because of the YouTube potentials which enable students to see and hear and watch a learning process (Castellanos, 2017; Dahunsi, 2017). As pointed out in the background, many relevant studies have been conducted but mostly outside Nigeria and Africa generally. This current study differs from others in terms of culture and context. Not this alone, the most relevant study to this current one was by Dougan (2014). Dougan study was conducted in the United State, while the current study was conducted in Nigeria. In addition, music librarians seem to be available in large quantity in the United State. But this is not so in Nigeria, thus, the current study did not involve music librarians but rather librarians in charge of library literacy and instruction who use YouTube in their teaching of library education to the undergraduate students.

In terms of some demographic influence on the perception and use of YouTube by music lecturers and librarians, the results have demonstrated that there are no correlations between the qualifications or age or gender and perception/usage of YouTube among librarians and lecturers. It is also evidence that music lecturers and librarians with higher qualifications use and access YouTube more than their counterpart with lower qualifications.

The report by Nielsen (2007) that YouTube users were educated bunch; 45% of those who had some form of higher education degree, including 14% who had postdoctorate degrees support this current finding in this study. It is possible that as the respondents progress in each level of their education, they come across one course or the order that require access to and use of YouTube information. This experience might be responsible for the current result. In terms of age, the younger music lecturers and librarians were found using YouTube than the older ones. No doubt, we are in Google age and youth of these days are believed to have the ability, capability, and skills to Google whatever. They live with, wine and dine with technology while the older ones are struggling with it. In terms of gender, the males in this study are reported using YouTube more than the female. However, gender report on the use of YouTube in the literature is mixed. For instance, (Molyneaux, O'Donnell, & Gibson, 2009) reported that although men make up a majority of views on YouTube, the gender demographic breakdown is closer to 55/45. These authors explained that the male viewership domination does not mean that women cannot find videos that are specifically made for them. There are several female-dominated YouTube categories despite the overall domination of men as a gender demographic on YouTube. Contrarily, Nielsen (2007) earlier reported that YouTube's users are relatively evenly split by gender, with 46% of the site's users been female. This split's been relatively stable since the site's launch, but the gender gap is narrowing. Earlier in 2006, only 42% the site's users were women. Relevant to this study, Aifan (2016) reported gender difference in YouTube with male appeared to have more experiences than the female in using YouTube. Similarly, Wotanis and McMillan (2014) indicated that females are underrepresented on YouTube, a popular video-sharing Internet social media platform. This underrepresentation of women suggests that gender matters on YouTube are gradually disappearing.

Comparison of YouTube content quality between music lecturers and librarian

Both the librarian and music lecturers perceived YouTube as having good contents quality and similarly, both the librarians and music lecturers perceived YouTube as very useful in teaching of music and library instruction and to carry out library tasks. This is in line with Tan and Pearce (2012) who found that the use of YouTube was an effective way of supporting learning. Using case studies and student artifacts, the authors indicated that YouTube help students learn by providing alternative views and opinions on subjects. Similarly, the result is in support of the conclusion that YouTube can be considered as an effective tool to enhance instruction and support independent learning in a classroom if the videos are scrutinized, diversified, and aimed toward course objectives (Jaffar, 2012). Moreover, this result also supports

Kim et al. (2011), who explored the relationships among the quality, value, and benefits of UGC. The main objective was to identify and evaluate the quality factors that affect UGC value, which ultimately influences the utility of UGC. The study identified the three quality dimensions of UGC: content, design, and technology. The author classified UGC value into three categories: functional value, emotional value, and social value. The author characterized the mechanism underlying UGC value by evaluating the relationships between the quality and value of UGC and investigating what types of UGC value affect UGC utility. The results showed that all three factors of UGC quality were strongly associated with increase in the functional, emotional, and social values of UGC. Therefore, the relevance of the content quality and usefulness of a related tool to YouTube earlier reported by Kim et al. corroborate the current finding on content quality and usefulness of YouTube in this study.

Comparison of ease of using YouTube by the music lecturers and librarians

Moreover, both the librarians and the music lecturers perceived YouTube as easier to use while the most prominent problem associated with the use of YouTube by the librarians are access and network/server and power failure. There is no technology without associated problems. Therefore, the report of some problems associated with the use of YouTube in this study is not surprising. YouTube was reported to be easier to use. This is in terms of navigating through the site to source for relevant videos and music, easy accessibility and fantastic degree of response, playing sound, and downloading music are all free. Although, there are copyright issue which require that careful permission must be sought to upload any television shows, music, videos, music concerts, or commercials (Gohil, 2013; Peeler, 2011).

Limitations and future research

The most significant limitation of this study is that it focused solely on music lecturers and librarians in academic libraries in selected tertiary education institutions in Kwara State, Nigeria. In the light of this, related future research can be extended to cover more institutions of higher learning in Nigeria. More detailed investigations on the preference for the use of YouTube by music teachers and librarians compare to other social platforms should be considered by the future researchers. Similarly, the support needed by the libraries in tertiary education institutions and their parent bodies on the continuous adoption of YouTube for instructional delivery in all courses, the gains and the likely challenges should also be embarked upon by the future researchers.

Recommendations

This study examined the music lecturers and librarians' perception and use of YouTube in selected Kwara State tertiary institutions. The study revealed that YouTube is a very useful contents-/information-sharing website useful for teaching, research and learning in music classes and for delivering library instruction. Based on the findings and conclusion, the following recommendations are made.

The prominent problem reported associated with the use of YouTube is access. On this note, this study recommended that authority in each of the participating school should consider improving the access to the Internet where music lecturers and librarians can have increased access to YouTube so as to increase its use for music and library instructional delivery.

Increased training opportunities and workshops may result in more extensive integration of YouTube applications in the classroom by music lecturers and librarians. Therefore, more training and workshop on the integration of YouTube for teaching of music lesson and library instructions should be organized regularly. The experience and guidance from such training and workshop will give lecturers more confidence to lead their students to explore and use YouTube technologies.

It is hoped that this study provides useful information, allowing music lecturers and librarians to have better understanding of the current perceptions of and use regarding the application of YouTube technology in teaching and learning. It is also recommended that, since the use of YouTube for teaching and learning by music lecturers and librarians has proven to be worthwhile in terms of its usefulness, more courses integrating YouTube technology can be designed, developed, and implemented for all categories of undergraduate students. Similarly, librarians that have not been using YouTube should consider doing so as it has been demonstrated and proved in this study that YouTube is

a veritable tool/platform useful to improve teaching of library instruction and promote library activities and create awareness on the part of library patrons.

Conclusion

This study has examined the music lecturers and librarians' perception and use of YouTube and the findings of the study have demonstrated that YouTube is best perceived by librarians and music lecturers as learning materials which create communication between learners, peers and tutors, as a community and as a video-sharing website. YouTube is used by the music lecturers mostly for teaching, research, instructional and learning aid, and to enhance learning experience and keep students engaged with the contents of music lessons. Librarians use YouTube mostly as reference point for events and occurrences, as teaching tool for library instruction and to communicate other libraries and as promotional tool for library activities. Both the librarians and music lecturers perceived YouTube as having good contents quality and similarly, both the librarians and music lecturers perceived YouTube as very useful in teaching music contents and library instructions. Moreover, both the librarians and the music lecturers perceived YouTube as easier to use while the most prominent problems associated with use of YouTube by the librarians and music lecturers are access and network/server and power failure. In the light of these, the study concludes that YouTube is a very useful contents-/information-sharing website useful for teaching, research and learning in music classes and in delivering library instructions and more importantly as promotional tool to reach out to the library clienteles to intimate them about the library activities.

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Appendix 1

Questionnaire on use of YouTube by music lecturers and librarians

This questionnaire serves to measure the use of YouTube by Music lecturers and librarian in Kwara State tertiary institutions. You are expected to be as honest as you can by responding to the items. Be assured that your responses will be treated with strict confidence. You reserve the right to take part in this exercise. Please answer all items.

Thank you for your participation

A: BIODATA INFORMATION

Your University … … … … … … … … … … … … … … … … … …

Name of faculty: ___________________________________

Course of study: ____________________________________

Gender: (a) Male … … … … … ….. (b) Female … … … … ….

Level of Study …

Your Age …

Perception of YouTube

B	What is your perception about YouTube	Tick
1.	To me, YouTube is nothing more than a video-sharing website	
2.	I see YouTube as a community.	
3.	YouTube is an amusement and social communication website that can be used as a resource for teaching and learning activity.	
4.	You Tube as learning materials can create communication between learners, peers and tutors.	
5.	You Tube, is all about two-way communication, collaboration and incorporating YouTube in the classroom is an ideal place to utilize these technologies.	

Others, please indicate.

Use of YouTube

C	Lecturers use of YouTube	SA	A	UD	D	SD
1	YouTube is useful as a teaching tool					
2	I use YouTube to enhance learning experience and keep students engaged with the contents					
3	YouTube offers seamless access to digital information, and hence is a boost to this information age					
4	I use YouTube as source of materials to buttress my teaching					
5	I use YouTube to improve communication with the students.					
6	YouTube is useful as instructional and learning aid website					
7	The use of YouTube can increase flexibility of access to resources.					
8	I use YouTube as source of information to conduct research					

Key: SA -Strongly agree, A – Agree, UD – Undecided, D – Disagree, and SD – Strongly disagree

D	Librarians use of YouTube	SA	A	UD	D	SD
1	YouTube is useful as a teaching tool for library instruction					
2	I use YouTube to reach out to the library patrons					
3	Useful as reference point for events and occurrences					
4	Use to communicate to other libraries					
5	I use YouTube as source of information to conduct research					

E	YouTube content quality perception	SA	A	UD	D	SD
1	I learn new vocabularies from YouTube video					
2	I learn correct pronunciation of English words from YouTube videos					
3	I think YouTube is always presented in a useful format					
4	YouTube provides up-to-date information					
5	YouTube provides course Content/information that seems to be exactly what I need.					
6	YouTube provides content/information relevant to my discipline.					

Perceptions on the usefulness of YouTube

F	Usefulness of YouTube	SA	A	UD	D	SD
1	Using YouTube videos in the teaching of music/library working time gives me greater control over everything.					
2	Using YouTube videos in my own teaching activity improves my productivity					
3	Using YouTube videos in my own activity enhances my effectiveness					
4	Using YouTube videos in my own teaching/library activities improves the quality of assignments I do					
5	Using YouTube videos in my teaching/library tasks enables me to accomplish tasks more quickly					

Perceptions on the ease of using YouTube

G	Ease of using YouTube	SA	A	UD	D	SD
1	Navigating through YouTube is easy					
2	Searching through YouTube is always possible					
3	I don't usually have access problem to YouTube					
4	The degree of response of YouTube is fantastic					

Problems associate with the use of YouTube

H	Problems of using YouTube	Tick as applicable
1	Access problem	
2	Network/server failure	
3	Long download time for large adobe and PPT file	
4	Incessant Power failure	

Others, please indicate …..

Interview guide item

1. What are the types of YouTube used for teaching of music lesson and library instruction?

Appendix 2

Table 2. Respondents biodata information.

Demographics	Frequency	Percentage
Gender		
Male	22	62.9
Female	13	37.1
Total	35	100.0
Respondents types		
Librarians	20	57.1
Music lecturers	15	42.9
Total	35	100.0
Respondents institutions		
University of Ilorin	10	28.6
Landmark University	6	17.1
Kwara Polytechnic	8	22.9
Kwara College of Education, Ilorin	11	31.4
Total	35	100.0
Respondents age		
20–30 years	5	14.5
31–40 years	15	41.9
41–50 years	11	31.4
51–60 years	4	11.4
60 years and above	0	0.0
Total	35	100.0
Qualification		
Ph.D.	0	0.0
M.Sc./M.LIS	23	65.7
B.Sc./B.LIS	12	34.3
Total	35	100.0

Table 3. Cross tabulation on librarians and music lecturers perception of YouTube.

Respondents		Librarians	Music lecturers	Total
To me, YouTube is nothing more than a video-sharing website	Yes	10	12	22
	No	10	3	13
	Total	20	15	35
I see YouTube as community	Yes	12	12	24
	No	8	3	11
	Total	24	11	35
YouTube is an amusement and social communication website that can be used as resource for teaching and learning	Yes	16	15	31
	No	4	0	4
	Total	31	4	35
YouTube as learning materials can create communication between learners, peers and tutors	Yes	15	12	27
	No	5	3	8
	Total	20	15	35
You Tube, is all about two-way communication, collaboration and incorporating YouTube in the classroom is an ideal place to utilize these technologies	Yes	5	12	17
	No	15	3	18
	Total	20	15	35

Table 4. Music lecturers use of youtube ($N = 15$).

C	Lecturers use of YouTube	SA	A	UD	D	SD
1	YouTube is useful as a teaching tool	6 (40.0%)	8 (53.3%)	1 (6.6%)	0 (0%)	0 (0%)
2	I use YouTube to enhance learning experience and keep students engaged with the contents	4 (26.6%)	10 (66.6%)	0 (0%)	1 (6.6%)	0 (0%)
3	YouTube offers seamless access to digital musical information	3 (20.0%)	7 (46.6%)	5 (33.3%)	0 (0%)	0 (0%)
4	I use YouTube as source of materials to buttress my teaching	4 (26.6%)	6 (40.0%)	2 (13.3%)	3 (20.0%)	0 (0%)
5	I use YouTube to improve communication with the students.	4 (26.6%)	8 (53.3%)	2 (13.3%)	1 (6.6%)	0 (0%)
6	YouTube is useful as instructional and learning aid website	5 (33.3%)	9 (60.0%)	1 (6.6%)	0 (0%)	0 (0%)
7	I use YouTube to have increase access to resources.	5 (33.3%)	8 (53.3%)	1 (6.6%)	1 (6.6%)	0 (0%)
8	I use YouTube as source of information to conduct research	10 (66.6%)	4 (26.6%)	1 (6.6%)	0 (0%)	0 (0%)

Table 5. Librarians use of youtube ($N = 20$).

D	Librarians use of YouTube	SA	A	UD	D	SD
1	YouTube is useful as a teaching tool for library instruction	5 (25.0%)	7 (35.0%)	2 (10.0%)	6 (30.0%)	0 (0%)
2	I use YouTube to reach out to the library patrons	2 (10.0%)	10 (50.0%)	2 (10.0%)	6 (30.0%)	0 (0%)
3	Useful as reference point for events and occurrences	9 (45.0%)	7 (35.0%)	3 (15.0%)	1 (5.0%)	1 (5.0%)
4	Use to communicate to other libraries	3 (15.0%)	9 (45.0%)	4 (20.0%)	4 (20.0%)	1 (5.0%)
5.	I use YouTube as source of information to conduct research	2 (10.0%)	1 (5.0%)	2 (10.0%)	16 (80.0%)	0 (0%)

Table 6. Cross tabulation on librarians and music lecturers content quality perception of YouTube.

Respondents		Music Librarians	lecturers	Total
I learn new vocabularies from YouTube video	SA	4	8	12
	A	6	4	10
	UD	4	1	5
	D	6	2	8
	SD	0	0	0
	Total	20	15	35
I learn correct pronunciation of English words from YouTube videos	SA	3	7	10
	A	11	4	15
	UD	0	1	1
	D	4	3	7
	SD	2	0	2
	Total	20	15	35
I think YouTube contents are always presented in a useful format	SA	4	10	14
	A	14	4	18
	UD	2	1	3
	D	0	0	0
	SD	0	0	0
	Total	20	15	35
YouTube provides up-to-date information	SA	4	8	12
	A	12	6	18
	UD	4	0	4
	D	0	1	1
	SD	0	0	0
	Total	20	15	35
YouTube provides course content/information that seems to be exactly what I need	SA	3	5	8
	A	10	4	14
	UD	3	5	8
	D	4	1	5
	SD	0	0	0
	Total	20	15	35
YouTube provides content/information relevant to my discipline	SA	2	3	5
	A	13	8	21
	UD	2	3	5
	D	2	1	3
	SD	1	0	1
	Total	20	15	15

Table 7. Cross tabulation on librarians and music lecturers' perception of the usefulness of YouTube.

Item	Respondents	Librarian	Music lecturers	Total
Using YouTube videos in the teaching of music/library working time gives me greater control over everything	SA	6	6	12
	A	8	8	16
	UD	4	1	5
	D	0	0	2
	SD	2	0	0
	Total	20	15	35
Using YouTube videos in my own teaching activity improves my productivity	SA	3	6	9
	A	11	8	19
	UD	0	1	1
	D	5	0	5
	SD	1	0	1
	Total	20	15	35
Using YouTube videos in my own activity enhances my effectiveness	SA	5	4	9
	A	9	11	20
	UD	1	0	1
	D	4	0	4
	SD	1	0	1
	Total	20	15	35
Using YouTube videos in my own teaching/library activities improves the quality of assignments I do	SA	1	8	9
	A	18	6	24
	UD	1	1	2
	D	0	0	0
	SD	0	0	0
	Total	20	15	35
Using YouTube videos in my teaching/library tasks enables me to accomplish tasks more quickly	SA	5	5	10
	A	10	6	16
	UD	1	1	2
	D	4	3	7
	SD	0	0	0
	Total	20	15	35

Table 8. Cross tabulation on librarians and music lecturers' perception of the ease of using YouTube.

Item	Respondents	Librarian	Music lecturers	Total
Navigating through YouTube is easy	SA	4	3	7
	A	11	10	21
	UD	3	2	5
	D	1	0	1
	SD	1	0	1
	Total	20	15	35
Searching through YouTube is always possible	SA	2	9	11
	A	15	6	21
	UD	0	0	3
	D	3	0	0
	SD	0	0	0
	Total	20	15	35
I don't usually have access problem to YouTube	SA	4	4	8
	A	7	4	11
	UD	3	2	5
	D	5	5	10
	SD	1	0	1
	Total	20	15	35
The degree of response of YouTube is fantastic	SA	6	8	14
	A	8	5	13
	UD	2	0	2
	D	4	2	6
	SD	0	0	0
	Total	20	15	35

Table 9. Problems associate with the use of YouTube.

H	Problems of using YouTube	Yes	No
1	Access problem	35 (100%)	0 (0%)
2	Network/server failure	27 (77.1%)	8 (22.9%)
3	Long download time for large adobe and PPT file	24 (68.6%)	11 (31.4%)
4	Incessant power failure	21 (60.0%)	14 (40%)
5	Others	0 (0%)	0 (0%)