

## Motives on YouTube Usage Among Undergraduate Students for Self-Satisfaction

Intan Zahrah Mat Hussin  
Department of Communication  
International Islamic University Malaysia (IIUM)  
Jalan Gombak 53100 Kuala Lumpur, Malaysia  
izahrahmussin@gmail.com

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### Abstract

Social media usage is an emerging trend among students in Malaysia. YouTube, a social medium that is the current Web 2.0 tool, has played a significant part in assisting students' everyday life. This study aims to assess students' level of motives in using YouTube for self-satisfaction. Specifically, this study wants to determine the relationship between social interaction motive, entertainment motive, and information-seeking motive with self-satisfaction in using YouTube besides to find out the best predictor for self-satisfaction on YouTube usage. It is assumed that there is a positive association between social interaction motive, entertainment motive, and information-seeking motive with self-satisfaction respectively. The quantitative research design using the survey method was chosen for this study by distributing online survey questionnaires to Bachelor's Degree students in UniSZA Gong Badak Campus, Malaysia. Probability stratified random sampling has been selected for sample selection. Among 129 participants in this study, most of them are female coming from the 21-23 age group. The relationships between the variables are significant where there is a high level of entertainment motive and information-seeking motive whereas social interaction motive is low among undergraduate students. Results showed students' motives in using YouTube is mostly for entertainment, followed by information-seeking and social interaction motives. The best predictor for self-satisfaction on YouTube usage is entertainment motive among university students. These findings suggest that YouTube can self-satisfy undergraduate students with the motives of entertainment, information seeking and social interaction. This study sheds light on the dimensions of using YouTube for entertainment with the incorporation of education for the students to gain knowledge either in the general or academic context.

**Keywords:** *entertainment, information-seeking, self-satisfaction, social interaction, Uses and Gratification, YouTube*

### 1.0 Introduction

The arrival of digital technologies such as the Internet has resulted in a new generation of individually literate called the Net Generation Technology plays an important role in societies and it can be used for many aspects of daily life [1]. Social media usage is an emerging trend among students in Malaysia

especially on Facebook, YouTube, Instagram and Twitter. [2] recorded that the age group of 20-24 years old is the highest number of Internet users with 15.6% in 2018 and it doubled to 34.1 % in 2020 compared to other age groups. Among young generations like Gen Y and Gen Z, using the Internet in their daily life is a necessity, including for learning. [2] reported that YouTube popularity is right behind Facebook with 80.6% in 2020. The number is almost double from 2018, that is, only 48.3%. As mentioned by [3], YouTube is the most popular dedicated video-sharing application, with more than a billion users. This number keeps on increasing throughout the year. It shows that YouTube is one of the Social Networking Sites (SNS) that has been used the most compared to other SNS. YouTube is one of the sites that not only satisfies the entertainment thirst but also for information and knowledge. This study consists of three objectives:

1. To measure the level of social interaction motive, entertainment motive, information seeking motive and self-satisfaction among undergraduate students;
2. To determine the relationship between social interaction motive, entertainment motive, information seeking motive and self-satisfaction on YouTube usage; and
3. To find out the best predictor for self-satisfaction on YouTube usage.

However, due to the freedom of creating content, it can cause information misleading to the public [4]. For students, excessive usage of YouTube resulted in drawbacks in terms of academic learning. It is worrying due to unlimited access to YouTube. In this study, students' motives for using YouTube were assessed for self-satisfaction. This study is prominent to understand undergraduate students' motives in using YouTube. Educators and lecturers can use YouTube as a platform to supplement the students with the lesson as one of the aspects that were measured are motives in using YouTube for information seeking.

In terms of practical implications, this research hopes to provide media institutions, government agencies like (MCMC) an insight into motives in using YouTube among undergraduate students in Malaysia. It is a hope that this study may be beneficial for other studies as a reference to some related topic or study.

## **2.0 Literature Review**

### **2.1 YouTube as a Social Medium Tool**

YouTube is a common tool especially among millennials in this 21st Century. Developed in 2005, YouTube gained more users across the period. According to Rouse ([5], YouTube is a public video-sharing website that allows users to publicize and keep the video content. She mentioned that people can enjoy sharing any videos of their likings to other applications such as Telegram or WhatsApp just by using a link or embedded HTML code. [5] noted that the most frequent users of YouTube are young adults aged from 18 to 25. It has been supported by [6] where TNS Research recorded that Malaysians aged 16–34 spend the most time on YouTube, averaging at 80 min. The range of age stated is dominated by gen Y and gen Z where they are well versed with technology. YouTube has been one of the media that provides need and purpose to the people.

Katz et al., 1973 as cited in [7] has categorised the need to use social media into five main categories which are cognitive needs, affective needs, personal integrative needs, social integrative needs, and tension release needs. Cognitive needs refer to the knowledge people seek where they use social media for information seeking and stay updated with current issues [8]. YouTube has been used as a supplement for learning activities. YouTube acts as a significant tool in learning [9]. [10] mentioned that YouTube usage for learning is a good technique of learning because it is a channel that features various kinds of videos

including educational videos. [7] mentioned affective needs are connecting emotions with the media content where the media content helps to form an emotional response from the media. For instance, while watching sad videos on YouTube, the users play with their emotions and feelings.

[7] also mentioned personal integrative needs to explain the need for people to get their identity or status such as keep updated to the latest trends. Social integrative needs are defined as the need for people to communicate or keep in touch with friends and family extend to social integrative needs. Dogan (2016) as cited in [8] mentioned that people are using social media to keep in touch and meet with a friend. The fifth category is tension release needs. Tension release needs define as the need for people to seek relaxation and a platform for them to escape from real life.

Students themselves play an important role based on how they choose to use the media (Blumler & Katz, 1974 as cited in [10]). This has been agreed by Clifton & Mann (2011) as cited in [11] where unregulated content can be misleading, inaccurate, or even biased. In addition, Fernandez et al. (2011) and Stohlmann (2012) as cited [11] in have identified issues like excess information not relevant to the course or topic of study additionally as gaps within the related information which can result in incomplete or inaccurate understanding. It is a requirement for the students to be aware of the motives in YouTube usage to ensure the specific needs are fulfilled.

## **2.2 Motives in Using YouTube**

Motives are general tendencies that affect people's behaviours taken to satisfy a need or desire. Some researchers describe motives in using social media for entertainment, social interaction, information seeking, pass time, relaxation, communication, convenience, expression of opinion, information sharing and surveillance or knowledge about others (Basilisco & Jin, 2015; Ko, Cho, & Robers, 2015; and Musa, Azmi, & Ismail, 2015 as cited in [8]). Motives that have been assessed are social interaction, entertainment and information seeking to satisfy the needs of the undergraduate students.

Social interaction is the process of interaction between two or more people in developing bonds and relations. Social interaction can be used for giving and getting information. [12] found that social interaction among adolescents and students are higher compared to other age groups via social media. Dogan (2016) as cited in [8] mentioned that the significant reason for youth and tertiary students using social media as the tool to keep in touch and meet with friends. This has been supported by [10] where YouTube has an interactive nature that can enhance social interaction and increase quality management. Meanwhile, [3] found that the main activity that users use on YouTube is to engage in social interaction through video sharing. These have shown that social interaction features as one of the motives in YouTube usage. Thus, the hypothesis has been developed as shown below;

H1: There is a positive relationship between social interaction and self-satisfaction on YouTube usage.

Entertainment is defined as an action that provides amusement and enjoyment. People like to watch videos in the form of daily activities, habits and also for the pass-time. It is the platform where people spend their leisure time. YouTube also serves as an escape to people who want to relax from having a day at work. Past research has found that entertainment plays a significant purpose for people in using social media [7], [12] and [8]. For instance, a study by Mulligan, 2016 as cited in [8] stated that the number of kids' entertainment videos was 10% and it represents a majority of views in some countries. This shows that entertainment is one of the highlight themes on YouTube. Hence, the development of the hypothesis is as below;

H2: There is a positive relationship between entertainment and self-satisfaction on YouTube usage.

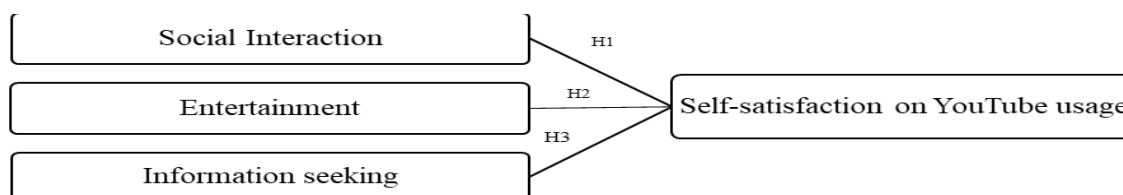
Information seeking is defined as people employed to discover and gain access to information resources by using a variety of methods. It is the process or activity of attempting to obtain information in both human and technological contexts. According to [8], people also use YouTube as an information-seeking platform despite serving as a video sharing platform. [9] mentioned that the activity to seek information through YouTube is considered as self-education where it serves as motivation in YouTube usage. He also added that YouTube users are inspired by the intrinsic motivation to use social media for information seeking or learning. Information seeking among undergraduate students for self-satisfaction refers to the activity to find information either for educational learning or general knowledge as long as it serves the purpose and gives satisfaction to them. Therefore, the third hypothesis of this study has been constructed as below;

H3: There is a positive relationship between information seeking and self-satisfaction on YouTube usage.

Self-satisfaction refers to the quality of being very pleased with oneself. In using YouTube, the students have their motives and purpose such as seeking information, social interaction and entertainment. Any kinds of needs that the students have upon using YouTube will give them happiness and satisfaction. [10] mentioned in their study that despite YouTube usage may not increase students' academic performance in terms of their CGPA but they have the satisfaction and motivation in using YouTube. It shows YouTube serves a different purpose but gives self-satisfaction.

### 2.3 Conceptual Framework

Figure 1 shows the conceptual framework of this study which features a set of relationships between social interaction, entertainment, information seeking and self-satisfaction on YouTube usage.



**Figure 1** Conceptual Framework of the study

### 2.4 Theoretical Framework

Developed by Katz and Blumler in 1974, Uses and Gratification Theory (UGT) has been widely used to evaluate user motivations and gratifications of a specific medium [13] According to [14], UGT is the main theory of communication that explains what people do with media. They also mentioned that UGT can be used to examine, explain and provide the answer to the motivation of using social media and what benefits and gratifications the user can get through social media.

It is relatable with this study as this study wants to analyse and identify motives on YouTube usage among undergraduate students where it can satisfy the students' needs and gratification. This theory is relatable due to the fact that past researches regarding motives, behaviours and satisfaction used Uses and

Gratification as a pillar for their studies [7]. The conceptual framework of this study features a set of relationships between social interaction, entertainment, information seeking with self-satisfaction on YouTube usage.

### **3.0 Methodology**

Utilising a quantitative research design, this study used a survey method in getting insight from the sample. The sampling that was used is one of the local universities in Malaysia which is Universiti Sultan Zainal Abidin (UniSZA) Gong Badak Campus. This study used stratified random sampling. A sample of 129 Malaysian undergraduate students has participated in this study.

The data was collected through an online survey questionnaire. The instrument was adopted and adapted from [7], [8] and [10]. The questionnaires consisted of six sections. Measurement that has been used that reflect variables in the research framework was a five-point Likert scale from strongly disagree, disagree, slightly agree and agree to strongly agree in which the level of agreement 1 to 5 respectively. The validity of this study was obtained through face validity by the supervisor and the opinion expert. Cronbach Alpha was used for the reliability test of the instrument where Social Interaction Motive ( $\alpha = .838$ ), Entertainment Motive ( $\alpha = .917$ ), Information- seeking Motive ( $\alpha = .735$ ) and Self-satisfaction ( $\alpha = .909$ ).

The data was collected online via Google Form within a week time, starting from 18<sup>th</sup> April 2021 till 24<sup>th</sup> April 2021. This study was conducted by disseminating the link of the survey through social media and the WhatsApp group of the respective faculty. The data were analysed by using Statistical Package for the Social Sciences (SPSS) version 26 to answer the objectives and the hypotheses of the study. The data included descriptive statistics and inferential statistics. These comprise of percentage, one sample t-test correlation, and regression.

### **4.0 Results and Discussion**

#### **4.1 Respondents' Demographic Characteristics**

Based on a total of 129 respondents (Table 1), females formed the majority of the students (83.7%) while the rest (16.3%) were males. Many of the respondents aged 21-23 years old (49.6%), followed by 24-26 (32.6%), and 18-20 (32.6%). Almost all of the respondents were Malay (96.9%) while Chinese contributed 3.1%. Students from the Faculty of Languages and Communication represented the highest number of respondents with one third (33.3%) while the least number of respondents came from the Faculty of Health Sciences (6.2%). More than one-tenth of the respondents came from the Faculty of Business Management and Accountancy (17.1%).

Respondents from the Faculty of Islamic Contemporary Studies contributed one-quarter of the respondents (25.6%). Only 9.3% of the respondents came from the Faculty of Applied Social Sciences, followed by the Faculty of Law and International Relations (8.5%). The highest number of the respondents were from Fourth Year (37.0%). The same number of respondents (23.3%) came from the First and Second Year while the rest (24.8%) were from Third Year.

**TABLE 1**

Demographic characteristics of the respondents

Demographic Characteristics	Category	Frequency	Percentage (%)
Gender	Male	21	16.3
	Female	108	83.7
	<b>Total</b>	<b>129</b>	<b>100.0</b>
Age (years old)	18 - 20	23	17.8
	21 – 23	64	49.6
	24 - 26	42	32.6
	<b>Total</b>	<b>129</b>	<b>100.0</b>
Race	Malay	125	96.9
	Chinese	4	3.1
	<b>Total</b>	<b>129</b>	<b>100.0</b>
Name of Faculty	Faculty of Applied Social Sciences	12	9.3
	Faculty of Business Management and Accountancy	22	17.1
	Faculty of Health Sciences	8	6.2
	Faculty of Islamic Contemporary Studies	33	25.6
	Faculty of Languages and Communication	43	33.3
	Faculty of Law and International Relations	11	8.5
	<b>Total</b>	<b>129</b>	<b>100.0</b>
	Years of Programme	First Year	30
Second Year		30	23.3
Third Year		32	24.8
Fourth Year		37	28.7
<b>Total</b>		<b>129</b>	<b>100.0</b>

#### 4.2 Level of Social Interaction Motive among Undergraduate Students

Table 2 presents a One-sample *t*-test for Social Interaction Motive. The results indicated that the highest percentage (72.9%) with  $M = 3.643$  ( $SD = 1.292$ ) use YouTube to share information with others by using the watched video. Almost half of the respondents use YouTube for social interaction (58.5%); use YouTube as they feel like they belong to a community (54.4%); use YouTube as they want to interact with other viewers in the comment section (51.6%), and to create their social identity (51.3%). Around two over five respondents indicated that they use YouTube to strengthen interpersonal relationships (49.9%); use YouTube to make friends (42.5%) and stay in touch with their virtual friends (42.2%).

Overall, the One-sample *t*-test for social interaction motives was significantly low ( $M = 2.523$ ,  $SD = 1.177$ ) with only 50.5% of the respondents using it for that reason. Seven out of eight indicators of Social Interaction Motives reflected negative insignificant results, suggesting that the students strongly disagree with the notion of using YouTube for social interaction. The results implied that the students had a low level of social interaction motives because they did not mainly use YouTube to stay in touch with virtual friends, get new friends or strengthen interpersonal relationships. Therefore, the first objective of the study, that is, to measure the level of social interaction among undergraduate students has been pretty low.

**TABLE 2**One-sample *t*-test for Social Interaction Motives

No.	Social Interaction Motives	<i>M</i>	<i>SD</i>	%	<i>t</i>	<i>p</i>
1	I use YouTube to share information with others by using the video that I watched.	3.643	1.292	72.9	5.657	.000
2	Overall, I use YouTube for social interaction.	2.923	1.378	58.5	-0.639	.524
3	I use YouTube as I feel like I belong to a community.	2.721	1.329	54.4	-2.386	.019
4	I use YouTube as I want to interact with other viewers in the comment section.	2.581	1.285	51.6	-3.700	.000
5	I use YouTube to create my social identity.	2.566	1.368	51.3	-3.603	.000
6	I use YouTube to strengthen my interpersonal relationships.	2.496	1.288	49.9	-4.444	.000
7	I use YouTube to make friends.	2.124	1.244	42.5	-7.999	.000
8	I use YouTube to stay in touch with my virtual friends.	2.109	1.201	42.2	-8.434	.000
	<b>Overall Social Interaction Motives (N = 129)</b>	2.523	1.177	50.5	-4.599	.000

### 4.3 Level of Entertainment Motive among Undergraduate Students

Table 3 presents a One-sample *t*-test for Entertainment Motive. The results indicate that almost all of the respondents use YouTube for entertainment (90.2%) with  $M = 4.512$  ( $SD = 0.751$ ) and they enjoy using YouTube (90.1%). The majority of the respondents (88.7%) indicated that they use YouTube to get relief from academic stress; they use YouTube because it entertains them (88.4%); they use YouTube when they have nothing else to do (86.4%), and they use YouTube to occupy my time (84.8%); they use YouTube to look at something funny (84.5%) and finally, they use YouTube to pass time (83.1%).

Overall, the majority of the students used YouTube for entertainment motives (86.7%), with  $M = 4.333$  ( $SD = 0.735$ ). All items were significantly positive. Therefore, it indicated that there is a high level of YouTube usage for entertainment motives. Thus, the objective to measure the level of entertainment among undergraduate students has been answered.

**TABLE 3**One-sample *t*-test for Entertainment Motives

No.	Entertainment Motives	<i>M</i>	<i>SD</i>	%	<i>t</i>	<i>p</i>
1	Overall, I use YouTube for entertainment.	4.512	0.751	90.2	22.855	.000
2	I use YouTube because I enjoy using it.	4.504	0.762	90.1	22.427	.000
3	I use YouTube to get relief from academic stress.	4.434	0.818	88.7	19.908	.000
4	I use YouTube because it entertains me.	4.419	0.826	88.4	19.499	.000
5	I use YouTube when I have nothing else to do.	4.318	0.910	86.4	16.450	.000
6	I use YouTube to occupy my time.	4.240	0.873	84.8	16.137	.000
7	I use YouTube to look at something funny.	4.225	0.929	84.5	14.974	.000
8	I use YouTube to pass time.	4.155	0.947	83.1	13.846	.000
	<b>Overall Entertainment Motives (N = 129)</b>	4.333	0.735	86.7	20.601	.000

#### 4.4 Level of Information Seeking Motive among Undergraduate Students

Table number 4 presents a One-sample t-test for Information Seeking Motive. The results indicated almost all of the respondents (91.0%) use YouTube to get free information ( $M = 4.550$ ,  $SD = 0.684$ ); search for information that interests them (90.4%) and to gain more knowledge (90.2%). The majority of the respondents use YouTube because there is a lot of information (89.0%); for information seeking (87.9%) and to understand more on some topics (87.3%). About seven in ten of the respondents (73.2%) use YouTube to keep them updated on popular trends and to know about the current affair (70.7%).

Overall, 88.5% of respondents strongly agreed ( $M = 4.423$ ,  $SD = 0.680$ ) that they are using YouTube for seeking information. All items were significantly positive and reflected a high level of using YouTube for information seeking motives. Additional reasons for the high level of YouTube usage for information seeking included using YouTube to get free information, searching information that gives interest to the respondents themselves, gaining more knowledge and due to lots of information available on YouTube. Therefore, the first objective on the third part; to measure the level of information seeking among undergraduate students has been answered.

**TABLE 4**  
One-sample t-test for Information Seeking Motives

No.	Information Seeking Motives	<i>M</i>	<i>SD</i>	%	<i>t</i>	<i>p</i>
1	I use YouTube to get free information.	4.550	0.684	91.0	25.736	.000
2	I use YouTube to search for information that interests me.	4.519	0.639	90.4	27.022	.000
3	I use YouTube to gain more knowledge.	4.512	0.708	90.2	24.236	.000
4	I use YouTube because there is lots of information.	4.450	0.760	89.0	21.665	.000
5	Overall, I use YouTube for information seeking.	4.395	0.754	87.9	21.009	.000
6	I use YouTube to understand more on some topics.	4.364	0.856	87.3	18.094	.000
7	I use YouTube to keep me updated on popular trends.	3.659	1.320	73.2	5.670	.000
8	I use YouTube to know about the current affair.	3.535	1.219	70.7	4.985	.000
	<b>Overall Information Seeking Motives (<i>N</i> = 129)</b>	4.423	0.680	88.5	23.752	.000

#### 4.5 Level of Self-satisfaction among Undergraduate Students

Table 5 describes a One-sample t-test for self-satisfaction on YouTube usage. The majority of the respondents (87.6%) were satisfied with various contents that are available on YouTube which ranked; they themselves are satisfied using YouTube (87.4%); they are satisfied with using YouTube to gratify their own needs and purposes (87.1%); they are satisfied in using YouTube to ease their everyday life (86.4%); they are satisfied with the effectiveness of YouTube usage (85.6%); they are satisfied with the video's postings on YouTube (84.2%); they satisfied that they saved a lot of time using YouTube in gaining knowledge (84.2%), and finally they are satisfied with the social networking services of YouTube (81.1%)

Overall, the majority of the students agreed (87.3%) with the notion of using YouTube to self-satisfy their gratification and needs ( $M = 4.364$ ,  $SD = 0.655$ ). The results imply that the respondents had a high level of self-satisfaction in using YouTube. Thus, the level of self-satisfaction in using YouTube among undergraduate students has been answered.



**TABLE 5**

One-sample t-test for self-satisfaction on YouTube usage

No.	Self-Satisfaction on YouTube Usage	<i>M</i>	<i>SD</i>	%	<i>t</i>	<i>p</i>
1	I am satisfied with various content that is available on YouTube.	4.380	0.792	87.6	19.776	.000
2	I am satisfied using YouTube.	4.372	0.719	87.4	21.680	.000
3	Overall, I am satisfied using YouTube to gratify my own needs and purposes.	4.357	0.758	87.1	20.320	.000
4	I am satisfied with using YouTube to ease my everyday life.	4.318	0.829	86.4	18.055	.000
5	I am satisfied with the effectiveness of YouTube usage.	4.279	0.829	85.6	17.525	.000
6	I am satisfied with the video's postings on YouTube.	4.209	0.890	84.2	15.436	.000
7	I am satisfied that I saved a lot of time using YouTube in gaining knowledge.	4.209	0.890	84.2	15.436	.000
8	I am satisfied with the social networking services of YouTube.	4.054	0.938	81.1	12.766	.000
	<b>Overall Self-Satisfaction on YouTube Usage (N = 129)</b>	4.364	0.655	87.3	23.666	.000

#### 4.6 Relationship between variables

Bivariate Correlation analysis was performed to measure the relationship between the social interaction motive, entertainment motive, information seeking motive with self-satisfaction. Table 6 shows the result where there is a strong and significant positive relationship between social interaction and self-satisfaction ( $r = 0.700$ ,  $p = .000$ ). Thus, hypothesis 1 (H1) is accepted. The next hypothesis testing was to find out the relationship between entertainment and self-satisfaction on YouTube usage where the result shows a positive and moderately significant value ( $r = .565$ ,  $p = .000$ ). Therefore, (H2) is accepted. Hypothesis 3 (H3) is to find out the relationship between information seeking usage and self-satisfaction on YouTube usage where there is a positive but weakly significant relationship between information seeking and self-satisfaction on YouTube usage ( $r = .340$ ,  $p = .000$ ). Therefore, H3 is accepted.

There was negligible relationship, yet significant for social interaction with entertainment ( $r = .160$ ,  $p = .035$ ) But, there is no relationship between social interaction with information seeking ( $r = .046$ ,  $p = .302$ ). For entertainment and information seeking, the relationship is significantly positive but weak ( $r = .247$ ,  $p = .002$ ). Hence, the second objective which is to determine the relationship between entertainment, social interaction, information seeking and self-satisfaction on YouTube usage has been answered.

**TABLE 6**

Bivariate correlation between self-satisfaction with social interaction, entertainment and information seeking on YouTube usage

Variable	Self-satisfaction (DV)	Social Interaction (IV1)	Entertainment (IV2)	Information Seeking (IV3)
Self-satisfaction (DV)	1			
Social Interaction (IV1)	$r=.700$ , $p=.000$	1		
Entertainment (IV2)	$r=.565$ , $p=.000$	$r=.160$ , $p=.035$	1	
Information Seeking (IV3)	$r=.340$ , $p=.000$	$r=.046$ , $p=.302$	$r=.247$ , $p=.002$	1
No. of cases (N = 129)				

#### 4.7 The Best Predictor for Self-satisfaction

Table 7 indicates the multiple regression analysis of social interaction, entertainment and information seeking motives on self-satisfaction towards YouTube usage using the stepwise method. The results indicate that Beta weight for entertainment in Model 1 is significant ( $\beta = .565$ ,  $t = 7.725$ ,  $p = .000$ ). In Model 2, the Beta weight for entertainment is reduced by .052 from Model 1 to Model 2. However, it is still significant with the highest Beta weight ( $\beta = .513$ ,  $t = 6.982$ ,  $p = .000$ ). The Beta weight for information seeking in Model 2 is significant as well ( $\beta = .213$ ,  $t = 2.906$ ,  $p = .004$ ).

Henceforth, the best predictor for self-satisfaction is entertainment as it shows that entertainment is significant and it has the highest value of Beta weight. At the same time, it appears in all models. However, social interaction does not appear in any model. Thus, it is not considered to be a predictor for self-satisfaction on YouTube usage. The third objective of this study which is to identify the best predictor for self-satisfaction on YouTube usage has been answered.

**TABLE 7**

Stepwise multiple regression analysis for determining the best predictor for self-satisfaction on YouTube usage

Model	Variable	Unstandardized Coefficient		Standardized Coefficient	t	p
		B	SE	$\beta$		
1	(Constant)	2.182	.287		7.616	.000
	Entertainment	.504	.065	.565	7.725	.000
<i>F=59.676, df1=1 df2=127, p; R=.565, R<sup>2</sup>=.320, R<sup>2</sup> Adj=.314.; F change= 59.676, df1=1, df2=127, p=.000</i>						
2	(Constant)	1.477	.369		4.002	.000
	Entertainment	.457	.065	.513	6.982	.000
	Information Seeking	.205	.071	.213	2.906	.004
<i>F=35.811, df1=2 df2=126, p; R=.602, R<sup>2</sup>=.362, R<sup>2</sup> Adj=.352.; F change =8.446, df1=1, df2=126, p= .000</i>						

#### 4.8 Discussion

This study employs the Uses and Gratification model. As UGT is an audience-centred theory in understanding why and how people actively seek out specific media to satisfy specific needs and gratifications, it is relatable with this study in understanding motives on YouTube usage among undergraduate students for self-satisfaction.

It was found that the hypotheses are accepted as they are having a positive relationship among them. There was a positive and strong relationship between social interaction and self-satisfaction on YouTube usage. This finding is consistent with an earlier study by [7] showing that users build interaction via YouTube by sharing content on other social media platforms such as Twitter or Facebook. It is also possible that users may share content by sending a link to their emails. For the context of this study, users would share the link or even videos via social networks such as WhatsApp and Telegram among friends and families. This study found a moderate positive relationship between entertainment and self-satisfaction on YouTube usage. This study supports the finding of a past study by [8] mentioned watching video becomes one of the daily activities and habits where people spend their leisure time. As this study focuses on undergraduate students, it can be stated that students entertain themselves by watching YouTube as relief from academic stress due to a high level of entertainment motives based on a one-sample t-test mentioned above.

Besides, this study found a positive but weak relationship between information seeking and self-satisfaction on YouTube usage. This result agrees with a previous study by [8] and [15] stated information-seeking motives have a positive and significant effect on YouTube usage. A study by [16] indicated that social media have become one of the important platforms for youngsters to get the needed information. In this context of the study, indeed respondents are using YouTube for information seeking based on positive relationships but relatively weak. The sample of the respondents might be using other online sources to seek information either for academic information or general knowledge.

Entertainment is the strongest predictor of this study. This result has been supported by [7] where entertainment served as a strong predictor of viewing videos. This result also confirms the findings of a previous study by Lampe et al. (2010) as cited in [7] in which entertainment was a predictor of users' participation on an online site. According to [17], entertainment was also found to positively influence social media interactivity in comparison to other motives. This is relatable with the context of this study where respondents entertain themselves by watching videos on YouTube.

## **5.0 Conclusion**

Based on the results of 129 respondents, it can be concluded that respondents are satisfied using YouTube in their daily life. The finding shows that entertainment motives and information-seeking motives are having a high level and are applicable most in giving satisfaction to the respondents whereas the students have a low level in using YouTube for social interaction. There is a relationship between all variables. Entertainment is the best predictor for self-satisfaction in using YouTube. All hypotheses are accepted in this study. This study has contributed empirical evidence that supports the Uses and Gratification model to understand motives in using YouTube for self-satisfaction. Uses and Gratification is the best model to be applied to this study based on the consistency of the finding with the past studies. This study indicates that undergraduate students are actively using social media in their life which has been reflected through the usage pattern and satisfaction on YouTube usage.

### **5.1 Limitation of the study**

The results of this study cannot be generalized to different universities in Malaysia as this study focuses on undergraduate students who are currently pursuing their Bachelor's Degree in UniSZA Gong Badak Campus with a small number of respondents. Besides, data collection is limited and made online via social media only as this study was conducted amidst the COVID19 pandemic. This study only employed a quantitative research design in which there might be another relatable motive that is not fully covered in the survey questionnaires.

### **5.2 Recommendation for future research**

Future study is recommended to widen the focus by covering the sample of different universities. In addition, comparison among different educational levels is highly encouraged as there might result in different findings. A big number of respondents are recommended to get a different result. Future research can apply the longitudinal study to explore how different environments can affect the user motives on YouTube usage. A mixed-method is recommended for future studies to explore more insights on this topic. It is highly suggested for future research to include the notion related to using YouTube for satisfaction in academic achievement.

## 6.0 References

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