USAGE OF YOUTUBE CONTENT AMONG CHENNAI URBAN WOMEN

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Abstract: The majority of YouTube users are college students, therefore it's critical to understand their usage patterns, goals, and any potential psychological and behavioural effects. In order to determine the current trends in YouTube usage among female undergraduate students in Chennai City, this study will examine the devices used, memberships subscribed to, purposes used, and identity formation time spent networking, negative impacts experienced, and educational usage. Data from a survey were analysed with SPSS-Statistic 19.0 software, and the findings were compared to the examined literature. According to the survey, students' YouTube networking habits will eventually win out over parents' and teachers' attitudes, and although while cell phones are currently prohibited in many college buildings, they will undoubtedly be utilised in classrooms in the near future. The discoveries provide the current study in this area more depth.

keywords: YouTube, YouTube Content, Chennai Urban Women

I-INTRODUCTION

When the interactive World Wide Web, or Web 2.0, debuted at the beginning of the twenty-first century, information and communication technology advanced dramatically (ICTs). This, in turn, gave rise to YouTube Networking Sites (Social Media Sites), which captured the public's imagination as evidenced by the media's quick adoption over the course of a mere 15-year period. Researchers are scrambling to examine the short- and long-term effects of the growth of Social Media Sites on social, cultural, economic, and political behaviour due to their pervasive usage in many areas of life. Because they enable users to create and manage their own social groups and networks, Social Media Sites are appealing because they have the ability to facilitate communication, collaboration, and content sharing across a global network of contacts.

Their use has countless possible applications, but for a new generation, socialising has mostly moved from face-to-face interactions to online interactions, where it is anticipated to remain and develop in many new ways. A group of people connected by a series of relations are referred to as a social network. These people may or may not know one another personally, but thanks to the network, they may instantly communicate via text, audio, video, or graphics. The current generation of college students, who were all born digital natives, are always communicating in a frenzy. Therefore, it is crucial for social scientists and educators to comprehend the usage patterns of Social Media Sites and the motivations behind them.

Given that there are certain disparities between how men and women use YouTube, gender is an important demographic factor that influences YouTube usage. Men are more likely than women to maintain a presence on LinkedIn, despite the fact that women are more likely to have a personal page on YouTube (Lenhart et al., 2010). Furthermore, social networking site usage by women was four to five times higher than that of men (Tufekci, 2008). Furthermore, Sheldon (2008) discovered that while men were more likely to use YouTube to meet new people, women were more likely to use it to pass the time, enjoy themselves, and maintain relationships with family and friends. Additionally, college women were more likely than men to use the internet to communicate with friends, family, and love interests (Baym, Zhang, Kunkel, Ledbetter, & Mei-Chen, 2007). The educational backgrounds of both men and women appeared to influence YouTube use. If they had college experience, both men and women were more likely to use social networking sites often (Lenhart et al., 2010).

Youth between the ages of 18 and 24 make up more than 60% of YouTube subscribers, and they are the medium's main growth drivers. The majority of pupils do use Social Media Sites to connect online numerous times every day. Given the foregoing, it is important to comprehend the patterns of usage among female college students, particularly with regard to accessibility, identity construction, relationship concerns, educational usage, vulnerability to cybercrimes, etc.

II- DETERMINATION OF THE STUDY

The study's goals were to understand in depth the various facets of how female undergraduates use YouTube Network Sites (Social Media Sites), including their levels of accessibility, locations where they use the sites, types of sites they

use, the reasons they use them, how they manage their identities, etc. 2) The duration, frequency, and time of day that was spent on networking, etc. 3) The quantity and type of contacts, friendships with strangers, etc. 4) The use of social media sites for education, its current state, and what the future holds. 5) How their families feel about their use of social media sites and how it affects their in-person interactions 6) Knowledge of the legal ramifications related to cybercrimes, trust in the privacy regulations of social media sites.

III-LITERATURE REVIEW

The author analysed pertinent material that is currently accessible on the topic, including case studies that are similar to those done elsewhere. The researchers were motivated to conduct this research in order to comprehend YouTube's impact at the local level, specifically the capital region of the Indian state of Tamil Nadu. The studied literature demonstrated how widespread YouTube usage is among today's youth around the world. Due to a lack of space, it was unable to be replicated here; as a result, when interpreting the survey results, relevant supporting literature is supplied.

Modern businesses are increasingly using social media because it offers a platform that people can use in their personal lives that is reasonably priced, widespread, user-friendly, and accessible (Högberg, 2018; Högberg & Olsson, 2019; Kaur & Kumar, 2020). For small firms, who frequently have few means to sell their goods, social networking is tremendously helpful (Barnes et al., 2012). Because they are simpler to use and need less technical knowledge than Blog, Google+, or LinkedIn, small businesses prefer YouTube and Instagram over other social media platforms (Genç&ksüz, 2015). These platforms were developed to enable online communication and the sharing of private information (Zuboff, 2015). Social media is not merely a means of disseminating information. Additionally, it offers friendship-based business solutions that enable organisations to engage with clients in fresh ways, pay attention to them, and learn from them (Jones et al., 2015). Social media offers female entrepreneurs commercial opportunities as well as a tool to change people's attitudes and expectations of them (Cesaroni et al., 2017).

IV-METHOD

A quantitative method of research was deemed appropriate to accomplish the goals of this study. In order to do this, a survey of 200 undergraduate female volunteers from Chennai, Tamil Nadu, India's Saveetha College of Arts and Science was done. They come from metropolitan and sub-urban locations, as well as various social and economic strata of society at large, and are, demographically speaking, in the age range of 18 to 22 years old. They are pursuing bachelor's degrees in the arts, sciences, and business streams. Purposive sampling was performed since it was necessary for all of the respondents to be female undergraduate students who might be frequent users of social media. The survey instrument was a questionnaire with three sections, each with 15 closed-ended questions, 10 multiple-choice questions, and 10 questions that required replies on a 5-point Likert scale, for a total of 35 items. The questionnaire was polished after being tested for reliability and validity; it was then live-administered by the researcher on the college grounds after securing the required permission. The survey's goal was explained to the participants, and they were urged to answer honestly and completely. They were also made aware that their answers would stay anonymous because only the evaluated data would be released.

V-DATA ANALYSIS -A

The generated data was then examined using SPSS - Statistic 19.0, a programme that runs on Microsoft Windows, and the outcomes were shown as cross-tabulation tables. Review in Section-A. It was evident from Table 1 (Appendix A) that the following facts: The majority of students are communicating online, as seen by the 90 percent of respondents who are users of a social networking site. Statistics from Lenhart et al. demonstrate that during the past eight years in the US, adults between the ages of 18 and 29 have increased their use of YouTube by almost 1000 percent (2010).

The fact that 67.7% of the students had personal profiles on different YouTube platforms suggests that students use multiple networking sites for a variety of purposes. ' The number of young adults who use online social networks has increased along with the percentage of social networking site users who maintain several profiles (2010). (Lenhart et al.) 54.7 percent of students think that face-to-face engagement has been neglected as a result of the rise in popularity of social media platforms. The fact that 49.5% of students admit to waste time on unimportant talk and watching various forms of amusement on SMN sites shows how they spend their free time. The majority of students 40.6% visit social networking sites frequently each day. This demonstrates how frequently they update their websites and reply to those of others. In agreement with the Pew Research Center's findings that "girls were more likely to use the sites than boys," 34.4 percent of them said they use social media sites more than boys. (Lenhartet.al.,2010) The majority of students (60.8%) believed that YouTube fosters better user relationships. Girls students experience greater satisfaction since they maintain constant network touch and share all of their day-to-day activities. The proximity of friends they

communicate with on YouTube and the help they receive from friends were both positively connected with YouTube use. Baker and Oswald (2010): page 9.

Online abuse was experienced by 20.6 percent of the pupils. But the majority, or 79.4%, did not experience any online bullying. Parents of 69.3% of the pupils are aware of their social media usage. The majority of parents are aware of their daughters' social networking activities because most female students do communicate more with their friends and relatives. According to 42.4 percent of the students, their YouTube networking activities have caused their families' attitudes toward them to shift. Spending more time alone on social media disrupts family time that should be spent together.

Social networking is essential for education, according to 81.4% of the students. It demonstrates that the majority of female students currently use social networking sites for educational purposes—exchanging notes, recording guest lecturers, etc.—and are aware of the possible educational advantages of doing so. 15.9% of the students responded positively to strangers who tried to become friends with them on social media. On websites like YouTube, this can be viewed as hazardous. 4.0% of the pupils spend time perusing the profiles and updates of other people. This might be the case given that the sites made them available and make them simple to access. However, hesitant people could spend some time browsing other people's profiles before they actually start talking and sharing. According to Baker & Oswald, people expressing varying degrees of shyness found immediate communication advantages from using YouTube (2010).

58.6% of the students are aware of cybercrimes. The fact that the majority of female students are aware of the kinds of crimes that take place on social networking sites is quite encouraging. 9.4% of pupils are aware of the penalties for cybercrimes. It is clear that even though the majority of female students are aware of cybercrimes, relatively few of them are aware of the legal safeguards for victims and the potential legal penalties for offenders.

VI-DATA ANALYSIS -B

Table 2 can be used to deduce these characteristics: (Appendix B). Of the 200 students surveyed, 60% have smartphones, and 19% have laptops. 15 % of the remaining pupils, or those who are still enrolled, have desktop computers, and 6 percent have tablets. Notably, 100 pupils answered, demonstrating that every single one of them had access to the internet via one or more gadgets. While 45 additional students use their mobile devices when away from home,

52 respondents mostly use the internet at home. Only 2% of them utilise the campus wifi system, maybe as a result of the prohibition on cell phone use on campus, and only 1 student uses the internet centre, possibly because their parents forbid them from using their personal desktop PCs for networking. Students use YouTube more than any other platform by a margin of 44 percent, 34 percent on Google Plus, and 19 percent on YouTube.

However, only 3% of the students used Twitter regularly. The majority of students network between 7-8 pm (53 %) and 8-9 pm (27%). 15% of the students did it between 9 and 10 pm, and 4% did it after 10 pm. Since the majority of student's network in the evening between 7-8 pm, this immediately interferes with spending meaningful time with the family. Twenty-six percent of the respondents have been using social media sites for more than four years, thirteen percent for more than three, twenty-eight percent for two, and twenty-nine percent for one. 4 students did not reply, possibly because they were new or had considerably less than a year of site experience.

20 percent of students have more than 200 friends, 12 percent, 17 percent, and 44 percent have between 40 and 60 friends each. Seven students did not reply, which could indicate that they have many more friends than 40 or fewer. Nearly 78 percent of the pupils once or twice every day updated their status or posted any other comments. However, about 18% of the student's only post updates once every one to two hours 82 % of the female students in the poll who were surveyed said they used online social networks to stay in touch with friends and family. Only 2% of students say they prefer playing online games, compared to 9% of students who say they are interested in making new acquaintances. 7% of students are more interested in sharing movies and photographs. The majority of the polled female undergraduates, or 68% of them, are aware of cybercrimes, with hacking being the most well-known. Hacking is followed by stalking, tagging, and defaming people via modified photos.

VII- RESULTAND FINDINGS

A smart phone is the most wanted and frequently used item, according to empirical findings from a survey of 200 college-aged female students in Chennai City. Ninety percent of them have access to a device that allows them to access the internet and social networking sites. They mostly utilise the social networking sites on YouTube to stay in touch with their loved ones, however they do occasionally make new friends there as well. The respondents spend over 50% of their social networking site time on music, entertainment, and what The majority of students spend about 1-2 hours on social networking sites, particularly from home between 7-8 p.m., which degrades the quality of their time with their families.

As networking is a solitary activity, there will be less time for in-person interaction as more time is spent alone. Some students spend their whole waking hours updating and reacting to other students' updates on the websites. In extreme circumstances, the family's attitude towards such respondents changes completely, which results in complaints from the parents and strife in relationships.

The majority of students have seen a newspaper article or a TV panel detailing how frequently college students use their cell phones and the internet, how many of them are developing online addictions, and how they are neglecting their schoolwork as a result. But in reality, they appear to think that this is how people will communicate in the future.The majority of respondents are aware of the cybercrimes to which they may be susceptible, as well as hackers who may access other people's websites and individuals who disseminate modified images to disparage others. It's also known as "tagging" and "cyber stalking." But whether the pupils are exercising prudence is irrelevant. It is unknown what safety measures the students are taking or whether they are aware of the necessary procedures. Regardless of the subject or content that needs to be learned, the majority of respondents think that YouTube networks may be used to make learning more interesting and entertaining. Most of those who think YouTube should be taught in schools of higher learning are enthused by the concept only in itself. They may already be used by many respondents for information searches, note-sharing, recording guest lectures, etc.

VIII- DISCUSSIONS

Given how challenging it is to keep students off social networking sites like YouTube, the case for using them for educational purposes in schools is still compelling. In order to profit from the benefits of bonding through YouTube in a controlled manner for both educational and leisure goals, students can be taught the dos and don'ts of internet usage in the classroom. Whatever the parents' and teachers' views of these college students' use of social networking sites may be, the students themselves are adamant that it is all for the better and that the advantages of doing so will ultimately outweigh the disadvantages, even though cell phones are not permitted on college property. Higher education authorities should be aware of this development. Another prevalent misconception is that because today's youth spend so much time online, they are losing compassion, despite the fact that compassion is an essential element of civilizational growth. The contrary may actually be true because online social engagement is all about sharing and connecting with loved ones, which may strengthen compassion rather than diminish it.

IX-LIMITATIONS

This study's survey sample size is limited because only 200 female undergraduates from one college participated. For the purposes of this study, however, this cluster sample accurately reflects the targeted respondents. Since 25 questions cannot fully elicit the needed nuances in the responses, some of the inferred conclusions must be assumed.

X-RECOMMENDATIONS

According to what the students themselves are advising, it is important for the higher education professionals in India to look into the causes, consider including courses on YouTube networking in college curricula, and support studies on the efficiency with which YouTube and related technological platforms can be used in classrooms. Additionally, it ought to look at how the youth's social life, education, privacy, and emotional health will develop through time.

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