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MOTIVATIONS AND SATISFACTION: A STUDY ON YOUTUBE USE

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LIST OF ABBREVIATIONS

Uses and Gratification Theory

U&G

User-generated Content

UGC

Abstract

Nowadays, young people especially children love to spent time on YouTube. However, The Malaysian Communications and Multimedia Commission (MCMC) showed 45.3% of Internet user that visited YouTube in 2017 which ranking in third place among 10 social networking site as a video sharing platform that children spent more time on it. This study aims to evaluate the relationship between the use of YouTube and the children's satisfaction. Besides, researchers also examine the relationship between motivations and satisfaction of children's use on YouTube. Uses and Gratifications theory is using to examine the motivations and satisfactions of YouTube use among children. Quantitative method is chosen for this study by to distributing a total of 152 questionnaires to children aged 10 to 12 years old from two primary schools in Kampar area – SJK (C) Kampung Bali and SK Methodist ACS Kampar. Consecutive sampling method is adopted in selecting sample. Throughout this study, the main motivation for children to use YouTube is information seeking, followed by entertainment and convenience of YouTube use. Thus, a strong and positive relationship is found out between motivations and satisfaction of children in this research. In this study, students and teachers are the main beneficial since YouTube can contribute to learning and teaching process since the findings of this study is information seeking, teachers can engage YouTube in learning and teaching process.

Keywords: YouTube, Children, Motivations, Satisfaction, Uses and Gratification theory (U&G)

CHAPTER 1

INTRODUCTION

1.0 Introduction

In this chapter, the researchers have study on the background of YouTube through the past studies on such topics. Through the past research, the problem statements and research gap also been identified. Moreover, the objectives and questions of this research also been listed in this chapter in order to understand and make sure the progress while doing this research. This chapter also defined the research's significance and scope of study which to know about the intention of this study clearly.

1.1 Background

Since the establishment of social media, there are greater changes in the academic and media landscape of the mass communication aspect (Rahman & Hassan, 2015). In that generation, people are adapted for using social media for variety purpose such as business communication as well as personal communication (Rahman & Hassan, 2015). According to Rahman and Hassan (2015), social media is an application which allow the user to formation and exchange of user generated content through internet.

YouTube, one of the top popular video channels in the world, which enables user to upload and subscribe preferred videos (Holland, 2016). YouTube was first launched in 2005 and became one of the successful websites in the history of the internet (Ace, 2016). YouTube only rank behind Google and Facebook and it shows no sign of slowing down to catch up (Fitzpatrick, 2010). Furthermore, YouTube is the online video website with 4 billion hours' watch by users each month and around 72 hours of video uploading in every 60 seconds (Alias et al., 2013).

Holland (2016) also mentioned that validity of YouTube user-generated content videos is one of the reasons that motivate younger viewers to watch YouTube (Holland, 2016). User-generated content is referring to the content create and transmit through social media such as text message, videos and pictures regarding any form of information or content (Rahman & Hassan, 2015). There are a large number of video clips on YouTube which represent the user interest such as educators, scholars and researcher with a platform of growing academic (Alias et al., 2013).

YouTube had slowly replaced the traditional media such as television and radio and become alternative for the young viewers (Dredge, 2015). According to *The Star Online*, teen tech users around the world spend most of their time in using smartphone or a computer (Rose, 2018). Furthermore, smartphone use increases steadily with age, increase from hour per day rapidly until their adulthood (Rose, 2018).

In UK and Ireland, YouTube had launched YouTube Kids app as they are targeting the younger viewers (Dredge, 2015). However, it is necessary to prevent children from seeing inappropriate videos and advertisement, as well as being involved in toxic comments section which called cyberbullying (Dredge, 2015). To overcome this issue, YouTube videos are trying to use child-oriented search terms which evade the company's attempts to control them (Orphanides, 2018).

Meanwhile, Malaysia's Google also developed the YouTube Kids apps in 23rd of February 2015 (Burroughs, 2017). YouTube Kids, mainly function as a safe platform which parent can reassurance for their children to watch or subscribe to any channel ("YouTube Kids app", 2018). This app is very user friendly since it allows iOS and Android smartphones or tablets to download it from Google Play and Apple's App Store of iOS ("YouTube Kids app", 2018). Since this app was designed for children to

use, it has included many convenient functions such as parents give authority to choose from a variety of channels that suitable for children, each channel or topic can be selected individually by parent. Furthermore, the account only can be created if the children are eight-year olds or above (“YouTube Kids app”, 2018). Lastly, parent also allow to blocked or report any channels or video content that inappropriate for the children to watch (“YouTube Kids app”, 2018).

Motivation is defined as the willingness and desire lead the particular behaviour (Lai, 2011). According to Lai (2011), the researcher concluded that motivation is causing by many different factor such as beliefs, perceptions, values, interests and actions. Furthermore, motivation also play an important role in U&G theory. In U&G theory, the audiences are active is the main concern and the motivations of audience is the main reason for them to be active in behaviours taken to achieve satisfaction (Al-Menayes, 2015).

1.2 Problem Statement

Television remained the leading platform in 21st century but internet is trying to surpass the television continuously (Dunn, 2017). Internet can get the latest information immediately as long as internet connection is available. After the inception of internet, YouTube was established and became one of the potential commercialization platforms (Fitzpatrick, 2010). Nowadays, children are born in generation of advanced technology which they can easily access to YouTube (Westenberg, 2016). The Malaysian Communications and Multimedia Commission (MCMC) showed 45.3% of Internet user that visited YouTube in 2017 which ranking in third place among 10 social networking site which included Facebook, Instagram, WeChat Moments, Google+,

Twitter, LinkedIn, Snapchat, Line Timeline, and Tumblr. (Malaysian Communication and Multimedia Commission, 2018).

Based on the research, 6 out of 10 influencers are YouTubers which aged between 13-18 years old (Westernberg, 2016). According to the research of Ofcom in UK, among the aged group of 8 to 11 years old, there are 81% of children using YouTube, 23% of them were stated that they use YouTube to watch funny videos and prank videos, 18% of them use YouTube to watch music videos (Ofcom, 2017). Besides that, there are 90% of children using YouTube among 12 to 15 years old, and 26% out of 90% said that they use YouTube to watch their favourite music videos.

According to Blackwell, Lauricella, Conway, and Wartella (2014), they used national sample to collect data from 442 childrens among 8 to 12 years old. Result showed that YouTube and Facebook are the most popular social networking site for them (Blackwell, Lauricella, Conway, & Wartella, 2014). This is because YouTube is the primary sources for children expose to violent and pornography (Soukup, 2014). According to Livingstone, Kirwil, Ponte, and Staksrud (2013), there is a percentage of the content related to risks that children mentioned is Pornographic or sexual content which obtained 19.6% followed by violent or aggressive content which having 15.3% by using video-sharing sites (Livingstone, Kirwil, Ponte, & Staksrud, 2013). The time for 8 to 11 years old spent for internet was around 13 hours 30 minutes per week and spent 10 hours on gaming and using mobile phone (Ofcom, 2017). For the children between aged of 12 to 15, they spent the most time compare to other age group which per week which is around 21 hours, 18 hours of playing mobile phone and least time on gaming which is 12 hours (Ofcom, 2017).

YouTube provides a platform for users to create, share and view information (Hanson & Haridakis, 2008). Recently, YouTube becomes a popular commercialization medium around the world as long as they have basic photographic equipment such as smartphone, and digital camera (Holland, 2016). The users can decide the contents of the video according to popular trends. In order to gain more profit, there are many low-quality video contents appeared on YouTube randomly. Due to the freedom of creating contents, it can cause information misleading to public (Weaver, 2018). According to the reporter from Malaymail, the Google Malaysia managing director Sajith Sivanandan indicated that Malaysians access to YouTube is more than television (“Malaysians watch more”, 2016). Television able to filter the inappropriate content to the viewer while YouTube allowed users to post anything even that is not the truth of the information. However, children spend more than 11 hours on YouTube per week and they may be seeing the misleading content since they are spent more time on YouTube (Westenberg, 2016). Hence, the researchers of this study inquisitive the purpose of YouTube use among children.

The second purpose of conduct this study because there are limited specific YouTube research on children’s satisfaction can be found in Malaysia or even other country. The pass studies that found usually study on social media but not focus on YouTube. Moreover, the researchers of this study only found the statistic by age of YouTube use recorded in United Kingdom and the limited information and source can be found in Malaysia based. The statistic of the Internet user in Malaysia 2017 only can be found from a report of Malaysian Communications and Multimedia Commission (MCMC). Besides, the statistic that can be found in Malaysia mainly focuses on the teenager or students in universities or colleges. Based on the past studies, researcher from United States mentioned that is less data source and most of the topic are more

focus on children's attitudes (Soukup, 2014). Also, the past studies were more focused on adolescents and youth rather than younger children about the use and impact of the internet (Pawelczyk & Singh, 2014; Shariff & Kosmin, 2012). Therefore, the researchers of this study decided to study about the YouTube use among children in Malaysia. The researchers hope that their research may be beneficial for other research as the reference to some related topic or study.

1.3 Research Objective

1. To examine the motivations of YouTube use among children.
2. To evaluate the relationship between the use of YouTube and the children's satisfaction.
3. To investigate the relationship between the children's motivations and satisfaction on YouTube.

1.4 Research Question

1. What motivate children to use YouTube?
2. Will YouTube use significantly affect the children's satisfaction?
3. Will children's motivation significantly affect their satisfaction on YouTube?

1.5 Scope of Study

In 21st century, the establishment of social media brings greater changes in mass communication aspect. Most of the people using social media for various purpose such as business communication as well as personal communication. Meanwhile, the famous

online videos platform, YouTube was launched in 2005 which offered vast array of videos through Internet for entertainment, education, information seeking and socialization. It is a worldwide video-based website which allowed the users to create and exchange user-generated content online. Consequently, the researchers will conduct research in two primary school which are SJK(C) Kampung Bali and SK Methodist ACS Kampar. The primary school students who aged between 10 to 12 years old as the respondents in order to examine the motivation of using YouTube and evaluate the relationship between the use of YouTube and the children's satisfaction.

1.6 Significance of the study

For education aspect, academic staffs can take this study as the guidance for them to improve the learning method for primary school children. Nowadays, people are dealing with the high technology in their daily life behaviours. Moreover, *The Star Online* also mentioned that young children nowadays take technology devices such as smartphone as the source of meaningful context and for real life (“Integrating Technology into”, 2018). Therefore, internet should implement in education for children in their learning process since the internet can help them in information seeking and as the source of socialization. From the same source, they emphasized that trained teacher should adapt to the advance of internet in order to teach the children to use internet for education purpose (“Integrating technology into”, 2018). Education Minister Dr Maslee Malik also indicated that students should enjoy their learning process instead of spent their time in tuition class or even examination (Menon & Priya, 2018). Perhaps the academic of primary school can consider to implement the internet as the learning medium to make the process of learning more enjoyable and interesting for students.

From a report, the research stated that one of the audio-visual contents is cartoon content which much more attracted to children from learning academic in traditional ways (Habib & Soliman, 2015). Since the late of 1800s, cartoons became a part of cinema history that made by animation (Oyero & Oyesomi, 2014). Oyera and Oyesomi (2014) stated that cartoons became the most important entertainment for Nigerian Children because of the interesting content of cartoons. This is because the cartoon content has the attraction written storyline, audio and visual effects (Habib & Soliman, 2015). This content able to let children learning the knowledge more better in the classroom (Habib & Soliman, 2015). According to James York (2011), when children is learning, listening required to answer, make conversation and interaction. When audio-visual is adding into education, they will show illustrate body language, or nonverbal communication, paralinguistic information, which able to assist their comprehension (York, 2011). Such claim also reinforced by York (2011) saying that when visual is combine with speaking, the comprehension of a children will have the improvement. The audio-visual also able to help in visualize the word of meanings because it dramatizes meaning of a word (York, 2011). Besides, research also showed that children are actively users in YouTube (Tur-Viñes et al., 2018). Furthermore, Dr Maszlee Malik even has plan to abolish the UPSR for primary school students. In this case, it shows how important that the Dr Maszlee hope students can enjoy their learning process instead of the stress from homework and examination.

In addition, YouTube also will be benefit because this research focus on the motivations of children to use it. In a research that completed by Dredge (2015), he found out four out of the five are the most popular channels in YouTube which targeting children as their main concerns. YouTube earn their profit by advertise from the firms, the more video upload on YouTube; the more firm will look YouTube for advertise

their business. After this research, perhaps YouTube can know what is their strength and opportunity in the future. They can start to organise more interactive meeting among the active YouTubers in order to produce more video based on children's interest. This will lead to the win-win situation by which YouTube can earn their profit from firm while YouTubers also gain their profit as well as the subscriptions they want.

This study also contributes to the mass communication students. Mass communication students can refer to this study as their future research paper. Perhaps in future, they may need some guidance for their research which relevant to their aspect of study. Since there is limited study which concerns on the motivations of YouTube use among children, the researchers hope that this study will benefit to students from mass communication field who want to research based on Malaysia context.

1.7 Conclusion

To conclude this chapter, the background of YouTube has been explained clearly. For the problem statement, there is limited specific YouTube research on children's satisfaction because there are a lot of past research focus on social media. Besides, the statistic by age that using YouTube only recorded in United Kingdom. The objectives of conduct this research is to examine the motivations of YouTube use among children and evaluate the relationship between the use of YouTube and children's satisfaction. The research questions also been listed in this chapter in order to investigate the motivations of using YouTube and use of YouTube that significantly affect the children's satisfaction. The researchers also included the advantages of YouTube towards education aspect and the scope of conducting this study.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter consists of the review of past research about the motivation of using YouTube, social media use and satisfaction. This chapter also introduce a useful framework which is U&G theory that will be conduct in our research. It interprets an individual purposely use YouTube to fulfil certain needs. This also followed by highlighting the contribution of the present study and research gap of this study.

2.1 Definition of YouTube

In 21st Century which technology advancement generation, a vast array of website was carries out the feature of social network sites (SNS) (Lange, 2007). YouTube, an online videos platform that offered user-generated content and comprehend with the aspects of social media (Chang, 2011). In 2005, people started to create videos and experience the large amount of videos which ranging from viewing to sharing in order to boost up and maintain the social relationship through YouTube which founded by Jawed Karim, Chad Hurley and Steve Chen (Alias et al, 2013). In October 2006, Google purchased it with 1.65 billion dollars and YouTube is one of the website that provide service which aimed to reduce barrier of technical in order to convenient for users to create, upload and share videos online (Burgess & Green, 2009). It developed and transformed into career platform from an online video sharing website which provide job opportunity for the video content generators in mainstream media (Holland, 2016). Holland (2016) also

mentioned that YouTube only required low level of technical knowledge for users to operate in order to get the information easily.

YouTube, the world's famous web-based videos platform which increase in popularity and visibility over past five years (Fleck, Beckman, Sterns, & Hussey, 2014). It has been defined as video-sharing website that having generous information in cyber world which captured global attention due to the increase in amount of YouTube video continuously (Lai, 2013). Therefore, YouTube users can set up an account to assess in vary degrees of videos according to their particular needs and keep the selected videos to the account (Mullen & Wedwick, 2008). Apart from that, personal profile page also provided in YouTube which enable users to owned their user-generated content channel and social interaction with worldwide users (Lange, 2008). YouTube also keep exploring the new feature in order to bring the new look to user, there are many features that currently experimenting such as allowing users to swipe and go to next video, displays a row of suggested videos which next to watch in full screen mode and mobile users can speed up or slow down video playback (Southern, 2017). For iPhone YouTube app also designed a new tab to help users to encounter the videos they may not have discovered on their own. Tom Leung, Director of YouTube's Product Management was mentioned in a video: Exploration is to expose the different things that you might not otherwise encounter, but they are still personalized based on your preference (Southern, 2018).

YouTube is one of the platform which indicated the importance and power of personal branding through video-sharing online (Tarnovskaya, 2017). It offered opportunity for YouTubers to introduce and promote their personal brand through their channel with self-generated content videos which demand their video-editing,

marketing and communication skills (Pace, 2008). Maybe most of the videos are seemingly poor quality or odd but it may serve as an important social functions and interaction (Lange, 2007; Nardi, 2005). Study of Lange (2007) and Nardi (2005) also stated that there is no technical criteria judgement based on their utility and it often accessed according to the particular platform bandwidth or quality of information. Many of users might think that the uniqueness and creativeness of videos is important, on the contrary, the needs of clearly explanation in message is crucial because it might influence the understanding of the content that create and share (Tarnovskaya, 2017). Hence, research of Tarnovskaya (2017) also stated that most of the YouTubers have risen their popularity in order to advance their career and have a successful outcome which meet their initial goal of their self-exposure on social media.

Although most of the YouTube videos content is mainly for entertainment purposes but it also included the educational content (Fleck, Beckman, Sterns, & Hussey, 2014). Despite the YouTube videos content has been criticized as unverified and controversial, there still have large scale of people make use for scholarly instead of relies on their library or CD/DVD collections (Lai, 2013). For Instance, YouTube EDU as an educational hub was created in 2009 that offered lectures, courses, and examples. It commonly used by professionals and non-professionals in a variety of fields. Besides, the study of Fleck, Beckman, Sterns and Hussey (2014) examined that there are advantages of using media in classroom and supported by Blended Learning Theory as well as Information Processing Theory which clearly demonstrate YouTube's intentional integration will advance students in creating positive outcomes.

In addition, there also have evidence suggests that YouTube as an educational tool has extended to the medical field (Clifton & Mann, 2011; King et al, 2009). Hence, many health-related videos arise on YouTube in order to increase the sense of health-

related empowerment and the knowledge of health information (Park & Goering, 2016). Survey that conducted by Park & Goering (2016) revealed the implications of health care professionals convey their information about health-related topics through YouTube in order to empowering users' health that has been discussed. Pew Research Center was conducted survey on 2009 and 2013 which indicated that the rate of accessing health-related information through Internet in United States was became famous with adult Internet users 72% and nearly 50% for between 50 and 92 ages (Fox & Duggan, 2013; Hall, Bernhardt, & Dodd, 2015). Due to the widely used of online health-related information, the motives and application use of YouTube is vital (Park & Goering, 2016). Research of Frohlich and Zmyslinski-Seelig (2012) and Naslund et al. (2014) also indicated that functionality of YouTube in providing social support and dissemination of specific diseases or health procedures (Briones et al., 2012; Hayes et al, 2014; Strychowsky et al., 2013; Tian, 2010).

2.2 Motivations of using YouTube

YouTube, as a video sharing platform has become the most famous video channels in the world (Olasina, 2017). Since YouTube has launched in 2005, it has become symbolize of video sharing platform for internet users (Franch, Dus, & Blitvich, 2012). Internet is a platform that changing society social lives (Chang, 2011). The facility has bring out more attention as a social networking site (SNS) of cultural production (Franch et al., 2012). YouTube has over one billion users that contain the amount of one third in the internet. YouTube has been release over 88 countries and 76 different languages provided around the world (Tur-Vines, Nunez-Gomez, & Gonzalez-Rio, 2018). YouTube allows the subscribers to follow and manage a record of subscribers that watch the videos that like (Olasina, 2017). In 2005, YouTube is just a video sharing

platform that user able to publish their videos through online, but now YouTube has develop itself into a entertainment industry (Holland, 2016).

There are 3.2 billion who are internet user in the world and above one billion is using YouTube (Holland, 2016). There are one of three children in every internet user (Araújo et al., 2017). The one billion of user who access YouTube has included children (Holland, 2016). In the early of develop of internet, views online video is one of the activities that done by children (Elias & Sulkin, 2017). This has resulting that YouTube has become one of the high popularity of video platform targeting children (Elias, & Sulkin, 2017). Watching video has become one of the daily activities for children in daily life (Tur-Vines et al., 2018). Researcher was found the internet become one of the children entertainment in their life (Tur-Vines et al., 2018). Besides, although television is still one of the screen viewing for children, United States conduct a survey that touchscreen devices are the primary choice for children for viewing the video by online platforms such as YouTube. The online viewing video has surpass the television (Elias & Sulkin, 2017). Nowadays, YouTube has replace and become another traditional children's Television (Araújo et al., 2017). YouTube as a part of social media has been more prefer by people than traditional media Television. According to Chen (2014), traditional media like Television, viewers can only sit there and watch but social media are more different. Social media can be a part of the show for people that able to give freedom to perform yourself by entertaining to society (Chen, 2014). YouTube able to assist eliminate the emotion of fear for a people and it bring a space that able to express their feeling (Ensour, 2015).

YouTube not only being use as the video sharing platform, people also use it as the information-seeking platform. A research done by Whiting and Williams (2017), 80 percent of respondents of their research found to be using social media to seek

information. They also mentioned that the information that they seeking through social media is about sales, products or information about businesses (Whiting & Williams, 2017). According to Rosenthal (2017) and Whiting and Williams (2017), both of them label this phenomenon as self-education or so call free-choice learning. Self-education or free-choice learning can be related to motivation since the users inspire by the intrinsic motivation to use social media for information seeking or learning (Rosenthal, 2017). Moreover, a lot of academics and students they are prefer YouTube as the resource for information instead of look information from the physical CD or DVD or even reply on library (Lai, 2013). Meanwhile, Khan (2017) stressed that the motivation of YouTube users for information seeking usually refer to someone who has high personal involvement to YouTube such as by liking or disliking videos and commenting on them. They believe by left their comment or liking the videos, they able to get the information that they need (Khan, 2017). For instance, YouTube also allow their users to upload or searching information videos regardless in any form of medium (Khan, 2017).

Moreover, YouTube are able to motivate children because it provides vast information about hobbies and creative activities (Martínez & Olsson, 2018). One of the reason that motivate children to use YouTube is YouTubers also known as *microcelebrities* (Martínez & Olsson, 2018). YouTuber Felix Kjellberg, which channel name as “PewDiePie” who mainly stream video games (Holland, 2016). Today, he has over 40 million subscribers in his channel due to the forming of strong relationship between the viewers (Holland, 2016). The YouTubers known as *microcelebrities* have the power to form a stability of loyal fans (Holland, 2016). Children are being motivated to use YouTube because they were born in the era of Net Generation with digital environment (Gustafsson, 2012). Many of the children now own a personal digital

device such as tablet, games console or smartphone (Ofcom, 2016). The technology that developed giving them able to access various kind of social media easily especially YouTube able to access when connected to the internet (Tur-Viñes et al., 2018). They can access to YouTube at any place and any time (Elias & Sulkin, 2017). The technology can do almost everything for example, express their feeling, sharing, entertainment, education, and follow up their interest in their life (Tur-Viñes et al., 2018).

A report showed that YouTube, compare to other video platform such as ITV and Netflix have the most recognized brand to the children because they well known YouTube more than other two video platform ITV and Netflix (Ofcom, 2017). The providing of wide range content of YouTube able to let the user search for video that they interested (Holland, 2016). For example, the wide range content provide from YouTube are amusing, such as the challenges which are like tasting hot pepper, and prank are becoming one of the motivation of children to use YouTube (Elias & Sulkin, 2017). Notwithstanding YouTube provide such content, but the most favourite video for children are unboxing videos (Elias & Sulkin, 2017). The unboxing videos are famous video content to children because the videos has over millions of views and ten millions subscribers from YouTube users (Common sense media, n.d.). Unboxing videos is to unbox different type of products from the box to open (Elias, & Sulkin, 2017). According to Elias and Sulkin (2017), unboxing videos draw attention from children because it reflects a mystery when opening the boxes. They enjoy in mystery and cliff-hanger, specifically when they are able to predict the outcomes (Elias & Sulkin, 2017). One example that showed that children are favourite in Unboxing Videos because one of the YouTube videos showed unboxing a Kinder Surprise Eggs has over hundred millions of views (Elias & Sulkin, 2017). The report also stated that YouTube

is the first video platform that children will turn on because it provides video that reflect their lives (Ofcom, 2017). The content of the videos able to let them entertain and socialization (Ofcom, 2017). For example, YouTube enable the users to have common topic to share, make them fun or innovation and creativity, and able to help them to release stress (Ofcom, 2017). Children using YouTube because this medium provide many availability (Zilka, 2018). YouTube is immediate, available, mobile, and accessible from any digital devices in their life and it has become a part of the daily routine (Zilka, 2018). They watch YouTube because the videos content on YouTube are enrich, diversity and unique (Zilka, 2018).

YouTube is also a user-friendly video sharing platform. YouTube has provided an understandable, combine interface that users are allow to upload, publish and watching live streaming videos with easily (Holland, 2016). For example, the easy interface of YouTube enables toddlers to play next video on playlist provide most convenient ways to view videos that can repeating watching (Elias & Sulkin, 2017). This reason showed that YouTube become prevalent with children (Elias & Sulkin, 2017). After YouTube has been acquisition by Google, Google has develop YouTube from a video sharing platform website that spare time and advertisement free videos were publish to an online station evolved into a commercialized and professional videos site (Holland, 2016). The popularity of YouTube has delineated the attraction of creating content that grant users to initiate as a hobby in order to become an income for them (Holland, 2016). YouTube a video-sharing platform as a part of social media able to let the users making interaction and most of the time children has spent in their social lives (Tartari, 2015). It has the ability to make communication between other people in order to establish relationship, sharing information and knowledge that reflect their demand and activities in their life (Tartari, 2015). Ensour (2015), was found the reason

why YouTube attract children among two communities Hashemite Kingdom of Jordan (HKJ) and Kingdom of Saudi Arabia (KSA) because it is interaction, adaption and low cost.

2.3 Social Media Use and Children's Satisfaction

Social media has become powerful since the people nowadays make it a habit such as wake up in the morning will open the social media first before they go brush teeth or even start to concern about anything on social (Kamil, 2015). There is a statistic recorded which indicated that the world's social media use was rise 18 percent between the year of 2013 and 2016 (Brown, 2017). Based on this statistic, the people now spend almost two hours per day on surfing social media (Brown, 2017). More valid data found that, the frequency of social media use has increased rapidly accompany by the frequency of Internet use (Sahin, 2017). Social networking site is define as the ability for the users to socializing, learning and communicating (Tahir, Husin, & Malim, 2016).

However, the longer the time you spent on social media, the higher chance for you to get social media addiction. Social media addiction is referring to someone who spends too much time on social media such as Facebook and YouTube ("Social Media Addiction", n.d.). Social media addiction will lead a lot of negative impacts to the addicts such as waste their time and effect on their daily behaviour ("Social Media Addiction", n.d.). The higher the level of social media addiction, the less they will satisfy (Sahin, 2017.). Malaysia is ranked as the highest users of social media among Asia Pacific country (Ahmad, Ismail, & Nasir, 2015). Malaysian Communication and Multimedia Commissions (MCMC) had recorded in 2010, 80 percent of the higher income family in Malaysia using nine of the top 20 social networking sites. For example,

Yahoo!, Facebook, Google, YouTube and Blogger (Hamid, Ishak, Ismail, & Yazam, 2013). The Sun Daily also reported that, teenagers are keep update to social networking site by checking the notification more than 10 times a day.

According to NET ADDICTION, some of the teenagers get addicted to social media because they use social media to look for their personal identity which they could not found in real life (“Social Media Addiction”, n.d.). They found that social media can make them feel happy and fulfil their satisfaction is the main reason why there are so large amount of teenagers diagnose as social media addiction. There is some support from the similar reason why young people more easily to addict to social media. The reason is social media act as the platform for them to express their personality in order to prove their identity presentation (Arslan, Cetinkaya, Gul, & Kirik, 2015). On the other hand, people use social media to engage in different types of purpose like entertainment, socialization and communication (Sahin, 2017).

Furthermore, Dogan (2016) also stated that the main reason for youth and tertiary students using social media as the tool to keep in touch and meeting with friend. And this data was found higher among those adolescents and students compare to other age group (Sahin, 2017). Other researchers also agree with this statement because Malaysian Communication and Multimedia Commission (MCMC) was done a survey of internet use which also emphasize on the users who under 24 years old (Tahir, Husin, & Malim, 2016). There are 37.9% of this survey were found below 24 years old which included the children (Tahir, Husin, & Malim, 2016). In America, 90 percent of the active users of social networking site such as SnapChat or YouTube were recorded were aged between 18-20 year olds (Moghavvemi, Sulaiman, Jaafar, & Kasem, 2017). Gender of social media users also main concern since Ingólfssdóttir (2017) believe that girls usually spent more time than boys because they lower self-esteem compare to boys.

Moreover, self-esteem is described as U shaped by Ingólfssdóttir (2017) because self-esteem will increase in childhood and then decreases when they grow up and increases again when they are adult (Ingólfssdóttir, 2017).

According to Sabatini and Sarracino (2017), people well-being is concern about the “happiness” or “life satisfaction”. Life satisfaction is an important element because it measures durable and stable condition compare to happiness scale which measures a short-term of the emotional state (Cooper, 2016). Moreover, life satisfaction also referring to the intersection of expectation and reality (Cooper, 2016). There was a study stated that life satisfaction is the psychological state of well-being such as the subjective happiness (Srisvastava, 2015). However, there are researchers argue that internet use is necessary for us to form the concept of while life satisfaction can be controversial since it can be positive or negative (Dogan, 2016).

Cooper (2016) also mention psychological well-being consist of six key component which are self-acceptance, environment mastery, purpose in life, positive relations with others, personal growth and autonomy. Self-Acceptance refers as perceive positively towards yourself and act as the important role in self-actualization such as sense of belongingness or love. Environment Mastery is the ability to adapt to the surrounding through both physical and mental activities. Thirdly, Purpose in Life is concern about the goal or achievement set by yourself. Positive Relations with Others referring to relationship between loyalty and love; Personal Growth is explained that by recognize own potential and achievable goals through personal. Lastly, Autonomy is defined as the ability to behave and independence. Well-being also define as the combination of cognitive and affective aspects in valuation of particular life (Utz & Breuer, 2017).

There is a very interesting research done by Sabatini and Sarracino (2017), the objective of their research is to find out how online participation and networking may influence Internet users' life satisfaction. They are focusing on Facebook and found that people with the low self-esteem tend to spent more time on Facebook and majority of them feel less satisfied with their life. In 2016, Facebook had almost 1.09 billion of active user while Instagram had beyond 400 million active users (Hawi & Samaha, 2016). College students also found heavy use of Facebook because Facebook enable them to feel more satisfaction as well as happy (Srisvastava, 2015). Meanwhile, some researchers also agree with this statement because they get the similar statement from their research. Student who spent more time on Facebook tend to perceive that other people were happier and had better lives than them (McDool, Robert, Powell, & Taylor, 2016). On the other hand, Facebook was found using mainly for maintain relationship with old friends (Srisvastava, 2015). Children's overall satisfaction can be affected by a few main concerns which are their satisfaction with school, friends or their appearance (McDool et.al. 2016).

Besides, in 2014 there had been reported social media use is increasing rapidly which the people are spending more time on YouTube, Facebook and Twitter (Ingólfssdóttir, 2017). Facebook enable the user to create account and upload anything that they want and "like" or share anything that they like on Facebook. Majority of these social media consist of the evaluation of the user post or even their profile picture. The adolescents tend to concern how many like or share such as Facebook (Ingólfssdóttir, 2017). Therefore, Facebook become the most popular social media sites in the world (Ingólfssdóttir, 2017). Dogan (2016) also stress that, people who often using Facebook are more easily to feel connectedness and happier. Therefore, whenever the college

student feel that they are low on their life satisfaction they will seek to use social media to increase their level of life satisfaction (Dogan, 2016).

People using social networking site such as Facebook to gain social support (Utz & Breuer, 2017). Social support is state that people gain emotional concern included accompany, goods and services and information through the socialization regardless or any medium of media using (Utz & Breuer, 2017). According to Hawi and Samaha (2016), people with low esteem tend to using social networking sites such as Facebook to gain more friends and more concern. Therefore, this can be explained social networking sites is one of the main mediums for the people to gain social support. In addition, more users are engaging more than one social media site such as Facebook or YouTube to involve themselves in the social world (Hawi & Samaha, 2016). In this case, the researchers can relate to Cooper (2016) study which fall under the six keys component of psychological well-being. Moreover, based on Sabatini and Sarracino (2017) and Hawi and Samaha (2016), the researchers can conclude that social media users or social media addicts tend to feel more secure and more satisfy then the non-users. They also stress that by overusing social media may lead to decreasing of life satisfaction such as depression, anxiety and the feeling of envy. Dogan (2016) also found the similar result which social networking sites will increase the happiness, life satisfaction and psychological well-being as well. The researcher is focus on the college students since them the largest population recorded as the heavy users of social networking sites (Dogan, 2016).

2.4 Theory Application

2.4.1 Definition of Uses and Gratifications Theory

U&G theory was developed by Elihu Katz and Jay Blumler (Turney, n.d.). This theory emphasizes how people use media and why they use media (Haridakis & Hanson, 2009). Besides that, Weiyan (2015) also mentioned that this theory is to comprehend how, why and with what reason people use social media in their daily life. Before the internet being introduced, U&G theory was developed for emphasize on traditional media such as radio, newspaper and television (Tanta, Mihovilovic, & Sablic, 2014; Weiyan, 2015). U&G theory is one of the most significance and famous theory in mass communication (Musa, Azmi, & Ismail, 2015; Shahneen, 2010; Xu, 2014). U&G theory is the oldest theory because it was developed in 1940s and this theory is an influential theory in the mass communication research (Idid, Wok, Dhaha, & Aziz, 2012).

According to Katz (1959), U&G theory had made some changes from “what media do with people” to “what people do with media”. According to Idid, Wok, Dhaha, and Aziz (2012), U&G theory is help to identified the sought that audiences needs from the media and U&G theory is concerned how people use the media. There are some researchers mentioned that U&G theory mainly concerned about 7 steps: 1) Social and psychological origins 2) needs, which generate 3) expectations of 4) the mass media or other sources, which lead to 5) differential patterns of media exposure, resulting in 6) need gratifications and 7) others consequences, perhaps mostly unintended ones (Idid, Wok, Dhaha & Aziz, 2012; Shahnen, 2010; Weiyan, 2015).

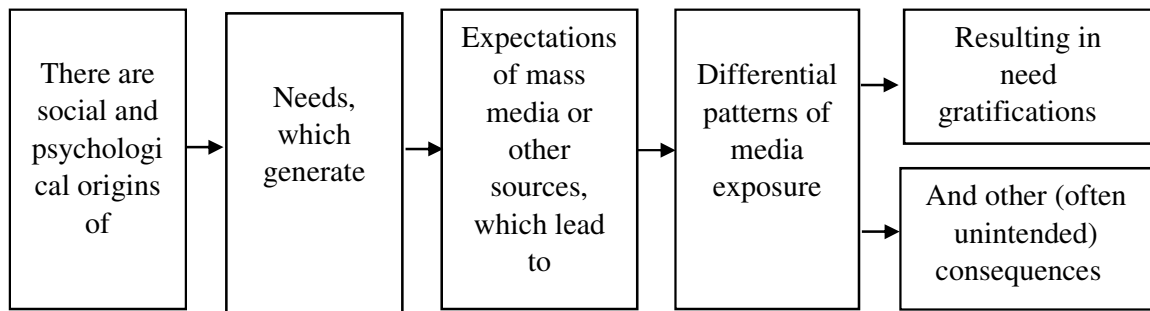


Figure 2.4.1: The basic model of Uses and Gratifications Theory (Shahnen, 2010).

However, a researcher said that U&G theory suggested 4 factors which is social environment and psychological circumstances, needs, motives, and expectations about mediated communication influence media use and effects (Haridakis & Hanson, 2009). In the nutshell, there are 4 similarities among these 3 researchers which are social and psychological origin, needs, expectation and motivation. The researchers conclude that these 4 factors or elements that mainly use by people whenever they are choose to use social media.

Many researchers mentioned 5 needs that motivate people to use social media which included Cognitive Needs, Affective needs, Personal Integrative, Social Integrative, and Tension Release Needs. (Idid, Wok, Dhaha, & Aziz, 2012; Li, 2005; Musa, Azmi, & Ismail, 2015; Shaheen, 2010; Tanta, Mihovilovic, & Sablic, 2014; & Wang, 2014)

Cognitive needs are referring to the knowledge that people seeks, they will use social media to search for information that they need and stay updated with current issues. Secondly, affective needs are connecting with emotional with the media content, the media content help to form an emotional response from the media. Personal integrative needs explain that the needs for people to get their identity or status such as

keep update to the latest trends. The needs for people to communication or keep in touch to friends and family extent to social integrative needs. Lastly, tension release needs define as the needs for the people to seek for relaxation and platform for them to escape from the reality life. Meanwhile, Li (2005) also mention the additional needs which is medium appeal needs. This needs are defining as the needs of internet performance or function which the traditional media may not able to do that.

Besides that, researchers also study the reason for media use. There are included: entertainment, social interaction, information seeking, pass time, relaxation, communication, convenient, express of opinion, information sharing and surveillance or knowledge about other (Basilisco & Jin, 2015; Haridakis & Hanson, 2009; Idid, Wok, Dhaha, & Aziz, 2012; Ko, Cho, & Robers, 2015; Musa, Azmi, & Ismail, 2016; Roy, 2008; Park & Goering, 2016; Shahnen, 2010; Tanta, Mihovilovic, & Sablic, 2014; Wei & Lo, 2006; Xu, 2014; Yoo, 2011; & Whiting & Williams, 2013)

Uses and Gratification Theory also include the Gratifications Sought (GS) and Gratifications Obtained (GO) (Shaheen, 2010). Shaheen (2010) stress that there is strong relationship between Gratifications Sought (GS) and Gratifications Obtained (GO). Gratification Sought (GS) is referring to the requirement of satisfaction while Gratifications obtained is the level of satisfaction gain. In *Communication Theory* textbook, this stated that the Gratifications Obtained (GO) usually recorded higher than gratification sought since audience feel more satisfy and high rating and attention.

Mass communication scholars today claim that Uses and Gratification actually is one of the media effects research (Weiyan, 2015). A good evidence found by Wang (2014), in March 11, 2011 Japan suffered natural disaster-tsunami. Many of related homemade video clips were being uploaded to YouTube by Taiwanese to show their

concern to this tragedy. This causing the related video spread rapidly and also grab the attention of mainstream media (Wang, 2014). The most influential video was “God Bless Japan” uploaded in year of 2011, this video successful to inspire others to comment “God Bless Japan” (Wang, 2014).

2.4.2 Past Studies on Uses and Gratifications Theory

There are many researchers study on social media by applying U&G theory. One of the research was done by Tanta, Mihovilovic, and Sablic (2014), they were mainly focusing on why adolescents will use Facebook by applying U&G theory. The objective of this study is to discover the benefits of Facebook use among adolescents and analysing the motivation and behaviour of the user. According to their study, U&G theory highlights the motivation and active use the social media will fulfil the user’s needs. Besides that, the researchers were conducted a survey that comprise 431 adolescents of Facebook users. The survey was conducted in the City of Zagreb. The respondents were divided into three age groups which is seventh and eighth grade of secondary school, first and second of high school and the lower limit of age is 13 years old. Open-ended questions were designed in the questionnaire. The questionnaire was included the questions about the motivation of creating Facebook profile, the time spent using Facebook, decision to create Facebook profile, and activities on Facebook. Furthermore, the researchers also included ten Uses and Gratifications of Facebook in the questionnaire. The result showed that most of the respondents use Facebook to set up a meeting, dates with friends and discuss the school activities. As the result of this study, the researchers were confirmed two out of five hypotheses. According to the result, the motivation for create a Facebook profile is the Gratifications Sought of the respondents as they were use

Facebook to socializing and communication with friends and family. In conclusion, this study was proved that it can be applied U&G theory. The researchers stressed that U&G theory was suitable for studying Social Networking Sites, the motivation of using social media and explaining the behaviour of a user.

Moreover, Musa, Azmi, and Ismail (2015), was conducted a research to explore U&G theory in Social Media use among the students in Nigeria. This study is aim to explore the function of U&G theory in the use of social media on students in Nigeria. According to Musa, Azmi, and Ismail (2015), U&G theory is the main theory of communication with explain what people do with media. They also mentioned that U&G theory can use to examine, explain and provide answer the motivation of using social media and what benefits and gratifications did the user can get through social media. Mixed method was used in this study. The 111 respondents of this study was the final year diploma students of mass communication will participate in this study. Result of the survey showed that among 111 final year diploma students there are 98.2% of respondents used social media to communicate, sharing news, and express opinion, maintain the connection with their friends and family and collaboration. In conclusion, researchers on this study was confirmed that the functions of U&G theory can be revived and provide the media use that traditional media never could.

In social media world, YouTube is one of the popular interactive platform compared to Twitter that allowed people to have two-way communication through the Internet (Kallas, 2018). According to the Dreamgrow website, YouTube was obtained 27.01% of popularity of social networking sites which rank behind Facebook (Kallas, 2018). Hence, most of the people owned their digital devices in order to compatible with the trend which busy with their work and lack of time to have a face-to-face communication.

For instance, YouTube provides opportunity for users to create a YouTube channel and upload videos personally according to their schedule. Not only viewers are free to leave their feedback and comment below the videos, but also the YouTuber can share their information through videos. YouTube also is one of money-making tools that allowed people to earn profits in an easy way, it also practiced their personal communication skills and marketing skills. Apart from that, YouTube include many advantages for users such as commercial, educational, entertainment, relaxation and information medium. Based on the research done by Musa, Azmi, and Ismail (2015), majority of the people use social media for interaction, killing time, entertainment, seeking and sharing of information, socialisation, self-expression, education, surveillance and communication.

In this study, the researchers apply uses and gratification theory as the core theory because there are many researchers study on motivation, behaviour and satisfaction of social media user applying this theory and showed that by applying U&G theory, the researchers can get the answer for the research questions. In 21st century, the internet can be found in anywhere or even be used anytime. Social media has been become the most convenient platform for the marketer (Whiting & Williams, 2017). Moreover, new media also more motivative because it provides variety of option which different from the traditional media (Musa, Azmi, & Ismail, 2015). According to recent research, 88 percent of the marketers are spending almost 60 billion dollars on advertising through social media (Whiting & Williams, 2017).

Uses and Gratification Theory is a popular theory that use to study media regardless new media or traditional media, this theory can be apply (Weiyan, 2015). There are many researchers study on social media with applying U&G theory but there are limited research on Children's Satisfaction toward YouTube. Due to the limited

research on Children's Satisfaction toward YouTube, there is a gap that most of the researchers mainly focus on adolescents or teenager but not children, so there are limited information can be found in the journal.

In conclusion, in order to examine the motivations of YouTube use among children and evaluate the relationship between the use of YouTube and the children's satisfaction, U&G theory has been choose by the researchers for this study. Among the past studies, there are few researchers found 5 different motivations in their study which included entertainment, information seeking, convenience, education and socialization. However, in this study, the researchers will only use 3 motivations which included entertainment, information seeking and convenience, the other 2 motivations are not related with this study. For the second research objective, the researchers aim to evaluate the relationship between use of YouTube and children's satisfaction, therefore, U&G theory is suitable for this study. For instance, the longer the user use YouTube, the higher the satisfaction that the user get.

2.5 Conclusion

In Chapter 2, the researchers have study on the definition of YouTube in order to understand the motivation of using YouTube. Besides, the children's satisfaction also been concerned through the use of social media in this chapter. Based on the theory that studied by researchers, Uses and Gratification theory has been adapted which is one of the most significance theory in mass communication research that elaborate the reason and intention of people using social media in their daily life.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter clearly defines the research method that used to conduct in the study. In order to achieve various objectives, it is necessary to conduct an effective research methodology by collecting the data from target audience. The adoption of the method is carefully designed by the researchers with the area of inquiry. Hence, the researchers will present clearly the reasons and justifications in this chapter which included research design, sampling design, questionnaire design, data collection, data analysis and ethical considerations.

3.1 Research Design

Research design as a “blueprint” of a research study with maximum control over factors that may affect with the validity of the findings (Burns & Grove, 2001). There are total of two social science research for the investigator which are quantitative approach and qualitative approach. Quantitative research method focuses numbers and measurable things in a systematic way of investigation of phenomena and their relationships (Kumar, 2005). Qualitative research method is the expansion of underlying reasons, opinions and motivations (Susan, 2011).

Therefore, this study adopted quantitative research approach method because it will absolutely contribute to the investigation more about depth of investigate the focused issues. Quantitative research approach can be defined as an examining tools used to produce numerical data that are able to transform into functional statistics

(McLeod, 2017). It is appropriate to testing hypotheses that require measurement of content (Cherry, 2000). Besides, the statistical significance of the relationship between characteristics or behaviors and measuring the data are able to find out in quantitative research approach (Cherry, 2000).

3.2 Sampling Design

Consecutive sampling defined as a non-probability sampling technique where the samples are selected at the ease of a researcher (Bhat, 2018). The sampling try to achieve all accessible subjects as part of the sample and betterment the sample in order to represent of the entire population. By collect vital research insights to improve the research study, the researchers have an opportunity to work with several samples with the use of this sampling techniques. Consecutive sampling considered as the best type of non-probability sampling for the researchers (“Explorable”, n.d.). Therefore, the researchers of this study decided to adopt consecutive sampling due to the reason of it can include all the accessible subjects as part of the sample since it is convenient for researchers (Rawat, 2016).

The total selected respondents of this research is 152 of primary school students who aged from 10 – 12 years old in SJK(C) Kampung Bali and SK Methodist ACS Kampar based on the Table 1 that formed by Krejcie and Morgan (1970). Therefore, the total population of Standard 4 to 6 among both school is 260. Based on the Table 1, the minimum respondents of 260 that required is 152. Consequently, there will be 100 respondents from SK Methodist ACS Kampar and 52 respondents from SJK(C) Kampung Bali. Thus, there will be 152 copies of questionnaires distributed to the primary school students.

Table below was formed by Krejcie and Morgan (1970). This table determined and evaluated the sample size based on the population given.

Table for Determining Sample Size for a Given Population									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
"S" is sample size.

Source: Krejcie & Morgan, 1970

Table 3.2.1: Krejcie and Morgan, 1970, table for determining sample size.

In this formula, N represented the population size; S represented the sample size. This table used the calculation from the same author which are Krejcie and Morgan (1970).

$$n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N - 1)) + (X^2 * P * (1-P))}$$

Where:

- n = sample size
- X² = Chi - square for the specified confidence level at 1 degree of freedom
- N = Population Size
- P = population proportion (.50 in this table)
- ME = desired Margin of Error (expressed as a proportion)

Figure 3.2.1: The calculation formula used for population size by Krejcie and Morgan (1970)

3.3 Questionnaire Design

For quantitative research, questionnaires are mostly used in survey situations which is to collect data from a huge number of respondents that between 100 – 1000 (Dyson & Norrie, 2012). The frequency of occurrence of opinions, attitudes, experiences, processes, behaviours or predictions is able to calculate through the way of questionnaire (Rowley, 2014). Valid, reliable, clear, interesting and succinct are the fundamentals of develop a good questionnaire (Jenn, 2006). Hence, the researchers of this study decided to distribute the questionnaire by paper and pencil survey to the primary school children in SJK(C) Kampung Bali and SK Methodist ACS Kampar. In order to ensure the understanding among various ethnicity of students, the questionnaire will be translating into Mandarin and Bahasa Malaysia.

In Section A, there will be demographic items, which are gender, ethnicity and age. In Section B, there are total of 4 questions about use of YouTube. Question 1 is adapted from Gorkemili (2017) which is “device for accessing YouTube”. Question 2 and 3 are adapted from Arslan, Cetinkaya, Gul, and Kirik (2015). As an example, “daily time spent on YouTube”. Nominal scale will be used in Question 4 which adapted from Madaiah, Munipapanna, Seshaiyengar, Sonnappa, and Suresh (2016). For example, “difficult to spend day without using YouTube”.

In Section C, there 15 items about motivations of using YouTube. Based on the past studies, there were 5 items in motivations for the use of social media argued for the researchers such as education, entertainment, socialization, convenience and information seeking (Yoo, 2011; Idid, Wok, Dhaha, & Aziz, 2012). However, the researchers of this study adopted 3 items that can apply to U&G theory for the questionnaire design, which are entertainment, convenience and information seeking.

5-point Likert Rating Scale is used for the respondents to rate in the questionnaire, which is from 1 (Strongly Disagree) to 5 (Strongly Agree). Chambers and Johnston (2002) reported that children who are aged from 5 to 12 years old able to answer 5-point Likert Scale from the questionnaire. Therefore, the researchers of this study adopted 5-point Likert Scale to measure the objectives of this research. Questions 1, 2, 3, 4, 5, 7, 11 and 12 are adapted from Al-Menayes (2015). For instance, “I use YouTube when I have nothing else to do”. Questions 6 is adapted from Johnson, Rauniar, Rawski, and Yang (2013) such as “I use YouTube because it is easy to use”. Questions 8, 9, 10, 13 and 15 are adapted from Hanson and Haridakis (2008). As an example, “I use YouTube because I can use it anytime”. Questions 14 is adapted from Kim, Lee, and Sin (2014) which is “I use YouTube to be aware of popular trends”.

In Section D, 5 items are utilized to measure the children’s satisfaction of using YouTube. Also, 5-point Likert Rating Scale is used from 1 (Strongly Disagree) to 5 (Strongly Agree). Questions 1 and 2 are adapted from Johnson, Rauniar, Rawski, and Yang (2013) such as “I am satisfied with the videos postings on YouTube”. Questions 3, 4, and 5 are adapted from Coşkunçay (2013). For instance, “I have fun using YouTube”.

3.4 Data Collection

Data collection able to answer queries, stated research questions, test hypothesis and evaluate outcomes based on the phase of collecting and measuring data on variables of interest (“Business Jargons”, n.d.). In quantitative research approach, the data is collected through questionnaires which the data is counted or expressed numerically. Quantitative methods also focus to explain a particular phenomenon (“University of

Southern California”, 2018). In this research, printed questionnaire will be distribute to 152 of primary school students in SJK(C) Kampung Bali and SK Methodist ACS Kampar during the assembly. The researchers will visit each school on different day. Both of the school will coordinate with the researchers which gather the respondents during the assembly to conduct the research. Moreover, the researchers will explain the questions clearly in order to ensure the respondents are able to read and response to the questionnaire.

3.5 Data Analysis

Data analysis in quantitative research is to turn the raw numbers into meaningful data through the computer’s software that is Statistical Package for the Social Sciences (SPSS) version 24 to analyse the validity and reliability of the data. The researchers will filter out the invalid questionnaire such as incomplete survey questionnaire. By doing so, the researchers can ensure the result will not be affected by the invalid data. Descriptive statistics is use to presents the demographic data in the form of numerical data. In our questionnaire, only section A and section B question 1 and 4 is descriptive survey question. Analytical statistics is to describe and explain why this phenomenon occurs. Based on our questionnaire, section B question 2 and 3, section C and D are all analytical survey question. The first research question will be determine by the result the researchers get from Statistical Package for the Social Sciences (SPSS) version 24. The section C in our questionnaire are especially decide to find out what motivate children to use YouTube. The second research question will be analysed using Pearson correlation to find out whether there is relationship between use and children’s satisfaction on YouTube.

3.6 Ethical Considerations

Ethical consideration is the significant issue in conducting a research. Therefore, codes and policies that outline ethical behaviour and guide researchers have been acquired by many professional associations and agencies (“Centre for Innovation in Research and Teaching”, n.d.). Honesty, objectivity, respect for intellectual property, social responsibility, confidentiality, non-discrimination are the examples of the codes issues (“Centre for Innovation in Research and Teaching”, n.d.). Other than that, researchers will face specific issue that are not addressed and the researchers required to make decision on it to avoid misconduct. Hence, the researchers must follow the ethical standards in order to support and believe by the respondents in the research.

There are several types of ethical issue that the researchers of this study have to take into considerations. Initially, the major ethical issue in conducting research is informed consent (Fouka & Mantzourou, 2011). All the information that given by the respondents will keep in strict confidentiality. Moreover, the permission of enter to the primary schools and students’ participation are approved by Universiti Tunku Abdul Rahman (UTAR) and the approval from both of the primary school. The respondents will also be fully informed regarding the procedures and instructions of the questionnaire. Apart from that, all the data collected in the research only used for the academic purpose and will be keep confidential.

3.7 Conclusion

In Chapter 3, the researchers have adopted quantitative approach as method to measure the motivations of using YouTube, relationship between the use of YouTube and the children’s satisfaction deeply in a systematic way. Based on the sampling techniques

has been studied by the researchers, consecutive sampling has adopted in order to achieve the accessible subjects as part of the sample to represent the entire population. This chapter also described the details of questionnaire and computer's software which is Statistical Package for the Social Sciences (SPSS) version 24 to analyse the validity and reliability of the data. Lastly, ethical consideration also included in this chapter which outline and guide the researchers to handling the ethical issues properly.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.0 Introduction

This chapter demonstrates the findings and data analysis of this study. The questionnaire used in data collection of 152 primary students who aged from 10-12 years old in SJK(C) Kampung Bali and SK Methodist ACS Kampar in order to ensure that the gathered data are presents clearly. Hence, the research method that used to analyze data is clearly defined in methodology chapter. The findings will be evaluated with the relation of research objectives which stated in the study.

4.1 Reliability Test

Items	Mean	SD	Cronbach's Alpha
Entertainment	16.93	4.47	.63
Convenience	16.73	4.73	.62
Information Seeking	17.92	4.63	.69
Satisfaction	18.99	4.51	.76

Table 4.1 Reliability Test

The items of question were conceptually grouped from the U&G theory: *entertainment* (5 items; $M = 16.93$, $SD = 4.47$, Cronbach's alpha = .63); *convenience* (5 items; $M = 16.73$, $SD = 4.73$ Cronbach's alpha = .62); *information seeking* (5 items; $M = 17.92$, $SD = 4.63$, Cronbach's alpha = .69). *Satisfaction* (5 items; $M = 18.99$, $SD = 4.51$, Cronbach's alpha = .76).

There is few research indicated that Cronbach Alpha from 0.60 to 0.74 is considered acceptable (Morgan, Cleave-Hogg, DeSousa, & Tarshis, 2004; Rahimnia & Hassanzadeh; Taber, 2018). However, the alpha value of .60 which is acceptable in social science and also practiced by other researchers (Mohamad, Sulaiman, Sern, & Salleh, 2015). In this study, the reliability of items which are entertainment, convenience, information seeking and satisfaction are acceptable because the alpha is within .62 and .76.

4.2 Demographics

Demographics	Frequency	Percent
Gender		
Male	66	43.4
Female	86	56.6
Ethnicity		
Malay	53	34.9
Chinese	61	40.1
Indian	26	17.1
Others	12	7.9
Age		
10	42	27.6
11	36	23.7
12	74	48.7
Total	152	100.0

Table 4.2 Gender, Ethnicity and Age Distribution

Based on the data collected through distribution of questionnaire, Table 4.2 shows that the number of female respondents are higher than male respondents. With the total 152

respondents, it illustrated that the female respondents occupied the majority frequency with 86 (56.6%) and 66 (43.4%) of male respondents.

The findings also clearly show the ethnicity of the respondents. Chinese occupied the highest number of respondents which is 61 (40.1%), followed by Malay 53 (34.9%), Indian 26 (17.1%) and others 12 (7.9%).

Through the data collected, the distribution of age, as shown in Table 4.1, indicates the highest frequency of respondents are primary students aged 12 years old with 74 respondents (48.7%), followed by 10 years old with 42 respondents (27.6%) and 11 years old with 36 respondents (23.7%).

4.3 Use of YouTube

Table 4.3 shows the use of the YouTube by the respondents. There are four questions about usage of the YouTube. Table below shows the result of the usage of YouTube.

Item	Answer	Frequency	Percent
Device for accessing	Smartphone	128	46.9
YouTube (<i>Answer can be more than one</i>)	Laptop	56	20.5
	Tablet	43	15.8
	Smart-TV	25	9.2
	Desktop	21	7.7
	Others	0	0
Total		273	100.0
Daily time spent on YouTube	Less than 1 hour	45	29.6
	1-3 hours	68	44.7
	4-6 hours	19	12.5
	More than 6 hours	20	13.2

Daily frequency of using YouTube	Less than 3 times	37	24.3
	3-5 times	68	44.7
	6-10 times	17	11.2
	11-20 times	15	9.9
	More than 20 times	15	9.9
<hr/>			
Difficult to spend day without using YouTube	Yes	98	64.5
	No	54	35.5
Total		152	100.0

Table 4.3 Usage of YouTube

As shown in Table 4.3, most device used by respondents to access YouTube is smartphone, which consists of 128 respondents (46.9%), followed by Laptop 56 respondents (20.5%), Tablet 43 respondents (15.8%), Smart-TV 25 respondents (9.2%) and Desktop 21 respondents (7.7%).

As for “daily time spent on YouTube” most of the respondents (44.7%) access YouTube 1 to 3 hours per day followed by less than 1 hour (29.6 %), more than 6 hours (13.2%) and 4 to 6 hours (12.5%).

Besides, most of the respondents (44.7%) use YouTube 3 to 5 times a day followed by less than 3 times (24.3%), 6 to 10 times (11.2 %), only 9.9% of respondents use a day and more than 20 times a day respectively.

Finally, “difficult to spend day without using YouTube” result has shown that majority of the respondents (64.5%) is difficult to spend day without using YouTube.

4.4 Motivations of using YouTube

Motivations	Minimum	Maximum	Mean	Std. Deviation
Entertainment	1.00	5.00	3.3868	.89433
Convenience	1.00	5.00	3.3461	.94567
Information Seeking	1.00	5.00	3.5842	.92687

Table 4.4 Mean Score of Motivations

Based on the Table 4.4, the highest mean score of the motivations is Information Seeking which is 3.58. The children tend to use YouTube more on Information Seeking. Furthermore, Entertainment is recorded as 3.39 meanwhile Convenience stated as 3.35.

4.5 Relationship between the Use of YouTube and the Children's Satisfaction

In this part, Pearson's correlation is used to analyse the relationship between the use of YouTube and children's satisfaction. In order to test the relationship, the use of YouTube will be the independent variable. Pearson's correlations will result in 3 different outcomes which are correlations never go lower than -1, correlation of 0 and correlation coefficients never go higher than 1 ("Pearson Correlations-Quick", n.d.). According to Yap (2010), the range of 0.7 is strong, 0.3 to 0.6 is moderate and less than 0.3 would be weak. The researchers use "How many times do you use YouTube every day and How long do you spend on YouTube every day" as independent variables and the satisfaction will be the dependent variables. The findings of the correlations between the use of YouTube and children's satisfaction are summarized and shown in Table 4.5.

Use of YouTube		Satisfaction
How long do you spend on	Pearson Correlation	.073
YouTube everyday?	Sig. (2-tailed)	.373
	N	152
How many times do you use	Pearson Correlation	.156
YouTube everyday?	Sig. (2-tailed)	.055
	N	152

Table 4.5 The correlations between the Use of YouTube and Children's Satisfaction

According to table 4.5, it shown the hours spent on YouTube and satisfaction is weak positive relationship since the outcome is .073 ($r = 0.00$, respectively, $p < .01$). 0.073 is below 0.3, therefore the relationship is weak between hours spend on YouTube and satisfaction. There is no statistically significant correlation of .37 ($p = n.s$) between the hours spent on YouTube and satisfaction. In summary, this correlation result states that the more children hours spent on YouTube, there will be slightly increase on their satisfaction.

Furthermore, daily frequency of using YouTube and satisfaction is weak positive relationship since the outcome is 0.156 ($r = 0.00$, respectively, $p < .01$). 0.156 is below 0.3, therefore the relationship is weak between daily frequency of using YouTube and satisfaction. There is no statistically significant correlation of .55 ($p = n.s$) between hours spent on YouTube and satisfaction In summary, this correlation result states that the more children use YouTube, there will be slightly increase on their satisfaction.

4.6 Relationship between the Children's Motivations and Satisfaction on YouTube

		Motivations
Satisfaction	Pearson Correlation	.669**
	Sig. (2-tailed)	.000
	N	152

Table 4.6 The correlations between the Children's Motivations and Satisfaction on YouTube

Table 4.6 indicates that the relationship between motivations and satisfaction is strongly positive since the outcome is 0.669 ($r = 0.00$, respectively, $p < .01$). There is statistically significant correlation between motivations and satisfaction since the outcome is .00. In summary, this correlation result state that there is a relationship between motivations and satisfaction.

4.7 Conclusion

This chapter presented the data analysis of this study. This chapter started with descriptive analysis, followed by the mean score, and correlation analysis was used to test the relationship. From the result, the usage of YouTube and Satisfaction is no statistically significant but there is a weak relationship between the use of YouTube and children's satisfaction. Besides, the motivation and satisfaction is statistically significant and there is a strong relationship between motivations and satisfaction.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter mainly reviews the findings that are obtained in Chapter 4. Besides that, this chapter discusses the result to answer the research questions and achieve the research objectives. Implications, limitations, recommendations and conclusion will be included in this chapter.

5.1 Motivations of YouTube use among children

According to the data that the researchers collected, information seeking appeared as the greatest motivation to use YouTube among children. Getting information online was seen as a collective resource that is altering constantly (Widén, 2015). Due to children lack of knowledge, the behaviour of information seeking existed in order to get more information about particular topics (Hamid et al, 2016). Study of Hyldegård (2014) indicated that social media have become one of the important platforms for youngsters to get needed information for academic purpose. Primarily, children use social media to seek information is to complete the school assignment and secondly as a tools for learning (McCrery, 2013).

YouTube is a well-known online video-based platform that is sharing huge amount of content which comprehend with the aspects of social media (Chang, 2011; Knight et al, 2015). In the technologically advanced era, the tendency of information seeking has changed especially in academic and health compared to the past which libraries were the major source of information (Hamid et al, 2016). Generally, most of the youngsters rely on accessible information easily without verifying the

trustworthiness of the sources (Flanagin & Metzger, 2010; Biddix, 2011; Aillerie & Mcnicol, 2016). Thus, children will be misled due to user-generated content and lack of accuracy information that was instilled through the YouTube videos continuously. Apart from this, YouTube is a channel that extremely important in publication for many organizations as long as it provide a large number of information and extensive topic (Aillerie & Mcnicol, 2016). For instance, most of the organizations have generated some creative videos on YouTube with the purpose of gaining public's attention (Odhiambo, 2012). It may be a powerful influence which provokes the desire of children in purchasing the particular products.

Kim et al (2014) conducted several studies which indicate the use of social networking sites (SNS) as information source, found that 53% of people used YouTube for information seeking and academic purpose routinely. Hence, the authors concluded that YouTube was served as a channel that provides solutions for problem and amusement (Kim et al, 2014). Study of June, Yaacob and Yeoh (2014) found that YouTube videos are able to enhance the engagement of students and foster their critical thinking skills. YouTube videos contain various online materials for academic which can be integrated into learning process (Almurashi, 2016; Gunada, 2017). In addition, YouTube not only serve as a source that supports children to gain knowledge but also instills the skills of creative thinking and problem-solving which children are able to get the solutions while they are in straitened circumstances (June, Yaacob, & Yeoh, 2014). Through YouTube, children's knowledge and creativity can be broadened which learn the different things that may not be able to learn in school and solve the problems rapidly.

Nowadays, watching video also becomes one of the daily activities and habits where people spend their leisure time. Therefore, YouTube has become a famous social

media which replace the traditional television for children for entertainment purpose (Araújo et al., 2017). The main reasons of children use YouTube are to have fun, share ideas and make friends (“Social Media for Children and Teenagers”, 2018). Most of the children were deeply affected by content of social media which impact on their action, thinking and feeling (“Why to Limit Your Child’s Media Use”, 2016). Study of Mulligan (2016) declared that the number of kid’s entertainment videos was occupied 10% and it represents majority of views in some countries. Through the widely use of YouTube among children, it may influence children by imitating the specific action through the videos (Ponti et al., 2017). Consequently, it may bring a huge impact in the stage of children’s development which affects their world view.

In addition, YouTube also is one of the platforms that offered the convenience such as provide an opportunity for people from different countries who are like-minded to have an interaction and keep the information up-to-date anytime or anywhere. According to Bolton et al (2013), YouTube also plays as a platform that enables people to keep in touch and interact with their friends. It provides the channel for networking, sharing and discussion (Xu, 2014). For instance, YouTube video-makers tend to announce their upcoming show which will attract and initiate the interactions of viewers towards the content of the videos (Xu, 2014). Study of Widén (2015) indicates that children aged from 9 to 13 years old are crucial for evaluating the reasons of their interaction in different situations. It shows that YouTube may be a vital channel that allows children to express and share their emotions or ideas to the world; also enable children to boost the relationship with their friends.

5.2 The relationship between the use of YouTube and the children's satisfaction

The use of YouTube and satisfaction have no statistically significant correlation. This means the longer hours of children spent on YouTube, it does not have the direct impact on the satisfaction of YouTube use among the children. The researchers of this study have found out three factors which are good content on YouTube, video quality and online advertisements that may affects the YouTube use among children's satisfaction.

According to Holland (2016), creating good content on YouTube is able to entertain viewers while watching the videos. The good content can refer to the YouTubers who are being themselves and creating an environment like a friend speak to the viewers (Holland, 2016). The authenticity of user-generated content (UGC) also attracted a huge number of viewers especially the young viewers (Holland, 2016). UGC not only engages with audience or viewer, but also makes them feel fun of the videos (Wiltshire, 2018). For instance, the creators on YouTube use video-logging (VLOG) to feature themselves in their daily life as the authenticity of UGC in their videos. In this sense, viewers of YouTube are able to engage and have fun to enjoy the videos. For this study, children who are watching videos on YouTube with the element of UGC may feel more satisfaction towards the YouTube use.

Video quality is another factor that will distract the children satisfaction of using the YouTube. The video quality is involving in the type of content, the length of video and the video buffers (Purchon, 2014). Video quality is also able to determine that individual will watch the video from start to end (Purchon, 2014). Video buffering as a part of video quality has the largest impact on user engagement (Dobrian, Awan, Joseph, Ganjam, Zhan, Sekar, Stocia, & Zhang, 2011). Nowadays, users are not satisfied when the videos are always buffering. Every one percent increase in the video buffering it

will cause the user to watch three minutes less on an average of the video and it can see that user are starting having unsatisfied on video buffering (Dobrian et al., 2012). The main reason of why video will buffer is because user is facing the poor condition of network (Dobrian et al., 2012). On the contrary, if there is no video buffering when user watching the video, the user engagement will increase and it will satisfy the user because of the good video quality.

Online advertisement considered annoyed and irritated by people (Dehghani, Niaki, Ramezani, & Sali, 2016). Most of the people tend to avoid online advertisement due to the irritating aspects of internet ads (Dehghani et al., 2016). Pop-up ads in YouTube often appears in the middle of videos. It takes around five to ten seconds for a pop-up ads or the viewers can skip it after five seconds. The pop-up ads resented by the viewers which showed 73 percent of disapproval rating (Nettles, 2018). Besides, the occupancy rate of YouTube were 43 percent which showed the ads on YouTube were the most irksome (Elder, 2017). In addition, pop-up ads as an interruption of the site experience and are one of the biggest wastes of time on the Internet (Anderson, 2017). As an assumption, the pop-up ads display in the middle of videos when children are watching and it may cause them does not enjoying the videos in YouTube. This is because people do not like to be interrupted by external noises such as the pop-up ads in YouTube when they are focusing and enjoying the videos. Therefore, it may become one of the factors that indirectly impact the hours spent and daily frequency towards children satisfaction and YouTube use.

5.3 The relationship between the children's motivations and satisfaction on YouTube

By applying U&G theory, this study identifies several motivations of using YouTube and children's satisfaction which also prove the significant relationship among them. U&G theory mainly helps identify the gratifications sought that audiences need from the media and concerned how people are using media. U&G theory is including the Gratifications Sought (GS) and Gratifications Obtained (GO). GS is referring to the requirement of satisfaction of a person while GO is the level of satisfaction. This can be fulfilling the third research objective, which is to examine the relationship between the children's motivations and satisfaction on YouTube. The motivations of this research is representing the GS and the satisfaction can be representing the GO (Krcmar, 2017). According to Krcmar (2017) & Shaheen (2010), GS is defining as the motivations of using media such as entertainment and GO is the result of satisfaction level after using media.

Hence, Bakar, Bolong, Bidin, and Mailin (2014) also proposed various motives of using YouTube which are content gratification, social gratification, process gratification and technology gratification. **Content gratification** is emphasizing on the gratification gain by conveying data through media, this may refer to different medium such as television or internet network service (Balakrishnan & Griffiths, 2017). According to Li (2013), information, pass time and entertainment are important for content gratification. No matter the user is using traditional media or new media, content gratification is needed for every media user (Li, 2013). Moreover, Balakrishnan and Griffiths (2017) conclude content gratification as the result of information seeking or searching process of users on internet. YouTube as the platform for the users to search anything they wish and this will lead to content gratification toward users. In

this context, information on YouTube are the content that children are looking for to satisfy themselves.

Besides, **social gratification** was defined as the gratification of internet users to chatting and interaction with other internet users or friends (Krishnatray, Singh, Raghavan, & Varma, 2009). YouTube's user-generated content enables the users to create their own favorite channel or video, hence allows them to leave comments to interact with another user. YouTube users are able to subscribe the YouTuber's channel that they prefer. Researchers also mention that the social reactions or comments will cause the greater impact toward particular user (Balakrishnan & Griffiths, 2017). According to Li (2013), the media users can choose any mass media to satisfy their social interaction, information, escapism, companionship, or entertainment needs. Nowadays, new media has more expectation of GO because new media has multiple functions such as leaving comment, chatting with friends and subscribing their preferable channel in YouTube (Li, 2013). Researchers also stressed that, audience will have gained more gratification compared to other types of gratification (Bakar, Bolong, Bidin, & Mailin, 2014). According to Stafford, Stafford, and Schkade (2004), social gratifications plays an important role in internet-based media because it allows the audience to interact and communication.

Third is the **process gratification**, process gratification refers to searching, watching something or simply to pass time. Process gratification emphasizes on convenience and ease of use which can be related to the user interface of YouTube. Balakrishnan and Griffiths (2017) state that people will gain process gratification in YouTube if they engage in entertainment, passing time and self-expression. In this study, children gain the gratification under the usage process when they enjoy or leave

comment for the video on YouTube. Children will enjoy this process and feel satisfy about it (Liu, Cheung, & Lee, 2010).

Lastly is the **technology gratification** which refers to the convenience and ease of use of media. For YouTube, it allows user to access in many different mediums such as computer, smartphone or even smartphone. This may motivate the users to view and create content in YouTube. Balakrishnan and Griffiths (2017) approve that the key point stated by Liu, Cheung, and Lee (2010), Balakrishnan and Griffiths (2017) use the same key point of technology gratification in their study. Moreover, Bakar, Bolong, Bidin, and Mailin (2014) also stated the similar definition of technology gratification which are users will obtain their satisfaction when they use the media in a suitable environment or any convenience form. In this study, it may lead to convenience of YouTube which allow users to use in different medium such as smartphone and smart television.

Children watch YouTube basically based on eight possible reasons which are the content makes them laugh which get the highest vote of 74% while the lowest vote is watch things that shock or scare them with 18% (“Children and Parents”, 2017). The other motivations of children to watch YouTube were watch to relax or just to pass time, to get a topic to chit chat with friend, 48% vote for the content which help them learn about or find out the new things while 39% choose to watch the things for them to think. On the other hand, watch to get something for discuss with family and to inspire them to try something fresh to them are all the eight total motivations for children to choose for watch YouTube. Therefore, based on this report the researchers can ensure that there must be some motivations or reasons when children approach or engage to YouTube. Without motivation, perhaps children will not actively approach to YouTube.

In the nutshell, researchers can conclude that the finding of this study had fully utilize the U&G theory which previously suggests that satisfaction will depend on the motives for media use.

5.4 Implication of Study

The result of this study had indicated numerous managerial applications which are very useful for future related research. Based on the findings of this study, students and teachers will gain advantages since information seeking is the main motivation for children to use YouTube. For education aspect, teachers and academics can use YouTube as the tool or platform to transmit information to students. Before this study, the teachers and parents tend to feel confused whether it is necessary for students to engage in YouTube in their learning process because they think that students may use YouTube for entertainment purpose or wasting time. However, this study proves that the main motivation of children use YouTube is seeking information instead of entertainment and convenience. Furthermore, students will also benefit because the use of YouTube in their learning process is more effective and efficient than the traditional teaching method (Lai, 2013). Most of the students show that they are more motivated to watch or use YouTube for any purpose. If YouTube is wisely utilized, YouTube will be a very useful and beneficial tool for teachers as well as students.

The theoretical implications of this study is the researchers are able to prove that there is strong relationships between motivations and satisfaction with the application of U&G theory. By using of U&G theory, the researchers can identify what actually motivate children to use YouTube and how they feel satisfied. In this study, researchers define the “uses” of U&G theory as the motivations of using YouTube, and

the “gratifications” as satisfactions level (Musa, Azmi, & Ismail, 2016). There are many other studies which do not define the “uses” as the motivations which the researchers stress on this study. After this study, the other academics will have deeper and better understanding of the U&G theory. Hence, the result of this study is also able to support the past study on the theory and create more valuable study of U&G theory. The researchers of this study are reconfirm the assumption of the explanation of U&G theory. In this study, YouTube use is not directly contributing to satisfaction. There might have some external factor to gain satisfaction.

5.5 Limitations of the study

In this study, there are few limitations may affect the results of the findings. Firstly, the generalizability of such topic which the findings of this study cannot generalize to all Kampar children. This study used consecutive sampling which is defined as a non-probability sampling technique where the samples are selected at the ease of a researcher. The total of selected respondents of this research is 152 of primary school students determined by table of Krejcie and Morgan (1970) which evaluated the sample size based on the population since it is convenient for researchers. Thus, the results of the findings may be biased.

In order to correspond with U&G theory, the researchers of this study used three items to evaluate the motivations. It limits the respondents’ opinion which only included information seeking, entertainment and convenience. It may lead to inaccuracy of data which the accurate motivations of respondents do not exist on the questionnaire. Furthermore, there are limited previous research studies about the

motivations and satisfaction of YouTube usage among children, thus and so, the reference that researchers get are very limited.

5.6 Recommendations for future research

There are many research studies on social media use among children such as Facebook (McDool, Roberts, Powell, & Taylor, 2016) and Twitter (O’Keeffe & Clarke-Pearson, 2011) but not YouTube. Hence, this study suggests that future researchers can take initiative to conduct more research studies that are related to YouTube use among children based on Malaysian context in order to provide more references to the future researchers and readers.

Besides, the researchers of this study identified three motivations of YouTube use among children, which are entertainment, convenience and information seeking. However, future researchers may find out more motivations of children using YouTube such as use YouTube for personal promotion or earn more income through YouTube. Therefore, more research is necessary to identify motivations of YouTube use among children.

Furthermore, future researchers are suggested to conduct related research by using qualitative method. Qualitative method can explain why information seeking is the most preferable motivations of YouTube use among children. Through focus group discussion, the perceptions of parents or caregivers towards YouTube can be discovered in more specific and accurate explanation of findings. Also, future researchers are suggested to narrow the scope which analyse YouTube use based on gender.

5.7 Conclusion

YouTube is a video-based platform that provides large amount of information through videos. In future, YouTube should be largely integrated into children's learning process which educates children in a creative and interesting way. Besides, the research objectives of the study have been achieved which shows that the information seeking occupied the highest means among three items of motivations of YouTube use among children. It also evaluated the relationship between the use of YouTube and the children's satisfaction. Based on the results of findings stated that there is no correlation between YouTube use and children's satisfaction. In addition, the relationship between the children's motivations and satisfaction on YouTube were been investigated with the results of strongly positive. To regard as important, in-depth studies should be conducted in future in order to improve the reliability of this topic.

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APPENDIX

1



UNIVERSITI TUNKU ABDUL RAHMAN

Faculty of Arts and Social Science

BACHELOR OF COMMUNICATION (HONS) PUBLIC RELATIONS

FINAL YEAR PROJECT

TITLE:

MOTIVATIONS AND SATISFACTION: A STUDY ON YOUTUBE USE AMONG CHILDREN

Survey Questionnaire

We are final year undergraduate students pursuing Bachelor of Communication (Hons) Public Relations from Universiti Tunku Abdul Rahman (UTAR) Kampar, Perak.

This study aims at examining the motivations for using YouTube among children and evaluating the relationship between the usage of YouTube and the children's satisfaction. Your participation will greatly contribute to the success of the survey. We deeply appreciate your help in participating in this survey, and your responses will remain private and will be used strictly for **academic purpose only**. Any enquiries, please contact Yoon Chee Cong at 010-7101886 or 017-5438926.

Instructions: There are FOUR (4) sections in this questionnaire. Please answer ALL questions in ALL sections.

Thank you.

Group members:

NO	NAME	STUDENT ID
1	Lien Kim Yean	1503483
2	Liew Swet Li	1500907
3	Wong Chun Siong	1503296
4	Yee An Li	1500677
5	Yoon Chee Cong	1504349

Section A: Demographics

Please **tick** (✓) only **ONE (1)** answer for each of the following questions.

1. Gender

Male

Female

2. Ethnicity

Malay

Chinese

Indian

Others: _____

3. Age

10

11

12

Section B: Usage of YouTube

Please **tick** (✓) only **ONE (1)** answer for each of the following questions.

1. Which device(s) do you use to access YouTube? (You may tick more than one answers)

- Smartphone
- Laptop
- Tablet
- Smart-TV
- Desktop
- Others: _____

2. How long do you spend on YouTube everyday?

- Less than 1 hour
- 1-3 hours
- 4-6 hours
- More than 6 hours

3. How many times do you use YouTube everyday?


- Less than 3 times
- 3-5 times
- 6-10 times
- 11-20 times
- More than 20 times

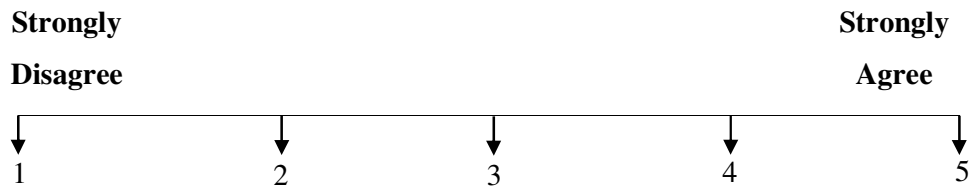
4. Is it difficult to spend day without using YouTube?

Yes

No

Section C: Motivation of using YouTube

Please indicate the extent that each of the following statements reflects the motivation of using YouTube. Please use this scale to answer the following questions **circle**  the most appropriate response.



Motivation					
Entertainment					
1. I use YouTube to pass time.	1	2	3	4	5
2. I use YouTube when I have nothing else to do.	1	2	3	4	5
3. I use YouTube because it entertains me.	1	2	3	4	5
4. I use YouTube because I enjoy using it.	1	2	3	4	5
5. I use YouTube to occupy my time.	1	2	3	4	5
Convenience					
6. I use YouTube because it is easy to use.	1	2	3	4	5
7. I use YouTube because it is free.	1	2	3	4	5
8. I use YouTube because the videos are readily available.	1	2	3	4	5

9. I use YouTube because I can use it anytime.	1	2	3	4	5
10. I use YouTube because I can view videos online and I do not have to pay.	1	2	3	4	5
Information Seeking					
11. I use YouTube to know what is going on.	1	2	3	4	5
12. I use YouTube to get free information.	1	2	3	4	5
13. I use YouTube because there are a lot of information.	1	2	3	4	5
14. I use YouTube to be aware of popular trends.	1	2	3	4	5
15. I use YouTube to search for various information.	1	2	3	4	5

Section D: Satisfaction of using YouTube

Satisfaction					
1. I am satisfied with the video's postings on YouTube.	1	2	3	4	5
2. I am satisfied with the social networking services of YouTube. (Eg: Post Status, and comment on the post)	1	2	3	4	5
3. Using YouTube is pleasant.	1	2	3	4	5
4. I have fun using YouTube.	1	2	3	4	5

5. I find using YouTube to be interesting.	1	2	3	4	5
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Thank You for Your Participation.

APPENDIX

2



UNIVERSITI TUNKU ABDUL RAHMAN

FAKULTI SENI DAN SAINS SOSIAL

SARJANA MUDA KOMUNIKASI (KEPUJIAN) PERHUBUNGAN AWAM

PROJEK TAHUN AKHIR

TAJUK:

**MOTIVASI DAN KEPUASAN: KAJIAN PENGGUNAAN YOUTUBE DI
KALANGAN KANAK-KANAK**

SOAL SELIDIK

Kami ialah pelajar tahun akhir yang mengikuti pengajian Ijazah Sarjana Muda Komunikasi (Kepujian) dari Universiti Tunku Abdul Rahman (UTAR) Kampar, Perak. Kajian ini bertujuan untuk mengkaji faktor motivasi, nilai hubungan dan kepuasan dalam penggunaan YouTube di kalangan murid-murid. Penyertaan murid-murid akan menyumbang kepada kejayaan soal selidik ini. Pihak kami amat menghargai bantuan murid-murid dalam menyempurna dan menjayakan Projek Tahun Akhir ini. Hasil soal selidik dan maklum balas murid-murid adalah bersifat peribadi dan hanya digunakan untuk tujuan akademik sahaja. Sebarang pertanyaan, sila hubungi Yoon Chee Cong 010-7101886 atau 017-5438926.

Arahan: Terdapat EMPAT (4) bahagian dalam soal selidik ini. Sila jawab SEMUA soalan.

Terima kasih.

Ahli kumpulan:

NO	NAMA	ID PELAJAR
1	Lien Kim Yean	1503483
2	Liew Swet Li	1500907
3	Wong Chun Siong	1503296
4	Yee An Li	1500677
5	Yoon Chee Cong	1504349

Bahagian A: Demografik

Sila **tanda** (✓) **SATU (1)** jawapan sahaja untuk semua soalan.

1. Jantina

Lelaki

Perempuan

2. Bangsa

Melayu

Cina

India

Lain-lain: _____

3. Umur

10

11

12

Bahagian B: Penggunaan YouTube

Sila **tanda** (✓) **SATU** (1) jawapan sahaja untuk semua soalan.

1. Apakah alat yang anda guna untuk melayari YouTube? (Anda boleh pilih jawapan **lebih daripada satu**)

- Telefon bimbit
- Komputer Riba
- Tablet
- Televisyen Pintar (Smart-TV)
- Desktop
- Lain-lain: _____

2. Berapa lama anda melayari YouTube setiap hari?

- Kurang daripada 1 jam
- 1-3 jam
- 4-6 jam
- 6 jam atau ke atas

3. Berapa kali anda melayari YouTube setiap hari?

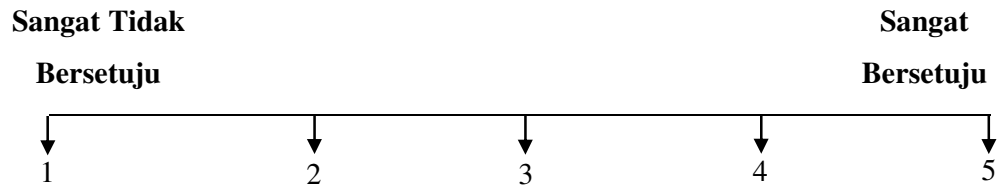
- Kurang daripada 3 kali
- 3-5 kali
- 6-10 kali
- 11- 20 kali
- Lebih daripada 20 kali

4. Adakah anda rasa susah untuk menghabiskan masa lapang tanpa melayari YouTube?

- Ya
 Tidak

Bahagian C: Motivasi untuk melayari YouTube

Sila bulat SATU (1) jawapan sahaja untuk semua soalan.



Motivasi					
Hiburan					
1. Saya melayari YouTube untuk menghabiskan masa.	1	2	3	4	5
2. Pada masa lapang, saya melayari YouTube.	1	2	3	4	5
3. Saya melayari YouTube kerana ia menghiburkan saya.	1	2	3	4	5
4. Saya melayari YouTube kerana saya menikmatinya.	1	2	3	4	5
5. Saya melayari YouTube untuk mengisi masa lapang saya.	1	2	3	4	5
Kemudahan					
6. Saya melayari YouTube kerana ia mesra pelanggan.	1	2	3	4	5

7. Saya melayari YouTube kerana ia percuma.	1	2	3	4	5
8. Saya melayari YouTube kerana ia sedia ada di sana.	1	2	3	4	5
9. Saya melayari YouTube kerana saya boleh guna bila-bila masa.	1	2	3	4	5
10. Saya melayari YouTube kerana ia mempunyai pelbagai jenis videos yang percuma.	1	2	3	4	5
Carian Maklumat					
11. Saya melayari YouTube untuk mengetahui perkara yang sedang berlaku.	1	2	3	4	5
12. Saya melayari YouTube untuk memperolehi maklumat yang percuma.	1	2	3	4	5
13. Saya melayari YouTube kerana ia mempunyai banyak maklumat.	1	2	3	4	5
14. Saya melayari YouTube untuk mengetahui trend popular.	1	2	3	4	5
15. Saya melayari YouTube untuk mendapat pelbagai jenis maklumat.	1	2	3	4	5

Bahagian D: Kepuasan terhadap Penggunaan YouTube

Kepuasan					
1. Saya berasa puas hati dengan video yang didapati di YouTube.	1	2	3	4	5
2. Saya berasa puas hati dengan perkhidmatan rangkaian sosial di	1	2	3	4	5

YouTube. (Contoh: Status Pos, dan komen)					
3. Saya rasa gembira apabila menggunakan YouTube.	1	2	3	4	5
4. Saya rasa seronok apabila menggunakan YouTube.	1	2	3	4	5
5. Saya rasa YouTube menarik.	1	2	3	4	5

Terima kasih atas penyertaan anda.

APPENDIX

3



拉曼大学

艺术与社会科学学院

传播学士 (荣誉学位) 公共关系 毕业论文调查研究

标题： 儿童使用 YOUTUBE 的动力与满足感

调查问卷

我们是拉曼大学（金宝区）公关系的最后一年本科生。本研究旨在探讨儿童使用 YouTube 的动力以及评估 YouTube 的使用与儿童满足感之间的关系。你的参与将对我们的研究有很大的帮助。我们非常感谢你的意见，你的资料将保密，并**仅用于学术目的**。如有任何疑问，请联系阮智聪（010-7101886 或 017-5438926）。

提示：本调查问卷中有四个部分。请回答所有问题。

谢谢。

小组成员：

序	姓名	学号
1	念锦燕	1503483
2	刘雪丽	1500907
3	王俊翔	1503296
4	余安砾	1500677
5	阮智聪	1504349

(一) 个人资料

请在以下空格里打 (✓) , 每一题只能选择一个答案。

1. 性别

男

女

2. 种族

马来人

华人

印度人

其他: _____

3. 年龄

10

11

12

(二) YouTube 的使用

请在以下空格里打 (✓) ， 每一题只能选择一个答案。

1. 你一般是用哪种电子产品浏览 YouTube? (可选择多于一个答案)

- 手机
- 手提电脑
- 平板电脑
- 智能电视
- 桌面电脑
- 其他: _____

2. 你每天平均浏览 YouTube 多长时间?

- 1 小时以下
- 1 至 3 小时
- 4 至 6 小时
- 6 小时或以上

3. 你每天平均浏览 YouTube 的次数是

- 3 次以下
- 3 至 5 次
- 6 至 10 次
- 11 至 20 次
- 20 次以上

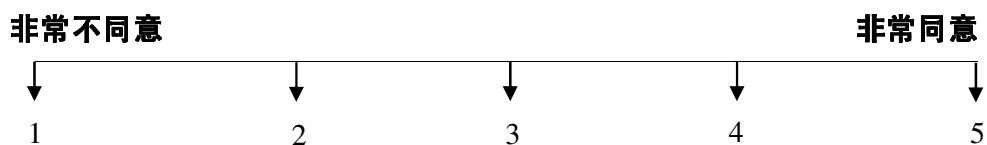
4. 如果没有浏览 YouTube, 你会难以消耗时间。

是

不是

(三) 使用 YouTube 的动力

请圈出○下列各项的数字, 每项只能选择一个答案。



动力					
娱乐					
1. 我使用 YouTube 消耗时间。	1	2	3	4	5
2. 当我空闲时, 我会使用 YouTube。	1	2	3	4	5
3. 我使用 YouTube 因为它使我快乐。	1	2	3	4	5
4. 我享受使用 YouTube。	1	2	3	4	5
5. 我使用 YouTube 充实我的时间。	1	2	3	4	5
方便					
6. 我使用 YouTube 因为它方便使用。	1	2	3	4	5
7. 我使用 YouTube 因为它免费。	1	2	3	4	5
8. 我使用 YouTube 因为视频随时可观看。	1	2	3	4	5
9. 我使用 YouTube 因为随时可以使用。	1	2	3	4	5

10. 我使用 YouTube 因为我可以观看任何视频并无需任何费用。	1	2	3	4	5
资料搜索					
11. 我使用 YouTube 来获取最新资讯。	1	2	3	4	5
12. 我使用 YouTube 来得到免费的资讯。	1	2	3	4	5
13. 我使用 YouTube 因为它有很多资讯。	1	2	3	4	5
14. 我使用 YouTube 来了解最新趋势。	1	2	3	4	5
15. 我使用 YouTube 来搜索多样化的资讯。	1	2	3	4	5

(四) 使用 YouTube 的满足感

满足感					
1. 我对于 YouTube 视频发布感到满足。	1	2	3	4	5
2. 我对于 YouTube 的社交功能感到满足。(例: 发布状态和留言)	1	2	3	4	5
3. 我使用 YouTube 感到心情愉快。	1	2	3	4	5
4. 我觉得使用 YouTube 很好玩。	1	2	3	4	5
5. 我发觉使用 YouTube 很有趣。	1	2	3	4	5

感谢你的配合与参与!