Investigating the Role of UTUAT in YouTube-based Educational Content Acceptance during the Post-Pandemic Era

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Abstract

This research also focused on the factors behind wider YouTube usage in Pakistan during the post-pandemic era. The researchers adopted primary constructs from the Unified Theory of Acceptance and employed Structural Equation Modelling for the data analysis. Data gathered from n= *374 individuals indicated that Performance Expectancy has a significant effect on Behavioral Intentions, showing that online platform performance positively shapes the students' behavior. However, the effect of Effort Expectancy was insignificant, indicating expecting less effort to search and find relevant content does not affect the students' Behavioral Intention. The effect of Performance Expectancy on Effort Expectancy also remained significant, indicating that performance expectations are linked with the effort expectations of the respondents. Further, Behavioral Intention significantly leads the study respondents to accept YouTube educational content for learning purposes. Finally, Perceived Usefulness significantly mediates the behavioral intention to accept YouTube educational content for learning purposes. Thus, this research concluded that virtual social networking, including YouTube, supports the young generation's learning and education. Consequently, the importance of these platforms is increasing, demanding that institutions expand their learning opportunities further, ensuring enhanced learning experiences for everyone.*

Keywords: *YouTube, elearning, Education, UTUAT, Pakistan, Higher Education*

Introduction

Covid-19 was a major worldwide health catastrophe and the first pandemic during the digitalization era (Gumantan et al., 2021). Despite Covid-19 impacting all the sectors worldwide, the advent and pervasiveness of online communities have prompted a rise in optimism, as stated by Kayali & Alaaraj (2020). Numerous social media sites attempt to assist their members, particularly young learners, in overcoming educational hurdles. Regarding education, different virtual platforms, including YouTube, are among the most popular sites on the Internet (Mahyoob, 2020). Khan et al (Khan et al., 2020) also agreed that YouTube gives its users access to both free and paid services. According to recent statistics, approximately 31.0% of the global population uses YouTube, and Pakistan has 71.7 million active YouTube subscribers (Monitor, 2022). To continue teaching despite the effects of institutional closure and social isolation, many Pakistani institutions are now offering free YouTube Premium accounts to their students. YouTube simplified the educational process for everyone, from students to lecturers (Abbasi & Huang, 2020). Audiovisual content makes even the most difficult concepts and theories understandable. Educators worldwide are sharing their lessons on YouTube, giving students access to various perspectives on a given topic (Data Portal, 2022). Even today, when the pandemic has almost been controlled and traditional learning is re-integrated, many institutions still prefer online learning platforms to ensure education at every doorstep (Shahzad et al., 2021). Now, in this post-pandemic period, a need to explore these online platforms' particularly YouTube, may determine the factors influencing and encouraging students and institutions to adopt educational content on YouTube. Thus, due to the increased significance of factors influencing eLearning acceptability during the Covid-19 pandemic, we propose that YouTube plays a crucial role in long-term eLearning (Daniel Hermawan, 2021a). This research uses educational content on YouTube uploaded during the Covid-19 outbreak in Pakistan. However, the focus would remain on using and adopting relevant content during the post-pandemic era. The study participants are students at institutions accredited by the Pakistan Higher Education Commission (HEC).

Literature Review and Hypotheses Development

Performance Expectancy and Behavioral Intention

Since its debut in 2005, YouTube is the second most popular online website (Cao & Niu, 2019) in terms of offering access to information, resources, entertainment, etc. Because of its features, it serves as a medium wherein its users can share and receive videos from one

another YouTube users primarily engage in content exchange with one another and rarely engage in other forms of social interaction, making it the leading digital space for knowledge-sharing and education (Mugambe, 2017). Because YouTube users may upload, use, and share instructional videos, it has the potential to improve educational outcomes (Elareshi et al., 2022a). Regardless of the type of content, YouTube encourages students and learners to be creative and actively select the content they consider consistent with their educational needs (Favale et al., 2020) However, sometimes need, more high-quality videos and accurate information is why some do not encourage utilizing YouTube for learning, particularly in the sciences (Alkhuwaylidee, 2019).

Notably, Performance expectancy refers to an individual's perceived belief about how technology would enhance their work performance. In the context of using YouTube for educational purposes, performance expectancy is the extent to which individuals perceive that using YouTube will help them in their academic or professional pursuits. A study by (Tahat et al., 2022a)found that performance expectancy positively influences the behavioural intention to use YouTube for educational purposes. The results indicate that individuals who believe using YouTube will improve their performance are more likely to use it for educational purposes. Consequently, educators and institutions also emphasize the potential benefits of YouTube for educational purposes to encourage its usage. Thus, based on the relevant discussion, it is proposed that:

H1: Performance expectancy has a significant effect on behavioral intention.

Effort Expectancy and Behavioral Intention

Effort expectancy refers to the degree to which an individual perceives that using technology will be free of effort. In the context of using YouTube for educational purposes, effort expectancy is the extent to which individuals perceive that it will be easy for them (Jeljali et al., 2018). YouTube has become a popular platform for education, and it can help students to perform well in their educational arenas. The visual and interactive learning experience provided by YouTube can enhance students' understanding of complex concepts (Tahat et al., 2022a). Videos on YouTube can show real-life examples, animations, and illustrations, helping students visualize abstract ideas and make connections between different concepts (Mseleku, 2020). Besides, YouTube offers vast educational content covering various subjects, from science and math to history and literature. Students can explore other topics and find the materials that best fit their learning style. This diversity of content allows students to supplement their classroom learning and gain a deeper understanding of the

subject matter. YouTube also offers a convenient way for students to access educational content anytime and anywhere. They can watch videos on their smartphones, tablets, or laptops and don't have to be physically present in a classroom to learn. This flexibility makes YouTube an attractive option for students with busy schedules or those who prefer to learn at their own pace (Wang, 2020). A study conducted by Habes et al. (2020)found that effort expectancy positively influences the behavioural intention to use YouTube for educational purposes. The results indicate that individuals who perceive YouTube as easy to use are more likely to use it for educational purposes. Therefore, educators and institutions must provide training and support for using YouTube to make it easier for individuals to use it for educational purposes. Thus, based on the relevant discussion, it is proposed that:

H2: Effort expectancy has a significant effect on behavioral intention.

Performance Expectancy and Effort Expectancy

Performance expectancy is a critical factor influencing students' intention to use YouTube for educational purposes. YouTube provides a range of features that can help students perform academic tasks more efficiently and effectively (Sukendro et al., 2020a). Additionally, YouTube's search function allows students to quickly find videos on specific topics, reducing the time and effort required to find relevant educational materials. Moreover, YouTube's recommendation algorithm can suggest related videos that students may find helpful, enhancing their learning experience (Habes et al., 2020). Students can interact with instructors and peers through comments and discussions, which can lead to a deeper understanding of the subject matter and help to clarify any doubts they may have. This interaction can also enhance students' motivation and engagement with the material, leading to improved academic performance. YouTube allows students to engage with the content and interact with instructors and other students through comments and discussions (Kayali & Alaaraj, 2020b). This interaction enables them to ask questions, share their thoughts and opinions, and learn from their peers. Such opportunities for discussion and collaboration can further enhance their learning experience and deepen their understanding of the subject matter (Utami, 2021a).

Performance and effort expectancy are closely linked in the context of learning through social media platforms. Individuals are more likely to perceive e-learning as easy to use (i.e., high effort expectancy) if they believe it will enhance their performance (i.e., high-performance expectancy) (Ali et al., 2021). Furthermore, if an individual perceives that using social media for learning is effortless, they believe it will enhance their performance and, therefore, be

more motivated to use it. The ease of use of e-learning platforms, such as user-friendly interfaces and easy-to-follow instructions, can contribute to high effort expectancy, leading to increased motivation to use the platform for educational purposes (Zhang et al., 2015). Thus, based on the relevant discussion, it is proposed that:

H3: Performance expectancy has a significant effect on effort expectancy.

Performance Expectancy and YouTube for Education

Sharing videos and material in real-time and receiving feedback from others can also improve communication between students and teachers, making the eLearning process easier (Tahat et al., 2022b). Kaya et al. (2021) evaluated 756 YouTube videos to examine their educational reliability and viewers' interest in health-related themes. Results revealed that 78.7% of videos could have been more useful/little useful in learning, indicating that the interest rates of viewers may not compel the creators to make more educational content. Yoo et al. (2020) analyzed 218 YouTube videos to confirm the acceptability and trustworthiness of YouTube videos for educational purposes. They discovered that 92% were rated as suitable for educational purposes, implying that YouTube should be suggested for learning about knee stability tests. However, something needs to be established regarding the likelihood of YouTube's acceptance as a learning platform, particularly in South Asia, considering the Covid-19 crisis's making online learning mandatory rather than optional (Alqudah et al., 2020). Thus, combined with the traditional structure of a campus-based environment, digital learning is adopted by an increased number of educational institutions worldwide (Ali et al., 2021). Daniel Hermawan, (2021) argued that the new online paradigm (eLearning) is supplemental and does not replace the conventional model.

According to (Habes et al., 2022), YouTube has become an increasingly popular tool for educational purposes due to its vast collection of educational content, ease of use, and accessibility. It allows students and educators to access a wide range of educational videos, lectures, and tutorials from around the world, anytime and anywhere, at no cost. YouTube also provides opportunities for interactive and engaging learning experiences through its features, such as comments, likes, and shares, which enable students to interact with content creators and each other. Additionally, YouTube can be a platform for educators to create and share their educational content and reach a wider audience. Overall, YouTube has the potential to enhance the effectiveness and accessibility of education, making it a valuable resource for students, educators, and institutions (Jeljeli et al., 2022). Thus today, technological advancements have facilitated social and educational contact, such as

exchanging study materials for educational purposes (Sarabadani et al., 2017). Thus, based on the relevant discussion, it is proposed that:

H4: Behavioral intention has significant effect on YouTube educational content acceptance.

Perceived Usefulness, Behavioral Intention, and YouTube for Education

Perceived usefulness is crucial in motivating students to adopt YouTube for educational purposes. When students believe that YouTube is a valuable tool for their academic needs, they are more likely to incorporate it into their learning routine. (Sukendro et al., 2020b). YouTube offers a rich visual learning experience that can enhance students' understanding of complex concepts. The platform hosts vast educational content covering various topics, allowing students to explore different subjects and find the materials that best fit their learning style (Abbad, 2021a). Furthermore, YouTube allows students to engage with the content and interact with instructors through comments and discussions, enabling them to ask questions, share their thoughts and opinions, and learn from their peers. As a free platform, YouTube is a cost-effective option for students from different socio-economic backgrounds. Overall, perceived usefulness motivates students to adopt YouTube for educational purposes, making it an attractive option for students seeking a valuable and accessible tool to enhance their academic performance (Alshehri et al., 2020).According to (Farag et al., 2020), perceived usefulness plays a significant role in determining the behaviour towards acceptance of YouTube for educational purposes. Perceived usefulness refers to the extent to which individuals believe using YouTube will help them achieve their academic or professional goals. When individuals perceive YouTube as useful for their educational needs, depend on it to gain supportive material for educational purposes. This perception of usefulness can be influenced by factors such as the relevance, quality, and credibility of the educational content available on YouTube, as well as the ease of use and accessibility of the platform (Barry, 2017).

Thus, based on the relevant discussion, it is proposed that:

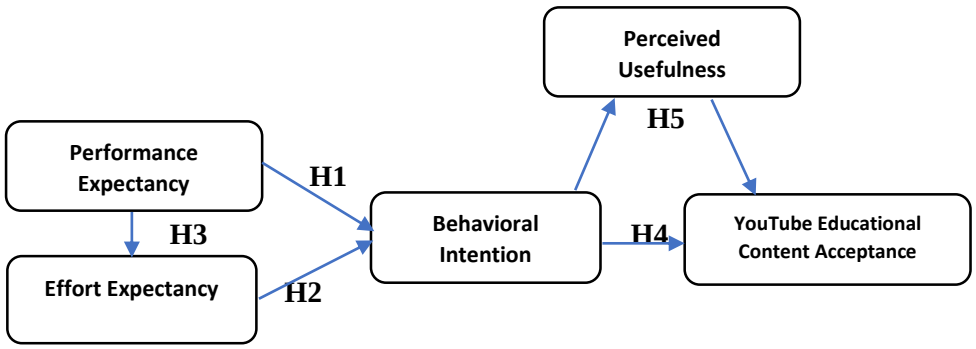
H5: Perceived Usefulness significantly mediates the relationship between behavioral intention and YouTube educational content acceptance.

Unified Theory of Acceptance and Use of Technology (UTUAT)

From its original four fundamental constructs, the Unified Theory of Acceptance and Use of Technology **(**UTAUT) model has integrated into a comprehensive system that can be used in the study of technology acceptance (the use of technology) (Madigan et al., 2016). Three new

concepts—hedonic motivation, price value, and habit—have been incorporated into the original version of the Unified Theory of Acceptance and Use of Technology, which is now named UTAUT 2 ((Abbad, 2021b). Notably, performance expectation is a belief in the system's ability to improve its performance in a certain setting. When talking about a system or piece of technology, the level of expected effort is the extent to which users can expect to be able to work using it without much difficulty. The UTAUT model highlights the theoretical and empirical significance of the relationship between performance expectations and effort expectancy in shaping behavioral intention to utilize the system/technology (Venkatesh, 2022). Additionally, the present research used Performance Expectancy (PE), Perceived Usefulness (PUU), Effort Expectancy (EE), and Behavioral Intention (BI) as determinants of YouTube instructional content acceptance in the post-pandemic era. Figure 1 below illustrates the conceptual framework of current research.

Figure 1
Conceptual Framework of Current Research



Research Methods

Design and Data Gathering

Based on the problem and objectives, this research used cross-sectional design. The researchers used survey questionnaires based on a five-point Likert scale for data-gathering purposes. Table 1 indicates the summary of research scales and their sources. Data was gathered from September 6th, 2022, to November 19th, 2022. The researchers personally visited selected and distributed survey questionnaires among the prospective respondents. After the data gathering, the researchers evaluated, manipulated, and coded the for further analysis by using the SPSS and Amos for Structural Equation Modelling (SEM).

Table 1
Source of Survey Questionnaire Scales

S/R.	Construct	Source
1.	Performance Expectancy	(Abbad, 2021) (Alshehri et al., 2019)
2.	Effort Expectancy	(Daniel Hermawan, 2021)(Alsoud & Harasis, 2021)
3.	Behavioral Intention	(Gumantan et al., 2021)(Alshehri et al., 2020)
4.	YouTube Educational Content Acceptance	(Elareshi et al., 2022) (Onaolapo & Oyewole, 2018)
5.	Perceived Usefulness	(Utami, 2021) (Aristovnik et al., 2016)

Sampling Approach

The population of the current research involves students enrolled in higher education institutions in the capital city of Islamabad, Pakistan. Currently, sixteen public and private sector universities are in the relevant city. Further, the researchers selected three public sector universities with a total enrollment of 35,197 undergraduate, graduate, postgraduate, and doctoral students. Further, the researchers applied Krejcie and Morgan's sample estimation formula, indicating an ideal sample size according to the population will be *n*= 379 individuals in the current research. Thus, after the sample size estimation, the researchers used simple random sampling as it does not involve the researchers' own bias and gives every individual in the population an equal chance of selection. After the data gathering, the researchers evaluated the survey questionnaires and removed *n*= 05 as they needed to be correctly filled in by the respondents. Finally, with a response rate of 98.6%, the researchers proceeded with the *n*= 374 questionnaire for the data analysis.

Data Analysis

Data analysis in this research is based on descriptive and inferential analysis. The researchers have conducted different analyses, including an analysis of multicollinearity and a descriptive analysis regarding demographics. Further, based on the structural equation modelling, the researchers have performed both measurement model analysis to check the validity and reliability of the measurement model and structural model analysis to validate the structural relationships between the study variables.

Table 2
Analysis of Multicollinearity

Constructs	Tolerance	VIF
Performance Expectancy	.941	1.063
Effort Expectancy	.961	1.040
Behavioral Intention	.969	1.032

The current research determines multicollinearity by calculating the Variance Inflation Factor (VIF) values. As indicated in Table 1, the VIF value of Performance Expectancy is 1.063, the VIF value of Effort Expectancy is 1.040, and the VIF value of Behavior Intention is 1.032. Altogether, we found that all the relevant values were lower than the minimum threshold value of 3.0 and Tolerance values above 0.25, indicating that the multicollinearity between the selected variables is under control.

Respondents' Demographics

First, calculation of the respondents' demographics indicated most of the respondents were males (*n*= 194) while *n*= 180 were females (*M: .490, SD: .501*). Regarding the age of the respondents, *n*= 197 were 18 to 22 years old, *n*= 119 were 23 to 26 years old, *n*= 26 were 27 to 30 years old, and *n*= 28 respondents were 31 years old or above (*M: .680, SD: .949*). Finally, according to the educational level, *n*= 121 respondents were undergraduate level students, *n*= 101 were graduate level students, *n*= 7 were pursuing their professional diploma/ certification, *and n*= 49 were doing post-graduation. In contrast, *n*= 28 were doctorate-level students (*M: .292, SD: 1.617*)

Analysis and Results

The model analysis is conducted for analyzing the measurement model, the researchers first examined the internal consistency between the research constructs (See Table 2). The researchers calculated the convergent validity, including the Factor Loads and Average Variance Extracted (AVE) values. Analysis revealed that most loadings are below the threshold value of 0.5, which further needs reconsidering during the Goodness of Fit analysis so that they may fulfil the model fit criteria. However, the Average Variance Extracted values exceed the threshold value of 0.5, ranging from .557 to .794. Further, regarding the construct reliability, the researchers first examined the Composite Reliability values. As indicated in Table 3, the Composite Reliability values range from .711 to .812, exceeding the threshold value of 0.7. Besides, the Cronbach Alpha values (range from .701 to .831) exceed the threshold value of 0.7. Altogether, the results revealed that the construct reliability of the measurement model is validated in the current research.

Table 3
Analysis of Internal Consistency and Reliability

Constructs	Survey Items	Loads	VAR	CR	CA
Performance Expectancy	PEE1	.668	.671	.812	.701
	PEE2	.675			
	PEE3	.316			
	PEE4	.205			
Effort Expectancy	EEY1	.573	.738	.770	.723
	EEY2	. 579			
	EEY3	.738			
	EEY4	.143			
Behavioural Intention	BEN1	.876	.794	.711	.700
	BEN2	.627			
	BEN3	.798			
	BEN4	.791			
YouTube Educational Video Acceptance	YTE1	-.253	.557	.810	.831
	YTE2	.790			
	YTE3	.219			
	YTE4	.895			
Perceived Usefulness	PRU1	.131	.727	.767	.766
	PRU2	.600			
	PRU3	.855			
	PRU4	.126			

The researchers also examined the divergent validity of the measurement model based on two criterion approaches, including the Fornel-Larcker criterion and the Heterotrait-Monotrait ratio (Pasha et al., 2021). Thus, findings based on the Fornel-Larcker criterion revealed that all the squares of AVE values are not only greater than the correlation values (See Table 3) but also do not correlate with each other. Further, calculating the Heterotrait-Monotrait Ratio using the relevant formula, the acquired HTMT value at 0.373 was lower than the threshold value of 0.90, which also affirmed the divergent validity of the measurement model is established.

Table 4
Analysis of Correlation Between Latent Variables (Fornell-0Larcker & Heterotrait-Monotrait Ratio)

	PEE	EEY	BEN	YTE	PRU
PEE	**.450**				
KEY	.189	**.544**			
BEN	.167	.083	**.630**		
YET	-.004	.008	.030	**.310**	
PRU	.461	.074	.124	.180	**.528**

Regarding the goodness of fit, the researchers acquired the chi-square, Tucker Lewis Index, Normed Fit Index (CFI), Fit Index (IFI), and Standardized Root Mean Square (RMSEA) values (See Table 4). Results indicated that the chi-square value of x^2= 1.362 is lower than

the threshold value of 3.0. While the TLI is 2.822, which is greater than the threshold value of .9, the Fit Index value at .926 (> .9), the NFI value is .983 (> .9), while the RMSEA value at .064 that is lower than the threshold value of 0.9. Overall, the results revealed the goodness of fit, further providing a pathway to conduct the structural model analysis.

Table 5
Goodness of Fit Indices

Indicators*	**CMIN**	**TLI**	**GFI**	**IF**	**CFI**	**RMS**
Acquired Fit (Current Analysis)	1.362	2.822	.901	.926	.983	.064

R^2 analysis in this research revealed a 63.8% (.638) variation in YouTube Educational Content Acceptance and a 69.1 (.691) variation in Perceived Usefulness. Overall, the variation in both variables is found as strong in the R^2 analysis (See Table 6).

Table 6
R^2 Analysis of Latent Variables

Constructs	R^2
YouTube Educational Videos Acceptance	.638
Perceived Usefulness	.691

Finally, the researchers examined the relationship proposed between study variables using structural model analysis. The relevant analysis involved path analysis, including regressions weights (t-values and p-values) (See Table 7). Path analysis in this research was followed by examining four direct and one mediating effect. First, the researchers examined the proposed significant effect of Performance Expectancy on the Behavioral Intention of the study respondents under the postulation provided by the Unified Theory of Acceptance and Use of Technology **(**UTAUT). Findings validated this effect with the path value of β= .351 and significance level at p> .012, indicating a significant, direct effect of Performance Expectancy on Behavioral Intention. In the second hypothesis, the significant effect of Effort Expectancy on Behavioral Intention is proposed under the Unified Theory of Acceptance and Use of Technology **(**UTAUT). However, with the path value of β=.133 and a significance level of p> .297, the relevant effect remained invalidated according to the path analysis and calculation. Further, in the third hypothesis, the researchers proposed a significant effect of Performance Expectancy on the Effort Expectancy of the study respondents. With the path value of β=.208 and significance level at p> .000, the effect of Performance Expectancy on

Effort Expectancy under the UTUAT remained significant. Regarding the fourth hypothesis, the researchers proposed a significant effect of Behavioral Intention on YouTube Educational Videos Acceptance among the Federal Capital, Islamabad university students. The relevant proposition was also under the UTUAT, explaining Behavioral Intention as a strong determinant of acceptance and adoption. With the path value of β=.265 and significance level at p> .071, the fourth hypothesis is also accepted in the current research, indicating Behavioral Intention as a significant predictor of acceptance and inclination towards specific phenomenon.

Table 7
Hypotheses Testing

Hyp.	***β***	***t***	***Sign***	**Decision**
Performance Expectancy → Behavioral Intention	.351	2.511	.012	Accept
Effort Expectancy → Behavioral Intention	.133	1.042	.297	Rejected
Performance Expectancy → Effort Expectancy	.208	3.749	***	Accept
Behavioral Intention → YouTube educational content acceptance	.265	2.163	.071	Accept
Hyp.	***β***	***Indirect Effects***	***Sign***	**Decision**
Behavioral Intention → Perceived Usefulness → YouTube educational content acceptance	.368	3.530	***	Accept

Finally, the researchers conducted the mediation analysis of the Perceived Usefulness as a variable adopted from the Technology Adoption Model. The selected variable was proposed as significantly affecting the previously proposed direct relationship between Behavioral Intention and YouTube Educational Videos Acceptance. Results showed that the relevant hypothesis is accepted with the path value of β= .368. However, the acceptance of the hypothesis was also based on examining the indirect effects and significance value of mediating effects; the researchers applied the Sobel Test to examine the significance and indirect effects value. Results revealed the indirect effects value of 3.30 while the significance value was found at p> .000, indicating that the fifth hypothesis of the current research is validated.

Discussion on Results

Talking about the study results and their compatibility with the current research, the results remained significant. For instance, the first study hypothesis, "**Performance expectancy has a significant effect on behavioral intention**," was based on the assumptions proposed by the

Unified Theory of Acceptance and Use of Technology **(**UTAUT), where the researchers assumed Performance Expectancy as a basic factor significantly affecting the Behavioral Intention of respondents regarding YouTube Educational Videos Acceptance. According to the study, respondents (62.4%) perceive YouTube videos as providing a pathway to improve their academic performance. The respondents (67.23) also indicated that they expect the relevant education to provide them with supplementary educational material, which further leads them (64.2%) to actively search for the more relevant content as they consider YouTube educational videos an effective substitute for traditional educational patterns. These findings were consistent with eh arguments given by Alkhuwaylidee (2019). As noted, online educational content helps young learners easily access the material they want. The relevant content can either be a substitute if formal learning or helps as supplementary material, depending on the nature and type of education students are pursuing.

Regarding the second hypothesis, the study respondents (43.8%) indicated that accessibility is comparatively easy. According to the respondents (48.2%), increased accessibility further enhances their interest in adopting online learning through YouTube educational videos. Respondents also showed that fewer efforts are one of the major reasons behind an active selection of online educational content in general. Talking specifically about YouTube, the respondents (49.2%) showed a positive attitude toward sharing their opinion with their peers about adopting YouTube-based educational content. As a result, respondents (56.3%) prefer learning through these videos further leading to a positive opinion about them. However, the findings indicated an insignificant effect of the study by Alshehri et al. (2019) also indicated similar results as they found Effort Expectancy on Behavioral Intention.

The third hypothesis was followed by four root questions. According to most respondents (71.3%), using YouTube videos is directly linked with the performance we expect from the relevant content. Respondents (71.2%) also indicated that they consider YouTube videos to require less effort and fulfilling their expectations regarding better academic performance. Respondents (72.7%) revealed that YouTube videos are a strong electronic information resource that helps them to continue their educational journey. Consequently, respondents (73.8%) consider YouTube-based educational content positively affect their perception of learning. The wider agreement regarding the effect of Performance Expectancy on Effort Expectancy was consistent with the study by Onaolapo & Oyewole (2018). As found, many university-level students consider learning through YouTube as an effective source of

learning and education. Young students rely upon these platforms as they gratify their expectations and show positive results.

Moreover, concerning the fourth study hypothesis, most of the respondents (72.2%) revealed that we have access to elearning, and I intend to use it t access YouTube-based educational content. According to the study respondents (77.3%), we also plan to rely on YouTube for elearning in the future. Further, most of the respondents (75.6%) also revealed that we recommend our peers and friends to consider YouTube videos for educational purposes. Finally, the respondents (73.7%) also revealed positive behavior toward YouTube videos for learning purposes. These results indicated consistency with the study by Budu et al. (2018) as they found elearning to build the students' self-efficacy, further benefiting their critical learning skills and leading them to shape a positive behavior toward digital learning and education.

Finally, the fifth hypothesis also remained significant as the respondents emphasized the useful outcomes attributed to their elearning acceptance, especially regarding YouTube educational content. According to most respondents (78.3%), the study material and tasks provided in the YouTube-based educational videos are consistent with their learning objectives. Respondents also revealed that the available educational videos are compatible with classroom lectures. According to most respondents (80.3%), teachers also encourage them to use YouTube for supplementary educational material. Finally, respondents (79.3%) indicated that the available material on YouTube helps them to understand the class lecture and book-based educational content. These results are also consistent with the study by Aristovnik et al. (2016), which found a consensus regarding the useful outcomes associated with YouTube educational videos for elearning purposes.

Thus, the consensus regarding YouTube for educational purposes, even during the post-pandemic era, indicates the significance of elearning through a popular virtual social platform. The subjective review about the YouTube-based educational content also showed a greater reliance on the elearning facilitating the students at different levels. Students from undergraduate to doctorate and further certificate levels equally considered their positive opinion towards elearning and YouTube-based educational content among the individuals of higher education institutions in the capital city of Islamabad, Pakistan. Humida et al. (2022), researchers' evolving technology and integration of new learning patterns extensively demand consideration. Studies that witnessed the greater reliance on elearning during the Covid-19

pandemic should also investigate its importance during the post-pandemic era. Notably, the pandemic highlighted technology in our daily lives and anticipated its greater acceptance afterward.

Conclusion

A research model was proposed under the Unified Theory of Acceptance and Use of Technology **(**UTAUT) propositions to predict the YouTube educational videos' acceptance among the students of higher education institutions in Islamabad, Pakistan. Findings showed that the sample was representative, having shared characteristics of the population also representing their views about the elearning in general and YouTube-based educational videos in particular. The respondents showed adequate knowledge and experience regarding elearning and its significance regarding YouTube educational video content. The structural model indicated a sufficient predictive potential, as four hypotheses remained significant. Considerably, the mediating effects of perceived usefulness also showed significance showing the role of relevant variables as trivial in the current research. The research further concludes that virtual social networking, including YouTube, is supporting the young generation's learning and education. Consequently, the importance of these platforms is increasing, demanding that institutions expand their learning opportunities further, ensuring enhanced learning experiences for everyone.

Theoretical Implications

YouTube has become an increasingly popular platform for educational purposes worldwide, with millions of users accessing a wide range of educational content. The Unified Theory of Acceptance and Use of Technology (UTAUT) provides valuable insights into why individuals use YouTube for educational purposes and what factors influence their acceptance and use of the platform. Current research also applied the UTUAT and indicated theoretical implications under the theoretical framework. The factors specified by UTUAT performance expectancy help determine that users are more likely to use the platform if they believe it will help them learn better or more efficiently than other learning methods.

Further, users may be more likely to use the platform if they see others using it for educational purposes or receive recommendations or encouragement from their peers or teachers. The UTAUT emphasizes the importance of facilitating conditions, which refer to the degree to which individuals can access the resources and support necessary to use a particular technology effectively. In the context of YouTube for educational purposes, users

are more likely to use the platform if they have access to the necessary technology and receive support and guidance from their teachers or other experts.

Limitations

This study comes up with certain limitations. First, the researchers primarily focused on YouTube, while many other platforms are specified for e-learning purposes. Secondly, this study is conducted in only one city and questions the generalizability of results in other cities and regions. Finally, this study comprised a limited number of constructs adopted from the UTUAT, limiting its scope.

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