IMPACT OF VIDEO-BASED LEARNING WEBSITES ON STUDENTS' ACADEMIC PERFORMANCE

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Abstract: the paper is about Digital platforms such as websites, blogs, and social networking sites have reshaped the structure and scope of digital media [2]. The development of digital technologies has given rise to social networking and video-based learning platforms including Facebook, Facebook Watch, Twitter, Instagram, Live Bowen, Metacafe, Veoh, Snapchat, LinkedIn, YouTube, and YouTube Greenhow and Galvin [3]; Mota and Carvalho-Dias et al.

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As the world advances into a new era characterized by continuous technological innovation, a profound transformation has occurred in the field of communication [1]. The internet has expanded globally, connecting diverse regions and facilitating the exchange of ideas, emotions, and cultural values across borders. Digital platforms such as websites, blogs, and social networking sites have reshaped the structure and scope of digital media [2]. The development of digital technologies has given rise to social networking and video-based learning platforms including Facebook, Facebook Watch, Twitter, Instagram, Live Bowen, Metacafe, Veoh, Snapchat, LinkedIn, YouTube, and YouTube Greenhow and Galvin [3]; Mota and Carvalho-Dias et al. [4]. These platforms enable users to share files, engage in instant communication, and exchange videos and images, fostering both social and educational interactions [5].

In addition to serving as sources of entertainment, social networking sites have become tools for advertising, public information dissemination, and social awareness. Consequently, they have influenced young people's perceptions, attitudes, and behaviors, which in turn affect their academic performance [6]. The rapid technological progress in contemporary society has made students increasingly technology-oriented compared to earlier generations. Social networking sites (SNSs) now serve as effective educational tools, promoting collaboration and communication for classroom projects and assignments, particularly among business students [7]. Educational programs integrating multimedia and visual aids have become more prominent, as noted by Alloway and Horton [8]. As a result, video-based learning website forums (VLWFs) such as Metacafe, Veoh, Facebook Watch, Vimeo, 9Gag TV, DTube, and YouTube have become integral to online learning environments [9], offering dynamic opportunities for innovative teaching and learning practices [10].

The availability of thousands of high-quality educational videos on these platforms allows students worldwide to enhance their learning experiences [11]. Teachers also benefit from these resources, as VLWFs provide flexible alternatives to traditional textbooks and offer access to up-to-date educational materials. According to Allcoat and Mühlenen [20], the use of VLWFs has a substantial impact on college students' learning outcomes. Academic achievement plays a pivotal role in determining success in both education and professional careers [21]. Consequently, many individuals seek methods to enhance their academic

performance, and VLWFs have been recognized as valuable tools for fostering awareness, creativity, knowledge sharing, and soft skills development [2].

Through the effective utilization of these platforms, students gain broader access to information that supports academic excellence. As Curry and Penman [22] assert, technology is essential for both business and education. Vessoyan, Steckle et al. [1] emphasize that incorporating up-to-date technologies enhances students' competencies. Technologically literate students encounter fewer difficulties in their studies and professional lives. While technology presents both opportunities and challenges, awareness of its proper use enables students to maximize its benefits [23].

According to Information Processing Theory, learning and memory formation occur through sensory information that is visual (iconic) or auditory (echoic) [12,13]. This sensory input is briefly stored before being transferred to working memory, which has limited capacity and retains only a few information chunks at a time. If learners maintain engagement and interest, information can be encoded into long-term memory. Thus, VLWFs play a critical role in promoting active learning [14].

In line with Martinez and Reaser [24], technology exerts a positive influence on students' academic performance, particularly when VLWFs are used efficiently. Tan and Pearce [25] found that students effectively employ these platforms for academic purposes, resulting in improved performance and comprehension. Similarly, Ferhatoglu and Kudsioglu [26] identified functionality, usability, reliability, portability, maintainability, and efficiency as key factors influencing students' preference for VLWFs. Their accessibility for social, educational, and communicative purposes further enhances their value [26].

Harrigan, Daly et al. [7] emphasized the role of information technology in the dissemination and sharing of knowledge. Educational institutions increasingly integrate VLWFs into teaching practices, utilizing downloaded videos to enhance students' and teachers' skills [30]. The widespread use of mobile applications such as Facebook Watch, Vimeo, 9Gag TV, Metacafe, Veoh, DTube, and YouTube has been linked to improved academic outcomes. Chang [31] observed that VLWFs are particularly popular among college and university students, holding great significance for younger generations. Meishar-Tal and Pieterse [5] highlighted the potential of these platforms to advance quality education through subject-specific academic channels.

The present study employed a qualitative research design to explore students' perceptions of video-based learning website forums (VLWFs) and their influence on academic performance [44]. A purposive sampling technique was utilized to select participants who could provide rich, relevant insights into the phenomenon under investigation. Data were collected through semi-structured and open-ended interviews conducted with business graduates. All interviews were audio-recorded, transcribed verbatim, and systematically coded to identify emerging themes and subthemes, which are presented in Table 1 [45], in alignment with the study objectives.

Data analysis was conducted using narrative and thematic analysis, enabling an in-depth understanding of students' perspectives. Thematic analysis of the interview transcripts was undertaken to examine the impact of VLWFs on students' academic performance. The findings were categorized into five major themes:

Advantages of VLWFs
Satisfaction with VLWFs
Knowledge enhancement
Skills development
Student performance

The results revealed that the multifunctional nature of VLWFs contributes to their growing popularity among students. The findings are consistent with previous studies indicating that video-based learning promotes deeper engagement with academic content. For instance, Asadzadeh [46] emphasized the dual educational and entertainment value of VLWFs, which make learning both interactive and enjoyable.

In the current era of digital transformation, VLWFs represent a paradigm shift in educational practices, offering innovative opportunities for learners and educators alike [24]. Through these platforms, students can exchange knowledge, share information, demonstrate complex concepts, and collaborate with peers to address challenging topics. The use of educational videos on VLWFs thus plays a pivotal role in delivering high-quality, accessible, and engaging education.

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