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Uses and Gratifications of YouTube Platform Among Young Children in Bahrain

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Abstract:

Based on Uses and Gratifications theory, this study investigates to what extent young children use YouTube platform, as well as the motivations behind these uses, in addition to measure the gratifications achieved from these uses. This study is a quantitative descriptive study. The study depends on the survey method by applying a non-probability sample of (100) respondents. The results showed that watching YouTube ranked first in kid's activities up to (64%), and the results revealed that the motives of entertainment ranked first in the motives of kid's use of YouTube up to (70%), followed in second rank by the motives of spending leisure time by up to (28%), and the result of motivations for education and the acquisition of new skills ranked last at (2%). According to the study's findings, the most important aspects of YouTube's impact on kid's are "give them new language terms" by up to (38%), "memorize songs" by up to (19%), "acquire values and ethics" by up to (17%), "memorize foreign words" by up to (15%), and in fifth and last rank came "speech integrity" up to (11%).

Keywords: Kingdom of Bahrain; Use and Satisfaction; Young Children; YouTube.

Introduction

Modern communication technology, in its fifth revolution, has enabled the integration of information and the growth of media approaches, particularly with the creation of the Internet; this has resulted in a dramatic increase in the volume and speed of information transmission in various forms through the integration and interconnection of more than one medium; thus, the information age has sacrificed its knowledge society to be characterized by the multiplicity of media, interaction and integration of modern technologies (Khalifa, 2020).

In the kingdom of Bahrain, statistics for June (2021) of internet usage with various applications, including YouTube, show that more than 1.7 million citizens, or up to (97.7%) of the entire population, access and use the internet (Internetworldstats.com, 2021).

Modern communication technologies, including social networking sites, particularly YouTube, have had a significant impact on the present and future of young children, whether we like it or not. These changes have a significant impact on the social, economic, and political environment in where young children live, particularly because current discoveries and modern research have provided us with technological data, electronic means, and media methods that past generations did not have. These arts and techniques can contribute to happiness and welfare to young children if properly used.
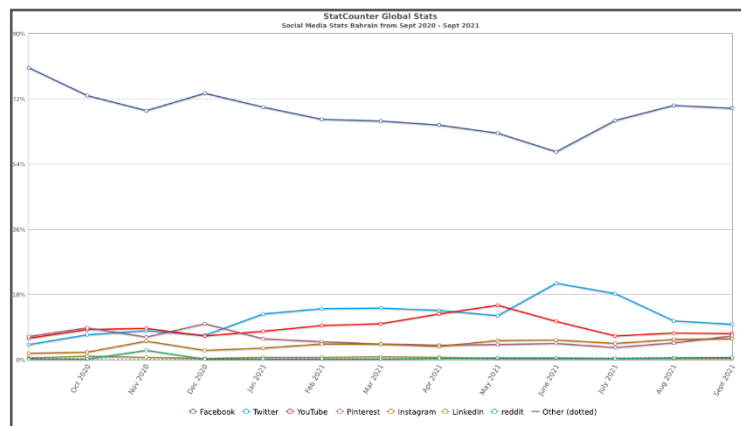

Figure (1) Average usage of social media applications in the Kingdom of Bahrain until September (2021) (Gs.statcounter.com, 2021)

Since its creation in (2005), YouTube has grown to become the world's second biggest web browser behind Google. Each user may create their content, regardless of their skills and

abilities, and they also can check out billions of other contents. YouTube has a great reputation since the user may watch the channels and clips that interest them at any time and from any location; this makes it a significant part of its users' life (Alrab7on.com, 2005).
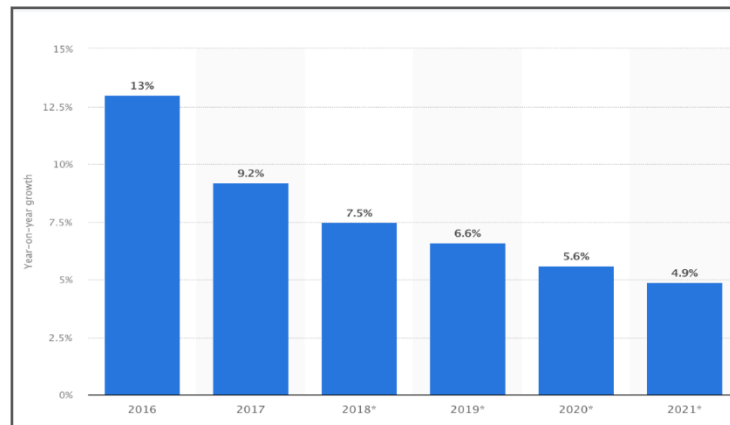

Figure (2) Global annual growth rate of YouTube users from (2016) – (2021) (Statista.com, 2021)

YouTube is one of the most important Internet applications, as well as one of the most well-known and widely utilized by people of all ages, with around (2) billion monthly users. Thus, it attracts more than a third of Internet users around the world. It is also distinguished by the diversity of content, as more than (400) hours of high-quality clips are uploaded every minute / (60) seconds. There are more than (50) million content creators. The number of daily visitors to YouTube exceeds around (30) million people worldwide, and videos are viewed for over (one billion) hours every day. According to statistics, more than (50%) of YouTube views are via smartphones, with a rate of (500) million views, and the average duration of one session for using YouTube is about (40) minutes, while the number of videos watched daily is approximately (5 billion clips), and there are more than (1500) YouTube channels with more than one million subscribers. Males are more likely to use YouTube (62%), while females make up to (32%), and the age group (18-34) watches YouTube actively, whereas the age group (35-55) is the fastest growing group on YouTube, which is why young children prefer using YouTube over standard TV.

Research Problem

The daily viewership of YouTube in the Arab world reaches (310) million views, and therefore it occupies the second place in the percentage of daily views. In addition, (two

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hours) of video clips are posted per minute in the Arab globe (affde.com, 2021). In Kingdom of Bahrain, YouTube is the second most used search engine just behind Google (Alexa.com, 2021). In that light, this study aims to track the motivations and satisfactions of young children in the Kingdom of Bahrain who are using YouTube.

Identifying Research Importance

1. The significance of studying modern electronic media, especially video hosting sites like YouTube, since it is one of the triumphs of the modern technology revolution that has changed the way people get media content.

2. The importance of the age group that the study seeks to apply to, which is the category of young children (3-6) years, and what this represents is the importance of studying the effects of communication technology on the behavior of young people that should be addressed and investigated in light of the strong demand by this group to use modern communication technology.

3. The indicators that this study can provide on the reality of kid's use of YouTube in the kingdom of Bahrain help to achieve the best use of this modern technology.

Research Objectives

1. Discover how much time young children spend on YouTube.
2. Learn about the best times for young children to watch YouTube.
3. Determine the YouTube channels that the young children enjoy watching.
4. Identify the motives behind kid's YouTube consumption.
5. Details about the consequences of YouTube's influence on young children.
6. Measuring the fulfillments obtained from kid's YouTube usage.

Literature Review

Previous studies present many theses and methodologies that can be used in determining the research problem that the current study addresses, and to let researchers avoid the errors that occurred in previous researches, and reveal the difficulties faced by other researchers, as well as help to know the strengths in the research that was conducted and benefit from them, and to know the weaknesses and try to avoid them. In addition to a lot of important sources and references in the field of study and creating the appropriate atmosphere for researchers to start where the others ended (Khalifa, 2020).

In the field of previous scientific heritage that dealt with kid's media in the Kingdom of Bahrain, the researchers did not look at past studies in the field of uses and gratifications of YouTube by young children (3-6) years in the Kingdom of Bahrain. Although researchers discovered studies dealing with this age group and their use of YouTube, such as Hussein's (2020) study to identify the extent to which pre-school young children watch videos presented on YouTube from the mother's point of view, as well as revealing the appropriateness of their viewing of these clips, in addition to Investigate the extent to which it affects kid's behavior. The survey method was used in the research, with a questionnaire sent to mothers in "the governorates of Damietta and Shubra El-Kheima". According to the findings, young children watch YouTube videos "always" (50.49%), "sometimes" (50.38%), and "does not watch" (12%) (Hussein, 2020).

Several prior studies have also dealt with the field of child media in general, such as the Al-Masry research (2020), which attempted to determine the effect of the "Spacetoon" channel in providing pre-school young children with health concepts. The survey indicated that the percentage of health ideas related to healthy diet was (32.19%), the percentage of health concepts related to personal cleanliness was (25.34%), the percentage of health concepts related to exercise was (22.60%), and the percentage of health concepts related to oral and dental health was (19.9%) (Al-Masry, 2020).

The study of Al-Jayyar (2020) aimed to identify the effect of watching the animated films presented on the (MBC3) channel on giving young children (4-6) years of age awareness of the concepts of sexual abuse, based on the quasi-experimental approach. The findings revealed that the most common types of sexual abuse shown in films were unsafe stranger touches and scary stares that terrify the kid, with a percentage of each (28.6%). The findings also revealed that there are differences in the average scores of young children in the two applications, pre and post (Al-Jayar, 2020).

Han and Xuan's (2019) study investigated the use of animation to help students' acquisition of problem-solving skills, as well as to stimulate teachers' interest in further research on the use of animated video clips, which combine animation, stories, problem-solving and problem-solving concepts to teach problem-solving and problem-solving skills (Dilys Han, 2019).

The "Al-Jayyar" research (2018) aims to monitor and analyze the life skills taught in pre-school kid's programs on Arab satellite channels. The research used the content analysis

approach, examining the content of a carefully selected sample of kid's programs. The results showed the diversity of life skills dealt with in the kid's programs, and each program included the treatment of more than one of the skills. "Sesame Street", Part III, was at the forefront of kid's programs that dealt with a pre-school child's life skills with a percentage of success (48.3%), then the "Tila Tula" program with a percentage of (40.5%), then the "Girls and Boys" program with a percentage of (11.2%), Leadership skills occupied the forefront of life skills mentioned in kid's programs by (22.5%), then social communication skills by (19.8), then mental skills by (14.5%), then came skills to deal with the environment by (14%) (Al-Jayar, 2018).

While Wong et al. (2015) studied the differences in males and females while viewing animations that demonstrate natural motions instead of static pictures, and the magnitude of the influence on static displays and animations in two experiments, University students were randomly shown and controlled by a computer for a static and animated figure and watched a Lego display being built after every two presentations. Students were asked to rebuild the task. The results of the study concluded that there were no differences between the two test environments or the general feature of the formula and the animation. A number of gender interactions were found for the form of presentation, and follow-up analyzes indicated that females benefited more than males from the use of animated presentations (Wong, 2015).

Theoretical framework of the study: Input uses and satisfaction

The uses and gratification approach are based on the functional approach, which is summarized in the fact that determining the role of the media in society is through people's use of these means, and that the influence of the media depends on the nature of the audience. The majority of research, individual differences, demographic factors, and studies conducted in this field have been based on testing the relationship between jobs formulated within the framework of motives and needs and between individual exposure and use and the intensity of this exposure and use based on a theoretical framework based on job analysis on the one hand, and theories of motives on the other, because this approach is based mainly on the perception of the function and content of the media (Khalifa, 2013).

The perspective of uses and satisfactions studies how people utilize the media and the fulfillment that the uses theory is concerned with, and what they obtain from their use of

those methods and satisfactions in the study of mass communication, an organized functional study. Its vision for the public is reduced to being successful in picking members for the media's messages and content. In contrast to early ideas such as the theory of united effects or the magic bullet, which saw the crowds as distinct passive individuals acting in sync, the approach to uses and satisfactions is focused with individual characteristics. Thus, the uses and satisfactions method is concerned with individual features and their link to pleasure and fulfillment, motivation patterns, individual demands, and the behavioral approach upon which research rely to track habits and intensity of exposure. Then the discussion shifted to, what does the media do, and where does the audience come from? What is the public's relationship with the media? (Khalifa, 2014).

Use and satisfaction research has mostly tended to approach public demands as intermediate variables in the analysis of traditional communication effects but has rarely attempted to elaborate on the link between media consumption and its consequences. On the other hand, the entry to uses and satisfactions, was mostly related to media consumption, and many researchers expected that studying audience motives would give some light on the influence processes. Among the most important contributions in this field were the studies of "Bloomer" 1979 and "Wendall" 1981.

The idea behind the entrance to uses and satisfactions is that the person's requirements associated with mass communication, which originate in a certain social and psychological environment, as well as sources other than mass communication, where the person expects these sources to satisfy his needs, and mass communication may or may not succeed in attaining these satisfactions. It is the most tested and applied theory in Arab societies, and enables us to identify the goals of members of the public by researchers using the media. And that is by asking them about these goals, their motives and their needs that they are aware of (Khalifa, 2020).

The theory of uses and satisfaction is based on the following assumptions (Khalifa, 2013)

1. The audience is an active audience, and its usage of media is aimed at attaining certain aims.

2. Members of the public have the initiative in achieving the relationship between the satisfaction of needs and the choice of certain means that it sees as satisfying its needs.

3. The media compete with other sources to satisfy needs.

4. Only the public can determine the true picture of media use.

5. The audience is the one who makes value judgements regarding the connection between needs and usage.

6. Individuals use media to solve their problems in terms of information search, social communication, social learning, and development

7. Individuals choose media material that best meets their needs, whether it be for basic information, enjoyment, or learning.

8. Motives and public gratification.

The vision of "Bloomler" 1979 is important to explain the associations of the motives and satisfactions of the use of mass communication with its various influences, and that vision focused on three hypotheses for classifying the motives and gratifications that express the nature of those influence relations (Al-Hadidi, 2016).

- Cognitive motives that aid in the process of collecting and organizing information.
- Motives of transformation and escape and its relationship to entertainment.
- Personal identity motives.

Bloomler (1979) recognizes a connection between uses and satisfaction research and impacts research. For example, uses and satisfaction research is connected to impact studies, despite the fact that it contains some public factors such as knowledge, attitudes, and social perception (Davis., 1995).

Cognitive motives are connected with one of the previously described categories of requirements, which are cognitive needs associated with improving knowledge and information and understanding the environment. These cognitive demands or reasons, as stated by Palmgreen's phrase "watching," may aid in the individual's learning. Observation is the most powerful motivator for gathering information. The motivations for escape and change, on the other hand, are unrelated or just tangentially tied to the actual substance of the medium, such as news. The motive of personal identity has an influence on the individual's exposure to the medium because it attempts to reinforce its own ideas on specific life-related problems that it may discover in the medium's content, i.e., that effect emerges on both exposure and selective attention of the individual (Al-Hadidi, 2016). In

general, most communication studies divide exposure motives into two categories (Fawzy, 2014):

1. Utilitarian motives: Instrumental Motives

It refers to uses directed to specific goals to satisfy different needs and motives such as acquiring knowledge, information, experiences, and all forms of learning in general.

2. Ritual motives: Ritualized motives

It represents transformative motives for viewing, as well as a stronger relationship to the medium, such as watching for habit and escape independent of content such as relaxation, familiarity with the medium, and escape from issues (Darwish, 2014).

In general, it can be said that the decision to use a particular means is linked to certain goals that the individual seeks to achieve through that use, and it is also a decision based on individual motives and needs that push the individual to respond to them in a specific way. Therefore, the difference in those needs and motives would lead to differences in goals and behaviors, which would result in differences in the consequences of this behavior, so its impact differs from one individual to another.

Expectations are also a result of the public's motives for media exposure based on psychological and social origins of individuals, and expectations are a reason for the process of media exposure, and the expectations of individuals from the media differ based on individual differences as well as cultural differences (Makkawi, 2009).

Some have accused studies of uses and satisfactions of failing to pay attention to media content, resulting in poor outcomes such as the failure to offer a convincing explanation for the presence of specific satisfactions that are needed of particular types of content (Al-Shorbagy, 2001).

Swanson (Swanson, 1987: 246-249) recognizes the potential of connecting the message's content with the fulfilled satisfactions. The fulfillment of "Diversion," which is the experiences of arousal, getting rid of tension and anxiety, and escaping from everyday difficulties, may be achieved via entertainment and theater programs. As for news, information, and current affairs programs, people may acquire environmental monitoring satisfaction by acquiring knowledge, experience, and skills. Lawrence Wenner (L,A. 1985: 171-193) distinguishes two kinds of satisfaction:

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A. Content Satisfactions: It is the result of media content exposure and is classified into two types: directive satisfactions (monitoring the environment and getting information) and social satisfactions (connecting the information gained by the user to his social network).

B. Process Satisfactions: It is the outcome of a communication process and its connection with a certain method, and it is not directly tied to the features of messages.

It is classified into two types: The first form of satiation is semi-directive satiation, which is accomplished by stress relief and self-defense and is mirrored in amusement, entertainment, and excitement programs. In the case of the second kind, quasi-social gratifications are obtained by interacting with media characters, and these satisfactions rise as the individual's social connections weaken and their sensation of isolation grows (Makkawi, 2009)

In determining the role of public activity in influencing the media, it is necessary to assume that the dimensions of the activity help or impede the impact because the public is influenced by the content of its choice and attention, while it will not be affected by the content it avoids, distracts from, or mistrusts (Ibrahim, 2005)

Macleod & Baker 1974 McLeod & Becker developed what is known as the Transactional Model that focuses more on public aspirations. (But it is preferable here to express it or in parallel with the required gratitude) such aspirations or satisfaction play an influential role in the public search for certain content in the media or in influencing the exposure process (the impact of exposure depends on the gratification requirement) (Al-Hadidi, 2016).

Research Questions

1. To what extent do young children use YouTube platform?

2. What time is preferable for young children to use YouTube?

3. What are children's favorite YouTube accounts?

4. What are children's motives for using YouTube?

5. To what extent does YouTube affect children?

6. What are the gratifications of using YouTube?

Research design

Type of study

In terms of aim, this study is part of descriptive research and tries to describe and analyze a specific topic as it is in the current reality in terms of the topic's general and detailed

features, including its variables, components, connections, and impacts (Khalifa, 2020). Therefore, this study seeks to investigate the uses of young children for YouTube, as well as to monitor the motivations behind these uses, as well as the feedback from these uses.

Methodology

The survey approach seeks to analyze the structure of the case studied and clarify the relationship between its various components. This is accomplished through a structured effort involving the collection of sufficient data on the phenomenon within a given temporal and spatial context, followed by the organization and processing of such data to obtain a decisive answer to questions or to verify certain assumptions (Khalifa H. K.-A., 2020).

The study is based on the method of sample surveying by means of a deliberate sample of young children in the Kingdom of Bahrain to monitor the reality of the use of YouTube and the results obtained from it.

Research population

Young children in the age group (3-6) are the field study community and the general framework "sample framework" from which the sample is drawn and on which procedural work depends. The study community is all the vocabulary on which research seeks to generalize results (Hussein Khalifa., 2020).

Sample size

The sample is representative of the investigated community, and its findings may be distributed to the whole society (Nagi.et.al, 2021); in the field of sampling, researchers chose an intentional sample of 100 young children' (ages 3 to 6) from the Kingdom of Bahrain who consume the material supplied on YouTube. The survey was carried out by administering a questionnaire to parents on their kid's consumption of YouTube content.

Table (1) Sample characteristics

Characteristics		F	%
Gender	Mail	45	45
	Female	55	55
Age	(3) Years	17	17
	(4) Years	26	26
	(5) Years	17	17
	(6) Years	40	40
Total	100		

Data Collection

The questionnaire was designed and distributed to parents of young children in the study sample, and included a set of measures on the uses, motivations, and satisfactions of young children (3-6 years) in the Kingdom of Bahrain for YouTube.

A test of honesty and fortitude

Honesty is not absolute but relative, and there is no perfectly honest metric, yet it may be claimed to what degree it measures the phenomenon that it was supposed to measure (Khalifa H. K., 2020). The questionnaire was provided to a committee of media academics to measure its authenticity. Consistency means the same for measurement, in the sense of obtaining the same results when applying the tool more than once to the individuals themselves and in the same circumstances, in the sense of the consistency of the instrument in its results (Khalifa& Ahmed., 2020). Stability was calculated using the Alpha-Kronbach coefficient (Cronbach's alpha), valued at 0.769.

Results

Q1: To what extent do young children use YouTube platform?
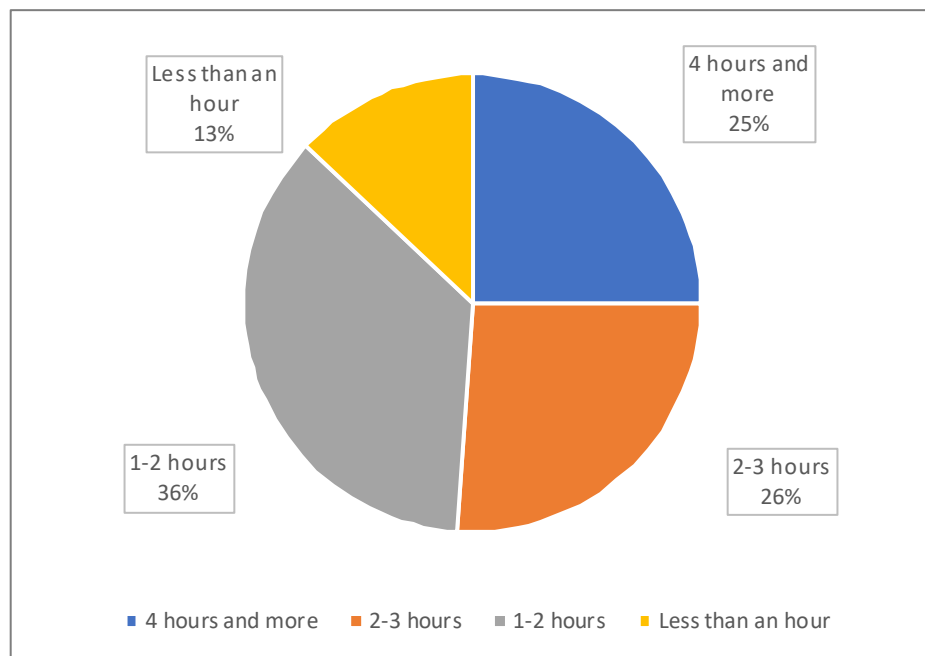

Figure (4) The amount of YouTube consumption by young children on a daily basis

According to the findings of a research on the daily use rate of young children, the study sample for YouTube is as follows: First position (36%) for one to two hours,

second place (two hours to less than three hours) (26%), Third place came from four hours or more (25%), while fourth and last place came from less than an hour (13%). This underscores the fact that the research sample for YouTube is heavily used by young children and that it is an important part of their everyday life.

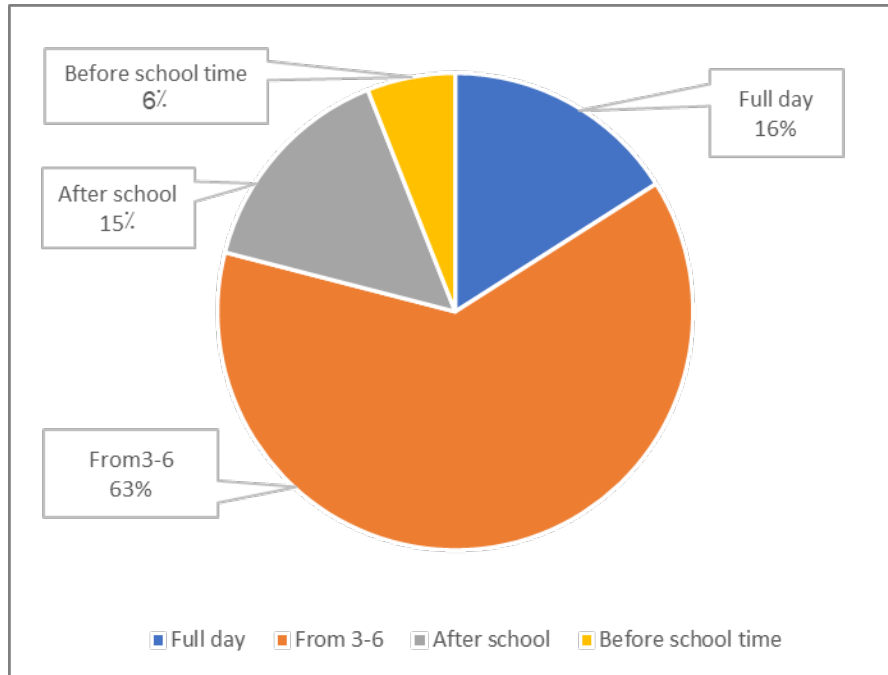Q2: What time is preferable for young children to use YouTube?

Figure (5) Kid's Favorite time to Watch YouTube

The results of the study on kid's preferred periods indicate that the study sample to follow YouTube to the morning period before going to school is the most followed (63%), And then throughout the day, without specifying a specific period in second place (16%), then afternoon after returning from school (15%), and last in the evening period from afternoon to sunset (6%).

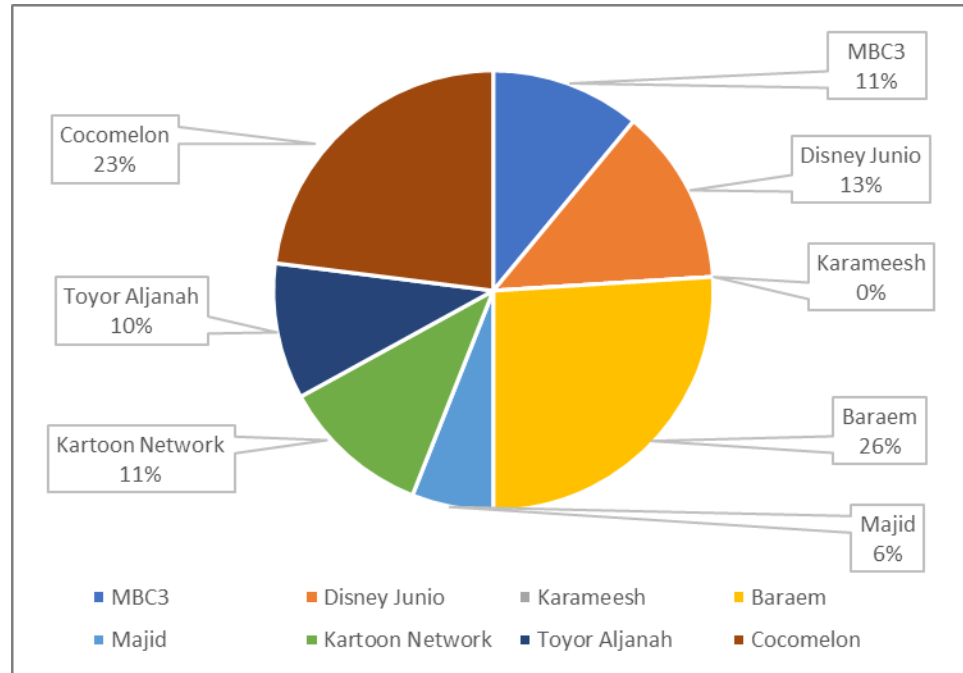Q3: What are children's favorite YouTube accounts?

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Figure (6) The channels young children prefer to watch on YouTube

According to the findings of a study on the YouTube channels that young children choose to watch, the "Baraem" channel rated first with up to (26%), it was followed in second place by the "Cocomelon" Channel (23%), then "Disney Junior" Channel was fourth (13%), the "Cartoon Network" and "MBC3" channels were fifth with up to (11%), and the "Toyor Aljannah" was last with up to (10%).

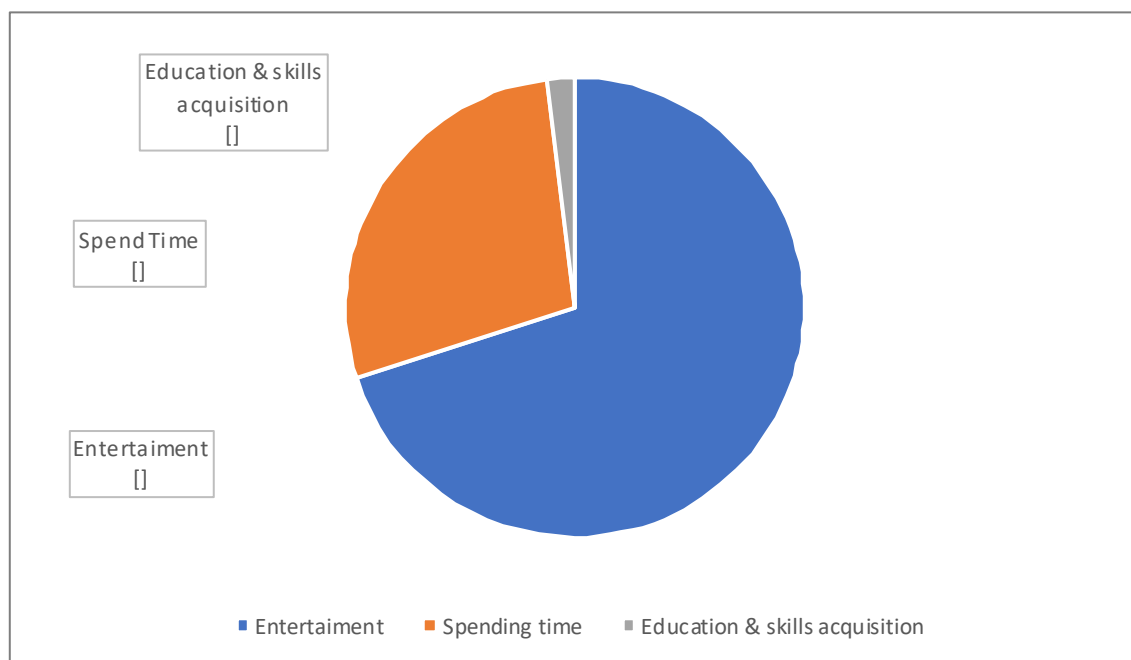Q4: What are children's motives for using YouTube?

Figure (7) motivations for young children using YouTube

According to the findings of a research on kid's motivation utilizing a study sample from YouTube follow-up, the motivation for entertainment ranks top with up to (70%), followed in second place by leisure motivations of up to (28%), the motivation for education and the acquisition of new skills came last with (2%).

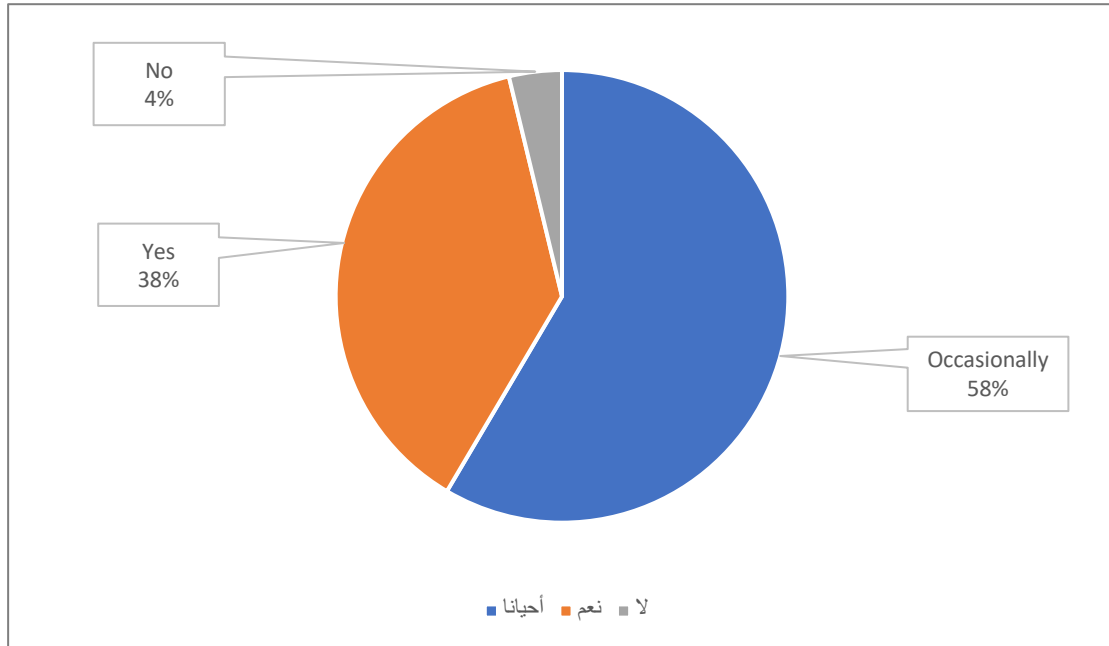Q5: To what extent does YouTube affect children?

Figure (9) the impact of YouTube content on young children

According to the findings of a research on the influence of YouTube video on the youngsters in the study sample, "occasionally" takes top position with a proportion of up to (58%), It was followed by a second-place "Yes" of up to (38%) and a last-place "No" of up to (4%).

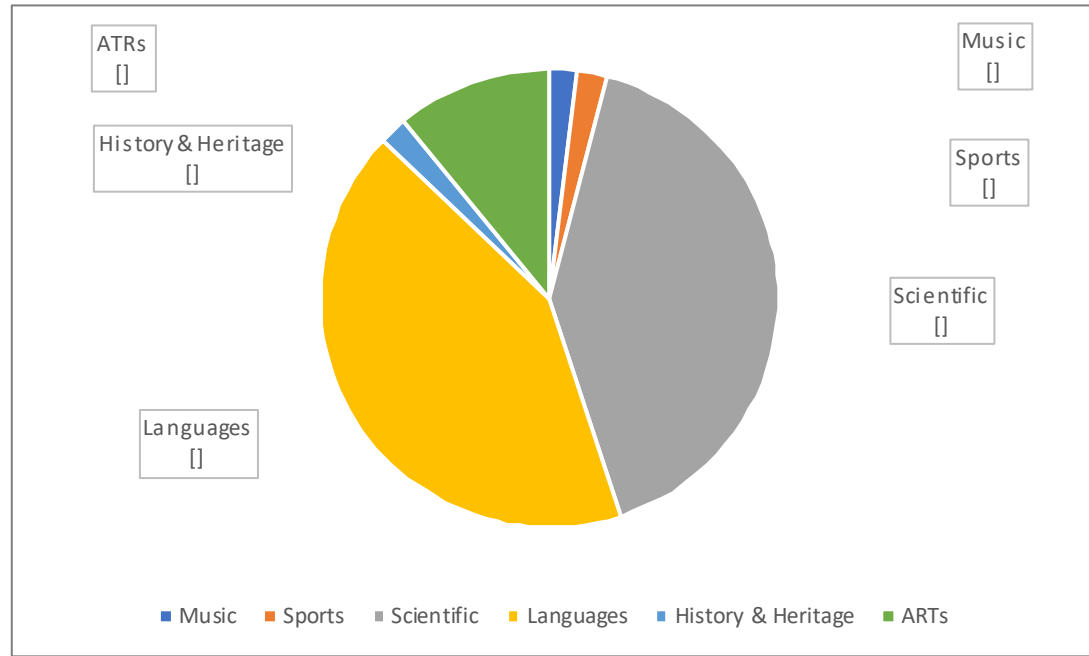Q6: What are the gratifications of using YouTube?

Figure (8) the satisfactions achieved by young children following YouTube

According to the findings of a study on kid's attained satisfactions, the study sample from following up on YouTube, linguistic gratifications occupied the first place with a percentage of (42%), followed by scientific satisfactions with a percentage of (41%), and in the third place came the artistic gratifications with a percentage of (11%), and in the fourth place came the sports, musical and heritage saturations with a percentage of up to (2%).

Conclusion

YouTube content has made a qualitative leap in the media and has been able to influence all segments of the audience, especially young children, by providing entertainment, educational, and educational materials, which have greatly influenced kid's minds and behaviors, as well as their acquisition of various skills.

The YouTube site is also a significant example for distinguished sites that provide educational and targeted resources for young children based on appropriate and specific criteria that fit the category of young children. Attracts the kid and meets his informative demands in a fun and attractive manner.

In terms of presenting its contents, the website also addresses the kid, taking into consideration the kid's intelligence, emotions, and talents. Furthermore, the website, via its material and programming, instills values suited to the kid's ages and awareness. In addition to the presentation of some materials with bilingualism, which will give the child some foreign words, in addition to enriching the child with a linguistic result from his mother

tongue and working to increase his linguistic vocabulary, using a simplified method to enable the child to learn the classical Arabic language before they enter the first cycle in the primary stage.

Study limitations and recommendations

This research is a significant step toward a fuller understanding of kid's usage of YouTube material, especially given kid's high desire for contemporary communication technologies, particularly video sites. Despite the researchers' efforts to follow all of the scientific method's safeguards while constructing the scales and obtaining the data, the study sample is a purposeful sample whose results should not be extrapolated to all youngsters in the Kingdom of Bahrain. Instead, utilize the study's findings to make a conclusive statement on the nature of kid's YouTube usage.

This research makes many suggestions for young children who access YouTube videos, including the following:

- The need for parents to put some kind of censorship on the content that young children watch, especially since YouTube does not place restrictions on content or rating it.

- The necessity of choosing content that does not contradict the customs and traditions of the community.

- Parents must review content before young children view it.

- Assigning a separate link to YouTube for young children, like with the Google Young children link.

  - Establishing a specialized Bahraini TV channel for young children, rebroadcasting it on YouTube and promoting it on an ongoing basis; to provide programs that achieve entertainment and education at the same time in a manner that attracts the Bahraini kid.

  - Interest in informing Bahraini kid's upbringing and airing specialized programs capable of attracting and strengthening the kid's educational skills.

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