



Study of University Counselling Students Acceptance and Preference of YouTube Video Training Content vs. in Person for Internship Training

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Abstract

This study explores the growing trend of university students utilizing YouTube as a learning platform in comparison to traditional in-person education. With its widespread popularity, YouTube offers educational videos that cater to individual learning needs, providing on-demand access to information and fostering self-directed learning. This research aims to uncover why students prefer YouTube for studying and how they select content for learning. Additionally, it examines student preferences for YouTube-based training versus in-person internship experiences. By analyzing these trends, the study provides insights into how technology is reshaping educational practices and counselling skill acquisition. The findings highlight the flexibility, convenience, and personalization that YouTube offers, as well as its role in bridging gaps in traditional education. The results are valuable for both students seeking digital learning opportunities and educators aiming to enhance their teaching methods by integrating new media platforms. The study's conclusions can help inform future instructional strategies and improve the accessibility and effectiveness of education in an increasingly digital landscape.

Keywords: YouTube; Technology; Education; Counselling Skill

Abbreviations

OCA: Office of the Children's Advocate; CARIMAC: Caribbean Institute of Media and Communication; ICT: Information and Communication Technology.

Introduction

YouTube has become a complement learning platform which fosters learning on demand with educational videos which are used as a fruitful strategy to enhance the user's knowledge and are applied in schools and colleges. It has over

2 billion users who watch YouTube videos regularly. It is one of the social media platforms that increased its popularity in the last years with its use in educational purposes in various grade levels. The purpose of this study is to investigate university students' preference to use YouTube for learning and studying vs in-person. Firstly, it looks into the reasons that make university students prefer YouTube for learning and studying. Secondly, it examines the factors that university students consider during content selection on YouTube and looks into their preference of YouTube video training content for learning vs in person for Internship training.

This research is important because it examines how counselling education and skill acquisition are changing. A better understanding of students' acceptance and preferences for online training via YouTube videos as opposed to traditional on-site internship training can help develop more efficient, approachable, and interesting teaching strategies for aspiring counsellors. It also discusses the nexus between technology and education, offering perspectives on how new media sites such as YouTube can supplement or even take the place of conventional teaching techniques.

The quantitative research design methodology is used in the design of the study. Data is collected through the questionnaire that was done face to face. The study emerged that the reasons that motivate students to use YouTube in the learning process instead of in person are individual learning needs, manageability, limitations of in person education, age gap and availability of conditions. The results of the study can be helpful to university students using digital platforms. Furthermore, the results can give feedback to instructors at universities to understand the gaps in face-to-face education. Besides, the results also help to understand the mind-set of university students during content selection in social media.

Literature Review

YouTube is the Most Popular Social Media Platform for Video Sharing Contents

Is there a preference of YouTube training video versus in person training for internship among counselling students at university? YouTube is now one of the most well-known websites on the Internet, with visitors watching about six billion hours of video each month. YouTube is a free video sharing social media website that makes it simple to watch online videos, as well as create and upload your own videos to share with the world (GCFGlobal.org., n.d). Among all social media platforms YouTube is the most used website. Approximately 81 percent of Americans use YouTube, compared to 69 percent who use Facebook this is based on data gathered from new research done by Pew Research Suci P [1]. In Addition to this, In the same Pew Research survey, which was the first of its kind since 2019, YouTube has remained the most popular online platform and it saw an increase from 73 percent of Americans who last reported using the video sharing service. Only YouTube and Reddit saw significant growth over the course of the last year and during the novel coronavirus pandemic [1]. The platform has millions of different kinds of videos. Based on an article written by Saxena A [2], titled, "ten most watched categories of YouTube videos", educational videos are one of the most watched videos on YouTube. There are many educational contents on YouTube, from English verbs to medical school topics like liver cirrhosis; there is no end to what educators

can teach to the students who are ever curious, and ever in need of help on this platform. Educational content is arguably one of the best on YouTube. Several teachers upload videos of them teaching with the help of a blackboard or sometimes animation with a voiceover [2]. There are studies that can confirm how helpful and how frequently YouTube is used by university students across the world.

YouTube is the Most Used Social Media Platform for Teaching and Learning Video Contents

Much recent research has given empirical evidence of the diverse reasons for the use of YouTube videos. According to Naicker L, et al. [3], an internship is an integral part of delivering or completing a degree in any applied area of study. Research findings relating to this theory outline empirical evidence that the use of videos has contributed to the learning process of university students [3]. Studies have shown that the most popular educational video source for surgical preparation is YouTube by final year medical students and lecturers [4]. Also, a study was done to evaluate the use of technology in nursing education for teaching and learning. The reality of today's teaching and learning is cloud computing, which includes YouTube, Google Apps, Dropbox, and Twitter. This has significantly improved higher education, including nursing education [5]. Additionally, research done on the "function of Instagram, Facebook, and YouTube use frequency in College Students' Digital Skills" reveals that there is a correlation between the use of these platforms and academic learning, which include YouTube videos [6]. Another research reveals that 96.4% of the students used YouTube in general, 91.2% used it as a source of information [7]. The purpose of the study is to examine how popular, significant, and beneficial YouTube is for learning anatomy. There are also studies done to discover factors that affect the use of YouTube videos as a learning tool. One study relating to this topic reveals that academic achievement (AA) is influenced by YouTube's information adoption (IA), which is influenced by information usefulness (IU) [8]. The sample group of this study was taken from students who are in bilingual academic settings.

Popularity of YouTube in Jamaica and the Caribbean

Based on the aforementioned, we know that YouTube is used by many university students across the world, but how popular is it in Jamaica and the rest of the Caribbean? According to statistics from the Office of the Children's Advocate (OCA), YouTube is the social media platform that Jamaican teens use the most, with 79.3% of respondents saying they use it. Facebook came in second with 75.1% of users, and Instagram had 51.9% [9]. Additionally, innovative educators in the education sector have found YouTube to be a convenient and useful platform to share their knowledge and innovation based on an article that was published in

the Gleaner, A learning program that uses audio and video mechanisms has been developed by six Caribbean Institute of Media and Communication (CARIMAC) final-year students to support the teaching and learning of mathematics in the secondary institution [10].

The initiative, which is called the 'Technology Communication Analysis Planning Project' (Tech CAPP), a program designed to change how Mathematics is taught, was recently introduced at the Herbert Morrison Technical High School in Montego Bay, St. James. Considering that the online social platform YouTube provides both audio and visual assistance, the project used YouTube as the platform to examine the effect of Information and Communication Technology (ICT) as a teaching tool on students. A recorded session of a mathematics teacher expounding on challenging topics such as Trigonometry and Pythagoras Theorem was uploaded to YouTube (The Jamaica Gleaner, 2017). Also, George Walker, a social studies teacher, has been keeping students engaged through a YouTube challenge designed to facilitate learning and impart knowledge to students. He initiated this due to the development of COVID-19 virus that suspended face-to-face learning [11].

It has also been confirmed that the use of YouTube has bridged the gap between distance learners like Jamaicans and experts' information. Nicholas M, expressed in an article that to close the gap, many libraries have incorporated cutting-edge e-reference services into the core of their operations, and by uploading their tutorial or even their entire presentation on YouTube.

The Gap in Research on YouTube among Tertiary Student in Jamaica and the Caribbean

Empirical evidence shows that the use of the YouTube platform is universal and popular among every nation including Jamaica and the rest of the Caribbean, and that there is consistency in preference for the use of YouTube videos as a learning and teaching tool among university students and lecturers In America and some parts of the world. There is no research on the frequency of YouTube videos for educational purposes among university students in Jamaica and the Caribbean, nor are any studies done on the preference of YouTube videos versus in-person training for internship among university counselling students. Based on the aforementioned statistics, it is clear that YouTube is a popular social media platform that is utilized by many young people across Jamaica. As a result, this indicates that YouTube is the platform of interest for educators, parents and students. Therefore, the study to uncover the preference of YouTube videos for internship training, if the videos are credible and are in line with the academic standards of universities in Jamaica is imperative [12-15].

Methodology

The research's conceptual framework, including its design and chosen approach, will be presented in this section. There will also be discussion of information regarding the demographic and the intended sample. There will be an explanation of the proposed sample strategy, the type of instrument, the data gathering techniques, and the moral and practical precautions [16].

Research Design

This section will give an overview of the method that was used to conceptualize, carry out, and gather data from the sample. In actuality, we'll use a quantitative study design. In this context, information will be gathered via a closed-ended quantitative questionnaire. Given that the difficulties have already been studied qualitatively in previous study, this design will be used. Because of this, the researcher seeks to explore pertinent theories, build on earlier study, and produce insightful findings [17].

Research Aim

This research aims to investigate the preference and acceptance of YouTube training content versus the desire for in-person training, regarding university counselling internship programs at universities in Kingston, Jamaica [18].

Research Objectives

- To determine the preference and acceptance of YouTube video training content as opposed to in person training for university counselling students on internship
- To assess the feasibility of using YouTube video training content vs in person training for university counselling students in internship
- To determine the level of acceptability of YouTube video training content among gender at university among counselling students
- To assess the credibility of YouTube videos used for training by university counselling students for internship.
- Research Questions
- The questions that this research aim to address are:
- Do University counselling students accept and prefer YouTube video training content as opposed to in person training for counselling Internship?
- Is there a greater acceptance of YouTube video training content among males than females for counselling Internship versus in person training among university counselling students?
- Do university students believe that YouTube videos prepare them effectively for an internship without face to face tutoring?

- Are there any protocols in place to ensure that the videos being used on the YouTube platform by counselling students are in line with universities academic standards?

Evaluation of Instrument and Procedure

Google Forms was the medium used for the collection of data. The questionnaire was geared towards getting the percentage of respondents from each university and the percentage of students that responded to each question. A questionnaire and a consent form were distributed to counselling students from four (4) universities in the Kingston area, both part-time and full-time students. The reliability and validity of Google Form was measured by doing a test questionnaire among researchers. The Instrument was deemed valid to use after analyzing and manually calculating the scores. Table 2 shows the percentage of respondents from each university [19].

An email was sent containing a link that gives access to the questionnaire. The Questionnaire contains closed ended questions, items about preference of YouTube training videos versus face-to-face training were measured on a five-point Likert scale with the number one (1) representing strongly disagree to five (5) representing strongly agree. Open-ended questions were also included in the questionnaire which gave the sample group the opportunity to elaborate and give their opinion about YouTube training videos. The Instrument was found accurate in grouping the response of all close-ended questions and all open-ended questions and producing comprehensible statistical data. Additionally, to measure the construct and achieve the objectives of the research, the survey consists of questions that would evaluate the

perception and experience that counselling students have when using the YouTube platform.

Descriptive and Inferential Statistic

Sample (n) = 33

Mean (\bar{X}) = 12.9

Median= 17

Standard Deviation (σ) = 8.94

The high value of the standard deviation shows that the experience and perception of YouTube training videos among counselling students varies enormously.

Results

This research has shown that YouTube is a popular social media platform that is utilized by many young people across Jamaica. As a result, the research has revealed that YouTube is a platform of interest for educators, parents and students. It is effective for counselling internship preparation. It guides the counselling students during internship for observation and gives them the options to re-watch. After conducting the survey among both male and female students from different universities, it was discovered that the use of the YouTube platforms is prevalent among university final year counselling students and 90 percent of those who completed the survey finds it useful for their studies.

This reviews the results and analysis of the quantitative data obtained from the questionnaire. The findings are discussed in light of the previously discovered research findings, as well as available literature, in an attempt to identify similarities and differences between past and current literature.

Gender	Frequency	Percentage
Male	4	12.10%
Female	29	87.90%
Total	33	108.10%
Age Range	Frequency	Percentage
19-24	9	28.10%
25-30	7	21.90%
31 and over	16	50.00%
Total	33	100%
Marital status	Frequency	Percentage
Married	10	30.30%
Single	23	69.70%
Common law	0	0
Total	33	100%

Table 1: Students' Socio Demographic Information.

Table 1 above reflects this socio demographic Information of both male and female students. There were 28.10% respondents from the age groups 19 to 24 and only 21.90% for the age group 25 to 30. The majority of the respondents were found to be in the age range of 31 and over. The percentage

of females that participated in the survey was 87.90% and 12.10% male. These Participants were between the ages of 19 to 31 years and over. 69.70% of the participants are single and 30.30% of the respondents are married.

University	Frequency	Percentage
Mico	1	3.00%
UWI	12	36.40%
UCC	16	48.50%
NCU	4	12.10%
Total	33	100%
Programme Level	Frequency	Percentage
Third Year	13	49.40%
Fourth Year	12	50.60%
Masters Level	0	0
Total	33	100%
Program enrolled	Frequency	Percentage
Social Work	13	40.60%
Psychology	18	56.30%
Counselling	1	3.10%
Criminology	0	0
Total	32	100%
Mode of delivery	Frequency	Percentage
Online	21	36.40%
Face-Face	12	63.60%
Total	33	100%
Full time or parttime student	Frequency	Percentage
Full time	17	51.50%
Part-time	16	48.50%
Total	33	99.5

Table 2: Students Programme Level.

Table 2 of the four Universities, there were a total of 33 respondents, with 48.5% accounting for students from UCC. Of note, all of the respondents are studying Psychology, Social Work, and Counselling, but none have continued their studies at the Masters Level. 63.6% of the respondents attend school on a face to face basis, with over 51.5% attending full time. 49.40% of participants are third year students, while 50.60% of the respondents are fourth year students.

The use of YouTube platforms is prevalent among universities counselling students in their final year. 90 percent of those who completed the survey found the YouTube platform to be user-friendly. Over 56 percent of the sample group stated that they have used YouTube videos in preparation for their

counselling internship and found that these videos were more than adequate in preparing them for their practicum. The same percentage of the targeted group admits that they have seen improvement in their preparation for their internship after watching YouTube-related videos. Also, 56 percent of these individuals stated that their lecturer was ok with them using YouTube videos as learning content in preparation for their internship. Even though over 56 percent of the sample group agree that YouTube training videos were more than adequate in preparing them for their internship, more than 90 percent of the group oppose that universities should not only rely on YouTube videos as a resource to prepare final year students for internship, to use YouTube videos only as guidance in during a practicum (Table 3).

Have you watched any YouTube videos in preparation for your counseling internship?	Frequency	Percentage
Yes	17	53%
No	15	46%
Total	32	99%
Have you seen an improvement in your internship readiness after watching the videos?	Frequency	Percentage
Yes	18	56%
No	14	43%
Total	32	99%
Do you find the YouTube platform user friendly?	Frequency	Percentage
Yes	27	84%
No	3	9.30%
Total	32	93.30%
Have you found YouTube videos to be adequate in preparing you for an internship without face-to-face tutoring?	Frequency	Percentage
Yes	17	53%
No	15	46%
Total	32	99%
Do you think YouTube videos alone can adequately replace the need for in-person/face to face guidance during an internship preparation?	Frequency	Percentage
Yes	3	9.30%
No	29	90%
Total	32	99.30%
Do you believe that universities should rely more on YouTube videos for internship preparation, and reducing face to face training?	Frequency	Percentage
Yes	3	9.32%
No	29	90%
Total	32	99.32%
Does your lecturer approve of the use of YouTube video training content as resources for internship?	Frequency	Percentage
Yes	17	53%
No	14	43.70%
Total	32	96.70%
Do you think it is practical to only use YouTube training videos for counseling internship?	Frequency	Percentage
Yes	1	3.12%
No	31	96.87%
Total	32	99%

Table 3: Perception, and Experience of Using the YouTube Platform.

Have you ever read the protocol guidelines that are used for YouTube?	Frequency	Percentage
Yes	6	19%
No	26	81%
Total	32	100%
Do you think that the protocols YouTube has in place are in line with the standards of the Universities in Jamaica?	Frequency	Percentage
Yes	7	23%
No	23	77%
Total	30	100%
Do you think the videos YouTube has on its platform are in-line with the academic standards of Universities in Jamaica?	Frequency	Percentage
Yes	15	48%
No	16	52%
Total	31	100%
Do the protocols and standards of the YouTube platform influence what videos you choose to watch for academic purposes?	Frequency	Percentage
Yes	13	41%
No	19	59%
Total	32	100%

Table 4: Protocols of the YouTube platform.

Using yes or no responses, participants were asked to rate the protocols and standards of the YouTube platform. 81% of the participants were also asked if they think that the protocols and videos that YouTube has are in line with the standards of universities in Jamaica, a greater percentage (77%) of the

sample group indicated that the protocols are not in line with the standards of the universities. Additionally, 59% of the respondents stated that the protocols and standards of the YouTube platform do not influence the videos they choose to watch for academic purposes (Table 4).

YouTube platform as it relates to counseling learning contents	Frequency	Percentage
1	3	6.70%
2	1	6%
3	9	26.70%
4	15	33.30%
5	3	20%
Total	31	92.70%
How much clarity do YouTube training videos give as it relates to counseling procedures	Frequency	Percentage
1	3	6.70%
2	2	10.00%
3	6	26%
4	14	33%
5	5	20%
Total	30	103%
How reliable do you think YouTube training videos are for internships	Frequency	Percentage

1	2	13%
2	5	20%
3	13	33%
4	9	26%
5	1	6%
Total	30	98%
Total	31	99%

Table 5: Closed ended rating scale on how the YouTube platform assists students with internship.

On a scale ranging from 1 (poor) to 5 (excellent), participants assessed how helpful the YouTube platform was for student counselling overall. 33.30% of the individuals each rate 3 and 4 for clarity on counselling topics and availability of counselling contents. This percentage represents the greatest number of participants. 33% of the participants acknowledged that they gained some understanding of

counselling methods by watching YouTube training videos. A higher percentage of the group (33%) said they believed YouTube training videos for internships were reliable. Overall, a greater percentage of the participants believe that the YouTube platform is helpful for educational and practical academic purposes (Table 5).

Responses to Open-Ended Research Questions

Checking websites
I'm not sure of the credibility. I take what I want then do further research
It's not only employed for its amusing and educational aspects but also for its user-friendliness and adaptability, even for individuals at a young age.
The videos I watch are from professional sources that I have proven to be true off YouTube.
Based on the content creator, views, etc.
Not 100 percent credible maybe 80 percent
N/A
Usually I select those from universities or acclaimed practitioners.
Read texts
Ask other people to watch the video and get their opinion.
Checking the bio. They are not always credible sources added.
1. Qualification of the You Tuber
2. Whether the content matches against other
3. Success of the channel to some degree
The qualification of the individual who is teaching the content
N/A
Its give me a better understanding of the topic or what exactly it is meant and how it's to be done within my studies
Once the information is similar to what is on a scholarly platform then i know the information it creditable. I am a visual learner so I would read a section of scholarly information then go to YouTube to listen an entire video.
I check the description to see the members of the team or the speaker on the respective video.
use videos in the same field or using org or .com
N/A
N/a primary source

Some of the videos are made from information that are found in books and often times the reference is embedded in the video or below the video.
N/A
It helps to give you a clearer view on the assignment given

Table 6: Briefly explain how you substantiate the credibility of the YouTube videos you use for your academic purposes.

It is can misguided if proper use is not followed
If you understand what you are doing then you can use YouTube. I wouldn't recommend persons who are not capable of applying certain skills to rely on YouTube
Enabling students to delve into the material comprehensively and enhance their retention. With YouTube videos, it gives students the flexibility to revisit the content as many times as required. In a classroom or lecture environment, some students might hesitate to request a repetition of key points, but online videos eliminate this concern.
NA
Very beneficial however other tactics is needed to assist with effective learning.
N/A
If it helps offer insight then I think it can be used
Can be helpful but should be a supplement
It's good to be inclusive and try new approaches to learning.
Not prudent
I do not think it is prudent as it does not allow practice
It may offer information that was not initially discussed in class. And it can be used as a refresher
its gives a better understanding and let i retain things better for the future
Content is vase so I am able to gain access to a lot of information that can be used to help in my delivery.
It's not necessary to use YouTube.
It is not wise to use YouTube video only, as anyone can post anything to the platform.
It isn't in the slightest bit
Na
N/A
It is effective as I can visually see the task and associate
It can be integrated in the training process, but it cannot be the sole training material.
Very prudent

Table 7: Briefly explain how prudent you think it is to use YouTube training content for internship training.

In person because it provide more intimate interactions for learning
I would prefer to have trained counselors offering training face to face
both...reason for both is that visual learning learn better watching a video than persons who prefer to write to retain things
In person because that is more secure and accountable, I would appreciate YouTube as well but I would prefer the traditional way.
In person , It's a better learning technique where more information can be shared and feedback can be given
I will choose to do it in person because it's more of hands -on experience where I would get to interact with others physically.
In person, scenarios and questions can be discussed and clarity provided in real time.
Both
In person training because having that field experience is what separates one person from another

In person
In person. It offers an interactive platform that consider the cultural context
Face to face, as it gives students a chance to practice and give real life experience.
In person
YouTube because it helps better to understand the material and can help myself to have a better knowledge of the materials
A mixture of both is effective, using YouTube give me a wealth of knowledge in dealing with a wider range of different backgrounds of people.
In person training. Because one can acquire hands-on experience and knowledge that can never be expressed across an online platform.
theory
In person. More conducive to learning- people can learn online but the majority don't.
Person training, feedback is received right away
I would prefer to do in person training as this method will allow me to communicate in a way that I can be understood and I can reach more people.
In person training, when someone actually do something they learn more base on the experience however, the YouTube video can be more informative.
The only method that I recommend for internship would be only of practical application. Hands on experience are vital.
Person to Person training

Table 8: Indicate which method you would rather for internship and explain why; YouTube training contents or in person training?

Discussion

Research Question 1: Do University Students Believe that YouTube Videos prepare them effectively for an Internship without Face to Face Tutoring?

90% of the respondents that completed the research survey found the YouTube platform to be user-friendly. Over 56 percent of the sample group stated that they have used YouTube videos in preparation for their counselling internship and found that these videos were more than adequate in preparing them for their practicum. The same percentage of the targeted group admits that they have seen improvement in their preparation for their internship after watching YouTube Training videos related to counselling. Nonetheless, the percentage of respondents who believe that the YouTube platform is user-friendly, this same percentage believes that face-to-face tutoring is needed to prepare counselling students for internship.

Research Question 2: Do University Counselling Students Accept and Prefer YouTube Video Training Content as Opposed to in Person Training for Counselling Internship?

The findings of this research reveal that even though the majority of the sample group find YouTube videos effective in preparing them for Internship 96.87% of the respondents

believe it is impractical to use YouTube training videos for counselling internship. The sample group oppose YouTube videos for internship counselling because they believe it does not allow practice and videos can be misinterpreted. They express their preference for face-to-face training for internship as participants believe that it provides hands-on-experience, discuss and clarity is provided in real time and there is more accountability.

Research Question 3: Are there any Protocols in Place to Ensure that the Videos being Used on the YouTube Platform by Counselling Students are in Line with Universities Academic Standards?

Regarding protocols of the YouTube platform, results show that counselling students are allowed by their lecturer to use YouTube as aid in preparation for an internship. However, more than half the sample respondents believe that the protocols for using the YouTube platform are not in line with the standards of the universities in Jamaica, and as a result does not influence their choice in choosing which video they watch to aid their preparation for internship. Additionally, over 50% of the group states that they do cross referencing to check the qualification of the YouTuber to ensure credibility of the videos they watch.

Research Question 4 - Is there a greater acceptance of YouTube video training content among males than females

for counselling Internship versus in person training among university counselling students?

Given the low percentage (12.10%) of male that participated in the survey, the preference of YouTube training video contents versus in person training for internship among males and females counselling students could not be studied.

Implication of the Research

This research has displayed data that can lead to assumptions and conclusions that may not be supported if one should conduct further study. The first implication is that counselling students will be motivated to use YouTube videos as the main source of learning counselling skills and disregard the importance of actual practice such as role-play. It is imperative that students understand the relevance of practicing these skills and watching a video will help but not enhance or perfect the necessary skills a counsellor must have to boost the effectiveness of their therapeutic process. Skills such as active listening and note taking are practices that a student should take into consideration before relying completely on YouTube videos to improve these skills, as there should be some amount of practice so an individual can measure their efficiency in these areas.

The second implication is that more than half of the sample group stated that they use YouTube videos to understand theories, but one challenge that they encounter is cultural context. Students explain that because most of the videos on YouTube are made by individuals from different cultural backgrounds, much clarity is not given as to how counselling theories can be used in Jamaican culture. However, counselling students should not disregard the benefits that can derive from watching these videos that were created by individuals from various ethnic groups as these videos can aid in multicultural counselling. The third implication of this research is counselling students would find it imprudent to use videos on the YouTube platform for internship training as most of the sample group states it does not facilitate practice. While this is true, students and lecturers should be cognizant that YouTube learning content along with the guidance of lecturers can be useful during an internship. The collaboration of the two will make students more confident and efficient during an internship.

Limitation of the Research

Even though this research has enlightened our view on the variance effectiveness of YouTube among counselling students, there are some limitations to it. The sample groups do not speak for all counselling students, as the survey was done among final-year students at universities in the Kingston area. The second limitation is a generalization; the sample group for the research was small in quantity. Hence,

the findings do not represent all final-year counselling students. In addition to this, the medium used to collect data was also a limitation.

Conclusion

This research aimed at highlighting the preference and acceptance of YouTube training content versus the desire for in-person training, regarding university counselling internship programs at universities in Kingston, Jamaica. The findings illustrated a different picture from those reported by peer reviews and other researchers. Given time, limitations and insufficient content on YouTube, many counselling students prefer the in-person internship training over the video instruction. Even though this study has methodological and contextual constraints, more research is necessary to confirm and examine these results as an accurate representation of universities in Kingston, Jamaica. The majority of university students think that watching YouTube videos won't adequately prepare them for an internship. They feel that the in-person instruction works better. As a result, additional study is required to keep expanding the understanding in this field.

Recommendation

This study was confined to universities in Kingston, Jamaica, therefore, further research could be done to include universities outside of the Kingston area to get a more accurate representation of universities in Jamaica. Also, considering limitations associated with the data collection medium as well as the low sample size, further research could be done using in-depth interviews to expand upon the data collected and get a more accurate representation of universities in Jamaica. Additionally, the research reveals that students use their own procedures to determine if a source that they use on YouTube platforms is credible. Hence, it would be prudent for universities to set in place protocols and standards that would guide counselling students in choosing which source of information to use on the YouTube platform.

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