유튜브 영상을 활용한 지속적인 학습의향

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Continuous Learning Intention Using YouTube Videos

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Video learning through YouTube has emerged as one of the most widely used instructional methods, yet relatively little research has been conducted on YouTube video users' willingness to use or behavior, so it is important to examine how to make and keep users' willingness to continue learning and to improve their retention rate for effective online learning. With reference to perceived value theory and utilizing an ECM perspective, the authors construct a model of YouTube video continuous learning intention and investigate the influence of perceived value and satisfaction on users' willingness to use YouTube videos for continuous learning.

키워드: Perceived value, EMO, Online learning, Continuous learning intention

I. Introduction

Learning online through video has become an integral part of people's daily lives in the social media era. Several different types of video platforms are available for the public to use, covering topics ranging from astronomy to gossip. Videos are indispensable for online learning, and the largest video hosting site is YouTube, which allows users to freely view or upload videos. In empirical studies of online learning at home and abroad, the most commonly used theories are theories of information system acceptance, including models of technology acceptance, theories of planned behavior, and integrated theories of technology acceptance and use. Although the initial adoption of information systems by users is very important, the final success of information systems depends on the active degree of scale users. Accordingly, continued user use of an information system is more important to the success of an information system than initial adoption. However, relatively few studies have been conducted from the perspective of YouTube users' learning behavior. Given that YouTube users are not only consumers

of videos but also content providers who regularly produce and post quality video content online, the ability to continue learning is of vital importance to both YouTube and its users.

II. Theoretical Research

1. Perceived Value Theory

Various scholars have defined perceived value differently due to its dynamic and subjective nature. In particular, Zeithaml's (1998) concept of perceived value has been widely acknowledged in academia and has been the basis for most of the subsequent theories. Based on consumer psychology, he defines perceived value as an overall assessment of the utility of a product or service after weighing the perceived benefits of the product versus the price paid by the user. Moreover, he believes that perceived value influences willingness to use and usage behavior.

Researchers have studied the dimensions of consumer

perceived value in various theories including two-dimensional theory, dichotomy, three-dimensional theory, and multi-dimensional theory. In recent years, with the development and use of the Internet, scholars have also begun to study the dimensions of consumer perceived value under the Internet. Sweeney (2001) developed the perval scale, which includes four dimensions of perceived value: emotional value, social value, price value, and quality value. Sheth et al. (1991) identified five dimensions of perceived value: social value, emotional value, functional value, cognitive value, and contextual value. Li et al. (2018) also developed on this basis, and based on observation of the influencing factors related to e-book reading clients, the perceived value was categorized into five dimensions: social value, price value, content value, interaction value and interface design value.

On the basis of existing research results, this study analyzes the factors influencing users' willingness to learn from YouTube videos using five dimensions: functional value, content value, social value, interactive value, and emotional value. Among them, functional value refers to the overall perception of benefit after users have completed YouTube videos, such as improved learning efficiency, practical problem solving, and acquiring new skills faster; content value refers to the level of complexity, novelty, and organization of YouTube videos. Specifically, social value refers to the social recognition, self-image enhancement, and group affiliation that users gain from using YouTube videos, while interactive value refers to the benefits that users receive from online communication and group interaction, as well as the enhanced influence and attractiveness they can exert on each other. The interaction value refers to the advantages of online communication, group interaction, friendships made, and the increase in mutual influence and attraction; the emotional value refers to the pleasures and satisfactions a user gets from watching videos on YouTube.

2. Expectation Confirmation Model(EMO)

Oliver (1980) proposed the expectancy confirmation theory to explain the relationship between consumer satisfaction formed before and after consumption and continued purchase behavior. On the basis of this, Bhattacherjee (2001) proposed an expectancy confirmation theory model. In this model, users of information technology are considered to be similar to consumers who make repurchase and purchase decisions in the field of marketing. The difference between the user's expectations and the actual outcome of the first experience contributes to the decision and intention to use it again. Currently, ECM has been applied to problems related to users' decision and intention to continue

using information systems or information technology, such as explaining and predicting learners' intention to continue using digital teaching materials, users' intention to continue using online education platforms, and learners' intention to continue using online learning spaces. Accordingly, this study will examine YouTube video continuous learning intention based on ECM theory.

III. Research model and hypotheses

1. Perceived Value & Satisfaction

According to Fornell (1992), user expectations, perceived quality, and perceived value factors have a positive and significant effect on customer satisfaction in the advertising research and development process. Therefore, Haemoon (1999)concluded through his study that perceived value not only affects customer satisfaction, but indirectly influences their behavior as well. A related study found that unlike content on short-form video platforms, "YouTube viewers are accustomed to longer video content, making it more challenging to finish watching if the content itself does not provide value" and "there is a close social connection between YouTubers and their subscribers, which contributes to user stickiness". Therefore, this study begins with the following research hypothesis.

H1. Functional Value(FV) has a significant positive (+) effect on Satisfaction.

H2. Content Value(CV) has a significant positive (+) effect on Satisfaction.

H3. Social Value(SV) has a significant positive (+) effect on Satisfaction.

H4. Interaction Value(IV) has a significant positive (+) effect on Satisfaction.

H5. Emotional Value(EV) has a significant positive (+) effect on Satisfaction.

2. Satisfaction & Continuous Learning Intention

YouTube video continuous learning intention refers to users' ability to continue learning from YouTube videos until completion and their willingness to participate in other videos after participating in a particular learning session. Satisfaction is based on expectation confirmation theory and refers to the customer's feeling of the extent to which their explicit, usually implicit, or imperative needs or expectations have been met. Oliver (1980) considers satisfaction as a state of pleasure or disappointment resulting from a comparison between pre-purchase expectations and post-purchase perceived effects. Khalifa (1997) introduces

satisfaction from consumer behavior Khalifa (1997) introduced satisfaction from consumer behavior to the field of information systems and considered satisfaction as the degree of pleasure that information system users feel about system attributes and service quality. Thus, satisfaction has a significant positive effect not only in the field of consumer behavior but also in predicting customers' intention to continue using information systems. Based on this, the following hypothesis is proposed in this paper.

H6. Satisfaction(SA) has a significant positive (+) effect on Continuous Learning Intention(CLI).

3. The research model

On the basis of the above analysis and assumptions, the hypothetical model is constructed as shown in Figure 1.
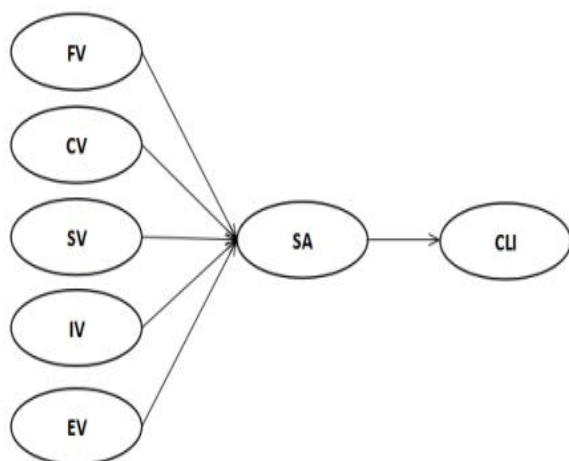

Fig. 1. The Model of Continuous Learning Intention Using YouTube Videos

IV. Conclusions

In this study, a customer research perspective is combined with Perceived value theory and EMO to examine in depth how users use YouTube video learning, analyzing the application of different dimensions of perceived value theory and the impact of different dimensions on users' willingness to continue learning, with some specific theoretical and practical significance. There are also limitations to this study, as it focuses mainly on the impact of return value, and subsequent studies may focus on the impact of risk value.

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