



**UNIVERSITY of
RWANDA**

**COLLEGE OF ARTS AND SOCIAL SCIENCES (CASS)
CENTER FOR CONFLICT MANAGEMENT (CCM)
MASTERS IN PEACE STUDIES AND CONFLICT TRANSFORMATION
MUSANZE CAMPUS**

**USE OF YOUTUBE: UNDERSTANDING THE YOUTH'S PERCEPTIONS
AND PERSPECTIVES ON SOCIO-POLITICAL MESSAGES. CASE OF
CITY OF KIGALI**

**A dissertation submitted to the University of Rwanda in partial fulfillment of the
requirements for the award of Master of Arts in Peace studies and Conflict Transformation**

By Stephen KWIZERA

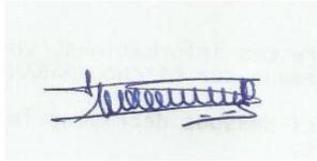
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SUPERVISOR: Dr Eric NDUSHABANDI

Musanze, June 2022

CERTIFICATION

This is to certify that the dissertation titled “Use of YouTube: Understanding the Youth’s Perceptions and Perspectives on Socio-Political Messages. Case of City of Kigali was done by Stephen KWIZERA under my supervision.



Signature: Name: Dr. Eric Ndushabandi

Supervisor

Date: June 8, 2022



**COLLEGE OF ARTS AND SOCIAL SCIENCES
CENTRE FOR CONFLICT MANAGEMENT**

AUTHORISATION TO SUBMIT THE CORRECTED DISSERTATION

I, undersigned, **Dr Alex LUBERWA**, member of the panel of examiners of the dissertation presented by **Stephen KWIZERA**

entitled: **Use of YouTube: Understanding the Youth's Perceptions and Perspectives on Socio-Political messages: Case of City of Kigali**

Hereby testify that, he successfully entered the suggested corrections by the panel of examiners and stands with authorization to submit required copies to the administration of CCM for administrative purpose.

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Signature of the examiner: Dr. Alex Ruberwa

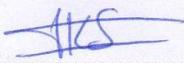
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DECLARATION OF AUTHORSHIP

I, **Stephen KWIZERA**, do declare that, except where otherwise indicated, this research entitled” **Use of YouTube: Understanding the Youth’s Perceptions and Perspectives on Socio-Political messages: Case of City of Kigali**” is entirely my own effort. Any ideas, data or text resulting from the work of others (whether published or unpublished) are fully identified as such within the work and attributed to their originator in the text and bibliography, as well. This study has never been submitted in whole or in part to any other academic degree or professional qualification.

Stephen KWIZERA

Signature: 

Date: 18 JUNE 2022

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ABSTRACT

This study sought to determine the use of YouTube and understanding the youth's perceptions and perspectives on socio-political messages: A case of the City of Kigali. The specific objectives of the study encompassed determining how YouTube is used among youth and what are their perceptions and perspectives on socio-political messages. Socio-political messages on YouTube are the ones uploaded to describe the differences between groups of people relating to their political beliefs, social class, etc. These messages influences the morals of a nation and overlap both political and social arenas. This study was done based on the theories of self-regulation which developed by Albert Bandura in 1991, preference for online social interaction which was developed by Scott E. Caplan, the cognitive theory of multimedia learning which was developed by Richard Mayer, technological determinism theory which was developed by Marshall McLuhan in 1962 , and klapper reinforcement or limited effects theory which was developed by Joseph Klapper in 1960. This study was conducted using descriptive research design. A sample of 100 respondents was selected using both purposive and simple random sampling.

The study used a combination of qualitative and quantitative methods of data collection and analysis. The qualitative methods included documents review and analysis, key informant interview, and Focus Group discussion (FGDs) while quantitative method used a survey through a semi-structured questionnaire. The main findings of the dissertation were that, the youth perceive socio-political messages on YouTube as increasing sexual desire due to pornographic videos uploaded by citizens of western countries where it has become a social culture, circulation of political fake news, defaming the country's political figures, spreading western cultures. The study concluded that, the youth perceive socio-political messages on YouTube as a threat to the youth given the videos uploaded which are promoting western cultures and negative political ideologies among youth. This dissertation therefore recommends that, the ministry having youth in its attributions should train the youth on better usage of YouTube. It also recommends that, law enforcement organs should be equipped with adequate skills in tracking, investigation, and prosecution of crimes involving YouTube channels. It further recommends that, there should be a specific law or regulation on the use of YouTube.

Key words: Youth, YouTube, Socio-Political messages

CHAPTER ONE: GENERAL INTRODUCTION

1.1 Introduction

This study is about investigating the use of YouTube among youth and understanding their perceptions and perspectives on the socio-political messages, a case of the City of Kigali. Nowadays, socio-political messages can easily be accessed and target a given audience in real time and easily influence them. The youth interaction with others is increasing across the world through the use of technology which has the ability to unite them. According to Susan (2016), an Oxford University researcher in her article "The quest For Identity in the 21st Century" on daily mail UK 14th September, 2010, current means of communication will alter as more people discover the possibilities of the World Wide Web and become active participants in it, and as technology gets more advanced, expanded, accessible, and smart, taking advantage of the crowd sourcing phenomenon (Njoroge, 2013).

The main objectives of study is to determine how is used among the youth and what are their perceptions and perspectives on socio-political messages. The use of information technology is being used everywhere and has gradually changed people's lives. It has become a valued element in the lives of youth as it has opened their eyes and facilitated them. They are able to interact freely like they have never done before in human history. Because all technology may be put to good or evil use depending on the user, the kids have purchased cell phones and computers to use for learning and receiving news from all around the world. This chapter gives the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, structure of the study, and scope of the study.

1.2 Background of the Study

The world today has entered a new phase in which people share sources and have access to an unprecedented range of information just by clicking the mouse. The world has also witnessed a speed in technology that, it has never witnessed before. Advancement in technology has invaded every part in the world and all spheres of people's lives. Digital platforms like Vimeo, YouTube and Amazon and social media platforms for instance, Instagram, Twitter and Facebook have

become key for audio-visual distribution. People are actively using this kind of technology by taking much of their time on their digital devices than traditional Televisions as well as radios, utilising their smartphones, and the youths are the more interested than ever on these platforms especially YouTube (Ankit *et al*, 29021).

Therefore, this study purports to determine the use of YouTube and understanding the youth's perceptions and perspectives on the socio-political messages with a case study of the City of Kigali. YouTube was chosen over other social media platforms due to its widespread and significant influence on people's lives, especially for its immense influence on developing countries, Rwanda inclusive. The study also aims at measuring the impact on youth, due to lack of research and studies in this area, especially in the Rwandan society. Its significance lies in the fact that, it addresses an important segment of the young community, which cannot be ignored due to its vital role in the Rwandan society. The research is also paramount in finding out the motives behind the use of YouTube by applying the study on a sample of Rwandan youth with a case of the City of Kigali.

In Rwanda, using social media has taken a different angle. Different government officials and organs use it as a channel of communication to reach people. For instance, during lockdowns, social media was a tool to enforce the lockdown especially by "raising public awareness". Top institutions on this front were the Ministries of Local Government, Health, and Rwanda National Police. Hashtags like #GumaMurugo, #StayHome, #StaySafe, and so many others could be found on their social media platforms (Ruzindana and Nabuzale, 2018).

One of the most commonly used social media platform in Rwanda is YouTube. It is a video sharing platform where people view the content posted by other people, upload, rate, share, and comment on such videos (Manohar, S and Gobindbir S, 2018). YouTube began in the year 2005 and its growth and development has rapidly increased. By July 2021, it has 2.29 billion active users across the globe (Global Social Media Statistics, 2021). As of August 2021, YouTube has 3.18% active users in Rwanda (Social media Statistics in Rwanda, 2021).

“YouTube is an art medium; it's a technology that help listeners to become singers, watchers to become actors and consumers to become producers creating new original works and supplementing existing ones. It also allows everyone to have a voice that can be heard and face

that can be seen”. Students, teenagers, and the youth of the twentieth century are more digitally oriented. YouTube has emerged as a basic platform for sharing information and a tool that eases learning. The youth upload and watch videos of different fields, learn different things from the tutorials and tend to create their own sites on it. In addition, YouTube has also changed the outlook of the integral world. This platform receives billions of viewers on a daily basis, the recent latest reports indicate that, at least a half of the viewers are the youth. They constitute the leading demographic on YouTube in terms of their viewership, comments, and rating and other feedback mechanisms” (Nibedita, 2019). The exploration of YouTube videos in recent days are elaborated in review of literature.

YouTube has facilitated people to communicate with others quickly by publishing their messages on YouTube channels. It is also used to spread information to a large group people. It has also helped people to acquire knowledge on different subjects easily as it is an audio-visual aid (Sawyer and Chen, 2012). Furthermore, YouTube has also played an important role in promoting the country’s image (Ruzindana and Nabuzale, 2018).

However, YouTube has emerged with a variety of challenges. In Rwanda for instance, crimes like terrorism, human trafficking, youths’ radicalization are being committed with the help of YouTube. It is also being used by non-state actors upload videos containing defamatory information against government policies, strategies or against political figures. This implies that, it has become a crime committing tool. Other YouTube channels are being used to post videos containing western cultures and these are changing the social and cultural set-up of societies. It is against this background that, this study determines the use of YouTube and understanding the youth’s perceptions and perspectives on socio-political messages uploaded on YouTube channels as they are the most interested viewers of these channels. The focus is on youths in the City of Kigali.

1.3 Statement of the Problem

This study will try to find out the use of YouTube and understanding the perceptions and perspectives of the youth on the socio-political messages. With the emerging technology, it has many positive aspects but if it is misused, it can become a threat. For the youth, it experiments to do what they feel is good or exciting them. In his opiniosn, Livingstone & Drotner (2008)

observe that, the youth state may be accepted unreservedly as it symbolizes their safe chances to carry out the social psychological task of adolescence-to create and test with and show a instinctive project of the self in a context, and even, for some, for breaking communicative rules and other risk-taking behaviours.

Technology has emerged with social media which is an essential means for communication. However, most of the times misused by the youth. One of the most leading social media is the YouTube and the main form that the youth utilise to access it, is the cell phones and internet which have brought major changes in their lifestyles. This has made YouTube effect today stronger because every person with a cell phone and any person with a video recording device may either be news/information provider. The most popular YouTube videos include; entertainment, politics, social life, science, sports (Ramona, 2021), among others. Though, YouTube is a good platform where people learn about different subjects or topics and get informed of the local, regional and global news through videos of online Televisions (Sawyer and Chen, 2012).

With this exposure and easy access of the youth to YouTube channels, this study will establish how YouTube is used and the perceptions and perspectives of the youth on socio-political messages.. This is due to the fact that, there have been a number of cases where the youth have been subjects of human trafficking where the youth are promised better pastures but end up being sexually exploited and terrorism whereby some were arrested trying to join terrorist groups like Boko Haram and Al Shabaab and others radicalized as a result of using sharing videos and messages using YouTube (Catherine and Rollins, 2018).

Lastly, this platform is actively used by negative or non state actors to share their negative propaganda and defamatory messages in order to tarnish and weaken the country's political system and agenda mostly targeting the youth and who are actively using this platform (Kimutai, 2014). Therefore, the expected issues to arise out from this research are: How is YouTube used by the youth in Rwanda, and what are their perceptions and perspectives on the socio-political messages.

1.4 Objectives of the study

1.4.1 General Objective

The general objective of the study is to determine the use of YouTube and understanding the youth's perceptions and perspectives on the socio-political messages uploaded or circulating on this platform and propose measures on how to manage its use.

1.4.2 Specific Objectives

The specific objectives of the study are to:

1. To determine how YouTube is used by the youth.
2. To examine the youth's perceptions and perspectives on the socio-political messages.

1.5. Research Questions

The research will focus the following questions:

1. How is YouTube used by the youth in Rwanda?
2. What are the youth's perceptions and perspectives on the socio-political messages?

1.6 Significance of the Study

The usage and impact of YouTube videos on the youths in Rwanda is becoming a controversial topic as there is probability of both positive and negative outcomes. YouTube has become an open platform for every person. In Rwanda, its use has tremendously increased. It has become the most used platform to attract international users. The study aims to portray the use of YouTube among youth and their perceptions and perspectives on Socio-Political messages.

It is expected that, the findings of this study will link the gap of lack of information on how YouTube is used among the youth and their perceptions and perspectives on the socio-political messages that they download. The findings of this study will also be useful to policy makers in various sectors of the government of Rwanda. Furthermore, the findings of the study are likely to influence other researchers who might be who may be attracted by this field of knowledge and conduct further researches.

1.7 Structure of the study

This study is divided into five chapters as follows: Chapter one which is further divided into seven sections which are: the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, structure of the study, and scope of the study.

Chapter two will focus on the theoretical framework. The chapter is divided into the following sections: History of YouTube, Positive impacts of YouTube, Negative impacts of YouTube, Global Overview on Institutional and Legal Frameworks, Comparative analysis, and Theories on media effects.

Chapter three describes the methodology and description of the case study. This was described in a broader sense so as to get familiar with the context in which this study is conducted.

Chapter four encompasses Data presentation, analysis and interpretation. The empirical analysis of the Use of YouTube and Youths' Perceptions and Perspectives on Socio-Political messages with a case of the City of Kigali will be analyzed and the research questions were answered from the key findings obtained through interviews, Focus Group Discussions, questionnaire, and document analysis.

Chapter five consists of the discussions of the results, conclusion, and recommendations. The chapter also brought together previous chapters in attempt to come up with some main conclusions which will also lead to drawing of recommendations. In addition, these results are discussed according to each research questions identified as well as the contribution of the study to knowledge, implications of the findings and the recommendations and finally, areas for further research are identified.

1.8 Scope of the Study

In Rwanda, the use of YouTube is increasing as a result of the government's fiber-optic cable expansion project in 2011 which makes internet available, the accessibility of telecommunication services across the country, and affordable prices of cell phones. This study therefore, was conducted in the City of Kigali as it has the highest population of literate youth (NISR Thematic Report, 2012) and internet access is primarily concentrated. It is hoped that, the findings of the

study will portray the use of YouTube among youth and understanding better their perceptions and perspectives on the socio-political messages on YouTube.

CHAPTER TWO: THEORITICAL FRAMEWORK

2.1 Introduction

YouTube is a video sharing platform where people view the content posted by other people, upload, rate, share, and comment on such videos (Manohar & Gobindbir, 2018). It is a self-explanatory word, dividing the word into two sections, the first which is “You” which indicates the user himself, and the second “tube” which means the old original term of television.

Globally, YouTube has become vital people’s day to day lives. The spread of it, driven by internet boom and mobile technology is changing the way how modern societies operate (Ungerer, 2012). It promotes connections among people and interdependence of their culturally diverse world. It has also allowed people to communicate and access information easily on the internet (Rebecca, 2012). For the last decades, Television and computer screens were the only major screens. In this modern era, a host of smaller screens have joined the lineups; the screen on cell phone, Ipad or Ipad (Chadwish, 2006).

The emerging of small screens has brought new advancements. YouTube has brought about communication which utilizes techniques consisting of participation, conversation, sharing, collaboration, among others. In addition, people have devoted to YouTube to acquire knowledge, and learn from diverse views and perspectives of issues, topics, and events. Most critically, it is used by people to socialize meaning that; it is a means of media that enables people to take part in discussions and online dialogue without requiring their presence (Rebecca, 2012).

In Africa, before colonization, the only means of communication that existed were drums used to announce some messages especially weddings (Ugobude, 2020). The rapid advancement in ICT has led to immediate links through telecommunication achieved using satellites, which has turned the world into a global village. YouTube has therefore, remained as one of most commonly used media platform (Manohar and Gobindbir s, 2018).

YouTube brings together various features which makes it an important tool to make use of social media marketing strategy. It is a free platform which can be accessed and make use of it to publish any video relating to business or in any area of interest which can even be altered in

different ways (Granty, 2016). This sharing website allows users across the world, from all types of experiences to watch, upload and comment on videos. It is not necessary to have a vast knowledge in order to share content on YouTube. What is merely needed is a camera, an idea and access to the internet. Anyone can upload a video and take their chance at becoming the next self-made YouTube celebrity (Ouafae, 2020).

With this commercial logic contained it, it is a site in which the audiovisual documents play a key role. YouTube increases the desire to communicate, a space that is favorable for the youth as far as communication and expression is concerned (Antonio and Maria Cruz de Ayala Lopez, 2016).

2.2 History of YouTube

YouTube was created in 2005 by Chad Hurley and Steven Chen (Reno, 2007). Since then, its growth and development has rapidly increased whereby, millions of new videos were uploaded to its database every day. This platform is considered as a massive archival database which has triumphantly integrated the media practices of social networking (Snickers & Vonderau, 2009). The first trial was an upload from YouTube channel with the name of JAWED. This was a video that took 0.19 seconds with a title “Me at the zoo”. This inspired many people to upload their videos to the extent that, 500 videos were uploaded in the first week of its launch.

According to statistics carried out in 2013, YouTube reached 7.8 million dollars per each upload that reaches a billion views. As of now, the number has increased due to the fame of the website. By July 2021, it has 2.29 billion active users across the globe (Global Social Media Statistics, 2021). As of August 2021, YouTube has 3.18% active users in Rwanda (Social media Statistics in Rwanda, 2021). Subsequent to this great success it had in the first years, the company decided to start the users’ payment policy, called “google adsense” (Ouafae, 2020). YouTube allows users across the world, with diverse experiences to watch, upload and comment on videos. This simply connotes that, any person can upload a video and take this opportunity to become the next self-made YouTube celebrity.

We would say that; YouTube has become a popular platform for every one to upload any video content of his or her choice. As a big number of people walk with digital cameras or smart phones with video recording capability, more events are captured on YouTube than before.

The advancement of this information technology and new forms of social communications has triggered researchers to commence exploring the problems related with YouTube. This study shows how issues within the current generation are rampant as a result of social media especially YouTube. Specifically, the sole reason for the current youth's behavioral change results from the amount of using and the type of content of YouTube videos (Matisse, 2019). The recent one was done in Saudi Arabia in the Abdul-Aziz University among the students of age group of 18-20 years. A Capstone Project was done by Michael Pickowicz on April 2008; where the study depicted "A Better Understanding of College Students YouTube Behaviors".

According to Kimutai (2011) and Ouafae (2020), YouTube channels have frequently been used by Al-Qaeda on the basis of recruiting and augmenting the number of followers and Jihad-supporters. Othello N. Nmah (2019) also insists that, YouTube channel has also contributed to radicalization of young sympathizers. He further added that, it can also be used as a communication medium among terrorist clusters and individuals. Catherine & Rollins (2011) state that, YouTube channel of Taliban and Al Qaeda supports may radicalize Western based sympathizers, as well as offering of communication between these actors and larger organized networks of terrorists. A case in point is a United States citizen living in Pennsylvania claimed that, a woman with the nickname "Jihad Jane" posted messages on YouTube and utilised jihadist websites and chat rooms to plan and support an overseas attack.

2.3 Positive Impacts of YouTube on youth

In this modern world of technology, the youth have become interested in YouTube more than any time else. They are spending at least one hour, constituting the dominant demographic on this platform. This daily exposure to YouTube videos is very powerful enough to impact youths immensely. The current study has indicated that, YouTube certainly impacts the lives of the youth millennials, 62 percent of American age 13-24 go on social media solely to feel good (Jerslev, 2016). In addition, the majority say that, they truly have additional esteem for YouTube celebrities (Strassburger, 2015). Thus, YouTube has an acknowledgeable positive impact on youth worldwide.

YouTube is enhancing learning for those in secondary and higher institutions of learning. It has provided a number of educational materials explained in very understandable and easy way. A study was conducted on the use of YouTube videos to increase the youths learning in school. The study shows that, the students' understanding and their remembrance of the complex concepts were

much better when they are exposed to a visual explanation through a video (Chtouki, 2012). Learning on YouTube platform is proven to be an effective tool which enhances students' learning process, more specifically, well selected YouTube videos have been found to help students to engage more deeply with subject matter, and recall the information they have learned longer and also increased students' critical thinking (Burke & Shonna, 2008).

Some youths frequently discover themselves disregarded from politics and decision-making. They have been perceived as having no skills to engage in political activities and lead some positive changes in their societies (Beverley, 2018). With the emerging use of YouTube, the youths cherish a privilege of expressing themselves freely without pressure. They share their opinions on different topics, and discuss controversial issues. Therefore, YouTube has helped youths to prove these stereotypes wrong and prove they are able to become political leaders and activists by giving them a chance to vocalize their voices and reinforce their sense of agency and advocacy and render them into effective individuals in society.

YouTube is also playing an integral role in disseminating useful information about healthy life styles among the youths worldwide. The increasing numbers of YouTubers who are promoting their healthy lifestyle; have motivated the youths to reconsider their ways of living, and embark in healthier lives. YouTube offers various convincing videos warning and opening eyes of the youth on the consequences of living an unhealthy life on their health. For instance, it has changed the idea of the youths doing sports is tiresome, healthy food is not delicious by showing some ways of preparing health delicious meals (Ouafae, 2020).

Now days, YouTube has invested a great amount of time on facilitating the youths to cultivate a sense of connection to the outside world. For instance, it has provided a multitude of videos featuring diverse cultures in the same geographical area, ways of living, and divergent points of views. Additionally, YouTube is helping the youth think positively about themselves and their surroundings. A huge number of videos about self-development are being uploaded on a daily basis helping those who suffer from anxiety and low self-esteem to regain confidence. According to this paragraph, it is evident that, YouTube has become an effective empowerment tool for the youth as they resort to it once they feel frustrated, anxious, or feeling sad.

2.4 Negative impacts of YouTube on youth

Despite its wide positive impacts on youths, the research also indicate that, YouTube has as well, brought an array of negative repercussions on youth's lives worldwide. First and foremost, has decreased the youth's productivity in both studies and even in their daily activities (Valkenburg and Piotrowski, 2017). Despite some youth's good intentions to benefit from YouTube platform as an effective tool of acquiring knowledge and skills, some end up wasting their time on other insignificant videos on this platform. The addictive nature of YouTube attracts the youths' attention to endless nuanced videos with magical effects. Indulging in this catchy world makes one wish never quite it. YouTube teaches youths procrastination, and decreases their willingness to do their duties. Thus, it has killed the youths' productivity and rendered them into helpless individuals.

YouTube has shaped youth's perception and perspectives of the world. It has created a mirror, which reflects a vision that is not true. It has distorted many realities, and crammed youth's minds with erroneous ideologies. Many YouTubers disseminate erroneous stereotypes, ideologies and misconceptions among viewers (Christakis, 2022). For instance, they speak offensively about a specific ethnicity, race or people and many youths have taken them as facts. YouTube has also stimulated the flame of hatred among youth worldwide, and many young people find themselves fighting others for no clear reason, all because they accumulate an erroneous preconceived idea about them.

YouTube is also isolating the youths from external world. An example being that, it is polarizing the youths into a virtual community whereby, they are given a sense of fake companionship, belonging, and security. This means that, the more the youth resort to YouTube seeking that sense of companionship and belonging, is the more they fall into the trap of loneliness and anxiety. According to the psychologist Sherry Turkle, he argues in her book entitled *Alone Together* that "online communication lacks intimacy, and through, we might feel we are constantly connected or in the loop, it actually leaves us felling alone" (Ouafae, 2020). Therefore, according to her, YouTube as one of the most common social media platforms, has played a great role in isolating the youths and keeping them stuck into their shell. In addition, Owusu and Agatha (2015) also state that, the youth's addiction to social media platforms has led to a huge dichotomy between them and their social, cultural and educational reality, in which they are supposed to contribute in efficiently.

YouTube has also established the culture of absurdity among the youths across all continents. Nowadays, the youth tend to act foolishly in public places, saying bad-mannered and disrespectful words to people even to those older than them. All these acts are drawn from YouTube channels in which the so called “role models” seduce their viewers to praise these irresponsible behaviors, and emulate them. Some of these YouTubers use offensive languages in the pretext of “normal” whereas others smoke and drink alcohol in the pretext of being frustrated, others do impulsive behaviors like beating parents or siblings all this in the pretext of seeking entertainment (Calhoun, 2010). Often, the youth are imprudent and disobedient, but YouTube has escalated it. This culture therefore, separates the youths’ minds, act in bad manners without bearing in mind the likely outcomes of these behaviors.

Through watching a variety of YouTube channels containing western cultures, the youths are driven into a cycle of wanting more and expensive things such as new phones, holidays abroad or simply a particular type of food. The need for these hobbies takes them time, energy, stress and money. Most of the times, they resort to debt in order to buy these expensive products. This prevalence of luxurious lifestyles found on YouTube platforms drives the youths into a state of constant dissatisfaction with their social positions, and keeps them under the pressure of buying more. Some of the youths are under the illusion that people who buy more are the happiest, and therefore, fall in the trap of comparison (Westenberg, 2016). This results into seeking alternatives especially in bad ways to afford buying these stuffs. YouTube consumption has therefore, penetrated into the youths’ minds, which has resulted into diversion from their track.

It has also been quite impossible to browse any YouTube channel without colliding with a multitude of perfectly toned beauty, comprising of flat stomachs, plumps breasts, impossibly long legs and perky, perfectly round butts, among others. These unrealistic beauty standards have caused identity crisis for the youths. The youths are increasingly becoming insecure, battling low self-esteem. This has impacted quite a number of girls who are diagnosed with an eating disorder and other forms of mental disorders due to the strict diet to confirm the beauty standards. Boys are also affected as well, through taking unhealthy supplements or diets in order to gain the ideal results. Studies have indicated how negative ideals from social media platforms are making serious impacts on youth’s lifestyle (Njoroge, 2013).

2.5 Global Overview on Institutional and legal frameworks

Conflicts based on abuse of YouTube emerged from a sequence of outrages on this platform in 2017 that later culminated into strict control. This later made YouTube to undergo financial crises when advertisements were separated alongside racist, anti-Semitic and misleading contents (Winkler *et al.*, 2017). Furthermore, advertisers like Walmart, Coca-Cola and Starbucks ignored expenses on YouTube and hiding fundings (Nicas, 2017). Later, YouTube's losses reached almost USD 750 million, and probably rose to several billion USD in the following months (Rath, 2017).

To overcome these changes and maintain trust from advertisers, YouTube applied a strict rule of (mostly) automatic content control on the platform. Moreover, the removal of suspicious content, these changes also culminated into a strengthened, algorithmic labour regime for the majority of creators on the platform, resulting into a huge number of arbitrary sanctions, channels closures and losses of incomes. Irrespective of the actual rule violations, creators' videos were demonetised, ›shadowbanned‹ or saw their channels shut for a certain period. Typical examples of dishonest selected content include videos about a boat-building technique called ›strip built‹ (which was flagged because of the word ›strip‹), the use of vernacular language or terms like ›gay‹ or ›trans‹ that were flagged as ›shocking content‹ (Alexander, 2019); (Kumar, 2019).

YouTube's sudden changes, vague communication as well as absence of accountability on the problem generated a public reaction by content creators as well as operators of the platform (Alexander, 2019). The misunderstanding, that was nicknamed ›Adpocalpyse‹ among the YouTube community, showed the reliances and weaknesses of creators which had earlier been presented to the platform. In this intense situation, a number of YouTubers created a YTU to overcome labour conditions on the platform.

From the legal perspective, YouTube platforms set to a number of modern situations, questions and execution challenges. The most dominant one was to decide on a mutual understanding of what YouTube is as a VSP actually covers. Having a rich legal definition was really the primary condition needed to allow a suitable assessment of the rights and obligations attached to these legal subjects. However, to ensure a certain operating level for all actors and adequate degree of safeguarding online, the issue of whether and how to familiarize the existing legal framework has occurred at different levels.

In Turkey, the Internet law give powers to authorities to deter access to thousands of websites. However, Reporters Without Borders came to know that, this had a number of repercussions. The authorities undermine their own credibility by denying the citizens access YouTube which is a tool of communication used by people across the world. The organization of press freedom also stated that; “Their credibility is further weakened by the fact that the blocking is also a form of financial blackmail, in as much as they have let it be understood that it is linked to their desire to make Google pay taxes.” YouTube was blocked in 2008 on the basis of the Law 5651 due to various videos which were insulting the Turkish republic’s founder, Mustafa Kemal Atatürk (Reporters without borders, 2016).

With effect from November 2007, the Law 5651 on the organisation of online publications and the fight against crimes committed by means of such publications, gave powers to prosecutors to block a site in not later than 24 hours in case the content of it believed to incite suicide, paedophilia, drug abuse, obscenity or prostitution, or contradicts a law forbidding any offensive act on Atatürk (Reporters without borders, 2016).

The British Police authorities, as a result of various threats to the security of the country, issued an order to remove 135 videos from YouTube. The US also reported a 71 % increase in content removal requests from the United Kingdom government compared to the last half of 2010, with nearly 200 YouTube videos requested to be deleted subsequent to claims about privacy, security or hate speech (Ouafae, 2020).

Other EU member states also learnt a lesson and started considering the need to control VSPs more strictly. For instance, Germany, France, Italy, and the United Kingdom have addressed the issue of false information online, and some proposed directive are under pipelines. France and Germany have adopted particular rules obliging VSPs to take part in the financial ecosystem of the audiovisual sector; and the United Kingdom has also put in place legislative measures purposely to safeguard minors online. EU law regulates the production of audiovisual content through electronic communications networks by the ECD covers virtually everything else, including, among other things, VSP platforms and social media (Andrea, 2021).

At the secondary legislation level, safeguarding minors on audiovisual and online services were taken into consideration by the EU through incorporating them in various directives and recommendations. Regarding safety of minors in audiovisual media services, the major provisions are incorporated in the AVMSD, which sets more or less minimum principles and mutual gratitude in this field, including both linear and non-linear audiovisual services (Metzdorf, 2014).

According to Article 4(8) AVMSD, all other services offered through electronic communications networks are protected by the ECD, like the information society services. The ECD solely allows member states to limit services which “prejudice” or “present a serious or grave risk of prejudice” to the safety of minors. It also relieves those services that are immune from responsibility due to some circumstances from executing obligations put in place member countries, and hence, restricting provisions of other legal instruments in the field of protecting minors in ISS (Metzdorf, 2014). The EU as well established specific provisions to deal with impacts of YouTube:

2.5.1 Provision against child pornography

This sets minimum rules relating to the explanation of unlawful acts and penalties in the field of sexual abuse and sexual exploitation of children, child pornography and the solicitation of children for sexual purposes. The rule further strengthens the deterrence of those unlawful acts and security of victims thereof.

Regarding child pornography on the Internet, Article 25 of the Directive obliges member states to come up with adequate strategies to ensure the timely deletion of web pages covering or circulating child pornography held in their territory and try by all means to obtain the deletion of such pages held beyond their territory. Moreover, member states should also establish procedures to block access to web pages that cover or circulate child pornography towards users of the Internet across their countries. These procedures should be transparent and provide sufficient protection, specifically to ensure that internet is used for what communities need or may benefit from, and users to be informed of the need for restrictions. Such protections should also encompass possibilities of compensations for the victims (Directive 2011/93/EU).

2.5.2 Provisions against radicalisation and terrorism recruitment

Since the year 2013, problems related to radicalisation and international terrorism were the hot debates on agendas of the Council of the European Union and the European Council. Subsequent to terrorist attacks in Paris in January 2015, the European Union agreed to strengthen its response and increase the speed in enforcing measures agreed upon. On 12 February 2015, EU leaders had a debate on the way forward and later, agreed through a statement to guide the activities of the European Union and the member countries in the near future (Rachida, 2015).

As one of the measures, the European Council called for sufficient measures to be put in place, in compliance with national constitutions, to block and delete YouTube Internet content that call upon the youth to join terrorist groups, including through greater cooperation among public authorities and the private sector at EU level and also collaborate with with Europol to set Internet referral capabilities. The European Council as well requested member countries overcome challenges brought by systems that facilitate terrorists to communicate through means that competent authorities may not access, including end-to-end encryption, while protecting the benefits associated with these systems. The European Council also put into consideration that effective access to electronic evidence is very critical to fight against serious crime and terrorism and that, subject to proper protections, the availability of data should be protected (Raphael, 2021).

2.5.3 EU Approach towards Tackling Illegal Content Online

As far as detecting unlawful content is concerned, YouTube must act faster upon coercive orders issued by relevant authorities, and work hand in hand with law enforcement officials, as well as providing sufficient protection for its client. This working relationship with law enforcement authorities should facilitate the enforcement of takedown requests and put an alert system which can be easily accessed by the law enforcement authorities. For the working relationship to be successful, YouTube must have the required resources to be familiarized with the legal field in which they operate in and put in place points of contact in the European Union and even technical interfaces which ease such relationship (Jasmin, 2017).

Deleting unlawful videos should be done in the possible shortest time and without any limitation to prosecution. Nevertheless, there should also be strong protection on deleting lawful content. Deleting times and procedures must be well communicated through transparent reports, without forgetting to submit every evidence for criminal offence law enforcement authorities. Additionally,

the content policy should be clearly justified in the terms of services of YouTube, and also, the procedure for opposing any decision to remove the content. The possibility to oppose such a decision should be made available to any user whose content was deleted, but with a few exceptions (EU Commission, 2017).

2.5.4 National transpositions

In France, during a speech, the minister having culture in his attributions , Audrey Azoulay, suggested that YouTube should even be obliged to fight against the non-respect of human dignity, incitement to racial hatred, and the glorification of terrorism. Thus “we cannot continue allow the major audiovisual platforms to hide behind a host status that has ceased to correspond to the reality of the services they offer”. During an interview with the press in January 2018, Mounir Mahjoubi, who was the State Secretary for digital issues, emphasized that, there is a need to think out of the box on the status of Internet intermediaries ((Francisco, *et al*, 2018).

In Germany, the Gesetz zur Verbesserung der Rechtsdurchsetzung in sozialen Netzwerken (Act to improve law enforcement in social networks - NetzDG) was adopted on 1 September 2017 and since then, it has prompted a vibrant disagreement on its effects on freedom of expression online. particularly the fact that it offers excessive powers to service providers. In the early days of its implementation, were particularly contentious as comments from some of the politicians were removed from social media. Opposition parties therefore, called for the abolition of the Act (Network Enforcement Act, 2017).

The NetzDG also regulates telemedia service providers who are profit oriented on YouTube channels which are intended for users disseminate contents content to the rest of users or to ensure that, it can be accessed by the public (social networks). The obligations contained in it apply solely to providers whose social networks reached at least 2 million registered users in Germany (Article 1(2) NetzDG). The Content which is unlawful must be deleted within 24 hours of the complaint being received; all unlawful content must be removed within seven days of the complaint being received; and any decision taken by the provider have to be notified to the complainant (Article 3 of the Network Enforcement Act).

2.5.5 The protection of Youth from YouTube

YouTube provides a set of security tools to let operators to control individual experience and that of their children online. These tools relate either to the users' account or to the content itself. For instance, YouTube has an age verification system that it uses via Google Accounts unified sign-in system. The age requirement vary from 13 to 16 years old, but this depends country's system. When Google receives a report on an underage account, it is has to verify before deactivating the account, requesting him or her to show an identification document. However, if the account is used by an adult, Google only request for his/her contact information in order to verify his consent (Sarah, 2021).

In 2012, YouTube launched the "Trusted Flagger program", whereby, all volunteers who had been accepted via an application process were given powers to indicate content that do not comply with the terms of service or Community Guidelines of Google's websites. Google would then go through the flagged content and decides on whether to delete it. Following its policy of enhancing user empowerment, after a couple of years, YouTube established a program known as "YouTube Contributors", which was intended to recognise and facilitate the global community of people used YouTube by responding to questions from YouTube users and uploading videos which helped users on how they can better use the platform (Francisco, *et al*, 2018).

On 31 May 2016, YouTube under support of the European Commission, signed a Code of Conduct on fighting hate speech on YouTube, and this also included a number of obligations to fight the circulation of such content in Europe. Specifically, it vowed to review lawful removal notifications against their community guiding principles and, if it is deemed necessary, national laws transposing the Framework Decision to fight against racism and xenophobia in not less than 24 hours, and to delete or restrict access to content, if necessary. The Code also provides for the need to enter into discussions on how to promote transparency. Even though there were some legal and institutional frameworks in place to control the use of YouTube, we find that, further enhancements still need to be done in regard to transparency and reactions from users who are not satisfied with videos uploaded on YouTube platforms (Francisco, *et al*, 2018).

2.5.6 Africa

Subsequent to protests in 2010 that spread across North Africa and the Middle East after a Tunisian vendor self-immolated in protest of police confiscating his cart, in which use of YouTube was pivotal in mobilising the public, African leaders turned to increasingly sophisticated forms of limiting the use of YouTube and other social media platforms in general. The most recent strategy put in place by most of countries is taxing people who use YouTube. This happened in countries like Uganda, Benin, Tanzania, and Zambia. In Uganda on 1st July 2018, the government passed a controversial law that imposes tax on social media use in the country. This law, known as the Exercise Duty Amendment Act 2018 whereby, citizens have to pay 200 UGS per day to access social media as a law which was adopted (Martinez, 2011).

In Benin, citizens pay 5 CFA Francs per megabyte consumed through social media as provided by the Decree No. 2018-341 of July, 2018. This Decree also provides for a payment of 5 percent on top of taxes, on texting and calls. This meant an increase of up to 400% in the price of a megabyte in the country. However, the tax was later repealed after protests using the used the hashtag #TaxePasMesMo (Don't tax my megabytes) (Fatima, 2018). In Zambia, the government collects the taxes through mobile phone companies and internet service providers at a daily rate of 30 Ngwees (3 cents) per day, irrespective of how many Internet calls are made as a measure to limit the use of YouTube and other communications through internet (Lynsey, 2018).

In Cameroon, the country does not yet have a specific law on social media and the Internet. on Cybersecurity and Cybercrime is used where necessary and "governs the security framework of electronic communication networks and information systems, defines and sanctions offenses related to the use of Information and Communication Technologies in Cameroon". This law, although applied as a measure to contain the growing threat of cybercrime, fake news and hate speech remains criticized for its lack of specificity on digital rights and its heavy sanctions, especially against freedom of expression (Law No. 2010/012 of 21 December 2010).

In 2018, DRC recorded several disruptions and Internet shutdowns. Access to media and social networks like WhatsApp, Facebook, YouTube and Skype have been cut several times to hinder

communication between opposition protesters in several parts of the country. In 2017, the collaboration on international ICT policy in Eastern and Southern Africa (CIPESA) estimated that the Democratic Republic of Congo was losing \$ 2 million a day because of these disruptions. In December 30, 2017, the Minister of Posts, Telecommunications and Information asked the Director General of Africell Congo by an official letter, to effect a total suspension of Internet and SMS supplies in the country. This three-day judgment occurred after the start of opposition demonstrations (Reporters without Borders, 2018).

In Tanzania, a citizen has to pay a \$920 fee to receive the government's permission to maintain a website as per the regulations. Prohibited content under this regulation includes any material that "causes annoyance" and "uses bad language", language so broad it could easily include criticism of government or public officials within the already tense environment towards opposition groups in Tanzania. The maximum penalty for violating the rules is a fine of \$2,200 and 12 months' in jail (Electronic and Postal Regulations, 2018).

In 2018, Egyptian authorities have passed legislation which threaten digital rights of Egyptians. One is the Cybercrime Law, submitted by the government and approved by the Egyptian parliament on June 5 2018. Boasting a total of 45 articles, this new law grants Egyptian authorities legal backing for online surveillance, blocking of websites, monitoring of Internet users and use of communications services in Egypt (HRW Report, 2021).

Given the threat that YouTube poses powers of most of African leaders, they have also adopted other strategies like internet shutdowns, targeted social media applications shutdowns, website takedowns, extensive surveillance of digital communication, online propaganda, and detention of online critic. According to Digital Rights in Africa reports from 2016-2018, at least 25 internet of social media applications were shutdown in Africa (Okunoye, 2019). For instance, there were internet shutdowns or disruptions in Ethiopia, Mali, Democratic Republic of Congo, Sierra Leone, Cameroon and Chad. Many people around the world will remember the 93 day Internet shutdown in Cameroon in 2017. All these shutdowns caused economic losses as some studies have shown.

In Rwanda, the government increasingly tightens its control of the online media environment. In 2020, RMC introduced a plan to require all YouTube channels to register with it which would have required all channels to present journalistic credentials and pay a licensing fee. However, this plan was suspended. As per the research conducted at RURA, there is no legal provision that governs the use of YouTube. The existing law only governs licensing of multi-media services provision in Rwanda (Multimedia Services Provision Act, 2020).

2.6 Comparative Analysis

Some countries in Europe have established laws like Turkey to deal with internet use. Others like Germany, France Italy are discussing on the proposed laws to regulate VSP and directives against misuse of YouTube like child pornography on the internet, radicalisation and terrorism recruitment, and tackling illegal contents, and disseminating fake news using YouTube. Some African countries have also adopted some strategies to limit the misuse of YouTube. These include Uganda, Zambia, and Tanzania by taxing citizens who use it. Countries like Benin has already established a decree to deal with YouTube. Other measures taken include extensive surveillance and detection of online critics.

In Rwanda, there is no law that regulates the use of YouTube and other social media platforms. There is also any measure that imposes people who uses YouTube to pay taxes, and no extensive surveillance and detection of online critics like other countries. This therefore, creates a room for the people to Misuse YouTube as there is no legal provision in place and this has increased the number of YouTube channels with diverse contents which are sometimes causing problems to the youth and the entire population. Therefore, Rwanda should learn a lesson from other countries and establish some strategies to limit the use of YouTube.

2.7 Theories on Media Effects

There are various theories put forward to explain the media addiction and development of behaviors through these addictions. They include the theory of self-regulation, Preference for online social interaction (POSI), Cognitive-Behavioral theory, Technological Determinism Theory, and Klapper Reinforcement or Limited Effects Theory. Their respective propositions and relevance are discussed below:

2.7.1 Theory of Self-Regulation

This theory was developed by Albert Bandura in 1991. In this framework, behavior patterns being termed as media addictions lie at one extreme of a range of media behavior that is not regulated which extends from normally impulsive media consumption patterns to extremely problematic behavior that is called pathological. Such unregulated media behaviors results from deficient of deficient self-regulatory processes whereby, users monitor, judge, and alter their own behavior, processes that might be found in various media consumers. The impact of deficient self-regulation on media behavior was observed in a sample of 465 college students (Mathew et al, 2009). A measure of deficient self-regulation obtained from the diagnostic criteria used in past studies of pathological Internet usage was notably and positively correlated to Internet use in the whole range of consumption, including also normal users who showed relatively few of the "symptoms." A path analysis showed that, depression and media habits formed to relieve depressed moods undermined self-regulation and resulted into increased Internet usage (Mathew *et al*, 2009).

2.7.2 Preference for Online Social Interaction (POSI)

This is a theory of problematic Internet use and psychosocial well-being. According to Caplan (2003), he conducted a thorough study on POSI and confirmed that, it was a cognitive individual construct. He further states that, the idea was characterised by the beliefs that one would feel safer, more efficient, more confident, and more relaxing when using online social interaction than in traditional face to face interaction mostly those who were isolated, socially anxious and lacked social skills. Building on the cognitive-behavioral theory, a huge number of researchers highlighted preferences for online social interactions as one of the critical cognitive symptoms of Generalized Pathological Internet Use (GPIU) (Davis, 2001). He contends that, psycho-social problems (eg loneliness and depression) predisposes some internet users to exhibit maladaptive cognitions and behaviors that result into negative outcomes. He further states that, psycho-social problems increase the likelihood that, an individual might practice cognitive and behavioral symptoms of generalizes PIU that, in turn, will result in negative outcomes. He gives an example of maladaptive cognitive symptoms of PIU is experiencing more positive feelings about oneself when online compared to when offline.

2.7.3 The Cognitive Theory of Multimedia Learning

The Cognitive Theory of Multimedia Learning was developed by Richard Mayer. The idea behind the theory is that, we have both auditory and visual channels for processing information and building memory and that the active process of learning is more successful when both the auditory and the visual channels are stimulated simultaneously, also known as the dual channel assumption (Mayer, 2002). According to these authors, “the cognitive process of integrating most happen when the learner has corresponding pictorial and verbal representations in working memory at the same time.” Furthermore, using YouTube is observed as capturing students’ attention (Greenberg & Zanetis, 2012), make learning so fascinating, and improve the overall learning process (Graham, 2013). More specifically, well selected YouTube videos are considered as helping students to learn different issues and be able to keep and remember what they learnt after a long period of time (Roodt and Peier, 2013).

2.7.4 Technological Determinism Theory

This theory was developed by Marshall McLuhan in 1962. He confirms that, media technology determines individuals in a society how they think, feel, act, and how the society operates as we move from one technological age to another. This theory was developed by Marshall McLuhan in 1962 (McLuhan, 1964). It justifies that, an individual learn, feel and think the way we do because of the messages they obtain via the prevailing technology available. The radio required people to listen and develop a sense of hearing whereas the television engages both hearing and visual senses. Then, these developed senses are transferred into our everyday lives and we want to use them again. In addition, social media brought about by emerging technology needs people to listen and engaged frequently and hence, interpret the message delivered to them from social media in their daily life. It further clarifies that, when new systems of technology are developed, the culture of society is straightaway transformed to reflect the senses required to utilize it. It also predicts that, with every new system of media technology, society will switch and get familiar with it. It explains that, there is a simple cause and effect analysis between the introduction of new technology and the changes in society’s way of thinking, feeling, acting or believing.

2.7.5 Klapper Reinforcement or Limited Effects Theory

This theory was developed by Joseph Klapper in 1960 (Stanley & Dennis, 1994). He was concerned that, average people exaggerated the power of media. With this theory, he argued that, media in few cases have any direct repercussion and are quite not powerful in relation to other social and psychological factors such like social status, group membership, strongly held attitudes, education, among others. He insists that, ordinary media does not serve as an essential and adequate cause of audience effects but rather, functions among and through a nexus of mediating factors and influences. However, Klapper did not ignore that media could have direct repercussions. He agrees that, there are certain residual situations in which mass communication is likely to bring about direct repercussion and of itself to serve certain psychological functions.

2.8 Relevancy of the theory to the study

The above theories explore the relationship between social media and the audience's perceptions. They seek to determine the link between the youth and use of social media and even to bring about the effects resulting from it. The theories try to explain how the youth have developed and what they have changed. They also explain the cause and effect analysis between the emerging of new technology and changes in youth like the way they think, feel, act, and believe.

2.9 Chapter Summary

This chapter has presented a detailed analysis of the issue under investigation which includes the theories and concepts of the area of study. It is important to note that; social media benefits the youths in both positive and negative means. These platforms do not oblige the youth to get addicted to them to a specific feature, brand or idea. Instead, provides them with all things and let them choose the desired one according to their taste. Interest based content and preferred advertisements are there to make the youths crazy about certain products. The above theories will be applied in the study to depict how YouTube as an online networking is used by the community members and youth as well as their their perceptions and perspectives on socio-political messages circulating on it. The next chapter presents a detailed description of the methodology and the Context of Rwanda with a case study of the City of Kigali as the main area of study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is an approach by which data is collected. This chapter deals with the research methodology used in this study. Primarily, the overall research design was briefly discussed and after, the selection of research methods to be applied to this study shall also be justified. The major focus of the study was to uphold the principles of validity and reliability/credibility and trustworthiness. This study was conducted in three (3) districts of the City of Kigali which are Gasabo, Kicukiro, and Nyarugenge.

3.2 Youth

Youths is defined as a period of transition from the dependence of childhood to adulthood's independence. It is also often referred to a person between the ages of leaving compulsory education, and finding their first job. According to the United Nations, for statistical purposes, defines 'youths', as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States (United Nations General Assembly Resolution A/RES/62/126 in 2008). In Rwanda, the youths is any person aged between sixteen (16) and thirty (30) years (Art 2 para 1 of the law n°001/2016 of 05/02/2016).

3.3 An overview of the Research Design

A research design lays the foundation for conducting the research in an effective and efficient manner. Like any good plan, it provides the specific details that guide the researcher. According to Bryman and Bell (2007), they define a research design as a framework for the collection and analysis of data. Coolican (1994) also adds that, research design is a method for gathering empirical data with which to test a hypothesis or develop a theory.

In another dimension, Monetle, Sullivan and Dejong (1990) also state that, a research design is a detailed plan of how observations will be made. In other words, it states what is to be studied and how the subject/object of study is to be studied; for instance, it indicates the methods of data collection, instruments by which data is collected and how that data is to be analyzed as well as the techniques of data analysis.

Pereira, et al (2004) argue that, the process of designing a research study entails many interrelated decisions and it is an inherent process in which earlier decisions are constantly being considered in the light of subsequent decisions. The choice of the approach depends on the type of the research that one intends to carry out. In light of this, this study adopted to conduct key informant interviews, documents analysis, and survey.

3.4 Exploratory and Descriptive Phases of the Research Project

One of the paramount decision to take when developing a primary research plan is either to conduct a qualitative or a quantitative survey. For this study, a combination of qualitative and quantitative methods of data collection and analysis were employed. The qualitative methods included documents review and analysis, key informant interview, and Focus Group discussion (FGDs) while quantitative method used survey through a semi-structured questionnaire by distributing them to respondents. This allowed the researcher to gather data directly from the youth in their environment for the purposes of how they use YouTube and understanding their perceptions and perspectives on the socio-political messages.

By reviewing documents, the study was interested in the documents related to regulation of YouTube use, and statistics of crimes committed through YouTube channels. These documents were collected from Rwanda Investigation Bureau and Rwanda Utilities Regulatory Agency.

Focus Group Discussion was also used for validity and Reliability purposes. The discussions targeted selected respondents. The study also used face to face interviews. The focus group participants were selected from the Youths Volunteers in the City of Kigali as they have a huge knowledge on the study.

Findings are reported through in-depth reporting and description of data (Nyawaranda, 2004), and are generalizable and applied to other populations. The findings from this approach are presented with statistics (see Chapter 4) with correlations, comparisons of means & statistical significance of findings (Johnson & Christensen, 2008).

3.5 Study Site

The City of Kigali is the capital of Rwanda. It became capital since 1907 and located at Rwanda's geographical heart. Currently, it has developed into a modern city whereby, it is no longer the country's most important business center but also the main port of entry. The city of Kigali is among the safest African capital cities. It has got a moderate high altitude climate that belies its tropical location. It also offers a comfortable and welcoming introduction to this land of a thousand hills and an ideal springboard from which to explore this magical country (Margaret, 2007).

The city of Kigali is made up three districts which are Gasabo, Nyarugenge, and Kicukiro. In 2008, the city of Kigali won the UN Habitat Scroll of Honor Award for a number of innovations in building a model, being a city symbolized by zero tolerance for plastics, improved garbage collection and a significant reduction in crime (Niyirema & Skinner, 2019). This Habitat Scroll of Honor is the most prestigious award offered by the United Nations in recognition of work carried in the field of human settlements development. The population of the City of Kigali is estimated at 1.2 million. 70% of the city is rural with a population that is relatively young as the youth make up about 60%.

3.6 Study population

Moonie (2000) defines population as the entire group of persons having the same characteristics that are of interest to the researcher. Therefore, our study population are youth volunteers in the city of Kigali. I selected these youth due to the fact that, they are organized and educated whereby, it requires at least to have completed secondary education to join them and frequently use YouTube, and also based on time limitation which helped us to conduct the research within a short period of time. I expected such population to provide us with sufficient data as they are aware of these online networkings who use them to interact with colleagues, acquire information, and always upload contents related to socio-political aspects.

3.7 Sampling design and sample size

First and foremost, a sample is a smaller number of the population that is used to make conclusions regarding the whole population. As seen from the population description above, the City of Kigali comprises of diverse youth communities. To achieve a reliable representative

sample, the sampling design used was purposive and simple random sampling. According to Kothari (2004), in random sampling each and every item in the population has an equal chance of inclusion. Therefore, any person falling under the youth age was involved in the study. Due to time constraints, the sample was purposively drawn from the City of Kigali. This is because, sampled respondents were relevant to research questions and had particular characteristics to enable having a detailed exploration and understanding.

The City of Kigali was preferred because, it would be easy for me to reach youth volunteers in the three districts as they are not far from each other compared to provinces and conduct interviews, discussions, and distribution of questionnaires in the shortest time. The City of Kigali has forty five thousand nine hundred and fifty three (45,953) youth volunteers (Secretary General, personal Communication, March 18, 2022). The table below shows the number of youth volunteers as per districts within the City of Kigali:

Table 1: Number of youth volunteers as per districts in the City of Kigali

District	Total Number
Nyarugenge	16,213
Kicukiro	13,421
Gasabo	16,319
TOTAL	45, 953

Source: Youth Volunteers Secretariat, March 2022

In determining the sample size of the respondents from 45, 953 youth volunteers, we used the formulae of Alain Bouchard which he developed in 1975. It states that, when the universe of the population is lower than 1,000,000 individuals, it matches a sample of 96 individuals to a given error margin of 10%.

The following formula is applied:

$$n = \frac{N_0}{1 + \frac{N_0}{N}}$$

n= desired sample size

N⁰= size of statistical universe which corresponds to 96 individuals

N= size of the targeted population group which is 45, 953 youth volunteers in the City of Kigali.

$$\begin{aligned}n &= \frac{96}{1 + \frac{96}{45953}} = \frac{96}{\frac{45953 + 96}{45953}} = \frac{96}{\frac{46049}{45953}} = 96 * \frac{45953}{46049} \\ &= \frac{4411488}{46049} =\end{aligned}$$

95,79= 96 respondents

Using the above formulae, the sample size was 95.79 which we rounded off and got 96 respondents. As we had to conduct interviews separately with the secretary general of youth volunteers and coordinators of youth volunteers in the three districts, the sample size of the respondents was 100 youth volunteers.

3.8 Data collection tools

There are different ways of collecting data which depend on the purpose and aims of the research. For this study, data is collected by use of questionnaires, interviews, and focus group discussion. I first distributed written questionnaires with clear guidelines on the purpose of research and how to fill them. According to Kongmany (2009), questionnaire is a data collection tool containing written questions to be answered by respondents in a written form. These questionnaires were distributed to participants who willingly participated in the research study from the youth volunteers.

After distributing questionnaires, we conducted a Focus Group Discussion with respondents. The groups were large and this made some to fear to talk to me. Hence, I conducted discussions with small numbers based on my observation. I also conducted interviews with some respondents and were flexible enough to provide answers to questions without hesitating, and all the answers during interviews were written down.

3.9 Data interpretation and analysis methods

The mixed approach of research design were used in this study to obtain an overview of the use of YouTube and the youth perceptions and perspectives on socio-political messages in Rwanda with a case of the City of Kigali. As shown earlier, a combination of both qualitative and quantitative research methodologies were applied for the purpose of more detailed or comprehensive responses to provide for unexpected developments and clarify on particular characteristics. Additionally, a theoretical framework based on a wide literature in chapter two assured the reliability of the measuring instruments.

The data collected using both qualitative and quantitative research is presented, analysed, described and interpreted systematically as the next step of this research process. The documentation and analysis process aimed at presenting data in an intelligible and interpretable form in order to identify trends and relations in accordance with the research aims. In turn, the identified trends and relations in accordance with the research aims, would enable this research to come up with an understanding of the perceptions and perspectives of the youth on the use of YouTube and their perception on Socio-Political messages and make suggestions accordingly.

3.10 Research Ethics

The sole purpose of ethics is to ensure that, no one is harmed or suffers consequences from the research activities. Therefore, we requested an official letter from the college administration which allowed us to have access to all respondents. The research respondents were reached after obtaining permission from the relevant authorities.

All respondents were also briefed about the study and informed that, the study is voluntary, so that they exercise their rights to withdraw any time they felt like. Furthermore, they were also assured of the confidentiality of the information they provide and that, it was only for academic purposes. They were also not requested to indicate their identities during the interviews and questionnaires. In the next chapter, the findings of this study are presented, analyzed and interpreted.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter dealt with presentation, analysis and interpretation of data collected. The results of the study were presented, analysed and interpreted as per research questions outlined in chapter one. The study aimed at investigating the “use of youtube and understanding the youth’s perceptions and perspectives on socio-political messages. case of city of Kigali” The data collected were both qualitative and quantitative and is presented, analyzed and interpreted under this chapter. This chapter facilitates the discussion of these findings starting with cases involving YouTube recorded by RIB, questionnaires distributed, and responses given by respondents who were interviewed. The questionnaires and interview guides were organized in terms of the demographic information of respondents including sex, age, education level and occupation. The purpose of the study was to determine the use of youtube and understanding the youth’s perceptions on the socio-political messages with a case study of the city of Kigali.

The objective of the study was:

1. How is YouTube used by the youth in Rwanda?
2. What are the youth’s perceptions and perspectives on the socio-political messages?

4.2 Presentation of findings

The research results are firstly presented as an analysis of the qualitative data obtained from the individual semi structured interviews. The analysis of the qualitative data is followed by an analysis of the quantitative data that was recorded by the questionnaire. The findings are discussed according to the four section of the questionnaire namely;

1. Demographic information
2. Use of YouTube
3. Youth’s Perception on Socio-Political Messages

4.3 Demographic information

This section covers the basic information of respondents including gender distribution, age bracket, education level and occupation that was used to show the demographic distribution of respondents as follow:

4.3.1 Gender distribution

The study sought to know the gender distribution of the respondents. The table below indicates how gender is distributed among respondents:

Table 2: Respondents' distribution by sex

Sex	Frequency	Percentage
Male	53	53
Female	47	47
TOTAL	100	100

Source: Primary data, Kigali, March 2022

Gender consideration was taken into account in this study. Males formed 53 % whereas females 47 % of the study respondents. Though there is gender imbalance, it is not likely to affect the nature of the research questions as they were not gender sensitive. However, as research questions focused on the perceptions and perspectives of the youth, gender distribution is expected to accommodate the perceptions and perspectives of either gender, and contribution of either gender was also obtained.

4.3.2 Age bracket of the respondents

The study wanted to know how old is the respondents and this is indicated by the table below:

Table 3: Age bracket of the respondents

Age bracket	Frequency	Percentage
16-20	14	14
21-25	65	65
25-30	21	21
TOTAL	100	100

Source: Primary data, Kigali, March 2022

The youth aged between 21-25 formed the largest number of respondents as shown in the table above by constituting 65 % of the respondents whereas those aged between 16-20 were the least comprising only 14 % within an age bracket of the ages from 16-30 years old. This shows that, the majority of the youth in the city of Kigali are in between 21-25 years old. The study managed to include respondents that were at different age brackets and therefore, likely to be at different stages of their developments and socialization. This representation of different ages will strengthen the study as the findings will reflect the ideas and opinions from different categories of respondents.

4.3.3 Marital status

The study wanted to know the marital status of the respondents so as to get information from different marital status. The table below shows the marital status of respondents:

Table 4: Respondents' Marital Status

Status	Frequency	Percentage
Single	86	86%
Married	11	11%
Widowed	-	-
Divorced	3	3%
TOTAL	100	100

Source: Primary data, Kigali, March 2022

The table above clearly indicates that, the majority of respondents were single as they fall under the youth age, followed by those married as they are above 21 years of age, a few were divorced because, a few of the persons under the youth age get married, and none was a widow or widower. The distribution therefore, had a wide representation across all status.

4.3.4 Education level

The study sought to find out the level of education of the respondents as it was likely to have an influence on the capacity to respond to questions asked. The table below shows the education level of respondents:

Table 5: Education level distribution

Education level	Frequency	Percentage
Secondary	63	63
University	24	24
Vocational	7	7
Primary	6	6
TOTAL	100	100

Source: Primary data, Kigali, March 2022

The table shows that, the majority of respondents were those with secondary school level of education comprising 63 %, followed by university graduates equivalent to 24 %. 7% had completed vocational trainings and the least in number of respondents is for those who completed only primary schools comprising of 6 %. This indicates a typical representation of the use of YouTube across different levels of education in our society.

4.3.5 Occupation of respondents

The study also sought to know the occupation of the respondents and this is shown in the table below:

Table 6: Occupation of respondents

Occupation	Frequency	Percentage
Farmer	3	3
Employed	20	20
Student	24	24
Other	53	53
TOTAL	100	100

Source: Primary data, Kigali, March 2022

The table indicates that, the majority of respondents are engaged in other activities that are not generating any income like voluntary public services. These form 53 % of the total respondents, followed by students comprising 24 %. 20% are employed and those who are farmers are the least proportion at only 3 %. This implies the sourcing of information from the youth in different occupations on the use of YouTube.

4.4 Use of YouTube

Interviews, discussions, and questionnaires were distributed to respondents to fill them with information related to the use of YouTube. The questions asked were as follow:

4.4.1 Do you use YouTube?

The following findings were observed from respondents:

Table 7: Respondents use of YouTube

Use of YouTube	Sex	Frequency	Percentage
Yes	Male	53	53
	Female	45	45
No	Male	2	2
	Female	0	0
TOTAL		100	100

Source: Primary data, Kigali, March 2022

From the findings 53 % of males and 45 % of females use YouTube which makes a total of 98 % of the total respondents. On the other hand, 2 % of males do not use YouTube but other social media like facebook whereas for females, none of the respondents was found not using YouTube. One of the respondents stated the following:

“ I use YouTube because, I spent much of my time away from home and I do not get time to listen to the radio. Therefore, I use YouTube to get all the information I need by using my mobile smart phone. YouTube is very important in my life”. (interview with anonymous, Kacyiru, Kigali, 17th April 2022)

Those who do not use YouTube believe that, using YouTube is very expensive as downloading a single video takes a huge amount of bundles compared to other social media platforms like facebook and whatsapp. They added that, having other needs that also requires money, they prefer not to use YouTube. From the above findings, it is apparent that a big number of youth use YouTube to download videos of their choice. This is also supported by affording to buy smart phones and bundles and accessibility of wireless internet that is found in my public areas. As some of the respondents did not use YouTube, we proceeded to next questions with those who use it to obtain further information.

4.4.2 How is YouTube used in the society (common videos uploaded)

To this question, answers were varying. Some respondents agree that, YouTube is well used as the youth learn a lot from it while others say that, YouTube is not used well given the videos uploaded which destroy the youth's mind and behaviours. From the varying answers received, the most common videos uploaded are related to sports, entertainment, politics, different reseaches conducted, and agriculture. For instance, one of the respondents stated the following:

4.4.3 How should YouTube be used in the society (videos to be uploaded)

Answers given to this questions were that, YouTube should upload videos that, teaches the people on how to develop themselves, providing factual news updates, entertainment, promotion of Rwandan culture which are useful to the Rwandan society.

4.4.4 What are the benefits of using YouTube by the people

Respondents were asked their benefits for using YouTube platform and responded as it is shown in the table below:

Table 8: Respondent's benefits for using YouTube

Benefits	Frequency	Percentage
Getting news updates	62	63.26
Learning	24	24.5
Earning money	8	8.16
Relaxing	4	4.08
TOTAL	98	100

Source: Primary data, Kigali, March 2022

There are various benefits as to why people use YouTube. Many of the respondents comprising about 63.26 % responded that, people use YouTube to get news updates, 24.5 % say that, people use YouTube to learn from different fields, 8.16 % say that, people use YouTue to earn money as their source of income from views about videos uploaded, and 4.08 % say that, people use YouTube to help them relax by listening to music, watching films, comedies, and other

entertainment disciplines. These findings clearly indicate that, YouTube is mostly used by the people as a source of news.

4.4.5 What are the negative effects of using YouTube on people

The from the questionnaires filled, discussions, and interviewes conducted, the table below shows some of the negatives impacts of using YouTube highlighted by the respondents:

Table 9: Respondent’s negative effects for using YouTube

Negative impacts	Frequency	Percentage
Adoption of anti-social behaviors	61	62.24 %
Publication of political rumors	31	31.63 %
Addiction	6	6.12 %
TOTAL	98	100

Source: Primary data, Kigali, March 2022

As per the table above, 62.24 % of the respondents state that, the most leading impact of using YouTube is the adoption of anti-social behaviors due to videos uploaded like pornographic videos. According to them, these are increasing sexual intercourse among the people due to sexual desires and psychological traumas as well. YouTube videos uploaded have also resulted into adoption of western cultures which contravene the Rwandan culture. 31.63 % state that, YouTube has resulted into publication of political rumors against the state and authorities. These videos mislead people and incite fear, create confusion, discrimination, spread genocide denials, insecurity, and hatred among the people. On the other hand, 6.12 % find that, the use of YouTube has made people get addicted. People spend much of their time using it without thinking of any other profitable business which is increasing dependants due to unemployment.

4.5 The use of YouTube among youth

Respondents were to fill questionnaires on series of questions, intervied and discuss in order to know how specifically they use YouTube.

4.5.1 As youth in particular, how do you perceive the use of YouTube

On this questions, respondents answered as it is shown in the table below:

Table 10: Respondents perception on use of YouTube

Perception on use of YouTube	Frequency	Percentage
Useful	47	47.95
Not useful	30	30.61
Both	21	21.42
TOTAL	98	100

Source: Primary data, Kigali, March 2022

The answers from the table above indicates that, 47.95 % of the youth find that, YouTube is useful to them because, it helps them to relax by downloading films, know how to create jobs, learn from different fields, acquire new friends, promotes youth talents, platform to express their opinions, getting news updates, among others. However, 30.61 % find that YouTube is not useful to youth due to videos uploaded containing rumours on the country political system which results into youth radicalization and develop negative political ideologies among them, spreads news on genocide ideology and denial, and worse enough, used by any one to uploade any video of his choice as it is not controlled at all, influence youth to adopt ant-social behaviors like homosexuality, contain pornographic videos which pushes the majority of the youth to engage into sexual intercourse and has increased pregnancy among girls, among others. and promotes youth radicalization. One interviewed respondent explained:

“For me, think that, YouTube is not useful as it is spoiling the youth given the videos they download. You have seen some of the youth whose behaviors have changed like being homosexual wheras other videos encourage them to join terroris groups like al shabaa and Islamic State. Others take time watching videos containing messages that call upon them to turn against the government like that of Idamange IRYAMUGWIZA through her negative political ideologies”. (Interview with anonymous 3, Nyarugenge, Kigali, 17th April 2022).

However, 21.42 % of the youth find that, YouTube may be useful or not depending on the choice of the one using. They added that, it depends on what the viewer choose to download. For instance, those who are born again Christians cannot download pornographic videos. From the

above findings, it is evident that, the majority of the youth consider YouTube to be useful for them as it helps them to learn, whereas quite a big number also find that, YouTube is spoiling them due to videos they download.

4.5.2. What are the common videos downloaded

On this questions, the following findings in the table were observed:

Table 11: Respondent’s perception on common videos downloaded

Common videos uploaded	Frequency	Percentage
Politics	37	37.75
Entertainment	31	31.63
Pornography	19	19.4
Social development	11	11.22
TOTAL	98	100

Source: Primary data, Kigali, March 2022

From the findings, it is shown that, the most common videos downloaded by the youth are pornographic, entertainment, social development, and political news. Videos related to politics are the most downloaded ones making 37.75 % political videos, followed by entertainment videos comprising of 31.63%, whereas the least ones to be downloaded are related to social development. In our discussions, we were eager to know why political messages on YouTube the lead of the videos downloaded and one of the respondents said:

‘the reason as to why the youth like downloading videos related to politics is that, they are eager to know how the country is ruled, getting news on government policies, and other affairs related to managing our country. We can not also hide that, some of the youth are interested in videos of the people especially those residing abroad who are untirelessly critising our government, and spreading rumors that instill fear among communities’ (discussion with anonymous, Gasabo, Kigali, 17th April 2022.

On the other hand, a big number of the youth observe that, entertainment videos are commonly downloaded. They say that, most of the youth download films on YouTube especially local ones

like seburikoko, impanga, and comedies like papa sava, umuturanyi, and others which have attracted the youth so much.

From the findings, it is apparent that, that the big numbers of youth are interested in videos related to politics and entertainment than those related to social development which include; people’s life testimonies, religion, and job creation which can inspire them to plan for their future.

4.5.3. As youth, how do you perceive videos uploaded

On this questions respondents answered as it is shown in the table below:

Table 12: Respondent’s reasons for using YouTube

Youth Perception on Videos Uploaded	Frequency	Percentage
Useful	52	53.1
Not useful	20	20.40
Both	26	26.5
TOTAL	98	100

Source: Primary data, Kigali, March 2022

The above findings indicate how the youth’s perception on the vidoes uploaded. 53.01% find YouTube is useful to the youth. This is because, they obtain information through news updates and different teachings from different channels which opens their mind without going anywhere to seek for such informations. On the other hand, 20.40 % of the youth find that, videos uploaded on YouTube channels are not useful to the youth simply because, the platform is not regulated whereby, bloggers use it the way they want. Secondly, they find that, political contents uploaded on these channles contain fake news which cause confusions among the youth and others spreading hatred which are liley to cause conflicts among the people especially youth who are the most to upload such videos. From the above different perceptions, 26.5% of the youth perceive that, YouTube is both good and bad depending on the choice of the viewer as what one can perceive as bad, is perceived by the other as good.

4.5.4. What do you observe as benefits of using YouTube on youth

The following respondents answer as shown in the table below:

Table 13: Respondents benefits of using YouTube

Youth Perception on Videos Uploaded	Frequency	Percentage
Source of news updates	51	52.04
Acquisition of knowledge	21	21.43
Source of income	13	13.26
Express views	8	8.16
Entertainment	5	5.10
TOTAL	98	100

Source: Primary data, Kigali, March 2022

From the findings, 52.04 % of the youth find that, YouTube serve as a source of news whereby, they easily access easily political and social news across the world com. 21.43 % find that, YouTube help them to acquire knowledge from different filed, 13.26 % find that, the benefit of YouTube is to gain income through personal views on the content uploaded, 8.16 % find that, YouTube help them to express their views on different issues, and lastly, 5.10 % find that, YouTube act as an entertainment facility by listening to music and watching films which help them to relax.

4.5.5. what is your perception on socio-political messages?

On this questions, respondents were asked about their perceptions on the socio-political messages on YouTube, and responded as it is shown in the table below:

Table 14: Respondents perceptions on socio-political messages on YouTube

Youth Perception on socio-political messages	Frequency	Percentage
Diversion of youth's mind	25	25.51
Increase of sexual desire	15	15.31
Adoption of western cultures	14	14.28
Circulation of fake news	11	11.22
Addiction	11	11.22
Defamation	10	10.20
Instilling fear among the public	7	7.14
Creation of divisionism	5	5.10
TOTAL	98	100

Source: Primary data, Kigali, March 2022

From the table above, it indicates that, the perceptions of youth on socio-political messages on YouTube are diverse. Of the total respondents, 25.51% perceive that, socio-political messages on YouTube channels are diverting the minds of the youth, 15% that they increase sexual desire among youth, 14.28% perceive that, they make youth adopt western cultures, 11.22% perceive that, they only circulate fake news, the same percentage also perceive them as making the youth more addicted as they are attractive, 10.20% perceive them as defaming certain people, the least percentage which is 5.10% perceive them as creating division among Rwandans. In our interview, one of the respondents clearly stated that:

“YouTube is a threat to Rwandan youth. The youth are owning smartphones and easily access YouTube whereby, they download pornographic videos and this has increased sexual desire among youth and the reasons why girls are getting pregnant at an early stage and others commit abortion. Secondly, we are seeing some western cultures like homosexuality which are being adopted by some of the youth after watching YouTube channels”. (interview with anonymous, Kicukiro, Kigali, 17th April 2022.

From the table above, this is how the youth perceive the socio-political messages that are downloaded on YouTube channels. By comparing answers from questionnaires, interviews, and discussion conducted, majority of respondents perceive these messages as diverting the youth's mind. They state that, it the reason as to why some youth join terrorist groups or rebel movements against the government. Others state that, these messages are increasing sexual desire among youth which results into unwanted pregnancies and engaging some into prostitution due to pornographic videos. Others that, these messages are exporting western cultures and our youth are getting proud of them yet they are contrary to our culture and morals. On the othe political side, they state that, these messages feed the youth with fake political news of the non state actors most especially those working under the umbrella of ethnicity who criticise political affairs of the country, speard their genocide ideology, instill fear among communities, among others with the sole purpose of winning the hearts and minds of the people especially the youth so as to distablise the country.

In view of the above, it is no doubt that, the youth is perceive socio-political on YouTube as a threat to them given the videos uploaded and mostly targeting them. This is because, non state actors and others in opposition have no means of distablising our country. Thefore, they take advantage of YouTube which is not regulated and exploite to sensitize people and share their negative propaganda. On the otherhand, western countries take advantage of YouTube to export their cultures to African countries with purposes of destabilising our strong societies bullt on our cultures.

YouTube being a threat to the youth is also confirmed by the research we conducted at RIB. By analyzing cases received from 2017-2021, we found that, there were 27 cases involving YouTube that were investigated. According to RIB, 48 suspects were involved among which 40 were males while 08 were females. 28 suspects were above 31 years old while 18 suspects were between 18 and 30 years old. The table below indicates cases involving YouTube:

Table 15: Breakdown of cases involving YouTube channels

SN	Number of cases	2017	2018	2019	2020	2021	TOTAL
1.	Publication of rumors	0	1	0	2	3	6
2.	Genocide Ideology and related	0	0	2	0	3	5
3.	Causing uprising or unrest among the population	0	0	1	0	3	4
4.	Fraud	0	0	0	0	3	3
5.	Blackmail	0	0	1	1	0	2
6.	Showing a child pornographic images or sounds	0	0	0	0	1	1
7.	Spreading false information or harmful propaganda with intent to cause a hostile international opinion against Rwandan	0	0	1	0	0	1
8.	Publication of pornographic images on computer	0	0	0	1	0	1
9.	Public insult	0	0	0	0	1	1
10.	Terrorism	0	1	0	0	0	1
11.	Publishing indecent information in electronic form	0	0	1	0	0	1
12.	Cyber stalking	0	0	0	1	0	1
TOTAL		0	2	6	5	14	27

Source: Primary data, RIB, Dember 2021

As per the table, it is shows that, the crimes committed are dominated by publication of rumors, genocide ideology and related crimes, and causing uprising or unrest among the population. This is a clear evidence that, YouTube has become a tool for committing crimes and hence, becoming a threat to the national security.

4.5.6 Suggestions for better use of YouTube

On this question, respondents gave suggestions as indicated in the table below:

Table 16: Suggestions for better use of YouTube

Suggestions	Frequency	Percentage
Education the youth	40	40.81
Establishment of specific legal frameworks	28	28.57
Daily monitoring of contents uploaded	16	16.32
Establishment of Social media policy	14	14.3
TOTAL	98	100

4.5.6.1 Education

Educating the youth on the negative effects of youth and creating awareness on its prudent use was suggested by 40.81 % of the respondents as mechanism to control the use of YouTube among the youth. The respondents say that, the majority of the people especially the youth are unaware of its effects or damages caused by YouTube. They further say that, there is a need to educate the youth and create awareness on the negative effects of YouTube. Additionally, they state that, a big number of youth are engaged in anti-social practices and driven by political ideologies of negative groups and that is why we call upon the government to enlighten communities especially the youth on the proper use of YouTube and desist from misusing it.

The government of Rwanda in its framework of developing Information Communication Technology (ICT) is expanding the ICT coverage across the country via fiber optic cable, which has enhanced internet accessibility by majority of the people. Hence, with the availability of digital equipments including computers and smartphones, the number of YouTubers and viewers especially the youth have greatly increased. This therefore, supports the suggestion of the respondents for the need of educating people on the prudent use of YouTube by avoiding the repercussions it causes.

4.5.6.2 Establishment of specific legal frameworks on use of YouTube

Establishment of specific legal frameworks on the proper use of YouTube was suggested by 28.57 %. According to respondents, people benefit from lack of any law governing the use of

YouTube and upload any video in their personal interests and consequently, causing a lot of problems in the society. They suggest that, though some of the crimes committed by the use of YouTube are dealt with by application of the existing penal code, but issues like abusive comments on YouTube application are not covered as serious crimes by the existing laws. Therefore, a big challenge at the moment and a need for establishing specific laws and regulations governing the use of YouTube

4.5.6.3 Daily monitoring of YouTube contents

Daily monitoring of YouTube contents by law enforcement organs like Rwanda National Police (RNP) and Rwanda Investigation Bureau was suggested by 16.32 % of the respondents. They suggest that, the above organs should monitor YouTube channels as many as possible so that, those that are abusive and ant-social be make stopped as early as possible before shared and relevant YouTubers be held accountable. These respondents believe that, this can at least minimise the effects that YouTube is causing among the communities especially the youth who are active on these channels.

4.5.6.4 Establishment of Social media policy

Establishment of Social media policy to regulate the use of social media platforms especially YouTube was suggested by 14.3 %. The respondents suggest that, relevant ministries like the Ministry of ICT and Innovation and the Ministry having media in its attribution should work closely and establish such policy which can serve as a guiding document on the proper use of YouTube which can also reduce the effects that YouTube is causing among the youth.

4.6 Conclusion

The data collected from the respondents both in answers to the questionnaire and verbal interviews was presented in tables in this chapter. Demographic distribution of the respondents including age, marital status, education and occupation was presented at the beginning of the chapter, respondents therefore comprised of a balanced representation across the board. The information geared to answering the research questions were comprehensively presented, analyzed and interpreted accordingly in various sections of the chapter. Thereafter, understanding the youth perceptions and perspectives on Socio-Political messages on YouTube and finally, the suggestions for better use of YouTube.

CHAPTER FIVE: DISCUSSION OF RESULTS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This final chapter brings together all chapters in an attempt to summarise the discussions of the results, draw some main conclusions which will also enable the drawing of recommendations on how to prevent the effects of using YouTube among youth and finally, identify areas for further research.

5.2 Summary of findings

The sole purpose of this study was to show how YouTube is used and understand the youth's perceptions and perspectives on Socio-Political messages. The findings have confirmed that, the main objectives of the study which were to determine the use of YouTube and understanding the youth perceptions and perspectives have been achieved. The study has shown that, YouTube is used by the youth for different reasons. For instance, it allows them to communicate, express their views, and a tool for learning from different fields.

According to the perceptions and perspectives of the youth on socio-political messages, they find that, YouTube has become a source of income for the youth through a number of views at their YouTube channels, a source of news updates whereby, they easily access any kind of socio-political news across the world, a learning tool by uploading videos related to different fields of learning, a tool for entertainment, and even a platform to express their views. However, their perceptions on socio-political messages on YouTube indicate that, YouTube is increasing sexual desire among youth due to watching pornographic videos uploaded, change African societies by western cultures, circulating political rumors among youth which mislead the youth, instill fear among the public, and even youth getting addicted due to attraction of these socio-political messages where they waste much of their time watching related channels and contents uploaded.

On curbing the effects of YouTube and better use if it, respondents put various suggestions forward. They suggest that, awareness campaigns through education of the youth on the negative effects of YouTube and its prudent use could serve as a better solution. Others suggest for establishment of specific laws on the use of YouTube which could serve as a deterrence measure

to those who mis use it by uploading videos of abusive contents. Daily monitoring of YouTube contents by law enforcement organs like Rwanda National Police was also another suggestion by the respondents whereby those that are abusive can be stopped by all all means before shared to a large number of people especially the youth which can minimize the effects that these YouTube channels are causing whereas others suggest for establishment of social media policy especially YouTube by relevant ministries to serve as a guiding document on the proper use of YouTube which can reduce its misuse and effects on the youth.

5.3 General Conclusion

YouTube is being used as a source of income, knowledge, news, entertainment, as well as a platform for the people especially youth to express their views on different socio-political aspects. This study was guided by the general objective of determining the use of YouTube and perceptions and perspectives of the youth on socio-political messages with a case of the City of Kigali and to propose measures to mitigate its effects on youth. In addressing this objective, specific research questions of how YouTube is generally used by the people, how specifically used among youth, the perceptions and perspectives of the youth on the socio-political messages, and how it should be prudently used without causing any effects like increasing sexual desire among youth, circulating fake news, diversion of youth's minds, defamation contents, instilling fear among the public, create divisionism among people, adoption of western cultures, and getting addicted.

Advance in technology emerged with various social media platforms like YouTube that greatly improved people's learning, get news, earning money, express their views, among others. However, its misuse such as uploading socio-political messages that mislead people have caused a number of effects. The findings from this study confirms that, the youth perceive socio-political messages uploaded on YouTube as increasing sexual desire among youth due to pornographic videos, circulating fake news about political affairs of the country, diversion of youth's minds being considered as a reliable source of news, defamation contents against political figures in the country, instilling fear among the public from negative or terrorist groups, create divisionism among Rwandan by some opposition parties abroad, adoption of western cultures which which are not suitable in the Rwandan society, and getting addicted whereby, the youth spend much of their time on YouTube other than doing any other beneficial activity.

5.4 Recommendations from the Study

As the youth are the foundation for a country's growth and development, it is evident that the country needs them in order to survive in the future. Therefore, as measures to mitigate the misuse of YouTube, the following recommendations are made:

Parents having children under the youth to monitor their activities on YouTube in order to prevent them from watching videos of any social or political character which may cause any harm to them.

Network providers to come up with means of filtering or blocking any anti-socio-political messages on YouTube channels before being downloaded by viewers. This will help in minimizing negative effects of YouTube on youth like exposing them to pornographic videos and fake political messages as well as other unnecessary videos.

The ministry having youth in its attributions to train the youth on better usage of YouTube so as to minimize time they waste on uploading videos that are not of major importance to their lives.

The ministries of education to conduct awareness programs with emphasis on youth on the consequences of perpetuating anti-social practices and hate political messages. The Ministries of Local Government and Internal Security should also educate citizens on refraining from joining suspicious YouTube channels with extremist agenda and use them responsibly.

The government of Rwanda to establish a specific law or regulation governing the use of YouTube and provide punishments to whoever violates any provisions of that law. This will serve as a deterrence measure to those who would wish to engage in such malpractices. However, such law or provision should not infringe on freedom of speech by censoring content except, where absolutely necessary in case of an imminent political violence or anti-social or immoral practice, and there is a clear linkage between them and the content.

The ministry of ICT and Innovation to put in place a policy that can serve as a guiding document on the proper use of YouTube. This policy should be broad enough to address the use of YouTube today and in the future, opportunities and threats of using YouTube to the public. This can also reduce on the effects that its misuse is causing among the Rwandan Youth.

law enforcement organs to be equipped with adequate skills in tracking, investigation, and prosecution of crimes involving YouTube channels. Furthermore, there is need also for security apparatus to develop automated systems or software for collection and analysis of YouTube contents so as to prevent uploading of similar messages.

5.5 Suggestion for further research

This study was specifically focusing on the use of YouTube and perceptions and perspectives of the youth on socio-political messages. However, it is believed that, other segments of the population may have different perceptions and perspectives over its use and socio-political messages uploaded. Therefore, the use of YouTube and perceptions and perspectives other segments of the population could be a field of interest to future researchers.

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ANNEXES

ANNEX A : QUESTIONNAIRE KINYARWANDA

Nitwa KWIZERA Stephen, ndi umunyeshuri mw' ishuri rikuru rya polisi. nkaba ndimo gukora ubushakashatsi bufite inyito ya " imikoreshereze y' urububuga nkoranya mbaga rwa YouTube, uko urubiruka rubibona ndetse n'icyakorwa kugirango rukoreshwe neza. Inyigo yakorewe mu mujyi wa Kigali ". Impamvu nyamukuru y'ubu bushakashatsi n'ukugirango tugaragaze uko urubuga nkoranyambaga rwa YouTube rukoreshwa, uko urubiruko rubyakira, ndetse nicyakorwa kugirango rukoreshwe neza. Niyo mpamvu inkunga yanyu mugusubiza ibi bibazo ari ntagereranza. Amakuru yose muzaduha musubiza ibi bibazo azakoreshwa gusa kuri ubu bushakashatsi kandi azagirwa ibanga kandi ntimuhatirwa kwandika amazina yanyu.

Stephen KWIZERA

MA PSCT

Student of University of Rwanda

- 1 Igitsina: Gabo Gore
2. Imyaka: 16-20 21-25 26-30
3. Irangamimerere: Yarashatse Ingaragu Baratandukanye
4. Amashuri yize: Abanza Ayisumbuye imyuga Kaminuza
5. Icyo akora: Umuhinzi Umukozi w'igihembo Umunyeshuri Ibindi

IBAZA KU IKORESHWA RY' URUBUGA NKORANYAMBAGA RWA YOUTUBE

1. Mwaba mukoresha urubuga nkoranyambaga rwa YouTube?

Yego

Oya

2. Mubona rukoreshwa gute mu muryango Nyarwanda (ibiganiro bikunda gushyirwaho)

.....
.....
.....

3. Mubona yakagombye gukoreshwa gute (ibiganiro byakabaye birebwa)?

.....
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.....

4. Mubona ari ibihe byiza cyangwa inyungu byo gukoresha YouTube?

.....
.....
.....

5. Mubona ari izihe ngaruka mbi ku bantu zo gukoresha cyangwa gukurikirana ibiganiro kuri YouTube?

.....
.....
.....

6. Nk'urubyiruko by'umwihariko, mubona gute imikoreshereze ya YouTube?

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.....
.....

7. Mubona urubyiruko rukunda kubona cyangwa gukurikirana ibihe biganiro?

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.....

8. Nk'urubyiruko mubyakira gute?

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.....
.....

9. Mubona ibyiza ari ibihe byo gukoresha YouTube ku rubyiruko?

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.....
.....

10. Mubona gute ibiganiro bijyanye n'imibereho na politiki bishyirwa kuri YouTube?

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11. Mubona hakorwa iki kugirango YouTube ikoreshwe neza?

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.....

MURAKOZE CYANE

ANNEX B : QUESTIONNAIRE ENGLISH

GENERAL INFORMATION

I am Stephen KWIZERA, a student at National Police College. I am conducting a research entitled “THE USE OF YOUTUBE: UNDERSTANDING THE YOUTH PERCEPTIONS AND PERSPECTIVES ON SOCIO-POLITICAL MESSAGES. A CASE OF CITY OF KIGALI. The main purpose of the study is to probe into the use of YouTube and understanding the perceptions and perspectives of youth on socio-political messages and how it can be properly used. Thus, your pleasant support in responding to the following questions is very crucial. Any information you will provide in response to the questions will be used solely for the purpose of this research, it will be confidential and you are not obliged to give your names.

Stephen KWIZERA

MA PSCT

Student of University of Rwanda

BACKGROUND INFORMATION

1. Sex: Male Female
2. Age: 16-20 21-25 26-30
3. Marital Status: Married Single Divorced Widowed
4. Education Background: Primary Secondary Vocational University
5. Occupation: Farmer Employed Student Other

USE OF YOUTUBE: UNDERSTANDING YOUTH PERCEPTIONS AND PERSPECTIVES ON SOCIO-POLITICAL MESSAGES

1. Do you use YouTube?

Yes

No

2. How is YouTube used in the Rwandan Society (common videos uploaded)?

.....
.....
.....

3. How should YouTube be used in the society (videos to be uploaded)?

.....
.....
.....

4. What are the benefits of using YouTube by the people?

.....
.....
.....

5. What are the negative effects of using YouTube on people?

.....
.....
.....

6. As youth in particular, how do you perceive the use of YouTube?

.....
.....
.....

7. What are the common videos downloaded?

.....
.....
.....

8. As youth, how do you perceive videos uploaded?

.....
.....
.....

9. What do you observe as benefits of using YouTube on youth?

.....
.....
.....

10. What is your perception on socio-political messages?

.....
.....
.....

11. What are your suggestions for better use of YouTube?

.....
.....
.....

THANK YOU

ANNEX C: INTERVIEW GUIDE KINYARWANDA

Nitwa KWIZERA Stephen, ndi umunyeshuri mw' ishuri rikuru rya polisi. nkaba ndimo gukora ubushakashatsi bufite inyito ya " imikoreshereze y' urububuga nkoranya mbaga rwa YouTube, uko urubiruka rubibona ndetse n'icyakorwa kugirango rukoreshwe neza. Inyigo yakorewe mu mujyi wa Kigali ". Impamvu nyamukuru y'ubu bushakashatsi n'ukugirango tugaragaze uko urubuga nkoranyambaga rwa YouTube rukoreshwa, uko urubiruko rubyakira, ndetse nicyakorwa kugirango rukoreshwe neza. Niyo mpamvu inkunga yanyu mugusubiza ibi bibazo ari ntagererana. Amakuru yose muzaduha musubiza ibi bibazo azakoreshwa gusa kuri ubu bushakashatsi kandi azagirwa ibanga kandi ntimuhatirwa kwandika amazina yanyu.

Stephen KWIZERA

MA PSCT Student University of Rwanda

IBAZA KU IKORESHA RY' URUBUGA NKORANYAMBAGA RWA YOUTUBE

1. Mwaba mukoresha urubuga nkoranyambaga rwa YouTube?
2. Mubona rukoreshwa gute mu muryango Nyarwanda (ibiganiro bikunda gushyirwaho)
3. Mubona yakagombye gukoreshwa gute (ibiganiro byakabaye birebwa)?
4. Mubona ari ibihe byiza cyangwa inyungu byo gukoresha YouTube?
5. Mubona ari izihe ngaruka mbi ku bantu zo gukoresha cyangwa gukurikirana ibiganiro kuri YouTube?
6. Nk'urubiruko by'umwihariko, mubona gute imikoreshereze ya YouTube?
7. Mubona urubiruko rukunda kubona cyangwa gukurikirana ibihe biganiro?
8. Nk'urubiruko mubyakira gute?
9. Mubona ibyiza ari ibihe byo gukoresha YouTube ku rubiruko?
10. Mubona gute ibiganiro bijyanye n'imibereho na politiki bishyirwa kuri YouTube?
11. Mubona hakorwa iki kugirango YouTube ikoreshwe neza?

MURAKOZE CYANE

ANNEX D : INTERVIEW GUIDE ENGLISH

I am Stephen KWIZERA, a student at National Police College. I am conducting a research entitled “THE USE OF YOUTUBE: UNDERSTANDING THE YOUTH PERCEPTIONS AND PERSPECTIVES ON SOCIO-POLITICAL MESSAGES. A CASE OF CITY OF KIGALI. The main purpose of the study is to probe into the use of YouTube and understanding the perceptions and perspectives of youth on socio-political messages and how it can be properly used. Thus, your pleasant support in responding to the following questions is very crucial. Any information you will provide in response to the questions will be used solely for the purpose of this research, it will be confidential and you are not obliged to give your names.

Stephen KWIZERA

MA PSCT

Student University of Rwanda

1. Do you use YouTube?
2. How is YouTube used in the Rwandan Society (common videos uploaded)?
3. How should YouTube be used in the society (videos to be uploaded)?
4. What are the benefits of using YouTube by the people?
5. What are the negative effects of using YouTube on people?
6. As youth in particular, how do you perceive the use of YouTube?
7. What are the common videos downloaded?
8. As youth, how do you perceive videos uploaded?
9. What do you observe as benefits of using YouTube on youth?
10. What is your perception on socio-political messages?
11. What are your suggestions for better use of YouTube?

THANK YOU

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RWANDA NATIONAL POLICE

Musanze, ^KDec 21



NATIONAL POLICE COLLEGE

TEL: (+250)788311379

P.O.BOX: 23 Musanze

E-mail: npc@police.gov.rw

TO WHOM IT MAY CONCERN

This is to certify that **SP STEPHEN KWIZERA** is a student at Rwanda National Police College, undertaking a Master's Degree in Peace Studies and Conflict Transformation for the academic year 2021-2022. He is conducting a research on: "USE OF YOUTUBE. UNDERSTANDING THE YOUTH'S PERCEPTIONS AND PERSPECTIVES ON SOCIO-POLITICAL MESSAGES: CASE OF CITY OF KIGALI" for which he is required to collect data from relevant sources.

Any assistance rendered to him in this regard is highly valued by this College.

R MUJIJI
CP
COMMANDANT

