

**UNIVERSITY OF NAIROBI**  
**COLLEGE OF HUMANITY AND SOCIAL SCIENCES**  
**SCHOOL OF JOURNALISM AND MASS COMMUNICATION**

**YouTube Tutorials and Development of Individual Sports in Kenya: A Study  
of Selected Athletes in Kenya**

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**A research project report submitted to the University of Nairobi in partial  
fulfillment of the requirement for the degree of Master of Arts in  
Communication Studies**

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## DECLARATION

This research project is my original work and has not been presented for award of a degree at the University of Nairobi or any other university.

Signature .....

Date .....

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**K50/81950/2018**

Declaration by my supervisor

This research project has been submitted with my approval as the university supervisor.

Signature .....

Date .....

**Dr. Mwangi Kamau,**

**University of Nairobi.**

## **DEDICATION**

I dedicate this project to my child Jesse, who was a blazing fire burning inside of me, encouraging me to stay focused throughout the course of undertaking this research project.

I also appreciate my family for keeping me on toes and helping me regain focus each time I tended to lose it. Your questions regarding my impending graduation, and your comments about how eager you were to see me in a graduation gown pushed me to continue working and to eventually finish this project.

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To Joy “Iko Nini Opiyo”. Thank you for loving me. And for the sweet, dreamy afternoons on Ndemi road.

To anyone I may have forgotten, *mea culpa*.

## ABSTRACT

The purpose of this study was to examine the role that YouTube tutorials play in the development of individual sports in Kenya by studying five athletes namely: javelin world champion Julius Yego, archer Shezhana Anwar, boxer Rayton Okwiri, swimmer Talisa Lanoe and judoka Kiplangat Sang. The objectives of the study were to find out how YouTube tutorials influence the success of professional athletes, to assess the effectiveness of these tutorials in the development of individual sports in Kenya, to identify the challenges associated with YouTube tutorials in promoting individual sports in Kenya, and to examine the perception towards YouTube tutorials as a resource to develop individual sports in Kenya. This study relied on two theories namely: the Learning Theory and Information Processing Theory. Both qualitative and quantitative methods of data collection were used. The five athletes were interviewed using semi-structured questionnaires, and 50 YouTube tutorials were gathered, viewed and analysed. This generated both qualitative and quantitative data which was analysed and interpreted. Responses from the selected athletes were analysed qualitatively using codes and themes, while the YouTube tutorials were analysed through visual analysis. It emerged that YouTube has digitised the coaching phenomenon, such that athletes can now learn new skills and techniques online without having to employ an actual tutor. YouTube tutorials are an emerging force in the sporting world, and their use is among technological advancements that are currently being highly adopted among local athletes. YouTube tutorials have also provided a wide pot of sports knowledge and skills on individual sports disciplines that are not indigenously Kenyan such as judo. The study also found out that due to success stories like Yego's, perception is fast changing among professional athletes, and many are now viewing YouTube tutorials as a useful, affordable and credible source of sports knowledge that can help in the development of their careers. High data charges in Kenya, as compared to the rates in developed countries such as Germany, remains the main challenge that athletes relying on YouTube tutorials endure. The study therefore recommends that the government reviews its policy in a manner that will help bring down the cost of internet data, and that they provide centralised areas with free Wi-Fi within stadiums and athletes' training centres. There is also need for the sports ministry to empower local coaches and retired athletes with the capacity to produce YouTube tutorials, as YouTube tutorials created by African instructors and former athletes are very few. In addition, government should incorporate viewing of YouTube tutorials in the school curriculum as part of extra curriculum activities so that talented children can be made aware of the various individual sports disciplines from an early age.

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Overview**

The advent of the internet has seen a revolution of many aspects of our lives, and the sporting world has not been left behind. The use of YouTube tutorials is one of the technological advancements that is enjoying quick adoption among professional athletes. This study seeks to find out whether these tutorials can be used to develop individual sports disciplines in Kenya, by studying five athletes including world javelin champions Julius Yego, who was an early adopter of this new method of coaching and learning.

### **1.2 Background**

YouTube is a video-sharing website for public use and the third most visited website after Google and Facebook (Alexa, 2012). It was established in 2005 and has grown to become the largest and most highly visited online video-sharing service over the last two decades. Owners of the site have it that “Over 4 billion YouTube videos are viewed a day” (Agarwal, 2012).

An individual sport is a sport in which participants compete as individuals (Hamilton, 2018). They are a kind of discipline where there is only one individual competitor per team, meaning that the sport is played alone without teammates. Some examples of individual sports include tennis, freestyle soccer, lifting, track and field, golf, boxing, swimming, gymnastics, skiing, bowling, wrestling, powerlifting, figure skating, discus throwing, javelins, speed skating, diving, mixed martial arts, table tennis, racquetball, badminton, archery, cycling, surfing and snowboarding.

Over the last two decades, YouTube has grown to become the largest and most highly visited online video-sharing service. According to the site owners, over 4 billion YouTube videos are viewed a day (Agarwal, 2012). The growth of this online platform has created a new avenue where information can be exchanged between individuals with common goals and backgrounds. Among those that have benefitted significantly from the growth of YouTube are athletes who engage in individual sports.

Through YouTube, coaches have been able to share their expertise in and mastery of different sporting disciplines by posting audio-visual tutorials on the site, which can subsequently be accessed by upcoming athletes from remote locations.

Javelin Olympian Julius Yego is one athlete who has successfully built a career from watching YouTube tutorials (Cox, 2016). The 28-year old has won global gold medals in javelin throwing, and he credits his success to YouTube tutorials. "First time I was in YouTube is 2009, when I was now getting serious about training and I didn't have a coach, nobody was there for me to see if I was doing well or not, so I went to the cybercafé. I needed to go and see what these guys were doing, the kind of training they had or the kind of training they were doing in the gym. By then, I seriously didn't have a coach. I didn't go with a coach. Then they asked me, 'Who is your coach,' and then I told them, 'YouTube.'" (Howell, 2016).

Yego's journey to javelin greatness, one that has seen him win several accolades while breaking several records in some of the most prestigious sporting events, began in 2009 when he "was now getting serious about training and didn't have a coach" (Howell, 2016). That year, Yego went to a local cyber cafe and began to search for javelin videos on YouTube, specifically those of his heroes Andreas Thorkildsen, the Olympic champion in Athens and Beijing, and 2007 world champion

Tero Pitkamak (Cox, 2016). Thus began Yego's journey building a career in Javelin throwing, a rare sport considering the fact that he grew up in a country that prizes long distance running over all other events (Cox, 2016).

Yego won the javelin title at the All-Africa Games in 2011 and at the African Championships in Athletics in 2012 and 2014; at the 2013 World Championships he placed fourth, losing a medal in the final round. In 2014, he became the first Kenyan to win a Commonwealth Games gold medal in a field event. At the 2015 World Championships he won the gold medal with a throw of 92.72m, becoming the first Kenyan to win a World Championships gold medal in a field event. He won silver at the 2016 Summer Olympics in Rio de Janeiro (Howell, 2016). Yego is currently a world champion, but what sets him apart from other record holders and other world champions is the fact that his success was aided by the availability of YouTube tutorials. Yego is currently nick named "YouTube man" courtesy of his rather unorthodox background learning the sport by the help of a virtual coach.

Yego's story is a case of an individual sports athlete who took the unconventional path to athletics success. Instead of relying on a physical coach, Yego chose to explore virtual coaches who are available on YouTube tutorials, from where he became equipped with the skills necessary to compete with and defeat other world class javelin throwers. This study seeks to examine the role that YouTube tutorials played in first eliciting interest from potential athletes, their role in influencing Yego to take up the sport, and their contribution to the athlete's current status as a world record holder. It also seeks to assess the impact of online media such as online sports podcasts and their importance in supporting the growth and development of individual sports.

Yego's success story has inspired a number of athletes both locally and internationally as he has changed the traditional narrative and confirmed that one can become a world champion by solely relying on YouTube tutorials. This study has incorporated four professional athletes who have admitted to using YouTube tutorials as part of their preparations for major competitions. The four are Shezhana Anwar (archer), Rayton Okwiri (boxer), Talisa Lanoe (swimmer) and Kiplangat Sang (judoka), all who participated in the 2016 summer Olympics that were held in Rio, Brazil. In the course of the study, Yego and the four athletes were interviewed at length with the aim of understanding whether or not YouTube tutorials have been impactful in their careers and if so, to what extent.

### **1.3 Problem Statement**

YouTube tutorials, like many other aspects of the internet, provide a wide and easily accessible pool of sports knowledge which can benefit athletes at any stage of their careers. Yet a good number of active athletes still employ physical coaches to help them prepare well for international sports events. This is despite the fact that YouTube has offered a platform where coaching can now be done online, as opposed to the traditional way where a coach had to be present during training sessions with the athlete. This paradigm shift from traditional coaching to virtual coaching in the world of sports, is an area that is yet to be fully explored.

Despite Yego's positive progression with the help of a virtual coach, he still went ahead to appoint a professional, physical coach in August 2015. This was Petteri Piironen of Finland, whose first task was to prepare Yego for the 2015 World Championship that were held in Beijing that year (Howell, 2016). This was despite the fact that he was already considered a heavy favourite among the other competitors, and in spite of the fact that he had already proven skillful enough to gain entry in such a prestigious competition. Talisa Lanoe (swimmer) and Shezhana Anwar (archer),

who are two of the five athletes selected for this study, have also retained their physical coaches despite admitting to being regular users of YouTube tutorials while preparing for major competitions.

It is important to note that before Yego won his first gold medal in 2011 at the All Africa Games, Kenya had produced 79 Olympic track and field medalists, but none had come from the field side of the equation (Bonesteel, 2015). Yet Yego, who started his Javelin career by watching YouTube videos of past champions, is currently a decorated athlete having won several continental as well as inter-continental accolades. After clinching the 2011 All Africa Games title, Yego went on to win the African Championships in Athletics in 2012 and 2014. He also registered for the 2013 World Championships and placed fourth, losing a medal in the final round. In 2014, he became the first Kenyan to win a Commonwealth Games gold medal in a field event. At the 2015 World Championships he won the gold medal with a throw of 92.72m, becoming the first Kenyan to win a World Championships gold medal in a field event. He won silver at the 2016 Summer Olympics in Rio de Janeiro.

Yego's story has been documented in several publications both local and international, an indication of the rarity of his career journey. As a field athlete from a country that produces mainly track athletes, he had to take an unorthodox path to the top. Coming from a humble background in Kenya, a country where sport is considered a leisure activity and not a commercial engagement, Yego neither had a coach, nor a manager. He was, however, equipped with a series of coaching manuals and several YouTube videos (Komen, 2015). This is also true for Lanoe (swimmer) and Anwar (archer) who continue to employ physical coaches while watching YouTube tutorials regularly as part of their preparation strategy for major competitions.



It is clear that the coaching phenomenon is now moving into the virtual space. More and more athletes have already adopted their use, and this has created an influx of tutorials created and posted online. This presents a need to examine these tutorials, and to find out if and how they can be used to spur the development of individual sports disciplines here in Kenya.

In this study, the researcher seeks to examine the role of YouTube tutorials in the development of individual sports in Kenya. The researcher also endeavors to probe the benefits of virtual coaching that may have steered Yego and the four athletes who participated in this study to success, and also to understand the limitations of this method of coaching that could have led some of them to still retain a physical coach.

#### **1.4 Objectives of the Study**

The objectives of the study were to:

1. Find out how YouTube tutorials influence the success of professional athletes in Kenya.
2. Assess the effectiveness of YouTube tutorials in the development of individual sports athletes in Kenya.
3. Examine perception towards YouTube tutorials as a resource to develop individual sports in Kenya.

#### **1.5 Research Questions**

1. How do YouTube tutorials influence the success of professional athletes in Kenya?
2. How effective are YouTube tutorials in the development of individual sports in Kenya?
3. What is the perception towards YouTube tutorials as a resource for developing individual sports in Kenya?

## **1.6 Justification**

Sport has been identified as a cost-effective and flexible tool for promoting peace and development objectives (Paul Darby, Iain Lindsey, 2018), and therefore a suitable vehicle for achieving the Sustainable Development Goals. Since the inception of the Millennium Development Goals in 2000, sport has played a vital role in enhancing all the eight Goals, a fact that has been recognised in numerous resolutions of the United Nations General Assembly. In resolution 70/1, entitled “Transforming our world: the 2030 Agenda for Sustainable Development”, adopted in 2015, sport’s role in advancing social progress is further acknowledged as an important enabler of sustainable development. The growing contribution of sport to the realisation of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives is immense (UN, 2016). For this, it is important that more and more people within a country’s populace are encouraged to take up sport, especially individual sports disciplines, which are considered non-indigenous to Africa.

Widespread research has revealed that individual sports instill higher levels of self-reliance, discipline and passion in athletes (Athlete, 2012). This is because winning or losing is entirely up to an athlete, and every competition is a chance for the athlete in question to be at his or her personal best. Unlike in team sports, an individual athlete carries the joys of success and the disappointment of failure entirely on his own, and this can help improve self-confidence and independence in all areas of life, since one knows that they can succeed on their own merits. With no team mates to rely on or share the burden of loss, an athlete participating in individual sport may end up being more self-aware and motivated to work harder for success (Mandzukic, 2011).

Individual sports such as tennis have also been proven to be highly beneficial for children who suffer from Attention Deficit Disorder, and other sensory or socialisation disorders (Jones, 2017). Also, there is sufficient evidence to prove that these sports aid in developing self-esteem while improving focus and encouraging physical activity. This is because whenever an athlete takes part in a sport as an individual, he or she knows that there is nobody else that they can rely on expect themselves. This causes them to concentrate better during training and even during the game so as to gather success. This good trait then becomes habitual and becomes a form of life for them, which may help ease the social disorders such as poor memory or poor concentration. It is for these reasons that more and more children and youth should be encouraged to take up sport, and it is a good thing that the accessibility of information has now been made easy thanks to online videos such as YouTube tutorials.

### **1.7 Significance**

This study is important in understanding whether YouTube tutorials have any significant influence in encouraging potential athletes to take up individual sport. Indeed Mwangi, (Mwangi 2016, 90), argues that mass media coverage of issues and events is an important parameter for measuring how effective a communication channel fulfils its obligation of informing and educating the public.

This study also analyses YouTube videos with the aim of finding ways of improving the content delivery on the YouTube tutorials so that more youth can benefit.

Lastly, the study is also important for future researchers and academics who would wish to conduct further research on the same field of study.

## **1.8 Scope and Limitations**

This study focused on five Kenyan athletes who took part in the 2016 Olympics that were held in Rio, Brazil. The five were central to this study as they had taken part in individual sports disciplines, which is what the study was dealing with. The five were interviewed and are discussed in detail since they gave important insight about the impact of YouTube tutorials in influencing the development of individual sports.

This research holds with respect that the use of YouTube tutorials in sports development is relatively new. Few pieces of previous academic research exist regarding the role of YouTube in promoting individual sports and as such, this research took the form of a new research but on an existing research subject. YouTube videos have been analysed by academics around a wide variety of different topics. These include organ donation (Tian, 2010), online radicalisation (A. Sureka, P. Kumaraguru, A. Goyal, Chhabra S, 2010), comments on war in Iraq and Afghanistan and clinical experiments (J. O'Rourke, F. Tobin, S. O'Callaghan, R. Sowman, D. Collins, 2011) in press. There have also been significant investigations about public health and medicine issues, such as smoking (H. J. Paek, K. Kim, & T. Hove , 2010), H1N1 influenza (A. Pandey, N. Patni, M. Singh, A. Sood, & G. Singh, 2010), obesity (J.H Yoo, & J. Kim, 2012) and tanning bed use (E. W. Conroy & M.P. Hossler , 2008), but very little has been researched about its role in sports development.

Little is known about the overall extent to which YouTube is used in sports. One survey found a particularly high use amongst health educators in one US University, with about 42% of the faculty surveyed using YouTube (S. Burke, & Snyder S. L., 2008). Due to the difficulties in measuring its effectiveness, there does not seem to be a clear way to evaluate the success of a YouTube tutorial (K. Kousha, M. Thelwall, & S. Rezaie, 2010a).

## **1.9 Operational Definitions**

This study has used a number of terms which are crucial to the understanding of the study findings and therefore the understanding of the whole text. These are defined as appropriately used in this section.

### **1. YouTube Tutorials**

These are short videos or films that are accessible on the YouTube platform that provide practical information about a specific subject. This study focused on YouTube tutorials dealing with five sporting disciplines namely archery, judo, boxing, swimming and javelin.

### **2. Individual Sports**

Individual sports are those sporting disciplines which are practiced by two opposing individuals, rather than a team. Examples are swimming, archery and boxing.

### **3. Team Sports**

A team sport is any sport which involves two or more players working together towards a shared objective. Examples are football, volleyball and cricket.

### **4. Professional Athletes**

These are individuals who earn a living from playing sports. Professional athletes are different from individuals who play sports for leisure in that they are paid for playing, and have achieved top standing in their chosen field through years of training.

### **5. Traditional Coach**

The term “traditional coaching” has been used in this study to refer to the style of coaching that involves trained instructors delivering lessons to their athletes on the training ground. These particular coaches have to be physically present during the training sessions for the lessons to be delivered.

## **6. Virtual Coach**

In this study, the main characters in the YouTube tutorials studied have been referred to as virtual coaches. These are individuals who are well trained and highly skilled in their various areas of expertise. These instructors referred to as virtual coaches due to the fact that they are delivering the lessons from a remote location and to a virtual audience.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

This chapter presents the description of the literature relevant concerning YouTube, YouTube tutorials, individual sports, and the importance of communication in the development of individual sports. It also presents the theories upon which the study is grounded. These are the Information processing theory and the Learning theory.

#### **2.2 YouTube**

YouTube is a video-sharing website for public use and the third most visited website after Google and Facebook (Alexa, 2012). It was established in 2005 and over the last two decades, YouTube has grown to become the largest and most highly visited online video-sharing service. According to the site owners, “Over 4 billion (YouTube) videos are viewed a day” (Agarwal, 2012). The exact amount of video currently hosted online is not known, but the Blinkx video search website reports having indexed 35 million hours of video. Video is not only widely available, but also popular among Internet users. A report from Pew Internet & American Life states that 69% of U.S. internet users watch or download video online and 14% have posted videos (Purcell, 2010).

Studies of worldwide Internet traffic from PC World (Ross, 2016) also suggest rising interest in video, which now accounts for 26.15% of global broadband traffic. Ross further reports that over one third of the 50 most heavily visited websites are video sites. YouTube was created in 2005 and was apparently the third most visited web site in the world in August 2011 (Alexa, 2012) YouTube makes it easy and free for anyone to publicly share a short video - up to 15 minutes for a standard

account (Lowensohn, 2010) and according to one report, in one month in the U.S. 14.6 billion videos were viewed in May 2010 (Rao, 2010).

The invention of YouTube sparked an escalation in online video viewing and production that spread into education and scholarship. In some respects it is remarkable that a single website has gained the level of use and attention that YouTube has enjoyed. The body of YouTube-related literature described in this thesis indicates scholarly interest in the topic of online video sharing and online video content specific to YouTube. How that interest will evolve is unknown, but I believe there is a link between the impact of YouTube videos in research and academy and its role in spurring the development of individual sport.

But although YouTube was created as a video-sharing service for the everyday user, the potential for educational use has not gone unnoticed. Over time, scores of colleges and universities have established a presence on YouTube by creating their own video-sharing webpages called YouTube channels. In March 2009, YouTube announced the launch of YouTube EDU, which is an organised collection of YouTube channels produced by college and university partners. At the end of its first year, YouTube EDU had grown to include more than 300 colleges and universities and over 65,000 videos of lectures, news, and campus life were freely available for public viewing (Greenberg, 2010). These videos comprise only a portion of the content on YouTube with potential educational value. If the site has been embraced in the world of academia, could it also be used to influence growth and development of individual sports?

Several scholars studying this matter have come to the conclusion that YouTube is a growing phenomenon, and that its exponential growth over other internet sites is being helped by its power to incorporate both visual and audio visual elements. Well sports is a game, competition, or activity



needing physical effort and skill that is played or done according to rules, for enjoyment and/or as a job. Being a physical activity means that any tutorials in this subject need to be as practical as possible if they are to be properly deciphered by the audience. Coaches and tutors who are involved in this genre of teaching will therefore find the audio-visual benefits of the YouTube space useful in making their lessons even more effective and informative. Much of the success in individual Sports like tennis, dance, swimming and gymnastics depends on the motivation of the particular athlete (Hines, 2017). YouTube's audio-visual element therefore gives potential athletes and their coaches the chance to meet and develop interpersonal relationships that can help instill consistency for the athlete and motivating him to keep playing the sport.

Another obvious benefits YouTube for users is that it provides online access to vast quantities of free public video on a broad spectrum of topics, (Snelson, March 2011). Just by a click of a button, users can get content of varying topics cheaply and without any additional efforts. The advent of the smart phone as a constant companion to mankind has also spurred the popularity of YouTube, making it one of the most useful sites especially among the youth, young adults and the techno-savvy and urban middle class. The user-friendly nature of the YouTube benefits the potential athletes who may be interested in one individual sport or the other. At the click of a button, the athlete can access a wealth of knowledge around a particular sport, meaning that they don't even have to be physically present on a pitch to learn. This serves youth between the ages of 16 and 35 best, as they are constantly on their phones at every available opportunity, streaming videos live or sharing content on the site.

The other benefit that YouTube has over other sites is content management. The video site has a provision where online educators can establish YouTube channels to collect, organise, host, and distribute video. This is useful for educators who intend to conduct practical teachings or lessons

such as sport, dance, cooking etc. To make them easier to access, the YouTube videos may be grouped into one or more "Video Playlist Lessons". These playlist lessons are created simply by collecting videos into a playlist then typing a lesson plan into the playlist description area. A hockey tutor, for instance, can plan his lessons and arrange them in a series of short, detailed snippets on the specific aspects of the game.

The tutor can to divide his lessons and arrange them in a manner that is not just easily accessible to the audience, but also in a way that they can follow progressively from one topic to the next. In this way, a potential athlete can follow lessons from a beginner's level all the way to professional level within one 'playlist' without having to constantly shift sites. Playlist lessons have been created to meet learning objectives across the cognitive, affective, or psychomotor learning domains in real-world online classrooms (Snelson, 2010a), and online educators may also create interactive video games, simulations, or tutorials by linking videos together through the Annotations tool on YouTube (Snelson, 2010b). This makes it easier for the user, in our case the potential athlete, to access relevant material from the same source, thereby bettering his understanding of the topic or lesson in question. And because of the wealth of knowledge available on the site, the chances of the user developing an even keener interest on the subject (in our case an individual sport), being handled can grow exponentially, thereby increasing the number of people taking up the individual sports.

Looking at the figures involved, it is apparent that amateur productions dominate numerically in the YouTube space. "The majority of that content showcases everyday people engaging in uncommon activities" (Landry & Guzdial, 2008). Nevertheless professional content, such as how-to videos, sports instructors' courses or music videos dominate viewing.

YouTube has been exploited by many amateur and professional educators and scientists to share videos with specific groups (e.g., a class) or the world (K. Kousha, M. Thelwall, & S. Rezaie, 2010a).

### **2.3 YouTube Tutorials**

As more and more internet users visit the site, YouTube's form and content has continued to evolve from a platform for sharing online videos only, to an avenue where users can get audiovisual material about just about anything. Video is now a common form of media on the Web. The growth of online video is beneficial for those who teach and learn online, as access to video on a broad spectrum of topics becomes increasingly available (Snelson, March 2011).

It is in this way that the interest in the educational use of YouTube has become apparent. Although YouTube is predominantly used for entertainment, such as music and comedy (Mahshid Abdoli, Mike Thelwall, Kayvan Kousha, 2012), some academics have used videos to record and publicise their scholarly-related activities online (e.g., scientific experiments, conference presentations or course lectures) almost since YouTube began. Although any scientific video can potentially be used for education, some videos may be specifically created for teaching. Examples include a training video for air sampling and tutorials on using a spectrophotometer, both of which were cited by the Journal of Chemical Education, and in medicine, instructions for using the benchmark naso-intestinal tube was cited by Nutrition in Clinical Practice. Some videos were apparently made by hobbyists but with a potential science instructional application, such as "Big Outdoor Soap Bubbles ~ Recipe & How To Do" cited by Advances in Colloid and Interface Science. Nevertheless, sometimes it was difficult to decide whether videos were designed to be educational or a public TV show, such as "Brainiac science abuse - Can you smell fear?" which is an extract from a UK science based comedy TV show.

For instance, a conference keynote talk by Stephen Hawking about the universe has been viewed online about 2.5 million times and a MIT course lecture on physics has been viewed just under one million times, both according to YouTube's internal statistics. As a different kind of example, the Journal of Number Theory has a YouTube Channel for video presentations of research published in the journal. Hence, authors can create their own videos to explain complex mathematics. The journal directs potential readers using links in article abstracts.

The number of subscribers to MSc Dissertation of (Bryan Mueller, 2014) - YouTube has more than doubled over the last year, with the core demographic of 13-35 year experiencing the biggest growth, financial and strategic investors have spent over half a billion dollars on investments and acquisitions of MCNs (multichannel networks) with operations on the platform.

In 2012, Google itself invested \$35 million of its own funds into the multichannel networks Machinima, self-described as "the next generation of video entertainment for gamers" (Knoll, 2013; Forbes, 2012), hoping that the company will serve as a model for other MCNs going forward. Machinima is reportedly courting potential partners for another \$80 million round of additional financing to support its global expansion and the development of original programming for a premium subscription service (Wall Street Journal, 2013).

In particular, participatory culture evokes the democratic ideals of equal access, expression, and representation. Benkler (2006) describes how the new information economy has enabled heterogeneous groups of diversely motivated individuals to generate and circulate creative works through independent channels, free of the top-down hierarchical models of organisation associated with industrialised production, a paradigmatic shift that he refers to as 'network culture'. In conjunction with major advances in personal computing technology, multimedia processing,

storage and networking capability, the Internet enables individuals to create and publish private works independently from the traditional models of mass media production. Participatory culture promotes democratic ideals by both lowering the barriers to entry for the average person, as well as creating new incentives for participation, separate from the traditional monetary rewards of the capitalist system. Peer-to-peer (P2P) production is characterised by equal participation and self-selection in determining roles, rather than from an authority figure, and the work produced is typically judged by the MSc Dissertation of Bryan Mueller - 6 - community of peers through a process of communal validation (Bryan Mueller, 2014). The open source movement can be viewed as the transformative manifestation of P2P collaboration and Benkler's theory of commons based peer production (CBPP), suggesting that such organisational structures have a natural course of action (Raymond, 2000). Others have made more candid appeals to politicise participatory culture by claiming independence from the traditional system of production and consumption (Rosen, 2006).

There is an enduring expectation that new media, as the term is used to describe those media forms driven by the digital revolution, will eventually replace old media (citation). However, sites of participatory culture (e.g. YouTube) are a convergence of old and new media, with complex relationships between commercial and noncommercial interests, grassroots communities and corporations, amateurs and professionals (Jenkins, 2006). Whether a professional or an amateur, YouTube offers people a platform to share the knowledge that they possess and make it cheaply accessible to those who may find it useful. The YouTube space is not a conserve of professionals, but rather an avenue where elite athletes can meet with their amateur counterparts and share knowledge that may be useful to either party. In the end, this level of sharing spurs the distribution of sports knowledge not just among individuals dealing in the same discipline, but also among

those who play different sports disciplines. For instance, a basketball athlete may find it interesting to watch a netball tutorial despite the fact that he is not a netball player. He may find certain aspects of the lesson beneficial to him since all sports disciplines require a certain degree of skill, speed and accuracy.

Others argue that the value of YouTube is exaggerated for teaching because it is not a natural environment for education (Juhasz, 2009). This may be true since most YouTube users usually subscribe to watch music videos, but sports does not really require a “natural environment” for it to be taught. Sports personalities only require a suitable ground on which to play and conduct training, water to quench their thirst during breaks, and the necessary equipment. More importantly, research has showed that the use of this platform is changing rapidly, with more and more scholars and professionals finding it useful in extending their reserves of knowledge.

Athletes like Julius Yego are proof that it is possible to use the videos placed on YouTube by other professionals to reach international glory and become a professional in any type of sport. A study of uses of video in the classroom suggests that it can be used effectively for education, especially the short online clips, if some guidelines are followed to ensure a well-designed learning experience (Berk, 2009; Jones & Cuthrell, 2011). The key issue therefore is for the creators of the sports tutorials to follow a well-designed sequence so that their lessons are not only accessible by their intended audience, but also easily understood by the potential athletes, many of whom may be unfamiliar with the sports discipline.

Video production is increasingly simple with modern digital video cameras or mobile phones and editing suites. The results can be easily shared on popular sites like YouTube (Assessing the impact of online academic videos Mike Thelwall, Kayvan Kousha). This level of simplicity encourages

even more people to post informative videos, as the requirements are little and the rules easy to abide by. It doesn't matter if the video is amateur or professional. Whatever the quality of the image, a user can post it on their channel. This is perhaps why more and more coaches are putting up tutorials on the site, creating channels and sharing their contents across the other existing internet platforms. It may also be the reason that more and more sports personalities turn to YouTube for additional insights on the sports they play or to get further insights on the sports that they may not be very familiar with. This extends the reach of these videos beyond YouTube and can definitely help in informing people about a particular individual sport and possibly help to generate interest in it.

## **2.4 Individual Sports**

Organised sport is an activity involving physical exertion and skill that is governed by a set of rules or customs and often undertaken competitively. As such, organised sport is broadly classed into two categories – individual sport and team sport. An individual sport is a sport in which participants compete as individuals (Hines, 2017). They are a kind of discipline where there is only one individual competitor per team, meaning that the sport is played alone without teammates. Some examples of individual sports include tennis, freestyle soccer, lifting, track and field, golf, boxing, swimming, gymnastics, skiing, bowling, wrestling, powerlifting, figure skating, discus throwing, javelin, speed skating, diving, mixed martial arts, table tennis, racquetball, badminton, archery, cycling, surfing and snowboarding.

Both individual and team sports have their advantages and disadvantages, but most people find that from an early age, they tend to be drawn towards either one or the other. That is not to say that someone who enjoys playing football cannot enjoy running, but it does mean that most people have skills which translate more towards working alone or in a team. In team sport for instance,

the aspect of working together towards a common goal, as well as the reliance of fellow teammates to achieve common objectives, are qualities worth fostering. On the other hand, individual sports disciplines teach athletes the importance of relying on oneself and also get the discipline to keep themselves accountable for their own successes and failures (Athlete, 2012).

## **2.5 Importance of Communication in the Development of Individual Sports**

“There is no single element of the coaching process that is more important than communication” - Spink, 1991. “Being an effective communicator is a distinguishing characteristic of expert Coaches” – Bloom, 1996.

The importance of communication in any form of organised sport cannot be understated. It is said to be the key to success in both the sport and business world. A recent research by European Leaders showed that poor communication is responsible for reduced performance in the business world. The study emphasised why it is so important for senior management to be able to communicate effectively, with 41% of employees believing communication improves productivity and performance. In the sporting world it is no different. Better communication from coaches will result in a positive impact on performance (Damon Burton, Thomas Raedeke , 2008).

It therefore follows that coaches and other members of any player’s management team must have the ability to communicate effectively to foster a successful environment, no matter the sport they are engaging in. Numerous studies conducted around this issue have emphasised on the importance of successful communication in the development of any athletics career, but little material; exists that shows how effective virtual coaching, specifically via YouTube tutorials, is in developing the careers of individual sports athletes.



An interesting survey conducted on burned out teenage athletes in 2009 showed that they suffered burnout not from physical exhaustion, but from poor communication. The study found that lack of strategic communication created a perceived low level of personal control over the environment in which they trained, and this left athletes feeling stressed and unable to cope as they deemed their environment to be controlling and overly pressured. The recommendations from this survey was that a team filled with the best players in the league who communicates poorly will flounder in mediocrity, while a team filled with run-of-the-mill players who communicates flawlessly will be contenders every year (Bragg, 2011).

For the sports which are neglected by media, internet, of course is a boon (Nazemi, 2012) Smartphones can not only be used just for scores, they can also help athletes develop interest in various individual sports disciplines, and eventually grow into world class athletes in those disciplines as evidenced by Julius Yego.

## **2.6 Theoretical Framework**

This presents a review of the relevant theories on inventory management. The theories covered are; Learning theory and Information processing theory.

### **2.6.1 Information Processing Theory**

This theory evolved from the study of cognitive development, and is based on the idea that humans process the information they receive, rather than merely responding to stimuli. Atkinson and Shrifin (1968). The basic idea of the information processing theory is that the human mind is like a computer or information processor - rather than behaviorist notions that people are merely responding to stimuli.

Following this line of thought, Craik and Lockhart (1972) issued the ‘level of processing’ model) which emphasised that information is expanded upon (processed) in various ways (perception, attention, labelling, and meaning) which affect the ability to access the information later on. In other words, the degree to which the information was elaborated upon will affect how well the information was learned. (Craik & Lockhart, 1972). for this, we shall try to get Yego’s insights as to how he processed the information he received from the YouTube tutorials and responded to it so that they were able to propel him to the world class athlete that he is today. This we shall do with a view to find out whether Yego’s experiences in terms of processing the information contained in the YouTube tutorials can be recommended to other potential athletes, and to what extent they can help spur success in other individuals.

### **2.6.2 Learning Theory**

The social learning theory is derived from Bandura’s social learning theory (SLT) (Bandura, 1977), which has recently been renamed social cognitive theory (SCT). It holds that behavior is determined by expectancies and incentives (Irwin M. Rosenstock, PhD, Victor J. Stretcher, PhD, MPH, and Marshall H. Becker, PhD, MPH, 1988, 1988). Expectancies may be of about the environmental cues i.e. beliefs about how events are connected- about what leads to what. And they can also be about outcome expectations i.e. the opinions about how individual behavior is likely to influence outcomes). Expectancies can also be about one’s own competence to perform the behavior needed to influence outcomes. This is termed efficacy expectation (i.e self-efficacy). Incentives are the other important aspect of this theory. Incentive is defined as the value of a particular object or outcome. The outcome may be health status, physical appearance, approval of others, economic gain, or other consequences. Behavior is regulated by its consequences (reinforcements), but only as those consequences are interpreted and understood by the individual

(Irwin M. Rosenstock, PhD, Victor J. Stretcher, PhD, MPH, and Marshall H. Becker, PhD, MPH, 1988, 1988). Thus, for example, a potential athlete may be motivated to take up a sport based on the knowledge that success could bring about not just fame, but pride for country as well as economic gain in terms of grants and endorsements from different corporates. Some may also take Yego's story as an inspiration and take up viewing of YouTube videos in the hope that someday they may also become world class athletes.

In the social learning view, psychological functioning involves a continuous reciprocal interaction between behaviors and its controlling conditions. Actions are presumably best understood by considering the joint effects of personal attributes and environmental pressures (Bandura, 1977). I shall therefore endeavor to find out what environmental factors were at play to influence Julius Yego's successful uptake of the YouTube tutorials, to a point where he was able to rise and become a world class athlete. We shall also study four other athletes namely Shezhana Anwar, Rayton Okwiri, Talisa Lanoe and Kiplangat Sang to try to find out whether these environmental factors can be recommended to potential athletes (and to what extent), so as to enable them effectively absorb the teachings from YouTube tutorials and excel in their careers.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

This chapter presents the research methods adopted in this study. These include a description of the research design, an explanation of the rationale for choice of the methodology, the sampling procedure employed, nature and type of data and lastly, the methods of data collection and data analysis techniques used.

#### **3.2 Research Design**

Research designs are the plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis aimed at solving a research problem (Cresswell J. W., 2009).

This study used the descriptive research design to gather data relating to the usefulness of YouTube tutorials in the development of individual sport in Kenya. Descriptive research is a study designed to depict the participants in an accurate way, and is all about describing people who take part in the study (Kowalczyk, 2010). A descriptive survey aims at describing the distribution of a phenomenon in a population and thereby establishing the facts (Cresswell J. W., 2007) state that a descriptive survey has a broad appeal for planning, monitoring and evaluating policies. Price, Any researcher who adopts the descriptive research design attempts to produce data that is holistic, contextual, descriptive in depth and rich in detail.

### **3.3 Research Approach**

There are two general methods of data collection in the social sciences: quantitative and qualitative research. According to (Mouton J., & Marais J. C., 1990), the differences between quantitative and qualitative research methods lie on the basis of the operational specificity of concepts, hypotheses and methods of observation. A qualitative study may conclude with tentative answers which can form the basis of future quantitative studies (Leedy, 1993). The qualitative analysis aims at giving complete, detailed descriptions in the form of words, pictures or objects, while quantitative analysis is about classifying features, counting them and constructing statistical models which attempt to explain what is observed. This study used both qualitative and quantitative methods, but with a greater bias towards the qualitative method.

Research methodology refers to the approach by which data is extracted to be clearly understood (Wiersma, 1986), states that the development of strategy for conducting research is the third step after identifying a problem and completion of the literature review.

This study incorporated five professional individual sports athletes selected through purposive sampling with the aim of understanding the role that YouTube tutorials played or continue to play in influencing their careers. The study used both qualitative and quantitative methods of data collection and analysis so as to come up with a wholesome study. The main data collection methods were in-depth interviews and visual analysis of selected YouTube tutorials.

Focus was on five individual sports disciplines namely: Javelin, Swimming, Boxing, Judo and Archery. These were selected because they are among the seven individual sports disciplines which Kenya participated in the 2016 summer Olympics held in Brazil, and Kenyan athletes who participated in these events all went past the first round of qualification. The other two disciplines

that Kenya participated in during the 2016 Rio Olympics were Weightlifting and Rugby. These were however ben left out of this study for two reasons: First, the weightlifting athlete James Adede performed dismally during the competition and never got past the first round of qualification in the men’s 94kg category. Rugby, on the other hand, is classified as a team sport and not an individual sport, and is therefore not relevant for this study.

### **3.4 Rationale for Choice of Methodology**

This studied the role of YouTube tutorials in the development of individual sports in Kenya, and was anchored on five of the seven individual sports disciplines which Kenya entered in the 2016 summer Olympics. The researcher used the descriptive research design so as to come up with a wholesome study. The main data collection tools were in-depth interviews and visual analysis of select YouTube tutorials.

The use of the descriptive methodology for this study allowed the researcher to gather data directly from the athletes in their natural environment so as to study their attitudes, views and comments about YouTube tutorials and their usefulness in influencing the development of individual sports. By visiting the athletes in their training grounds and interacting with them through in-depth questions, the researcher afforded the opportunity to get firsthand information as shared by the athlete. The researcher considered the participant's knowledge, views, understandings, interpretations, experiences and interactions in order to construct situational knowledge on the impact of YouTube tutorials in the development of individual sports in Kenya.

Therefore, qualitative research methods of data collection and analysis was ideal since the study attempted to explore a relatively new and unknown area of study. (Denscombe, 2003) states that

qualitative research should be favored when a topic of interest has been relatively ignored in the literature or has been given superficial attention.

In-depth interviews were chosen as the primary data collection methods for this study since personal interviews involve personal and direct contact between interviewers and interviewees, and they also eliminate non-response rates. Interviewers however need to have developed the necessary skills to successfully carry an interview (Fisher, 2005, Wilson, 2003). Unstructured interviews also offer flexibility in terms of the flow of the interview, thereby leaving room for the generation of conclusions that could perhaps not have been initially derived regarding this research subject. There was the risk that the interview may deviate from the pre-specified research aims and objectives (Gill & Johnson, 2002)), but this study remained acutely aware that these unstructured interviews could bring to the fore a wealth of new knowledge.

The other reason for focusing on only seven athletes was that the five operate from different localities both inside and around the country, meaning that interviewing them would have been time consuming and would certainly have required travelling.

### **3.5 Target Population**

The target population refers to the specific group relevant to a particular study. A population is a group of individuals or objects that have the same form of characteristics. Mugenda et al (2003). This study used in-depth interviews through well-crafted, personal and unstructured questions which will help identify the respondents' emotions, feelings, and opinions regarding YouTube tutorials and their impact in the development of individual sports in Kenya. The face to face and telephone interviews targeted 10 respondents namely: five athletes who took part in individual sports disciplines in the 2016 summer Olympics in Brazil and their coaches.

### **3.6 Selection of Respondents for In-depth Interviews**

The interviewees were five athletes who took part in the 2016 summer Olympics in Rio de Janeiro, Brazil, and their coaches. They are Julius Yego (Javelin), Shehzana Anwar (Archer), Benson Gicharu (boxing), Talisa Lanoe, (swimming) and Kiplangat Sang (Judo). Among the five, two (Anwar and Lanoe) are known to use both physical and virtual coaches, while the rest have employed physical coaches. From their responses, and those of Yego, it was expected that a clearer picture of why Yego might have chosen to use YouTube tutorials at the beginning of his career will be painted, and that the reasons that might have compelled him to repudiate and employ a physical coach even after winning a number of gold medals will be better understood.

The five were selected from a population of 89 Kenyan athletes who took part only in field events in the 2016 summer Olympics in Brazil and excluding those who participated in track events which involve short and middle distance running.

### **3.7 Sample for Visual Analysis**

The overall strategy was to gather and conduct visual analysis on 50 YouTube videos shot between 2011 and 2016 and which relate to the five individual sports disciplines that have been selected. The study concentrated on videos shot between 2011 and 2016, which are the five years preceding the 2016 Rio Olympics. From the researcher's preliminary interactions with individual sports athletes, it emerged that athletes prefer getting information from recently posted tutorials as opposed to those that have been online for much longer. This meant that studying YouTube tutorials posted between these two years increased the researcher's chances of studying many of the videos that the athletes actually watched prior to the 2016 summer Olympics.



Visual analysis, which is also known as visual inspection, is the observation of the obvious, external features (usually without the aid of an instrument) to arrive at a general estimate (Knoblauch, Hubert; Baer, Alejandro; Laurier, Eric; Petschke, Sabine & Schnettler, Bernt, 2008). According to an update by media monitoring site mediakix.com posted on April 16 2018, videos that are educational in nature ranked second in their top 13 Most Popular Types of YouTube videos. These included videos relating to beauty, sports, technology and travel, which were all clustered in the category of “How-To Videos”.

This category of YouTube videos, in which lies a number of YouTube tutorials touching on a wide range of specific sporting disciplines, increased by 70% year on year. This shows that YouTube tutorials are slowly becoming popular in the category of sports videos with “Freekickerz” and “Dude Perfect”, which are the two most popular sports channels on YouTube having 6.6 million and 32 million subscribers respectively. The two are YouTube tutorials which focus on the various sporting techniques such as taking free kicks. YouTube owners have it that “Over 4 billion YouTube videos are viewed a day” (Agarwal, 2012). Of these, YouTube tutorials touching on various aspects of skill education account for one million views on average. Mediakix.com state that these videos are typically watched repeatedly by the same subscribers, thereby garnering millions of views over time.

From the existing YouTube tutorials currently available online, the study selected 20 for each of the five individual sports disciplines. To help select the videos, the number of views that each video has was checked, and those with the most hits selected for the study. This is because preliminary interactions with the athletes revealed that athletes prefer to go for videos that have been rated highly by other viewers, as opposed to those which are less popular online. Also, YouTube tutorials that have a high number of views tend to be more easily reachable when doing

random searches on YouTube, meaning that there is a higher chances that those were the tutorials that were readily available to the athletes I intend to interview.

But while high number of views may communicate a YouTube tutorial's effectiveness, YouTube experts such as Sean Cannell who specialises in video influencers, video equipment, and video marketing (Cannell, 2018) is of the opinion that the top metric for judging the success and effectiveness of YouTube videos is watch time, the second is views, and the third is subscribers. Although views and subscribers matter, YouTube is most concerned with viewer sessions (Cannell, 2018). Luckily, YouTube changed the algorithm two years ago and now minutes watched matter more than views. In selecting the YouTube videos to study the researcher factored in the minutes watched and selected only those that have been watched for more than 60 seconds since "when somebody commits to a video for even 60 seconds, it definitely has more value because it keeps viewers on the platform longer" (Cannell, 2018).

In analysing the videos, the focus was on certain elements of the video as stated below:

### **3.7.1 The Main Characters in the YouTube Tutorials**

The character(s) in the video were key in the analysis. The study sought to find out who the tutor was, whether he was a popular athlete in his field or not, whether they were still active in their careers or retired and what achievements they made in the course of their careers. This was useful in making a preliminary judgment on the characters' level of expertise, which aided in understanding the relevance and effectiveness of the YouTube tutorial.

### **3.7.2 Location, Costume and Instruments Used in the YouTube Tutorials**

Location of the character during the shoot was also be studied, the type of kit he or she wore for the shoot as well as the kind of gadgets he or she is seen using, with special attention to whether or not those items are available and affordable to youth in Kenya. From these three aspects, the researcher was able to make preliminary judgment as to how relevant and effective the tutorial can be in Kenya, a country with limited sporting infrastructure and with a youth sector that is mainly unemployed and largely dependent on their families.

### **3.7.3 Language Used in the YouTube Tutorials**

The language used by the characters in the tutorials helped measure the levels of engagements with the viewers, which translated to better understandability within the athletes. If the language used was foreign to Kenyan youth, it meant that no matter how clear the characters are in passing across their messages, the tutorial would be ineffective in influencing the development of individual sports in this country.

### **3.7.4 Views Expressed in the Comments Section of the YouTube Tutorials**

The study also paid close attention to the comments section after each tutorial to see how the viewers reacted to the tutorial. An article from Haran & Poliakoff states that all quantitative statistics about YouTube videos have limitations, and concludes that “We contend that the most reliable way [to judge the impact of YouTube videos] may be to read the comments themselves, as well as the many e-mails and occasional letters that viewers send us” (Poliakoff, B. Haran & M., 2011a). The two scholars claim that the impact of the videos can be “best judged qualitatively from the many thousands of comments and unsolicited emails received from viewers” but a qualitative approach would not be appropriate for large scale evaluations of the impact of scientific videos from various sources. With this in mind, the researcher gauged the number of positive

responses against the negative ones, using certain key words such as “helpful”, “relevant”, “thank you” or “poor”, “dislike”, “bad” etc. so as to find out whether or not that particular tutorial was useful to the audience. From this section, the researcher was also able to find out which specific aspects the viewers felt unsatisfied with, and this was factored in when making recommendations.

### **3.8 Data Collection Tools and Procedures**

This study relied on qualitative research techniques. Both primary and secondary data collection tools were used. In this respect, the researcher studied newspaper articles and television documentaries made about the respondents, before visiting them personally at their training grounds to conduct the interviews.

There are numerous ways of collecting data and these depend on the purpose and aims of the research. Data collection involves contacting the members of the population that will be sampled in order to collect the required information about the study (Saleemi, 1997) . Data was collected from the 10 respondents using structured questions which were directed at the athletes and their coaches during the researcher’s visit to the athletes’ training grounds, as well as conducting visual analysis on selected YouTube tutorials. Personal interviews carried out with the athletes then formed valuable sources of primary data.

### **3.9 Data Analysis and Presentation**

Data analysis is the condensing of material into manageable data in a systematic manner, structuring the data into themes, patterns, interrelationships and de-textualising the data by converting extended texts into more manageable forms such as summaries, diagrams and illustrations (Borg, W. R., & Gall, M. D, 1989). The aim of this analysis was to get an understanding of my research objectives by observing patterns and themes derived from the data that will have collected.

The overall objective of this analysis was to organise the data from the interviews as well as from my visual analysis of the selected YouTube videos, interpret it, marry the field data to my research objectives and then to identify any patterns that may reveal a trend that was relevant to this study. Only then can an informed and verifiable conclusion be made.

D'Andrade (D'Andrade, 1995) states that words that occur a lot are often seen as being salient in the minds of respondents. D'Andrade notes that "perhaps the simplest and most direct indication of schematic organisation in naturalistic discourse is the repetition of associative linkages" (1991:294). He observes that "indeed, anyone who has listened to long stretches of talk, whether generated by a friend, spouse, workmate, informant, or patient, knows how frequently people circle through the same network of ideas" (1991:287). Word repetitions can therefore be analysed formally and informally. In the informal mode, investigators simply read the text and note words or synonyms that people use a lot.

Because the researcher has an idea of the likely responses of the sample population from preliminary interactions with them, the data was analysed deductively. The study looked for themes of "liking" and themes of "disliking" using Key words in context, and grouped them appropriately for analysis. First, the data collected from the interviewees was transcribed, then organised based on the research objectives and questions by putting my research objectives into a table and assigning data according to each of the objectives. Open coding was also used to categorise the data for easier and more organised analysis. Open coding technique involves a process of breaking down, examining, comparing, conceptualising and categorising data (Leedy, 1993), and enables the researcher to classify and categorise data so that patterns can be discovered and conclusions drawn.

The plan was to code the data into concepts, properties and patterns so as to give meaning to the data collected from respondents and from visual analysis. The most relevant type of Coding for this study will be the In-Vivo Coding, which uses the language of respondents to do the coding. The study will be looking from specific words during the interview, such as whether or not the YouTube tutorials were “helpful”, whether the viewers “learned something new”, what challenges they faced that kept them from effectively enjoying the benefits of using the tutorials etc. Pattern Coding will also be used to find patterns in the data which will then be used as basis for Coding. After Coding, the researcher begun to build on the themes and patterns to gain deeper understanding of the data’s meaning.

For the YouTube tutorials that this study analysed visually, Key Words in Context (KWIC) will be used to make my analysis. KWIC is based on a simple observation: if you want to understand a concept, then look at how it is used. In this technique, the study intends to identify key words and/or phrases and then systematically listen to the characters in the videos, as well as search the corpus of text in the comments section. Each time a word or phrase of similar meaning was found, the study made a copy of it and its immediate context.

### **3.10 Research Ethics**

This study fully complied with the basic ethical standards of a research endeavor. During interviews with participants, complete disclosure about the researcher with regards to her background and the purpose of the study was provided. The participants were also informed of their basic rights to decline to answer any particular questions and also withdraw from the study at any time. The respondents were informed that their full names would be used in the study, and consent to do so was obtained. The researcher however assured the participants that the information gathered from the interviews would not be disclosed to any other party, but shall only

be used for analytical purposes. Before the data collection exercises begun, all tools for data collection were thoroughly reviewed by my supervisor to guarantee that they had minimal potential for harming the research participants. The researcher obtained a Certificate of Fieldwork (See appendix V), Certificate of Originality (Appendix VI) and Certificate of Corrections (Appendix VII) which all confirmed that the interests of the respondents were taken care of.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Overview**

This chapter presents the data analysis and interpretation. The main objective of the study was to study the effect of YouTube Tutorials on the development of individual Sports in Kenya using case studies of selected athletes. The information from the field was divided into two parts, part one was meant to examine the responses from the athletes who were involved in the study, and part two was to examine the YouTube tutorials themselves by conducting visual/film analysis on them. The target population of the study was Julius Yego and five Kenyan athletes. The researcher also viewed and analysed 50 YouTube videos.

#### **4.2 Respondents**

Five respondents selected through purposive sampling were selected for this study. All the five are professional athletes who took part in individual sports at the 2016 Summer Olympics. All the five respondents filled in their questionnaires and also availed themselves for face to face interviews, albeit on individual basis.

##### **4.2.1 Distribution of Respondents by Gender**

Three of the respondents were male while two were female. This size was considered appropriate since Kenya traditionally sends slightly more male athletes than female ones to international competitions.



#### 4.2.2 Distribution of Respondents by Age

**Table 4.1: Respondents' Age**

<b>Respondent</b>	<b>Age</b>
Shezhana Anwar	29
Kiplangat Sang	37
Julius Yego	29
Talisa Lanoe	24
Rayton Okwiri	32
<b>Average</b>	<b>30.2</b>

The average age of the respondents was 30.2 years. Athletes usually hit the peak of their careers between the ages of 28-32, and the respondents were a reflection of Kenyan professional athletes who are old enough to have reached the peak of their careers, but still young enough to embrace technological advancements.

#### 4.3 Responses from In-depth Interviews

From the in-depth responses, it emerged that the use of YouTube tutorials is still a relatively new phenomenon among professional athletes in Kenya, but one that is generally accepted either as a total replacement to the traditional physical coach or as a complementary source of information to the physical coach. Athletes who have adopted the use of YouTube tutorials indicate that they are valuable sources of sporting information regarding their specific disciplines, and also affordable, reliable and convenient pots of knowledge that can be accessed at any time. They cited poor network connectivity in certain parts of the country and high data costs as the main challenges that they encounter while using the YouTube tutorials.

#### **4.3.1 Influence of YouTube Tutorials on the Success of Professional Athletes**

YouTube tutorials are a fairly new phenomenon among professional athletes, and its popularity is rising fast among athletes. This is in accordance with the social learning theory which states that behaviour is determined by expectancies and incentives (Bandura, 1977). Athletes are turning to YouTube tutorials because their expectancies (in terms of knowledge about how to enhance their performance in their respective disciplines) are effectively met by these tutorials. Before the advent of YouTube nine years ago, professional athletes around the country relied solely on physical coaches and managers. These coaches were individuals paid to ensure the success of individual athletes through training and close monitoring. Whether they were local coaches or foreign ones, these physical coaches were people with tremendous experience amassed from years of involvement in the athletes' specific discipline, and were also people who could be full trusted not to mislead the athlete but to guide them on the path to glory.

Shehzana Anwar, who is one of the respondents who were involved in this study, described her coach as a person who is constantly trying to find new and more effective techniques of doing things on her behalf, and later teaching them to her with the aim of winning a competition. She then stated that when she started viewing YouTube tutorials, she realised that the coaches therein possess these same qualities despite their remoteness from the audience. She also realised that the coaches in the YouTube tutorials were abreast with the latest archery skills and techniques which they were able to demonstrate clearly courtesy YouTube's audiovisual provisions.

Asked to compare YouTube tutorials to teachings by a physical coach, four of the five respondents said that the two methods of learning are different since the athletes learned different things while watching YouTube tutorials, and different ones when training under a physical coach. All the five

however agreed that YouTube tutorials play the role of the traditional coach who was required to be physically present during training, and can indeed be used in place of the traditional coach.

“My mother was an archer and she has been my coach since I started competing in archery 12 years ago. I still rely on her assistance because she has known me for a long time and understands my weaknesses and strengths. But YouTube tutorials provide such a big pool of the latest information which my coach may not yet be familiar with so I think YouTube tutorials are much better in terms of relaying the most recent information about the game,” said archer Shezhana Anwar. (June 18, 2018).

Julius Yego said:

“YouTube tutorials are highly beneficial to athletes who are still learning the ropes. You don’t really need someone else by your side. Sometimes athletes need to have someone who shares their dreams and visions just for moral support. But there are also YouTube tutorials that deal specifically with motivational talk which you can watch. They can also help you get the motivation necessary to win a competition.” (May 2, 2018).

The athletes said that YouTube tutorials could be accessed at any time and at any locality and could be repeatedly watched as opposed to the physical coach who has to be there for only short periods of time. The YouTube tutorials also provided new and more recent methods of doing things, and this gives athletes an edge over their peers who are yet to adopt the use of the tutorials. These tutorials also provided additional benefits like recommending specific attire for specific weather conditions, or courses.

The use of YouTube tutorials, it seems, is being seen as the new method of coaching and learning where lessons are delivered and learned online.

#### **4.3.2 Effectiveness of YouTube Videos in Developing Individual Sports in Kenya**

By the very nature of their work, professional athletes are required to be physically fit all year round; whether they are preparing for a major competition or not. But during the in-depth

interviews, it emerged that coaches don't come cheap. Coaches are individuals who need to be paid regularly, and the rates for an experienced tactician ranges from Sh250, 000 to Sh500, 000 every month. In addition, these coaches claim a percentage of their clients' winning bonuses while others are also entitled to the athletes' appearance fees during major competitions. To save on cost, many athletes resort to seeking the services of these coaches only when the dates of major international competitions draw near. Of the five athletes interviewed for this study, only Rayton Okwiri (boxer) kept a local coach while also using YouTube tutorials to advance his boxing skills. The remaining four all had employed foreign coaches at different stages of their careers, and these coaches had claimed even higher amounts of money as remuneration for the services they discharged.

“Local coaches who are competent a very few, so many times you find that you must hire a foreign based coach, and they are expensive. What happens normally is that you just train by yourself or you train as a team during offseason and the when a competition is approaching that's when you temporarily source for a coach.”  
Shezhana Anwar. (July 18, 2018).

This was a statement from Shezhana Anwar, who later said that YouTube tutorials have provided a good solution to the expensive coaches. She found that YouTube tutorials can be accessed at a much cheaper rate than the coaches. The tutorials can also be watched repeatedly at the same rates, and can be accessed at any time and at any location. More importantly, they can be viewed all year round and therefore reduce the athletes' reliance on the expensive physical coaches.

It also emerged during the researcher's interaction with athletes that physical coaches were not always available for training or even for competitions. Sometimes, the coaches fell sick, got bereaved, or even died in the middle of the athletes' preparations, thereby leaving the athletes in

limbo. At other times, the athletes can get into an argument with their coaches, thereby leading to an unforeseen fallout.

“When I was preparing for the 2014 Commonwealth Games, my coach lost his daughter through a road accident. The coach is based in Finland and had to travel immediately, meaning that he would miss the last two weeks of training and the entire tournament altogether. The two weeks was too short a time for me to get a new coach so I had no choice but to go online and look for help. I came across a tutorial that demonstrated in good detail the dipping technique which I was really struggling with at the time, and I didn’t have to pay anything more than the regular internet fees. So I kept watching the video and practicing by myself within those last two weeks. Since then I always make a point of searching for new tutorials online to help me perfect my skills.” Kiplangat Sang. (August 12, 2018).

This was a statement from judoka Kiplangat Sang, who had employed a Finnish coach at the height of his career in 2014. Through his account one finds out that the permanence and infallibility of YouTube tutorials provide athletes with complete assurance and security during the course of their training, something that physical coaches are unable to provide, hence they can be a suitable replacement to physical coaches.

In the course of the interviews, the researcher asked the respondents to state when or at what point they normally start sourcing for YouTube videos to watch, and a majority said that they began sourcing for the tutorials even before they registered for international events. Of the five that were interviewed, four said that viewing the tutorials was a part of their day to day routine, and that they viewed the tutorials even when they were on off season.

“It doesn’t make sense to watch the tutorials a week or two weeks or even a month to the event, because then it doesn’t give you ample time to practice the new skills you may have acquired. So we usually view these tutorials any time there is new content posted and then try to perfect the skills at our own pace”.

This further confirms the fact that YouTube tutorials, which are readily available so long as there is good internet connectivity, are an effective and reliable source of information for athletes looking to succeed in their careers.

Asked which kinds of tutorials have most helped to them so far, the respondents each gave different links for different videos relating to their discipline. A quick check at the videos provided however indicated that the tutorials were all done by coaches who are experts in that specific discipline; were all short (approximately nine minutes long); and were all in English.

It emerged during the research that professional athletes, like a majority of YouTube users, dislike lengthy videos. The respondents all said that since they like to watch the videos during their free time, watching lengthy videos is not only boring, but also time consuming and tiresome to watch to the end.

“The longer the tutorial, the higher the chance that you’ll get distracted, or that you won’t follow the lesson until the very end. Short videos are good, those that are less than ten minutes. But the ones that are shorter are even better because you can watch them and re-watch them without getting bored or getting distracted and missing out on certain bits of the lesson.” Rayton Okwiri. (July 9, 2018)

Like Okwiri, the respondents said that they preferred to watch YouTube tutorials not exceeding 10 minutes, but which are thoroughly done complete with elaborate demonstrations and simple English.

The athletes also said that YouTube tutorials were particularly important in giving them information on sports disciplines that are not indigenously Kenyan, such as Judo.

“Asian coaches have very different ways of doing things. They are always inventing these short cuts to doing things which I really like. For example, I watched a video about how to position oneself before releasing the arrow and they actually

suggested that you should put your upper body forward as opposed to the traditional way of putting your upper body backwards and slightly tilted to one side and I couldn't believe it. I tried it once during practice and since then it has become my trademark style of shooting." Shezhana Anwar. (July 8, 2018)

From Shezhana Anwar's comment above, one can deduce that athletes prefer tutorials done by professionals who are based outside Kenya. All the athletes interviewed for this study said that they preferred to watch tutorials done by European and Asian coaches, as they tend to have the latest skills, techniques and costumes. One respondent said that he liked videos done by Asian professionals because they offer unorthodox methods of doing things. They also indicated that videos done by Europeans and Asians were shot using the latest equipment, meaning that they had very good sound and video qualities. None of the five respondents admitted to relying on videos done by local coaches.

On the question of how many YouTube videos they viewed before winning their first championship, the respondents gave varied views, with Shezhana Anwar, Talissa Lanoe and Julius Yego saying that they viewed more than 20 videos but less than 50, Rayton Okwiri saying he viewed less than 20 videos, and Kiplangat Sang saying he viewed just about ten. All of them however confessed to having specific tutorials which they watched repeatedly at different times.

Asked whether they have ever viewed YouTube tutorials that are outside their discipline, one said that they do but four indicated that they wouldn't do that as it amounts to wasting time. The one who admitted to watching videos unrelated to her discipline (Shezhana Anwar) said that she does so because she feels that individual sports disciplines are interlayered and related in that most of the skills (e.g. concentration, agility and focus) required in the different sports are the same.

“I started by watching javelin throwers such as Andreas Thokildsen and Jan Zelezny on YouTube and even now they are still my favourite.” Julius Yego..(May 2, 2018)

From these accounts, an inference can be made that while there exists thousands of YouTube tutorials on individual sports online, professional athletes end up selecting their favourite tutorials based on the characters involved and the duration of the videos, which they watch several times. Athletes prefer short videos as opposed to lengthy ones, and they also refer to watch videos that were just recently posted (less than five years old).

In addition, these athletes subscribe to channels owned only by their favourite characters, and this allows them to get updates whenever a new post has been made. It was interesting to find out that the professional athletes, including Yego, have not viewed many YouTube videos, but only a few relating to their disciplines. All the five respondents said that while there are several tutorials relating to their disciplines, not all were ideal for the growth of their careers. They had made a habit of selecting just two or three tutorials that had elaborate demonstrations, mostly shot by their favorite characters. These they watched over and over while practicing the skills until they became perfect. Also, these athletes subscribed to their favourite YouTube channels so that every time the subject would post new content they could be. That way, they could stay abreast with new information.

#### **4.3.3 Challenges Encountered by Professional Athletes When Using YouTube Tutorials**

The five respondents stated that the main challenges they endured while using YouTube tutorials were high internet charges, lack of internet connectivity in certain remote areas, and a reliance on electricity charging ports to keep their electronic gadgets functioning. While it is true that data costs in Kenya are among the lowest in the continent, but they still remain high when placed in



comparison with rates in developing countries such as Germany. The athletes involved in this study also said that sometimes the equipment used by the YouTube tutors is not only alien to them, but also unavailable in the country.

For Julius Yego, the greatest challenge he encounters with the use of YouTube tutorials is high internet charges.

“Unlike some developed countries that I have visited, data charges in Kenya are very high and one must be prepared to dedicate a significant chunk amount of their budget on this if they are to rely on YouTube tutorials. (May 2, 2018).

Kiplangat Sang said that on top of high internet charges, the unavailability of fast internet in some parts of the country complicates his use of the YouTube tutorials.

“Most of the time I train in Eldoret or in Narok or in Nyahururu alongside track and field athletes so as to keep fit. These areas do not have 4G internet so the internet is very slow. It is discouraging and time wasting to sit and wait for a video to load”. Kiplangat Sang (August 20, 2018).

Swimmer Talissa Lanoe also said high data costs and poor connectivity in certain parts of the country as challenges she endures while using YouTube tutorials. This supports Mwangi’s position that position that use of videos and photos in online campaigns stems from a lack of knowledge, a lack of expertise or even slow internet speeds both at the point of internet access for the candidate and also for the world-be receivers (Kamau M. M., Mberia H. K., Ndavula, J. O, 2015). Lanoe, who likes to go camping with her friends and family on regular occasions, said that another challenge is that she is unable to view the tutorials during her camping escapades due to unavailability of electricity to keep her gadgets functioning.

“I go on camping trips with my family almost every month and there are no electricity ports to charge your phone and laptop there. So in such instances you can’t watch any tutorials.” Talisa Lanoe (July 18, 2018)

Of all the challenges mentioned by the athletes, the high internet charges in the country came out as the overriding factor that could discourage other athletes from using YouTube tutorials. This can be solved by a review of the government's policy on internet service providers so that the costs if internet are lowered, or by having the ministry of sports provide free Wi-Fi sports within athletes' training centers so that they can easily access the tutorials. The others, for instance the reliance on electricity charging ports to keep their gadgets functioning, are unavoidable and can be cured simply by being near an electricity port or putting off watching of the YouTube tutorials until such a time when they get to a location that has functioning charging ports. On the issue of the internet, it is a fact that most parts of the country are covered by internet, and internet speeds are increasing every day in tandem with technological advancements around the world. All these challenges can therefore be mitigated or solved completely.

#### **4.3.4 Perception of YouTube Tutorials as a Resource to Develop Individual Sports in Kenya**

All the respondents, save for Julius Yego, said that they learned about YouTube tutorials from fellow athletes from around the globe who encouraged them to start sourcing for the tutorials by themselves. This clearly demonstrates that Yego was an early adopter of this new method of learning. The other four fall in the category of "late majority", as they were only prompted into action after Yego's success. According to responses from the interviewees, the use of YouTube tutorials is a phenomenon that has already taken root in other countries specifically in Europe. The fact that the four athletes selected in this study have come to embrace its use is therefore a clear indication that the use of these tutorials is getting highly diffused among athletes in Kenya.

Yego, the early adopter, took the initiative to go to a cyber café to search for YouTube tutorials done on the Javelin sport since he did not have any funds to hire a physical coach.

“I began setting javelin records while I was still in school, but lack of funds almost came between me and my dream of becoming a world champion. After qualifying for the World Junior Championships in Poland in 2009, I could not attend the competition because I didn't have the money. It was so frustrating because I had worked so hard. I was however determined to pursue my dream so I went online and started looking for suitable training regimens and I realised there a number of such tutorials on YouTube.” Julius Yego (May 2, 2018)

Yego actively sourced for the tutorials after having intrapersonal communication. From the statement above, one can deduce that apart from just watching YouTube tutorials, an athlete must have the right attitude as well as genuine determination if they are to succeed.

The researcher asked the respondents whether they would recommend the use of YouTube tutorials to their fellow athletes, and all of them said that they would.

“I keep telling my pace setters and my younger colleagues to ensure that they supplement their personal training with the lessons from YouTube tutorials. Some of them try and stop after a short time but most of my friends end up becoming regular viewers of the tutorials.” Julius Yego (May 2, 2018)

This confirms that perception is changing at a steady pace, with more athletes getting to know about the tutorials and using them to master the skills of their respective disciplines. Though its use comes with a few challenges (mentioned above), the use of YouTube tutorials is growing among athletes and the general perception is that they are a useful source of sports information for athletes looking to excel in their careers.

#### **4.4 Visual Analysis**

The researcher gathered and conducted visual analysis on 50 YouTube videos shot between 2011 and 2016 and which relate to the five individual sports disciplines that were selected. The study concentrated on videos shot between 2009 and 2016, which are the seven years preceding the 2016 Rio Olympics.

In analysing this data, the focus was on the four key aspects of the tutorials as explained in the methodology. The four are: the main characters in the videos, the location, costume and instruments used by the main characters, the language being used to deliver the online lessons, and finally the comments left on the “comments section”. These comments were analysed qualitatively by studying the key words in context, and by categorising them into themes and codes.

#### 4.4.1 Variables of the YouTube Tutorials Analysed

**Table 4.2: Variables of the 50 Tutorials Viewed by the Researcher**

Qualities of the Tutorials				Qualities of the Main Characters					
	Duration of video	No of Views	Age of video	Number of characters	Sex	Location	Nationality	Occupation	Age
1	3.33	50K	5m	1	M	Open field	USA	Coach	31
2	5.56	362K	3yrs	1	M	Track	USA	Coach	33
3	7.31	192K	2yrs	5	MF	Track	USA	Coach	36
4	12.21	9K	5m	1	M	Open	USA	Coach	43
5	5.16	593K	2yrs	1	M	Open	Germany	Coach	27
6	1.57	45K	1yrs	2	M	Open	T&T	Athlete	25
7	2.34	45K	3yrs	2	F	Open	USA	Coach	35
8	4.16	34K	2yrs	1	M	Track	UK	Coach	38
9	6.21	16K	2yrs	1	M	Open	Czech	Athlete	52
10	7.45	98K	7yrs	1	M	Open	USA	Coach	38
	<b>55.3</b>	<b>1.45M</b>	<b>27,10</b>	<b>16</b>					
11	21.36	418K	1yr	1	M	Open	USA	Hunter	36
12	9.00	540K	5yrs	1	M	Room	Chinese	Coach	38
13	32.30	108K	2yrs	2	M	Open	USA	Archer	30
14	9.00	540K	5yrs	1	M	Home	USA	Archer	42
15	25.49	145K	3yrs	1	M	Open	USA	Coach	38
16	11.39	394K	2yrs	1	M	Open	USA	Coach	38
17	10.14	485K	3yrs	1	M	Room	USA	Coach	44
18	13.47	248K	4yrs	2	MF	Room	USA	Coach	46
19	3.19	407K	6 yrs	1	MF	Room	USA	Coach	42
20	25.30	58K	2yrs	1	M	Open	USA	Coach	38
	<b>160.64</b>	<b>3.3M</b>	<b>33</b>	<b>12</b>					
21	6.53	7.9M	7yrs	2	M	Pool	UK	Sports scientist	39
22	10.35	713K	7m	2	MF	Pool	UK	Coach	40
23	8.37	10M	1yr	2	MF	River	Korea	Coach	35
24	3.45	285K	1 yr	1	M	Pool	UK	Coach	32
25	24.59	1.1M	2yrs	1	M	Pool	USA	Coach	32
26	8.40	382K	2 yrs	1	M	Pool	UK	Coach	27
27	9.48	1.4M	1 yr	1	M	Pool	S. America	Coach	33

28	2.00	483K	1 yr	1	M	Pool	USA	Coach	42
29	4.11	193K	4m	2	FM	Pool	USA	Coach	41
30	8.53	1.3M	2yrs	2	FM	Pool	USA	Coach	49
	<b>85.81</b>	<b>33.8M</b>	<b>10,11</b>	<b>15</b>					
31	13.25	2.8M	1 yr	1	M	Gym	USA	Coach	36
32	15.04	163K	10m	2	M	Gym	USA	Coach	43
33	13.12	1.6M	4 yrs	1	M	Gym	Spain	Coach	39
34	7.22	2M	3 yrs	1	FM	Other	Thailand	Coach	38
35	2.34	324K	1 yr	2	M	Other	USA	Coach	34
36	6.29	189K	6m	2	F	Gym	Italy	Coach	41
37	16.59	1.8M	5 yrs	1	M	Ring	S. America	Coach	31
38	15.57	1.4M	3 yrs	3	MF	Gym	USA	Coach	36
39	9.23	621K	1 yr	1	M	Other	USA	Coach	27
40	10.43	109K	1 yr	1	M	Other	USA	Coach	28
	<b>109.1</b>	<b>11.01M</b>	<b>20, 4</b>	<b>15</b>					
41	4.54	286K	7yrs	2	M	Gym	USA	Coach	30
42	6.48	32K	3yrs	2	M	Ring	UK	Athlete	29
43	7.28	56K	2yrs	2	M	Ring	UK	Coach	32
44	2.21	616K	6yrs	2	M	Ring	UK	Athlete	49
45	8.11	74K	3 yrs	2	M	Ring	USA	Coach	56
46	28.48	179K	4yrs	2	M	Ring	UK	Coach	29
47	1.54	64K	4yrs	3	M	Ring	UK	Coach	40
48	7.32	2.3M	4yrs	2	M	Ring	Canada	Coach	52
49	4.51	217K	10yr	2	M	Ring	UK	Coach	58
50	5.19	30K	3yrs	2	M	Ring	UK	Coach	29
	<b>75.66</b>	<b>3.9M</b>	<b>45</b>	<b>21</b>					<b>404</b>
<b>Total</b>	<b>486.49</b>	<b>53.46M</b>	<b>137,1</b>	<b>79</b>					<b>1877</b>
<b>Avg</b>	<b>9.73</b>	<b>1.07M</b>	<b>2, 8</b>	<b>1.58</b>					<b>37.4</b>

The findings shown on Table 3 show the qualities of the 50 YouTube tutorials that were selected and analysed for this study.

#### 4.4.2 Analysis of Length of YouTube Tutorials

According to the findings captured from Table 3 above, the average length of YouTube tutorials relating to the five disciplines selected for this study was nine minutes. From the in-depth interviews, all the respondents said that they preferred to watch short videos as opposed to lengthy ones. They said that they found short YouTube tutorials, those that are less than ten minutes long, are much more effective than lengthy ones because it is easier to concentrate on a tutorial for ten minutes than it is to concentrate on one which is half an hour long. In addition, the respondents

said that they preferred short YouTube tutorials since they can easily be watched repeatedly without getting bored or distracted. This enables them to capture and internalise a lot more of the information contained in the tutorials than they would by watching a lengthy tutorial only once.

It is therefore clear that lengthy YouTube tutorials do not necessarily mean they are more detailed than shorter ones. From the discussion with the respondents and the findings from the 50 tutorials analysed, it is better for the creators of these YouTube tutorials to break down their lessons into short concise and specific lessons, than to crowd multiple lessons into one lengthy tutorial. Shorter tutorials encouraged more concentration and this translates directly into better understanding of the lessons contained in the tutorials.

#### **4.4.3 Analysis of Age of YouTube Tutorials**

As illustrated, the videos viewed for the purpose of this research were posted about three years ago. The 2016 summer Olympics in Brazil were held about two years ago, meaning that there is a big chance that the five athletes selected for this study watched some or all of them as part of their preparations for the event. It is important to note that the respondents said in the in-depth interviews that they preferred to watch the latest YouTube tutorials, as they tend to contain the most relevant information about new rules governing the game, new techniques of competing and new skills that can help the athletes get an edge over their opponents. Another reason that athletes prefer to watch recently posted YouTube tutorials is so that they can stay abreast with the changing aspects of the game which their physical coaches may not yet be aware of.

Apart from creating short videos, it is important for creators of YouTube tutorials to populate their recordings with the most recent information so as to maintain their relevance among professional athletes.

#### **4.4.4 Analysis of Number of Views Attained by YouTube Tutorials**

The 50 YouTube tutorials viewed for this study attracted an average audience of 1.07 million. This shows that the videos were quite popular among athletes who are interested in the respective disciplines covered in this research. The table also reveals an interesting relationship between the length of the videos and the number of views. Of the YouTube tutorials that were more than 25 minutes long, none had attracted more than 20,000 views. This is in spite of the fact that most of the tutorials which were more than 25 minutes long were posted about four years ago. Tutorials that were posted more recently, say within the last two years, tended to attract more viewership within that period than lengthy ones that had stayed in the YouTube channel for longer. This further supports the notion that athletes prefer to watch short tutorials as opposed to lengthy ones.

#### **4.4.5 Analysis of Language Used in YouTube Tutorials**

All the videos viewed by the researcher were in English, although not all the responses on the comment section were in this language. Some of the comments in the comments box were written in foreign languages. Also, the kind of English used in the tutorials was simple and easy to understand. It wasn't laden with jargon. In addition, the audiovisual aspects of these YouTube tutorials makes it even easier for anyone with basic education to understand.

The simplicity in the delivery of content in these YouTube tutorials is highly beneficial to athletes, since most of them are known to have gone only through basic education. The fact that there is no jargon crowding the language used in the tutorials eliminates the need for athletes to consult interpreters, which makes the tutorials even more beneficial as they can be watched at whatever time without the need of an extra party to expound on whatever is being said by the main characters. The same applies to the audiovisual elements of the YouTube tutorials. The fact that an athlete can follow the lesson contained in the tutorial by following the demonstrations of the

main character while at the same time listening to his or her words enhances the level of understandability and also increases the likelihood that the athlete will remember the lesson in future.

#### 4.5.6 Analysis of Characters in the YouTube Tutorials

**Table 4.3: Occupation of the Main Characters**

<b>Characters</b>	<b>Frequency</b>	<b>Percentage</b>
Coaches	42	84
Others	4	8
Athletes	4	8
<b>Total</b>	<b>50</b>	<b>100</b>

Of the 50 videos watched, 41 were done by professional coaches. Only four were done by retired athletes, and the remaining four were done by people whose profession the researcher classified as “others”. The four tutorials whose main characters were classified as “Others”, one was done by a sports scientist, two were done by hunters who were showcasing bowing skills in archery, and one referred to himself as an archer, although a keen look at his credentials proved that he was not a professional. The key finding here was that athletes are yet to embrace the notion of creating YouTube tutorials. This is an activity that has been left to coaches and instructors. This could be because coaches and instructors are individuals who have studied the specific skills, techniques and rules governing the various sporting disciplines, and have also amassed a wealth of knowledge from interacting with renowned athletes and attending numerous sporting events. Their input in the YouTube tutorials can therefore be termed as credible and relevant to athletes who are seeking to enrich their sports knowledge with the view of enhancing their performance in national and international competitions.



**Table 4.4: Distribution of Characters by Continent**

<b>Nationality</b>	<b>Frequency</b>	<b>Percentage</b>
African	0	0
European	5	10
Asian	3	6
American	29	58
Others	1	2
UK	12	24
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4.4 shows that more than half of the 50 YouTube tutorials were done by American coaches and instructors, while none was done by African characters. Of the 50 tutorials, 58% were done by American athletes, while British instructors contributed 24% of the videos. The rest were done by Asian and European instructors, and one was done by an instructor from Czech Republic and this was classified as “Others”. This shows that the production of YouTube tutorials is more popular in America, Europe and the United Kingdom, while this is still a foreign phenomenon among African coaches and instructors. This could also mean that the demand and use of tutorials is higher more among athletes in America, Europe and United Kingdom, while athletes in African countries like Kenya are yet to reach the adoption phase.

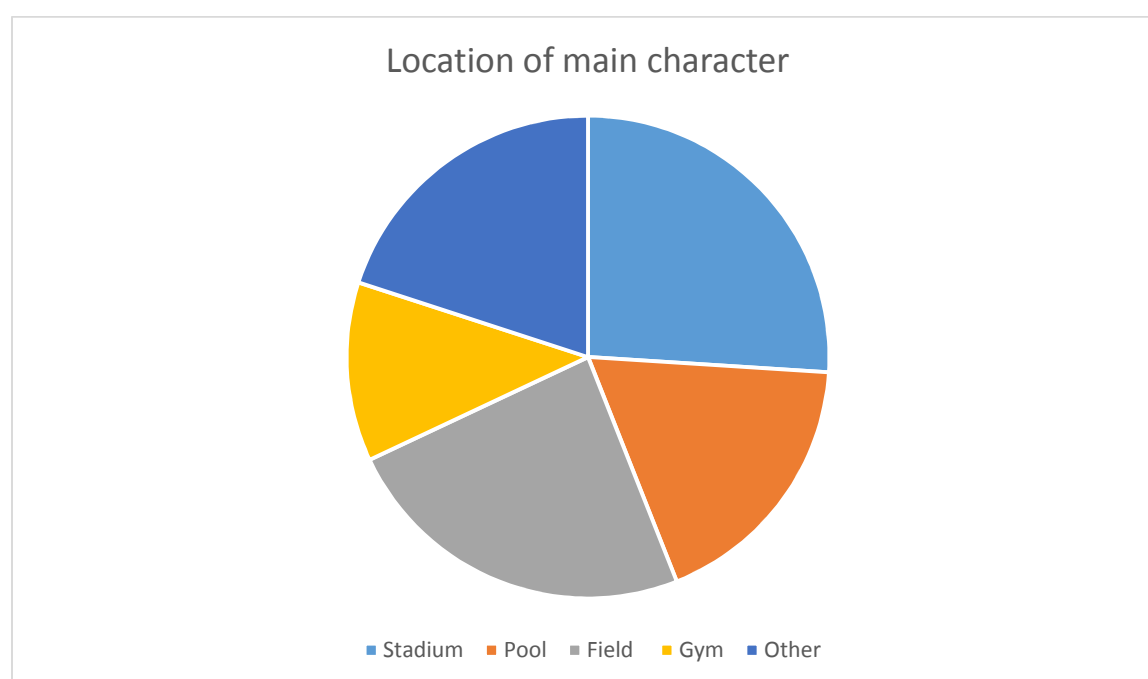
**Table 4.5: Average Age of Main Character**

<b>Age in years</b>	<b>Frequency</b>	<b>Percentage</b>
20-30	8	16
30-40	25	50
Above 40	17	34
<b>Total</b>	<b>50</b>	<b>100</b>

As illustrated in Table 4.5, 50% of the YouTube tutorials viewed and analysed for this study were done by individuals whose ages ranged between 30 and 40 years. 34% of the tutorials were done by individuals who were above 40 years old, but very few (16%) were done by people below age 30. This could be because people between age 20 and 30 are still getting the experience necessary to be credible and reputable coaches, while those who are above 30 years have garnered enough experience and have become authorities in their respective sporting disciplines.

#### 4.4.7 Analysis of Location, Costumes and Instruments

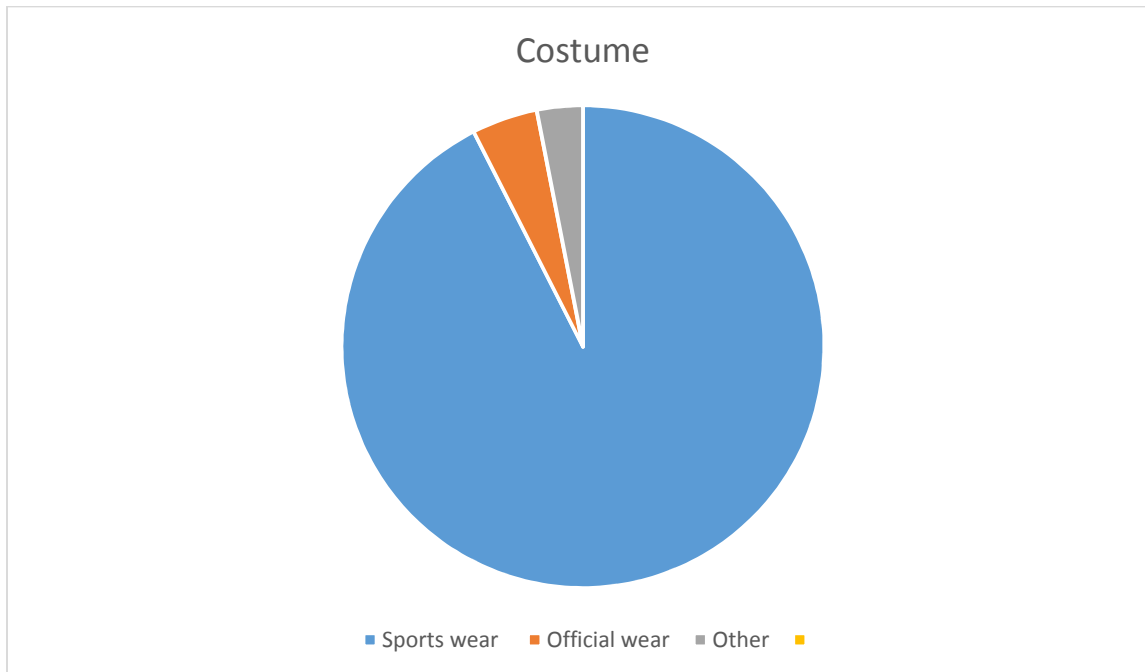
**Figure 4.1: Location of Main Character**



Of the 50 YouTube tutorials analysed for this study, only ten were shot in locations that are not associated with sports, such as in rivers and inside houses and were classified as “others”. The rest were all shot in locations such as the gym, swimming pools, inside boxing rings, inside stadiums and open fields. The tutorials that were classified in the “others” section seemed out of place, and

athletes admitted during the in-depth interviews that they preferred to watch tutorials done inside sporting facilities since they tend to give a clearer picture of how to execute certain technical skills especially where distance and terrain are important.

**Figure 4.2: Main Character's Costume**



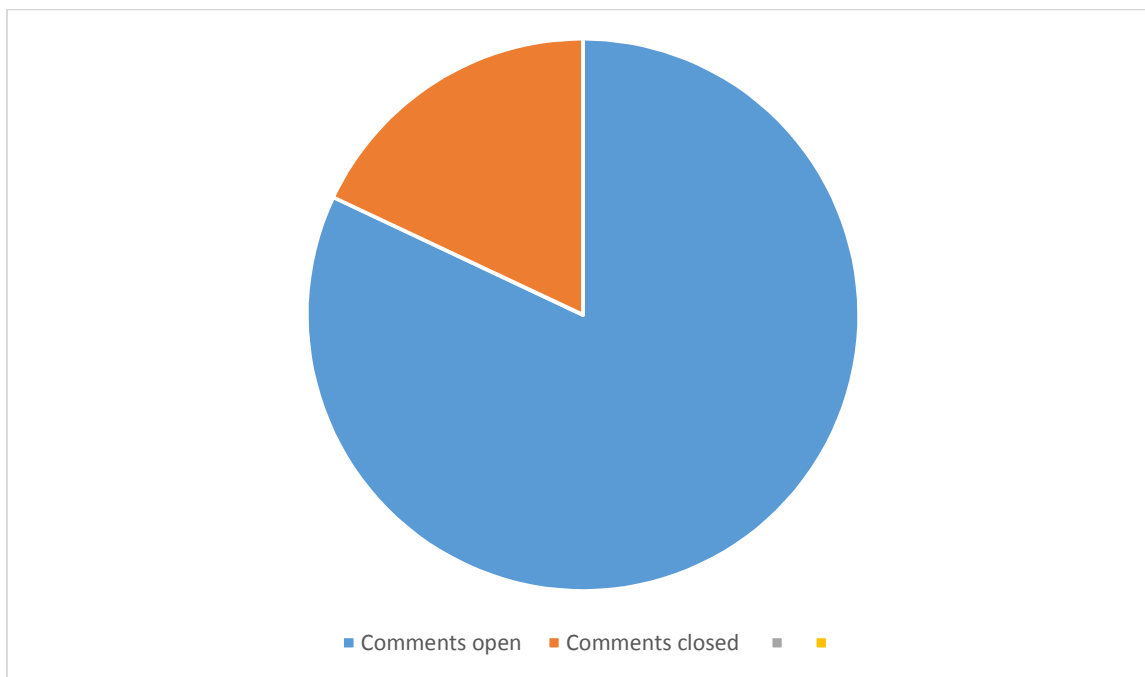
The costumes used in all the 46 of the 50 tutorials watched were the basic standard kits allowed by international sporting federations for the various disciplines. In all the ten Judo tutorials, the main characters wore the *judogi*, while eight of the 10 tutorials about swimming showed the characters under water and wearing swimming suits. The same was true for nine of the ten archery tutors who wore the archery shooting gear while the boxers wore the boxing shorts, gloves and head gear. The main characters in the videos watched wore kits from popular apparel making companies such as Nike, Adidas, Uhlsport and Macron which are readily available in Kenya. The instruments used (e.g. javelin sticks and archery bows) are also the same ones used by athletes across the world with little variations in terms of make, design and colour. The athletes interviewed

for this research said that they were able to relate to these videos since they were familiar with the costumes and instruments used, and could get them in sports shops locally.

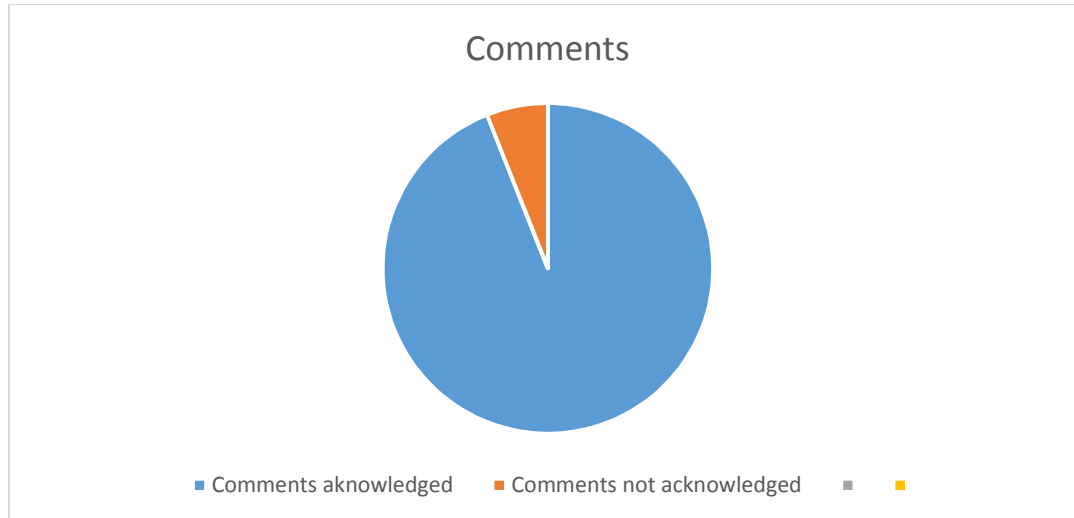
#### 4.4.8 Showing Analysis of the Comments Section of YouTube Tutorials

Here, the researcher employed the use of themes and coding to derive the findings and conclusions. The researcher found out that in 42 of the 50 tutorials watched, the characters never bothered to respond to the individual comments posted in the comments section, while 8% of the YouTube tutorials viewed had their comments section closed, meaning that viewers were unable to send their feedback.

**Figure 4.3: Accessibility of the Comments Section of YouTube Tutorials**



**Figure 4.4: Acknowledgement of Views Expressed in the Comments Section of YouTube Tutorials**



The key words that were used to make analyses the comments sections were:

#### **4.4.8.1 Words Depicting Usefulness of YouTube Tutorials**

These were words like “helpful,” “relevant”, “thank you”, and “enjoyed”.

“Thanks, this video helped to understand how I can get that perfect dip and how to aim my shots properly while curving the ball. TOP BINS MATE!! Thank you so much sugawara.. I have mastered Pjanic's teqnhique and now I am the main freekick taker for my team. thank you.” James Dupree (June 4, 2016)

From these comments, one can deduce that videos which are helpful are those which demonstrate clearly how to perform a certain skill or technique, or those that introduce the viewers to new styles of playing/throwing/running, or those which enable the viewers to have an even better grasp of the skills they already have. These comments are no different from the ones collected during the interview sessions with the professional athletes who said that they like to watch YouTube tutorials so as to learn new skills or to perfect their areas of weakness.

In all the videos watched, positive responses far outweighed the negative responses, although there were always some negative comments in every video watched. Viewers who were contented with the tutorials responded with words like “helpful”, “relevant”, “thank you”, “enjoyed” to show their approval of the teachings contained in the videos. Many of those who found the editorials helpful pointed out specific skills, techniques or styles that they picked from the video while others just said that they enjoyed the videos without elaborating further.

This is a clear demonstration that the YouTube tutorials are viewed by a global audience, which may or may not appreciate the contents of the tutorial. It is therefore advisable for the creators of these videos to ensure that they share new skills and techniques so as to meet the needs of their audience.

#### **4.4.8.2 Words Expressing Dislike of YouTube Tutorials**

If the characters in the YouTube tutorial promise to do something at the beginning of the lesson, they should ensure that they deliver on their promise otherwise viewers will get disappointed after watching the entire video. Viewers are very keen on the lessons offered in the tutorials, and get disappointed when the main characters fail to deliver on their intended promises or if they give unsatisfactory demonstrations of their explanations.

The researcher also sampled the negative comments that were left by viewers in the comments section in order to know what exactly irks viewers of these YouTube videos. As with the positive comments, some viewers took time to elaborate clearly exactly what they were dissatisfied with in the video, while others just stated their disappointment with statements such as: “This didn't help me at all” or “this is such a poorly done video”.

Those who were more elaborate in stating their areas of disappointment pointed to issues of communication, poor demonstrations, poor sound quality and things left unexplained by the main characters when making demonstrations.

One viewer commented by saying: “At 3:20 it doesn’t have topspin if you watch closely”.

In this video, the character was taking viewers through a lesson about how to get the perfect topspin, but his actual demonstration actually lacked the topspin. Topspin is a property of a ball that rotates forwards as it is moving. Topspin on a ball propelled through the air imparts a downward force that causes the ball to drop, due to its interaction with the air, and is the opposite of backspin. Another readers said that, “You forgot to tell us to go on your tippie toes because I discovered that’s what you guys did in all the clips”.

#### **4.4.8.3 Recommendations Tabled Forward in the Comment Section of YouTube Tutorials**

Some viewers also gave recommendations for the main characters to employ next time in order to make their next tutorial even better. Such comments were like: “Could you speak less quickly next time please?”

This was a comment from a reader who felt that the teachings contained in the videos was delivered too hurriedly, which shows that viewers prefer clarity and good delivery over speed.

Another reader left a comment saying: “Upload run up throw in thermal camera so that we can see were ball exactly it heat the foot.

The run-up throw is where a javelin thrower begins their run-up to a throw by holding the javelin high over their head with their elbow level with their neckline. This was a video shot by amateur

camera as demonstrated by the low quality of video. The lighting in this video wasn't at optimum levels, and the shots were unstable, as though the camera person was without a tripod.

This shows that the viewers also take issue with a tutorial is done by substandard cameras as this may end up affecting the delivery of the tutorial and hence the tutorial's overall understandability.

#### **4.4.8.4 Questions Raised in the Comments Section of YouTube Tutorials**

Viewers also used the comments section to ask questions relating to the tutorials and the lessons contained therein. The questions asked centered around the techniques used in the tutorial and the costumes and tools used by the characters;

“Where can I buy that goalkeeper statue that you are using to decorate your goal post?”; Can you recommend the ball with the best air pressure please,” , “Do you lean back or front for a good curve?”, “I’m a righty, what if ur not left side of the goal and ur trying to curve it in from the right side with right foot?”), and even the songs playing in the back ground.

All this is positive interaction with the creators of the tutorials, although it emerged that the characters in these videos seldom ever responded to these questions.

#### **4.4.8.5 Peer Encouragement as Reflected in the Comments Section of YouTube tutorials**

Peer encouragement is an important need that is often satisfied not just by watching the teachings contained in the YouTube tutorials, but also by going through the comments in the comments section.

“well, im a normal student in a university, and i really enjoying playing football and give much more care about football than studies , wish i could care about studeis as much as football, i signed up for the football team in my university, and i play as a wenger, i play with both legs , and i prtice twice a week all by myself for an hour, i do it for fun, shooting, dribbling, long passes , short passes every thing. i enjoy watching my improvements! its like fifa, lets say last year i would give myself 64 as rating, but this year, i can easly say im 79 as a rating in fifa! im



fast and i've seen it, they have seen it too, nice passes and dribbling, and great long shots man, thanks to my practices every week, and i practice with the team every monday and we always have a match every thursday, im thinking, can i be scouted? i really wanna play for anyclub man, i will keep doing what im doing, i live in France and i only have 3 years left, i wanna play for some club before going back home, i thought about buying a camera and let my friend record me and i'll cut the highlights and upload it to YouTube, i dont know why but i'd love seeing peoples comment what to improve and all that, but now its the vacation and after it im going to do what i always love to do, playing football...

somehow i still have hope and feel like i can be a pro, that hope, makes me practice every week.”

“The key is follow through”.

This comment attracted more than 100 likes from viewers, and generated another thread within the comments section where viewers shared even more personal experiences. Most of the viewers said that they could relate to this story, and went ahead to encourage the author of the comment not to give up but to keep working hard.

A section of viewers who watched the tutorials dropped comments that were directed at their fellow viewers, and were mostly encouragements. A good number of comments that were left on the YouTube tutorials had viewers encouraging each other by sharing personal experiences relating to the sport and encouraging those watching to keep up in the pursuit of success. This corroborates the responses from the five athletes during the in-depth interviews where they said that one of the gratifications they look for both from YouTube tutorials and from physical coaches is emotional support and encouragement.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Overview**

This chapter consists of the summary of findings, conclusion and recommendation of the study, and thereafter the suggestions for further studies respectively.

#### **5.2 Summary of Findings**

The summary of the findings was done according to the objectives of the study obtained in Chapter Four. The study adopted a descriptive survey design as a research design in which the data was gathered by use of semi-structured questionnaires and focus group discussions to capture the needed information.

From the responses from the athletes involved in this study, one key finding is that YouTube tutorials can indeed influence the success of professional athletes participating in individual sports disciplines. This is because YouTube tutorials offer a huge pot of the latest information about the many sports disciplines categorised as individual sports. The athletes involved in this study all attributed a significant part of the success of their careers to their use of YouTube tutorials. Athletes do not just view the videos in the run up to major competitions. They actually view the tutorials all year round so as to enhance the various skills needed in their specific sports disciplines. All the athletes interviewed for this study accepted that YouTube tutorials can be relied upon as effective replacements to the physical coach. This is because the tutorials are affordable, easily accessible and contain relevant information that can positively impact an athlete's career.

Another key finding is that YouTube tutorials are effective in the development of individual sports in Kenya, because they provide aspiring athletes with an additional source of credible and updated information regarding the various sports disciplines. In fact, it emerged that YouTube tutorials are much more reliable than the traditional coach. Tutorials are ever present and unlike physical coaches who could fall sick, die, or get into disagreement with the athlete during the course of the training period, the tutorials provide a higher degree of permanence that is beneficial to professional athletes.

As compared to other developed countries such as Germany, internet charges in Kenya are relatively high. This, together with the slow internet in some remote parts of the country e.g. Samburu, and a reliance to electricity charging ports to keep the required gadgets functioning emerged as the overriding challenges that athletes endure while using YouTube tutorials.

Lastly, this study found out that perception is changing among athletes with regards to the use of YouTube tutorials. More athletes are getting to know about the benefits of this method of learning through mass media, and more of them are coming to rely on their use as credible and affordable sources of valuable information.

These findings are in line with both the Information Processing Theory and the Social Learning Theory which have been discussed in this study. For instance, Bandura's Social Learning Theory gives important dimensions about the influence of YouTube tutorials on the development of individual sports. This theory states that behavior and adoption is determined by incentives and expectancies. Winning medals in international competitions, bringing pride to country, financial gains from participating and winning competitions as well as the fame that comes with breaking world records were viewed as incentives by the athletes involved in this study. This caused them to continue watching YouTube tutorials as a means of further enhancing their skills.

By positing that that people learn from one another via observation, imitation, and modeling (Bandura, 1977), the Social Learning Theory is also in line with our finding that more and more professional athletes are adopt the use of YouTube tutorials based on the success story of Julius Yego. Being an early adopter who became so successful after using YouTube tutorials, Yego's story has inspired more Kenyan athletes to explore YouTube tutorials expecting that they will also rise to become world champions just like him.

The Information Processing Theory is about problem solving. It also stipulates that the more complex a problem is, the more information about it is sourced. This theory also states that the human mind is like a computer processor which processes the information fed in it rather than just responding to stimuli. This explains why more and more athletes are seeking the information contained in YouTube tutorials to get a winning edge over their opponents. It also supports the finding that for the tutorials to be effective, creators must ensure that their lessons are delivered as clearly as possible, and in a manner that can easily be understood by the athletes. This should be done in a video that is less than 10 minutes.

### **5.3 Conclusion**

This study sought to study selected sports athletes with the aim of finding out whether YouTube tutorials can influence the development of individual sports in Kenya. The main conclusion was that YouTube tutorials are both effective and efficient when compared to the use of the traditional coach who has to be present during training. The tutorials are effective in that they provide athletes with a wide pool of sporting information regarding their specific disciplines, which gives them a winning edge over their opponents. They are also more efficient than the traditional coach in terms of permanence and reliability. Unlike the traditional coach, YouTube tutors are always available (can never fall sick, can never disagree and fall out with the athletes, can never be unavailable for

scheduled training sessions and cannot die in the middle of an athletes' preparations), can be accessed at any time and place at the athlete's convenience, provide athletes with a pool of new and updated information which the traditional coach may not yet be familiar with, and are much cheaper to access than the traditional coach. This makes the tutorials very efficient as tools for aiding the development of individual sports in Kenya.

From the analysis of the findings, the study concludes that YouTube tutorials can actually influence the development of individual sports in Kenya. These tutorials have emerged as a suitable replacement to the traditional coach, since the lessons can be accessed online at a significantly lower cost than that of the traditional coach who needed to be present during training sessions. Online tutorials bear the latest information regarding the various sports disciplines, and the audiovisual properties of YouTube makes it possible for coaches to deliver lessons clearly through elaborate demonstrations as well as through verbal means.

The study also concludes that YouTube tutorials can be effective in the development of individual sports in Kenya. Athletes can access tutorials posted from all parts of the world, meaning that they can get information regarding some sports disciplines that are still not popular in Kenya such as Kabaddi. In addition, YouTube tutorials can be accessed at any time and at any location, and can be re-watched as many times as possible. This repetitiveness can help a talented athlete master a particular skill that could help them excel in their respective discipline. Their success can then encourage even more local athletes to take up the sport, thereby helping in the development of that particular discipline.

This study also concludes that the greatest challenge associated with the use of YouTube tutorials is high data costs in the country. While it is true that data costs in Kenya are among the lowest in Africa, but they still remain high when placed in comparison with rates in developing countries such as Germany. Consistent use of these tutorials requires that athletes load their phones with sufficient airtime in order to access the videos. Also use of these tutorials is only possible in areas that have good internet connectivity. Athletes using these tutorials must also ensure that their gadgets (such as phones, laptops) are fully charged, meaning that the use of these tutorials is dependent on the availability of electricity.

This study also concludes that the use of YouTube tutorials is becoming more and more popular among professional athletes. These athletes prefer to watch the tutorials during their free time as a means of learning new techniques and skills that can help them gain advantage of their opponents. The success stories of Julius Yego has helped to drive the message that one does not need to employ expensive tacticians to excel in individual sports. Athletes now have the option of going online and accessing the latest information regarding their disciplines at a cheaper cost online.

#### **5.4 Recommendations**

From the foregoing analysis, the study makes the following recommendations. They are considered valuable in enhancing the development of individual sports in Kenya. The recommendations are tied to the four objectives of this study and are derived from the literature review, the analysis of data collected, and the findings resulting from the data analysis.

The first objective was to find out how YouTube tutorials influence the success of professional athletes. This study has established that YouTube tutorials have digitised the coaching phenomenon such that the latest training lessons can be accessed online.

Firstly, it is recommended that Creators of YouTube tutorials should incorporate the latest techniques and skills in the videos. Athletes view YouTube tutorials as a pot of sporting knowledge, and find recently posted tutorials to be more helpful because they contain new information that they and their coaches may not yet be aware of.

Secondly, creators of YouTube tutorials should ensure that they are coherent and clear in terms of content delivery. Athletes find YouTube tutorials that focus on a specific aspect of the game to be much easier to understand than those that are crowded with numerous sporting lessons. To become clear to their audience, the creators of these tutorials ensure that their demonstrations match their verbal explanations, and that they speak slowly and audibly, keeping in mind that athletes tend to watch specific tutorials repeatedly, and can therefore pick out inconsistencies in delivery.

Short YouTube tutorials are more effective than lengthy ones. Responses from the five athletes showed that athletes prefer tutorials that are less than nine minutes long. Coaches should therefore strive to package their lessons into tutorials that are short and which contain only one lesson. Creators should consider breaking down related lessons into parts, as opposed to putting multiple lessons into one lengthy tutorial.

And as a way of giving back to the community, athletes who have excelled in their careers are encouraged to consider producing their YouTube tutorials. This may encourage other athletes to take up individual sports, and will also help increase the number of YouTube tutorials done by African professionals, as these are severely lacking currently.

The second objective was to assess the effectiveness of YouTube tutorials. Here, it emerged that the tutorials are actually viewed as suitable replacements to the traditional coaching method whereby a tutor had to be physically present during training sessions.

The study recommends that athletes aspiring to excel in their careers using YouTube tutorials should first identify their areas of weaknesses. They should find videos that explain or demonstrate those specific skills and techniques and make a habit of watching those tutorials repeatedly as often as possible. This will help them master those specific skills or at least improve on their weaknesses.

Athletes are also encouraged to watch YouTube tutorials that were posted less than five years ago, and to avoid those that have been online for longer. Recently posted tutorials (those that have been online for less than five years) tend to contain the most recent information about the various skills and techniques that athletes can use in order to have an edge over their opponents. Older tutorials may contain outdated information which may be detrimental to the careers of professional athletes.

High data costs in Kenya, as compared to the rates in developed countries such as Germany, is the main challenge that athletes using YouTube tutorials endure. To overcome this challenge, it is recommended that:

The Kenyan government formulates policies that will help bring down the cost of internet. Reducing the taxes effected on service providers will make data charges cheaper, meaning that more athletes will be able to afford watching the YouTube tutorials.

Athletics Kenya, though the ministry of sports, should also ensure that there is free Wi-Fi in all major stadiums and athletes raining areas. This will help more athletes to access the YouTube tutorials and this will in turn help in the development of individual sports disciplines in the country.

To encourage the use of YouTube tutorials as a resource in the development of individual sports in Kenya,



The government of Kenya should incorporate YouTube tutorials as part of extra-curriculum activities so that talented individuals may be made aware of the various individual sports disciplines from a school going age. From this study, it is clear that perception is changing among professional athletes, and the use of YouTube tutorials is fast becoming acceptable among athletes. This is bound to increase in future. The government should therefore support this shift in perception by allocating time in the school curriculum for school going children to view YouTube tutorials. This will ingrain the use of these tutorials among talent Kenyans from an early age and at the lowest level of education.

The government should also empower Kenyan coaches with the capacity to create YouTube tutorials. The videos analysed for this study had all been done in English, yet (Kamau M. M., 2011) states that a majority of Kenyans speak neither English nor Kiswahili. With the preferred language among many Kenyans is that of their community or what is called vernacular language. Sports federations should therefore encourage the coaches to produce recordings of YouTube tutorials done in vernacular language, as this is bound to reach an even larger local audience. For instance, the chairpersons of the various sports federations could select a few experienced coaches and help them record their lessons and post them online. These coaches can then act as pioneers who will hopefully inspire other local coaches to do the same. This will increase the content available on the different individual sports from which Kenyan athletes will be able to benefit.

## **5.5 Suggestions for Future Study**

My study focused on the effect of YouTube tutorials specifically on the development of individual sports. Perhaps another scholar could undertake a study to find out what impact these tutorials could have on participatory sports or team sports. In the course of my study, I came across several tutorials about team sports such as netball, volleyball and football, which can all be helpful in spurring the growth of these specific sports disciplines in the long run.

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## **APPENDICES**

### **Appendix I: Individual Sports Disciplines Studied**

- Javelin
- Swimming
- Boxing
- Judo
- Archery

#### **Athletes interviewed**

- Julius Yego (Javelin)
- Shehzana Anwar (Archery)
- Rayton Okwiri (boxing)
- Talisa Lanoe (swimming)
- Kiplangat Sang (Judo)

## **Appendix II: General guidelines for the in-depth interviews with Julius Yego**

- a) When did you start viewing javelin YouTube videos?
- b) How many YouTube videos did you watch before you won your first major competition?
- c) How did you develop an interest in YouTube tutorials?
- d) How often do you view YouTube tutorials relating to your discipline?
- e) Who initially introduced you to YouTube tutorials?
- f) Which kinds of tutorials have you so far found to be most helpful to you?
- g) How would you compare the YouTube tutorials to teachings by your physical coach?
- h) What are some of the benefits of having a physical coach over relying on YouTube tutorials?
- i) On average, how many YouTube tutorials have you watched that relate to your sporting discipline?
- j) Have you ever watched YouTube tutorials that are not relating to your sporting discipline?  
If so, why?
- k) What are some of the challenges you have experienced when learning new skills via YouTube tutorials?
- l) Why did you eventually employ a physical coach in spite of your success using YouTube tutorials?

### **Appendix III: General guidelines for the in-depth interviews with the other respondents**

- a. How often do you view YouTube tutorials relating to your discipline?
- b. Who initially introduced you to YouTube tutorials?
- c. Which kinds of tutorials have you so far found to be most helpful to you?
- d. How would you compare the You Tube tutorials to teachings by your physical coach?
- e. What are some of the benefits of having a physical coach over relying on YouTube tutorials?
- f. On average, how many YouTube tutorials have you watched that relate to your sporting discipline?
- g. Have you ever watched YouTube tutorials that are not relating to your sporting discipline?  
If so, why?
- h. What are some of the challenges you have experienced when learning new skills via YouTube tutorials?

## Appendix IV: YouTube Tutorials Viewed

### Javelin

1. <https://www.youtube.com/watch?v=Xc9AmWIt9hw> The Javelin Throw | 5 Easy Steps
2. <https://www.youtube.com/watch?v=MS2QJtM1cRE> Javelin Throw | Proper Standing Throw Mechanics and Release
3. <https://www.youtube.com/watch?v=54iXDipusEQ> Javelin (Throw): How to Coach / Teach for Physical Educators (PE)
4. <https://www.youtube.com/watch?v=vZJauZaKzZY&t=2s> Introduction to Javelin
5. <https://www.youtube.com/watch?v=3WFqbVGYIXU&t=5s> How to Throw the Perfect Javelin
6. <https://www.youtube.com/watch?v=fVHzGNKGZII> Javelin Throw / Training with / Keshorn Walcott
7. <https://www.youtube.com/watch?v=fmH5sjFID5U> Throw the Javelin with Proper Mechanics!
8. [https://www.youtube.com/watch?v=GXPSB\\_F2NrQ](https://www.youtube.com/watch?v=GXPSB_F2NrQ) Javelin Technique & Throwing training
9. <https://www.youtube.com/watch?v=OOLrT3QEBvQ> Javelin Throw / Javelin technique with Jan Zelezny
10. <https://www.youtube.com/watch?v=6owq-NJ4DuA> Javelin Video #4 - Release Through the Point

## Appendix IV: YouTube Tutorials Viewed

### Swimming

1. <https://www.youtube.com/watch?v=WreddX9aeGw> How To Swim
2. <https://www.youtube.com/watch?v=irSzTAFJpOs> LEARN to SWIM & FLOAT for BEGINNERS (easy tutorial)
3. <https://www.youtube.com/watch?v=2DBOHTY4zus> How to survive safe at sea
4. <https://www.youtube.com/watch?v=xNPZ4JunHJo> Basics of Adult Swimming Lessons
5. <https://www.youtube.com/watch?v=fXgh56kisTg> LEARN to swim FREESTYLE / Front Crawl in 3 Steps
6. <https://www.youtube.com/watch?v=H16wDdWw3Cc> Butterfly Technique by Speedo
7. <https://www.youtube.com/watch?v=flqjEUsDn9k> Skills NT Swimming
8. [https://www.youtube.com/watch?v=S\\_nBipyKleY](https://www.youtube.com/watch?v=S_nBipyKleY) Learn to Swim - Freestyle Part 1
9. <https://www.youtube.com/watch?v=RzAWCtokMzo> Learning to Swim as an Adult: 5 Things to Practice
10. <https://www.youtube.com/watch?v=PokYvUMDGfo> Adult Beginner: Lesson One

## Appendix IV: YouTube Tutorials Viewed

### Boxing

1. <https://www.youtube.com/watch?v=v-hi5jy9QA> How To Defend in Boxing
2. [https://www.youtube.com/watch?v=dz2QPE\\_kLgE](https://www.youtube.com/watch?v=dz2QPE_kLgE) Boxing for Beginners:  
Shadowboxing & Footwork
3. <https://www.youtube.com/watch?v=pWLEkO0MIXs> 15-Minute Boxing Workout  
You Can Do At Home
4. <https://www.youtube.com/watch?v=OQcal4zs8xQ> Muay Thai Beginners - Class  
Training
5. <https://www.youtube.com/watch?v=WCOXP9bSp50> 2 DEADLY Boxing Combos!
6. <https://www.youtube.com/watch?v=ziBB8FeV9PE> Boxing Footwork: Essential DO's  
and DON'Ts!
7. <https://www.youtube.com/watch?v=foT9yEmY3Ys> Boxing - Common Beginner  
Mistakes and Considerations
8. <https://www.youtube.com/watch?v=CWmaxdN4B90> Boxing Basics First Day At The  
Gym What Do You Learn EsNews Boxing
9. <https://www.youtube.com/watch?v=YhcnIwVNiRw> How to Increase Your Punching  
Speed - Get Faster Punches!
10. <https://www.youtube.com/watch?v=ooMjhFToGQw> Faster Head Movement: Boxing  
Drills for Dodging Punches

## Appendix IV: YouTube Tutorials Viewed

### Archery

1. <https://www.youtube.com/watch?v=JofuiMcIYAU> Archery Basic Tips | How To Look Like A Pro
2. <https://www.youtube.com/watch?v=WxfjRW6ZJ3A> Archery Tutorial for Beginners : Different Types of Bows
3. <https://www.youtube.com/watch?v=QMufMjjzoz8> How to Shoot a Bow and Arrow
4. [https://www.youtube.com/watch?v=C8\\_0imq-Ofw](https://www.youtube.com/watch?v=C8_0imq-Ofw) Basics of Archery - Stance, Release, and Follow-Through
5. <https://www.youtube.com/watch?v=NZ91NVugKgE> Beginner's Archery Tutorial
6. <https://www.youtube.com/watch?v=08bv2eAugJM> How to shoot a recurve bow | Archery 360
7. <https://www.youtube.com/watch?v=G-r1IqWjkKw> Traditional Archery Tips - how to shoot a recurve bow
8. <https://www.youtube.com/watch?v=BfIRIFSe4aw> How to Use a Recurve Bow | Archery Lessons
9. <https://www.youtube.com/watch?v=3YpGn3uLrHs> 7 Archery Tuning Tips | Archery Lessons
10. <https://www.youtube.com/watch?v=Ez-nnFDJNJs> Archery 101: Arrows, what you NEED to know

## Appendix IV: YouTube Tutorials Viewed

### Judo

1. <https://www.youtube.com/watch?v=XHSSLASOwu8> Judo: Introduction for Beginners
2. <https://www.youtube.com/watch?v=ZoOHHlqoT1c> Judo Essential Footwork for Competition Tutorial
3. <https://www.youtube.com/watch?v=lsuICH4jVaw> Judo Unorthodox Wrapped Arm Throws Tutorial
4. <https://www.youtube.com/watch?v=1M0jd8vw1E4> How To Throw People In Judo
5. <https://www.youtube.com/watch?v=VrXhVTHoS9g> Judo Lesson 1 - The First 3 Steps of Judo
6. <https://www.youtube.com/watch?v=zd3pQKGsS-E> Judo Basics for everyone
7. <https://www.youtube.com/watch?v=VxbiRC7BBel> Judo Harai Goshi Tutorial
8. <https://www.youtube.com/watch?v=XRklGgwpbj0> The Most Dangerous Takedown in Judo & BJJ
9. <https://www.youtube.com/watch?v=NFPPrhxPFR4> Basic Judo – Falling
10. <https://www.youtube.com/watch?v=EpNemRTMnUA> Judo Grip Fighting against right/same handed opponents Tutorial



**Appendix V: Certificate of Field work**



**UNIVERSITY OF NAIROBI  
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**REF: CERTIFICATE OF FIELDWORK**

This is to certify that all corrections proposed at the Board of Examiners meeting held on 16/7/2018 in respect of M.A/PhD. Project/Thesis Proposal defence have been effected to my/our satisfaction and the project can be allowed to proceed for fieldwork.

Reg. No: K50/81950/2015

Name: CELLESTINE REBECCA OLIL

Title: YOUTUBE TUTORIALS AND DEVELOPMENT OF INDIVIDUAL SPORTS

IN KENTA: A STUDY OF SELECTED ATHLETES IN KENTA

Dr Michael Mwangi  
SUPERVISOR

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DATE

Dr Samuel Siringi  
ASSOCIATE DIRECTOR

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18/07/2018  
DATE

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DIRECTOR

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**Appendix VI: Certificate of Corrections**



**UNIVERSITY OF NAIROBI  
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This is to certify that all corrections proposed at the Board of Examiners meeting held on 17/10/2018 in respect of M.A/PhD. Project/Thesis defence have been effected to my/our satisfaction and the project/thesis can be allowed to proceed for binding.

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Name: Celvestine R. Olo

Title: YouTube Tutorials and Development of Individual Sports in Kenya: A Study of Selected Athletes in Kenya

Dr Mwangi Kamau  
SUPERVISOR

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29-10-2018  
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