

Adolescent social media use in Masvingo District, Zimbabwe: A case study

by

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DECLARATION BY THE CANDIDATE

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I declare that **ADOLESCENT SOCIAL MEDIA USE IN MASVINGO DISTRICT, ZIMBABWE: A CASE STUDY**, is my work and that every source that I have utilised or cited has been shown and accredited through comprehensive reference. I further declare that I submitted the thesis to originality checking software. It is submitted following the requirements for the degree of Philosophy Doctor in Psychology of Education at the University of South Africa, Pretoria. It has not been submitted before for any degree or examination in this or any other university.



SIGNATURE

November 2021

DATE

DEDICATION

I dedicate this work to my wife, Blandina, my late mother and father, Junika and Samuel Mashoko.

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ABSTRACT

Despite widespread usage of social media platforms by learners globally, the application of digital platforms in Masvingo District secondary schools remains unknown. Consequently, research into social media use in Masvingo schools is warranted. This study followed an explanatory sequential mixed-methods design. A questionnaire was used to gather quantitative data in phase one, while focus group discussions and semi-structured interviews were used to acquire qualitative data. Quantitative and qualitative data were analysed, using descriptive statistical and thematic content analysis, respectively. Form one learners, computer teachers, guidance and counselling teachers, the educational psychologist, and parents/guardians participated in this study. One hundred and twenty (120) learners were selected through stratified random sampling to participate in phase one. Twenty-four (24) participants, selected through nested sampling from phase one, were purposively sampled for phase two (qualitative). The study found that social networking sites can help students learn more in the classroom by incorporating different ideas. In contrast, the study also revealed the negative consequences of social media use. Furthermore, a lack of legislation regulating social media use in secondary schools in the Masvingo District was identified. Above all, it is critical to underline that the adolescent's environment is all-encompassing. Factors such as the adolescent's financial status, socialisation agents, and connection problems all play a significant role in how social media is utilised. Hence, the Context (encapsulating all), Adolescent social media use programmes, Policy frame, Constructive influences, Undesirable influences and Psychological aspects (CAPCUP) conceptual model is proposed as a guideline for stakeholders involved in adolescent education. Future research needs to reveal how, where, when, and for whom social media practices support positive well-being and social connectedness outcomes. Furthermore, research concerning child-rearing, academic practices, and policies that enable affirmative social media use and related outcomes is warranted.

KEYWORDS: Academic performance, adolescence, COVID-19, Fear of Missing Out, identity, information communication and technology, psychosocial, social learning, social media, well-being

OKUCASHUNIWE

Naphezu kokusetshenziswa kabanzi kwezinkundla zokuxhumana ngabafundi emhlabeni wonke, ukusetshenziswa kwezinkundla zedijithali ezikoleni zamabanga aphezulu eSifundazweni saseMasvingo akwaziwa. Ngakho-ke, ucwaningo ngokusetshenziswa kwenkundla yezokuxhumana ezikoleni zaseMasvingo lufanelekile. Lolu cwaningo lulandele umklamo ochazayo wezindlela ezixubile ezilandelanayo. Uhlu lwemibuzo lusetshenzisiwe ukuqoqa imininingwane eveza ubuningi obuthile, besigaba sokuqala, kuyilapho izingxoxo zamaqembu okugxilwe kuwo kanye nezingxoxo ezihlelwe kancane zisetshenzisiwe ukuthola imininingwane echaza ucezu lolwazi. Kuhlaziyiwe imininingwane eveza ubuningi obuthile nechaza ucezu lolwazi, kusetshenziswa ukuhlaziya okuchazayo kwezibalo kanye nokuqokethwe kwengqikithi, ngokulandelana. Abafundi bebanga lesishiyagalombili, othisha bekhompuyutha, othisha abaqondisayo nabelulekayo, isazi sokusebenza kwengqondo sezemfundo, nabazali/ababheki babambe iqhaza kulolu cwaningo. Abafundi abayikhulu namashumi amabili (120) bakhethwa ngamasampula angahleliwe ukuze babambe iqhaza esigabeni sokuqala. Ababambiqhaza abangamashumi amabili nane (24), abakhethwe ngesampula eyindlela yokulingisa ukulinganisa amathuba asemaceleni kusukela esigabeni sokuqala, bathathwe ngokuhlosiwe kwesigaba sesibili (ukuchaza ucezu lolwazi). Ucwaningo luthole ukuthi izinkundla zokuxhumana zingasiza abafundi ukuthi bafunde kabanzi ekilasini ngokuhlenganisa imibono eyahlukene. Ngokuphambene nalokho, ucwaningo luphinde lwembula imiphumela emibi yokusetshenziswa kwezokuxhumana. Ngaphezu kwalokho, kwatholakala ukwentuleka kwemithetho elawula ukusetshenziswa kwezinkundla zokuxhumana ezikoleni zamabanga aphezulu esifundeni saseMasvingo. Ngaphezu kwakho konke, kubalulekile ukugcizelela ukuthi indawo yentsha ihlenganisa konke. Izinto ezifana nesimo sezimali somuntu osemusha, abenzeli bezokuxhumana, kanye nezinkinga zokuxhumanisa zonke zidlala indima ebalulekile endleleni inkundla yezokuxhumana esetshenziswa ngayo. Ngakho-ke, uMongolo (ikuhlenganisa konke) oyisifanekiso senqondo, ukusetshenzisa kwezinhlelo zezinkundla zezokuxhumana zabasebasha, Uhlaka Lwenqubomgomo, Amathonya Akhayo, Amathonya Angathandeki kanye Nezici Zengqondo (CAPCUP) uhlongozwa njengomhlahlandlela wababambe iqhaza ababandakanyeka emfundweni yabasebasha. Ucwaningo lwesikhathi esizayo ludinga ukudalula ukuthi imikhuba yenkundla yezokuxhumana isekela kanjani, kuphi, nini, futhi obani imiphumela emihle

yehlalakahle kanye nokuxhumana kwezenhlalo. Ngaphezu kwalokho, ucwaningo olumayelana nokukhulisa izingane, imikhuba yezemfundo, nezinqubomgomo ezivumela ukusetshenziswa kwenkundla yezokuxhumana okuqinisekisiwe kanye nemiphumela ehlobene nayo iyaqinisekiswa.

KAKARETŠO

Le ge go na le tšhomišo ye e phatlaletšego ya matlakala a dikgokagano tša leago ke baithuti go ralala le lefase, tšhomišo ya matlakala a titšithale kua dikolong tše di phagamego tša Dilete tša Masvingo e sa le yeo e sa tsebjego. Ka lebaka le, dinyakišišo tša tšhomišo ya matlakala a dikgokagano tša leago kua dikolong tša Masvingo di a nyakega. Dinyakišišo di dirilwe go ya ka sebopego sa kopantšho ya mekgwa ya go fapafapana ya tlhalošo. Lenaneopotšišo le šomišitšwe go kgoboketša datha ya boleng legatong la pele, mola dipoledišano tša dihlopha tša maitemogelo a go swana le dipotšišo tša sebopego seo se lokologilego di šomišitšwe go hwetša datha ya boleng. Tshedimošo goba datha ya boleng le ya bontši di ile tša sekasekwa, ka tšhomišo ya mekgwa ya go sekaseka tlhalošo ya boleng le tlhalošo ya diteng, ka go fapana ga tšona. Baithuti ba mphato wa bo seswai, barutiši ba khomphutha, barutiši ba tlhahlo le thobamatswalo, morutiši wa tša monagano, gammogo le batswadi/bahlokamedi ba tsenetše thuto ye. Baithuti ba lekgolo masomepedi (120) ba kgethilwe go ya ka gore ba ka aroganywa bjang ka dihlophana tša go fapafapana go kgathatema legatong la pele. Bakgathatema ba masomepedi nne (24), bao ba kgethilwego go ya ka dihlophana tša legato la pele, ba kgethilwe ka lebaka go kgatha tema legatong la bobedi (ya boleng). Dinyakišišo di hweditše gore matlakala a dikgokagano tša leago a ka thuša baithuti go ithuta le go feta ka phapošing ya borutelo ka go kopantšha dikgopolo. Go fapana le se, thuto e tšweleditše gape ditlamorago tše mpe tša tšhomišo ya matlakala a leago. Ka tlaleletšo go se, go hloka molao wa go laola tšhomišo ya matlakala a dikgokagano tša leago kua dikolong tša di fapanego tša Dilete tša Masvingo go hlathilwe. Go feta tše ka moka, go bohlokwa go lemoga gore tikologo ya go ba ka gare go bokgarebe/bosogana e a akaretša. Dintlha tša go swana le maemo a tša ditšhelete a lekgarebe/lesogana, didirišwa tša go dira dikgokagano, gammogo le mathata a go kgokagana ka moka di raloka karolo ye bohlokwa gore matlakala a dikgokagano tša leago a šomišwa bjang. Ka gona, sebopego sa monagano sa gore tebelelo ya gore (di a akaretša), Mananeo a tšhomišo ya matlakala a dikgokagano tša leago ke masogana/makgarebe, ditlhako tša pholisi, dikhuetšo tša maleba, dikhuetšo tše di sa nyakegego, le dikarolo tša monagano (CAPCUP) se šišinywa bjalo ka sehlahli sa bakgathatema bao ba amegago go thuto ya dikgarebe/masogana. Dinyakišišo tše di sa tlogo di swanetše go bontšha gore bjang, kae, neng, le gore ke bo mang ditiro tša dikgokagano tša leago di thekgago boiketlo bja bona gammogo le dipoelo tša go kgokagana. Go tlaleletša se, nyakišišo ya mabapi

le kgodišo ya bana, ditiro tša thuto, le dipholisi tšeo di kgontšhago thekgo ya tšhomišo ya dikgokagano tša leago gammogo le dipoelo tše di nyakegago tša go swana.

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LIST OF ACRONYMS

AG	Agree
COPPA	Children's Online Privacy Protection Act
COVID-19	Coronavirus Disease of 2019
DAG	Disagree
FDG	Focus Group Discussion
FoMO	Fear of Missing Out
ICT	Information Communication and Technology
IND	Individual Interview
I-Pads	Internet Protocol Adapters
MISA	Media Institute of Southern Africa
MOPSE	Ministry of Primary and Secondary Education
NS	Not Sure
SAG	Strongly Agree
SD	Standard Deviation
SDAG	Strongly Disagree
UDHR	Universal Declaration of Human Rights

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

In this chapter, I discuss the background and context of the study, present the problem statement, the purpose of the study, the research questions, the general aim, the objectives, and the rationale for the study on adolescent social media use in secondary schools. The chapter delved into the choice of the research design and the research methodology and considers the ethical issues and quality criteria issues undertaken throughout the study. A brief overview of the impending limitations and delimitations of the study are also given. The conceptual framework that underpinned the study and key terminologies are also explained in this chapter. A summary of the subsequent chapters completes the chapter.

1.2 Background and context

Information communication and technology (ICT) has completely turned around many aspects of adolescents' lives (Livingstone, Nandi, Banaji & Stoilova, 2017; Giedd & Chief, 2012¹). One of the greatest turnarounds of all times is making the world a single community where easy and efficient social interaction among these adolescents living far apart has been guaranteed (Ibrahim, 2017; Li, Snow & White, 2015). According to Livingstone et al. (2017), an increasing figure of teenagers is linked up on social media sites through cell phones, tablets, and computers. This implies that technological advancements have allowed teenagers to engage with their peers and have access to knowledge (Mugari & Cheng, 2020; Tarisai & Manhivi, 2017; Kore, 2014; Ibrahim, 2012). With the growing popularity of technology among adolescents, social media platforms have become indispensable social context for their development (Herold, 2018; Weinstein, 2018). This growth in popularity motivated the researcher to inquire on how adolescents utilise these technological advancement opportunities to construct their psychosocial identities and well-being.

Several studies (Herold, 2018; Mulisa & Getahun, 2018; Umar & Idris, 2018; Shapiro & Margolin, 2014; Sanders, 2013) reveal that adolescents, unlike adults, are the pioneers in embracing information communication technologies and social media

¹ APA 6th edition referencing style

platforms. Through ICTs and social media platforms, adolescents develop skills and innovative practices often unrecognised by parents/guardians, teachers, and others (Weinstein, 2018; McCrae, Gettings & Pursell, 2017; Kim, 2017). In essence, social media encourages new ways of communicating and sharing information (Aamo, 2020; Stavropoulos, Kuss, Griffiths & Motti-Stefanidi, 2016; Kore, 2014). Social media allows adolescents to converse with peers independently of elders and supports social association (Bryant, 2018; Karombo, 2017; Allen, Ryan, Gray, McInerney & Waters, 2014), identity formation (Reer, Tang & Quandt, 2019), and sexual exploration (Sanders, 2013) which are fundamental developmental aspects of the adolescent stage.

Social media platforms are significant socialising instruments in the world currently (Ibrahim, 2017; Njoroge, 2013; Nwabueze & Aduba, 2014). In this regard, one would say social media have an invaluable role in schooling activities where learners are now immersed in abundant information (Sobaih, Hasanein & Elnasar, 2020; Sabanci & Urhan, 2014), which was not accessible in the pre-technological era. Given the above facts, this research study established the nature of social media use in secondary schools and also explored how social media use contributed to adolescent psychosocial identity construction and well-being.

An encouraging and recognisable improvement within the Zimbabwean academic system seemed to be visualised. In keeping abreast with the times, the Zimbabwean education system has taken great strides in embracing technology in schools thereby, ensuring that all citizens are technologically literate by 2020. Of late, a hive of activities has been witnessed in schools with stakeholders jostling to provide technological gadgets and expertise. The Government of Zimbabwe has been donating computers and Internet Protocol Adapters (I-pads) to some learners in line with one of its 2020 millennium goals. This implies that social media access is now at their disposal as learners in schools are now connected to the internet and thus, well-connected and linked up to the global data.

Given this background, social networking sites provide a new era for adolescents to learn, practice and rehearse skills (Allen et al., 2014; Reid & Weigle, 2014; Sabanci & Urhan, 2014). Despite all this, the use of social media platforms in Masvingo District schools is still being restricted, thus contradicting the positive developments by the Government to facilitate technological proficiency, improve social skills and facilitate

learning. Given these pertinent facts above, one would surely be tempted to explore the part played by social media on the teenage psychosocial formation and the measures that are in place that regulate its implementation in schools. Learners need guidance, if they are left uncontrolled, they abuse their rights, hence, structuring some policies, rather than letting them do as they wish would positively influence the attainment of societal norms and values (*The Herald*, Zimbabwe - February 8, 2015). It is against the foregoing background that the research aims to explore the learners, teachers, and parents'/guardians' views on adolescent social media use in secondary schools.

The usage of social media platforms in secondary school is debatable in the Zimbabwean context (Kore, 2014: 3). This has encouraged me to contribute and add my voice to the literature (knowledge base) on social media use in secondary school engaging in this study. For instance, *The Herald* of February 8, 2015, carried an article where the Zimbabwean Minister of Primary and Secondary Education publicly announced that school learners could use cell phones at school. This was received with varying reactions among stakeholders. Those for the idea were cherishing the benefits to be realised by its implementation and the critics viewed it as merely promoting anti-social and unproductive behaviour (Zanamwe, Rupere & Kufandirimbwa, 2013: 9). Amid these views, this inquiry sought to establish the magnitude of platform use in the secondary and its potential role in the development of adolescent psychosocial identity and well-being.

Several kinds of research on social media use opted for either quantitative or qualitative approaches as a single methodology (Dong, Kuiyu & Bowen, 2016; Stavropoulos, et al., 2016; Telef, 2016; Kore, 2014; June 2011). Only a couple of studies that adopted the mixed methods approach have been noted. Therefore, the need for this inquiry fills up the void identified by engaging a mixed-methods approach. This inquiry aimed to use quantitative and qualitative procedures in combination to achieve an enhanced interpretation than either procedure alone, thereby, an explanatory sequential mixed-methods design was utilised to achieve the goal of this study (Creswell & Clarke, 2011: 5). Notable studies (Dong et al., 2016; Stavropoulos et al., 2016, Telef, 2016) on this issue have been done in developed countries, which are quite different from Zimbabwe, which is a developing country. These studies have utilised various methods, but this study opted for an explanatory sequential mixed-methods design (Creswell, 2014), to develop a holistic appreciation of the topic being

explored. Data collection tools namely, questionnaires, focus group discussions, in-depth interviews and reflective notes could be handy in examining the experiences of research participants on adolescent social media use in secondary schools.

Dong et al. (2016: 66) investigated university students' resilience through a social cognition framework in China. Stavropoulos et al. (2016: 442-473) used the quantitative method to carry out a longitudinal study that examined how internet addiction related to classroom hostility. Telef (2016) employed the quantitative method to study internet addiction in Turkish sixth, seventh and eighth grades in Canakkale city. Kore (2014: 1-24) selected Adama preparatory schools to study how students perceive the effects of social networking through descriptive survey methodology. June (2011:1435-1445) focused qualitatively on the use of social media in institutions of higher learning. Though the focus seemed to be related, most of these studies focused on students in higher learning institutions. However, my current research study focused on social media usage among secondary school learner-participants and established learners' views about the role played by these social media on psychosocial development.

Zanamwe et al. (2013) investigated social technologies utilisation in Zimbabwean universities through the qualitative methodology. Their focus was on the learners' perspectives. Although my study also focuses on the learners, it differs at the age level. Magwa (2013: 1-8) explicated the impact of technology on academic performance. The findings revealed that technology devices distract resting times and consequently affect schooling performance. Zebron, Sigauke & Musingafi (2013) looked at how the use of Facebook affects parent-child relationships in Zimbabwe in Harare and Chinhoyi urban centres.

A review of scholarly work indicated that few studies in and outside Zimbabwe embraced the viewpoint, social media use on adolescents' psychosocial identity development and well-being (Twenge & Martin, 2020; Vannucci, Simpson, Gagnon & Ohannessian, 2020; Weistein, 2018; Shapiro & Margolin, 2014). Substantial research exists to inform administrators, teachers, and parents/guardians about adolescent social media use. However, accessible inquiries seemed to have overlooked Form One learners' experiences on social media use (Nashind, Bondre, Torous & Aschbrenner, 2020; Busari, 2019; Nyongesa, Kiprop & Chumba, 2019; Tengia, Moshi,

Noleke, Asatsa & Ngozi, 2018; Kim, 2017; Kiplagat, 2017; Tarisai & Manhibi, 2017; Reid & Weigle, 2014).

An appraisal of the above scholarly works revealed that Form One learners' experiences were not satisfactorily captured in the field of inquiry. The few studies available in Zimbabwe that make use of students' voices, focused on students at higher institutions (Zananwe et al., 2013). In this logic, it is important to comprehend how Form One learners themselves view adolescent social media use and its role in psychosocial identity development and well-being. Given the circumstances, this research undertook a substantial task of embracing Form One learners' views on adolescent social media use in secondary schools.

1.3 The problem statement

Social media use has popped up as a very significant topical issue in academic inquiries (Kiplagat, 2017: 220), yet remains overlooked in Masvingo District. Several administrators and educators continue restricting learners from accessing social media platforms despite the encouraging shifts towards the democratisation of the education system. Furthermore, Form One learners' experiences were disregarded in the preceding studies on social media use in secondary schools. Given this context, I, therefore, found it indispensable to widen the inquiry of adolescent social media use in secondary schools to the Form One learner.

1.4 Purpose of the study

In light of the discussion above, this exploration endeavoured to search and comprehend adolescent social media use in secondary schools. To address this purpose, I assessed the participants using quantitative and qualitative measures (an explanatory sequential mixed-methods design) to develop a more holistic understanding (Creswell, 2007) and identify potential aspects that could be enhanced. Qualitative pieces of evidence were collected to ascertain the numerical figures (Patton, 2015; Shirish, 2013), gathered through a questionnaire survey developed to offer a specific level of awareness on the nature of social media use in secondary schools. The questionnaire research instrument went through rigorous pilot testing and revision sessions with experts to ensure the precise construction of the inquiry problem (De Vos, Strydom, Fouche & Delpont, 2011) and establish the efficiency of the data collection method. Data obtained through the questionnaire on the nature of social networking platform utilisation in Masvingo District was further examined through semi-structured interviews with eight Form One learners, three computer

teachers, four guidance and counselling teachers, eight parents/guardians, and one educational psychologist.

1.5 Research questions

This study was guided by the following research questions:

1.5.1 Primary research question

The primary research question that overarched phase one and phase two was:

What is the nature of social media use among adolescents in secondary schools in Masvingo District?

1.5.2 Secondary research questions

1.5.2.1 The common secondary research questions posed in phase one and phase two were:

- What are the participants' views on social media use in secondary schools?
- What are the participants' views on the influence of social media on adolescent psychosocial identity and well-being development?

1.5.2.2 The secondary research question posed in phase one - quantitative phase

- What devices are commonly used by adolescents?
- What social media platforms do adolescents access?
- When do adolescents access social media platforms?

1.5.2.3 The secondary research question posed in phase two - qualitative phase

- How does an understanding of the adolescent stage of development influence participants' views on adolescent social media use?
- How can social media platforms be utilised as tools for positive adolescent psychosocial identity and well-being development?

1.6 General aim

The general aim of this research was to examine and understand the nature of adolescent social media use in secondary schools with a particular focus on Form One (Grade 8) adolescent learners.

1.7 Objectives

The study sought:

- To explore the participants' views on social media use in secondary schools.
- To explore participants' views on the influence of social media use on adolescent psychosocial identity and well-being development.
- To establish the types of devices used and the social media platforms accessed by adolescents.
- To establish the periods and regularity of social media use.
- To explore participants' understanding of the adolescent stage of development and its influence on their views on social media use.
- To determine the utility of social media platforms as tools for positive adolescent psychosocial identity and well-being development.

1.8 Rationale for the study

The meaning that I assigned to this study emanates from my personal and academic stance as a researcher. From a subjective perspective, as an educational psychologist involved with adolescents, my motivation lies in the psychosocial aspect of adolescent development and well-being. The experience of seeing young adolescents going through life-threatening experiences after being exposed to negative media inspired me to embark on this journey of exploring adolescent social media use in secondary schools. It is worthwhile to involve learners in the identification of solutions to problems that affect them. The challenge encountered by teachers and parents/guardians is to find or come up with strategies to help learners to manage well their emotions in adverse situations (Mulisa & Getahun, 2018). It is my intention, for this study to explore and understand how adolescents themselves use social media to construct their psychosocial personality and well-being. My focus in this study was to look for diverse opinions on such a complex and dynamic phenomenon to advance recommendations to all stakeholders.

As a professional and academic, I hope to play an important part in the growing discourse regarding adolescent social media use by bringing in Form One (Grade 8) learners' views. I embraced learners' views to add valuable knowledge to the literature on adolescent social media use in secondary schools. Furthermore, I enfold teachers' and parents'/guardians' views to ensure equal representation of all people who matter in the learners' psychosocial development and well-being.

I developed an interest in this study because of my professional qualification as a primary and secondary school teacher and an educational psychology tutor. I have vast experience in offering guidance and counselling services to both primary and secondary school learners. Furthermore, I gained a lot as a psychology of education lecturer through facilitating life skills programmes to college students. Most importantly, lectures on the influence of modern technologies on teacher education have given me, as a researcher, the desire to research adolescent social media use. The research findings could contribute to the knowledge base on adolescents' psychosocial development and well-being.

1.9 Research approach, design and methodology

The study methodology encompasses concepts such as the paradigm, the design or strategy, data collection, and analysis/ interpretation procedures (Maree, 2015; Babbie, 2009). As such, it is a general research strategy that outlines the way in which research is to be undertaken, and among other things, identifies the methods, to be used in it (Sefotho, 2015; O'Gorman & MacIntosh, 2015). In light of this, I situate the mixed-methods approach that informed my tackling of the research questions given above. I follow up this by presenting the research design, methods for collecting evidence, and analysis/ interpretation processes. In this regard, I highlight measures undertaken when handling ethical issues and ensuring the quality of the study.

1.9.1 Paradigmatic standpoint

Studying a complex issue such as adolescent social media use in secondary schools required a pragmatic slant (Heyvaert et al., 2013: 304; Johnson & Onwuegbuzie, 2004: 15). In this regard, I employed a mixed-methods approach to investigate the wide-ranging and fundamental insights, understanding, emotions, and know-how of the participants in this inquiry. I considered adolescents' social media use in secondary schools as a complex and multi-layered issue that required appropriate interpretations by utilising thorough quantitative and qualitative techniques (Creswell, 2009) to establish the magnitude and explore the meanings and understanding of constructs as perceived by the research participants.

I began by using the quantitative method to get the nature of social media use in secondary schools and thereafter, sought in-depth explanations on issues raised in the first phase by employing the qualitative method in the second phase. I submit that the participants' interpretation of their experiences is relevant and important to their lived experiences (Van Zyl, 2014). The pragmatic worldview was applicable in this

study, as it allowed me to pursue data generated from the questionnaire, focus group discussions, and semi-structured interviews to establish consistency in responses (Creswell, 2014: 226). Thus, from a pragmatic worldview, I assumed that the participants' worldview was true in their context and multi-layered in their context and should be given the respect it deserves (Creswell, 2007). I ascribe to the view that to understand the meanings of the participants' experiences, I have to interact and listen to them (Van Zyl, 2014; White & McBurney, 2013; Creswell, 2007: 23).

1.9.2 The research design

I employed explanatory sequential mixed-methods design within a case study as I considered it the most suitable approach to exploring a complex and multi-layered social issue in a practical life context (Maree, 2015: 272). An explanatory sequential mixed-methods design's flexibility allowed me to freely select methods and processes of carrying out research (Van Zyl, 2014; White & McBurney, 2013; Creswell, 2007: 23) of a complex nature. I submit that through an explanatory sequential mixed-methods design (Maree, 2015), I managed to carry out my study questions through the critical interpretations of the participants' experiences. I utilised the explanatory sequential mixed-methods design as a framework to bridge the study questions and the implementation process of the study (Greene, 2007: 73).

I situate my study in the explanatory sequential mixed-methods design where qualitative findings were used to help illuminate the salient outcomes highlighted in the quantitative results of the questionnaire survey (Creswell & Clarke, 2011: 71). The fundamental idea was that the questionnaire results provided a general depiction of the nature of social media use in secondary schools while the focus group discussion and in-depth individual interview findings were a follow up for in-depth clarification of pertinent issues raised in the first phase (Creswell, 2014: 71; Maree, 2015: 272). In Section 4.4, I discuss the choice of the design in detail. Figure 1.1 below presents the flow diagram of an explanatory sequential mixed-methods design model of this inquiry.

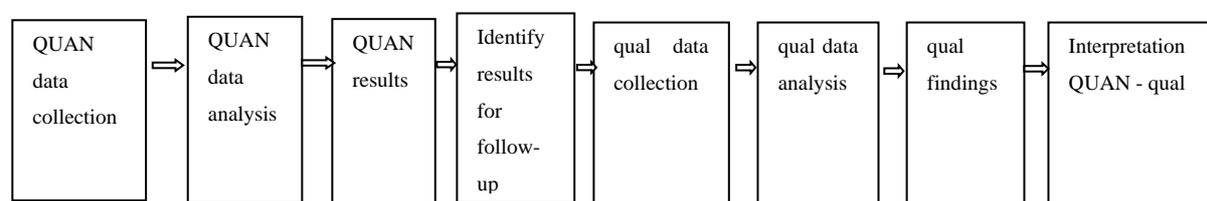


Figure 1.1: Explanatory Sequential mixed-methods design follow-up explanations model (Adapted from Maree, 2015: 272)

The most critical view in this research is that there are numerous and different social interpretations and truths that exist (Onwuegbuzie & Johnson, 2006: 54), but a variety of interpretations call for mixed methods. I subscribe to the view that the interpretations and meanings of the life stories of participants in this inquiry are challenging and multi-layered and call for flexible and expert skills of the researcher to get to the depth of the phenomena (Creswell, 2014). As such, I operated as the primary instrument for data collection, analysis, and interpretation in line with the demands of the selected paradigm (Dhanapati, 2016: 574). In Section 4.3, I discuss in detail the paradigmatic choices.

1.10 Sampling

Considering the complexity of my study, convenience sampling, nested sampling, snowball sampling, and purposive sampling were utilised for this study to ensure that the information-rich individuals were selected to achieve validity of results (De Vos et al., 2011).

Since I intended to gather comprehensive information concerning adolescent social media use in secondary schools, I used the convenience selecting method to choose the two secondary schools in the district to take part in the research (Barbour, 2013). The two secondaries were carefully chosen on the pretext that they were close to each other that they shared common environments and cultures and were in rural areas and offer computer studies as a subject. Above all, the secondary schools had learners who had received laptops, I-Pads, and tablets from the Government and other donors.

In the first phase of this study, I used the stratified random sampling (Maree, 2015: 172) technique to realise a comprehensive and informed qualitative selection structure. Considering the nature of my study, stratified random sampling ensured fair chances of inclusion for individuals in the various strata. I selected key informants (Onwuegbuzie & Leech, 2007: 247) for this qualitative phase from the overall set of quantitative phase participants.

1.11 Data collection tools

I employed the questionnaire (quantitative phase), focus group discussions, semi-structured interviews, and reflective journals (qualitative phase) to investigate and become aware of the life journeys of the respondents of the study (De Vos et al., 2011). Through a questionnaire the respondents were able to provide the nature of social media use in the secondary schools with minimum interference from the

researcher (Maree, 2015:158), thereby, increasing the chances of providing genuine responses (Chiromo, 2006: 24). Furthermore, through engaging in focus group discussions and semi-structured interviews, the participants expressed their true life experiences on the role of social media platforms use on teen psychosocial identity construction and well-being (Padilla-Diaz, 2015: 104). In this regard, the procedure of multiple techniques facilitated the triangulation of data (Maree, 2015), hence, I managed to verify the data gathered when exploring adolescent social networking and its influence on psychosocial identity and well-being in Masvingo District (Thanh & Thanh, 2015: 25).

I also applied observation and recorded field notes in my research journal (Patton, 2007) to capture important evidence that I would not have obtained through other applied data gathering methods. I used informal observational methods to check expressions in body language and gestural cues that give meaning to the words of the participants being studied (Creswell, 2014).

1.12 Data analysis and presentation

The analysis of data enabled me to understand data by combining, decreasing, and deducing what I noticed and documented (Dube, 2015: 81). This implied that thorough scrutiny of the study data brought an insightful interpretation of the aspects emanating from the facts (Magwa & Magwa, 2015: 92). In this study, I implemented the descriptive statistical and thematic content analysis for the quantitative and qualitative phases, respectively.

I employed descriptive statistical analysis in the quantitative phase (Mertens, 2015), where I described data numerically, in tables, in graphs, and by charts to establish the nature of social media use in secondary schools.

Considering the diversity and complexity of the qualitative aspect of my second phase of the study, I utilised content analysis, centring on recognising and examining the emerging themes from all the evidence sourced. The thematic content analysis allowed me to comprehend the role of social media use on adolescent psychosocial identity development and well-being in the selected secondary schools in Masvingo District (Creswell, 2014; Silverman, 2011). In this regard, I was able to bring together the various thoughts of the participants on the influences of social media use on adolescents' psychosocial identity development and well-being collected in diverse situations at different times.

1.13 Ethical considerations

The research study ensured that the participants' rights and welfare were respected and protected. Ethical considerations formed a pivotal role in my study. I considered ethics as moral principles guiding my study from the beginning through compilation and publication of the findings and even beyond (Economic & Social Research Council, 2015; Siyakwazi, 2012). In conducting this study, I operated within the ethical guidelines as stipulated by the University of South Africa to ensure that the participants' rights and welfare were honoured and protected. I also followed the necessary measures to guarantee the safety of all the participants during and after the research study. In this regard issues such as permission, consent, confidentiality, harm to participants, and quality assurance were expounded.

1.13.1 Permission

I sought and secured ethical clearance from the University of South Africa to conduct the study. I also secured clearance from Zimbabwe's Ministry of Primary and Secondary Education. Letters of these two entities would be handed to the heads of schools to further seek permission to research with their learners, teachers, and parents. I also visited the schools to obtain a list of learners, teachers, and parents.

1.13.2 Voluntary Consent

In my interactions with the participants, I ensured that humane ethical principles were deservedly observed (Cohen, Manion & Morrison, 2011). During the study, I requested the participants' voluntary consent without threat or inducement (Mertens, 2015). At the beginning of every data collection process, I carried out (pilot study, survey study, focus group discussions, and semi-structured individual interviews), I had to explain to or remind the participants that they were free to agree to be involved in the study or not without any concern for negative consequences.

1.13.2.1 Informed Consent

I got informed consent from the heads, teachers, and parents/guardians to participate in the study. I had a responsibility to guarantee the safety of the participants of this study. In this regard, I ensured that the participants' rights to decide to be involved or not to be involved in the research were clearly outlined to the participants after getting relevant information about the possible risks and benefits in participating (Mertens, 2015: 352, Magwa & Magwa, 2015: 83; Chireshe, 2006: 101). In this view, after thoroughly explaining to the participants (teachers and parents) I gave them a form to

read and endorse their signature to show a willingness to participate. The rights of the participants were clearly stated in the form.

1.13.2.2 Informed assent

I obtained informed assent from the learners who participated in this study. As I was working with minor participants (adolescent learners), I consulted parents/guardians because they have the legal authority to allow children below 18 years to take part in the study (Mertens, 2015: 352). In this research study, learner participants were minors (adolescent learners) whose ages ranged from 12 to 18 years. Therefore, I sought authority from the elders responsible for the prospective participants. I clarified the relevance of the study and asked the participants to volunteer to take part without inducing any kind of fear to them to ensure that their rights were respected (Mertens, 2015: 352).

1.13.3 Confidentiality

During the course of the inquiry as well as in the cascading of the results and answers, the participants had a right to concealment and privacy. I always endeavoured to achieve a truthful and reciprocally dependable rapport with the participants and avoid any kind of unfaithfulness (Cohen, Manion & Morrison, 2014). I frequently guaranteed the participants of the trustworthy nature of the meetings and that the results would be obtainable in a very confidential way (Maree, 2015). I encouraged the participants to choose pseudonyms to ensure anonymity. I also conducted member checking with the participants to certify that the analyses and clarifications mirrored their views and their familiarities (Cohen et al., 2014). I had an obligation to store all raw data under lock and key in a cabinet in my office. I offer detailed research guidelines for this study in Chapter four.

1.13.4 Harm to participants

I had a duty to safeguard the safety of the participants in this study and this contract demanded that I considered the possible threats that I might impose on participants such as embarrassment, irritation, anger, emotional stress, the loss of self-esteem, and damage to personal dignity (Chireshe, 2006: 102). I was also bound to carefully examine the potential benefits of the study to the risks, to establish whether the study would be worth pursuing. In such situations, I sought advice from my supervisor (An expert in the field of Educational Psychology).

In my interaction with the participants, I acted in such a manner that ensured respect for their human dignity at all costs (Cohen et al., 2014). I guaranteed that the

participants' identities continued unidentified throughout the research study (Chikutuma, 2013: 85). This was achieved by destroying personal records and data under their control (Borg & Gall, 2013). I, thus, strived to be always truthful, dutiful, and compassionate towards the participants (Mertens, 2015).

1.13.5 Ensuring quality

This study hoped to achieve rigour and quality through deliberating on reliability, validity, and trustworthiness issues of the research data. I aimed to come up with credible results by proceeding in a way that was in tandem with precise identification and reporting of participants' understandings, I constantly observed the values of each of the aspects of mixed-methods design to remain true to the method (Ihantola & Kihn, 2011). To achieve quality and validity for each aspect of mixed methods design, I followed a sequential procedure in which I integrated the two methods in the analysis of the first strand of the sequence (quantitative phase) and beginning of the second strand of the sequence (qualitative phase) (Maree, 2015: 217). Furthermore, I delved into the validity and reliability of the quantitative phase, deliberating on content and construct validity to achieve a sound and credible research study.

I also ensured qualitative phase validity and reliability by deliberating on the trustworthiness of the study (Dube, 2015: 84; Mertens, 2015: 353). For Creswell (2009: 178) credibility, transferability, dependability, confirmability, and authenticity are essential strategies to realise trustworthiness. Credibility entails the valuableness of the intervention technique when working with research participants. I enhanced the standing of my study by interrogating probable changes in themes during my study meetings (Maree, 2015).

Although generalising findings of the study was not my wish, I had to engage deeply in the case, to increase transferability. I exploited different data collection techniques and recording of my data (focus group discussions, in-depth individual interviews, and reflective journals). In addition, I obtained the dependability of the study by triangulating, engaging in lengthy involvement, and journaling of the process (Cohen et al., 2014). I constantly took note of my perceptions and bias and discussed this with my supervisor to lessen investigator bias and promote confirmability (Cohen et al., 2011). I used my study notes to aid my reflection on issues covered in the field. I also utilised different measures to realise the authenticity of my findings. In this regard, I kept on providing the true picture of the study by recording raw data in the journal (Cohen et al., 2014).

1.14 Limitations

I anticipated limitations when conducting this research. Consistent with the design of this exploration (explanatory sequential mixed-methods design), the generalisation possibilities of the findings were limited. I generated data from a specific group of learners, teachers, and parents/guardians linked through situational factors such as place, culture, and society, which, however, made it impossible to generalise the findings to other contexts (Silverman, 2011: 385). I submit that the findings offer complex and multi-layered conceptions on how adolescents utilise social media platforms to create their psychosocial personalities. As this study focused on learners', teachers' and parents'/guardians' views on adolescent social media use in only two secondary schools in Masvingo District, their experiences might be influenced by their community and might be peculiar to the participants of this study only in their peculiar context (Maree, 2015). In this logic, other learners, teachers, and parents/guardians living in different setups may express numerous other experiences.

Since this study engaged learners, teachers, and parents in discussions, I assumed that the participants might be reluctant to talk about the nature of social media use in secondary schools as well as the influence social media use has on adolescents' psychosocial identity development and well-being. To address the limitation, I had to spend time establishing mutual trust with the participants. As they appeared to be comfortable with my presence, I engaged them in non-threatening conversational interviews and assuring them privacy and confidentiality in all the interviews.

1.15 Delimitations of the study

The study was delimited to one case on social media use in Masvingo District, Zimbabwe. This originated following the move by the Government and other donors were undertaking of distributing laptops, I-Pads, and tablets to learners. Hence, the need to explore adolescent social media use in secondary schools. The district was particular because of its closeness to the researcher. The study was restricted to Form One (Grade 8) learners from the two secondary schools in the district, guidance and counselling teachers, computer teachers, parents/guardians, and the educational psychologist from the district. The study focused on adolescent social media use in Masvingo District secondary schools.

1.16 Conceptual framework

The study drew its energy from key concepts and theories such as psychosocial, social learning, and fear of missing out in its endeavour to analyse adolescent social media

use in secondary schools. I submit to the view that a conceptual framework provides a lens for interpreting information (Adom, Hussein & Adu-Agyem, 2018; Ravitch & Riggan, 2017; Mertens, 2015), hence I employed conceptual frameworks that incorporate pieces that were borrowed from the psychosocial, identity, social cognitive learning, and fear of missing out (FoMO), but the organisation and the general soundness were something that the researcher builds, not something that exists ready-made.

I adopted the view that a conceptual framework is applicable where existing theories are not sufficiently applicable in giving the structure for the research (Akintoye, 2015; Grant & Osanloo, 2015). I assumed a conceptual framework applies to this study on adolescent social media use in secondary schools. In this view, a conceptual framework serves as the organisation and provision for the underlying principle for the study (Ravitch & Riggan, 2017; Mertens, 2015), the statement of the problem, the research questions, and the purpose of the study.

In the conceptual framework, I considered psychosocial, identity, social cognitive learning, and fear of missing out (FoMO) as they relate well to the study. I assumed that the conceptual framework I adopted for this study is not fixed and rigid (Mertens, 2015; Grant & Osanloo, 2015). I believe the understanding of the concepts is interrelated, dynamic, and relevant at the given time, due to the complexity and multi-layered nuances in the field of adolescent social media use in the Zimbabwean situation. I did not adopt the specific theories wholesomely but highlighted aspects that were relevant to the study. I assumed the concepts psychosocial, identity, social cognitive learning, and fear of missing out in my meaning-making approach.

1.17 Concept clarification

The following key terms are clarified below as understood in the research study:

Academic performance

This refers to the measurement of how one develops capabilities to solve educational tasks (Kiplagat, 2017). In the view of this study, academic performance implies all that has to do with educational accomplishment.

Adolescent

Tuckman and Monetti (2011: 114) describe adolescents as young persons in the process of developing from childhood into adulthood (age range - 12-17 years). This

developmental stage which is characterised by rapid psychosocial growth and identity establishment is known as adolescence (Gonzalez-DeHass & Willems, 2013; Tuckman & Monetti, 2011; Erikson, 1959).

In the frame of this study, an adolescent is referred to as a person aged between 12 and 18 years and in the process of developing into adulthood. A detailed discussion will be given in the next chapter.

Fear of Missing Out (FoMO)

According to Przybylski et al. (2013: 1841), fear of missing out (FoMO) is a feeling of great desire that others might be enjoying or having satisfying moments from which one is inattentive. FoMO is a psychological deficit in people's competence and related needs (Buglass, Binder, Betts & Underwood, 2017), that can be satisfied through the use of social media platforms. Social media can achieve this because of the dynamic nature of the applications to provide users with a consistent stream of social and informational needs (Franchina, Abeele, Van Rooij, Lo Coco & De Marez, 2018).

In the context of my study, fear of missing out (FoMO) refers to the feelings of greater desire to continually remain up to date with the experiences enjoyed by others (Franchina et al., 2018). A detailed explanation is given in the next chapter.

Identity

Mwamwenda (2013) opines that identity is the description of a clear understanding of oneself. Erikson further says identity could be explained based on societal perspectives. The influence of culture here has a central role in defining identity (Tsang, Hui & Law, 2012). Identity could also be explained from an individual perspective.

It can be concluded that identity refers to all the aspects that make up the whole person to function coherently (Drogos, 2015). The necessary aspects include self-esteem, self-definition, and reduce self-discrepancies (Gonzalez-DeHass & Willems 2013: 108).

In this study, several explanations of identity could apply (Gonzalez-DeHass & Willems, 2013: 108):

- The well-developed self-concept that boosts confidence in an individual;

- Well-round self-esteem;
- Self-defined personality and
- Clear role formation and achievement.

A comprehensive discussion of these aspects is in the next chapter.

Psychosocial

According to Drogos (2015), psychosocial refers to social aspects that influence the person's mind and behaviour. Gonzalez-DeHass and Willems (2013: 120) elaborated that psychosocial refers to the interaction of the individual's psychological and social aspects concerning the individual's social conditions, mental and emotional conditions.

In this study, several explanations of psychosocial apply (Drogos, 2015):

- Psychosocial entails the social, emotional, and psychological aspects of life;
- Psychosocial needs refer to the happiness, creativeness, belongingness, and being hopeful for the future given social media use; and
- Psychosocial well-being entails realising appropriate physical, social, emotional, and psychological upward as the adolescents interact with the environment.

An exhaustive discussion is given in the next chapter.

Social learning

According to Nabavi (2012: 3), the social learning approach is associated with Albert Bandura. For Nabavi (2012: 3) learning entails that human beings acquire experiences from their interactions with others in a social context and that human thought is central to understanding personality. In the context of this study social learning encompasses all the experiences gained through observation. In Chapter two, I shall present a detailed discussion on this aspect.

Social media

Social media could be referred to as interconnected electronic communication services which facilitate interaction on certain interests. Kaplan (2015) identifies four types of social media, namely; space timers, quick time, space locators, and slow timers. These types of social media are designed to serve different functions and

purposes. However, their common role is to transmit messages for specific locations and times. In Chapter 2, I discussed these aspects in detail.

Well-being

According to Kim (2017), well-being refers to happiness or prosperity concerning a person's welfare. Subjectively, well-being can be explained as an evaluation of the satisfaction of life to establish the balance between positive and negative emotions. Psychologically, well-being entails the ability to contain the challenges of life (Weinstein, 2017).

From the consulted literature (Nashind, Bondre, Torous & Aschbrenner, 2020; Kim, 2017; Reid & Weigle, 2014; Allen et al., 2014), I concluded that well-being is contentment, happiness, and satisfaction as a result of managing to balance the positive and negative emotions. A detailed discussion is given in the next chapter.

1.18 Layout of chapters

Chapter one: Overview and Rationale

Chapter One discusses the background and context of the study, presents the problem statement, the purpose of the study, the research questions, the general aim, the objectives and the rationale of the study. The chapter also outlines the research design and the research methodology. Furthermore, ethical issues and quality criteria issues undertaken throughout the study were considered. Some brief overviews of the potential limitations and delimitations of my study were also highlighted. In Chapter One, the conceptual frameworks that underpin the study and key terminologies were also explained. Moreover, a brief layout of chapters and an overview of the summary of the research findings were given.

Chapter Two: Review of literature

Chapter Two reviews the empirical literature on adolescent social media platform use in secondary schools. The literature is reviewed under the following sub-headings: The internet and social media platforms evolution; the advent of the digital age and generation Z; social media; social media use management and policies; the adolescent stage of development; psychosocial identity development and well-being in the social media era; COVID-19 endemic in the social media era; and social media shut down effects.

Chapter Three: Conceptual Framework

In Chapter Three, I presented conceptual frameworks that underpin the study on adolescent social media use in secondary schools. Psychosocial, identity, social learning, and fear of missing out are adopted as conceptual frameworks.

Chapter Four: The Research Methodology

In Chapter Four, I discussed the choice of research design and outlined the methodology that I adopted to explore the research questions. In this chapter, I also explained the ethical considerations and the quality criteria undertaken to ensure the credibility of this study.

Chapter Five: Quantitative Data Presentation and Discussions

In Chapter Five, I presented and discussed the results of the quantitative phase in the form of descriptive statistical figures and tables.

Chapter Six: Qualitative data presentation and discussions of the findings.

Chapter Six presented and discussed the findings of the qualitative phase while linking them to the literature study presented in Chapter two and conceptual frameworks in Chapter three.

Chapter Seven: Summary, Conclusions, and Recommendation.

This chapter presented the findings, conclusions, and recommendations of the study based on the findings, analysis, and discussions of the quantitative and qualitative phases of this study. The chapter recommended strategies for the enhancement of adolescent social media use in secondary schools.

1.19 Summary of the chapter

In this chapter, I presented a synopsis of the study. I also outlined the choice of the research design and the research methodology and considered ethical issues and quality criteria issues to ensure the credibility of the study. A brief overview of the potential limitations and delimitations of the study was also highlighted. I also discussed the conceptual framework that underpinned the study and expanded on key terminologies.

In the next chapter, I focused on conceptualising salient notions hinging on the main themes that emanated from a review of the related literature. In my review of selected

literature, I endeavoured to underline the limitations in the empirical studies that relate to adolescent social media use in secondary schools. I place my study in the shortcomings that I came across in the empirical literature on social media use and adolescents.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

In Chapter One, I presented an overview of the study. I explicated the choice of the research design and the research methodology. I also outlined the ethical considerations and quality criteria adopted to ensure the trustworthiness of the study. A brief overview of the potential limitations and delimitations of the study was highlighted. I also discussed key terminologies and introduced the underpinning conceptual framework.

In this chapter, I delve into the general exploration of the evolution of the internet, the advent of the digital age and generation Z and the worldwide use of social media. Types of available social media platforms were reviewed highlighting how they have influenced the way humans communicate, socialise and learn. The review also offered an in-depth discussion of the adolescent stage of development. COVID-19 pandemic implications were thoroughly examined. I also explored social media use and adolescent psychosocial identity development within the existing literature. Lastly, the implications of the current shutdown of certain social media platforms were discussed.

The literature from scholarly articles, journals, primary sources, and social media texts was reviewed. In a bid to access as wide sources as much as possible, I consulted soft copies or hard texts. I also consulted peer-reviewed educational journals and psychological journals about adolescent social media use and their psychosocial identity development and well-being.

2.2 Underpinning discourse

It is imperative to understand the purpose of the literature review before giving detailed discussions on major identified issues and themes underpinning this research study. McMillan and Schumacher (2014: 108) outlined appraisal of literature as an assessment of the standing facts of a prudently well-defined subject to facilitate the researcher to get more understanding of the subject. The motivation for appraising the literature is to pursue confirmation of what is previously acknowledged, verified and unverified, to circumvent the drawbacks of studying the area that was studied (Mertens, 2015; Maree, 2015; Chiromo, 2006). A literature study enlightens whether

the area was studied before (Maree, 2015). McMillan and Schumacher (2014) proclaim that going through the previous works by others gives the scholar the opportunity to:

- Delineate and give boundaries to the study;
- Contextualise the study;
- Evade unintentional and avoidable replication;
- Choose encouraging methods and measures; and
- Compare the findings with prior understanding and recommend additional studies.

The appraisal of the previous works by others is presented following the ensuing sub-headings: The internet and social media platforms evolution; advent of the digital age and generation Z; social media; social media use management and policies; the adolescent stage of development; psychosocial identity development and well-being in the social media era; COVID-19 pandemic in the social media era; and social media shut down effects.

2.2.1 The internet and social media platforms evolution

The past 60 years have seen a great transition in modernisation and technological innovations. Several studies agree that the expansion of the internet dates to the 1960 era where information was shared chiefly among Government investigators (Silva de Oliveira, 2019; Brugger et al., 2017; Andrews, 2013; Campbell-Kelly & Garcia-Swart, 2013). In this regard, the networks were principally research tools, not service providers, hence, the Research Projects Agency Networks (ARPANET) was created (Campbell-Kelly & Garcia-Swart, 2013). By 1975, some key improvements on the ARPANET were achieved such as the expansion of local area networks (LANs) and the integration of networking into operating systems (Brugger, Goggin, Milligan & Schafer, 2017). These added to a swift upturn in the size of the network (Palasri et al., 2013). Thereafter, Transfer Control Protocol/ Internetwork Protocol (TCP/IP), was officialised in 1983 (Campbell-Kelly & Garcia-Swartz, 2013). This marked the beginning of the era where all networks were linked by a universal language (Silva de Oliveira, 2019). The era between 1980 and 1990 is acknowledged as the NSFNET years (Brugger et al., 2017; Silva de Oliveira, 2019).

As stated in Andrews (2013) study, the period saw the introduction of the Internet with a high-speed strength linking NSF's five processor centres and the National Center

for Atmospheric Research. In addition, routers were used to transmit signals among systems (Palastri, Huter & Wenzel, 2013). Silva de Oliveira (2019) revealed that in the 1990s, the Web came into operation and is currently being used. According to Andrews (2013), changes were witnessed in the field because of the introduction of the web. Consequently, the internet became global in scope and its operation shifted from NSF to commercial providers. Thereafter, this saw the Web being utilised for commercialising the internet among the public.

A perusal of literature confirms that the internet stands as an enormous success in terms of technological improvements, which has reduced distances and kept the populace in touch (Silva de Oliveira, 2019; Brugger et al. 2017). As of January 2021, the world's active internet users stand at 4.66 billion, constituting 59.5 % of the worldwide population (Johnson, 2021; Kemp, 2021). The researchers further pointed out that ninety-two point six per cent (4.32 billion) of the worldwide population gain access to the internet through mobile devices. On the other hand, embracing the internet has not been evident in the African region (Faria, 2021), with mobile internet reaching about 26% of people in Sub-Saharan Africa at the end of 2019. In Zimbabwe, as highlighted by Kemp (2021), internet users make up 5.01 million, which implies internet reachability of 83.4%.

Kemp (2015) reported that worldwide active social media users were 4.55 billion. These were 57.6 per cent of the entire worldwide populace. Zimbabwe social media use statistics reflect 1.3 million, which is equivalent to 8.7% (Kemp, 2021). Mobile connections in Zimbabwe stand at 14.76 million, which is 98.5 % of the total population.

2.2.2 Advent of the digital age and Generation Z

Generation Z is the digital generation, native to technology, open to new ideas and capable of acclimatising to high-tech lifestyle without difficulty (Anderson & Jiang, 2018; Francis & Hoefel, 2018 Weigle & Reid, 2014). Francis and Hoefel (2018) identified Generation Z as from 1995 to 2010, born engrossed in high-tech life. In their studies, Aysen and Selda (2020); Anderson and Jiang (2018); Francis and Hoefel (2018), described the generation as the first age bracket of real high-tech individuals because of their ability to comfortably navigate technological devices.

Technology is more than just a tool (Weinstein, 2018; Livingstone et al., 2017; McCrae et al., 2017), hence, an inherent part of who they are. In this regard, they are commonly

known as the 'digital generation' or 'digital natives' because of their social networking proficiency (Asare-Donkoh, 2018; Livingstone et al., 2017). They use social media to link up with others all over the globe (Aysen & Selda, 2020; Anderson & Jiang, 2018; Francis & Hoefel, 2018). Several studies agree that the generation is very comfortable in using technology to enrich itself (Asare-Donkoh, 2018; Weinstein, 2018; James et al., 2017). For generation Z, technology describes who they are and why society needs them (Ayotunde, 2020; Aysen & Selda, 2020; Francis & Hoefel, 2018).

As a result of innovations and fast information, Generation Z is remarkably creative (Bryant, 2019; Anderson & Jiang, 2018). Thereby, technology presents an age group with unique learning habits (Cauberghe, Wesenbeeck, Jans, Hudders & Ponnet, 2021; Mensah & Kyeil, 2019). Mulisa and Getahun (2018) argue that learning is exceptionally hands-on and their learning behaviours reveal that. As such, memorising may not be their way of learning, as they can access what they want from the internet (Aysen & Selda, 2020; Bryant, 2019; Anderson & Jiang, 2018; Francis & Hoefel, 2018). In turn, they search from the net what they like knowing. Instead of memorising, Generation Z establishes styles of sourcing information with ease (Aysen & Selda, 2020; Francis & Hoefel, 2018). I submit that this could be the reason why social media use is very popular among adolescents, especially those in high schools, colleges, and universities (Christofferson, 2016; Allen et al., 2014; Njoroge, 2013).

Generation Z enjoys communicating constantly making their digital world noisy (Aysen & Selda, 2020). They can multitask across several screens for personal experience and personalised content across all devices (Anderson & Jiang, 2018; Francis & Hoefel, 2018). Their challenge is that they do not bother to seek authenticity of the information due to swiftness in the way they interact with information virtual or offline (Puukko, Hietajarvi, Maksniemi, Alho & Salmela-Aro, 2020; Akakandelwa & Walubita, 2018; Tengia et al., 2018).

A review of the literature revealed that this group still needs assistance on how the world works (Kusuma, 2020; Busari, 2018; Nyongesa, Kiprop & Chumba, 2019; Tengia et al., 2018). As such, they need guidance on how to handle private information online and to define the authenticity of information (Aysen & Selda, 2020; Anderson & Jiang, 2018; Francis & Hoefel, 2018). However, the group regards highly the need to be given a voice (Aysen & Selda, 2020; Anderson & Jiang, 2018; Francis & Hoefel, 2018) and become effective contributors in the community. In other words, they want

a platform where they converge with elders, have their views listened to and considered and help make a change (Aysen & Selda, 2020; Anderson & Jiang, 2018; Francis & Hoefel, 2018).

My review of the literature also indicated that social media could be accessed through a variety of digital devices (Nyongesa et al., 2019; Kiplagat, 2017; Stavropoulos et al., 2016; Magwa, 2013). According to Livingstone et al. (2017: 1), technological improvement of digital devices has made social connections easier. However, the increased uptake of social media particularly amongst adolescents poses a pertinent question that: What influence does social media use play in the construction of adolescents' psychosocial identities and well-being? Therefore, the next task focuses on reviewing the literature on social media.

2.2.3 Social media

In this section of the study, I deliberated on literature from a broader perspective that explored social media use. In the process of explicating literature on social media use, I intended to explore the term social media and gather general views on the uses (ranging from business to leisure, or education to health purposes) of social media.

A conceptualisation of terms, 'social' and 'media' is necessary before explicating the literature on the use of social media by the general populace. The word social comes from the Latin word, '*socius*', meaning 'friend' or 'ally' (Asare-Donkoh, 2018: 102). Therefore, social implies a sense of belonging or connection or affiliation to a particular group of persons living together (Umar & Idris, 2018: 37). Oberiri and Greg (2017) described it as relating to companionship or collaboration with other individuals. According to Twenge, Martin and Spitzberg (2019) media encompasses all devices for communication, information sharing, or entertainment. For that reason, media entails information disseminating or entertainment content sharing tools.

From the above, it could be summed up that social media are digital communication sites that facilitate human connectivity through online sharing of information and ideas (Kolan & Dzandza, 2018; Asare-Donkoh, 2018; Umar & Idris, 2018; Banyai, Zsila, Kiraly, Maraz, Elekes, Griffiths, Andreassen & Demetrovics, 2017). A read-through wide-ranging literature on social media reveals that the social part of media is where it allows individuals to share information online (Nashind et al., 2020; Busari, 2019; Weinstein, 2018; James, Davis, Charmaraman, Konrath, Slovak, Weinstein & Yarosh, 2018; Tarisai & Manhibi, 2017; Hur & Gupta, 2013). In other words, individuals send

and receive feedback on these digital sites (Cauberghe et al., 2021; Chukwuere & Chukwuere, 2021; Mensah & Kyeil, 2019). Weinstein (2017) submits that social media users interact on different sites merely for “self-presentation”, hence, the attention obtained on their profiles becomes handy in boosting their self-esteem. For instance, adolescents adjust their emotional circumstances and attain a more constructive mood and the greatest level of encouragement from peers (Aamo, 2020; Sobaih et al., 2020; Twenge & Martin, 2020; Shapiro & Margolin, 2014), as they navigate social media networks. Therefore, it seems to be suggesting that social media use correlates with psychosocial development (Sanders, 2013).

Once users receive favourable reactions and consideration, they become motivated to post and share more of themselves online (Kusuma, 2020; Sabaih et al., 2020; Busari, 2019; Allen et al., 2014; Sanders, 2013). Thus, the activity tends to be turning out to be self-gratifying and self-fulfilling. Furthermore, Chukwuere and Chukwuere (2021) posit that social media users send and receive feedback from an enthusiastic position, where the core desire comes from the psychological point of view of creating a connection with other users. The researchers also acknowledged that the persistent pursuit of social media acceptance and publicity may have psychological challenges, particularly to those dependent on it. Therefore, social media has to do with disseminating information that could either be right or wrong (Nashind et al., 2020; Bryant, 2018; Mulisa & Getahun, 2018). But what seems not to be clear is what extend would the positive or negative information impact the same person. Despite, it being the source of adverse information also, social media is regarded as great attainment of all time in global innovations (Keles, McCrae & Grealish, 2020; Aamo, 2020; James et al., 2017), thereby, turning out to be an indispensable activity of human lives (Cauberghe et al., 2021; Anderson & Jiang, 2018; Umar & Idris, 2018).

Moreover, social media has significantly influenced numerous aspects of the digital lives of users, such as business, social, education and health. Subsequently, social media is considered the fast route to obtain required information (Bryant, 2018). In terms of business, social media gives a visual insight into businesses and brands (Dollarhide, 2021) consequently enormously broadening the business perspective. Explaining further, Dollarhide (2021), indicated that companies entice clients and push volumes of their products through marketing on social sites.

Online interaction has taken over regular face-to-face conversations (Livingstone et al., 2017) thereby making young people more dependent on social media platforms for communication. However, the contention is now how online communication contributes towards the development of healthy social skills and the magnitude at which it encourages appropriate or inappropriate health information detrimental to young people's well-being (Haugan, Muggleton & Myhr, 2021; Kusuma, 2020). Thus, there is a need for this study to explore adolescents' views on social media use in Masvingo District secondary schools, with a particular focus on Form One learners.

In a review of research, Anderson and Jiang (2018) established that the average American teen devotes 3.8 hours a day on networking sites with one in five teenagers spending up to six hours a day on networking sites. The argument raised by Anderson and Jiang (2018) implies that teens are great users of social media. There is a general agreement amongst researchers that there are no restrictions to connect on desired platforms (Kore, 2014; Njoroge, 2013; Magwa, 2013; June, 2011).

In support of the above, a study by Shapiro and Margolin (2014) claimed that over 73% of all adolescents use social media. According to their view, the figure is an underestimate. On average, 11 to 18-year-olds use over 11 hours a day on social networking (Shapiro & Margolin, 2014) implying that adolescents are great social media consumers. It is in this regard, that this study sought to establish how adolescents in the specific context of Masvingo District of Zimbabwe use social media considering that they are from a different geographical context.

In this study, the nature of social interaction is of much interest as it has a bearing on the formation of the individual's identity (specifically Form One learners) involved in the interaction (Stavropoulos et al., 2016; Allen et al., 2014; Boyd, 2014; Ibrahim, 2012). Social media allows users to interact with the content that is being distributed (Nyongesa et al., 2019: 41). The worrying issue, therefore, is how suitable the content distributed on these social media platforms is. The report by Kidron, Evans and Afia (2018) reveals that adolescents are concerned with the content presented on platforms. This was highlighted in one of the participant's sentiments that the digital tools must be designed considering children's needs and rights to enable the youth to engage purposefully and playfully online.

An appraisal of the literature on adolescents and social media use reveals that adolescents are the greatest enthusiastic social media platforms clients (Ogundijo,

2014; Kore, 2014; Magwa, 2013; Njoroge, 2013). According to Anderson and Jiang (2018), 92% of teens report going online daily, confirming that adolescents are great users of social media. Anderson and Jiang (2018) further revealed that adolescents credit social media for enabling them to build stronger friendships and exposing them to a more diverse world. This makes them happier because of online networking and connectivity and experience psychological dissatisfaction when they are slightly offline (Twenge & Martin, 2020; Vannucci, Simpson, Gagnon & Ohannessian, 2020; Weinstein 2017; Drogos, 2015; Sanders, 2013).

2.2.3.1 Social media platforms

The purpose of this section is to review the literature on various types of social media that are currently in use. Among others, the commonly accessed types of social media platforms are Facebook, Twitter, Reddit, Snapchat, TikTok, Pinterest, WhatsApp, Instagram, and YouTube (Tengia et al., 2018; Christofferson, 2016; Allen et al., 2014; Best, Manktelow & Taylor, 2014; Njoroge, 2013). In this study, I have widened my review of the literature to numerous platforms as these relate specifically to the scope of the research questions (Kennedy, 2019; Kim, 2017; Reid & Weigie, 2014).

(i) Facebook

Oberiri and Greg (2017) observed that Facebook is one of the most utilised social media platforms worldwide. This was also reported by Kemp (2021) that Facebook has 2 895 billion monthly active users worldwide. Facebook was also found to be the favourite platform among teens. Anderson and Jiang (2018) reported that 81 per cent of teens were regular users of Facebook. In Kenya, Njoroge (2013: 68) claimed a similar view that most adolescents use Facebook (43.8%).

In Zimbabwe, as of January 2021, there were 1.3 million Facebook users, which account for 7.1 per cent of the entire population (Kemp, 2021). Kemp further indicated that the majority of the users were men (57.4%) aged 25 to 34.

Several studies (Manyarara & Chichewo, 2020; Oberiri & Greg, 2017; Banyai et al., 2017; Nyagah, Nyagah, Asatsa & Mwanja, 2015) seemed to agree that networking platforms are devices for the expression of opinion and a stage for sharing knowledge and moments. Allen et al. (2014) and Njoroge (2013) further acknowledged that it helps bring individuals closer together and enables them to create new connections (Tengia et al., 2018; Jan et al., 2017: 331). In support of Jan, Soomro and Ahmed's (2017) argument, Banyai et al. (2017) identified one significant feature of Facebook

as that of allowing users to scrutinise personal profiles, at the same time making comments as feedback. Feedback plays a critical role in strengthening or diminishing the sense of confidence in individuals (Gonzalez DeHass & Willem, 2013).

In line with Erik Erikson's psychosocial theory, the idea of self-confidence can be both constant or fluctuating, that is, it can change with developments and daily proceedings for others (Umar & Idris, 2018: 38). For Erikson (1968) an undesirable comment depresses self-confidence in an individual and a desirable comment rises self-confidence to an appropriate level. In concurrence, Nyagah et al. (2015) claimed that feedback offers recipients a sense of autonomy and uniqueness thereby boosting up the individual's self-assurance. Banyai et al. (2017) explained that feedback helps shy and introverted students, to initiate conversation and come up with positive connections. Similarly, Shapiro and Margolin (2014) contended that a lot of shy people build friendships through networking sites as they find it challenging to communicate during face-to-face contact.

Although studies highlight that Facebook could be useful for academic purposes, what is worrying is that most of the studies mainly investigated its use by college students within a specific course and much less on their uses for learning among teens (Kore, 2014; Boyd, 2014). In this regard, the study investigates the issue to bring the voices and experiences of adolescents. Moreover, studies in higher education have warned against using Facebook for education. Junco and Cotton (2013) warned that 'Facebook-ing' is stressful to the students particularly to those in college. Whereas such reports on the psychological, social, and educational dynamics of college students' social networking reveal complex and contradictory findings, less is known about these stresses when secondary school learners are involved.

In one of the studies on Facebook use in secondary schools, Bajaj (2017) claimed that Facebook is essential to high school learners' activities. Bajaji (2027) clarified that the academic programmes that utilise the activities close the gap between formal and informal learning as they interact with a peer on both curricular and extra-curricular issues. As such, Facebook is appealing to the tutors and learners as a prospective site for virtual and collaborative education, and identity development (Greenhow et al, 2014; Greenhow & Li, 2013).

(ii) Twitter

According to Kemp (2021), Twitter constitutes 430 million users worldwide. Twitter works well when posting photos, videos, status updates, and links. A study by Anderson and Jiang (2018) established that Twitter has a fifth (32%) of American teenage users. A study by Tengia et al. (2018) established that Twitter constitutes 5% of the most favourite social media platforms used by students. In this regard, individuals exchange photographs, videos, and contacts, and with the Twitter card improvement, multimedia content can be exchanged with ease. Njoroge (2013: 68) in Kenya claims that 13.7% of adolescents use Twitter for social interaction.

(iii) WhatsApp

WhatsApp has at least two billion monthly active users worldwide (Kemp, 2021). A review of the literature indicates that WhatsApp constitutes over one billion users (Tengia et al., 2018; Tarisai & Manhibi, 2017). Kazeem (2020) claimed that WhatsApp is one of the top social media platforms of choice in Africa. Kazeem (2020) further, states that WhatsApp's appeal as a one-stop-shop for individual and group chats as well as exchanging media files through a site interface has made it very attractive to the users. A study by Njoroge (2013: 68) in Kenya claims that 17.8% of adolescents use WhatsApp. Tengia et al. (2018) conducted a study in Tanzania and found that WhatsApp is one of the favourite social media platforms constituting 53% of the participants. Coming closer home, in agreement, Karombo (2017) confirmed that WhatsApp engagement takes a chunk of 44% of all mobile internet usage in Zimbabwe.

There is a common agreement amongst researchers that WhatsApp is a fast application that permits hypermedia exchange (Umar & Idris, 2018; Yeboah & Ewur, 2014). It has also been revealed that WhatsApp also offers free live video calling with high-quality streaming, to its features (Kiran & Srivastava, 2018; Tarisai & Manhibi, 2017). Through WhatsApp, one can create groups and connect with many people at once. According to Tarisai and Manhibi (2017), one can enjoy the profile photo and status slot. There is also the opportunity to view the last seen panel (Tengia et al., 2018). In addition, there is also the web version where the users could connect a code in their phone and access the app on their desktop (Chiridza, Yorodani, Sigauke & Katsaruware, 2016: 46). Another boost for WhatsApp is that the data is secured with end-to-end encryption (Njoronge, 2013: 68).

(iv) Instagram

Instagram reaches a populace of over 1,393 billion users worldwide (Kemp, 2021). In their survey, the Pew Research Center in Anderson and Jiang (2018) established that Instagram is turning to be the most popular online platform, among American teens constituting 85% of the social media users (age 13-17 years use Instagram). Anderson and Jiang (2018) revealed that Instagram has the second largest number of users with 72%. Tengia et al., (2018) in their study in Moshi Municipality secondary schools, Tanzania, revealed that Instagram is ranked among the favourite social media platforms but constitutes a percentage rate of 6%. Instagram is a social interacting app committed to the distribution of photographs and videos, thereby becoming the best place to share photos and videos.

(v) YouTube

Kemp (2021) revealed that YouTube usage has reached 2,291 billion, thus indicating that YouTube is one of the common video sharing platforms accessed worldwide. It is the product of Google and is available as a website and mobile application. Anderson and Jiang (2018) revealed that YouTube has the largest number of users with 85% of teens. A Pew Research Center survey conducted in 2018 in America established that YouTube is turning out to be the most popular platform among teens (85%). An appraisal of previous works suggests that YouTube is one of the most favourite platforms accessed by adolescents (Jimenez & Vozmediano, 2020; Umar & Idris, 2018; Frison & Eggermont, 2017). According to Umar and Idris (2018: 37), YouTube is one of the most and commonly used platforms by students across Nigeria. This confirms the view that social media platforms gain popularity by region.

(vi) Reddit

Reddit was launched in 2005 by Teve Huffmen and Alexis Ohaman as a news-sharing platform (Kemp, 2021). According to it, 430 million monthly active users have changed Reddit into a combination of news aggregation and social commentary site. Its popularity is based on the ability to “up-vote” and “down-vote” users posts. Through Reddit, one can post topics that vary from finance to politics to funny videos. One can learn common questions or concerns.

(vii) Pinterest

This was founded in 2010 by iPhone app developer Ben Silbermann as a visual “pin board”, Pinterest became a publicly trading company in 2019 and has more than 454 million monthly active users. This could be used for sharing and pinning photos. It is a great media platform for helping one connect with leads. Photos that link to blog posts, recipes, do it yourself (DIY) ideas. For example, this is a well-suited platform for the display of crafts, creativity and so on.

(viii) Snapchat

This was founded in 2011 by a trio of Stanford students- Evan Spiegel, Reggie Brown and Bobby Murphy. Snapchat is a video-sharing service. Introduced the concept of “stories”, or serialised short videos, and “fitters”, run for informative digital effects, often based on location. Snapchat has a potential advertising reach of 538 million users worldwide.

(ix) TikTok

TikTok was founded in 2016 by Chinese Tech Company Byte Dance (Kemp, 2021). TikTok is a short-form video-sharing site. TikTok was merged with the U. S. based mobile app musical.ly in 2018 and became popular with American teens and young adults. As of 2021, TikTok has 1 billion monthly active users worldwide.

2.2.3.1.1 Social media technological breakthroughs

This section addresses literature on the breakthroughs realised in the social media technological field. These shall be discussed under the following subtitles: The supportive nature of social media uses and Social media challenges.

Several studies highlight the importance of social media technological breakthroughs such as video meetings, joint authoring, and messaging associates, engaging in virtual conversation and sharing pictures (Busari, 2019; Mulisa & Getahun, 2018; Kim, 2017; Greenhow, Glieason & Li, 2014). The implication is that networking sites are computer-generated groups where users can build public profiles interacting with real-life friends and meeting other individuals centred on common interests (Banyai et al., 2017; Shokri & Dafoulas, 2016). Bertot, Jaeger and Grimes (2010) identified four pillars on which social media is anchored, namely: partnership; participation; enablement; and time. Partnership implies that there is a mutual bond reached by social media users to achieve a harmonious understanding of each other. Participation refers to the view

that there is a need for individuals to be actively involved in content generation and use to obtain a positive social interaction. There is also a need for a fluid transmission of the generated content among users. The disseminated information should be abreast of the times.

Collaborations could be explained from the two understandings: Control and Affiliation (Ethai, Yang & Montag, 2020; Hayran, Amk & Gurhan-Canh, 2020). Control implies the extent to which an individual dominates or is submissive during a dialogue (Keles et al., 2020). The current study utilised the Fear of Missing Out (FoMO) concept to understand the issue of social networking among teenagers at the Form One school level. According to Przybylski, Murayama and DeHaan (2013: 1841), fear of missing out (FoMO) is a feeling of losing out on the gratifying experiences being enjoyed by others. FoMO is a psychological deficit in people's competence and related needs (Buglass et al., 2017), that can be satisfied on networking platforms. Networking platforms can achieve this because of the enterprising nature of these apps in keeping users with a regular stream of social and informational needs (Franchina et al., 2018).

Affiliation refers to the friendliness or unfriendliness of the nature of the dialogue (Wubbels, den Brok, van Tartwijk & Levy, 2012:4). In this regard, concepts from Erik Erikson's and Albert Bandura's theories were utilised to explain types of collaboration amidst adolescent social media use. The psychosocial theorist focuses on the social and psychological as the determinant factors that contribute towards the formation of one's personality (Drogos, 2015). While vicarious learning relies on watching, modelling or imitating significant others (Gonzalez DeHas & Willem, 2013). If adolescents are satisfied with the models they tend to adopt and act similarly to the role models.

2.2.3.1.1.1 The supportive nature of social media uses

In this section of the chapter, I reviewed literature that commented on the supportive nature of social media use. Several studies confirm that social media is an instrument for the expression of opinion and a platform for sharing knowledge and significant events (Oberiri & Greg, 2017; Banyai et al., 2017; Nyagah et al., 2015).

Studies also confirm that social media offers social support to users (Cipolletta, Malighetti, Cenedese & Spoto, 2020; Puukko et al., 2020; Anderson & Jiang, 2018; Livingstone et al., 2017; Greenhow et al., 2014). According to Umar and Idris (2018: 38), social collaborations over networking sites can be very assistive for introverted or

nervous learners. In addition, Cipolletta et al. (2020) revealed that social media is pivotal in enhancing relationships between teachers and students. In line with the above argument, Anderson and Jiang (2018) reported that teens acknowledge that social media helps them to cement friendships and exposes them to more diverse groups of people. This implies that they are subjected to a variety of models to learn from.

In concurrence, a study by Keles et al. (2020) stated that social media is a “double sword”, implying that social media use permits users to present their views and emotional state and to get social support. According to the Pew Research Center Survey in Anderson and Jiang (2018), social media use permits youths to generate virtual personalities, converse with others, and create social networks. The above argument is confirmed by Albert Bandura’s social learning theory which stresses seeing, exhibiting or performing correspondingly to models as keys to the learning process (Gonzalez DeHass & Willem, 2013). For instance, if an adolescent interacts with people who value their views then the adolescent tends to associate with those people and feels motivated.

In line with the above, Erikson’s (1968) stage theory of psychosocial development offers a context for understanding social support during adolescent social media use to strengthen psychosocial identity development and well-being (Drogos, 2015). For example, through social media interaction, the adolescent gains independence, creativity, or distinctiveness (Anderson & Jiang, 2018). They further acknowledged that social media offers social support by making people feel more connected and helps them in building new connections and maintaining the prevailing relations (Jan et al., 2017: 331). Similarly, to Jan et al.’s (2017) argument, Banyai et al. (2017) confirmed that social media is significant in making comments as feedback, this is important in the progression of a person’s psychosocial self. The feedback from peers or other social connections has a very robust effect on the recipient’s self-confidence (Umar & Idris, 2018).

Associated with Erik Erikson’s psychosocial theory, the concept of self-confidence could be determined by the individual’s trends and daily events (Umar & Idris, 2018: 38). For Erikson in Drogos (2015), adverse response depresses the individual’s confidence and encouraging response escalates the individual’s confidence. In concurrence, Nyagah et al. (2015) claimed that feedback increases the confidence

level in an individual. This, in turn, boosts the advancement of autonomy and uniqueness of a particular individual. Banyai et al. (2017) further explained that feedback is critical for shy and introverted students as they have the opportunity to initiate conversation and to construct sound connections.

There is shared thinking amongst academics that social media use offers social-emotional support benefits such as the creation of cordial relationships with other people, the strengthening of resourceful assertiveness (virtual tools that encourage teamwork and learning), and social fairness initiatives such as fundraising (Bryant, 2019; Banyai, et al., 2017; Shapiro & Margolin, 2014). Similarly, notable studies (Telef, 2016; Dong et al., 2016; Mamatha, Pooja & Vijayalaxmi, 2016; Kore, 2014; Nwabueze & Aduba, 2014; Magwa, 2013; Zanamwe et al., 2013; Zebron, Sigauke & Musingafi, 2013; Njoronge, 2013; June, 2011) have acknowledged social media as new sites for social interaction.

Other social media studies that investigated virtual connections rather than expansive internet use commonly found encouraging results for adolescence (June, 2011; Telef, 2016; Nwabueze & Aduba, 2014). Adolescents who regularly engage on networking sites have more networks on the site and more feedbacks on their profiles from associates (Farah & Yanda, 2015; Zanamwe et al., 2013; Boyd & Ellison, 2007). In addition, the scholars indicated that having more encouraging responses on one's social networking sites profile is associated with higher self-confidence and higher self-confidence is considerably associated with gratification (June, 2011: 1443).

June (2011) emphasises the impact of social networking sites on teenagers' social and educational improvement. The findings indicate that the social networking sites themselves do not cause outcomes such as psychological well-being, social capital, or learning. Undoubtedly, social media platforms such as social networking sites have changed the communication process. However, one cannot find the effects of the technology alone without taking into account the communication behaviours within the system. Hence, the focus of this study is to explore teachers, parents, and secondary school students' perceptions of the role of social media on adolescents' psychosocial development.

According to Anderson and Jiang (2018: 2), adolescents acknowledge the role that social media plays in helping them to make friends and to strengthen existing friendships. Cipolletta et al. (2020) found out that there was an increase in self-

acceptance and social desirability after receiving a “like” on social media. Pew Research Center Survey in Anderson and Jiang (2018), reported that almost 68% of teenagers have even received moral and emotional support during challenging times through social media. According to Uhls, Ellison and Subrahmanyam (2017: 3), social media tools benefit adolescents who may have learning difficulties or those struggling with their sexual identity. In addition, Uhls et al. (2017: 3) reported that the chances of finding like-minded adolescents are high by using social media sites, which may help them feel less lonely and more confident.

A review of extensive literature indicates that social media connects adolescents on school assignments and significantly utilises collaborative group projects outside of class (Christofferson, 2016; Allen et al., 2014; Boyd, 2014; Njoroge, 2013; June, 2011). For instance, Facebook allows learners to gather outside of class to exchange ideas about assignments (Anderson & Jiang, 2018; Asare-Dokoh, 2018). Some schools successfully use blogs as teaching tools that benefit from reinforcing skills in English, written expression, and creativity (Dollrhide, 2021).

Sabancı and Urhan (2014) found out that social media was used as a source of browsing for enlightenment both for school issues and personal interests. The scholars (Sabancı & Urhan, 2014) further revealed that social media provides learners with a conducive environment to socialise, share and articulate self-ideas and feelings. Social media boosts conversational and language skills and builds up the power of perception, enabling a better understanding (Reer et al., 2019; Asare-Donkoh, 2018; Weinsten, 2017; Sabancı & Urhan, 2014).

There is also an indication suggesting that social media acts as a channel to help disadvantaged people in linking up with the globe (Allen et al., 2014). People can join various groups and have the opportunity to interact with others from various parts of the world. They can share different aspects on these platforms, bringing distant places closer (Bryant, 2018). In this regard, access to social media is certainly a powerful informative and institutional tool that schools and workplaces could embrace to boost learning and productivity.

Therefore, adolescents use social media for most of their day to day activities and information sourcing instead of older generations who use resources such as television or newspaper (Boyd & Ellison, 2007: 210). Magwa (2013) echoes similar views after conducting a study on the impact of modern technology on the educational

attainment of adolescents in Zimbabwe. Modern technology impacts positively on learning (Magwa, 2013) and is a step towards the betterment of life opportunities (Giedd & Chief, 2012:13; Nalwa & Anand, 2003: 845).

Users can access articles or other resources abiding by the copyright rules to read, download, copy, distribute, print, search or link to full texts of these resources (Nyongesa et al., 2019; Reid & Weigle, 2014). Boyd and Ellison (2007: 212) say that the nature of social networking sites enables users to receive and send information to the web content.

Social media sites offer room for creativity among individuals, provide greater access to information and information sources, and give individuals a sense of belonging among users of the same social networking sites. They also reduce barriers to group interaction and communications such as distance and social/ economic status and increase the technological competency levels of frequent social media users (Nalwa & Anand, 2003: 848).

Social media provides an alternative to the traditional lecture format, creating an online classroom community and increasing teacher-learner and student-learner interaction (Cauberghe et al., 2021; Aamo, 2020; Ngozika et al., 2020). The focus is on developing cognitive skills consistent with those required in educational settings and perspective-talking skills necessary for citizenship in an increasingly multicultural society.

It is also less expensive for adolescents to source reading materials via these mediums, especially on digital platforms that are equipped to share educational material and content. Learners also use social media to share ideas with their peers, and teachers. Ibrahim (2012) affirms that the use of social media can enhance learning, for instance, a learner who may choose to log onto their teacher's web page for the next day's homework assignment rather than looking in their paper assignment notebook. Allen et al. (2014) point out that social media use is a new method of social interaction in this age of information. Ignoring it would isolate one from social communication and the plenty of practical or enjoyable aspects of social media. In essence, June (2011) claims that social media can substitute schoolroom walls and offer virtuous learning practises for learners.

Greenhow et al. (2014: 120) posited that social media could be utilised as intellectual support for their learning activities. In the United Kingdom, several observations have been documented as advantages of using social media as a tool in the classroom (Nyongesa et al., 2019: 49). In their study, the scholars (Nyongesa et al., 2019) reported the benefits of using social media as sharing learning materials, researching and exposing learners to a wide range of learning styles. According to Umar and Idris (2018: 38), social interactions through technology can be very useful for learners who are shy in face-to-face learning situations. In addition, Cipolletta et al. (2020) revealed that social media could also improve the relationships between teachers and students.

The above argument is confirmed by Albert Bandura's social learning theory which claims that observational or vicarious learning is done through watching, modelling or acting similarly towards models (Bandura, 1996: 1206-1222). For example, if an adolescent interacts with people who appreciate their views then the adolescent tends to associate with those people and feels motivated.

In line with the above, Erikson's (1968) stage theory of psychosocial development stated in Drogos (2015) provides an integrative framework for exploring social support during adolescent social media use to strengthen psychosocial identity development and well-being. For example, through social media interaction, the adolescent gains a sense of autonomy, a sense of initiative, or a sense of identity (Anderson & Jiang, 2018).

Reid and Weigle (2014: 74) revealed that social media is a useful source of health information and education. It has been highlighted that teens could access accurate medical information online, even though some of the medical information on social media could be deceptive or imprecise (Aamo, 2020). Teens would have the opportunity to explore the internet for issues like sexually transmitted diseases, depression, pregnancy, or birth control. In addition, teens could link with others with related ailments or health worries online (Cauberghe et al., 2021). Thereby, enabling these teens to learn a lot about their ailments and obtain support or authentication by joining awareness or support groups.

2.2.3.1.1.2 Social media use challenges

Challenges related to social media use encompass face-to-face communication problems due to over-reliance on social media (Akakandelwa & Walubita, 2018; Odhiambo, 2016). Odhiambo (2016) further explained that they lost their

communication and socialisation skills because they spent more and more time talking from behind the screen. It was also revealed that students' abilities to retain information have decreased and the willingness to spend more time in researching and looking up good information from the textbooks has been reduced because they are used to easy access information on social media (Nashind et al., 2020; Kim, 2017; Odhiambo, 2016).

The students involved in social media activities tend to have disciplinary issues and most have the least time for school work (Gordon, 2014). Fowler (2014) in Nyongesa et al. (2019: 59) established that social media affects students' time for exercising with others or visiting others or even leaving the house for sunshine. According to Nyongesa et al. (2019: 59), this compromises the ability to critically reason, in turn, tend to engage on their smartphones even when they are in the company of their peers. In agreement, Bryant (2019: 7) reiterated that social media can interrupt ongoing face-to-face personal collaborations. Bryant (2019) further explained that most communications done by the youth were behind the screens. They are afraid to face one another face-to-face but instead prefer using social media for communicating with one another (Reer et al., 2019). Odhiambo (2016) confirmed that students integrate texting or instant messaging lingo (slang) into schoolwork. Busari (2017: 131) highlights that schools have tough times controlling the use of cell phones and texting during school hours and countering their use as a device to aid cheating.

Another finding by Lukoye (2018) was that the mass failure of Form 4 students in KCSE of 2017 and 2016 was a result of spending more time on social media at the expense of reading. According to Kim (2017), students who are always on social media have inadequate resting. The unrested brains do not systematically transfer data from short-term memory to long-term memory for future academic use. This eventually affects students' memory and thinking capacity (Kim, 2017).

Numerous studies agree that social media robbed humanity of trust and comfort once placed in one another and replaced the human fellowship, physical and emotional support once drawn from each other with virtual connection (Magwa, 2013; Amedie, 2015; Kore, 2014; June 2011; Ibrahim, 2017). Social media robs individuals of self-control and of the ability to think independently and make them join social groups without making an informed decision (Mamatha et al., 2016). Several studies have revealed that social media use is associated with risks such as loneliness, depression,

cyberbullying, and unwanted sexual solicitation (Nashind et al., 2020; Busari, 2019; Kennedy, 2019; Nyongesa et al., 2019; Kiplagat, 2017; Kim, 2017).

According to the findings by Mamatha et al. (2016), students find the internet to be the common point for accessing age-inappropriate content and other indecencies. Magwa (2013) revealed that digitalisation has also amplified the chances of online risky activities. Thus, as purported by Chimwamurombe (2011), exposition to undesirable material coupled with the participation in controversial groups are harmful events to the youths. Some adolescents tend to associate passionately with this age inappropriate content and indecencies, such that they feel authenticated and stimulated to practice it (Buglass et al., 2017; Amede, 2015). June (2011), in line with Chimwamurome's (2011) view, stressed that adolescents were at risk as they circumnavigate and try out with a range of social media platforms owing to their restricted ability to self-regulate and vulnerability to peer pressure.

Nyongesa et al. (2019: 55) claimed that students' moralities have deteriorated to low extremes due to exposure to age-inappropriate content. According to Ramasubbu (2016), sexting has impacted greatly on schoolboys, while girls were found to be engaging in inappropriate photos sharing with boys. This was also noted by Willard (2015), who reported engagement in risky sexual behaviours by students. In his study, Willard revealed the proliferation in the sharing of sexually suggestive content and sexual hook-ups mostly by students. Busari (2019: 131) claimed that the most deliberated issues centred around exposure to and contact with inappropriate content and people. Inappropriate content includes pornography; violent, hate-filled material; sexual predators; cyberbullies, and happy slapping (Reer et al., 2019; Reid & Weigle, 2014).

Social media bullying has become the main concern among adolescents in recent years (Amedie, 2015). Bullying is defined as a hostile act executed by a group or an individual repetitively and overtime against a victim who cannot easily defend him or herself. Bullying is taking a new twist and occurs in a new territory, online (Nalwa & Anand, 2003). Several studies have a common understanding that offline bullying usually increases in middle school but online bullying happens later and continues into high school (Buglass et al., 2017; Amede, 2015; Kore, 2014; Chimwamurombe, 2011). In their reports, it has been revealed that around 20-35% of adolescents were engaged in bullying either as a tormenter, a casualty, or both. According to Allen et al. (2014),

the aforementioned issues have negative implications on teenagers and this may result in them committing suicide.

Cyberbullying is an electronically motivated abuse meted out towards vulnerable individuals (Mugari & Cheng, 2020; Marima, 2019). These could be identified as rumour spreading, circulating hate messages, creating videos for humiliating others, and sending intimidating, hateful or harmful messages (Reid & Weigle, 2014: 75). As described by Amede (2015), cyberbullying can be detrimental as malicious messages tend to spread rapidly. For an adolescent, it might be difficult to escape the torment due to their constant engagement with technological devices.

Many studies have revealed that cyberbullying has psychological implications (Nyongesa et al., 2019; Kim, 2017; Oberst, 2017; Willard, 2015). Tengia et al. (2018) in corroboration stated that individuals exposed to cyberbullying as victims or as offenders tend to display lower self-esteem, higher rates of depression, academic challenges, delinquent actions, and higher rates of suicide. This, therefore, seemed to explain the high deaths rates, suicides statistics, and emotional challenges among adolescents (Amedie, 2015). In addition, it has been confirmed that victims of cyberbullying display poor academic performance (Schneider et al., 2017). This could come as a result of poor school attendance and difficulties in focusing on their schoolwork (Oberst, 2017; Willard, 2015).

Given the existing literature, social media has contributed to online sexual victimisation among adolescents (Ibrahim, 2017). The youth internet safety survey reported in Amedie, (2015), found that 19 per cent of 1 501 youths (77 per cent were 14 years or older) experienced an undesirable sexual solicitation online.

Another critical issue raised by prior scholars (Umar and Idris, 2018; Oberst, 2017; Willard, 2015) is that of social media use addiction among students, which could, in turn, result in poor academic accomplishment. The scholars attributed the poor academic performance to immoderate social media use. Furthermore, net craving amongst adolescents has been associated with psychological and intellectual problems which include anxiety, despair, and loneliness (Allen et al., 2014). Hence, other studies on social media networking have illustrated a marvellous educational interplay and have buttressed net utilisation amid learners (Cauberghe et al., 2021; Aamo, 2020; Bryant, 2018; James et al., 2017). Contrariwise, the adverse impression of social media has overshadowed the remarkable features (Reer et al., 2019; Reid &

Weigle, 2014). Thus disproportionate utilisation of social media has revealed adverse influence on learners' physical and psychological well-being. Furthermore, immoderate utilisation has additionally been related to sleep deprivation, insomnia, and continual illness (Reid & Weigle, 2014).

Social media nurtures an incorrect sense of virtual 'connections' and enhances superficial friendships, thereby, resulting in one encountering some emotional and psychological challenges (Mamatha et al., 2016). Hence, social media can become easily addictive taking away personal time as well as diminishing interpersonal skills, leading to anti-social behaviour (Buglass et al., 2017). In addition, social media has become a tool for criminals, predators, and terrorists enabling them to commit illegal acts (Nalwa & Anand, 2003).

Loneliness seemed to occur when an individual's lived experiences do not match the expected interpersonal relationships (Shapiro & Margolin, 2014). Allen et al. (2014) explained this as a major concern among adolescents, who often feel caught between the need to belong to a social peer group and a desire to create their sense of identity and individuality. The scholars revealed that this demanding task could result in an individual experiencing a sense of loneliness. In adolescence, loneliness seriously affects healthy growth and thwarts a proper progression of psychosocial well-being (Telef, 2016). A study by Telef (2016) established that adolescents who constantly engage on social media were unwilling to perform basic duties and instead preferred isolating themselves into loneliness. This behaviour has adverse effects on school-going students' mental health and well-being (Cross, 2014).

There is a growing body of literature that suggests access to excessive information and peer networks is linked to maladaptive social and psychological development as well as physical disturbances (Christofferson, 2016). The amount of online daily social interaction young people now experience in childhood and early adolescence has new challenges. According to Tsang et al. (2012), the individual's self-esteem tends to be adversely affected when the individual overuses social media. Confirming similar views Jan et al. (2017) stated that one hour spent on Facebook daily results in a 5.574 decrease in the self-esteem score of an individual.

Seeking approval and remaining connected with peers is an important goal of social life (O'Keeffe & Clark- Pearson, 2011). However, this may have some depression challenges to adolescents due to the competitiveness of the virtual world, which

demands continuous commitment. Therefore, this constant use of the virtual world may lead to depression (Kiplagat, 2017; Reid & Weigle, 2014; Boyd, 2014; Nalwa & Anand, 2003). This seemed to suggest that uncontrolled use of social media in secondary schools may have adverse implications on the learners. Hence, the need for this study to interrogate Form One learners on the nature of social media use in Masvingo District.

There is a shared understanding among researchers that an unhappy individual finds it demanding to read and understand (Kiplagat, 2017; Reid & Weigle, 2014; Boyd, 2014; Nalwa & Anand, 2003). Allen et al. (2014) revealed a positive correlation between hyper networking and depressive symptoms among teenagers. Similarly, Boyd (2014) affirmed that Facebook incessant use is associated with feelings of depression and anxiety among users.

According to Busari (2019: 131), the rise in cases of suicides in schools, killing of others in schools, and destruction of property is attributed to unchecked exposure to social media. According to Imran, Zeshan and Pervaiz (2020), many worries and temperament conditions stem from spending too much time on the internet. The obsession ends up in social media apprehension disorder condition (James et al., 2017; McCrae et al., 2017). As a result, the functioning efficiency of their brains is compromised and the stress that disengages the brains and the classroom work escalates. In turn, the students who acquire these syndromes tend to be violent and rebellious whenever required to perform academic tasks. This is because they fear raising poor grades that provide no ladder to climb in the competitive academic world (Ibrahim, 2017).

Minambo (2014) confirmed the negative implications of social media use as the development of adverse attitudes towards the rules and regulations which shape them in schools. Minambo further stated that social media had become 'gods' that are destroying students' morals and character but advancing their pleasure by ignoring consciousness. Patton (2015) reported increased violence cases among youth as a result of frequently sharing pro-school shooting videos on platforms. The author further pointed out that the sharing of undesirable comments online has resulted in adverse actions among users (Busari, 2019: 131).

2.2.4 Social media use management and policies

In this section, I review the literature on school management's views and policies regarding social media use. In this study, I have restricted my review of the literature to the views of the school management on social media use in secondary schools. I also focused on policies regarding social media use in secondary schools as this relates specifically to the scope of my research questions (Kennedy, 2019; Kim, 2017; Reid & Weigle, 2014).

2.2.4.1 Policies regulating the use of social media

A perusal of literature has shown that research on school policies that focus on adolescent social media use is scarce in Zimbabwean schools. Given the paucity of Zimbabwean literature on the topic, the literature reviewed here has paid much attention to national policies available that cater to the populace of Zimbabwe. According to Marima (2019), policies and regulations that govern the institutions in Zimbabwe are gazetted at the national level. Given the above, the study reviewed policies that govern social media nationally exploring how adolescents are catered for by these policies.

The Zimbabwe National Policy for Information and Communication Technology (ICT) of 2015 guides the use of social media in Zimbabwe. Cabinet approved the Zimbabwe National Policy for Information and Communication Technology (ICT) in 2015. Among other things, this policy pursues universal access to ICT services. Section (18) of the policy deals with the promotion and encouragement of education on the effect of the responsible and irresponsible use of social networks. The section further stipulates the need to ascertain the availability of local capacity to snuff out undesirable social content. However, there is no clear close that deals with the use of social media in schools.

Arising from a quantitative study, Ogundijo (2014) recommended that school management restrict social media use to break hours. The Ministry of Education should maintain its regulatory role in setting out social media use policies and enforcing them across secondary schools (Ogundijo, 2014). Bryant (2019: 3) indicated that there is a law protecting children online called the Children's Online Privacy Protection Act (COPPA). This law can only protect children below 13 years (Garber, 2014), so if a child lies about their age on social media, there is nothing that COPPA can defend.

According to Mugari and Cheng (2020), the solution to proper social media use lies in the enactment of the cybercrimes, security, and data protection Bill. The Bill has been in the pipeline since 2014, and this seems to be the hope to address most of the threats that are posed by social media. Among other issues, the bill provides for measures to curb the transmission of pornographic material. Another controversial provision relates to the lawful seizure of devices such as cell phones for investigation and the interception of any electric communication. Given that the Bill is yet to go through the necessary legislative process, it would be prudent to critically evaluate it once it sees its day as an Act of Parliament (Mugari & Cheng, 2020).

The review of the literature indicates that the cybercrimes Bill (2017) do not have provisions relating to adolescent pornography (Mugari & Cheng, 2020; Chikakano, 2017). The displaying, recording, distribution/transmission, viewing, downloading or production of child pornography is considered as a crime and covered under the Films and Publications Act (1996) and its amendments (2003, 2009) and the criminal law (Sexual offences and related matters) (Amendment Act, 2007). The cybercrimes Bill (2017) make amendments to these laws by inserting new sections but not repealing the laws.

According to Chikakano (2017: 29), the Bill seeks to criminalise the use of cyberspace and related technologies for child pornography. The Bill splits the offence into two separate violations of child pornography and exposing children to pornography (Chikakano, 2017: 29). However, despite the positive revisions to this Bill, the wording of Section 30(a), that is, that the production of child pornography should be “for distribution of the material”, gives the impression that if it is produced for other purposes, then child pornography would be legal which would be contrary to the constitutional protection of the rights and best interest of the child (Mugari & Cheng, 2020; Chikakano, 2017). This provision needs to be rephrased so that it is clear that what is being criminalised is simply the use of computer or information systems to produce as well as to distribute child pornography as a way of enhancing the rights of children against sexual exploitation (Chikakano, 2017: 29).

2.2.4.2 Social media use contingencies

A perusal of literature has revealed that there are programmes associated with social media use (Granic, Morita & Schollen, 2020; Keles et al., 2020; Kidron et al., 2018; James et al., 2017). Ogundijo (2014) emphasised that there is a need for sensitisation through discussions and conferences to make the students and their parents aware of

numerous possible adverse effects of social media use in schools on students' educational performances. In addition, parents have to monitor their children's social media activities (Kusuma, 2020; Busari, 2019; Tengia et al., 2018). They should observe the time their children spend on such social networking sites. Echoing similar sentiments, Jan et al. (2017: 337), highlighted that children have to be involved in workshops and awareness programmes to enhance their confidence, self-awareness, self-actualisation, and self-assurance. Promotions need to be cascaded to raise awareness concerning the potentially harmful effects of social networking sites (Jan et al., 2017: 338).

2.2.5 The adolescent stage of development

This section of the study endeavours to carefully explicate the adolescent stage of development as deliberated by various scholars. The Centers for disease control and prevention report on adolescent health referred to adolescence as between 10-19 years (CDC, 2020). CDC (2020) define adolescents as ages 10 to 17 and young adults as ages 18 to 25 years. In contrast, the constitution of Zimbabwe regards an adolescent as a child under the age of eighteen. The general view is that the adolescent stage of development ranges from eleven to eighteen years (Banyai et al., 2017; Shapiro & Margolin, 2014; Wood, Bukowski & Lis, 2016; Telef, 2016). The age ranges vary according to context, region, or society (Muralidharan Ferle & Sung, 2015).

The adolescent stage of development is described in terms of characteristics such as physical, social, emotional, and psychological change (Banyai et al., 2017; Mwamwenda, 2013; Tuckman & Monetti, 2011). A period characterised by a search for and consolidation of identity. Adolescence is a transitional period from childhood to adulthood. Weinstein (2017) described it as a time of great transition, physically, mentally, and emotionally for a child, as they move from childhood to adulthood. According to Tuckman and Monett (2011), the transition involves a cognitive reorganisation in how adolescents think about themselves to others as they gain physical, social, and psychological maturity. Mwamwenda (2013: 63) described it as a period of personal and social identity formation. According to Mwamwenda (2013: 63), adolescence can be viewed differently according to societal values in an African context. For instance, it can be explained as a period of initiation characterised by circumcision and tests of bravery and courage, which confer special status and recognition on adolescents of these societies. This is a period where the individual is

preparing to participate in the traditional lifestyle as a newly formed regiment of adults. My review of the literature on this matter indicated that this is the most delicate developmental period (Tuckman & Monetti, 2011: 114).

The psychologist Erik Erikson said that this explanation is part of a psychosocial crisis or a developmental period when one has to resolve a conflict in one's own life. The psychosocial crisis common in adolescence is identity versus role confusion (Sanders, 2013: 354). The psychosocial crisis enables adolescents to establish who they are and what they believe. This is called a "psychosocial crisis" or sometimes a "psychosocial conflict" (Sanders, 2013: 354). There are possibilities that teachers are likely to meet adolescent learners who could not resolve the identity versus role confusion conflict in Form One. Such learners would find it difficult to cope with the learning pressures.

(i) Physical development

There is a common understanding that physical development is one of the domains that could be hindered by social media use (Weinstein, 2017; Curtis, 2015). Steinberg, (2014) described body image as the dynamic awareness of one's body. In other words, body image is all-inclusive, including aspects such as how the body looks, feels, and moves and is shaped by perception, emotional, physical sensations, and is not static but can change with mood, physical experience, and environment (Sawyer, Azzopard, Wickremarathne & Patton, 2018; Drogos, 2015; Sanders, 2013). According to Gonzalez-DeHass and Willem (2013), puberty leads to physical changes during adolescence, and that can influence the perceptions of the body. Adolescence is a vulnerable time due to all of these changes, which will easily allow perceptions of the body to impact confidence and self-esteem (Rageliene, 2016; Sanders, 2013; Tsang et al., 2012). Puberty for boys brings characteristics typically admired by society, such as height, speed, broadness, and strength, while for girls can bring increased body fat and a rounder appearance (Sawyer et al., 2018; Curtis, 2015; Sanders, 2013). Body dissatisfaction can lead to terrible health conditions that will take a toll on an adolescent's well-being. Social media is a tool where boys and girls can learn about beauty and body standards and ideas, especially ones within a particular culture, which can impact body image.

Disiye and Malambula (2015) assert that adolescence is a time in a learner's life where several other changes, such as dating, occur. In addition to transition into high school,

these changes are detrimental to high, stable self-esteem and contribute to a sense of anonymity. Furthermore, learner involvement with school activities and their perceptions of social support mechanisms also tend to decrease. The scholars (Disiye & Malambula, 2015; Ogundijo, 2014) further pointed out that the learner faces the challenges of finding their identity within the school's social and academic spheres. During the transitional years from primary to secondary education, coupled with social media use, the learner is at a greater risk of falling in with the “wrong peers, as they struggle to maintain old friends and create new ones (Disiye & Malambula, 2015).

(ii) Social-emotional development

Social-emotional maturity in the teenage years is best defined in the circumstances in which it arises (Bryant, 2018; Granic et al., 2018). Social maturity comes about with peers, family, school, work, and the community (Hur & Gupta, 2013). The relationship that adolescents form during this time is very important, and if anything negative happens, it can severely impact social-emotional development (Weinstein, 2017). The negative impacts can lead to issues regarding self-esteem, peer pressure, and cyberbullying, which can lead to depression and suicide (Odhiambo, 2016). Social media can exacerbate the problems revolving around social-emotional development (Bryant, 2018; Weinstein, 2017). Teenagers use social media frequently and always remain linked up, thereby exposing teenagers to greater chances of experiencing peer harassment and denial (Bryant, 2019: 15).

According to Tsang et al. (2012), adolescents are strongly fascinated in matters concerning sex and like to provide the impression that they know quite a lot about it. At times this could be to impress peers. Conformity with peers is also mirrored in dress, hairstyles, tastes, vocabulary, and adornment and gives the adolescent a sense of belonging, which is very important to him (Rageliene, 2016: 102). There is room for innovation, but this must conform to the basic structure or meet the approval of peers. According to Erikson's (1968), psychosocial view, as highlighted in Drogos (2015) group influence contributes towards unwanted conduct such as drug-taking, involvement in criminal activities, drinking alcohol, and involvement with street gangs. Adolescents tend to be so eager to please others and to be popular that some develop popularity neurosis (Bryant, 2019).

Socialisation is crucial to the progression from adolescence to adulthood, and use of the social media may have a profound influence on this adjustment (Tuckman & Monetti, 2011: 114; Wood et al., 2016). The psychologist Erikson explained that adolescents have to balance the crisis encountered at this stage for them to pass through the stage successfully. In addition, Erikson claims that adolescents are often expected to learn to perceive themselves and their role in the social world more realistically as they mature cognitively. According to Gonzalez-DeHass and Willems (2013: 108), adolescents have to cope with significant events in puberty include the acceleration of skeletal growth, changes in body composition and muscular growth, increased strength and endurance, the development of reproductive organs, and changes in the nervous and endocrine system that coordinate the rest of the changes in harmony with societal expectations.

The study by Tsang et al. (2012) revealed that adolescents experience many emotions related to their parents, peers, teachers, and society at large. The feelings may be aggressive and inhibitory (fear, anxiety, and worry) or joyous. During early adolescence, outbursts of anger and physical violence are common.

I submit that adolescence is a difficult time characterised by challenges such as physical and hormonal changes and cognitive development (Reid & Weigle, 2014), leading to critical thinking. Furthermore, a shift of focus away from family to peers, dealing with peer pressure, and striving for acceptance, identity and self-concept formation, and fluctuating emotions, depressive mood and likely feelings of shame sums up the stage (Gonzalez-DeHass & Willems, 2013; Tsang et al., 2012). In addition, poor self-esteem may pose challenges such as negative perceptions in terms of capabilities, low self-worth and self-efficacy, a dislike of self, false self-knowledge, feelings of rejection, hopelessness, and inferiority, as well as a false level of self-confidence or over compliant (Gonzalez-DeHass & Willems, 2013; Tsang et al., 2012). In Erikson's perspective, how adolescents address their experiences to formulate identities has a pivotal impact on their subsequent life journeys.

Adolescents face the challenge of becoming independent and establishing their own identity (Gonzalez-DeHass & Willems, 2013: 108). In an endeavour to develop their identity, adolescents often experiment with clothes, hairstyles, attitudes, and opinions. In Erikson's view, they undergo a crisis resolution if they manage to strike a balance between the two, they pass through successfully. They question the values and

principles of their parents and collect new experiences, test limits, and might take risks. This process can, in turn, lead to conflict with their parents and other authority figures, since adolescents increasingly strive to make their own choices and find their place in society (Mwamwenda, 2013), in this case, a society that is inclusive of the social media environment.

A perusal of literature indicates that as teenagers become sensitively and socially mature, they become less self-absorbed with conflict decreasing (Shapiro & Margolin, 2014; Mamatha et al., 2016; Mwamwenda, 2013; Gied & Chief, 2012; June, 2011). This could enable them to develop a more profound capacity for caring and sharing, resulting in the relationships they form becoming more intimate (Christofferson, 2016). In addition, they may become more tolerant of personal and cultural differences as they mature. In the teenage period, an identity crisis arises when teenagers earnestly question their critical peculiar individualities, their understandings of themselves, their worries about how others understand them, or their uncertainties about the significance and drive of their survival (Tsang et al., 2012). Hence, there was a need to conduct this study to locate the learners' voices and include those voices in the empirically-based literature.

The internet may be changing the process of identity formation, which Erik Erikson (1980) emphasised in the adolescent stage of his model of eight stages of the human lifespan (Bryant, 2018; Livingstone et al., 2017). Each stage presents a conflict, which must be resolved to advance to the next stage. Most young people overcome the stress and difficulties of adolescence, but some flounder (Banyai et al., 2017; Wood et al., 2016; Njoroge, 2013). Successful progress from youth to adulthood entails the acquisition of social skills, confirmed and rewarded by social acceptance. Self-presentation is tested through display and response. As friendship becomes more complex in adolescence, with the emergence of romantic intimacy and sexual interest, there is a need for privacy, yet social media encourage openness and divulgence of personal information (Shapiro & Margolin, 2014; Telef, 2016; Zanamwe et al., 2013).

2.2.6 Psychosocial identity development and well-being in the social media era

At this point in this study, I aspire to examine previous scholarly works that deliberated on social media use and adolescent psychosocial identity development and well-being. Social media use and adolescent psychosocial identity development and well-being are significant yet under-researched fields (Rageliene, 2016). However, empirically substantiated studies regarding the psychosocial identity and well-being

concerns social media use are emerging (Umar & Idris, 2018; Kim, 2017; Christofferson, 2014; Sanders, 2013). Several studies describe psychosocial as evolving tasks that underline the advancement of freedom, the formation of unique self, and prospective course of life (Busari, 2019; Tengia et al., 2018; Livingstone et al., 2017; Sabanci & Urhan, 2014).

Establishing autonomy during the adolescent stage is critical (Weinsten, 2017; Rageliene, 2016; Shapiro & Margolin, 2014). This occurs when the adolescent strives to become emotionally and economically independent from parents (Allen et al., 2014). In line with Erikson's (1968) view, adolescents are concerned with how they appear to others. The peer group, which is typically same-sex, is often idealised and strongly influences the adolescent's development.

The literature has it that adolescents may use clothing, hairstyles, language, and other accessories to fit in with their peers (Rageliene, 2016). Adolescents who do not identify with any peers may have significant psychological difficulties during this period. As adolescents' independent functioning increases, they may examine their personal experiences, relate their experience to others and develop a concern for others.

2.2.6.1 Psychosocial identity development

According to Rageliene (2016), psychosocial identity is seen as the response or reaction of how an individual behaves and develops one's relationship in the school environment or anywhere the person found oneself as a result of the use of mobile phones, iPads, tablets, laptops, and other internet services. They further explained that the use of social media influences matters such as individuality formation and social skill advancement (Umar & Idris, 2018: 38).

The other task of adolescence is for youth to develop a sense of identity. Identity relates to one's sense of self. It can be divided into self-concept and self-esteem (Christofferson, 2016; Kore, 2014). A perusal of the literature indicates that self-concept refers to an adolescent's perception of self (one's talents, goals, and life experiences) (Bryant, 2018; Tengia et al., 2018; Weistein, 2017; Reid & Weigle, 2014). It can also relate to identity as of ethnic, religious, and sexual identity groups. Self-esteem relates to how one evaluates self-worth.

In 1950, Erikson described the psychosocial crisis that was occurring during this stage as "identity vs role confusion" (13-19 years)(Umar & Idris, 2018; Dragos, 2015). As adolescents transition into adults, they start to think about their roles in adulthood.

Adolescents may experiment with a range of behaviours and activities to sort out this identity. Adolescents may experiment with different peer groups or different styles of dress or behaviour as a way of searching for their identity. Some degree of rebellion away from the family's image is part of the adolescent's search for identity. The psychologist Erikson provides an integrated framework that could be utilised to explore psychosocial identity development amongst adolescents in interacting with social media platforms. For example, if the stage is resolved successfully by social media peers, this could form a positive identity. On the other hand, if the stage is not determined successfully, this would result in a negative identity. The failure to gain psychosocial strength due to social media interaction styles may impair adolescents' lives in the future

Erikson further described that an adolescent's inability to settle on an identity or career path can result in an identity crisis. Inadequate development of self-identity can result in poor self-esteem in the adolescent. Poor self-image and esteem have been associated with poor adjustment (depression or suicide), school underachievement, substance use, and other risk-taking behaviours.

Bandura asserts that observational or vicarious learning is based on learning by watching, then modelling, or acting similarly towards others (Bandura, 1996: 1206-1222). If adolescents are physically, socially, emotionally, or sexually abused or neglected due to poor social media use styles, it is likely they would carry forward the behaviour patterns of their models into future interactions with others.

There is a common agreement that when adolescents update their status on social media, it resembles their identity belief at that time (Nashind et al., 2020; Oberiri & Greg, 2017; Kipagat, 2017). The process of constructing one's identity and the individual's maintenance of this identity is especially dynamic when considering the way social media acts as an identity construction tool for adolescents. In their work with secondary school students, Umar and Idris (2018) established that social media users utilise their profile images, comments, and interests to represent themselves. The implication of such findings is that identity is not stable or singular but rather shifts and changes based on context (Kore, 2014).

2.2.6.2 Well-being

Research has long shown that social media use can have a significant influence on individual behaviours (Nashind et al., 2020; Busari, 2019; Nyongesa et al., 2019;

Tengia et al., 2018; Kim, 2017). Social media use influence can result in positive and negative outcomes (Bryant, 2018; Weinstein, 2017; Sabanci & Uran, 2014). According to Umar and Idris (2018: 37), psychosocial well-being refers to inter and intra-individual levels of positive functioning that can include one's relatedness with others and self-referent attitudes that include one's sense of mastery and personal growth. Subjective well-being reflects dimensions of affect judgments of life satisfaction. Psychosocial well-being includes the presence of positive emotions and moods (for example, contentment & happiness), the absence of negative emotions (for example, depression and anxiety), satisfaction with life, fulfilment, positive functioning, and physical well-being (for example, feeling very healthy & full of energy). Well-being includes the following areas: Physical well-being; economic well-being; social well-being; development and activity, emotional well-being, psychological well-being, life satisfaction, domain-specific satisfaction, and engaging activities and work (Bryant, 2018).

Erikson's (1968) stage theory of psychosocial development provides an integrative framework for exploring the influence of social media use on adolescent psychosocial well-being. For example, if an adolescent fails to gain a sense of autonomy, a sense of initiative, or a sense of identity while using social media, the adolescent will try to compensate negatively, probably resulting in conflict with those surrounding him/her.

In line with Albert Bandura's social learning, observational or vicarious learning is based on learning by watching, then modelling, or acting similarly towards others (Bandura, 1996: 1206-1222). For example, if an adolescent interacts with people who appreciate their views then the adolescent will associate with those people and feels motivated. On the other hand, if the learner models do not convey positive attitudes towards learning then the adolescent observing these models will not prioritise learning in their own lives. They will learn to prioritise other goals, probably resulting in negative use of social media platforms.

2.2.7 The COVID-19 pandemic in the social media era

The last almost two years have been the darkest period ever worldwide stemming from a ruthless and relentless effect of the new coronavirus-the SARS-COV-2 (Cauberghe et al., 2021; Ferrara, Fanceschini, Corsello, Mestrovic, Giardino, Vural, PopMD, Namazova-BaranovaMD Somekh, Indrio & Pettoelio-Mantovani, 2021; Gondwe, 2020; United Nations Conference on Trade and Development, 2020) commonly referred to as COVID-19. Aamo (2020) described it as a worldwide disease

associated with a lack of medical and protective equipment that have steered the imposition of procedures that limit individual freedoms.

In a bid to curb the spread of the disease most countries worldwide undertook stringent measures within the guidelines of the World Health Organisation. Lockdown and social distancing measures due to the COVID-19 epidemic has led to the closure of care, school, training and higher education facilities in all affected countries (Ferrara et al., 2021; Marques de Miranda, Athanasio, Oliveira & Simoes-e-Silva, 2020). The current health crises are having a vast impact on students and youth globally (Ngozika, Chinenye & Mathias, 2020; Sobaih et al., 2020). Numerous research studies have identified the students and youth as vulnerable groups and experiencing a critical period of development that deserved special care to preserve and promote mental health (Marques de Miranda et al., 2020; Ngozika et al., 2020; Imran et al., 2020; Puukko et al., 2020; Sobaih et al., 2020; United Nations Conference on Trade and Development, 2020). These are greatly impacted by the confinement and social-distancing measures imposed by different Governments hence, the change of their learning processes (Aamo, 2020). As a result of the pandemic school closures are enacted in most countries under diverse settings (Concerning target areas, length, reach) to allow the turn to normalise (Cauberghe et al., 2021; Ferrara et al., 2021; Gondwe, 2020). In most cases, teachers are expected to give teaching-learning materials and instruction through digital tools (Aamo, 2020; United Nations Conference on Trade and Development, 2020). This then becomes an issue of concern particularly for students from a disadvantaged background where digital tools are scarce (United Nations Conference on Trade and Development, 2020). To what extent are they going to cope with the situation? If the situation prolongs as it is, to what magnitude would they have been affected? Hence, the need for this study to explore adolescent social media use in Masvingo secondary schools.

Students from disadvantaged groups are greatly affected as they do not have the same learning conditions and support (Ferrara et al., 2021; Marques de Miranda et al., 2020). The longer the distance learning goes on, the wider the gap in competencies would be realised. Gondwe (2020) further stated that students without or with limited digital infrastructure remain “off-line”. Access to PCs/notebooks/tablets/mobile devices to high broadband and printing facilities is intrinsic to successful distant learning (Ferrara et al., 2021; Marques de Miranda et al.,

2020). Such conditions are not assured for all learners in affected countries particularly across regions, households and the developing world.

It is also turning out to be a new normal that parents supervise the learning process of their children (home-schooling) (Cauberghe et al., 2021; United Nations Conference on Trade and Development, 2020). The presence of parents and children's involvement in home activities helps in the child's routine and autonomy (Ferrara et al., 2021; Marques de Miranda et al., 2020). Thus suggesting that isolation imposes more significant contact between parents and children which was not being realised before (Keles et al., 2020; Sabaih et al., 2020). All studies align that teachers and schools remain responsible for learning content and outcome. However, as highlighted in the United Nations Conference on Trade and Development (2020) report, not all homes are safe places and some children might be exposed to varied types of abuses.

Emotional well-being is likely to be affected by the ongoing health crisis. In turn, this affects how students learn (Ferrara et al., 2021; Marques de Miranda et al., 2020). The researchers further explained that anxiety complicates focusing and attention capacity (emotional) well-being hence is a priority during the COVID-19 crisis as students are confronted with exceptional uncertainty. This may have them getting frustrated with events. In turn, end up experiencing problems such as worsening school performance, increased agitation, aggression and regression (Keles et al., 2020; Sabaih et al., 2020).

Distant learning calls for suitable software (eLearning-platforms, video conference tools, learning applications), the copyright for learning contents, the know-how of eLearning by teachers and learners (Ferrara et al., 2021; Marques de Miranda et al., 2020). With that digital security, data privacy and protection risks arise. Thereby, the need for securing learners and teachers' personal information and data becomes crucial (Cauberghe et al. 2021). Moreover, there is also a need to monitor and prevent the spread of fake news online (Aamo, 2020; Chukwuere & Chukwuere, 2020).

Students may become less physically active, spend much longer on-screen time experience more irregular sleep patterns and follow less healthy diets (United Nations Conference on Trade and Development, 2020), thereby posing detrimental psychological and health issues (Chukwuere & Chukwuere, 2020). Screen time during the quarantine period has increased and has resulted in internet access supervision challenges (Ferrara et al., 2021; Marques de Miranda et al., 2020). Ferrara et al.,

(2021) go further to say that screen time during the quarantine period has increased vulnerability to online offenders, attempted fraud, and access to sexually inappropriate content.

2.2.8 Social media shut down effects

This section aims to deliberate on the impact posed by an untimely outage that plunged the whole world into close to six hours of isolation (Fernandez, 2021). A global outage of Facebook Inc. services including Facebook, WhatsApp, Instagram and Messenger platforms from approximately 15:45 UTC 4 October 2021. A review of the literature indicates that the outage impacted heavily almost every aspect of life (Fernandez, 2021; Parker, 2021; Partners, 2021). The most affected areas were the business, health, academic and social arena (Isaac & Frenkel, 2021).

The business environment was estimated to have incurred a loss exceeding \$1bn US dollars (Parker, 2021). According to Aljazeera (2021) consumers and companies that relied on the affected platforms were left stuck and unable to make the required transactions (Partners, 2021) due to the blackout. This resulted in them losing out immensely. Online payments were not possible hence, purchasing basic needs were greatly affected (Fernandez, 2021). Travellers were also left stranded as communication links were not available. Accommodation bookings were not possible as they were completely cut off (Isaac & Frenkel, 2021).

The outage also impacted seriously the health sector. Patients who used to get advice from their medical doctors were also left stranded (Fernandez, 2021; Parker, 2021). Health care advisors were also left stranded as they could not link up with their clients to give them important measures to manage their health challenges (Parker, 2021). According to one social media client who used to take advantage of the platforms to remind his ailing parents to take up medicine was left stranded and could not help it (Isaac & Frenkel, 2021).

The outage also greatly affected students who depended on the platforms for examination preparation (Parker, 2021). Those who used to discuss their homework on social media platforms were left stranded and could not do their homework as usual (Isaac & Frenkel, 2021). The outage also left people worldwide stuck and unable to communicate with their relatives. Individuals in isolation and quarantine due to the COVID-19 endemic were seriously affected as they could not link up with others

(Parker, 2021). This had a serious psychological impact on COVID-19 patients as they could not share the challenges with others.

2.3 Gaps in the literature

Previous studies on social media use focused on students in higher institutions of learning such as high schools and universities (Njoroge, 2013). Therefore, there is little attention given to adolescent social media use in lower institutions. This then calls for a study in this area to contribute towards the body of knowledge concerning social media use. Furthermore, social networking sites and adolescents' psychosocial development (Shapiro & Margolin, 2014), is being given little if any attention than it deserves. In that case, there is a need to fill up the literature gap glaringly exposed by reviewed studies. There need to investigate how adolescents in secondary schools navigate social media platforms and construct psychosocial identities which is the under-researched field as gathered from the literature. Again, little is known about the influence of social media on adolescents' psychosocial development in high schools in Zimbabwe. Therefore, this study aims to close the gap in the literature by capturing the views of the Form one learners.

Furthermore, the limited studies of social media use in secondary schools often lack a clear theoretical or conceptual framework on which the study can be based, for instance, a study by Magwa (2013). Previous studies on social media use (for example, Zanamwe et al. (2013) were giving attention to learners' perspectives in the use of social networking technologies in Higher education in Zimbabwe) resemble late, mature, and experienced adolescents' views on social media usage in higher education. Previous studies looked at social media use through the lens of the uses and gratification theory (Boyd, 2014). Although the uses and gratification theory has been used as a framework for generating predictions concerning social media use with adolescents, it was not deemed to be a suitable framework for the current study. In this regard, this study incorporated the FoMO, Social learning, and psychosocial development aspects to have a comprehensive framework to inform the study, thereby, enabling the researcher to establish an applicable framework to understand adolescent social media use.

Previous studies focused on a systematic review of best available research that has already been conducted by others addressing an explicit research question (Toft, 2014). This seems to dilute the findings as its focuses on old and outlives information, which this study hopes to address by consulting learners using both quantitative and

qualitative in a well-prepared manner. Magwa (2013) employed a qualitative method but the data was gathered quantitatively and quantitatively analysed. In addition, the sample was not clearly defined hence, making generalisability impossible (Borg & Gall, 2013).

It has been established that little attention is being given to adolescent social media use and its influence on psychosocial identity and well-being development, particularly those learners in Form one, in a district in Zimbabwe. This, therefore, calls for contributions towards closing the glaring gap in the literature.

2.4 Summary of the chapter

In chapter two, I reviewed literature related to social media use, particularly among adolescents. Major aspects about the internet and social media platforms evolution; Advent of the digital age and generation Z; Social media in a broader perspective; Social media use management and policies; the adolescent stage of development; Psychosocial identity development and well-being in the social media era; COVID-19 endemic in the social media era; and Social media shut down effects were deliberated.

In chapter three, I discuss the conceptual framework underpinning this study.

CHAPTER THREE

UNDERLYING CONCEPTUAL FRAMEWORK

3.1 Introduction

In Chapter Two, I delved into literature on adolescent social media use in secondary schools. The chapter focused on literature that deliberated on the internet and social media platform evolution, the advent of the digital age and generation Z; social media; management, and policies related to social media use. The chapter also discussed the adolescent stage of development, psychosocial identity development and well-being in the social media era, the COVID-19 pandemic in the social media era and the recent shut down effects of certain social media sites.

In Chapter Three, I discuss the underlying conceptual framework that integrates critical concepts that inform the data analysis of this study. I illustrate the interrelatedness of the vital concepts that emanated from the literature review. The next section of this chapter endeavoured to justify the choice of the conceptual framework.

3.2 Conceptual Framework

The section deliberates on the interconnectedness of the critical concepts that arose from the broader literature reviewed on adolescent social media use. Brief discussions on the significance of the conceptual framework for this study is also explained in the following sections.

3.2.1 The importance of a Conceptual Framework

Adom et al. (2018: 439), view the conceptual framework as a product of the researcher's resourcefulness that incorporates pieces borrowed from other theories or ideas. Instead of my study being anchored on a specific theory, I advocated that the conceptual framework would allow me the flexibility (Mertens, 2015: 115) I needed for conducting this research study. For instance, in the case of this study, ideas from psychosocial, identity development in adolescence, social learning and fear of missing out concepts were utilised to provide a lens through which the data could be analysed. Generally, the conceptual framework for this study enabled me to identify, analyse and explain the point of view within the problem of the study.

Furthermore, the conceptual framework assisted me in identifying and constructing my worldview on adolescent social media use in secondary schools (Ravitch &

Riggan, 2017; Grant & Osanloo, 2015). I subscribed to the view that conceptual frameworks work well when existing theories are inappropriate in creating a solid structure for the study (Akintoye, 2015). I find that adopting specific theories as frameworks for studying adolescent social media use would not be sufficient to establish a firm structure for my research. Therefore, I opted for a conceptual framework that utilises fundamental concepts from the broader literature review (Mertens, 2015: 115) on adolescent social media use. In that view, the conceptual framework I developed for this study underpins the rationale for the study, the problem statement, the purpose, and the research questions. Deprived of the conceptual framework, the organisation and vision of a study will remain unclear, thereby compromising the credibility of the study (Ravitch & Riggan, 2017; Akintoye, 2015). In emphasising the importance of a conceptual framework, Adom et al. (2018: 438) described it as the groundwork that supports the knowledge in a research study.

Given the above views, I believe that the conceptual framework I advocated for in this study is supportive, flexible and offers a credible foundation to the phenomenon being studied. In the frame of this study, I view my construal of the interconnectedness of a set of ideas as powerful and significant in a specific instant in time owing to the sophistication and multi-layered nuances in the field of adolescent social media use in the Zimbabwean secondary school situation. For this reason, I avoided adopting the specific theories in their totality but instead selected aspects from these theories that informed my study. By so doing, I assumed the terms psychosocial, identity development in adolescence, social learning, and fear of missing out in my meaning-making approach. Refer to Figure 3.1: The conceptual framework underpinning the study. The concept has four main elements, mentioned earlier in this discussion. The elements are described as separate components, but in reality, they are integrated to work as a single unit, each aspect informing and being informed by the other.

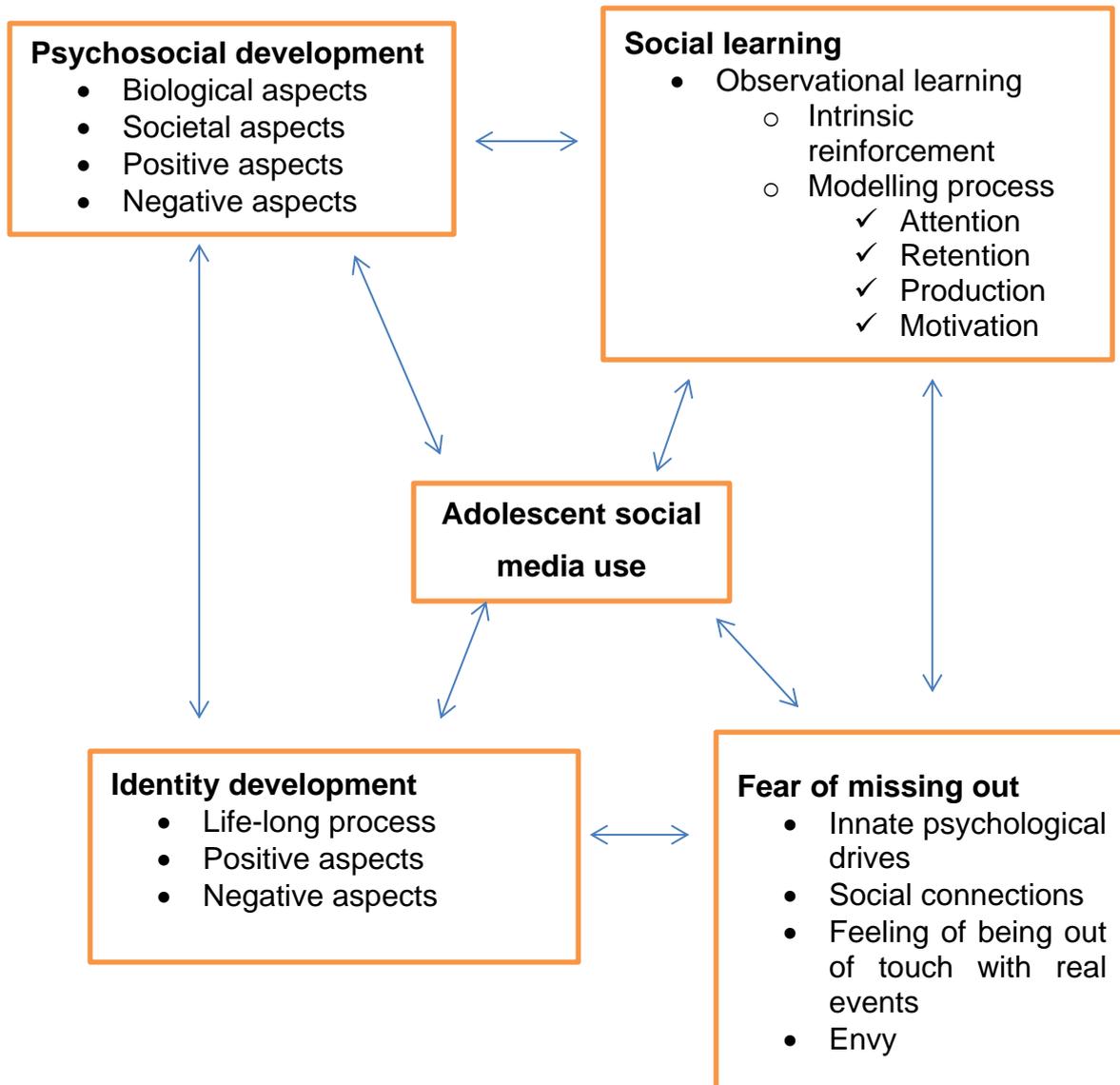


Figure 3.1: The conceptual framework underpinning the study

3.2.1.1 The conceptual framework underpinning the study

In this section, I focus on psychosocial development, identity development social learning and fear of missing out as indispensable aspects of adolescent social media use.

3.2.1.1.1 Psychosocial development

Over the years, diverse ways of thinking about psychosocial development have marked the literature base (Umar & Idris, 2018; Kim 2017). Psychosocial refers to social aspects that influence the person’s mind and behaviour (Kusuma, 2020; Sobaih et al., 2020; Busari, 2019). Gonzalez-DeHass and Willems (2013: 120) elaborated that

psychosocial refers to the interaction of the individual's psychological and social aspects to the individual's social, mental, and emotional conditions. In the frame of this study, the concept of psychosocial is understood in wide-ranging terms that embrace psychological, social, and emotional aspects of life (Kennedy, 2019; Umar & Idris, 2018; Kim, 2017; Rageliene, 2016; Drogos, 2015). For example, Erikson in Umar and Idris (2018) described psychosocial development as conflicting crises as existing on a continuum where the positive psychosocial and the harmful psychosocial lie on the opposite polar of a continuum.

For Erikson in Drogos (2015), positivity increases an individual's self-esteem significantly, and negativity lowers it. According to Erikson (1906-1994), operating on the end of the continuum poses a threat to one's psychosocial well-being (Kennedy, 2019). Therefore, this implies a need to strike a balance between these two opposing polar for one to attain a healthy psychosocial status. In this context, the framework offers an immense relevant lens to my study to establish how adolescents in secondary schools navigate their daily social media use. In concurrence, Nyagah et al. (2015) claimed that feedback that users of social media platforms provide boosts individuals' confidence. It brings about a sense of freedom and identity to particular individuals (Gonzalez-DeHass & Willems, 2013: 120), assisting children in developing into successful, active members of society.

Furthermore, Erikson focused on the role of social collaboration and connections in the advancement and growth of adolescents (Rageliene, 2016). Regarding the present study, adolescents are constantly interacting with others on social media, where they share, reflect on and modify their identities according to the feedback they receive. The results of these interactions for adolescents depend on how one perceives and interprets the exchanges (Zorn & Noga, 2004, in Shumba, 2014: 11).

In line with Erikson's view, Sanders (2013: 354) described psychosocial as the social and the emotional aspects of life. By undertaking a psychosocial approach, I advocate for the views of Erikson (1902-1994), who argues that socialisation is fundamental for the transition from teenage years to later life (Wood et al., 2016; Tuckman & Monetti, 2011: 114). Given this study, social media use could profoundly influence this adjustment (Livingstone et al., 2017). In Erikson's theory, adolescents have to balance the crisis encountered at this stage for them to successfully pass through the stage (Umar & Idris, 2018). Adolescents are frequently expected to learn to recognise

themselves and their part in the social world more accurately as they develop cognitively (Drogos, 2015). By contrast, Kidron et al. (2018) opine that it is critical to consider whether children are autonomous, respected, and protected online.

Human psychosocial needs can also influence psychosocial well-being. Like all other human beings, adolescents need happiness, the opportunity for creativity, to be part of social groups, and to have confidence for the future (Shapiro & Margolin, 2014). Once adolescents face challenges in finding positive solutions, they become vulnerable to emotional and behavioural problems (Umar & Idris, 2018: 37). To overcome the difficulties, adolescents require a supportive relationship with significant adults, be it in the school environment or anywhere the adolescents find themselves (Kim, 2017). Therefore, protective factors, including individual characteristics, supportive environmental factors and positive relationships, are indispensable elements for enhancing positive adoption and reducing risks (Kennedy, 2019).

Psychosocial well-being is important for youths' existence and growth, specifically in persistently challenging situations (Weinsten, 2017). Shapiro and Margolin (2014: 3) revealed that a balance of children's abilities and their material and social environment are key in realising psychosocial well-being.

3.2.1.1.2 Identity development in adolescence

In the context of this study, I considered the view, identity development as central to adolescent social media use in secondary schools. Erikson (1959, 1968) conceptualised identity development as a critical aspect during adolescence (Drogos, 2015). Erikson further claimed that identity development is a life-long process that heightens during adolescence (Bryant, 2018). According to Erikson (1968), the self is the principal psychosocial process of adolescence, described as 'identity versus role confusion (Sanders, 2013: 355). To date, the bulk of the research studies on identity expresses teenage years as an important developmental age linked with the establishment of one's identity (Bryant, 2018; Drogos, 2015; Shapiro & Margolin, 2014).

Gonzalez-DeHass and Willems (2013: 120) describe identity development as a process whereby adolescents understand themselves within the social setting. In line with the view, Sanders (2013: 355) claims that it is the progression from reliance in childhood to increasing accountability for one's future tasks. According to Tsang et al. (2012: 3), this evolution encompasses cognitive rearrangement of how adolescents

reason about themselves and others as they gain physical, social, and psychological maturity.

The status update on social media platforms has become a meaningful aspect of adolescent identity construction (Umar & Idris, 2018). Social media has dramatically affected how adolescents construct and maintain identity (Allen et al., 2014: 18). It follows from interactionist thinking which states that identity is adjustable (Tengia et al., 2018), implying that it can be created and recreated. Social media users' profile images and comments are typical evidence that identity is not static but shifts and changes depending on the circumstance (Kore, 2014).

Identities could be summed up as elements that shape the total being (Kennedy, 2019), a unified self-concept that allows a person to function consistently (Sanders, 2013). For adolescents to realise precise and positive identities, critical aspects such as self-confidence, self-definition, self-discrepancy reduction, fostering role formation and a positive sense of accomplishment are key (Gonzalez-DeHass & Willems, 2013: 108; Mamatha et al., 2016).

In their discussion on identity, Livingstone et al. (2017) noted that teens need a social space that allows self-expression and feedback from peers. In this context and when positively framed, social media platforms may be serving a valuable function for identity formation among adolescents (Weinstein, 2017). This view is in line with Livingstone et al. (2017) that online spaces nowadays augment or even replace face-to-face discussions as a different social environment for identity construction.

It is essential to highlight that motivation is critical in adolescents' ability to engage in identity formation. Bryant (2018) revealed that adolescents may struggle with identity formation if they are uninterested. Furthermore, they may develop a fragile sense of self and experience role confusion if coerced to follow their parents' ideas (Mamatha et al., 2016). Adolescents who struggle to embrace a positive role will likely struggle to "find" themselves as adults (Gonzalez-DeHass & Willem, 2013: 108). If persistent, these hesitations could lead to some form of identity confusion. This, therefore, could be addressed by commitment (Nabavi, 2012). Commitment is adherence to standards and principles (Drogos, 2015; Holliman, 2014). Therefore, this requires teenagers to search through several ideas to develop appropriate moral standards, values, and ideals (Granic et al., 2020; Museka & Taringa, 2014). The adolescents' loyalty to their principles helps convey critical connections that help create a sense of safety and

stability to traverse the worries linked with identity confusion and progress towards identity achievements.

3.2.1.1.3 Social learning

This study on adolescent social media use in Masvingo District secondary schools utilised aspects from Bandura's social learning theory as a lens to understand how adolescents construct psychosocial identity and well-being. This concept is founded on the view that human beings learn from their social collaborations (Allen et al., 2014), and that intellectual reasoning practices are fundamental in interpreting behaviour. Central to this explanation is the view that the social settings, the effect of role models, self-efficacy, beliefs and insights are keys in the human learning process (Sanders, 2013).

Bandura (1996: 1206-1222) put forth that learning is a product of watching others in action, modelling the observed actions, or acting similarly towards models (Nabavi, 2012). Henceforth, the observational learning concept came into effect and was accredited to Bandura (Holliman, 2014; Gonzalez-Dehass & Willems, 2013).

3.2.1.1.3.1 *Observational Learning*

Observational learning, as above-mentioned, entails watching, modelling and imitating what others (models) do (Gonzalez-Dehass & Willems, 2013; Nabavi, 2012). In this context, models could be either live or symbolic (Gonzalez-Dehass & Willems, 2013). Live models are real individuals who demonstrate the behaviour to the observer (Holliman, 2014). Symbolic models are those individuals whom one might not have come into contact with but are still influential or well-known fictional characters (Gonzalez-Dehass & Willems, 2013). Given this view, I submit that exposing adolescents to social media widens the models that they could observe. This framework could be of immense relevance in establishing the nature of social media use in Masvingo secondary schools. Bandura (2001:266) further clarifies that human nature has massive flexibility to be shaped from direct and observational participation. Nabavi (2012), in stressing the impact the model could have on human learning, said a model can pass on novel ways of reasoning and performing concurrently to numerous people in different settings. In the context of this study, the framework can be of immense relevance in explaining how Form One learners use social media to construct their identity and well-being. The concept of social learning also posits that human beings operate in socio-structural set-ups of which they are products and

producers (Gonzalez-DeHass & Willems, 2013; Sanders, 2013). Thus, behaviours are moulded by direct noticeable experience through various practises which are self-regulatory, self-reflective and vicarious competent.

As affirmed by the social learning concept (Bandura, 2001), adolescents can engage in observational learning that empowers them to improve their understanding and abilities further than their field of know-how. Furthermore, youngsters also have an exclusive ability to use the information offered by the rich variety of models for all behavioural, cognitive and affective learning (Granic et al., 202; Drogos, 2015, Holliman, 2014). This is achieved through both direct experiences and vicariously (Gonzalez-DeHass & Willems, 2013; Nabavi, 2012) by witnessing people's actions and their outcomes for them (Bandura, 1996). Given the facts above, I submit that the concept of social learning offers an immense contribution in underpinning my study on adolescent social media use in Masvingo District secondary schools. In this regard, I subscribe that much of the social learning is through copying the social media symbolic models (Granic et al., 2020).

3.2.1.1.3.1.1 Intrinsic Reinforcement

Intrinsic reinforcement is central to Bandura's views of the learning process. According to Bandura (2001: 271), learning is a form of innate incentives, such as self-importance, contentment, and a sense of achievement. This kind of learning emphasises the importance of internal thought and awareness, thereby linking up with cognitive developmental theories (Tengia et al., 2018). For that reason, Bandura was distinct from the behaviourists who advocated for external environmental reinforcement as the only key aspect that regulates knowledge acquisition and behaviour. Given the above view, I advocate for the use of this framework to provide the foundation upon which my study is anchored.

3.2.1.1.3.2 Modelling process

According to Gonzalez-DeHass and Willems (2013: 230), modelling involves observing other people in action, reproducing the actions and altering the actions in reaction. The novelty of social media is viewed by Gonzalez-DeHass and Willems (2013: 233) as a vibrant source of behaviour models, empowering people to circumnavigate the restrictions of the prevailing social life (Aamo, 2020). Modelling used to be influenced largely by behaviour patterns exhibited in one's immediate physical environment (Granic et al., 2020; Holliman, 2014). This has since changed

due to the rapid advancement of video conveyance types of machinery which has massively extended the variety of models to which members of society are exposed (Magwa, 2013). It is important to note that the virtual environment has now occupied a major part of people's everyday lives. As a result, much of the social construction of reality and shaping of public consciousness now occurs through electronic acculturation (Livingstone et al., 2017). According to Bandura modelling process depends on the four conditions namely, attention, retention, production and motivation (Nabavi, 2012). These conditions are discussed in detail in the sections below.

(a) Attention

For a behaviour to be efficiently modelled the observer's attention has to be on the model and the important aspects of the exhibited actions (Gonzalez-Dehass & Willems, 2013; Nabavi, 2012). In the context of this study, it seems to suggest that adolescents are most likely to attend to the behaviours of individuals they are exposed to and spend more time around (Holliman, 2014; Gonzalez-Dehass & Willems, 2013). Hence, the selection of this concept as an underpinning lens for this study. According to Bandura (2001: 272), factors such as the exhibited events and the viewer qualities define the attention duration given to the model. Bandura claimed that the modelled events should have a distinct feature or highlight that entices the viewer to remain focused (Nabavi, 2012). In addition, the actions need to have touching valence which induces either positive or negative emotions on the part of the observer. Bandura indicated that the complex nature of events allows observers to get a feel for or overlook an event. Bandura further explained that the observer's attention efficiency depends on the prevalence nature of the event (Nabavi, 2012). Prevalence is the level of saturation of the modelling event to the observer. Furthermore, the accessibility of the modelled event in the realm of the observer has a bearing on the attention span. The useful value of displayed events is vital in defining the events that are closely observed or snubbed.

Albert Bandura noted that the observer attributes such as perceptual set, intellectual capabilities, preconceptions and value placed on what is observed and the learner's stimulation in observing events contribute to the attention processes in observational learning (Nabavi, 2012) whereby, the observer's perceptual bias, predisposition or readiness determines the particular features of a stimulus be focused on. Intellectual competencies are the skills possessed by the learners who observe the demonstrated

activity. These intellectual abilities determine what is exhibited in the profusion of activities learners are exposed to. Learners are also influenced by what Bandura termed preconceptions and the value placed on what is being observed. The learners' level of stimulation in observing events also has an impact on their modelling of the events.

(b) Retention

Bandura (2001: 272) expounds that retention implies remembering information about a modelled behaviour. The process involves transforming and reorganising information passed on by modelled events into rules and conceptions for memory representation (Gonzalez-DeHass & Willems, 2013). Retention processes comprise cognitive construction and rehearsal. Intellectual building during the process of retention is expedited by symbolic depictions of the displayed information in memory codes. This is the ability to replicate a modelled event in the absence of the model. Thus, the codes are cognitively organised by the observer. Therefore, the actions must be cognitively registered as symbolic representations in one's memory to regulate behaviour (Holliman, 2014: 45).

Bandura highlights the importance of cognitive rehearsal of the coded information in retention (Bandura, 2001: 272). Nabavi (2012) posit that rehearsal works as a memory aid for modelled events. Bandura (2001: 272) further stressed the importance of recall in the learning process. Recall entails a rebuilding process instead of the simple retrieval of recorded events (Bandura, 2001). During this process, the observer utilises intellectual competencies to increase retention. In concurrence, Tengia et al. (2018) claimed that retention processes require intellectual skills and structures on the part of the observer. In this regard, the observer employs intellectual structuring of the modelled events as a means to achieve retention.

(c) Production

According to Bandura (2001: 272), production involves the translation of symbolic conceptions into appropriate actions. This is achieved through a conception-matching process in which conceptions guide the creation and performance of behaviour patterns that are then compared against the conceptual model of adequateness. Bandura (2001: 273) identifies representational guidance and corrective modifications as activities that occur during the production process.

According to Nabavi (2012), the learner utilises representational guidance to reproduce the modelled actions or events. This activity is aided by guided representation and the action is adjusted based on the comparative information to achieve close correspondence between conception and action. The task of turning cognition into action involves both transformational and reproductive processes. The performance of skill must be regularly varied to suit fluctuating conditions. Adaptive performance, therefore, requires a reproductive conception instead of one-to-one mapping between cognitive representation and action. Therefore, individuals can produce many variations on the skill by applying an abstract specification of the activity (Bandura, 2001: 272). Holliman (2014: 45) posit that the remembered representational actions must be reconstructed into explicit actions to produce preferred reactions.

Bandura (2001: 273) noted that physical capabilities and component sub-skills were vital attributes necessary for the observer to successfully perform production processes. Physical competencies enable individuals to organise numerous actions in the required pattern and sequence. In addition, component sub-skills determine the amount of observational learning an individual may exhibit.

(d) Motivation

The social learning concept differentiates acquisition and performance on the view that people do not always implement all they acquire. Bandura (2001: 274) identifies external incentives, vicarious incentives and self-incentives as the three major types of motivators that influence performance. For Bandura (2001) external incentives are carried by sensory, concrete, social and control avenues. Vicarious incentives incite individuals to show copied performance if it results in valued consequences instead of unfulfilling consequences (Bandura 2001: 276). Human beings are inspired by the achievements of others who are comparable to themselves. Self-incentives, however, energise individuals to follow activities that they find reinforcing and that gives them a sense of worth but reject those they disapprove of (Bandura 2001: 274).

To achieve successful modelling learning the observer has to possess the critical attributes. Furthermore, the observer gets inspiration from their standards of conduct to successfully perform imitated actions (Granic et al., 2020). This, therefore, implies that observationally learned activities pursued are determined by the self-approving

and self-censoring reaction people generate on their behaviours (Holliman, 2014). The symbolic memory of actions weakens unless the perceived consequences of performing the actions are favourable to cause repeated performance (Granic et al., 2020; Holliman, 2014).

3.2.1.1.4 The concept of Fear of Missing Out (FoMO)

In the frame of this study, I advocate that adolescents have an innate psychological drive that makes them desire to fit into groups and take part in important social relations (Afdilah, Hidayah & Lasan, 2020: 220; Allen et al., 2014: 19). These social connections are central features of the normative developmental course of teenage years to maturity (Mulisa & Getahun, 2018: 295). Considering that social groups nowadays exist in both physical and virtual shapes (Afdilah et al., 2020), adolescents are now subjected to a wide variety of interactions through online and offline connections. According to Allen et al., (2014: 22) online (virtual) groups are as real and important as the offline (physical) ones. Not being able to connect with those affiliation groups on social media may cause feelings of being out of touch with “real” life (Afdilah et al., 2020: 220). This feeling of being out of touch with real-life events, according to Afdilah et al. (2020:220) is known as fear of missing out (FoMO). In this regard, I adopted a fear of missing out as the underpinning conceptual framework for my study to establish adolescent social media use in Masvingo District secondary schools.

As a fundamental framework to this study, the conceptualisation of fear of missing out (FoMO) bears immense relevance. Recent research studies on social media use (Buglass et al., 2017, Oberst, Wegmann, Stodt, Brand & Chamarro, 2017) have claimed that high engagement in social media is because of “fear of missing out” (FoMO). Concurring with the above view, Przybylski et al. (2013: 1841) described FoMO as a strong desire that others might be having rewarding experiences from which one is absent. In their discussion, they further claimed that this feeling of missing out drives an individual to remain glued on social media platforms expecting more aversive experiences (Franchina et al., 2018). Similarly, Afdilah et al. (2020: 220) explained FoMO as feelings of anxiety that arise from the realisation that one may be missing rewarding experiences that others are enjoying. Given the views raised above, I subscribe that fear of missing out on concepts could be of relevance in my quest to establish adolescent social media use in Masvingo District secondary schools.

Explaining further the concept, FoMO, Franchina et al. (2018) described it as an intra-personal trait that drives people to stay up-to-date on what other people are doing, including on social media platforms. Afdilah et al. (2020: 221) claimed that persons who have a greater FoMO are assumed to have a greater desire to stay continually up to date on what others are doing, for example, via the use of social media. They further, highlighted that persons with FoMO disorders have low psychological well-being. Integral to this description is the view that FoMO originates from psychological deficits in people's competence and relatedness needs (Afdilah et al., 2020). Franchina et al. (2018) revealed that one way of satisfying people's competence and relatedness needs is by social media applications. They further claimed that the dynamic nature of social media applications provides users with a consistent stream of social and informational rewards, hence, creating a psychological feeling that leaving the site one that misses out on many enjoyable moments offered on social media.

3.2.3 Summary of the chapter

In this chapter, I explored the conceptual framework that underpin this study. Major concepts of psychosocial, identity development in adolescence, social learning and fear of missing out were highlighted. In the next chapter, I focus on the research paradigm, the design, and the methodology associated with this study.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

In Chapter Three, I focused on the conceptual framework which provided the basis for this study. This was developed and discussed as psychosocial development, identity development, social learning and fear of missing out.

In this chapter, I situate the mixed-methods approach that underpins the study. I justified my selection of the paradigm (Pragmatism). After illustrating the chosen paradigmatic standpoint, I outlined the research design, the research participation, data collection, data analysis, and data integration procedures. I highlighted considerations I observed in assuring quality and handling ethical issues during the study. In the following segment, I present the research study questions that guide the choice of the paradigmatic viewpoint and the research design.

4.2 Research questions

This study was directed by the ensuing research questions:

4.2.1 Primary research question

The primary research question that overarched phase one and phase two was:

What is the nature of social media use among adolescents in secondary schools in Masvingo District?

4.2.2 Secondary research questions

4.2.2.1 The common secondary research questions posed in phase one and phase two were:

- What are the participants' views on social media use in secondary schools?
- What are the participants' views on the influence of social media on adolescent psychosocial identity and well-being development?

4.2.2.2 The secondary research question posed in phase one - quantitative phase

- What devices are commonly used by adolescents?
- What social media platforms do adolescents access?

- When do adolescents access social media platforms?

4.2.2.3 The secondary research question posed in phase two - qualitative phase

- How does an understanding of the adolescent stage of development influence participants' views on adolescent social media use?
- How can social media platforms be utilised as tools for positive adolescent psychosocial identity and well-being development?

In Table 4.1, I provide an overview of the design and the methodology adopted for this study.

Table 4.1: Summary of the design and the methodology of the research study

Title	Adolescent social media use in Masvingo District, Zimbabwe: A case study	
Paradigmatic standpoint	1. Mixed-methods approach 2. Paradigm: Pragmatism	
The research design	Explanatory Sequential Mixed-Methods: Case study Research participants: Form One (Grade 8) learners, parents/guardians, computer teachers, the educational psychologist, and guidance and counselling teachers.	
Data collection Methods	Quantitative data	Qualitative data
	Questionnaire	1. Focus group discussions 2. Semi-structured in-depth individual interview 3. Informal observations
Data Analysis	Descriptive statistics	Thematic content analysis
Data integration	Joint display	
Considerations	1. Quality assurance 2. Ethical principles	

4.3 Paradigmatic standpoint

In this section, I discuss the paradigmatic standpoint that informed the structure and methods that directed data collection. I subscribe to the view that every research has

a lens that regulates the models, viewpoints, approaches, principles and understandings of the study centred on the study's circumstantial situation (Creswell, 2014; Mertens, 2012; Creswell & Clark, 2011; Onwuegbuzie & Leech, 2007). In this sense, it is important to clarify the term paradigm before I discuss the paradigmatic choice of this study.

In other words, a paradigm is a way of understanding that formed the baseline of my data collection processes (Maree, 2015; Creswell & Clark, 2011; Morgan, 2007). Similarly, Creswell (2014:5) described it as a worldview (beliefs) that guide researchers' actions. Thus belief systems that influence the researchers throughout the entire research study (Sefotho, 2015). Allied to the above view, Teddlie and Tashakkori (2010: 15) posit it as a 'conceptual stance' that gives direction to research. Furthermore, Shannon-Baker (2016: 321) pointed out that it is a guiding plan for the investigator to accomplish the investigation process. After a thorough reflection of the above assertions, I settled for pragmatism as a paradigm for this study to offer it an unrestricted operational framework.

4.3.1 Mixed-methods approach

I engaged in a mixed-methods research approach for this study because it offered me the opportunity to select the most suitable procedures to investigate the nature of social media use among adolescents in secondary schools. The mixed-methods research approach enabled me to use quantitative and qualitative inquiry practises, procedures, tactics, thoughts, or language to obtain a better understanding, in one study (Biddle & Schafft, 2015: 321; Creswell & Clark 2011: 5; Greene, 2007: 73; Tashakkori & Creswell, 2007: 4). Thus, I utilised quantitative techniques to consider the magnitude of adolescent social media use in Masvingo District secondary schools and rigorous qualitative techniques to explore the meaning and understanding of constructs in the participants' lived contexts (Maree, 2015; Onwuegbuzie & Leech., 2007; Greene, 2007). The study embraced Creswell and Clark's (2011: 5) claim that mixed-methods is an approach that encompasses deep-thinking assumptions that offer the course of data collection, data analysis and the mixture of quantitative and qualitative methods in many phases in one study to achieve an enhanced interpretation of the study problem than using either method alone.

Given the above, I employed mixed methods in my study to accomplish improved thinking of adolescent social media use in Masvingo District secondary school than

using either methodology (quantitative or qualitative) alone. Moreover, I hoped to achieve all-inclusive reasons for the questions, establish new questions and suggest changes to the embraced designs (Creswell & Clark, 2011). Thus I employed the approach to compensate for the weaknesses of both quantitative and qualitative techniques, as the views of the participants on adolescent social media use could be objective or subjective (Creswell, 2009). For instance, the expressions of respondents were not lively received in quantitative technique, however, it was used to elicit information that I considered as common to all respondents and qualitative research made up for such weaknesses and revealed the unique experiences of the participants (Mertens, 2015: 392; Creswell, 2014: 10). The mixed-methods approach enabled me to use the questionnaire, focus group discussions, semi-structured individual interviews, and journal without being bound to a particular type of evidence sourcing techniques that were linked with either qualitative study or quantitative study (Creswell & Clark, 2011; Onwuegbuzie & Leech, 2007). In this regard, I assumed that the mixed-methods approach provided evidence that could be regarded as accurate whenever the data links.

In the process of mixing, I observed Johnson and Onwuegbuzie's (2004: 16) view that study methods should be combined in ways that provide a platform for addressing research questions. In other words, study approaches must adhere to the study questions in a manner that provides the opportunity to gain valuable responses (Johnson & Onwuegbuzie, 2004: 17). For example, in this study, I utilised the what, why, and how types of questions in mixed-methods (Tashakkori & Teddlie, 2010), thereby hoping to collect rich and authentic data than using either qualitative or quantitative approach alone.

My intention for this research study was to emphasise approach diversity (Creswell & Clark, 2011; Teddlie & Tashakkori, 2010; Onwuegbuzie & Leech, 2007) to establish the nature of social media use in secondary schools. I opted for this approach on the view that adolescents' lived experiences called for approach diversity (Johnson and Onwuegbuzie, 2004). The mixed-methods approach allowed for adolescent social media use in secondary schools to be considered intensely and broadly in diverse standpoints (triangulation) (Creswell & Clark, 2011; Onwuegbuzie & Leech, 2007; Schutz, Chambless & DeCuir, 2004). Furthermore, mixed methods allowed me to use descriptive statistics to describe the nature of adolescent social media use in secondary schools and, at the same time, it allowed me to use words to explain the

nature of social media use in secondary schools (Creswell, 2009). Given that meaning is not the cause of a process but the elucidation of facts (Creswell & Clark, 2011; Onwuegbuzie & Leech, 2007), I implemented methodological diversity to maximise worldview differences. Moreover, the flexibility of the techniques used to investigate research questions complemented the methods employed (Creswell & Clark, 2011; Onwuegbuzie & Leech, 2007).

4.3.2 Paradigm: Pragmatism

This section of the study discussed the paradigm adopted for this study. As the emphasis of my exploration relates to the reasoning, construing, and defining the lived experiences of adolescent social media use and its effect on the construction of psychosocial identity and well-being, I adopted pragmatism as a meta-paradigm for this research study. Pragmatism as a lens for this study offered me the opportunity to freely select methods and processes of carrying out the research (Creswell, 2014; Creswell & Clark, 2011; Onwuegbuzie & Leech, 2007). Thus, I found it less restrictive in terms of how I conducted my research study. In this logic, I had the opportunity to systematically utilise appropriate methodology (Sefotho, 2015), to explore adolescent social media use in Masvingo District secondary schools. Thus, I utilised quantitative techniques (descriptive analysis of a questionnaire survey) at the initial level of the study. I later employed qualitative methods (thematic content analysis of focus group discussions, semi-structured individual interviews and documented field notes journal) to track matters that were not sufficiently interrogated by the quantitative technique. In line with the above view, I considered “what works” to address research questions (Heyvaert et al., 2013, Johnson & Onwuegbuzie, 2004; Onwuegbuzie & Johnson, 2006), instead of choosing between the positivist/ post-positivist or interpretivist paradigms. To remain credible, I thoughtfully employed the design (Heyvaert et al., 2013: 304; Denscombe, 2008: 274; Johnson & Onwuegbuzie, 2004: 19), by selecting and combining the findings of the appropriate techniques to answer the questions of the study. In addition, as an experienced practising psychologist, I relied on the view that paradigms are ways of thinking among individuals of a speciality area that influence knowledge they hope to obtain and interpret the findings (Maree, 2015; Morgan, 2007). Thus, I subscribed to find the methods that work rather than the ontological views adopted for the research.

In that view, I had the opportunity to focus on methods that provided a thorough examination (Shannon-Baker, 2016; Creswell & Clark, 2011; Onwuegbuzie & Leech,

2007) of adolescent social media use in secondary schools at the same time minimising the threat to secondary school adolescent learners (questionnaire and focus group discussion), Educational Psychologists, teachers and parents/guardians participating in semi-structured individual interviews and focus group discussions. In addition, I follow the views of earlier researchers (Biesta, 2010; Onwugbuzie & Johnson, 2006) that pragmatism includes a strong dose of pluralism. Thus, it provides an opportunity to embrace positivist and interpretivism strategies together.

In this study, I acknowledged the pragmatic standpoint that there is no single understanding of reality but a diversity of interpretations that call for mixed methods as a research approach (Sefotho, 2015; Onwuegbuzie & Johnson, 2006). For this reason, I carefully chose it for this study as it accommodated multiple viewpoints (Johnson, Onwuegbuzie & Tuner, 2007). I started off by testing objective experiences of the participants by employing a questionnaire and then complemented and elaborated upon it by the subjective experiences of the participant through focus group discussions and interviews (ontology). Although the researcher was objective using a standardised questionnaire, subjective measures were used to elaborate on responses given (epistemology) (Sefotho, 2015; O’Gorman & MacIntosh, 2015).

Furthermore, I was also guided by my research questions (see Section 4.2) that called for a mixed-methods study rooted in pragmatism (Creswell, 2016; Creswell & Clark, 2011; Tashakkori & Teddlie, 2003). I assumed that the research questions required a pragmatism paradigm to be practical in interpreting the results. The emphasis was on the value system in which I chose the appropriate techniques to address questions rather than the techniques themselves (Creswell & Clark, 2011; Teddlie & Tashakkori, 2009).

Most importantly, the paradigm allowed me to choose the questionnaire to source survey data and the focus group discussion and semi-structured individual interviews to explore deeper life meanings and experiences from the participants themselves, which would have been impossible if I had used either technique alone. By doing this, singular and multiple realities were obtained from the quantitative and qualitative techniques (Creswell, 2014; Creswell & Clark, 2011). Thus, in this regard, there was an emphasis on inter-subjectivity by working from the objective quantitative techniques to the subjective qualitative techniques through communication and shared meanings between the researcher and the participants, which was again in line with the view of

paradigms as ways researchers perceive issues (Maree, 2015; Morgan, 2007). As a pragmatic researcher, I concur that there was one truth and that participants have their exclusive way of interpreting truth. Also, as a pragmatist researcher, I was not worried about the effects of my value system in conducting this study (axiology).

I conducted this research in a manner that was in line with the value systems I held. I concurred with the view that the transferability of study results is critical in pragmatic research (Morgan, 2007: 50). As such, this research study hoped to apply what was learnt when employing one type of research technique in a specific setting. I subscribed to Morgan's (2007: 50) view that researchers should have the ability to apply what is learned through using one study method in a particular setting and utilise that information in other situations. In line with this view, I used the questionnaire survey to obtain general views of the respondents on adolescent social media use in secondary schools and followed it up with focus group discussion and semi-structured individual interviews to get into more profound life experiences interpretations of the individuals. I conducted this through a series of backwards and forwards activities between specific findings and the implications of the findings (Morgan, 2007).

Table 4.2 presents paradigms, the research approach, ontology, epistemology, axiology, and methodology. Maree (2015) posits that pragmatism research study philosophy integrates more approaches and research strategies in one study (Maree, 2015).

Table 4.2: Paradigmatic standpoints (adapted from Mertens, 2015: 11)

Paradigm	Research Approach	Ontology	Epistemology	Axiology	Methodology
Positivism	Deductive	A single truth exists and can be predicted	Objective	Value-free	Investigational and manipulative methods are mainly used
Interpretivism	Inductive	Internal truth of subjective experience	Empathetic Observer inter-subjectivity	Biased	Interactional Interpretive Qualitative
Pragmatism	Deductive/ Inductive	One reality is tested and then complemented and elaborated upon by the subjective experiences of the participant	Although the researcher was objective using a standardised questionnaire, subjective measures were used to elaborate on responses given.	Value-free/ Biased	Quantitative questionnaire Qualitative Interviews Focus group discussions

4.4 The study design

In this section of the study, I focus on the design I adopted for the study. A definition of the term study design is imperative before explaining the design suitable for this research. I explain study design as a plan of inquiry (Lindsay-Smith, O’Sullivan, Emie, Harvey & van Uffelen, 2018; MacMillan & Schumacher, 2014). This implies that the study draws its direction from the design. In concurrence, Magwa and Magwa (2015: 46) affirmed it as a plan for addressing research questions. In the same vein, Maree (2015) claims it as a strategic framework that links the study questions and the implementation process of the inquiry. In this sense, I subscribe to the view by renowned scholars (Dhanapati, 2016; Denzin & Lincoln, 2005) that it is a course of action that guides the investigator in the data gathering, analysing and interpreting.

Therefore, I opted to employ explanatory sequential mixed-methods as a roadmap that offers the most appropriate way to follow for this study. This was settled on after a thorough consideration of the main types of mixed-methods designs, namely concurrent and sequential designs with distinctions (Creswell, 2009; Johnson & Onwuegbuzie, 2004, Johnson et al., 2007). Table 4.3 shows mixed-methods design circumstances, indicating time order decisions and paradigm emphasis decisions for both concurrent and sequential designs.

Table 4.3: Mixed-methods design circumstances (adapted from Johnson & Onwuegbuzie, 2004; Muskat, Blackman & Muskat, 2012)

Time order decisions and notations		
Paradigm emphasis status	Concurrent	Sequential
Equal status	QUAL + QUAN	QUAL → QUAN QUAN → QUAL
Dominant status	QUAL + quan QUAN + qual	QUAL → quan qual → QUAN QUAN → qual quan → QUAL

The qual or QUAL notations represent qualitative, and quan or QUAN means quantitative. The lower case letters denote minor or lower priority, while the upper case acronym denotes a dominant or high-priority aspect. In addition, the (+) sign denotes concurrent design, and the arrow indicates sequential design (Johnson & Onwuegbuzie, 2004; Muskat et al., 2012). In a concurrent mixed-methods design data generation for quantitative and qualitative proceeds instantaneously, while in a sequential mixed-methods design, the quantitative design trails the qualitative design or the other way around in terms of data collection. A sequential mixed-methods design is further categorised into explanatory and exploratory designs. The exploratory mixed-methods design suggests that the qualitative feature of the arrangement was leading, while an explanatory mixed-methods design suggests that the quantitative feature of the structure was done initially (Creswell, 2014; Creswell, 2009). Thus from this view, my study adopted an explanatory sequential mixed-method as its research plan. The sequential mixed-methods design is indicated as the last structure of quan → QUAL in the lower right quadrant (Table 4.4).

4.4.1 Explanatory sequential mixed-methods design

This aspect of the study focused on the discussion adopted for this research. I used a case study design and an explanatory sequential mixed-methods approach in this study (Punch & Oancea, 2014; Teddlie & Tashakkori, 2009; Tashakkori & Creswell, 2007) to explore the life world of adolescents who use social media. I found explanatory sequential suitable for my study. It fits my philosophical belief of utilising what ensures the best outcomes and “what works” (Patton, 2015), which does not fit other worldviews. Within this philosophical view, I needed to be free to select the approaches, procedures, and techniques of the study that appropriately satisfy my desires and that focus on the “what and the how questions centred on the envisioned outcomes (Creswell, 2016; Dhanapati, 2016; Creswell, 2007).

In the context of my study, the first phase involves quantitative data collection and then qualitative data collection in the second phase to help expound or clarify the quantitative results (Creswell & Clark, 2011: 71). Thus, for this research study, the survey questionnaire was utilised to a wider sample to collect data and analyse it in the first stage and then, in the later stage, carry out interviews and focus group discussions for semi-structured information relying on the outcomes from the questionnaire. The quantitative evidence and findings provided an all-purpose depiction of the study problem, and the qualitative data sourcing technique was obligatory to further perfect, strengthen or illuminate the available view (Dhanapati, 2016: 574; Maree, 2015: 272; Creswell, 2014: 71). For instance, the potential limitation of one technique was addressed by the other, thereby guaranteeing a complete picture of the research problem. Furthermore, the quantitative phase offered a level of objectivity that would be missed if I were only to depend on qualitative methods (Maree, 2015; Creswell, 2014). The holistic idea of how explanatory sequential mixed-methods design was performed is shown in the tabulated figure (Figure 4.1).

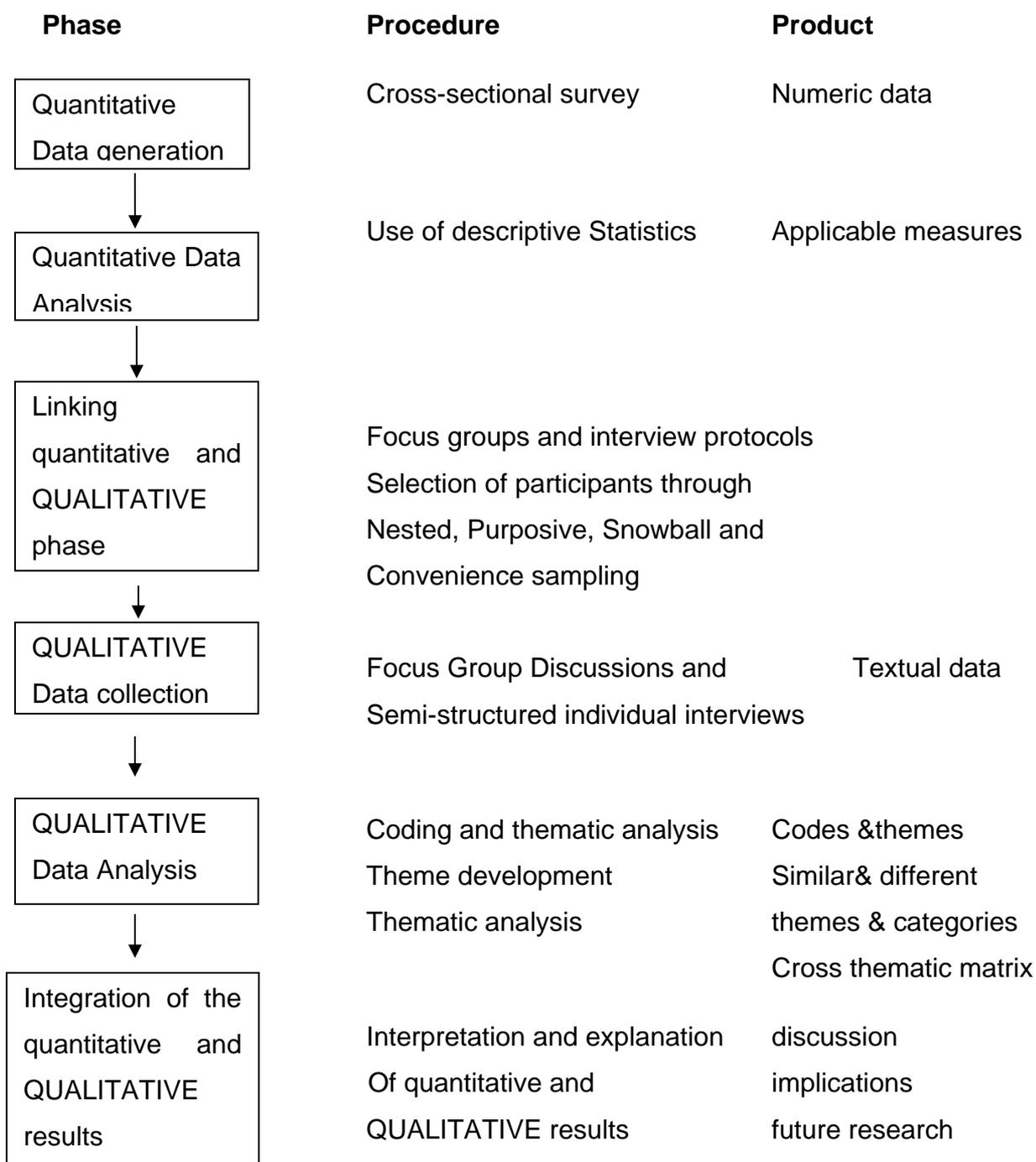


Figure 4.1: Explanatory sequential mixed-methods design procedures (Adapted from Dhanapati, 2016: 574)

I anticipated the challenges posed by the explanatory sequential mixed-methods design, such as the long time required for carrying out the two phases (Creswell & Clark, 2011: 74). Given this, I gave one year for data collection and analysis of both types of data.

4.5 Research setting – Masvingo District case study

I surveyed two secondary schools in Masvingo District. The district is in Masvingo Province of Zimbabwe and includes schools in and around Masvingo town. I chose to conduct this research study in rural secondary schools to explore how learners with rural backgrounds interpret adolescent social media use in secondary schools. In addition, I intended to explore or confirm if adolescent learners in rural schools, particularly in Zimbabwe, were disadvantaged in terms of relevant programmes on offer. I selected the two secondary schools because they had learners who received laptops and tablets from the Government and well-wishers. Furthermore, the secondary schools had computers as a subject.

Figure 4.2 shows two maps. The smaller one (to the left) shows Zimbabwe (the country), while the green section in the smaller map describes Masvingo Province. The larger one (to the right) represent the seven (7) districts of Masvingo Province (Bikita, Chiredzi, Chivi, Gutu, Masvingo, Mwenezi and Zaka). I opted to conduct the study in Masvingo District. The schools selected are in the southern rural areas of Masvingo District, in the Mapanzure area.

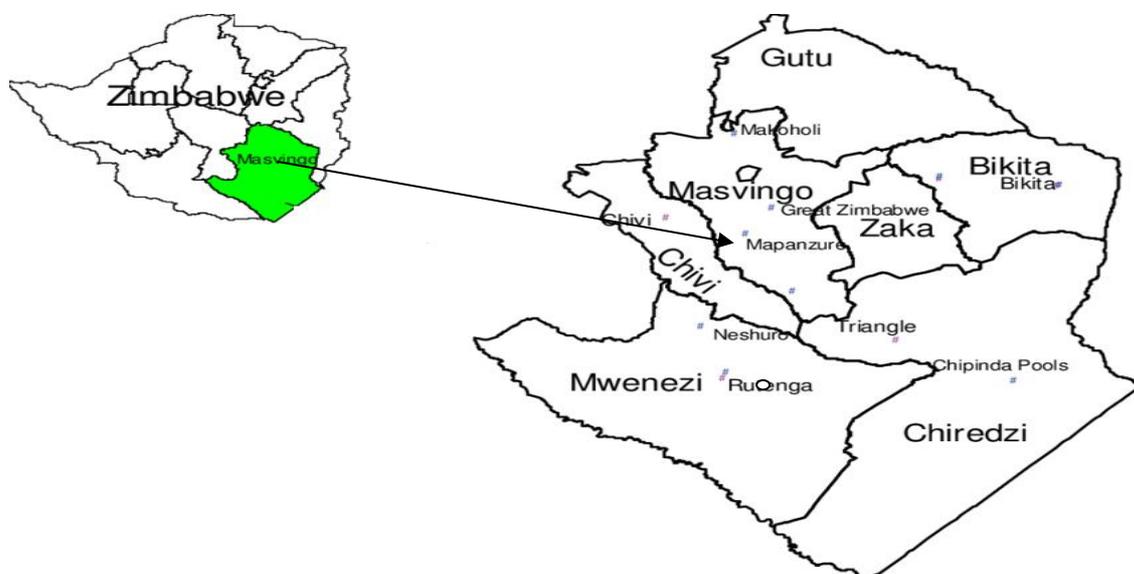


Figure 4.2: Map of Masvingo District in Zimbabwe

4.6 The purpose of the pilot study

I visited two secondary schools in Masvingo District, where the participants had to sign consent and agreement forms to participate in the research. (See Appendices F; G; H; I; & J). At least ten per cent (10%) of the population were selected for piloting the study. A total of 32 questionnaires (16 questionnaires per school) were distributed for

pilot testing. They were analysed, and the findings were used to improve the survey questionnaire. The pilot study was an endeavour to familiarise with the investigation, consider the meticulous design of the exploratory problem (De Vos et al., 2011), and establish the efficiency of the data collection method (Creswell, 2014). In this regard, I checked the efficiency of employing the questionnaire as a data collection method for adolescent social media use in secondary schools.

Furthermore, by conducting pilot testing, I intended to identify logistical challenges (Cohen et al., 2014) that are envisioned when using the anticipated approaches. I could also approximate unpredictability in results to enable me to come up with sample size, collect initial data and establish resources wanted for the survey (Teddlie & Tashakkori, 2009: 203). I pre-tested the questionnaire on a sample of 32 Form One (Grade 8: South African Education system) before administering it to the survey group of Form One learners in Masvingo District secondary schools. I considered pilot testing an outfit try-out where one conducts a small-scale inquiry before engaging in the main study (Gay, Mills & Airasian, 2011). In that logic, I carried out the pilot study in March 2019 to explore the practicability and utility of the questionnaire (Appendix K). I pilot tested the questionnaire to check and increase its consistency, soundness, and feasibility (Cohen et al., 2014). The pilot testing helped me understand guidelines, the arrangement of items, and the intricacy and sensitivity of items (Maree, 2015). I also established the proper period desirable and the magnitude of planning required for statistical analysis by conducting the pilot study (Cohen et al., 2014).

I only managed to carry out one pilot study due to some unforeseen reasons. In that respect, I comprehended that carrying out just one pilot study was an impending drawback. Consequently, I accept as true that I would have added more awareness into the viability of utilising the chosen instrument (Creswell, 2014), had I pilot-tested more. However, I tried to address this limitation by conducting this study flexibly and non-dictative manner (Cohen et al., 2014). I regularly reread, revised, and reflected on the tools I employed in this study (Appendix K).

4.6.1 Sampling procedure for piloting the study

The target population was 320 Form One (Grade 8) adolescent learners. Sampling is selecting relevant research participants to address the research problem (Tashakkori & Teddlie, 2003). Babbie (2005) reiterated that sampling entails a logical choice of study participants for observation. This, therefore, suggests that sampling is a fundamental decision-making instrument in a quantitative study in that numerical

interpretations can be made (Punch, 2009: 251). In this sense, I can make numerical conclusions about the two secondary schools chosen for this study. Similarly, Teddlie and Tashakkori (2009) reported that assertions could be made on the “generalisability” of results. Maree (2015) reported two types of sampling as probability and non-probability that researchers could utilise when selecting the study participants. This implies that researchers could choose techniques from the two types of sampling that can be employed to come up with the study members (Maree & Pietersen, 2010). I summarised the procedures in Table 4.4, suggesting the main reason I, as a researcher, would choose a particular sampling technique.

According to Babbie (2005), probability sampling can be used where the participants are known usually in large-scale surveys and non-probability sampling can be utilised on unknown participants or where they cannot be determined usually in small scale surveys. It follows that in the probability sampling, the chances of capturing all participants in a population are spelt out (Teddlie & Tashakkori, 2009), for instance, Form Ones (Grade 8) in the two secondary schools being considered in this study. Whereas, in non-probability sampling, it is challenging to identify who is in the population. For this study, I adopted the probability sampling procedure (simple random sampling of Form Ones). It offered me the chance to generalise sample characteristics to the whole Form One population from the two secondary schools, which is impossible to achieve in non-probability samples (Hayes, 2000).

Table 4.4: Sampling techniques (adapted from Welman, Kruger & Mitchell, 2005)

Sampling			
Probability		Non-probability	
Technique	Reason	Technique	Reason
Simple random	Any member of the population has an equal chance of being selected.	Accidental or incidental	Choosing members of a population who are easily accessible for the study.
Stratified random	Subpopulations with different but specific variables are put into strata. The homogeneity of the members of each stratum is expected.	Quota	Members of a population with the same variable are selected in equal proportion.
		Convenience	Similar to the accidental or incidental technique, however, here, the choice of members is haphazard.

4.6.1.1 Simple random sampling

In this section of the study, I discuss a simple random sampling technique utilised for the pilot testing population sampling. I used simple random sampling to select learners for piloting the study to determine the list of the learners in the two secondary schools (Maree, 2015: 172). Simple random sampling meant every group member had a similar and free opportunity of being chosen (Mertens, 2015: 328). Population elements were put on a list and given a specific number using a table of numbers.

I randomly selected a row in the table and took all the numbers that matched the sampling units in that row (Maree, 2015: 173; Mertens, 2015: 328) to come up with a sample of thirty-two (32) adolescent learners in Form One (Grade 8) for the two secondary schools. Furthermore, this made it possible to generalise the results to the two secondary schools from which the selection was drawn since the population could be defined (Gay et al., 2011). I concluded that I had to conduct a pilot study with 32 learners based on the questionnaire items. Relying on the advice from the Reformed

Church University statistician, I multiplied 25 items by 10 to give me an estimated number of participants (250 approximate number), who could give me the sensible response that I required to offer enough information for the numerical processes necessary for the appraisal.

However, from the two secondary schools used, the total number of Form one learners was three hundred and twenty (320), which was higher than what I got after multiplying the number of question items by ten. In this regard, to carry out the pilot study, I needed at least 10% of the main survey sample, which I calculated and got 32 participants.

4.6.2 Data collecting instruments

I constructed the questionnaire that addressed the concepts I had identified from the literature. I developed constructs such as devices and types of social media platforms, periods and frequency of social media use, social media use in secondary schools, and views on social media use and psychosocial identity development. Determined by the information needed to answer the critical questions, the questionnaire designed to collect data for this study employed closed-ended questions. Furthermore, I utilised the close-ended question format to address the complexity of coding the answers where an open-ended format is used (Krosnick, Judd & Wittenbrink, 2005). I intentionally employed close-ended questions when working with minors (Form One learners) who might have difficulties expressing their views via a written format.

In connection with the above discussion, I sought advice for both the design and content validation of my questionnaire from experts in the field of educational psychology (Appendix Q). The expert ensured that the questions allowed for the construction of ideas by the respondents. I also consulted my peers to check whether the questions addressed the topic that is, adolescent social media use (validity issue). I also constantly consulted experts in the field of Educational Psychology, my supervisor and peers to ensure that the findings could be repeated or generalised to a larger population (reliability issue), as well as whether the test can give consistent scores, irrespective of when the test is assigned (Hayes, 2011).

I concluded that the questionnaire has to consist of 25 questions for piloting the study (see Appendix K), which increased to 26 for phase one. The first three questions were biographic question items. In contrast, the rest of the questions (Questions 4 to 26) explored constructs such as devices and types of social media platforms, periods and

frequency of social media use, social media use in secondary schools, and views on social media use and psychosocial identity development. Most questions were asked on a 5-point Likert scale with the values strongly agree, agree, not sure, disagree and strongly disagree.

4.6.3 Data collection

I needed five days for piloting the study to generate credible and authentic data, which was a quarter of the time I required for Phase 1 of the study (which is twenty days). This was a worthwhile exercise if reliable results were to be expected from the survey study (Gay et al., 2011). I selected the learners from secondary schools. Table 4.5 shows the schedule for piloting the questionnaire.

Table 4.5: Schedule for piloting the questionnaire

Data generation procedure for the learners	Date of distribution	Time	Deviations
Questionnaire (32 learners) School X (16 learners) School W (16 learners)	12/03/19 12/03/19	0800-0845 1400-1445	The questionnaire was given out to the learners individually and collected from them after 24 hours.

4.6.4 Data analysis: Pilot study

In this item of the study, I discussed the data analysis method utilised for the pilot results of the research. I employed a descriptive statistical analysis of the pilot results in this study. I reviewed the questionnaire based on the outcomes of the pilot to align it to both positivism and interpretivism as my worldview on the methodology. Furthermore, based on the findings of the pilot, the questionnaire was improved as required. The pilot gave me a picture of the likely outcomes to expect from the survey.

4.7 Summary of the pilot study

The pilot study specified the logistical challenges of distributing and collecting the questionnaire from the commencement. I comprehended from the pilot study that requesting participants to gather in one classroom for a meeting to complete a questionnaire would not give appropriate outcomes. I noted that I needed more time to distribute the questionnaire than I expected for the survey (Teddlie & Tashakkori, 2009). Furthermore, I also realised that there was a need to include the item on finding

respondents interested in taking part in the next qualitative stage as suggested by experts (Refer to Appendix Q).

In the wake of this pilot study, it became clear that having conducted just a single pilot study was an impending drawback. Reflectively, I realised that I would have added more awareness into the practicability of using the other tools had I engaged in another further pilot study. However, I tried to address this limitation by presenting the questionnaire in a relaxed way that guaranteed increased reliability and validity of the results. I persistently reviewed and studied the instruments that guided the approaches in this study.

4.8 Phase one: Quantitative data collection

The survey collects data attained by asking individuals some predetermined questions either in person, on paper, by phone, or online (Trochim, 2020). I employed a questionnaire survey in this study to establish the general understanding of how Form One learners view adolescent social media use (Gurbuz, 2017). I conducted the questionnaire survey as the initial method to collect data about social media use in Masvingo District secondary schools to help me prepare for the qualitative phase using focus group discussions and semi-structured interviews.

I decided to survey this part of the study as it enabled me to engage many participants within a short time (Maree, 2015). I was offered the chance to get a wide-ranging picture of the model population (Maree & Pietersen, 2010; Creswell, 2009) of adolescent learners through the survey. My research subjects, school students, were accessible at common sites, thus a questionnaire was the best option. Furthermore, the survey also presented me with the occasion to take a broad view of the findings to a bigger population, in this case, the Form ones from the two secondary schools. However, my integration aimed not to apply the results to other situations per se but to get the in-depth realities of the individual context of the participants. I also assumed my research respondents to be literate such that they could read and interpret the questionnaire well. As such, I used English as means of communication when designing the questionnaire. I assumed Form One learners to be conversant in the English language as it is the medium of instruction in schools.

The questionnaire comprised two sections: Section A and Section B. Section A dealt with the general information (9 items). I included issues of biographical data in this section so as not to pose some threats to my respondents by throwing them into the

deep end of the matter. I intended to have them deal with simple issues first before engaging in thought-provoking topics (Trochim, 2020; Gurbuz, 2017). I also took cognisance that if too simple items are put at the initial stages, it may lead to boredom to the respondents and may feel that their important time is wasted (Trochim, 2020; Gurbuz, 2017). Section B dealt with the core questions that sought to address the research question (14 items). This comprised closed items, in which subjects chose between predetermined responses (McMillan & Schumacher, 2014:197).

4.8.1 Population, sample and sampling procedures

The population comprised of Form One (Grade 8) adolescent learners in Masvingo District secondary schools. Mertens (2015: 321) views population as potential research respondents to whom one wants to generalise the findings of the research. In a similar view, Chiromo (2006: 16) says population denotes all the persons, elements, items, or proceedings well-thought-out in a study. This implied that the study utilised a set of subjects or events that follow particular standards or were targeted by the generalisation of results of this study (Dube, 2015: 75). The group is also known as the target population (Dube, 2015: 89). This study's population comprised all the adolescent learners in Masvingo District, who were currently attending Form One (Grade 8) secondary school education at the selected two secondary schools. Table 4.6 shows the target population for the two secondary schools.

Table 4.6: Population for phase one

Target Population	School W	School X	Total
Learners	160	160	320

It would not be possible to study the population amounting to three hundred and twenty (320), as a result, a sample was considered. A sample is the fraction of the population considered for inclusion in the study (Maree, 2015; Mertens, 2015). In this logic, my sample for this study was one hundred and twenty (120) (See section 4.8.1.1 for detail). The process of selecting the appropriate sample size for inclusion in the study is known as sampling. The sampling technique that was employed for this study was stratified random.

4.8.1 .1 Stratified random sampling

In the first phase of this study, I used the stratified random sampling procedure (Maree, 2015: 172), to have a comprehensive and up-to-date sample frame of adolescent learners (120) from the two secondary schools. After realising some confines of using a simple random sampling procedure indicated in the pilot study, such as gender imbalance, I opted for stratified random sampling for the main survey. In stratified random sampling as Maree (2015: 172) pointed out, I grouped the study population into several non-overlapping identical clusters (strata) and randomly picked ultimate members from the different strata for the study. In the case of this study, adolescent learners were divided into four categories, namely; boys who were given laptops, I-Pads, and tablets; female learners who were given laptops, I-Pads, and tablets; male learners who were not given laptops, I-Pads and tablets and girls who were not given laptops, I-Pads, and tablets, to ensure that all subgroups with diverse but explicit variables were put into strata (Mertens, 2015: 328) and were equally represented in the study. Members in each of these strata had to be distinct so that they all got an equal chance to be carefully chosen using simple probability (Mertens, 2015: 328). The sample size for the two secondary schools is shown below in Table 4.7.

Table 4.7: Sample for the survey

Target Population	School W	School X	Total
Form One learners	60	60	120

This study's sample consisted of 120 learners for phase 1. All the distributed questionnaires were completed during the learners' free time, and I collected them on the second day after distribution.

4.8.2 Data gathering instruments

Data gathering strategy decisions in mixed-methods research should be guided by the purpose of the study and the paradigmatic belief system of the researcher (Greene, 2007: 73). In this study, I subscribed to Onwuegbuzie and Johnson (2006), who explicitly stated that the strength of mixing data gathering methods is that the scholar can capitalise on the potential of one method over another for a particular purpose. I corroborated with Mertens (2015: 393) that employing mixed-methods research is a convenient platform for researching the implications of different data gathering choices. In this view, I utilised mixed methods for my study based on creating a fertile

ground to use different data gathering tools to explore adolescent social media use in secondary schools. I used the questionnaire as a data-collecting method in this first phase (Appendix K).

4.8.2.1 The Questionnaire

This aspect of this study deliberated the questionnaire as a tool utilised for quantitative data collection. A questionnaire is a set of questions prepared by the investigator sent to selected individuals to provide the required evidence (De Vos et al., 2011: 172; Chiromo, 2006: 24). In this sense, I employed the questionnaire to draw evidence from learners about their views on adolescent social media use in secondary schools. I the questionnaire to one hundred and twenty (120) learners selected through stratified random sampling from the two secondary schools. I had little personal involvement during the data collection process and therefore posed less danger of the researcher's influence and provided greater anonymity (Chiromo, 2006: 24). Chireshe (2006: 91) claimed that the questionnaire ensures reduced preconceptions that might come from the individual features of the investigator. Furthermore, it offers a greater advantage of anonymity associated with the absence of an interviewer (Maree, 2015: 158; Chiromo, 2006: 24). In this view, anonymity guarantees increased chances of genuine responses (Chireshe, 2006: 91). To ensure strict adherence to ethical principles, the participants were not required to disclose their identity. Henceforth, the probabilities of receiving accurate data were elevated.

I divided the questionnaire into two sub-areas. The first sub-area sourced information about the bio-data of the participants. The second sub-area focused on the participants' views on adolescent social media use in secondary schools. The emphasis was on learners' ideas and not on the precision or social appropriateness of their views (Descombe, 2008: 178). The questions sought to establish the learners' participation in adolescent social media use.

4.9 Data gathering process

In this section, I focused on how the data in this section was gathered. I discussed the response rate and response bias and where authority was obtained.

(a) Participants' response rate and response bias

One hundred and twenty learners were equally selected from the two secondary schools and given the questionnaire to answer. It took me three days to conduct the selection, distribution and collection exercises. Consistent with Babbie's (2005) view

that the acceptable response rate from a simple random sample is 80% or higher, all the participants for this study responded within the agreed-upon period ensuring a one hundred per cent (100%) response rate. My assumption for the connection concerning the response rate and data quality was that the higher the response rate, the greater the likelihood the sample represents the population and thus precisely reflecting the results gathered from the whole population (Magwa & Magwa, 2015; Hutchinson & Johnston, 2004).

In an attempt to prevent response bias from impacting the findings negatively (Babbie, 2005), I explained to the participants the importance of giving honest opinions to this study. In this view, I was aware that some participants could be tempted to provide reports which they consider would please me, hence defeating the purpose of collecting objective responses (Magwa & Magwa, 2015: 75). I also avoided pressuring the members to respond to the questionnaire to ensure the validity of the responses. In this regard, I flexibly engaged with them and agreed on the time frame of responding and returning the completed questionnaire.

(b) Data gathering

I sought authority from the MoPSE to gather data from the learners in Masvingo District. I was granted the authority by the Provincial Education Director and District Inspector (See Appendices C & D). I followed a comparable process to the pilot testing to ensure ethical considerations of conducting research were observed. I constantly observed the confidentiality issue, in as such, I had to explain how I came to invite them and clarified the purpose of the study. I clarified to the participants that they had the right to decide to take part or not in the study, and I categorically explained to them that finding that they were not willing to take part further this time around did not mean that I would hold it against them (Rosenthal & Rosnow, 2008). After the deliberations, most learners agreed to participate in the study.

Collecting the questionnaire took me one day since the learners were all at school. The questionnaire was completed during my absence since I did not want to influence the responses. Mertens (2015) pointed out that keen respondents intensify the response rate. I also used the questionnaire to establish learners' willingness to participate in the second phase. I believed that participants' realities might be revealed through their replies in a study (Hutchinson & Johnston, 2004), as items were thought

to give a similar implication to each respondent. I concurred with Beebe’s (2001) view that the purpose of a survey is to use data gathered from a sample to take a broad view of a bigger population where the researcher could make some inferences about the population. I collected 120 questionnaires on the second day after distribution, which enabled me to analyse the data and select participants for the next phase.

The criteria for participation in the study included fluency in both the English and Indigenous ChiShona languages. The learners were likely to be all fluent in English, which is the language of instruction in Zimbabwean schools. Therefore, the questionnaire was designed in English, and no translation was necessary.

Table 4.8: Schedule

Data collection procedure for the learners	Date	Time	Deviations
Questionnaire (120 learners) School W School X	14/05/19 16/05/19	0930-1230 1400-1600	The questionnaire was distributed to the adolescent learners individually and retrieved after a day.

4.10 Data analysis: Quantitative data

In this section, I discuss descriptive statistics analysis as a data analysis technique.

4.10.1 Descriptive statistics

I employed a descriptive statistical analysis in the main survey (Maree, 2015: 198). The interpretation of the characteristics of a sample through figures, tables or diagrams is known as descriptive statistics (Wilson & MacLean, 2011). Moreover, descriptive statistics, such as means, medians and standard deviations or measures of central tendencies can be used to summarise the data (Gay et al., 2011). The descriptive analysis suits this study as it offers the chance to describe data through the use of figures, tables, graphs and charts indicating adolescent learners’ views on social media use. For nominal data, such as gender, I summarised the data in frequency tables, whereas numerical data, such as age and school activities, was presented using measures of central tendencies.

Furthermore, the descriptive analysis describes the basic features of data in the study (Silverman, 2011), for instance, demographic statistics and percentages and the rate of responses per question. Cohen et al. (2014) suggested that descriptive analysis sum-ups the sample and measures. I summarised the responses question by question and presented summarises in the form of tables, figures and graphs (see Chapter Five for detail). Wilson and MacLean (2011) posit that descriptive data analysis limits broad view to a particular group of individuals being studied. No inferences extend outside this group, and any likeness to those external the group cannot be anticipated (Mertens, 2014). In this regard, the data described one group and that group only.

Through the questionnaire, I discovered the characteristics that described the learners concerning acquired knowledge and skills (Hutchinson & Johnston, 2004). For instance, I became aware of the learners who were given laptops and tablets and was able to detect learners fluent in the English language through their responses to the qualitative aspects of the questionnaire. The questionnaire results highlighted variables that needed further investigations and the participants to be included in phase 2 of the inquiry. For example, the results from phase one (quantitative) analysis specified that learners had varying opinions about the availability of policies to regulate social media use and guide adolescents in schools. In this case, 45.16% said there were policies to guide adolescents, 29.03% were not sure, and 25.81% said there were no policies to guide adolescents, indicating a need for further exploration in phase two.

4.11 Summary of phase one

I established the general views from adolescent learners in Masvingo District secondary schools (Ivankova, 2014) through the analysis of the survey questionnaire. I studied the nature of the facts linking to social media use through the analysis carried out descriptively using measures of central tendencies. I understood the meaning of the data. Thorough presentation, description and interpretation of data are presented in Chapter Five.

4.12 Phase two: Qualitative study

I adopted the ontological and epistemological assumptions of the interpretivist paradigm. I believed that individuals create numerous, perceptual truths that are socially and experientially influenced (Creswell, 2014; Mertens, 2010), as they interact with the environment. In this view, individuals have their interpretation of truth, even

though they can be changed. I acknowledge that numerous truths and diverse explanations may result from understanding how adolescents utilise social media to construct psychosocial identities and well-being (Creswell, 2014: 37). Epistemologically, interpretivism assumed that the researcher and the participants involved in the study are interconnected (Maree, 2015). This interaction implies that the findings were created during the study process, as the researcher and the participants influenced each other. As the researcher, my values are more likely to have impacted the study. However, values that I believed would impact the study, such as myself being an employee of the Ministry of Higher and Tertiary Education at the time, were made explicit.

Creswell (2014: 235) opines that reflectivity features prominently in a qualitative study. This entails reflecting on how my role in the study and my background, culture, and experiences could influence my interpretations of the themes I construct and my meanings to the data. I persistently revisited the process of the study to address the issue of bias in this study. I did this by constantly observing my role as a researcher, my context, and experiences that could influence my interpretation of the findings (Creswell, 2014: 235). Besides, I constantly interacted with my supervisor throughout the investigation process. The qualitative aspect allowed me to develop explanations from the evidence, making it an inductive approach, moving from the specific to the general (Creswell, 2014: 234). The living truths of the participants were illuminated through their descriptions of their experiences (Mertens, 2015). Furthermore, the mixed methods allowed me to employ different techniques to explain the varying perspectives about adolescent social media use in Masvingo District secondary schools. The methods I employed included semi-structured individual interviews, focus group discussions and observations made and documented in the reflective journal as my field notes (Mertens, 2010).

In Section 4.10.1, I discussed merging the quantitative and qualitative strands in the data analysis part of the quantitative phase and at the beginning of the qualitative phase. The quantitative phase was analysed before the qualitative phase could be started. The questionnaire results, both the pilot and the main survey, informed the study regarding who could participate in this qualitative phase.

4.12.1 Sampling procedure for the qualitative phase

In this aspect of the study, I discuss the sampling procedure for the qualitative phase. The quantitative phase informed the sampling procedures for this phase. I selected

key informants (Onwuegbuzie & Leech, 2007: 247) for this qualitative phase from the overall set of quantitative phase participants. Nested sampling, convenience sampling, snowball sampling, and purposive sampling procedures were opted for in this study. I thought this ensured that the information-rich individuals were selected to achieve the validity of results (De Vos et al., 2011). For this reason, I used my discretion to come up with a sample that provided rich information for the study. Figure 4.3 summarises the procedures taken to select participants of this qualitative phase.

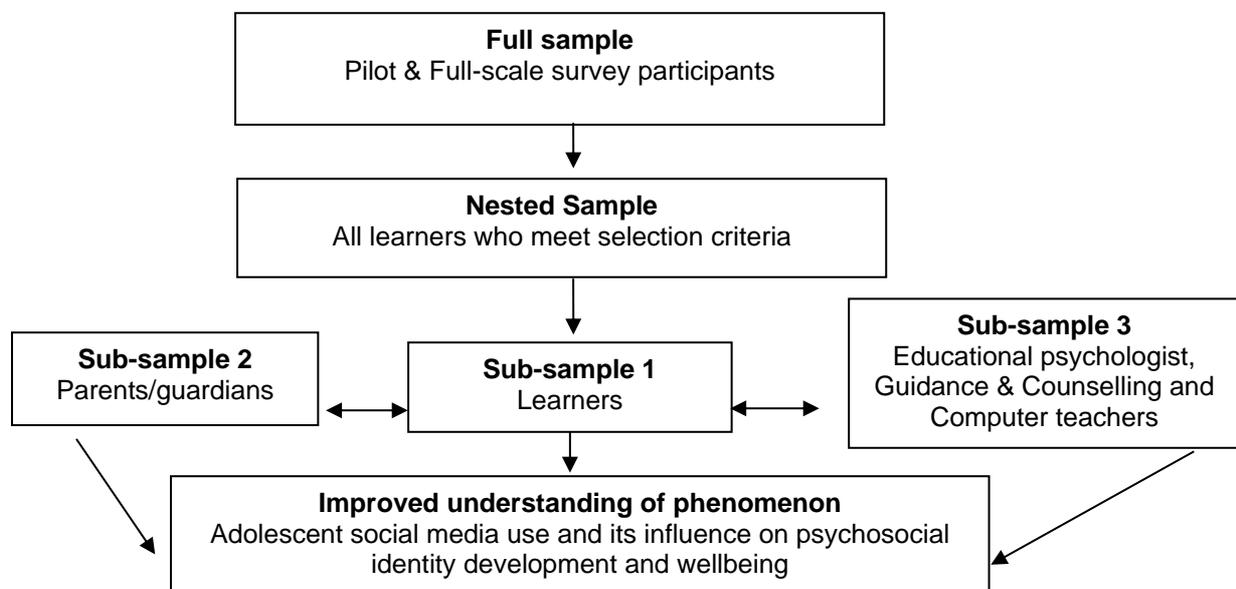


Figure 4.3: The flow of the nested sampling design (adapted from Onwuegbuzie & Leech, 2007: 247)

The qualitative sample for my study is a subset of the quantitative sample (nested sampling). Nested sampling is, therefore, a subgroup of a sample that took part in another phase (Collins, 2010). I compiled the questionnaire through which I sought to have the participants show their willingness to take part in the focus group discussions and semi-structured individual interviews sessions. Furthermore, I also considered the response depth of the qualitative aspect of the questionnaire. The selection process included the 31 questionnaire responses from the pilot survey and the 120 questionnaire responses from the main survey. In addition, I considered those who indicated that they were given digital devices (such as tablets, cell phones, I-Pads or laptops) either by the government or any other source to ensure that I obtained thorough representativeness of all the attributes relevant to my study (Onwuegbuzie & Leech, 2007: 248).

Eight participants out of the forty who satisfied the research requirements stated earlier were purposefully chosen to participate in the focus group discussions (See the detailed discussion in Sub-section 4.12.1 (b) for detail). The parents/guardians of the eight learner participants were selected through the snowball sampling technique to participate in focus group discussions of the research. I considered parents/guardians to be critical informants for this study (Mertens, 2015: 319; Patton, 2015: 408), on the basis that they were always in contact with the learners and consequently, were potential rich sources of data for this study (See sub-section 4.12.1 (e) for detail). Computer teachers and Guidance and Counselling teachers were also purposefully selected to participate in a semi-structured individual interview as they were also in constant contact with the eight learners selected for the focus group discussions for this study when they were at school (See sub-section 4.12.1 (c) & (d) respectively for discussions). The educational psychologist was conveniently selected (see subsection 4.12.1 (f) for detail). In this phase, parents/guardians, Educational Psychologists, Guidance and Counselling teachers, and Computer teachers were linked to the eight learner sample obtained through nested sampling. Table 4.9 gives the summary of the target population sample for the qualitative phase.

Table 4.9: The target sample for phase two

Participants	School W	School X	SPSOF	Total
Learners	4	4		8
Computer teachers	1	2		3
Guidance and Counselling teachers	2	2		4
Educational Psychologist			1	1
Parents	4	4		8
Total	11	12	1	24

(a) Sampling of schools

I used the convenience sampling technique to choose the secondary schools in the district to take part in the research (Barbour, 2013). Maree (2015) explains convenience sampling as consisting of “participants who are readily available and easy to contact”. The two secondary schools were selected because they were close to each other, shared a familiar environment and culture, were in the rural areas and

offered computer studies as a subject. Above all, the secondary schools had learners who had received laptops, I-Pads and tablets from the Government and other donors.

(b) Sampling learners

In this item, I delve into how I carried out the nested sampling to select participants for the qualitative phase of the research. I considered the responses of the questionnaire to come up with the participants. Also, I considered those learners who indicated their willingness to participate in the focus group discussions in the questionnaire. In addition, I considered the response depth of the qualitative aspect of the questionnaire. I included the 31 questionnaire responses from the pilot study and the 120 questionnaire responses from the main survey as indicated in Section 4.12.1 above. In addition, I considered those learners who indicated that they were given tablets, cell phones, I-Pads or laptops either by the Government or any other source to ensure that I obtained thorough representativeness of all the attributes relevant to my study (Onwuegbuzie & Leech, 2007: 248). I also considered the issue of gender balance and whether they had reached the adolescence stage (12-18 years). The reason for selecting Form One adolescent learners emanated from the researcher's view that it is a transitional stage where they encounter numerous experiences. It is also at this stage that they were to cope with various challenges in their new learning environment. The process captured forty (40) participants who satisfied the selection method and were assumed to be well-positioned to provide information-rich on adolescent social media use in Masvingo District secondary schools.

The forty were further scrutinised and reduced to eight participants to take part in the focus group discussions. The eight participants out of the forty who satisfied the requirements were purposefully chosen to take part in the focus group discussion sessions. The four (4) adolescent learners were chosen from each of the two secondary schools to come up with a sample of eight (8) learners who were engaged in focus group discussions. This was a reasonable sample size to get valuable information for transferability purposes.

(c) Sampling computer teachers

I purposively selected computer teachers from the two schools. Three computer teachers participated in this study; two were taken from school X and one from school W. These were all the computer teachers available in these schools. Therefore, I had

no choice but to utilise them purposively. The number was too small to leave out any of them from participating; hence the researcher included all three in a semi-structured individual interview to achieve credible results (Creswell, 2014). I assumed that computer teachers were most likely to provide me with in-depth data on how adolescents use social media to construct psychosocial identities and wellbeing.

(d) Sampling Guidance and Counselling teachers

I purposively selected Guidance and Counselling teachers from the two schools to have a sample of four Guidance and Counselling teachers for the two secondary schools. I utilised all the Guidance and Counselling teachers at the two schools to participate in the semi-structured individual interview. I found out that there were only two Guidance and Counselling teachers per school. The number of Guidance and Counselling teachers per school was minimal such that I could not leave out any member from participating in the semi-structured individual interview. The Guidance and Counselling teachers were thought to be well-informed on adolescent social media use and its influences on psychosocial identity construction and well-being. In addition, in Zimbabwe, Guidance and Counselling teachers help learners to socialise and cope with the ups and downs of life (Majoko, 2013: 77; Madhuku, 2005: 8). In this regard, I assumed that Guidance and Counselling teachers, who were constantly in contact with learners experiencing positive or negative developmental issues, were most likely to give me rich information on how adolescents use social media to construct psychosocial identities and well-being.

(e) Sampling of parents/guardians

Sampling parents/guardians for this study was also guided by the sample of the learners for this phase. I used snowball sampling to select four (4) parents/guardians from each of the two secondary schools (males and females) who had their children given laptops, Tablets and I-Pads. A total of eight (8) parents/guardians sample was reached. Each learner was tasked to provide a parent/guardian of the opposite sex to the learner where possible. Parents/guardians were assumed to be knowledgeable on how their children utilised social media to construct their identities and well-being. In this view, I hoped to get in-depth information from the parents/guardians, who were in continuous contact with the learners experiencing positive and negative relationships in life.

(f) Sampling of the Educational Psychologist

I conveniently selected the District Educational Psychologist to participate in this study. I selected only one district psychologist, by having one educational psychologist per district. I assumed that the Educational Psychologist had more knowledge of how learners use social media and believed that the educational psychologist is knowledgeable about the implications of social media use on adolescent learners. Furthermore, in this study the Educational Psychologist was tasked to intervene to support learners, teachers or parents through conducting private counselling sessions should they experience any distress or discomfort during or after the research data collection sessions. In Zimbabwe, Educational Psychologists help learners, parents/guardians and teachers to socialise and cope with the ups and downs of life (Majoko, 2013: 77; Madhuku, 2005: 8). As a result, I assumed that the Educational Psychologist, who was in constant contact with students, parents/guardians, and teachers would offer rich and valuable data on how adolescents used social media to construct psychosocial identities and well-being.

4.12.2 Data collection process

I utilised focus group discussions, semi-structured individual interviews and observations recorded in the field, and reflective journals as data gathering tools. I engaged in focus group discussions before the semi-structured individual interviews and in that view, I discussed these in that order in the coming sections.

(a) Focus group discussions

A focus group discussion is a small group assembled by the researcher to engage in an in-depth discussion on a particular topic (Maree, 2015; Tshuma & Mafa, 2013). Realising the restrictions encountered by closed-ended questions in the questionnaire for this study I opted for the focus group discussions to source in-depth data more economically (Mertens, 2015; Creswell, 2011). Furthermore, focus group discussions encouraged a serious approach by the participants, resulting in accurate information (Silverman, 2011: 208). Focus group discussion also offered me the chance to assess characteristics of the participants such as tone of voice, facial expressions, and hesitations (Refer to Appendix Q). In the same vein, Barbour (2013) opines that focus group discussions involve the conversation between three or more people, including the researcher and at least two other participants. In the case of this study, focus groups were made up of four members per group and the interviewer. The

manageable group size was utilised for this study to ensure active participation for all and a reasonable response rate (Heinz, 2008: 71).

To produce believable findings while also maintaining ethical principles, I used focus group discussions. I engaged learners and parents/guardians about social media use and its implications for teenagers' psychological identity formation and well-being. In this sense, learners and parents/guardians were free to express themselves in groups where responses were not traced back to them (Magwa & Magwa, 2015: 75; Heinz, 2008). In that view, I could not identify a given response with a participant. I conducted two focus group discussions per school, one for the learners and the other one for their parents or guardians. Group dynamics in focus group discussions enabled learners and parents/guardians to build on each other's ideas, experiences and comments to produce data-rich in detail that was difficult to achieve with other the questionnaires. Cargan (2007: 110) noted that the flexibility of group dynamics encouraged active involvement, and one person's comments stimulated ideas in others. This was also confirmed by van Esch and van Esch (2013: 131), who pointed out that focus group discussion, encourages participants to share their views and convey their actions freely and openly. Through focus group discussions, I generated rich information on social media use and its influence on adolescents' psychosocial identity development and well-being.

I invited participants to consent (adults) and assent (minors) to take part in the discussions by signing a consent and assent form before the commencement of the discussions (Appendix F, G, H, I & J). I also requested their permission to take down their discussions. I made the purpose of the study clear by explaining the benefits and risks of taking part in a focus group discussion before the commencement of the discussions. There were two focus groups for the learners and two focus groups for the parents with four members per group. The participants introduced themselves briefly as requested so that each participant knew the others in the group. For an efficient discussion process and ensuring the rights of individual members were observed, we set out ground rules for the discussions for all groups. We also discussed the issue of confidentiality in a group for the participants to make informed decisions to take part in the research and appreciate their value of contributing to the group. I also emphasised the participants' freedom to choose to participate or not and encouraged them to express their feelings and understand comfortably (Creswell, Shope, Plano Clark & Green, 2006).

However, I was aware that focus group discussions might have shortfalls if not properly handled (Magwa & Magwa, 2015). As suggested by Siyakwazi (2012) focus group discussions could end up being time-consuming if the moderator fails to take control of the proceedings. In this view, I had to consult experts on using focus group discussions before the actual research study (Magwa & Magwa, 2015: 75), to ensure effective utilisation of focus group discussion sessions giving equal opportunities to all the participants.

I carried out focus group discussions with learners who were nested sampled and parents/guardians purposively selected from the two schools bearing in mind the need for gender equity for this study. The reason for this type of selection was to address the issue of gender disparities often seen in educational circles and ensure that every gender is equally represented in the research discussion. Selecting participants from the two secondary schools entailed broadening the knowledge base to obtain valid data for this research study. I conducted two different sessions per school per day to address issues of transport cost likely to be incurred by moving participants if they were to be moved to one central place. I used focus group discussions to engage participants to freely discuss the nature of social media use in Masvingo District secondary schools in groups where their responses were not traced back. This ensured the confidentiality and anonymity of the participants (Maree, 2015). The researcher was cognisant that individuals should be protected in the data they give lest they could be victimised. The focus group discussions guide was divided into five categories of questions as indicated in Hoberg (2001: 140) (See Appendices, L & M). Table 4.10 highlights the composition, venue and time duration per session of the focus group sessions for learners and parents/guardians.

Table 4.10: Focus group discussion sessions for learners and parents/guardians

Session number	Number of participants	Venue	Duration per session
1	4 Form 1 learners: <ul style="list-style-type: none"> • 2 females • 2 males 	School X	1 hour 30 minutes
2	4 parents/ guardians <ul style="list-style-type: none"> • 2 females • 2 males 	School X	1 hour 10 minutes
3	4 Form 1 learners: <ul style="list-style-type: none"> • 2 females • 2 males 	School W	1 hour 6 minutes
4	4 parents/guardians <ul style="list-style-type: none"> • 2 females • 2 males 	School W	1 hour 20 minutes

(b) Semi-structured individual interviews

The qualitative phase of this research adopted the semi-structured individual interview as a data collecting method. This study used semi-structured individual interviews (Maree, 2015: 87, Silverman, 2011: 161, Magwa & Magwa, 2015: 73, Barbour 2013: 119) because of its open-ended questioning technique. Salient ideas were tapped from the participants without dictating the direction of the discussion by the researcher (Barbour, 2013: 119). This enabled the participants and me to diverge from pursuing an idea or response on how adolescents utilised social media to construct psychosocial identities and well-being in a much more detailed manner. In this regard, I used semi-structured interviews to understand teachers' interpretations of adolescent social media use and its influence on psychosocial identity construction and well-being.

In this context, I subscribed to the view that an interview works effectively with a small number of people (Creswell, 2014), for instance, the sample size of eight (8) participants used in this qualitative phase. I employed semi-structured individual interviews to source detailed information about the participants' lived experiences and

self-revelatory meanings (See Appendix N & O). The semi-structured personal interviews also allowed me to build trust among the participants by reminding them of their right not to take part if they feel uncomfortable (Maree, 2015). In the interview sessions conducted, the researcher probed the participants to clarify issues under discussion to generate research-related data (Dube, 2015: 98). To acquire rich data from the participants, I had to establish a very conducive rapport with them, gain their trust and source rich data. This implied that a semi-structured individual interview was a dialogue initiated by the interviewer to generate the research data from the interviewee (Dube, 2015: 98). Therefore, the term semi-structured individual interview in this study refers to a dialogue between the interviewer and interviewee. Table 4.11 summarises the composition, venue, gender and time duration per session for the interviewees for this study.

Table 4.11: Participants

Interview session	Participants' pseudonyms	Gender	Venue	Duration per session
1	Dino	M	SPSOF	1 hour
2	Prisca	F	W	48 minutes
3	Joel	M	W	55 minutes
4	Timothy	M	W	50 minutes
5	Melody	F	X	50 minutes
6	Muza	M	X	45 minutes
7	Mercy	F	X	45 minutes
8	Grey	M	X	45 minutes

In this study, the Educational psychologist, Guidance and Counselling teachers and Computer teachers were engaged in face-to-face dialogue to get live insights on their perceptions on how adolescents utilise social media to construct psychosocial identities and well-being. I conducted the semi-structured individual interviews with the Educational psychologist, Guidance and Counselling teachers and Computer teachers mainly because of their roles at work since they are in constant conduct with the learners' activities in schools. They are better placed to understand how adolescents use social media. Most importantly, this data collecting method provided room for immediate feedback, probing and clarification (Creswell, 2007). In this view, probing

the Educational psychologist, Guidance and Counselling teachers and Computer teachers through interviews guaranteed the in-depth clarification of meanings to situations (Punch & Oancea, 2014: 182). In concurrence, Cohen et al. (2014) contend that in-depth comprehension of the personal context within the research problem could be gained through an investigation of participants' views. Therefore, I used the semi-structured individual interviews to carry out this research investigation on adolescent social media use and its influence on psychosocial identity development and well-being to generate reliable research data.

As a researcher, I knew that qualitative interviews could take several forms; the informal dialogue interview, the interview guide approach and the standardised open-ended interview (Cohen et al., 2014: 321). In addition, each of these forms differs in structure and planning and the comparability of responses in data analysis (Hoberg, 2001: 78). Given the above, the selection of the interview strategy depended on the context and purpose of the study (Cohen et al., 2014: 321). I utilised the interview guide form, which was relatively conversational and situational (Cohen et al., 2014). I selected the topics in advance, but I had to decide on the sequence and wording of the questions during the interview session (Hoberg, 2001).

Furthermore, I prepared the main questions to minimise or eliminate unnecessary divergence rates. The divergence rate is the amount of time taken focusing on irrelevant information in the interview. I continually probed for thorough explanations where responses lacked sufficient detail, depth or clarity (De Vos et al., 2011: 299). I employed probing techniques: open-ended questioning, tracking, asking for clarification, and providing a reflective summary (Schulze, 2002:55). I closely followed the content and meaning of the interviewee's verbal and non-verbal conversations. I also pursued the ideas by asking follow-up questions to address the central questions (Long, Wood, Littleton, Passenger & sheehy, 2011; De Vos et al., 2011). The researcher tried to enhance his research skills by considering these strategies.

I had semi-structured individual interview sessions of about forty-five minutes per session with the Educational psychologist, Guidance and Counselling teachers, and Computer teachers at their particular workplace. These sessions were conducted during their free time so they could comfortably share their views on adolescent social media use in secondary schools and their influence on psychosocial identity development and well-being. Table 4.12 Summaries the semi-structured individual

interview sessions conducted with the Educational psychologist, Guidance and Counselling teachers, and Computer teachers.

Table 4.12: Semi-structured individual interviews

Date	Time	Participant	Venue
8 July 2019	1200-1300	(Mr) Dino/IND1	Participant's workplace (SPSOF)
12 July 2019	0900-0948	(Ms) Prisca/IND2	Participant's work place (W)
12 July 2019	1100-1155	(Mr) Joel/IND3	Participant's work place (W)
12 July 2019	1400-1450	(Mr) Timothy/IND4	Participant's work place (W)
15 July 2019	0830-0920	(Ms) Melody/IND5	Participant's work place (X)
15 July 2019	1030-1115	(Mr) Muza/IND6	Participant's work place (X)
15 July 2019	1215-1300	(Ms) Mercy/IND7	Participant's work place (X)
15 July 2019	1415-1500	(Mr) Grey/IND8	Participant's work place (X)

However, in generating data from interviews, I anticipated some drawbacks such as the infringement of privacy and freedom of the participants (Cohen et al., 2014), especially when interviewing in public places, in this case in schools that were noisy and uncomfortable to the participants. In addressing this limitation, I secured a private room free from unnecessary noise and intruders to conduct interviews. Again, I acknowledged that the information from interviews could also be prone to bias due to human interaction (Magwa & Magwa, 2015: 75). In this view, I anticipated that some interviewees might want to give reports which they think pleases me hence defeating the purpose of collecting objective responses. To address this limitation, I explained to the participants the importance of providing honest opinions to this study.

(c) Reflective journal

This item of the study discussed the reflective journal kept for this study. A study journal is a record of experiences noted during the study field (Patton, 2007). I

recorded the activities that transpired, such as the physical descriptions of each participant, participants' mood for the day, participants' interactions that I observed as important. In addition, I documented non-verbal actions as well as body language and facial expressions. In most cases, I highlighted my feelings and perceptions. I was provided with the chance to view the participants' actual behaviour in the natural setting. Thus, I employed this technique with a view that that observations and reflections on meanings and thoughts could help me clarify issues and minimise falsifying issues (Maree, 2015). However, I avoided relying heavily on the observations fearing to miss out a lot on the participants' voices (Creswell, 2007).

I constantly documented my thoughts, feelings, perceptions and observations during and between sessions with the participants (Patton, 2007). Reflecting on observations and self-reflexivity became a valuable process of data gathering and data analysis. Furthermore, I managed to look back on the processes and express my emotions safely and constructively. In this logic, the journal acted as an instrument for guaranteeing the quality of the study by providing messy evidence and tapping into how all the procedures and decisions were realised. My supervisor and other scholars I interacted with throughout the study influenced my approach to the current study (See Appendix Q). In addition, the reflective notes enabled me to verify the findings.

4.12.3 Data analysis

The analysis simplifies complex evidence into small parts to comprehend the connections of data (Schulze, 2001: 33). According to Johnson and Christensen (2008), analysis categorises data into themes, patterns, trends and relationships to come up with some interpretations of a research problem. In qualitative research, analysis implies looking for connections in data to establish persistent performance (Maree, 2015). I started searching for patterns in data when I began the data gathering process. The whole essence was to focus on further data collection (Charmaz, 2005) and check unanticipated results about my research question (Wiersma & Jurs, 2009). I employed thematic analysis for this second phase. In this regard, I integrated the operations of organising, analysing, and interpreting data to establish the recurrent behaviour of data. In addition, I considered some characteristics of qualitative methodology. All this was done because of the interpretive studies' assumption that meanings and interpretations were embedded in words and themes (Braun & Clarke, 2013: 121). Therefore, a thematic data analysis tool was employed for this research.

4.12.3.1 Thematic analysis

The experiences of the participants lie in the data that has been collected through different sources (Creswell, 2014: 215). The study's second phase adopted the thematic analysis technique on the pretext of its diversity and complexity (Silverman, 2011:208). I used this approach to analyse data that I collected through focus group discussions, semi-structured individual interviews, and documentation of journals about themes within the data. I began the analysis as soon as data collection commenced. The essence was to enable me to focus further on data collection procedures (Maree, 2015) and establish unanticipated results regarding the research question. In Braun and Clarke's (2006:78) view, thematic analysis is a flexible and useful tool that provides detailed data. I concurred with Creswell (2014: 215) that not all of the text and image data generated could be used in the qualitative study. Thus, in the analysis of data, I needed to "winnow" the data (Johnson & Christensen, 2008), a process of focusing on some of the data and disregarding other parts of it. According to Creswell (2014: 215), this process is different from quantitative research in which researchers go to greater lengths to preserve all of the data and reconstruct or replace missing data. As Creswell (2014: 2015) pointed out, I opted for this type of analysis for my study because of the impact of the process of winnowing data to group it into a small number of themes. Figure 4.4 summarises data analysis procedures for this phase.

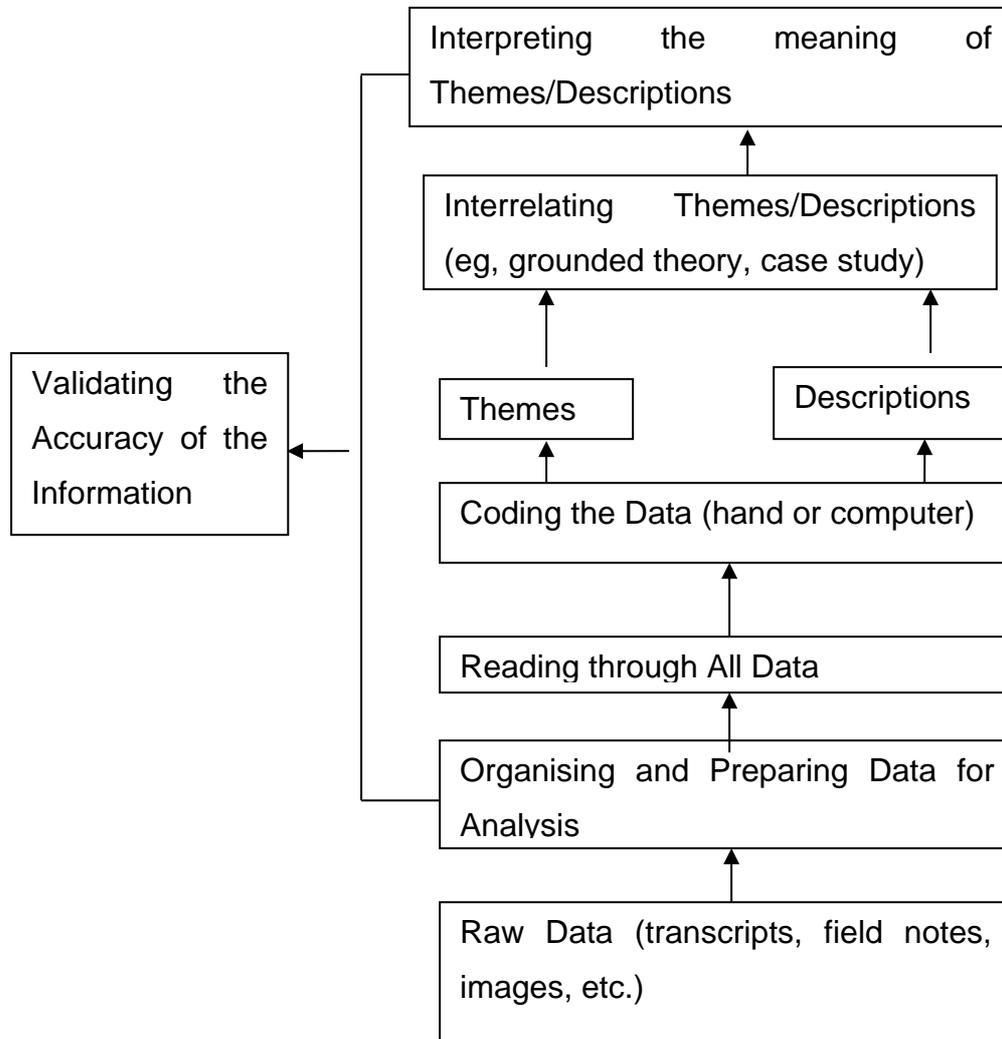


Figure 4.4: Summary of data analysis procedures for the qualitative phase (adapted from Creswell, 2014: 217)

4.12.3.1.1 Data analysis and interpretation process

I analysed the data to make sense of textual evidence and observations (Creswell, 2014) achieved throughout the research process. According to Creswell (2014: 217), preparing data for analysis involves using different analyses, conducting a deeper understanding of data, making representations of data, and making interpretations of the larger meaning the data presents (organising and preparing data for analysis). As a researcher, I took cognisance of activities that should be undertaken when analysing data transcripts. In that view, the method of Johnson and Christensen was also considered for the analysis of the focus group discussions, semi-structured individual interviews, and documented journal transcripts. I, therefore, engaged in segmenting, coding, compiling a master list, checking for inter-coder and intra-coder consistency,

enumeration, and indicating relationships among categories (Johnson & Christensen, 2008: 356).

I immediately and independently conducted the focus group discussion and semi-structured individual interview data transcription as soon after my initial session (See Appendix P), ensuring that my captured texts mirrored as much of the participants' exact statements as probable. As I read through the data, I searched for connections of sense and topics of prospective attention. I read and reread my transcriptions (to become fully aware of the data) while writing memos in the margin and the field notes (Creswell, 2014) (See Appendix R).

I grouped the data into significant analytical components. I had to do this by reading the written down data thoroughly line by line and asking the following questions:

- ✓ Do I see a chunk of the text that is essential for the study?
- ✓ Does it diverge from the text coming before or after it?
- ✓ Where does the chunk begin and end?

The idea that I obtained from the data and the textual evidence from the field allowed me to understand the material. The familiarisation process distinguishes interpretive research from positivist research in that in interpretive research there is no attempt to define variables (Tashakkori & Teddlie, 2010). I endeavoured to stay close to the data to interpret it from a well-informed position during the coding process.

I observed a methodical procedure of data generation, data documentation and elucidation (Braun & Clarke, 2006), to ensure rigour in the data. This practice demanded grouping data into themes and categories (Braun & Clarke, 2006). Codes were sometimes altered or joined to form fresh codes. Codes are tags or labels for assigning units of meaning to descriptive data (McMillan & Schumacher, 2014; Miles, Huberman & Saldana, 2014). Therefore, I persistently took note of words and meanings that are connected, repetitive or contrasting across transcripts to come up with appropriate codes, categories and themes for this study (Braun & Clarke, 2006).

In the transcriptions of the gathered data, I made use of the exact words of my participants (*In vivo* codes) (Creswell, 2016). This, therefore, enabled remain attached to the data as much as possible since I had a lot of data to deal with (Creswell, 2013). Furthermore, I colour-coded to separate themes from transcripts to enhance clarity

and for evidence, I placed similar ones together in a table of themes (see Appendix P).

The data display would be in the table of themes (Cohen et al., 2014). I grouped the coloured themes to make it easier to simplify data into a manageable size to be easier to work with (Miles et al., 2014). There were instances where overlapping categories and themes resulted in recording them in the most suitable theme or category. Thereafter, I was able to come up with diverse themes and categories from the summarized and exhibited data. The reiterative procedure and triangulating of data further guaranteed that I had sourced exhaustive and comprehensive data (Cohen et al., 2014).

4.12.3.2 Integration of the quantitative and qualitative results

Integration involves joining the outcomes from the preliminary quantitative phase to help design the follow up qualitative data collection phase (Creswell, 2016). This plan included what questions needed to be probed further and what individuals helped to explain the quantitative results. Integration could happen at different levels of a study- design-level, methods-level, or interpretation-level and could occur in a variety of different ways- connecting, building, merging or embedding (Creswell & Clark, 2011). In this study, the first linking of data happened at the design level using an explanatory mixed-methods sequential design, where the results from the first phase of the research were used to build the second stage of the research design. Figure 4.5 summarises the point of interface for integration in the design chosen for this study.

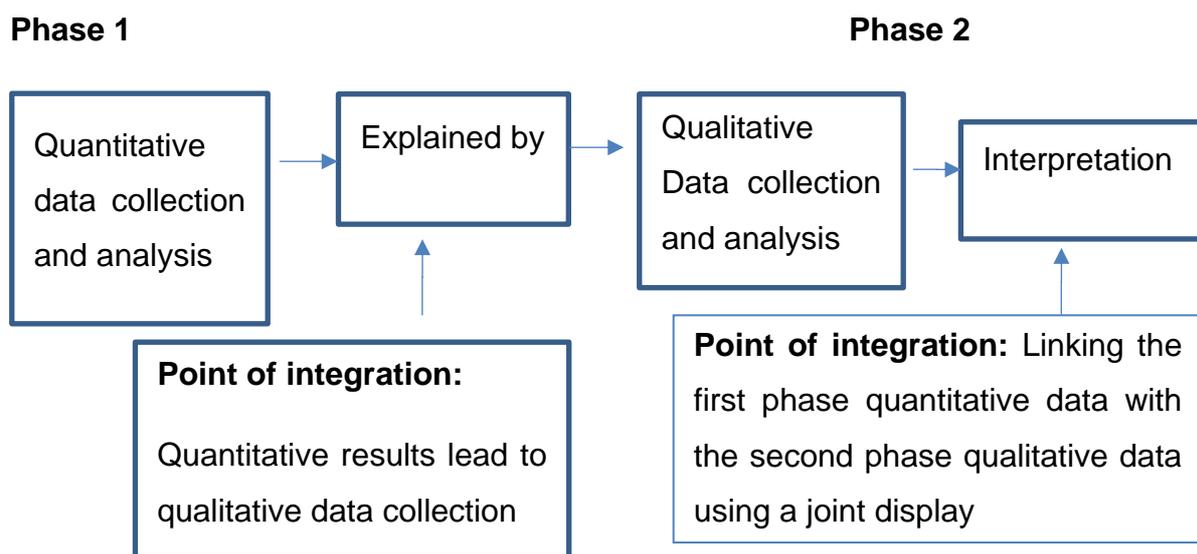


Figure 4.5: Explanatory sequential mixed-methods design

I integrated the phase one quantitative data with the phase two qualitative data using the combined display to answer the research questions at interpretation-level mixing. A common display allowed data to be combined and triangulated for in-depth insights (Creswell, 2016). Statistical analyses of survey data were compared and contrasted to findings from qualitative focus group discussions and semi-structured individual interviews. Points of disagreement and areas of agreement between the quantitative and qualitative phases were highlighted in the final analysis phase (Teddlie & Tashakkori, 2008) (see Chapter Seven for detail). The data were construed within the scope of the study's purpose and research questions.

4.13 Quality assurance

In this section, I discussed aspects of reliability, validity and trustworthiness to ensure rigour and quality in my research study. I concurred with Morse, Barrett, Mayan, Olson & Spiers's (2002: 2) belief that a research study without rigour is worthless, fictitious, and devoided of utility. In that regard, I constantly observed the principles of each of the aspects of mixed-methods design to achieve believable results and demonstrate that I was truthful in reporting the participants' accurate experiences (Ihantola & Kihn, 2011).

To achieve quality and validity for each aspect of the explanatory sequential mixed-methods design I followed a sequential procedure in which I integrated the two methods at the analysis of the first strand of the sequence (quantitative phase) and the beginning of the second strand of the sequence (qualitative) (Maree, 2015: 217). Furthermore, I relied on the validity and reliability of the quantitative phase, deliberating on content and construct validity to achieve a sound and credible research study.

4.13.1 Validity and reliability

This section of the study focuses on the validity and reliability of the instruments used for quantitative data generation. Validity is measuring the precision of an instrument, while reliability is determining whether the results are dependable (Maree, 2015: 216). The validity regarding the quantitative phase of the study entails establishing whether the research questionnaire measured aspects of adolescent social media use in secondary schools (Hayes, 2000). There are diverse types of validity. In this study, I focused only on the three types to safeguard the quality of the quantitative phase. These are face or surface validity, content validity and construct validity.

Face validity implies that the questionnaire measures what it has to measure based on the surface analysis of items (Wilson & MacLean, 2011). For instance, in the case of this study, how far does it cover issues on the nature of social media use in secondary schools?

According to Gay et al. (2011: 16), content validity is the extent to which a test measures the envisioned content in a specific area. Gay et al. (2011) pointed out that content validity is guaranteed if the item validity of the content being studied is maintained. This implies the applicability of the items and selection validity (the scope of sampling). Therefore, in this study, I was informed by the literature reviewed to address the concerns of both item applicability and scope of sampling, (Wilson & MacLean, 2011).

Aligned to the preceding discussion, I sought advice for both the design and content validation of my questionnaire from experts in the field of Educational Psychology (Gay et al., 2011). The expert verified the appropriateness of the questions in drawing the intended ideas from the participants. I also consulted my supervisor on ideas concerning social media use before pilot testing the survey questionnaire.

Construct validity measures the extent to which the questionnaire includes the underlining theoretical constructs (Gay et al., 2011). Construct validity was, however, not explored in detail, in this study. I followed the ideas of Maree (2015) to conceptualise the constructs, and pilot testing the questionnaire with 32 learners to further increase reliability. Anchoring on the pilot and the survey results, I concluded that sensible soundness of construct validity had been accomplished.

As I acknowledged earlier on, it would be incomplete to just consider the validity of the instrument only, hence the need to also determine the reliability of the findings from a quantitative study. Reliability concerns the extent to which the research instrument could give consistent scores when administered even at different times (Hayes, 2011). According to Creswell (2016), a reliable instrument is possibly presumed construct valid. I resolved the internal consistency of items in the questionnaire through the use of descriptive analysis (see Section 4.10.1). In summary, I guaranteed the quality of the study for the first phase of the study (the quantitative phase), through the use of statistical measures and expert guidance to bring about questionnaire reliability and validity.

The quality of the study was confirmed in the second phase of the study as well. I additionally considered the trustworthiness (validity) of qualitative data and results through engaging in a rigorous methodical process of data generation and interpretation (Maree, 2015: 217). In addition, I tried to be honest and objective as I endeavoured to generate in-depth valuable data and triangulate it (Cohen et al., 2007: 133), as discussed below.

4.13.2 Trustworthiness of the design

Trustworthiness entails the accuracy and comprehensiveness of the research findings as seen from the perspective of the researcher, the participants and readers (Patton, 2015: 91; Creswell, 2014: 178). The course of accomplishing research trustworthiness also involves the employment of the principles of credibility, transferability, dependability, confirmability and authenticity (Mertens, 2015: 353; Dube, 2015: 84).

4.13.2.1 Credibility

Maree (2015: 80) described credibility as the appropriateness of the sourced data to correctly identify and describe issues being investigated. Credibility in qualitative research entails how believable or trustworthy research data and data analysis are as perceived by the participant and the reader's point of view (Dube, 2015: 84). In this regard, my understanding of the issues raised in this study anchor on the interpretations and experiences of the participants concerning adolescent social media use in secondary schools. According to Mertens (2015: 269), credibility ensures a relationship between how the participants interpreted their social environment and how the researcher interpreted the participant's point of view. To increase credibility, I included member checking in the findings. After collecting data, I constantly returned to the study participants and show them to clarify, approve or disapprove (Yin, 2011: 19) the transcribed data at appointed times. I gave some participants their transcribed focus group discussions and semi-structured individual interviews to comment on. All participants who were consulted confirmed the appropriateness of the transcriptions, and the meaning being suggested possibly because most code meanings were *presented verbatim* (Creswell, 2014).

In this study, different data gathering methods namely focus group discussions, semi-structured individual interviews, and reflective journals were utilised to ensure the study's credibility. To address the issue of individual limitations and to exploit individual respective capabilities in this study, I utilised different methods when sourcing data (Dube, 2015: 84). Furthermore, in line with Maree's (2015) claim, it enabled me to

check the consistency of evidence obtained through the different research tools (triangulation).

4.13.2.2 Dependability

Dependability implies the degree to which the study findings could be repeated with similar participants in a comparable context (Mertens, 2015: 272). However, I acknowledge the view that all studies are unique that it is unlikely that a replica of adolescent social media use in secondary schools may be duplicated (Merriam, 1998: 205). Therefore, this study placed weight on the consistency of the findings.

I tried to ensure that evidence was regular with data generated through using appropriate multiple data gathering tools, which facilitated me to make use of crystallisation in identifying themes and sub-themes from the various data sources (Maree, 2015; Cohen et al., 2014). In this view, I relied on various forms of information obtained from semi-structured individual interviews and focus group discussions.

Furthermore, I enhanced the dependability of the study by consulting experts in the field regarding the interpretations of the data (MacMillan & Schumacher, 2014). These included my supervisor and colleagues whom I regarded as experts in their fields.

4.13.2.3 Transferability

Transferability entails that the findings of the study could be generalised to diverse settings or groups in the population (Magwa & Magwa, 2015: 94). In this study, transferability was ensured through employing suitable research methods. I also engaged myself in thorough investigations to come up with an exhaustive and thick description of the setting deliberated (Mertens, 2015: 271).

Hence, to ensure transferability, I deliberated on detailed explanations of the research study delimitations, participants; data generated methods, and research findings. In that way, I ensured that the ultimate study methods could be applied to other similar contexts and situations in Zimbabwe and beyond (Dube, 2015: 85).

4.13.2.4 Confirmability

Confirmability in research is meant to ensure that the data and the interpretations are not merely creations of researchers' imaginations (Mertens, 2015: 257). This implies that the research findings should be confirmed or substantiated by other researchers. In line with this view, I compared the findings with literature to establish where it converges or diverges from literature. I also compared evidence obtained from various techniques utilised to establish the convergence and divergence of the data. However,

I continuously reflected and recognised that qualitative research relied on interpretations, which implied a certain degree of subjectivity (Cohen et al., 2014).

In this research study, I relied on data and interpretations given by participants through focus group discussions and semi-structured individual interviews. I was broad-minded and unbiased and reported the results as a genuine depiction of the product of the inquiry. To achieve neutrality, I compared the raw data, field notes, information from interviews, focus group discussions, and credible literature throughout (Mertens, 2015: 272; Dube, 2015: 87).

I also increased the confirmability of the study by inviting critiques by experts in the research and Educational Psychology arena as the inquiry evolved. As such, I frequently debated the work, reflections, progress, and interpretations with the supervisor, considering the critique and comments to report the findings authentically. I continually measured the insights, to curb researcher bias (Maree, 2015). I guarded against my opinions and preconceptions and discuss this with my supervisor to lessen researcher bias and enhance confirmability. This reflectivity process facilitated me to reason more judgmentally and remained as impartial as imaginable (MacMillan & Schumacher, 2014).

4.13.2.5 Authenticity

According to Mertens (2015: 353), authenticity entails giving accurate accounts of people, events and places. In this research, authenticity was achieved by using focus group discussions, semi-structured individual interviews and documented reflective journals as data generation methods. These were preferred to reveal the real views and understandings of the participants on adolescent social media use in secondary schools.

4.14 Ethical considerations

In this section, I discuss the ethical standards followed in this study to safeguard the welfare and rights of the participants. I view study ethics as just values regulatory the research study from the beginning through compilation and publication of the findings and even elsewhere (Economic & Social Research Council, 2015: 7). Furthermore, for this study, ethics could be interpreted as norms of conduct between the researcher and the participants. In this view, ethics in research gave me some guidelines on how to research in the best interests of the participants (Chireshe, 2006: 107). I was, therefore, obliged to ascertain that the participant's rights and welfare were respected

and protected and ensured that none of the participants was harmed or hurt in any way during and after the research process.

4.14.1 Permission

I obtained permission to conduct the study in Masvingo secondary schools from the University of South Africa and the Ministry of Primary and Secondary Education of Zimbabwe. Upon receiving the clearance from the University of South Africa College of Education Ethics Committee (Appendix A - Ref 2019/02/13/60963158/48/MC), I sought the authority to carry out the study in Masvingo Province secondary schools from the MoPSE Provincial Education Director and District Education Inspector (See Appendices B, C & D). These letters of approval were handed to the Principal and heads of schools to further seek authority (Appendix E to research with their learners, teachers, and parents. I visited schools to obtain a list of learners, teachers and parents/guardians. The selection was confidentially carried out.

4.14.2 Voluntary Consent

Voluntary informed consent entails that participation was requested without threat or inducement (Mertens, 2015), in this sense, participation was a voluntary issue. At the beginning of every data generation process I conducted (pilot study, main survey, Focus group discussions and semi-structured individual interviews), I had to explain to or remind the participants that they were free to agree to be involved in the study or not without any concern for negative consequences.

(a) Informed Consent

Participants have the right to decide whether to take part or not to take part in the study after obtaining relevant information about the possible risks and benefits of participation (Mertens, 2015: 352, Magwa & Magwa, 2015: 83; Chireshe 2006: 101). In this view, I gave participants (teachers and parents/guardians) for this study an information sheet to read and endorse with their signature to show a willingness to participate in the study. The rights of the participants were clearly stated in the form (see Appendix F, G & H).

(b) Informed assent

For minor participants (learners), I consulted parents/guardians because they had the legal authority to allow children below 18 years to take part in an inquiry (Mertens, 2015: 352). In this research study, I used minors (learners) whose ages ranged from

12 to 17 years. Therefore, I sought authority from the elders responsible for the prospective participants. However, I ensured that the learners' rights were respected by clarifying the importance of the research to them and requested them to volunteer to take part in the study (Mertens, 2015: 352). If the learners were not willing to have their parents know about their participation, I had to ask another adult to take responsibility for signing the informed consent as a legal representative for the learner (Mertens, 2015: 352) (Appendix I).

4.14.3 Confidentiality and anonymity

In this portion of the chapter, I examine the study's confidentiality difficulties. In this regard, I took time to discuss the significance of confidentiality with the participants before data collection operations (Cohen et al., 2014). I indicated to them that for the sake of this research pseudonyms were to be used. The information they provided was to be stored in the researcher's office in a cabinet under lock and key for a period judged long enough to dispose of it. When I asked for the authority to use the evidence I collected for research reasons, I gave the participants and their parents an assent and consent form. In addition, I obtained permission to research with the participants without compromising anonymity and protecting identity. In this regard, I also coded the data obtained and kept a separate file with the code linked to uniquely identifying information.

4.14.4 Harm to participants

Harm to participants included embarrassment, irritation, anger, emotional stress the loss of self-esteem, sleep deprivation, negative labelling, invasion of privacy and damage to personal dignity (Chireshe, 2006: 102). In this regard, the participants are prone to experience any of the stated harm above if they are asked to provide information on private and sensitive issues (Chireshe, 2006: 102). In this study, participants who responded to focus group discussion and semi-structured individual interviews for this study were not exposed to any harm (Maree, 2015), as sensitive and private information was highly reviewed and appropriately discussed. My obligation as a researcher was to protect the anonymity of study participants. I ensured that the participants' identities remained concealed throughout the research study (Chikutuma, 2013: 85). I, thus, strived to be honest, respectful and empathetic towards the participants at all times (Mertens, 2015; Patton, 2015).

4.15 Summary of the chapter

This chapter described the paradigmatic viewpoints and research design that I employed during the investigation. In this regard, the mixed-methods was utilised as an approach, pragmatism was the paradigm, and I intentionally conducted the case study using an explanatory sequential mixed-methods design. I explained my methodological choices in terms of their applicability for this research study and in light of the research questions that led the inquiry. The chapter also presented population selection procedures and instruments that were used which included a questionnaire, semi-structured individual interviews, focus group discussions, and documented field notes journal. The point of interface for quantitative and qualitative results was also highlighted. Considerations to ascertain the thoroughness and quality of the inquiry and ethical principles were attended to in this chapter.

The next chapter addresses the quantitative phase of data presentation and discussions. I structured the chapter around the themes as they addressed the research questions.

CHAPTER FIVE

PRESENTATION AND DISCUSSION OF QUANTITATIVE RESULTS

5.1 Introduction

In the preceding chapter, I outlined the methodological paradigm that underpins the study. I deliberated the selection of pragmatism as the paradigm for the study. I then outlined the research design, the participation, and the procedures of data collection, analysis, and integration procedures.

In this chapter, I illustrate and discuss the results of the quantitative phase of the study in relation to existing literature and the research questions posed in Chapter One.

The overarching research question in this study was:

What is the nature of social media use among adolescents in secondary schools in Masvingo District, Zimbabwe?

The following secondary questions guided the quantitative phase of the study:

- What devices are commonly used by adolescents?
- What social media platforms do adolescents access?
- When do adolescents access social media platforms?
- What are participants' views on social media use in secondary schools?
- What are participants' views on the influence of social media on adolescent psychosocial identity and well-being development?

The primary and secondary questions were addressed through a mixed-methods approach. A questionnaire was administered to gather quantitative data from adolescent participants. Focus group discussions and semi-structured individual interviews were employed to collect qualitative data from selected teachers, Educational Psychologist, parents/guardians, and student participants. The quantitative data was analysed using descriptive statistics. According to Price and Chamberlayne (2008), descriptive statistics are different from inferential statistics (or inductive statistics). Descriptive statistics aim to encapsulate a sample rather than use the figures to study relationships and make inferences about the population in which the sample has been drawn. Figure 5.1 presents the diagrammatic structure of Chapter Five.

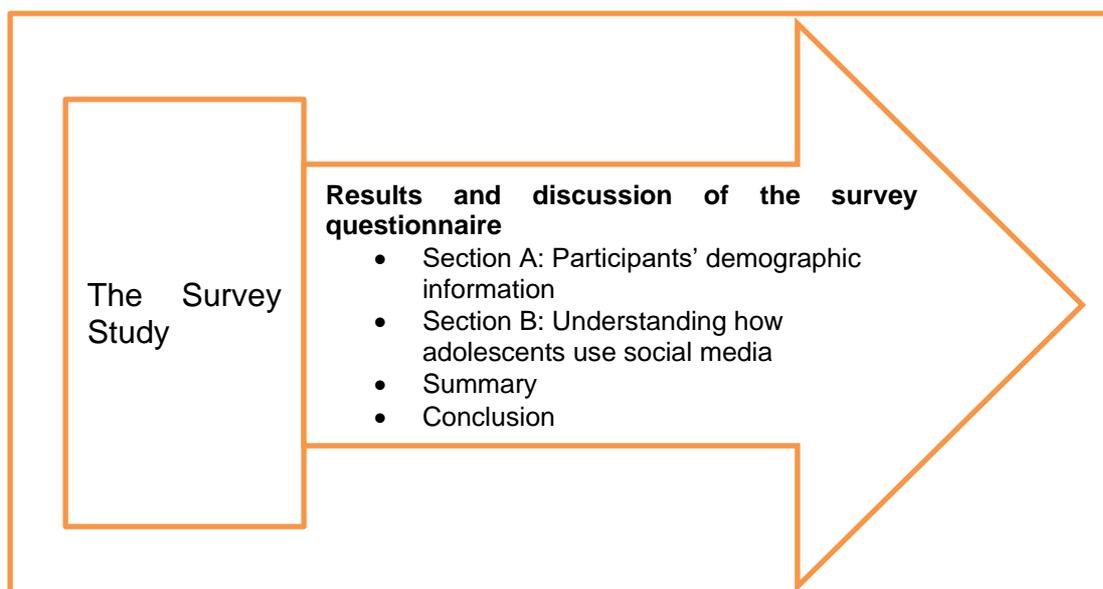


Figure 5.1: The structure of Chapter Five

5.2 Results and discussion of the survey questionnaire

In this section, I offer and discuss data collected through the survey questionnaire. A self-designed questionnaire comprising two sections (A - open-ended questions and B - open and closed questions) was compiled and piloted (see Section 4.6) to ensure the best possible question formulation. Following that, appropriate revisions were made to the questionnaire. The final questionnaire, in English, was distributed by hard copy to one hundred and twenty (120) adolescent participants. Section A presents data on the participant's demographic information. Section B presents data on understanding how adolescents use social media according to the research objectives established in Chapter One. As demonstrated in Table 5.1, a response rate of 100% was achieved. Univariate descriptive statistics were employed to analyse the questionnaire responses.

Table 5.1: Response rate for adolescent participants

Quantitative phase	Sample	Returned	Response
Adolescent participants	120	120	100%
Total	120	120	100%

Source: Primary data

Agustini (2018) described the response rate in research content as the degree of representativeness of all sampled members of the target population against the sourced set of data. Thus, it is found by considering the number of questionnaires

collected divided by the total of the whole sample. In this study, data were sourced from the two sampled secondary schools in Masvingo District. While I subscribe to the view that there is no absolute delineation of a tolerable response rate (Morton et al., 2012; Saldivar, 2012), the response rates reaching percentages higher than 60% are fair (Baruch & Holton, 2008). This validates the response rates (100%) found in this research study as rates worth reporting (Agustini, 2018), allowing me, as a researcher, to draw any sound conclusions from the results. It also allowed me to put practical follow-up actions and processes in place. The following section presents the demographic characteristics of the adolescent participants.

5.2.1 Section A: Participants' demographic information

In this section, I focused on demographic data such as the gender and age distribution of the participants and the activities they participate in at school. Table 5.2 shows the gender and age distribution of the participants.

Table 5.2: Gender and age distribution

Gender	Age range	Frequency	Percentage (%)
Male	12-15 years	52	43
	16-18 years	8	7
Female	12-15 years	55	46
	16-18 years	5	4
Male		60	50
Female		60	50
Total		120	100

Source: Primary data

The study pursued gender distribution of the participants. Of the one hundred and twenty (120) participants, fifty per cent (50%) identified as female, and fifty per cent (50%) identified as male. Gender equity was purposefully taken into account during the survey study's selection procedure. However, there was no intention to correlate or find relationships between social media use and gender except merely describing the data. This was done to guarantee equal representation and involvement of males and females in Form One (Grade 8) and to equitably source representative viewpoints from both genders. In this regard, the issue of gender imbalance that was likely to affect the study was addressed. The participants from all the different social aspects

of Form One school life were allowed to submit their views by responding to the questionnaire.

As a researcher, conducting a study in a multi-cultural society as Masvingo District required me to consider numerous aspects that could impact the participants' interpretation of their experiences (Twenge & Martin, 2020). In that regard, I acknowledge that different social groups socialise members differently. Some do it according to gender roles they expect members to assume. Others focus on competencies irrespective of gender differences, hence the need for this study to capture these variables in adolescent social media use in secondary schools. The gender element of this study was collected to see whether all of the potential interpretations that could occur owing to gender differences were adequately addressed.

The study sought to establish the ages of the participants to endorse the appropriateness of the selected study sample. The results of this current study revealed that the ages of the male participants were spread between 12 and 18 years, while the ages of the female participants were distributed between 12 and 17 years, which were the appropriate age ranges for the Form One learners in the Zimbabwean secondary schools (The Zimbabwe Education Act, 2020). Therefore, the study included participants of different ages and was likely to be at different stages of their development and socialisation, thereby allowing for a diversity of views on adolescent social media use in Masvingo District secondary schools. These representations strengthened the study, given that the findings reflected the ideas and opinions from different categories of participants at different stages of their development and socialisation. There was no intention to correlate or find relationships between age and responses except to describe the data in this study. Table 5.3 summarises the age variables of the survey participants.

Table 5.3: Participants' age distribution

Variable	Number	Mean	Median	S D	Minimum	Maximum
Age	120	14	14	1.111	12	18

Source: Primary data

The participants who recorded their ages in the survey were summarised in Table 5.3. The average age of the one hundred and twenty (120) participants was fourteen (14) years. The minimum participant's age was twelve (12) years. The maximum participant's age was eighteen (18) years. The median age of the one hundred and twenty (120) participants was fourteen (14) years. The computation of the standard deviation revealed closeness in the spread of ages. Standard deviation (SD) measures the spread of scores in a distribution from the mean (Maree, 2015: 188). According to Maree (2015: 188), the standard deviation (SD) indicates whether the scores are closer together or variability in scores. The standard deviation for age was 1.111. This was a positive spread of scores on age at an SD of 1.111, as the study focused only on the adolescent stage of development. Therefore, the variance should be low (Maree, 2015: 188).

The age information in this study is crucial in determining the survey's inclusiveness of the right target demographic. The study focused on teenagers in form one, establishing participants' suitability by enquiring about their ages. Furthermore, the study hoped to engage teenagers, code-named, digital generation of digital natives (Bryant, 2018), to share their experiences as they were the rich informants for this research study about adolescent social media use in Masvingo District secondary schools. In this study, I chose to focus on adolescents to illuminate the context since any progressive or adverse effects of social media would be taking place alongside critical evolving aspects such as social, biological, cognitive, and psychological changes. In this section, I present and discuss the descriptive outlines of the data in frequency distribution tables, bar graphs, and pie charts.

Table 5.4: Frequency distribution of engagement in school activities

School activities	Male	%	Female	%	Total	%
Head boy/ Head girl	1	1			1	1
Group leader	1	1	1	1	2	2
Class monitor	13	11	4	3	17	14
Book ² carrier	1	1	1	1	2	2
Learner	33	27	52	43	85	70
Prefect	4	3	2	2	6	5
Volleyball player	2	2			2	2
Handball player	1	1			1	1
Soccer player	1	1			1	1
Board ³ master	1	1			1	1
Athlete	2	2			2	2
Total	60	50	60	50	120	100

Source: Primary data

Eighty-five out of one hundred and twenty (70%) participants of this survey indicated that they were just students suggesting that they had no other critical responsibilities at school besides participating in learning activities. Of these eighty-five participants, fifty-two (43%) participants were females, and thirty-three (27%) were males. This shows that an above-average percentage of females compared to males had no key areas of responsibilities at school. Two out of one hundred and twenty participants (2%) were group leaders [a female (1%) and a male (1%)]. This shows that there was equal representation as far as group leaders were selected. Seventeen out of one hundred and twenty participants (14%) said they had once been class monitors. Of these seventeen participants, thirteen (11%) were male, and four (3%) were female.

² Book-carrier - A person tasked with some responsibilities of taking the books to and from the staff room.

³ Board master - A person tasked with the responsibilities of maintaining the classroom chalkboard.

This indicates that there was an unfair distribution in the selection of class monitors in secondary schools. Two out of one hundred and twenty participants (2%) stated that they were book carriers [a female (1%) and a male (1%)]. There was an equal representation of how book carriers were chosen in the secondary schools. Six out of one hundred and twenty participants (5%) indicated that they were prefects. Of these six participants, four (3%) participants were males, and two (2%) were females suggesting unfairness in the selection process. Two male participants (2%) were volleyball players, two male participants (2%) were athletes, one male participant (1%) was a handball player, one male participant (1%) was a head boy, one male participant (1%) was a soccer player and one male participant (1%) indicated that he was a board master. More male than female students seem to be actively involved in school activities.

This current study intended to establish whether the students were actively involved in school activities. In line with Mertens' (2015: 319) view of establishing relevant participants and instruments of the study, the questionnaire results informed me of the variables that needed further investigations and the participants that could be considered for the second phase of the study (see Section 4.12.1b). Furthermore, as Saunders and Townsend (2018) confirmed, those with responsibilities were better informed on how school rules and regulations were formulated and implemented because they actively participated in these processes at the school level.

5.2.2 Section B: Understanding how adolescents use social media

In this section, I present the data and discuss the findings related to the following research objectives:

Research objective 1: To establish the type of devices used and the social media platforms accessed.

Research objective 2: To establish the periods and regularity of social media use.

Research objective 3: To explore the participants' views on social media use

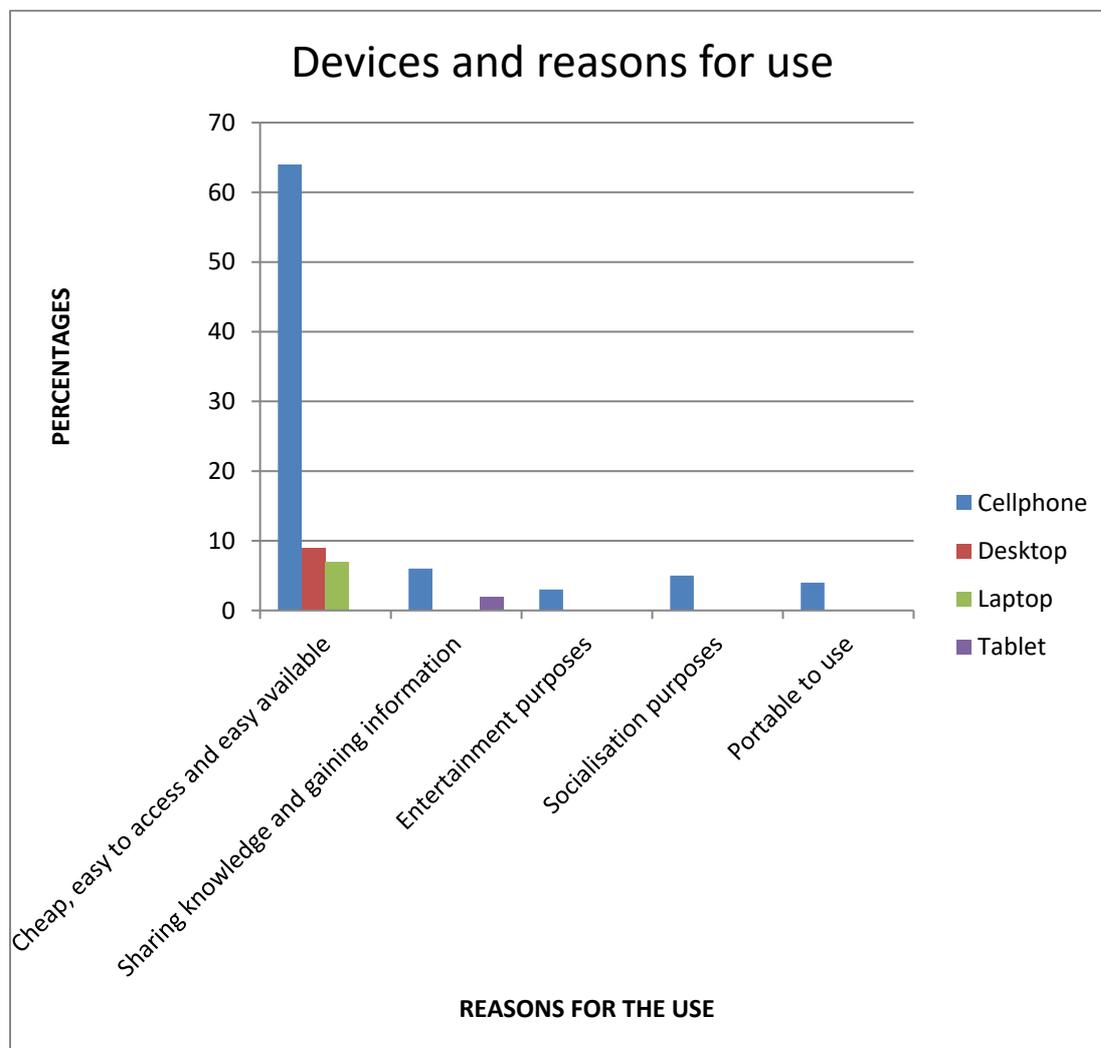
Research objective 4: To explore participants' views on the influence of social media use on adolescent psychosocial identity development.

5.2.2.1: Research objective 1: To establish the type of devices used and the social media platforms accessed

This section presents the data relating to the devices commonly used by participants and the types of social media platforms they access.

a) Devices used to access social media platforms

Section B of the questionnaire demanded participants to state the type of devices they utilised and the reasons for their choices. Figure 5.2 provides data on devices used and reasons for the use of a particular device.



Source: Primary data

Figure 5.2: Devices used to access social media

i) Cell phone

Figure 5.2 shows the devices and reasons for the use of a particular device by the participants. An overwhelming number of 99 (82%) of the participants reported

accessing a cell phone. Of the ninety-nine participants, seventy-seven (64%) reported that cell phones were cheap, easy, and available devices for them to use when accessing social media platforms. Seven (6%) participants said they use cell phones to share knowledge/ information in their daily lives. Six participants (5%) used cell phones for socialisation, suggesting that cell phones are a medium for social interaction. The other five participants (4%) found cell phones portable to use, easy to carry around and immediately accessible. The other four participants (3%) use a cell phone for entertainment purposes. Available evidence (82%) suggests that participants for this study find cell phones as the most convenient medium for accessing social media platforms. According to the participants' views, the cell phone is cheap (implying that it is affordable), easy to access and available, share knowledge and information in their daily lives, for socialisation purposes, and is portable.

ii) Desktop computer

A small number of participants (eleven, 9%) reported using a desktop computer to access social media platforms. All the eleven participants stated that desktop computers were affordable (cheap), easy to use, and available. This demonstrates that a small percentage of participants (9%) used just desktop computers to access social media networks.

iii) Laptop computer

A small number of the participants (eight, 7%) reported accessing laptops to visit social media platforms. All eight participants reported that they find laptop computers cheap, easy and available devices to use when accessing social media platforms.

iv) Tablet

A minimal number of the participants (two, 2%) reported accessing tablets to access social media platforms. Available evidence suggests that the two participants, who used tablets, utilised them for sharing knowledge/ information for self-enrichment. This implies that tablets could be used as a medium for researching and improving one's life experiences. However, as revealed by this study, very few (2%) participants had an opportunity to access the device, suggesting that tablets were out of reach, especially to most participants.

b) Types of commonly accessed social media platforms

This section presents and discusses the types of social media platforms accessed by adolescents in Form One in Masvingo District secondary schools. Table 5.5 is a summary of social media platforms commonly accessed by adolescents in secondary schools.

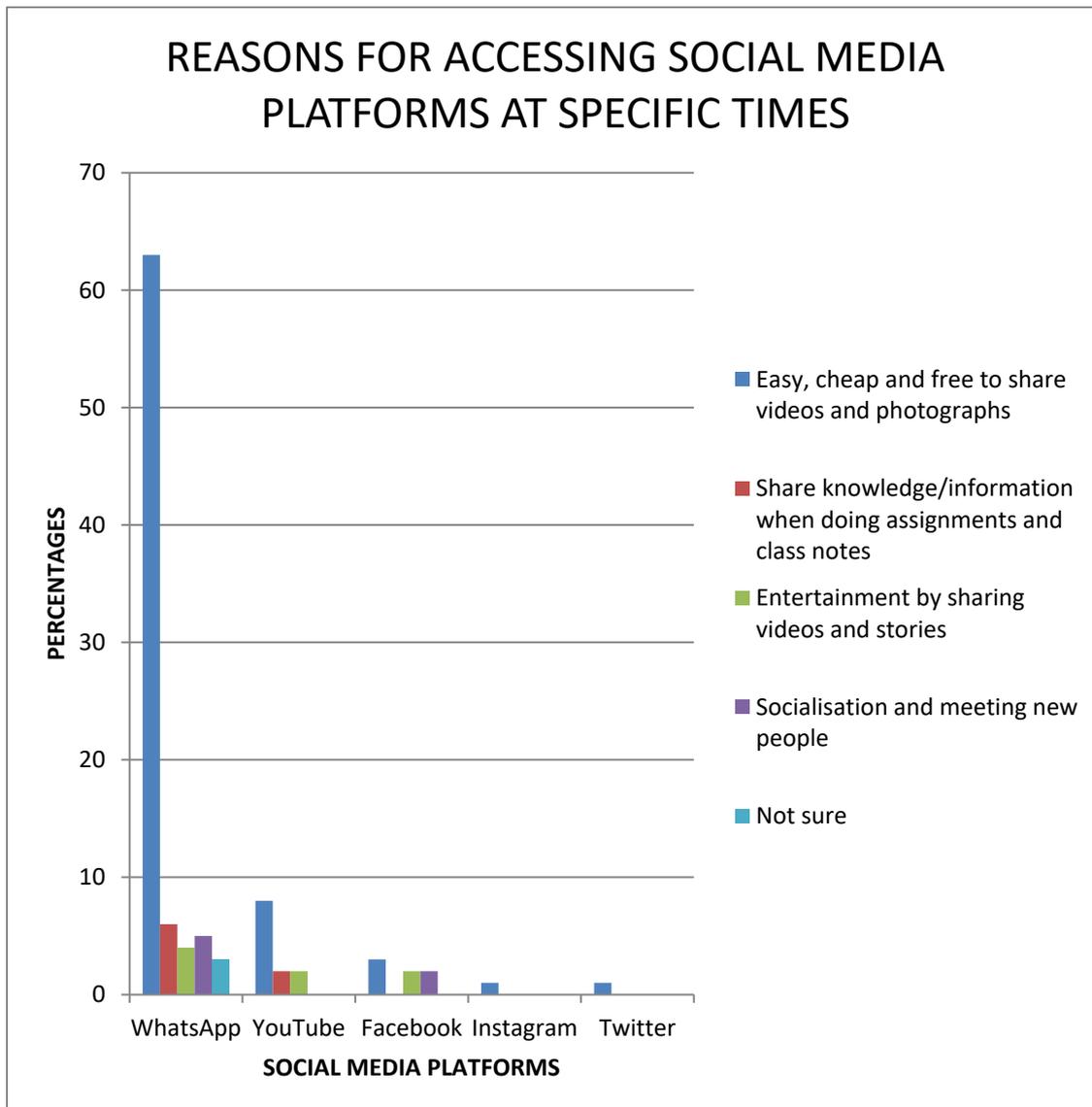
Table 5.5: Social media platforms accessed

Social media platforms	Frequency	Percentage
WhatsApp	98	81
YouTube	13	11
Facebook	7	6
Instagram	1	1
Twitter	1	1
Others	0	0
Totals	120	100

Source: Primary data

A large number ninety-eight (81%) of the participants reported WhatsApp as their preferred social media platform. Available evidence (81%) suggests that WhatsApp was the commonly visited social media platform by the participants of this study. Thirteen (11%) of the participants reported YouTube as their favourite social media platform, suggesting that YouTube was the second commonly visited social media platform by the participants of this study. Seven (6%) of the participants reported Facebook. The evidence suggests that Facebook was ranked the third social media platform accessed by the participants of this study. It emerged that Instagram (1%) and Twitter (1%) are lowly rated by the participants. This means that WhatsApp, YouTube, and Facebook are highly valued by the participants in this survey.

c) Reasons for the choice of a specific social media platform



Source: Primary data

Figure 5.3: Reasons for accessing social media platforms at specific times

i) WhatsApp

The participants were required to provide motives for accessing specific platforms. Varying reasons were given, and these are presented in Figure 5.3. An above-average figure, seventy-six (63%) of the participants stated that they access WhatsApp as they find it easy, cheap, and free to share videos and photographs with others. Seven (6%) of those who chose WhatsApp reported it enables them to share knowledge and information when doing school assignments and enrich their class notes. Six (5%) of those who visit WhatsApp prefer to use it for socialisation, remain connected with friends and family members, and meet new people. Five (4%) of the participants who

indicated that they visit WhatsApp reported that they use it for entertainment where they share videos, stories, and games with others. At the same time, four (3%) of the participants were unsure why they visited WhatsApp, suggesting they simply browsed the platform subconsciously and for no specific reason.

ii) YouTube

Nine (9) out of one hundred and twenty participants (8%) indicated that they visit YouTube because it is easy, cheap, and free to share videos and photographs with others. Two (2) out of one hundred and twenty participants (2%) reported that YouTube could be used to share knowledge and information when doing school assignments and when sharing class notes. Two (2) out of one hundred and twenty participants (2%) visit YouTube for entertainment where they would share videos, stories, and games with others.

iii) Facebook

Three (3) out of one hundred and twenty participants (3%) who indicated that they visit Facebook suggested they do so because they found it easy, cheap, and free to share videos and photographs with others. Two (2) out of one hundred and twenty participants (2%) indicated that they visit Facebook for entertainment where videos, stories, and games can be shared, among others. Two (2) out of one hundred and twenty participants (2%) visited Facebook for socialisation to remain connected with friends and family members and also meet new people.

iv) Instagram

One (1) out of one hundred and twenty participants (1%) who visited Instagram reported that it is easy, cheap, and free to use when sharing videos and photographs with others.

v) Twitter

One (1) out of one hundred and twenty participants (1%) who visited Twitter revealed that Twitter is easy, cheap, and free to use when sharing videos and photographs with others.

The results from this study seem to imply that the participants access social media platforms for reasons that range from socialisation, entertainment, and educational

purposes. The participants revealed that social media platforms are stress-free when sharing school assignments and class notes, videos and photographs, and even meeting with new friends.

5.2.2.4 Discussions of findings related to Research Objective 1

This current study has established that an overwhelming number of the participants have access to cell phones (82%), a small number of the participants, access desktop computers (9%), laptop computers (7%), and tablets (2%). As stated by Weinstein (2018), most adolescents worldwide have access to cell phones, computers, the internet, video games, and many other forms of modern technology, thereby substantiating the findings of this study based in Zimbabwe. Furthermore, McCrae et al. (2017) and Kim (2017) indicated, as supported by the results of this study, that young people in wealthy and developing nations use social media every waking hour on traditional computer displays or mobile devices. Implicitly, it points out that social media devices (especially cell phones) are accessible to many people irrespective of family background. Tarisai and Manhibi (2017) corroborate the findings of this study by claiming that cheap or inexpensive cell phones have made it possible for people to access social media platforms. Livingstone et al. (2017: 6) shared a similar finding that more children worldwide go online frequently, primarily through mobile phones, tablets, and laptops. This view explains why an overwhelming number (82%) of the participants reported accessing a cell phone (see Table 5.4).

In line with the findings of this study, Li et al. (2015) revealed that 77 % of teens possessed a mobile phone, demonstrating the importance of the cell phone to this generation. Furthermore, the findings of the current study seem to confirm the earlier reports by the Media Institute of Southern Africa (MISA) (2018) in Mugari and Cheng (2020) that the mobile subscriber base in Zimbabwe rose from 1.4 million in 2014 to 14 million in 2017. McCrae et al. (2017) corroborated the view and claimed that 93% of people aged 15-17 have mobile internet access through cell phones or tablets. It has emerged in this study that the participants utilised social media devices for varying reasons that include affordability, sharing knowledge and information, entertainment purposes, socialisation purposes, and portability. The results of this study align with the findings by Kim (2017), who identified social media devices use purposes as including general productivity enhancement, seeking social interaction, diversion, relaxation, and entertainment.

The issue of affordability or affordance appears to be central in selecting social media devices in this study. The term affordance indicates how an object is designed should suggest how it should be used. Affordance is generally defined as properties of artefacts that users can recognise and contribute to their function (Zhao, Liu, Tang & Zhu, 2013). Observed affordance could be conceptualised as design aspects of objects that suggest how the object should be used (Zhao et al., 2013). For example, the design elements of a cell phone indicate to a person that the object could be carried around and used anywhere. In this view, Tarisai and Manhivi (2017) claimed that the proliferation of relatively inexpensive cell phones have made it possible for people to access social media platforms. The current study's findings confirm that the majority (78%) find cell phones cheap, easy and available for them to use. The participants of this study confirmed Kim's (2017) claim that smartphones provided advanced educational productivity when they reported sharing knowledge and information on the device for self-enrichment. In that view, cell phones afford adolescents the opportunities to enhance learning and understanding and explore environments beyond the local home, school, and neighbourhood (Zhao et al., 2013).

Furthermore, social media devices provide adolescents with benefits that include options to develop and share projects. In line with the findings of this study, Li et al. (2015) reported that 88% of cell phone users texted to their friends and family, implying that cell phones are handy for socialisation purposes. Adolescents could develop social connections with family, friends, and acquaintances. Notably, some social relationships allow adolescents to access resources and support, but others may encounter peer pressure to engage in unhealthy activities or behaviours (Chimwamurombe, 2011).

The study confirmed Bandura's (1977) social learning principles, particularly the principle that adolescents need to socialise with others. Adolescents watch, act, and mimic abilities demonstrated when connecting with others on social media platforms. Following the findings of this investigation, Badaoni et al. (2012) claimed that learning results from interaction with the so-called socialising agents that transmit norms, attitudes, motivations, and behaviours. This learning process involves mechanisms of reinforcement, imitation, and interaction with others. Substantiating the idea further, Weinstein (2017) claimed that social connections systematically contribute to elements of adolescents' psychosocial identity and well-being, such as levels of anxiety, loneliness, and depression. According to Erikson's (1968) viewpoint, a well-

connected individual enjoys a variety of social encounters from a diverse spectrum of personalities. Social media has indisputably linked up the populace worldwide and offered unique methods to interact efficiently. Yet, alarms have been sounding about its effects on the psychosocial identity and well-being development of adolescents. Given the ensuing benefits, a well-connected adolescent in secondary school could consequently be motivated to focus on learning activities without the associated stress.

The current study has established that WhatsApp, YouTube, Facebook, Instagram, and Twitter are the typical social media platforms accessed by the participants. WhatsApp (81%) seems to be highly rated by the participants of this study, followed by YouTube (11%) and Facebook (6%). Instagram (1%) and Twitter (1%) seem to be lowly rated by the participants of this study. A study by Mugari and Cheng (2020) reported WhatsApp as predominantly being used in Zimbabwe, thereby corroborating the findings of this study. Furthermore, Tarisai and Manhibi (2017) attributed the advent flow of cheap cell phones from China as the enabling factor for the people of Zimbabwe to access WhatsApp.

Similarly, Karombo (2017) pointed out that WhatsApp has become the most popular internet App in Zimbabwe, accounting for 44% of mobile internet usage in the country, confirming this study's findings. Also, in further concurrence with the findings of this study, Kazeem (2020) alluded that WhatsApp has become one of the top social media platforms of choice in Africa, suggesting that social media platform access is regionally influenced (Busari, 2019). Perhaps the social zones have a significant impact on social media platform choices. This view was confirmed by Tengia et al. (2018) in Tanzania, who revealed that WhatsApp is one of the most favourite social media platforms utilised by 53% of the participants. However, the results of this study seem to contradict the findings by other researchers (Umar & Idris, 2018; Anderson & Jiang, 2018). They reported Facebook, YouTube, Instagram, and Twitter as highly favoured by teenagers to establish their online presence. Implicitly, the difference could be attributed to the socio-economic status of the study participants (Nyongesa et al., 2016). In other words, the issue of affordance determines the particular platform to be used (Moreno & Uhls, 2019). Therefore, affordance can be a mechanism for understanding social media across platforms. Zimbabwe is a developing country that is still working to improve its internet connectivity, which restricts participants' access to many social media platforms.

It has been demonstrated that the participants in this study chose different social media sites for various reasons. Cipolletta et al. (2020) point out that the low direct costs, private and hidden communication provided by social networks has helped make social media platforms a common online destination for adolescents, thereby upholding the findings of this study.

Furthermore, Reid and Weigle (2014) claim that teenagers can connect with others who share their specific hobbies or interests. Similarly, Nashind et al. (2020) posit that teenagers can use social media to work on school projects with their classmates outside of school. This study confirms Busari's (2019) findings that social media platforms facilitate various social activities such as video conferencing, collaborative authoring, messaging friends, engaging in online chatting, and sharing images. The findings of this current study collaborate the findings by Franchina et al. (2018), Mulisa and Getahun (2018), and Kim (2017) that social media platforms provide users with a consistent stream of social and informational needs. The outcomes of this study corroborate Erikson's (1968) psychosocial theory that adolescents may successfully resolve developmental crises provided they have access to valuable support (Umar & Idris, 2018: 38; Rageliene, 2016: 98).

However, I submit that using social media platforms without proper guidance might result in unintended outcomes (Franchina et al., 2018). The authors claimed that adolescents might find it hard to exit the group chatting because of the feelings of anxiety that arise from the realisation that they may be missing out on rewarding experiences that others are having, thereby affecting their concentration levels on school assignments. This situation speaks volumes about social media use in Masvingo District secondary schools, and it may explain why school authorities are hesitant to authorise social media use.

The outcomes of this study support the conclusions of Sobaih et al. (2020), Jimenez and Vozmedian (2020), and Reid and Weigle (2014) that social media platforms may be employed as new sorts of classrooms with different modes of learning. Similar views were echoed by Shokri and Lafoulas (2016), who claim that the social characteristics of social media are ideal for facilitating the learners' knowledge construction through social interaction. The participants' views also echo Bandura's (1996) social learning principles that learning is achieved through watching and acting social experiences (Kim, 2017; Badaoni et al., 2012; Nabavi, 2012). Elaborating

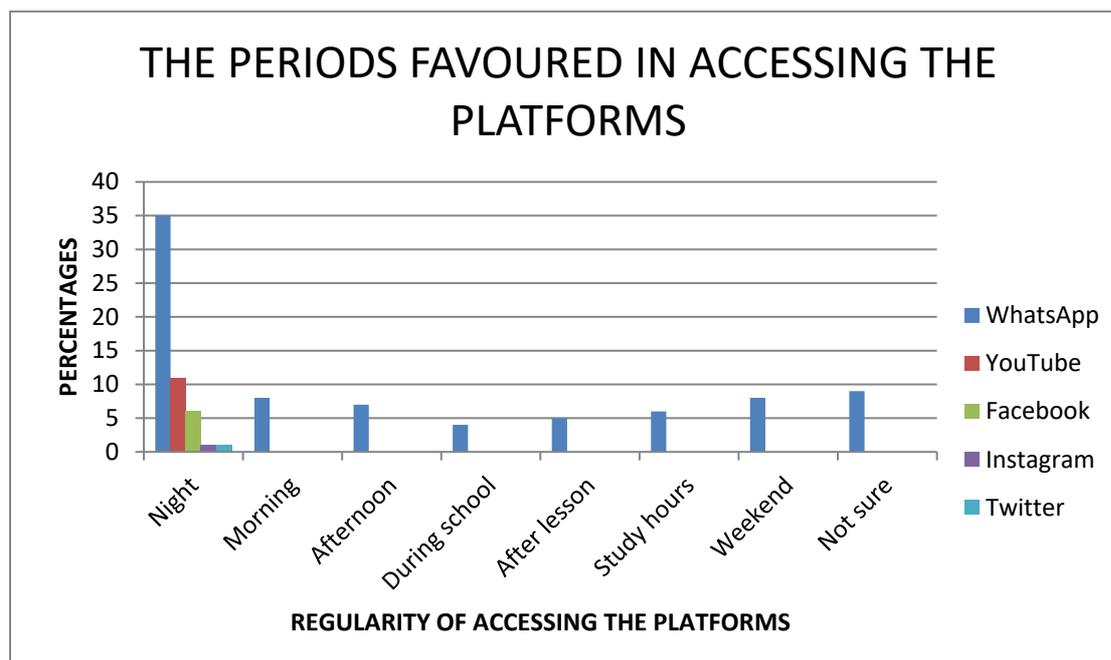
further, Shokri and Lafoulas (2016) clarify that social knowledge construction encourages frequent social interaction and allows peer learning. Therefore, suggesting that the role of peer influence cannot be overlooked in the learning process (Kusuma, 2020; Sobaih et al., 2020; Busari, 2019; Sanders, 2013). This could be beneficial to the learners in Masvingo District secondary schools as they would be exposed to various learning environments.

In line with the findings of this study, Mulisa and Getahun (2018) claimed that students benefit through sharing, discussing and producing. Magwa (2013) claimed that videos and games could be important building blocks in enhancing adolescents' ability to read and visualise images, thereby substantiating the findings of this study. In this regard, secondary school students' access to social media could develop specific cognitive skills (Aamo, 2020; Kim, 2017; Magwa, 2013). These skills include improving problem-solving (Twenge & Martin, 2020; Bajaj, 2017; Curtis, 2015) because models to observe would be available. Yet, although the widespread popularity of social media platforms is well-established, their use in secondary schools in Masvingo District is not established (Maphalala & Muzi, 2014).

5.2.3: Research Objective 2: To establish the periods and regularity of social media use

Data in Figure 5.4 and Table 5.5 are presented concurrently to minimise unnecessary repetition. Figure 5.4 provides information on the most preferred periods to access the media. Table 5.6 summarises the data on why adolescents in this study spend varying periods on preferred platforms.

5.2.3.1 Information on the regularity of accessing the platforms



Source: Primary data

Figure 5.4 provides information on the regularity of accessing the platforms

Table 5.6 summarises the data on why adolescents in this study spend varying periods on preferred platforms.

Table 5.6: Reasons for spending varying periods on favoured platforms

REGULARITY		SOCIAL MEDIA PLATFORMS	NUMBER OF PARTICIPANTS	%
		WHATSAPP		
Night	42 (35%)	Cheap (Low data costs)	16	38
		No disturbance	14	33
		Good network (Fast & efficient)	6	14
		Most friends and relatives will be reachable	6	14
Morning	10 (8%)	Can only have the phone only in the morning	8	80
		Friends will be reachable	2	20
Afternoon	8 (7%)	Friends will be reachable	8	100

REGULARITY		SOCIAL MEDIA PLATFORMS	NUMBER OF PARTICIPANTS	%
During school	5 (4%)	Share class notes	3	60
		Researching school work	2	40
After lesson	6 (5%)	Doing assignments	4	67
		Friends will be reachable	2	33
Study hours	7 (6%)	Researching school tasks	4	57
		Discussing school work	3	43
Weekend	9 (8%)	Friends are reachable	6	67
		Accessible on weekends	3	33
Not sure	11(9%)		11	100
		YOUTUBE		
Night	13 (11)	Watching videos without disturbance	8	62
		Cheap (affordable)	5	38
		FACEBOOK		
Night	7 (6%)	Cheap (More affordable) at night	4	57
		Most people will be asleep	3	43
		INSTAGRAM		
Night	1 (1%)	Most of my friends will be reachable	1	100
		TWITTER		
Night	1 (1%)	The network will be fast	1	100

i) WhatsApp

Forty-two (42) out of one hundred and twenty participants (35%) indicated that they preferred to visit WhatsApp at night. Of the forty-two (42) participants, who chose to use WhatsApp at night, 38% reported that WhatsApp was cheap (low data costs) at night. Thirty-three per cent said that there would be no disturbance at night, 14%

reported that the network would be stable at night, and 14% reported that most of their friends would be reachable at night.

Ten (10) out of one hundred and twenty participants (8%) who reported that they preferred to use it in the morning said they could only afford to access the cell phone in the morning. Eight (8) of the ten (10) participants (80%) reported that they could access the phone only in the morning, and two (2) of the ten (10) participants (20%) said that friends would be reachable. Eight (8) out of one hundred and twenty participants (8%) found it comfortable to use it in the afternoon because friends would be reachable at this period.

Five (5) out of one hundred and twenty participants (4%) preferred to use it during school time. Three (3) of the five (5) participants (60%) reported that it was the only convenient time to share school notes with others and two (2) of the five (5) participants (40%) reported that they would be researching school tasks. Six (6) out of one hundred and twenty participants (5%) preferred to use it after lessons. Four (4) of the six (6) participants (67%) reported that they found it convenient to do school assignments at that time, while two (2) of the six (6) participants (33%) reported that it was the period when friends would be reachable. Seven (7) out of one hundred and twenty participants (6%) preferred to use it during study hours. Four (4) of the seven (7) participants (57%) reported that they would be researching school tasks, and three (3) of the seven (7) participants (43%) reported that they would be discussing school work.

Nine (9) out of one hundred and twenty participants (8%) preferred to use it during weekends. Six (6) of the nine (9) participants (67%) reported that friends would be reachable, and three (3) of the nine (9) participants (33%) reported that it was when they could gain access. At the same time, eleven (11) out of one hundred and twenty participants (9%) were not sure of specific periods they could say were suitable for WhatsApp use.

A large number of the adolescent participants (81%) in this study use the WhatsApp platform at night, in the morning, in the afternoon, during school hours, after lessons, during study hours, and on weekends. The participants purported several benefits of using the platform at specific periods: low data costs, no disturbances, good network, reachability of friends and relatives, conducting school tasks, and sharing class notes.

ii) YouTube

Thirteen (13) out of one hundred and twenty participants (11%) preferred to use it at night. Eight (8) of the thirteen (13) participants (62%) indicated that it was free to watch videos without disturbances when most of the people were asleep, and five (5) of the thirteen (13) participants (38%) reported that it was cheap to use YouTube at night.

Eleven per cent (11%) of the participants preferred to access YouTube at night. The participants reported experiencing the benefits of using YouTube as having low data costs at night and no disturbances as other users would be asleep.

iii) Facebook

Seven (7) out of one hundred and twenty participants (6%) preferred to visit at night. Fifty-seven per cent (57%) of the participants highlighted that it was cheap to use Facebook at night, while forty-three per cent (43%) reported that most people would be asleep.

A small number of individuals (7), or 6%, opted to use Facebook at night. Participants reported enjoying using Facebook at night, and the benefits included reduced data costs and minimal interruptions when other users were sleeping.

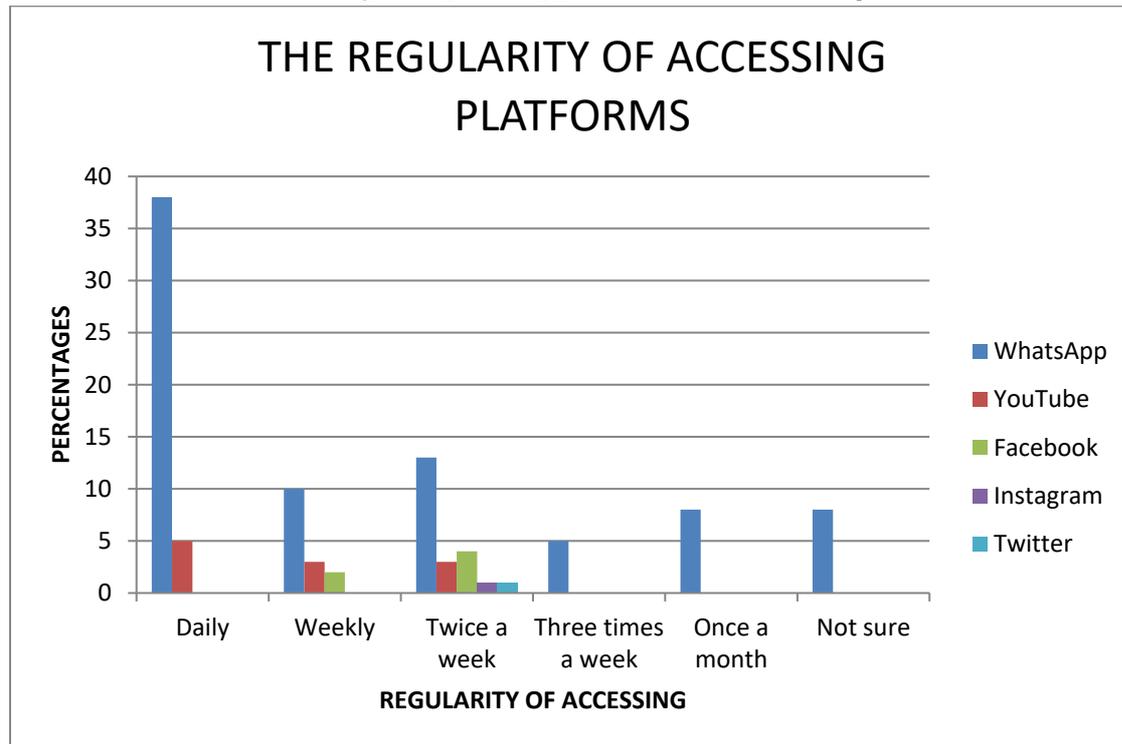
iv) Instagram

One (1) out of one hundred and twenty participants (1%) preferred to use Instagram at night because most friends would be reachable. One participant chose to access Instagram at night as most of the friends would be reachable.

v) Twitter

One (1) out of one hundred and twenty participants (1%) preferred to use Twitter at night because the network would be fast. One participant chose to access Twitter at night, citing fast network at night. This implies that the network would be efficient at night because other network users would be asleep and offline.

5.2.3.2 Results on the regularity and types of social media platforms accessed



Source: Primary data

Figure 5.5 provides results on the regularity and types of social media platforms accessed by adolescents in the study.

i) WhatsApp

Ninety-eight (98) out of one hundred and twenty (120) participants (81%) indicated that they accessed WhatsApp. A majority of the participants (38%) used WhatsApp daily, suggesting that WhatsApp popularity among adolescents was constantly growing. In comparison (5%), the participants accessed it for 2 hours, and the other 5% needed 30 minutes daily to access WhatsApp. Twelve (12) out of one hundred and twenty (120) participants (10%) accessed WhatsApp every week. Sixteen (16) out of one hundred and twenty (120) participants (13%) visited it twice a week. Six (6) out of one hundred and twenty (120) participants (5%) visited it three times a week. Nine (9) out of one hundred and twenty (120) participants (8%) visited it once a month. Nine (9) out of one hundred and twenty (120) participants (8%) were not sure of the number of times they visited the platform.

ii) YouTube

The results of this study revealed that thirteen (13) out of one hundred and twenty (120) participants (11%) accessed YouTube. Six (6) of the thirteen (13) participants (5%) indicated they visited it daily, three (3) of the thirteen (13) participants (3%) visited it weekly, and four (4) of thirteen (13) participants (3%) visited it twice a week.

iii) Facebook

In this study, seven (7) out of one hundred and twenty (120) participants (6%) stated that they accessed the Facebook platform. Two (2) out of seven (7) participants (2%) visited Facebook once a week. Five (5) out of seven (7) participants (4%) visited it twice a week.

iv) Instagram

The results also established that one (1) out of one hundred and twenty (120) participants (1%) accessed Instagram twice a week. This suggests that very few participants (1%) visited the Instagram platform.

v) Twitter

The results also indicated that one (1) out of one hundred and twenty (120) participants (1%) accessed Twitter twice a week. Available evidence was that very few participants (1%) accessed Twitter.

5.2.3.3 Discussion of findings related to Research Objective 2

The participants in this study chose to visit social media platforms at night, in the morning, in the afternoon, during school hours, after lessons, during study hours, and at weekends. Hence, they use any slightest opportunities they have to engage online. This study's findings appear to support findings from earlier research (Tengia et al., 2018; Erdogan & Mustafa, 2017; Kore, 2014), which established the times when students access social media as during school, during lectures, at night, in the afternoons, and at any time wanted. Given these findings, I posit that social media use among adolescents is part of their daily life. Weinstein (2018) also echoed that social media is interwoven with everyday life for teenagers. Yet, concerns have been growing about its influence on psychosocial identity and well-being development (see Section 2.2.1).

The participants reported relatively cheap (low data costs), especially at night, no disturbances, good (fast and efficient) network, and reachability of friends and relatives as the primary reasons for visiting the social media platforms at night. Cipolletta et al. (2020) claimed that the low direct costs, private and hidden communication provided by social media networks has helped make social media platforms a common online destination for adolescents, thereby upholding the findings of this study. Based on the findings of this study, I believe that social media platforms are affordable; data prices at night would be minimal, probably owing to mobile network decongestion. Kore (2014) reports that other mobile subscribers prefer to use social media platforms during the off-peak hours when the networks are fast and efficient. Tarisai and Manhibi (2017) corroborate this suggestion and emphasise that cheap costs enabled people to access social media and create networks.

Adolescents' engagement with social media is high and is increasing. It has been established that the participants prefer to visit social media platforms daily 52 (43%), weekly 17 (14%), twice a week 27 (23%), three times a week 6 (5%), and once a month 9 (8%). Despite restrictions imposed by schools and parents, it has emerged that the participants of this study frequently use social media platforms. As a result, one wonders how this contributes to the construction of psychosocial identity and well-being in teenagers. In that regard, I further investigated whether the growing use of social media platforms among adolescents influences psychosocial identity and well-being development (see Qualitative phase, Objective 4).

As Weinstein (2018) claims (and, as per the findings of this study), social media is interconnected with the daily life of school-aged teens. Livingstone et al. (2017) posit that interacting with and through social media platforms is just part of adolescents' routine, in concurrence with the findings of this study. Also, McCrae et al. (2017) concur with this study's findings by asserting that young people (15 – 17 years old) use social media every waking hour in economically well-resourced as well as in developing countries. Anderson and Jiang (2018) reveal that teens use social media at a very high frequency daily. Strickland (2017) found out that the average American teen spends 3.8 hours a day on social media platforms, with one in five teenagers using social media platforms up to six hours a day. In line with the findings of this study, James et al. (2017) claimed that 92% of adolescents aged 13-17 go online daily.

5.2.4 Research Objective 3: To explore the participants' views on social media use in secondary schools

The study sought to explore participants' views on social media use in secondary schools. The participants were invited to select the most appropriate response to the given statement. The choices were as follows;

- Agree - AG;
- Strongly Agree - SAG;
- Not sure – NS;
- Disagree – DAG; and
- Strongly Disagree – SDAG.

After combining related data, three groups were formed: agree (AG) & strongly agree (SAG), not sure (NS), and strongly disagree (SDAG). These were the category names that were used for data presentation in this study. In this section, the results are presented as follows:

5.2.4.1 Social media use in secondary schools

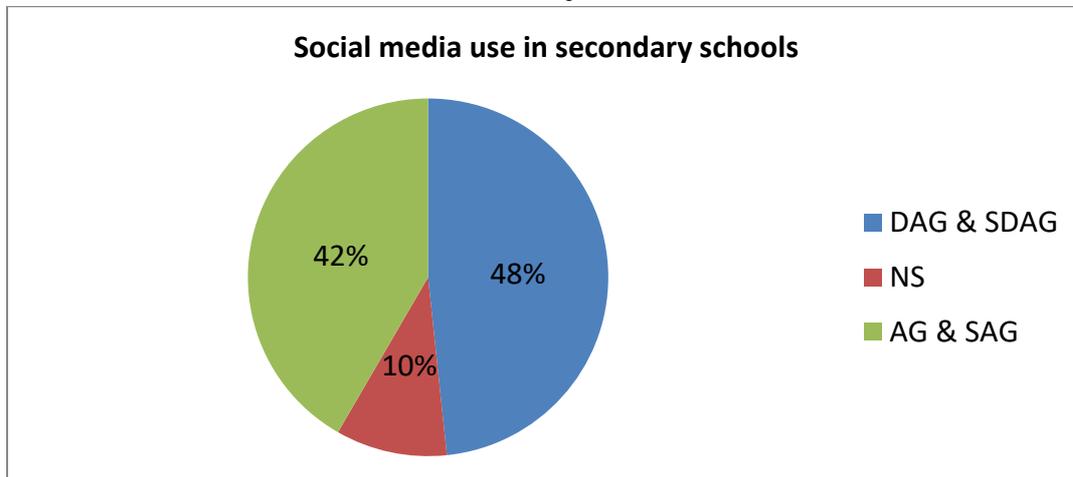


Figure 5.6: Views on social media use in secondary schools

Figure 5.6 provides information on the participants' views on whether adolescents should access social media platforms while in school. Fifty-eight (58) out of one hundred and twenty participants (48%) indicated that social media platforms must be allowed to be used in secondary schools. However, fifty (50) out of one hundred and twenty participants (42%) suggested that social media platforms should not be used in secondary schools. Twelve (12) out of one hundred and twenty participants (10%) were not sure whether social media platforms should be used or not in secondary

schools. This issue was investigated during the qualitative phase for a more comprehensive understanding.

5.2.4.2 Using social media to source information

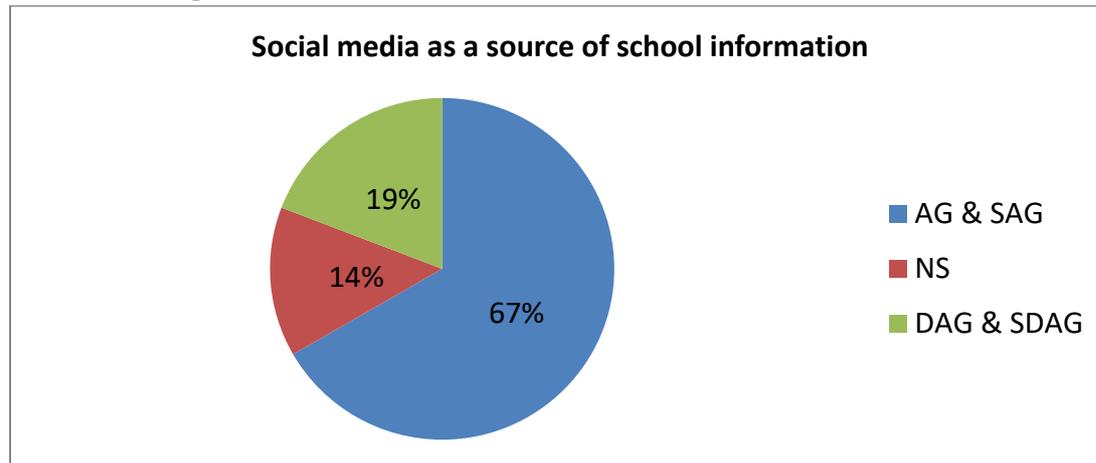


Figure 5.7: Social media to access school information

Figure 5.7 provides information on whether participants use social media to access school information. Eighty (80) out of the one hundred and twenty participants (67%) use social media to access school information. Twenty-three (23) out of the one hundred and twenty participants (19%) disagreed that they use social media to access school information. Seventeen (17) out of the one hundred and twenty participants (14%) were unsure whether they use social media to access school information. They believed that what they learned at school could be shared on social media platforms.

5.2.4.3 Parental guidance on social media use

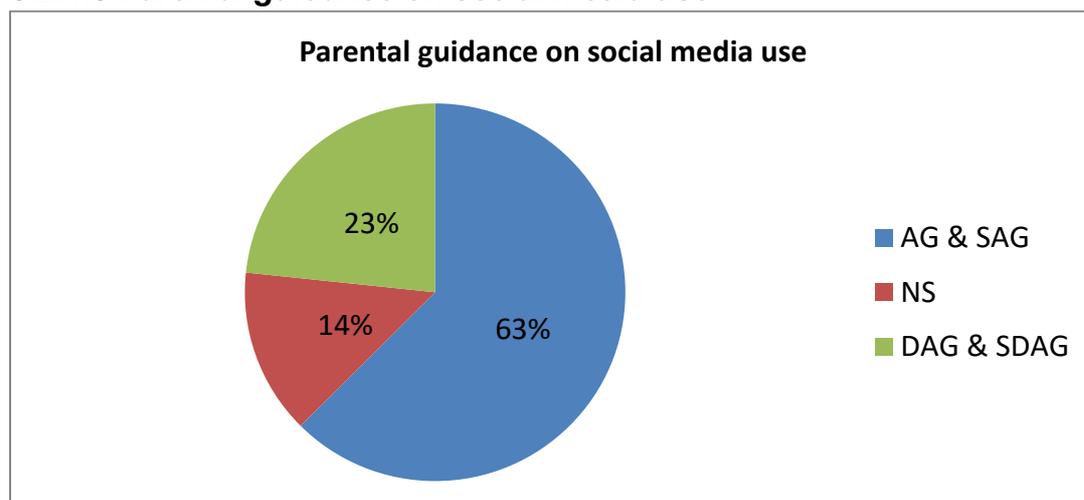


Figure 5.8: Parental guidance on social media use

Figure 5.8 provides information on whether the participant's parents/guardians regulate the adolescents' social media use. Seventy-five (75) out of the one hundred and twenty participants (63%) agreed that the parents/guardians control the adolescents' social media use. Twenty-eight (28) out of the one hundred and twenty participants (23%) disagreed that the parents/guardians control adolescents' social media use. Seventeen (17) out of the one hundred and twenty participants (14%) were unsure whether the parents/guardians control or regulate the adolescents' social media use.

5.2.4.4 Cell phone in schools and parental consent

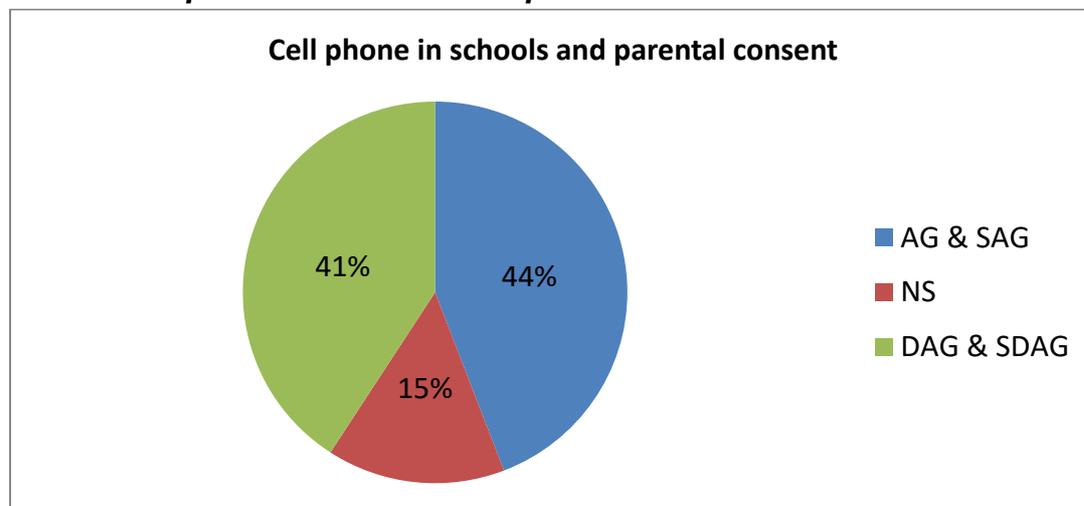


Figure 5.9: Participants carry cell phones to school with parental consent

Figure 5.9 discusses whether the participants carry cell phones to school with their parents/guardians' permission. Fifty-three (53) out of the one hundred and twenty participants (44%) agreed that they carry cell phones to school with their parents'/permission. Forty-nine (49) out of the one hundred and twenty participants (41%) disagreed that they carry cell phones to school with their parents'/guardians' permission. Eighteen (18) out of the one hundred and twenty participants (15%) were unsure whether they carry cell phones to school with their parents'/guardians' permission. This suggests that school administrators have severe challenges in establishing a genuine act of noncompliance.

5.2.4.5 The use of cell phones in secondary schools

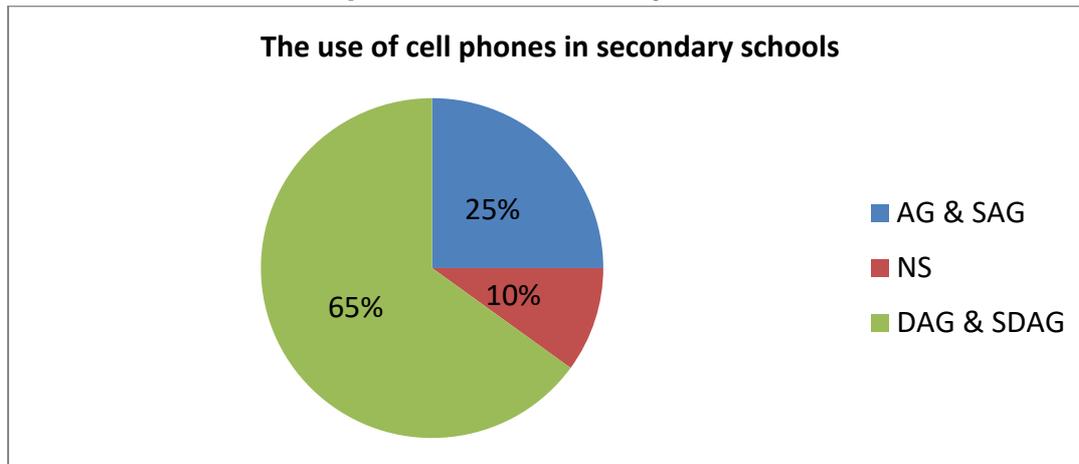


Figure 5.10: The use of cell phones in secondary schools

Figure 5.10 provides information on whether the participants' schools allow the use of cell phones freely. Seventy-eight (78) out of the one hundred and twenty participants (65%) indicated that they could not use cell phones freely in schools. Thirty (30) out of the one hundred and twenty participants (25%) stated that they could use cell phones freely in schools. Twelve (12) out of the one hundred and twenty participants (10%) were not sure whether or not they were allowed the use of cell phones freely in schools. The implication is that a large number, 78 (65%), confirmed that it is aware that schools do not allow the use of cell phones in schools. However, it also emerged that a recognisable number of participants (30, 25%), claim that school will enable the use of cell phones, thereby posing some disjuncture. Further investigations to establish what the actual positions were like in secondary schools were necessary. Hence, this item was included in the qualitative phase for further exploration.

5.2.4.6 Social media use policies to guide adolescents

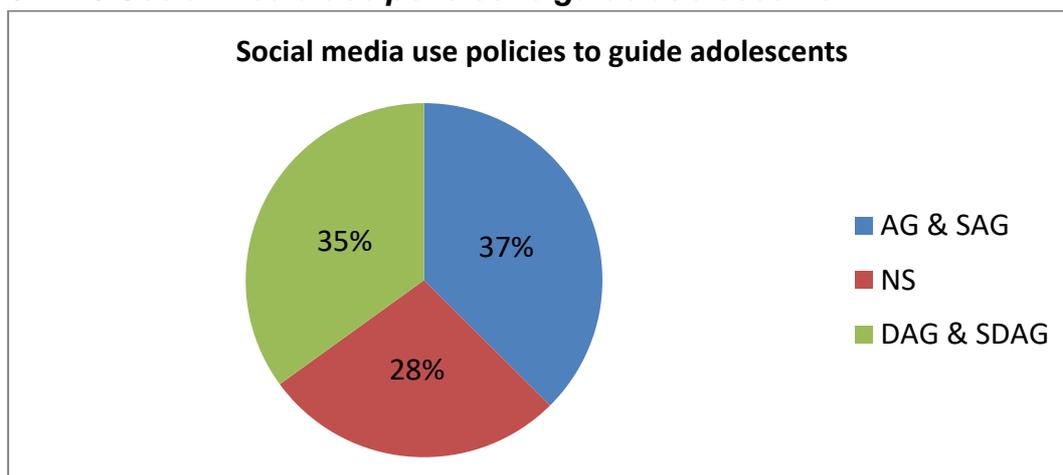


Figure 5.11: Social media use policies to guide adolescents

Figure 5.11 provides information on whether there are policies to guide social media use among adolescents in Zimbabwe. Forty-five (45) out of the one hundred and twenty participants (37%) indicated no social media use policies to guide adolescents in Zimbabwe. Forty-two (42) out of the one hundred and twenty participants (35%) stated that there were social media use policies to guide adolescents in Zimbabwe. Thirty-three (33) out of the one hundred and twenty participants (28%) were not sure whether there were social media use policies or not to guide adolescents in Zimbabwe.

It emerged from the study that the issue of social media policies that guide adolescent social media use in secondary schools is not yet clear. The results revealed that 35% of participants reported the availability of social media policies, while 37% reported no policies or guidelines. Furthermore, 28% said that they were unsure. If social media policies and procedures were available and discussed with learners, they would be aware of some of the guidelines that concern them.

5.2.4.7 Discussions of findings related to Research Objective 3

This survey phase indicated that many participants (48%) believe that social media use should be authorised in secondary schools. Other participants (42%) suggested that social media platforms should not be used in secondary schools. This appears to be a robust contestable issue, considering the closeness of figures obtained. In that regard, it called for further exploration and probing into participants' viewpoints. These findings agree with Ahmed (2016), who remarks that secondary students' acceptance of social media is evident. However, the potential of implementing social media for educational purposes is still debatable. Furthermore, Van Den Beemt et al. (2019) claims that social media has become indispensable for instrumental goals such as school work and information gathering and communication, in support of the findings of this study. The above views allude to the importance of the study participants' benefits when using social media platforms (Allen et al., 2014).

The adolescent participants of this study confirmed that social media platforms allow them opportunities to learn through interacting with others by their online presence. This point was also noted by Banyai et al. (2017). Uhls et al. (2017) claim that social media brings in a new dimension of learning, thereby supporting the findings of this study. Social media use makes learning more practical. As a result, it motivates learners during the learning process as they would be accessing various materials in abundance (Aamo, 2020; Asare-Donkoh, 2018; Umar & Idris, 2018; Sabanci & Urhan, 2014). However, secondary school teenagers in Masvingo District have limited access

to these activities during school hours due to school restrictions. This item was expanded on in the qualitative phase of this study for greater explanation.

This current study revealed that social media use enables the participants to access relevant school study materials. According to Franchina et al. (2018), social media provides users with a consistent social and informational needs stream. The findings of this study align with Bandura's (1996) view that learning becomes effective when the learner is exposed to relevant models to copy from (Gonzalez-DeHass & Willem, 2013). Similarly, Sabanci and Urhan (2014) concur with this study's findings and confirm that social media is a source of information for school issues and personal interests. In this regard, accessibility to social media influences the learning performance of secondary school students (Keles et al., 2020), as they are exposed to experiential learning processes. This learning process is more hands-on/mind-on and facilitates efficient knowledge retention (Gonzalez-DeHass & Willem, 2013). Shokri and Dafoulas (2016) agree that social media facilitates adolescents' access to an abundance of relevant learning materials. They also point out that social media enables learning unrestricted by physical locations and creative ways, such as social interaction and online collaborations. Furthermore, the authors also state that social media users learn from each other by sharing their information, knowledge, and various experiences. This current study aligned with Bandura's (1996) views that learning is a participatory process where learners interact with the environment and imitate the models they see (Gonzalez-DeHass & Willem, 2013). This implicitly suggests that learners gain educational benefits from social media use if used for that purpose. However, if it is misused, it can have negative effects. Therefore, further probing was needed for deeper detail on how participants accessed school information. (See Section 6.4.2.2 & 6.4.2.4 for further detailed discussions).

It has emerged from this study that the majority (63%) of the participants confirmed that parents/guardians control the use of social media by adolescents. In agreement, Zebron et al. (2013) argue that access to social media platforms should be supervised by parents, hence corroborating the conclusions of this study. However, it also emerged from this study that other parents/guardians do not control their children's social media use (23% of the participants). Implicitly, these participants have the liberty to utilise social media as they wish. According to Mamantha et al. (2016), this may pose some risks to the users, such as exposure to indecent materials, bullying, and behaviour challenges, justifying why some participants reported that social media

should not be used in secondary schools (See Section 5.2.4). This finding confirms Tengia et al.'s (2018) claim that poor parenting influences students' learning behaviour. Busari (2019) recommended that parents/guardians monitor their children using social media to curb inappropriate use. In the same vein, Nyongesa et al. (2019) echo that parents should implement guidelines to limit social media influence on students' behaviour.

It was established that 44% of the participants of this study believe that they carry cell phones to school with their parents'/guardians' permission. This corroborates Maphalala and Muzi (2014) findings, who note that a considerable number of learners bring cell phones to school regularly with the consent of their parents/guardians. While they view it as a favourable arrangement, they suggest that parents and learners decide on the pros and cons of taking cell phones to school as this could be disruptive in the teaching and learning process. It also emerged that 41% of the participants carried cell phones to school without their parents'/guardians' permission. This could be suggesting that the participants were engaging in misconduct by secretly taking cell phones to school.

This current study revealed that the participants were not allowed to use cell phones in school. The findings of this study are in tandem with Busari (2019), who claims that school administrators ban excessive usage of social media for disciplinary measures. The findings of this study appear to be consistent with those of Maphalala and Muzi (2014), who found that school administrators adopt limits to limit improper usage of social media platforms. I believe the school administration imposed the constraints to preserve discipline (Busari, 2019). In the same vein, Zanamwe et al. (2013) indicate a need to employ some restrictive measures in social media use to control challenges such as security concerns, unproductive behaviour, misuse of tools, and anti-social behaviour by students.

The study's participants tend to disagree on whether or not there were restrictions in place to guide youngsters' usage of social media. In this survey, 37% of participants stated that there were no social media use regulations in place to advise teenagers in the Zimbabwean school system. In contrast, 35% stated that there were policies in the Zimbabwean school system to guide teenage social media use. Twenty-eight per cent were unsure about any regulations. It could mean that policies are available, but the implementation process could be problematic. Maphalala and Muzi (2014) claimed

that all schools have available and operational policies on the use of cell phones in schools. Ahmed (2016) argues that there were no suitable policies and guidelines formulated for students to follow, thereby supporting the findings of this study. In concurrence with the results of this study that there are no policies yet to guide social media use in secondary schools, Marima (2019) points out that cybercrimes and cyber security bills were being designed to curb online criminal activities. Mugari and Cheng (2020) point out that Zimbabwe recently adopted the Education Amendment Act, 2020, to align its Education act with its constitution.

5.2.5 Research Objective 4: To explore participants’ views on the influence of social media use on psychosocial identity development

i) Behaviour change

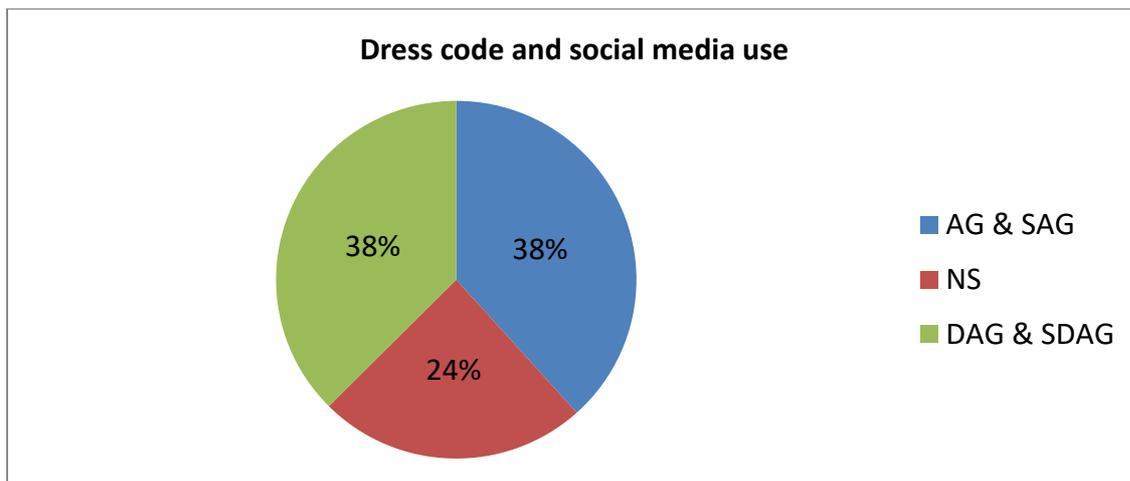


Figure 5.12: Participants’ views on social media use and adolescent dressing style

Figure 5.12 provides the participants’ views on social media use and adolescent dressing style. Forty-six (46) out of the one hundred and twenty participants (38%) agreed that adolescents' dressing style was learned through their engagement in social media. Forty-five (45) out of the one hundred and twenty participants (37%) disagreed with this view. In comparison, twenty-nine (29) out of the one hundred and twenty participants (24%) were unsure whether social media influenced adolescents dressing and the fashion trends they follow.

ii) Social media use and adolescent behavioural challenges

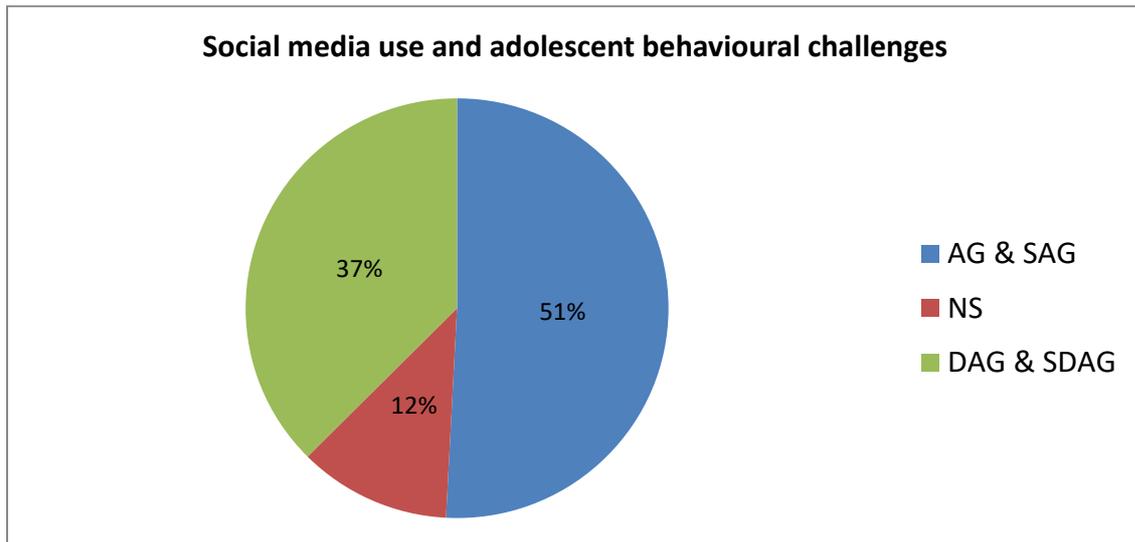


Figure 5.13: Social media use and adolescent behavioural challenges

Figure 5.13 provides information on whether the participants' overuse of social media can lead to adolescent behavioural challenges. Forty-five (45) out of the one hundred and twenty participants (37%) believe that overuse of social media can lead to adolescent behavioural challenges. Sixty-one (61) out of the one hundred and twenty participants (51%) do not believe that overuse of social media can lead to adolescent behavioural challenges. Fourteen (14) out of the one hundred and twenty participants (12%) were unsure whether overuse of social media could lead to adolescent behavioural challenges.

The majority, 61 (51%) of the participants, do not believe overuse of social media leads to behavioural challenges, while a reasonable number, 45 (37%), believe that overuse of social media leads to misconduct. This suggests that the issue is debatable it needs further clarification (See Section 6.4.2.2 for clarification).

iii) Adolescent social media use and the national values

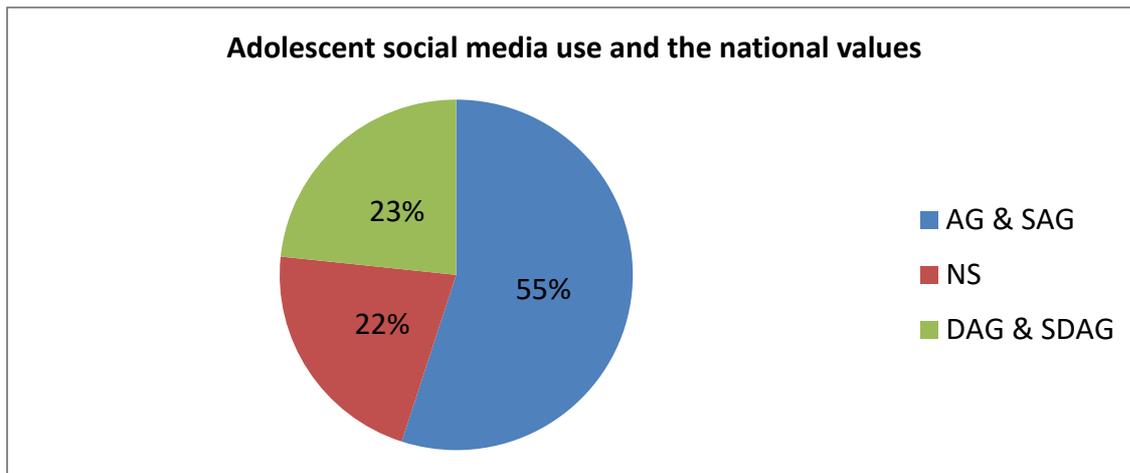


Figure 5.14: Adolescent social media use and the national values

Figure 5.14 provides information on adolescent social media use and national values. Sixty-six (66) out of the one hundred and twenty participants (55%) agreed that social media use influences national values. Twenty-eight (28) out of the one hundred and twenty participants (23%) disagreed that access to social media influences national values. Twenty-six (26) out of the one hundred and twenty participants (22%) were unsure whether social media influenced adolescents' values.

iv) Social media use and adolescents' cultural norms and values

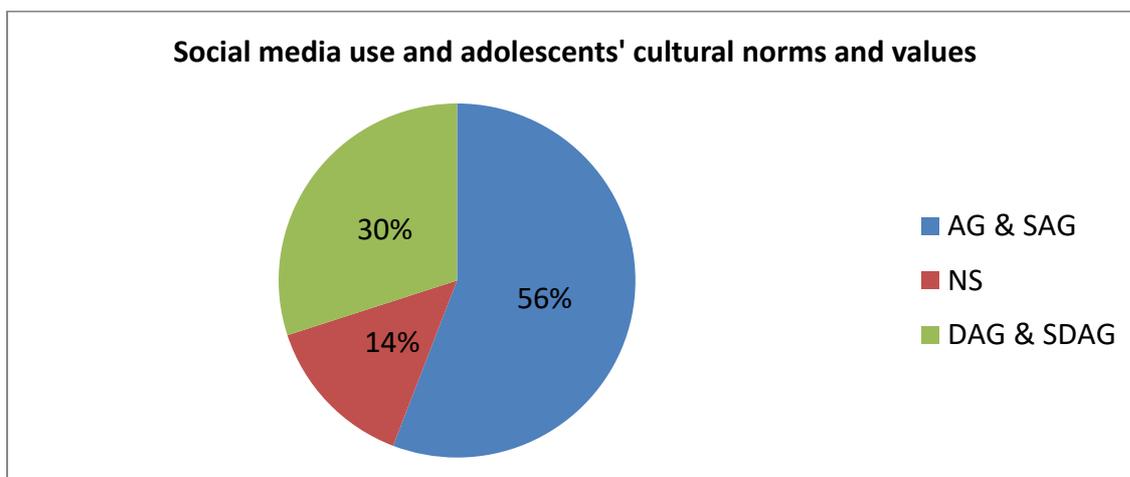


Figure 5.15: Social media use and adolescents' cultural norms and values

Figure 5.15 provides information on adolescents' views on cultural norms and values. Sixty-seven (67) out of the one hundred and twenty participants (56%) indicated that adolescents' social media use influences them to disregard their cultural norms and values. Thirty-six (36) out of the one hundred and twenty participants (30%) stated

that social media use has nothing to do with the adolescents' negligence of their cultural norms and values. Seventeen (17) out of the one hundred and twenty (120) participants (14%) were not sure whether adolescents no longer cherish their cultural norms and values or not.

v) Social media use and adolescents' physical, intellectual, emotional, and social development (PIES)

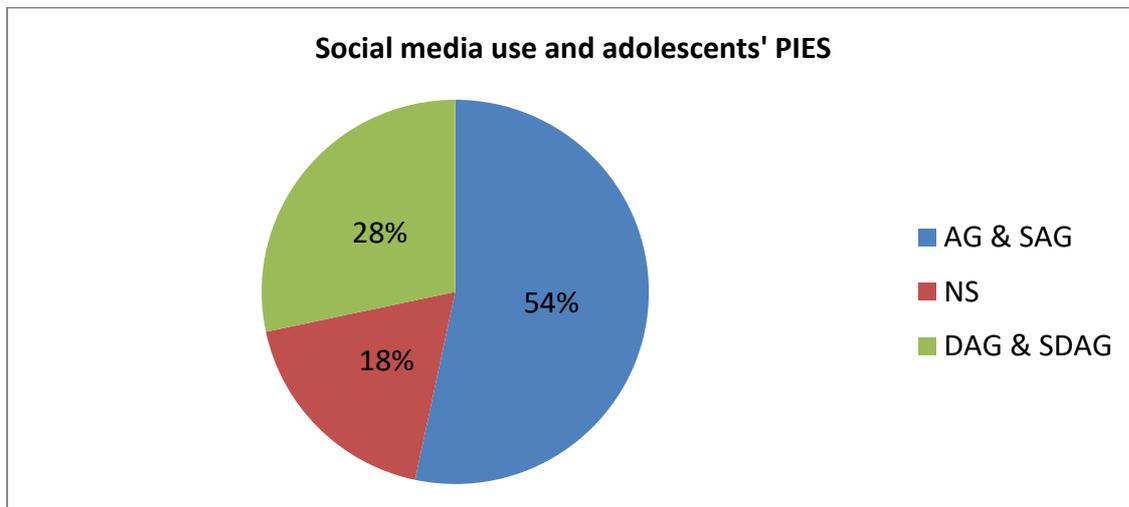


Figure 5.16: Social media use and adolescents' PIES

Figure 5.16 provides information on whether social media use influences adolescents' physical, intellectual, emotional, linguistic, and social development. Sixty-four (64) out of the one hundred and twenty (120) participants (54%) believed that social media use improves physical, intellectual, emotional, and social development in adolescents. Thirty-four (34) out of the one hundred and twenty (120) participants (28%) do not believe that social media use improves physical, intellectual, emotional, and social development in adolescents. Twenty-two (22) out of the one hundred and twenty (120) participants (18%) were not sure whether social media use improves the physical, intellectual, emotional, and social development in adolescents.

5.2.5.6 Discussion of findings related to Research Objective 4

The survey questionnaire data was analysed, and items about social media use and psychosocial identity development were categorised and discussed.

Although there are no universally acceptable ways or styles of dressing, the way one dresses usually convey some definable purposes for a society (Badaoni et al., 2012; Omede, 2011). How one dresses is part of their culture and defines the tribal or ethnic identity (Omede, 2011: 228). The participants who reported that social media use

influences the dressing style of adolescents confirm the view of Erikson in Sanders (2013) that the process of peer group identification is a stage in identity development for adolescents. Similarly, Badaoni et al. (2012) posit that adolescents' values are modified under group pressure to increase their similarity to other group members. Given the above view, I argue that adolescents can be influenced to learn new dressing styles on social media. My views align with Bandura's (1996) social learning concept, which states that learning results from observing and performing the actions gained through interacting with the socialising agents that transmit norms, attitudes, motivations, and behaviours (Badaoni et al. 2012).

The results of this current study revealed that social media use had paved the way for acculturation. Also, from the findings of this study, I argue that social media platforms are vehicles for transforming social media users' culture. This view is supported by Mutswanga (2010: 12), who observed that acculturation modifies and transforms values and beliefs of the adolescents' culture. The participants of this current study believe that social media use changes users' values and life beliefs. Voicing similar sentiments, Badaoni et al. (2012) claim that adolescents' values are modified to align with the social media group, thereby corroborating the findings of this study. The findings resonate with the social cognitive learning principles that learning occurs through observation, imitation, and modelling (Busari, 2019: 140). The above implication is that social media use has both positive and negative effects on adolescents' behaviour depending on an individual's use of the platforms.

The results of this study revealed that the participants, 61 (51%), of this study do not believe that overuse of social media platforms leads to misbehaviour in adolescents. Sabanci and Urhan (2014) maintain that social media platforms provide students with a fertile setting to socialise, interact and express self-ideas and emotions, thereby confirming the findings of this study. As a result, I submit adolescents can positively use that social media. The implication is that the majority 61 (51%), of the respondents, do not associate the overuse of social media with misbehaviour. Zanamwe (2013) identified issues such as security, unproductive behaviours/waste of time, misuse of instructional time, and behaviour challenges being faced by students in higher education due to using social media. Considering the above claim by Zanamwe (2013), the view that social media leads to misbehaviour seems relevant. In this regard, there is a need to probe further to establish the participants' views

The participants of this current study seem to indicate that overuse of social media negatively influences adolescents' psychosocial identity and well-being. In concurrence with the view that social media use may negatively affect adolescent psychosocial identity and well-being development, Umar and Idris (2018) reveal that social media usage negatively influences learners' psychosocial behaviour and academic performance. Psychosocial behaviour is the response or reaction to how one behaves and develops the relationship in the school environment or anywhere where one finds oneself due to mobile phones, iPads, tablets, laptops, and other internet services (Umar & Idris, 2018). Academic performance refers to how one develops capabilities to solve educational tasks (Kiplagat, 2017). Mulisa and Getahun (2018) claim that immoderate usage of social media leads to poor academic attainment.

Furthermore, social media addiction can reduce time spent on studies, resulting in performance drop, low interest in extracurricular activities, and loss of interest in lessons (Busari, 2019; Mulisa & Getahun, 2018; Kiplagat, 2017). In addition, social media addiction amongst adolescents has been related to psychological and intellectual problems, including anxiety, despair, and loneliness (Kennedy, 2019; Nyongesa et al., 2019; Rageliene, 2016). Yet other studies on social media use have depicted a superb academic interplay and have supported social media utilisation amongst students (Asare-Donkoh, 2018; Bryant, 2018; Kim, 2017). In addition, Kim (2017) points out those social connections strengthen student-student, student-teacher, or parent/guardian-student relationships.

However, the negative impact of social media has outweighed the constructive aspects. Hence, excessive utilisation of social media has shown adverse effects on physical, psychological, and family fitness (Nyongesa et al., 2019; Kiplagat, 2017). Excessive use has also been linked to sleep deprivation, insomnia, and chronic ailments (Kennedy, 2019; Reid & Weigle, 2014).

The findings of this study embraced the fear of missing out concept, which stipulates that adolescents find it challenging to leave social media platforms because of fear of missing out on rewarding experiences others might be enjoying (Franchina et al., 2018; Buglass et al., 2017). According to the findings of this study, the practice has a negative impact on teenagers' mental health and emotional well-being (Ethai et al., 2020; Hayran et al., 2020). It has been related to various mental health difficulties in

teenagers, including weariness and stress, which can lead to physical health problems.

According to the findings of this survey, the majority of participants, 66 (55 per cent), feel that social media use damages users' perceptions of their norms and values. According to the respondents in this survey, social media users learn and embrace new norms and values on social media. The findings are consistent with those of Zebron et al. (2013), who argue that social media use has opened the way for acculturation. Individuals tend to change their ideas and embrace what is required in their present environment.

The implication is that the majority, 64 (54%), of the participants in this study view social media use as a source of intellectual, emotional, physical, linguistic, and social development. The findings of this study corroborate the findings by Reid and Weigle (2014). They claim that social media provides adolescents with a place to learn, practice, and rehearse skills such as self-presentation and self-disclosure. In tandem with Allen et al. (2014), social media platforms could be utilised as tools to support adolescents emotionally. Thus, social media platforms provide learners with a fertile setting to socialise, express self-ideas and emotions (Sabanci & Urhan, 2014). This, therefore, facilitates a positive total human development. The participants in this study seem to confirm what is in the literature (Tengia et al., 2018; Livingstone et al., 2017; Mwamwenda, 2013), that total development refers to the wholesome growth of an individual, where the individual develops intellectually, physically, emotionally, and socially.

This current study also revealed that social media use improves adolescents' physical, intellectual, linguistic, emotional, and social development. This point is explained by Sanders (2013) that adolescents find social media use helpful to the development of autonomy, the establishment of identity. Sanders (2013) explained further that autonomy occurs when adolescents strive to become emotionally and economically independent from their parents. Adolescents interact with peers on social media platforms. As a result, adolescents may use clothing, hairstyles, language, and other accessories to emulate friends and other adolescents. However, adolescents who do not identify with their friends may have significant psychological difficulties during this period (Erickson, 1968 in Sanders, 2013). This, therefore, implies that social media relationships have a great influence on adolescents' well-being.

5.3 Summary of the chapter

In this chapter, I presented the results of the quantitative phase of the study and discussed the findings in relation to the literature. The results revealed that the commonly accessed devices by adolescents were cell phones (82%), desktop computers (9%), laptops (7%), and tablets (2%). Most participants indicated that the reason for accessing the devices was that they were easy, cheap (affordable), and available. Most of the participants stated that they accessed the social media platform every week. An above-average number of the participants (67%) agreed that they use social media when sharing school work and class notes.

Most participants agreed that they use social media platforms to communicate and socialise with friends. The results also revealed that misbehaviour could arise as a result of overusing social media platforms. The study also revealed that the absence of social media use policies to guide adolescents in Masvingo District secondary schools was a matter of concern that called for further interrogation to establish the actual position. This subsequently resulted in the need to conduct an in-depth inquiry (qualitative study) of the grey areas that arose in this quantitative phase.

In the next chapter, I present and discuss the outcomes of this study's qualitative phase. I present and explain the data analysis's themes, subthemes, and categories.

CHAPTER SIX

PRESENTATION AND DISCUSSION OF QUALITATIVE FINDINGS

6.1 Introduction

The quantitative results of this study were addressed in the prior chapter. Relevant themes raised during the quantitative phase of this study were further investigated during the qualitative phase. In this chapter, I report on the outcomes of the qualitative phase of the study and examine the findings to address the research questions provided in Chapter One.

The main research question in this study was: *What is the nature of social media use among adolescents in secondary schools in Masvingo District, Zimbabwe?*

The following secondary questions guided the qualitative phase of the study:

- What are participants' views on social media use in secondary schools?
- How does the use of social media platforms influence adolescent psychosocial identity and well-being development?
- How does an understanding of the adolescent stage of development influence participants' views on adolescent social media use?
- How can social media platforms be utilised as tools for positive adolescent psychosocial identity and well-being development?

In this chapter, I report the results according to thematic areas that emanated from the thematic content analysis of the data. Four themes emerged from an analysis of the patterns in the data. To add rigour to the study, I supplemented the discussions with direct quotations from the participants during the focus group and semi-structured individual interviews. Furthermore, I provide excerpts from my field notes to help substantiate and enrich the discussions. The number of the focus group discussion (FGD) and semi-structured individual interview (IND) sessions and the lines from where the excerpts were extracted are presented in Table 6.1.

Table 6.1: Coding for excerpts

Focus group discussion/ Individual interview session number	Participant number	Transcript line number	Reference for extracts used
FGD1	P1	5-9	FGD1:p1:5-9
IND1	1	37-44	IND1: 37-44

6.2 Data collection

In this segment, I present an overview of the data collection processes conducted in phase two. Table 6.2 is an outline of the participant categories and data collection methods utilised.

Table 6.2: Participant category and data generation method

Participant categories	Phase two Data generation method		
	Focus group discussions	Semi-structured interviews	Total
Learners	8		8
Parents	8		8
Computer teachers		3	3
Guidance and Counselling teachers		4	4
Educational Psychologist		1	1
Total number of participants	16	8	24

Twenty-four (24) participants were sampled from the total population to participate in the qualitative phase of this study. Table 6.2 is a summary of the participant categories for the focus group discussions and semi-structured individual interviews. The sixteen participants in the focus group discussions and eight participants in the semi-structured individual interviews were drawn from two secondary schools. Thorough deliberations on the selection procedures were presented in Chapter Four, Section 4.12.1.

6.3 Identification coding for the focus group discussions and semi-structured individual interviews

This section gives an overview of the codes used to identify the participants. Code names are presented in Tables 6.3 and 6.4 below.

Table 6.3: Outline of the codes used to identify the focus group participants

Venue	Focus group discussions	Code name	Gender
School X	FGD1- Learners	FGD1:P1	Male
		FGD1:P2	Male
		FGD1:P3	Female
		FGD1:P4	Female
School X	FGD2- Parents/Guardians	FGD2:P1	Female
		FGD2:P2	Female
		FGD2:P3	Male
		FGD2:P4	Male
School W	FGD3- Learners	FGD3:P1	Male
		FGD3:P2	Female
		FGD3:P3	Male
		FGD3:P4	Female
School W	FGD4- Parents/Guardians	FGD4:P1	Female
		FGD4:P2	Male
		FGD4:P3	Male
		FGD4:P4	Male

Code names such as FGD1:P1, FGD2:P1, FGD3P1 and FGD4:P1 denoted the focus group discussion, session number and the participant number.

Table 6.4: Outline of the codes used to identify the interview participants

Interview	School/Place	Interviewee	Code name	Gender	Work experience in years
1	Schools Psychological Services office	Educational Psychologist	IND1	Male	Twenty-seven
2	School W	Computer Teacher	IND2	Female	Seven
3	School W	Guidance and Counselling Teacher	IND3	Male	Six
4	School W	Guidance and Counselling Teacher	IND4	Male	Nine
5	School X	Computer Teachers	IND5	Female	Eight
6	School X	Computer Teacher	IND6	Male	Twenty-two
7	School X	Guidance and Counselling Teacher	IND7	Female	Seven
8	School X	Guidance and Counselling Teacher	IND8	Male	Sixteen

Table 6.4 outlines the interviews, the interviewee demographic data by the venue, and the codes assigned for reference in the study. Code names IND1 to IND8 denoted the participant's semi-structured individual interview session number.

In the next section, I present the themes that emerged from the thematic analysis of the focus groups and the semi-structured interviews:

Theme 1: The nature of social media use among adolescents;

Theme 2: Understanding the adolescent stage of development;

Theme 3: Social media use and adolescent psychosocial identity and well-being development; and

Theme 4: The utility of social media platforms as tools for positive adolescent psychosocial identity and well-being development.

THEME 1			
The nature of social media use among adolescents			
Sub-theme 1.1 Interactions on social media platforms	Sub-theme 1.2 Views on social media use	Sub-theme 1.3 School policies and school management views on social media use	
THEME 2			
Understanding the adolescent stage of development			
THEME 3			
Social media use and adolescent psychosocial identity and well-being development			
Sub-theme 3.1 Understanding psychosocial identity development	Sub-theme 3.2 Understanding well-being	Sub-theme 3.3 Positive influences of social media use on adolescents psychosocial identity and well-being development	Sub-theme 3.4 Risks associated with adolescent social media use Categories: 3.4.1 Exposure to age-inappropriate content 3.4.2 Bullying 3.4.3 A habit-forming dependency activity 3.4.4 Loneliness 3.4.5 Depression 3.4.6 Behaviour-related challenges 3.4.7 Health-related challenges
THEME 4			
The utility of social media platforms as tools for positive adolescent psychosocial identity and well-being development			
Sub-theme 4.1 Social support	Sub-theme 4.2 Educational support	Sub-theme 4.3 Emotional support	Sub-theme 4.4 Health support

Figure 6.1: An overview of the themes, sub-themes and categories

6.4 Presentation and discussion of the results

This section presents and discusses the study results according to the emerging themes, sub-themes, and categories. Furthermore, I provide the inclusion and exclusion criteria for data selection. To add rigour to the results, I incorporated extracts from my field notes in which I described my conversations with the participants. I analysed the results of this phase and related them to relevant literature and the conceptual framework.

6.4.1 Theme 1: The nature of social media use among adolescents

Theme 1 captured participants' understanding of the nature of social media use among adolescents. Sub-themes such as interactions on social media platforms, views on social media use and school policies and school management's views on social media were interrogated.

During the focus group discussions and semi-structured individual interviews, participants expressed their views on social media use among adolescents and its implications for adolescent development. It emerged that the participants displayed diverse lived experiences as far as social media use in secondary schools is concerned. I categorised data on the nature of social media use among adolescents into three sub-themes, namely, (1.1) interactions on social media; (1.2) views on social media use; and (1.3) school policies and school management's views on social media use. Figure 6.2 gives the overview of Theme 1 and its sub-themes.

THEME 1		
The nature of social media use among adolescents		
Sub-theme 1.1	Sub-theme 1.2	Sub-theme 1.3
Interactions on social media platforms	Views on social media use	School policies and school management's views on social media use

Figure 6.2: Overview of Theme 1 and its sub-themes

In Table 6.5, I define Theme 1, and I provide the inclusion and exclusion criteria.

Table 6.5: Definition, inclusion and exclusion criteria for Theme 1

Definition: Theme 1	All views on the use of any mobile or internet-based communication system used by adolescents in the secondary schools in this study
Inclusion criteria for sub-themes	All information on interactions on social media platforms, views on social media use, school policies, and school managements' views on social media
Exclusion criteria for sub-themes	All other information not relating to interactions on social media platforms, views on social media use, school policies and school managements' opinions on social media

6.4.1.1 Sub-theme 1.1: Interactions on social media platforms

In this section, I report on the participants' views on interactions on social media platforms. Throughout the study, participants referred to the teenage years as a fundamental time for social interaction. The increased importance of spending time with peers is a critical marker of this developmental stage where increasing freedom and building relationships outside the family gain importance. In this way, social media offers a new dimension for social interaction.

It emerged from this study that participants engage on social media platforms for entertainment, educational purposes, maintaining existing friendships, establishing new friendships and connecting with family members. Accordingly, IND1 confirmed that they "... research, type, visit the internet for entertainment and even watch movies" (IND1:34-37). Furthermore, FGD1:P4 pointed out that "*I have the opportunity to learn how other tasks are done through watching videos. I like seeing how different food dishes are prepared*" (FGD1:P4: 847-852). Interacting on social media "... ensures that adolescents are kept with the current useful and informing system" (IND1:119-122). The verbatim quotes indicate that participants saw social media use as an additional learning dimension to complement traditional learning techniques. In this aspect, social media may be used for research, entertainment, connecting with friends and family, and education. Furthermore, it allows for the unrestricted sharing

of information. In this view, as stated in the preceding lines, participating on social media platforms broadens teenagers' social zones, promoting the acquisition of new knowledge, feeling good, and minimising life anxieties.

The participants pointed out that they find entertainment on social media by sharing videos and documents with others (IND2, FDG1, P2, FDG1, P4, FDG3, P2). This implies that adolescents utilise social media platforms to improve their well-being through interacting with friends, socialising, learning more about themselves and others, and so sharing identities. In other words, peer-to-peer sharing of media and documents provides some psychological advantages throughout the adolescent growth period. Adolescents with a broader understanding of the world are more likely to identify role models or attachment figures who can favourably affect their identity formation.

Depicted in FGD1:P4's words, *"I can also participate in educational discussions or social discussions with other group members"* (FGD1:P4: 855-859), is the underlying perception that social media platforms facilitate communication among individuals. In participant 4's expression of his experiences of social media, he demonstrated that *"... social media platforms can also be used by adolescents as platforms for sharing notes* (FGD2:P4: 269-273). Furthermore, FGD2:P4 claimed that *"... Learners from schools all over can create social media groups where they will share notes learnt at school* (273-277). IND2 stressed that *"... interacting with friends or relatives relieves some tension from the body... it refreshes the mind, and the mind starts working normally"* (IND2:224-235). According to FGD2:P4, *"... This will ensure that learners approach concepts from different angles and this will guarantee quality products when these learners leave school"* (FGD2:P4: 277-283). The participants feel that using social media connects them to a large number of people and provides them with an unrivalled breadth of social exposure. According to the findings of this study, social exposure provides various benefits, particularly to learners, including educational, social, emotional, health, and psychological benefits. As a result, integrating social media in classrooms allows students to approach subjects from a variety of perspectives, providing them power and choice in the learning process.

Given the above participant views, social media platforms contribute to the learning process (FDG1, P1, FDG1, P2, FDG3, P1, FDG3, P3), providing a different era of learning styles. I aver that learners use social media platforms when they are free, and

they can use them to access educational information. This implicitly suggests that adolescents use social media platforms after school when they are at home and free (FDG1, P3), meaning that social media platforms are used informally in Masvingo District secondary schools. My interpretation of the text is that the participants may concentrate on their schoolwork while using social media ethically yet informally. The study's participants stated that they were not distracted by social media and that they did not let their online activities interfere with their academics. Participants stated that they do not always access social media during school learning hours. For example, during the focus group discussion, one participant emphasised that *"... As I said, Facebook works well for me. I use it after school when I am at home. Sometimes I do it on weekends when I am free"* (FGD1:P3:801-805). Confirming FGD1:P3's words, FGD2:P1 indicated that *"What I have observed is that adolescents like being on YouTube... usually when they are free"* (FGD2:P1: 458-464).

During the focus group discussion, one of the learners echoed that social media platforms use *"... allows me to watch videos. I enjoy watching videos during the weekends"* (FGD1:P4: 843-847). This quotation seems to verify that participants use social media platforms when they are free, mainly during the weekends when they are not going to school and for entertainment purposes.

On the other hand, some instances revealed that adolescents seem to misuse social media platforms. For example, FGD2:P2 purported that *"I often see them on Whatsapp. Mostly they will be chatting with their friends whenever they get to a phone. I think boys enjoy chatting with girls and girls with boys"* (FGD2:P2: 436-442). IND1 confirmed FGD2:P1's statement and said, *"...they (adolescents) enjoy it (social media) where ever they are they will be using it"* (IND1:335-337). He emphasised his point by further indicating that *"they seem not to want to miss it even for a moment"* (IND1: 354-356). It is clear from IND4's words that learners access social media even during the lessons: *"Whenever they are free or even during the lessons. We have handled some cases where learners were found watching videos on cell phones during the lesson. So you can see they can use social media at any time"* (IND4: 238-245).

Similarly, parents/guardians, teachers, and Educational Psychologists agree that teenagers utilise social media platforms at school. Learners utilise social media

platforms even during lessons without authorization from teachers, implying that students use social media at unsuitable times.

My observations during a school visit confirm the participants' views that adolescents mostly use social media platforms during their free periods, thereby giving much of their free time to social media use daily. I illustrate my view with an excerpt from my discussion with the six Form One learners taken from my field notes:

I met a group of six Form One learners sharing a video on a cell phone during their break time. I got interested and decided to find out what was it about. When I asked what they were doing, one of them indicated that they were watching a video. Out of interest, I moved closer to them, intending to have a share of what they were enjoying. Initially, I thought they would resist, but they allowed me to have a glimpse of what they were watching. For some seconds, I listened attentively, trying to make sense of the audio coming out of the phone. I was touched by what I saw and heard. The video was about a schoolboy who was moving a motion on a debate about the importance of technology. (11/07/19).

Based on our conversation and the paragraph above, we may conclude that adolescent learners find social media platforms beneficial and fun anytime they have free time, and hence devote a significant portion of their free time to social media use daily. While the survey results show that most adolescents like using social media when they have free time, some use it during school hours.

6.4.1.2 Sub-theme 1.2: Views on social media use

The focus group and individual interview participants remarked that social media use in secondary schools offers different types of support to users (FGD1:P2, FGD3:P4, FGD2:P4), namely, social support, educational support and emotional support.

a) Social support

In this study, participants confirm that social media use in secondary schools could be seen as a new dimension of learning that ensures positive social support in formal and informal settings. To substantiate this view, one participant of a focus group discussion session said, "... I like it because I can share photos, videos, audios and documents with my friends when schools are closed because of lockdown" (FGD1:P1: 724-730). FGD1:P1 further clarified that "... it is very important especially when I am doing my schoolwork especially when we are not free to move around. I consult my friends to

assist me to do my homework. In most cases, we share videos, audios, or even documents showing how a given concept is done” (FGD1:P1: 730-738). During the Covid-19 pandemic and national lockdowns, learners found social isolation difficult. Hence, they engaged increasingly in their social media activities to keep connected to their peers, be entertained and continue their learning.

Adolescents also tend to connect to social media platforms to seek social support. For example, IND1:P4 acknowledged that “ *... through talking with friends on the social media I can be happy again from being lonely personally, I feel the need to use social media all the time in order to be social or popular” (FGD1:P4: 993-1000).* The participants suggest that appropriate social media usage offers them an alternate way to socialise. In this sense, they do their homework efficiently and consult if they find some challenges, thus building an online social community for mutual support. As a result of their usage of social media, students may develop social skills, build confidence, and boost their self-esteem. In the context of this study, self-esteem refers to a person's capacity to describe their views and beliefs about themselves confidently, consistently, and consistently.

During a focus group discussion, one of the parents/guardians pointed out that “*... I think it is because of easy and fast means of communication. Adolescents enjoy sharing pictures, videos and documents...*”, (FGD2:P1:454-471), thereby confirming the previous view and the results of the survey, especially on the reasons why adolescents choose to visit social media platforms. Another parent/guardian during the focus group discussion session had this to say: “*... by hooking up [with] friends, commenting on posts and uploading photos and videos, adolescents widen their horizon and the pleasure of offline relationships considering the COVID-19 pandemic restrictions” (FGD4:P2:267-273).* In line with FGD4:P2's view, FGD1:P1 claimed that “*... social media gives social support and helps us to make and maintain friendships... removes stress when one communicates and shares ideas with others” (1012-1018).* IND1, similarly, stated that “*... they will be able to twin, make conversation, receive contributions and update themselves on current issues particularly about COVID-19 disease. They also gain a lot about the social group's norms and values. This helps them to live harmoniously within the group” (IND1: 143-150).* IND2 highlighted that “*... it improves interaction skills and adolescents get the opportunity to interact with different people. As they talk to friends, they improve on registers, especially these days where they are restricted from physical conduct. Their vocabulary becomes*

rich... become aware of issues that can strengthen or weaken relationships” (IND2: 175-185). According to the participants' perspectives, adolescents utilise social media for social connectedness, demonstrating a social passion throughout this developmental stage. It emphasises the significance of peer interactions during the adolescent years. This demonstrates that social media has become an important part of teenage development. They receive fresh ideas from social media use, which significantly enhances their regular activities.

b) Educational support

The current study established that social media use in secondary schools provides positive educational support in formal and informal settings. This implies that adolescents may utilise social media platforms for educational purposes. Thus, teachers need to have a proper strategy for implementing the programme. The participants strongly believe that social media use could provide a new era in formal and informal social learning and presence. In line with the above, FGD1:P2 revealed that *“... social media use in schools and even at home is the best. We can learn online whilst on lockdown. It will help us improve our school performance”* (FGD1:P2). Also, during the focus group discussion session, one of the learners indicated that *“... School topics can be discussed on social media even during COVID-19 lockdown. This helps us as learners to get rich current information from social media platforms rather than sticking to old fashioned textbooks and notes from the teacher.”* (FGD1:P2:495-502). The participants seem to be suggesting that social media could be beneficial to both formal and informal learning where critical topics could be shared. Accordingly, learners could use it in schools (formally) and homes (informally) to discuss pertinent issues and these social media platforms could come as a solution to the lack of textbooks which has become a perennial challenge, especially in Masvingo District secondary schools. In addition, online learning could be conducted to ensure syllabus coverage despite the persistent lockdowns due to the COVID-19 pandemic.

Data generated through the various instruments (questionnaire, focus group discussions, semi-structured interviews, field notes) in this study seem to be converging, confirming the credibility of the instruments used. During the individual interviews, participant 3 agreed that the use of social media sites could a positive new dimension in the academic circles and then suggested that using social media platforms, *“... helps to understand other concepts by watching videos showing how*

different concepts are done. This enriches their knowledge about these concepts” (IND3:108-115). Echoing similar views, IND2 explained that, *“acquiring new information makes a person experienced when one is experienced in a certain field that individual becomes very confident in life. In other words, that person’s self-esteem becomes very high. The person will be very confident on issues pertaining to norms and values of the society”* (IND2: 156-169).

The views emerging from the social media use in schools, particularly in Masvingo District, could be a positive milestone in alleviating the limitations of the traditional method of learning. Notably, a positive milestone that could be realised through social media use is a participatory culture in the learning process, where the learners enjoy strong support, including mentorship, for creating and sharing their creative projects. These positive developments could be in the form of an improved variety of teaching-learning styles and participatory learning methods that traditional learning methods might not achieve. However, on the other hand, the participants from this study, during the focus group discussions and semi-structured individual interviews, seem to be confirming that social media use in secondary school could have the following drawbacks.

i) Loss of valuable learning time

Whilst most of the participants claimed that social media use in secondary schools has some positives (FGD1:P2; IND5; IND8; FGD2:P1), a number of them indicated that it could be a time waster and results in a loss of valuable learning time (FGD1:P1, FGD2:P4, FGD2:P3, IND 3, IND 1, IND 5, IND6). The results from the focus group discussions and semi-structured individual interviews seem to agree that inappropriate use of social media would end up causing loss of valuable learning time. Elaborating on the view, the other parent/guardian in the focus group discussion session stated that *“... I know of (Mr X’s daughter) who was always on the phone chatting with friends. She failed all the subjects she wrote at ‘O’ Level. Now she is roaming around streets in town looking for men. She was really spoiled and wrongly socialised”* (FGD2:P2:652-661). The point evolving from the quotation is that parents or guardians seem to be expressing concerns about the negativity of using social media, especially by adolescents. In other words, they indicated that inappropriate use of social media could result in loss of valuable learning time among adolescents.

Another parent/guardian echoed similar sentiments that *“I agree with ... but I feel real-time to play is very important for adolescents. They need to interact, discover and observe how different people react to different situations. They need to have a strong foundation of social life skills and moral development. Experiencing friendships on social media is not healthy for adolescents. This will have a strong effect later in their life when they marry. They will have serious problems in managing relationships”* (FGD4:P2:529-546). Given the views by the participants, it implies that social media platforms impact negatively the acquisition of relevant practical skills required by adolescents. It emerges that practical life skills are a strong foundation for social life skills and moral development than the social media learnt skills, suggesting that offline socialisation is critical in adolescent developmental processes.

ii) Distracts concentration

It emerges from this study that inappropriate social media use distracts school concentration. In line with the above view, one of the learners during the focus group discussion session indicated that *“... I want to say overuse of social media disturbs one from concentrating in school work”* (FGD1:P4:1109-1113). In support of the above view, another learner during focus group discussion voiced that *“... If social media is used wrongly it can have negative effects to our psychosocial identity development such as poor performance in school. If we overuse social media we end up failing to get time to study our school work while concentrating on sending messages to friends. One can talk with friends all night long and when he/she comes to school him/she may not pay attention to the teacher because he/she will be dozing”* (FGD3:P4:674-691). The participants of this study seem to confirm that inappropriate use of social media platforms distracts concentration. In this view, it appears that they are advocating for not using it in the school. Thus, improper use of social media affects learners' study times and sleeping times, resulting in poor school performance.

Almost similarly, another Computer teacher during a semi-structured individual interview acknowledged that *“Heavy social media use renders adolescents' thinking more superficial, less rigorous than what it used to be before. In most cases, learners resort to cutting and pasting when writing essays and at times use social media generated words in their educational work. As a result, they perform badly in school work”* (IND6:268-280). This might suggest that most learners' academics suffer setbacks as a result of distraction by social media use. As a result, the skill of creativity

on the part of the users is affected, ending up with cutting and pasting information when writing essays. In addition, abstract reasoning techniques are compromised. Furthermore, it emerged that social media platforms affect learners' use of English and grammar. The learners are used to short informal forms of writing words on social media platforms and sometimes use the same forms in the classroom. For instance, they use things like 4 in place of For, U in place of You, D in place of The and so on. This could affect their class assessment. To confirm what I obtained through focus group discussion and semi-structured individual interviews, I provide a brief extract from my field notes about my observations on the use of social media in secondary schools:

During focus group discussions, parents/guardians appeared divided on the issue, some fearing for lowering standards at school because of misbehaviour, but others think it was the only way to go as it solves the issue of lack of textbooks in schools.

In this case, learners observe, imitate and model shorthand and slang on social media and use it in their school work.

c) Emotional support

The participants in this study revealed that social media use could offer emotional support to the users. In line with the above view, during a semi-structured individual interview session, the educational psychologist indicated that "... *They improve for the better after sharing and may contribute to anxiety change of behaviour*" (IND1: 157-160). Clarifying further, IND1 reiterated that "... *interacting with others is very healthy to the body. It relieves stress and enables the body to grow healthy. So physically, one would perform his/her activities energetically*" (IND1:169-175). The idea emanating from the above quotation indicates that social media's potential for information gathering and sharing to relieve stressful moments cannot be overlooked. From the participant's perspective, social media use is integral to how adolescents establish moral values, pursue specific interests and hobbies, and develop a cohesive self. This view suggests that social media provides emotional support in that adolescents share their ideas with peers and get approval, feel good about them, and develop a strong self-concept. Thus, social media use seems to be vital in adolescents' developmental

trajectories, especially during periods of constant lockdowns and social distancing due to the COVID-19 pandemic.

The participants of this study confirm that interacting with others is healthy for the body as it relieves stress and enables the body to thrive. In support of the above, one computer teacher during a semi-structured individual interview stressed that “... *Facebook helps adolescents to reduce depression and how to handle some life crisis issues, for example, the HIV and AIDS or Coronavirus issues. Discussing their problems with others might be very helpful in that they get solutions to go around the problems from experienced friends. This reduces the chances of them getting stressed or depressed because of the crisis*” (IND2:207-219). The above remarks from the participants during focus group discussions and semi-structured individual interviews were consistent with the observations made in the field during this study. Observations made in the field notes revealed that social media use in secondary schools would benefit learners in their learning activities. The benefits could be of accessing varied learning styles and accessing comprehensive study materials.

The next section discusses school policies and school management’s views regarding social media use in secondary schools.

6.4.1.3 Sub-theme 1.3: School policies and school management’s views on social media use

The sub-theme was developed after analysing the data obtained from the focus group discussions and semi-structured individual interviews. The results for this sub-theme are presented following the two categories, namely, school policies on social media and views on interventions to support adolescent social media use.

6.4.1.3.1 School policies on social media use

In the process of establishing the school policies on social media use in secondary schools, the participants were engaged in focus group discussions and semi-structured individual interviews. The discussions revealed issues on (a) policies that regulate social media use in secondary schools, and (b) school management’s views on social media use in secondary schools. These are presented and discussed in the sections that follow.

a) Policies that regulate social media use in secondary schools

The results of this study seem to indicate that social media use in secondary schools has some form of control, which, however, appears not to be very clear to the participants. In line with the above view, one of the learners during focus group discussion sessions indicated that “... *I think something is there in place to guide secondary school learners. I say so because in secondary schools they have exploring apps which limit internet access to age-appropriate sites. Such limited internet access they have at schools will deprive children from accessing all kinds of things that may disturb them as they grow and also protect them from potential harm posed by social media use*” (FGD1:P1:906-921). Echoing similar views that there is something in place to guide learners, one of the parents/guardians during the focus group discussions suggested that “... *The government tasked the Ministry of Education to put policies for the learners. So there is an Education Act which protects guides and puts adolescents into the right ways to avoid addiction*” (FGD4:P4:486-493). The excerpts above seem to indicate that there is an Education Act that governs the use of social media. However, it appears that the participants are not aware of the specifics of the Education Act that controls the use. Consistent with these findings, I give an excerpt from my field notes documenting my observations as I engaged with the study's participants.

I observed that there is a need to improve secondary school operations. In as far as policies to guide adolescent learners, there is a need for immediate attention. I also observed a need for workshops to bring some awareness to teachers and learners on relevant policies in place (08/07/19).

It emerged from the study that Education Acts, which seem to require some improvements, were being used to control the use of social media in secondary schools. In the educational psychologist's words, “*secondary schools rely on provisions stipulated in the Zimbabwean new curriculum document*” (IND1). I also gathered from my study that Acts that are currently being used to control social media use in secondary schools are borrowed from other statutes that are not specifically for social media use. For instance, the Education Amendment Act, 2006 renders them ineffective considering that they are not developed to regulate social media use, particularly by adolescents.

This study also pointed out no specific policies for regulating adolescent social media use in secondary schools. In line with the above view, during the focus group discussion session, one of the learners said, *“I doubt if there is something in place to guide us because I have never heard something like that. So I may say there is nothing to guide us as adolescents because if we had something in place, it could have been applied in all schools. If we go to other schools, learners are allowed to use their social media devices freely but at our school, it is not the same”* (FGD1:P2:883-896). In support of that, another learner in another focus group discussion session voiced that: *“There is nothing because social media use has no policies which guide the user when he/she is online”* (FGD3:P2). The apparent lack of clear regulations in schools that govern teenagers' use of social media appears to be a difficult topic. Adolescents appear to be campaigning for measures that explicitly focus on them. This appears to stem from the perception that certain schools permit the use of social media. As a result, this gap is troublesome, especially for Masvingo District secondary school.

During the focus group discussion, the other participant emphasised a similar concern by indicating that *“... Nationally we do not have a policy to guide us as adolescents in schools. We have no boundaries on how to use social media”* (FGD3:P1:586-592). The study revealed that there is no social media use policy that guides adolescents in secondary schools. I gathered that it had been widely acknowledged that there are no specific policies in secondary schools that guide adolescents in social media use (FGD1:P2, FGD3:P1). As highlighted by the participants from this study, policies ensure uniformity in the use of social media in all schools nationally, thereby placing all learners at equal footing when competing for future roles. In addition, policies guide and ensure the user's safety hence abusers of the platforms would be dealt with accordingly. Allowing individual schools to develop ways of monitoring the use of platforms places some learners at a great disadvantage. Thus, the learners may fail to access valuable educational materials on social media platforms. Therefore, this suggests that there is a need for the formal use of social media in Masvingo District secondary schools.

The results suggest that the policymakers are placing adolescents at a disadvantage by delaying approving the pertinent policies that guide them. They assume that by now there were supposed to be policies on adolescent social media use. Stressing a similar issue, another parent/guardian voiced that *“... It is really disgusting. Social media agencies need to put strict policies on how to use the platforms. Every account which*

is opened should be verified by an identification document or passport or driver's licence. This will help to stop those who make numerous accounts to abuse other people.” (FGD2:P1:759-770). A senior female teacher expressed similar sentiments. I present the extract of the excerpt of my conversation with the senior teacher.

I had a general conversation with the senior lady teacher. She stressed the need to have a national policy that guides adolescents in the use of social media. She reiterated that it is worrisome that while the education system tends to embrace digitalisation in schools, there is no overarching policy about the use of social media devices in schools. Leaving the responsibility to the school head is disastrous. She indicated that they follow orders from the school administration, but she feels social media use could be a very positive move in their teaching. She also indicated that social media use could be handy in adolescent psychosocial identity formation and well-being in that learners are exposed to a lot of experience and share with others these experiences.

b) School management's views on social media use

The participants of this study seem to suggest that members of the school management committee view social media use in schools in a negative light. For example, participants indicated that “... *schools need to allow them to use social media platforms in schools in order for them to compete at the same level with other learners from all the corners of the world*” (FGD1:P1:787-791). It has been established that social media use in Masvingo District secondary schools remains banned. The participants in this study suggest that social media use should be allowed in schools. The belief is that school administrators are disadvantaging them by not allowing social media use in schools. They believe that the system is oppressive and leaves them disadvantaged compared to their counterparts in other schools (FDG1:P1' IND6; IND8). In an almost similar view, one of the computer teachers indicated that “... *We (they) do not allow learners to bring cell phones to school but we have given our proposal to the administration as a department to look into that matter and possibly review it*” (IND6:424-4310). One guidance and counselling teacher during a semi-structured individual interview session voiced that “... *It's true we have them. For lower classes, they do not bring their devices to school for administrative reasons. But those in A level are allowed and they keep them in the computer lab and only use them*

during the lesson or study (IND8: 238-246). I provide an extract of the excerpt from my field notes describing my observations during my interactions with the participants of this study which are consistent with the views mentioned:

I observed that learners need to use social media platforms in schools. I observed that schools just ban the use of social media devices for disciplinary measures. I could see how emotional most of the learners were when deliberating on the issue.
(11/03/19)

The school management seems to view the use of social media platforms in schools as having an undesirable influence on academic performance. Hence, as an administrative measure, they attempt to regulate the use of online platforms in schools.

6.4.1.3.2 Views on interventions to support adolescent social media use

As I endeavoured to understand what programmes or interventions are required to guide adolescent's use of social media in secondary schools, the discussions revealed the following issues: (a) Guidance and counselling programmes for the learners on social media use; (b) Social media information sessions (c) Need for training on how to use social media. These are presented, analysed and discussed in the following sections.

a) Guidance and counselling programmes

It has been established that there is a need for guidance and counselling programmes in using social media platforms. In line with the above view, one of the computer teachers during a semi-structured individual interview session indicated that “... *parents and guardians have to guide them. If not guided fully some of the decisions, they may make may have a negative impact on their whole life.*” (IND5:37-42). Echoing similar sentiments, another computer teacher during a semi-structured individual interview session had this to say; “... *education also needs to be availed on the advantages and disadvantages of social media use. I also proposed that more laptops/computers/tablets be bought in schools so that learners get enough devices to use when they are at school. I think also ICT lessons need to be more on the timetable so that learners get enough time to practice under the guidance of the teacher*” (IND6:493-507). Elaborating further on the issue, the educational psychologist during a semi-structured individual interview session emphasised that

“.....Comprehensive career and ICT positive data collection implies that positive career guidance and ICT data collection skills need to be discussed with the learners. There is a need to train learners how to use ICT positively.” (IND1:542-559). Emerging from the results of this study are the views that there are a lack of social media use guidance primarily by parents/guardians, shortage of ICT devices that hinder appropriate learning processes and lack of comprehensive career and ICT positive data collection skills. The inference is that there is a need for social media guidance and counselling programmes. Adolescents, according to the participants, need to be taught how to utilise social media. They also claim that there is a need to improve ICT programmes in schools.

b) Social media information sessions

This study indicated that there was a need to review and edit social media materials before making them available to adolescents. In line with the above view, the educational psychologist stated that *“.....there is also need for media information session and holding of comprehensive career ...programmes”* (IND1:510-517). In line with the above view, one of the parents/guardians during the focus group discussion session voiced that *“... all social media platforms ... need to be improved to consider the needs of the adolescents. Things that are abusive to the young people should be removed from the platforms”* (FGD4:P2:579-586). This seems to suggest that the participants are concerned with some of the materials posted on social media that are inappropriate for adolescents' consumption. In this regard, they seem to be advocating for thorough editing, filtering and ensuring that adolescent-appropriate materials are presented on the platforms.

c) Need for training on how to use social media

The participants revealed that there is a need for engaging parents/guardians in training sessions on how best to assist children in using social media platforms. In line with the above view, during the focus group discussion session, one of the learners indicated that *“... parents and teachers need to be trained on the importance of using social media. It's very unfair for parents to prescribe what's best for us. They do not even bother to consult us to hear our side of the story. What is for us without our input is not for us”* (FGD1:P1:1321-1331). Similarly, another learner said, *“... I do not know how we (adolescents) can make our parents and teachers to let us carry our cell phones or tablets to school. I think they have misconceptions that whenever we*

are on the phones we are misbehaving. This is not so in all cases sir" (FGD1:P4:746-754). The aforementioned appears to reveal that the generational gap may hinder the proper implementation of social media use in schools. The suggestion made is that parents/guardians and teachers are finding it hard to embrace change. On the other hand, learners are eager to embrace the change and take it on board. Therefore, the participants advocate for the cascading of training sessions for the empowerment of teachers and parents/guardians on the benefits of social media use and the best strategies for utilising it for the efficient development of the learners.

6.4.1.4 Discussions of findings of Theme 1

Data generated through focus group discussions, semi-structured individual interviews, and field observations established that adolescents access social media platforms for reasons spanning from an opportunity to interact, connect with old and current friends and relatives, find new friends, send and receive messages, educational purposes, and entertainment.

i) *Learning, social interaction and identity formation*

The results from this study concur with Asare-Donkoh (2018) findings, who asserted that social media use enhances learners' academic potentials and improves their social life skills. Participants believe that social media use in secondary schools could promote a different dimension in the educational field where concepts are approached from various angles, consequently, giving the learners power and choice in the learning process. Implicitly, social media use is viewed as a fertile ground for the improvement of learners' academic performance and social life skills. Yet, in Masvingo District secondary schools, social media were being side-lined and remain informally used. To this end, the banning of social media use in secondary schools tends to limit learners from expressing themselves fully (Maphalala & Muzi, 2014).

Participants in this study stated that educational assistance advantages from social media platforms in secondary schools may be realised. The understandings of the participants were compatible with the study findings based on observations made during interactions with the learners during the fieldwork. According to Shapiro and Margolin (2014), while the majority of learner participants supported their school officials' decision to prohibit social media devices, they firmly believed that social media use in secondary schools should be prioritised. Participants said that they could

engage in academic conversations and increase their learning abilities on social media platforms such as WhatsApp to that goal.

This study's findings are consistent with Bandura's concept of observational learning and explain how people acquire and retain particular behavioural habits. Adolescents gain from social media connections as a source of information in this environment, while physical relationships are limited owing to the COVID-19 epidemic.

Given that physical conduct is being restricted and people spend much of their time in quarantine or social distancing, social media has become the most convenient platform for adolescents to access learning from role models. Social media platforms provide a new era of social learning, particularly for adolescents; consequently, they have become a daily routine (Twenge & Martin, 2020; Kim, 2017; McCrae et al., 2017). Linked to the findings of this study, Nyongesa et al. (2019) espoused that through such interactions, adolescents have an opportunity to adjust their actions through noticing and coping with social media role models. Bandura (1997) further remarked that noticing the consequences of their actions leads them to gain information, incentives, and conscious reinforcement. Therefore, positive interaction on social media may enhance identity formulation. According to Bandura, once the consequences of an action are observed, they can either be retained if there is reinforcement through reward or can be discarded if the consequences lead to punishment.

The findings from this study concur with those of Nyongesa et al. (2019), who acknowledged that social media technologies facilitate social interaction, make possible collaboration and enable deliberation across stakeholders. This implies an improved social interaction that exposes users to a diversity of social models. This view is also corroborated by other scholars (Asare-Donkoh, 2018; Weinstein, 2018; James et al., 2017; Hur & Gupta, 2013), who point out that social media platforms offer opportunities for young people to interact with others who share similar values, beliefs and interests. By so doing, they have the opportunity to shape and learn from others. In this logic, adolescents interact on social media platforms to gain approval from peers and feel good about it (Hur & Gupta, 2013).

Additionally, the findings of this study allude to similar views as those by Allen et al. (2014), who claimed that social connections are particularly important during the developmental progression of adolescents. Furthermore, Sobaih et al. (2020), in line with the findings of this study, assert that adolescents use social media to build an

online community and support each other, particularly during lockdowns imposed by governments to curb the spread of the COVID-19 pandemic. Social media becomes a new dimension of socialising during these periods where physical and social connections are prohibited.

Also, Ngozika et al. (2020) pointed out that social interactions thoroughly underline the elements of adolescents' psychosocial well-being, such as levels of anxiety, loneliness and depression that may come as a result of lockdowns affected to control the spread of COVID-19 pandemic, thus corroborating the findings of this study. I submit that a well-connected person enjoys various social experiences from a wide range of personalities. In this regard, as submitted by the participants of this study, through social media interactions, an individual is exposed to an assertive lifestyle where issues of loneliness and depression may be minimised to the lowest levels (Cauberghe et al., 2021; Mensah & Kyeil, 2019; Hur & Gupta, 2013), if not completely removed. Aamo (2020) stated that adolescents enjoy a sense of increased autonomy on social media platforms, in the process boosting their self-concept. Therefore, the adolescents would be able to define themselves based on their values, thoughts and opinions. In this view, they may create groups, blogs and videos expressing their interests and further developing their identities (Umar & Idris, 2018). Given this scenario, a well-connected adolescent in secondary school would be motivated to focus on the learning activities without stress (Kusuma, 2020). Chau cited in Hur and Gupta (2013) pointed out that YouTube promotes a hands-on culture that enhances support, inclusive of informal mentorship, creating and sharing creative projects.

The findings from the current study concur with Anderson and Jiang's (2018) view that teens use social media to associate and understand their friends better. It also concurs with earlier studies by Reid and Weigle (2014), who observed that social interaction and the increased importance of spending time with peers is a critical marker of the adolescent developmental stage of increasing independence and building relationships outside the family. Thus adolescents interact on social media to regulate their emotional states and obtain a more positive mood and optimal level of arousal from their peers (Aamo, 2020; Sobaih et al., 2020; Twenge & Martin, 2020; Shapiro & Margolin, 2014). Given the social isolation and anxiety during COVID 19 lockdowns, adolescents may self-regulate their emotions using social media (Imran et al., 2020; Aamo, 2020, Cauberghe et al., 2021). This is in line with mechanisms of mood management theory, which postulates that individuals (subconsciously) use specific

media to regulate their emotional states and obtain a more positive mood and optimal level of arousal (Brooks et al. in Imran et al., 2020).

The participants confirmed that social skills such as making friends and maintaining friendships were also learned through social media platforms. In tandem with the findings from this study, Mensah and Kyeil (2019) claimed that youngsters could learn basic social skills through their online activity on social media. For example, maintaining a relationship and improving negotiation abilities get a boost as they continue to use the social media platform for a longer period (Mulisa & Getahun, 2018). The findings of this study are consistent with Bandura's (1977) social learning assumption that learning is a persisting change in human performance or performance potential as a result of interacting with the environment (Mwamwenda, 2013). In this regard, the environment is key in understanding the individual's behaviour. The environment contributes much to the development of an individual's cognitive or mental representations (Bandura, in Mwamwenda, 2013). In other words, as part of the adolescent environment, social media platforms offer models for adolescents to learn from.

This study is based on Bandura's (1996) social learning principles and found that while connecting with others on social media, teenagers have the opportunity to observe, imitate, and model abilities shown by peers on the platforms. Bandura (1996) states that social learning or observational learning occurs when a person watches the action of another person and the reinforcement that person receives. Bandura asserts that four-element processes are required to mould and learn action, namely, attention, retention, behaviour production, and motivation. The individual has to focus the attention on the observed action to learn it (Gonzalez-DeHass & Willem, 2013). One must remember the modelled action for successful retention (Nabavi, 2012). The remembrance must be in visionary form or words. According to Bandura (1999), behaviour production is putting the observation into performance or if one gradually alters them so that they fit the model. Motivation suggests that people are more likely to implement a new behaviour if it indicates that it will result in a positive outcome (Nabavi, 2012).

The results from this study concur with Umar and Idris's (2018: 38) findings that the learner's action results from lively interaction and situational influences. Furthermore, a study by Reid and Weigle (2014) alluded that maintaining close and meaningful

interpersonal relationships is an essential developmental challenge for adolescents. Similarly, Mulisa and Getahun (2018: 296) claimed that social media provides adolescents with the opportunity to strengthen existing friendships through sharing information. In this regard, adolescents post and receive chats from friends and relatives. In line with the results of this current study, Sabanci and Urhan (2014) pointed out that social media platforms provide students with a fertile setting to socialise, express self-ideas and emotions. As adolescents socialise and express themselves indirectly, they strengthen their communicative and language skills and increase the power of perception, leading to better comprehension.

Findings from this current study support Keles et al. (2020) that the use of social media enables people to express their thoughts and feelings and to receive social support, especially in times of COVID-19 inspired lockdowns and restricted movements that have become the order of the day. This means that if formally adopted in Masvingo District secondary schools, the learners would have an opportunity to discuss their ideas, suggest their opinions, and receive social support on social media platforms. In line with the findings of this study, Sobaih et al. (2020) assert that social media use allows learners to create online identities, communicate with others, and build social networks. Therefore, this implies that the participants of this study believe that social media use provides a new dimension of social learning that enables learners to express their thoughts and feelings freely and have power and choice in the learning process. In this regard, social media use becomes a critical tool in adolescent psychosocial identity development. The findings of this study are commensurate with Erickson's (1968) psychosocial tenet, which stipulates that when adolescents are exposed to very valuable support they would be able to resolve the developmental crisis positively (Rageliene, 2016: 98).

The participants in this study expressed their concern that school authorities keep on side-lining relevant tools which matter most in their learning process and in this way, the findings by Maphalala and Muzi (2014) are echoed. They further substantiated that they can widely share educational material with other learners, guaranteeing quality learning. In support of the findings of this study, Asare-Donkoh (2018) pointed out that social media use offers students the opportunity to experience a wide range of teaching-learning styles. In other words, learners are exposed to hands-on minds-on learning. In this regard, exposure to a wide range of learning experiences is central to developing one's psychosocial identity and well-being (Umar & Idris, 2018: 38).

The participants of this study unanimously agreed that learners would have information readily available from the group members and also have the opportunity to interact with renowned personnel worldwide. In this view, lonely adolescents may use social media to compensate for weaker social skills to meet people (Kennedy, 2019). This implies that an adolescent who feels the comfort of good relationships is bound to have confidence in performing tasks and develop a positive self-concept. Umar and Idris (2018), in line with the findings of this study, claimed that social media use offers an opportunity for an individual to interact with a wide range of information, knowledge and experience to learn from and to report on.

ii) Challenges associated with social media use

The participants in this study acknowledged that if social media platforms are not properly utilised, they could be time wasters and distractors as far as school participation is concerned.

The discussions reveal that most parent/guardian participants view social media use from a negative perspective. Their views corroborate those of Akakandelwa and Walubita (2018), which allude that social media use negatively impacts learners' social life. In other words, social media use, according to the participants, can distract learners from concentrating on their school work and result in poor academic performance. In this way, the use of social media in secondary schools might be a drawback in the learning process if not well monitored.

Puukko et al. (2020) claimed that an adolescent becomes isolated and reserved, thereby substantiating the findings of this study. Furthermore, several scholars have widely acknowledged that social media use can negatively impact the academic performance of the users (Nashind et al., 2020; Kim, 2017; Reid & Weigle, 2014; Zanamwe, 2013). Elaborating on the view further, Tengia et al. (2018) clarified that overuse of social media results in wasting of learning time among learners thereby performing poorly in classwork. Uncontrolled social media use could result in school learners engaging in unwanted behaviours. In line with the above, Zanamwe (2013) claimed that the main challenges of students in higher learning when using social media are security, unproductive behaviour/wasted time, misuse of tools during instructional time and anti-social behaviour. Similarly, Mulisa and Getahun (2018) found that users lose attention and utilise social media to distract themselves from

academics. Adolescents in this situation spend more time on social media sharing or speaking with friends rather than studying.

Concentrating on social media platforms use would steal the learners' reading times and as a result perform poorly in their studies (Magwa, 2013). The lived experiences of the participants of this study communicate the FoMO principle. Franchina et al. (2018), described this habit-forming activity in terms of the view that adolescents would find it hard to exit the group chatting because of the feelings of anxiety that arise from the realisation that they may be missing out on rewarding experiences that others are having. This situation speaks volumes about social media use in secondary schools, particularly in the Masvingo District, where administrations are reluctant to allow the use of social media platforms (Maphalala & Muzi, 2014).

Yeboah and Ewur (2014) pointed out that inappropriate use of social media platforms distracts learners' school focus. In this regard, the participants of this study corroborate Yeboah and Ewur's (2014) findings. They claimed that social media usage has led to a lack of concentration during lectures, consumes much of students' study time, distracts students from completing their assignments, and destroys students' spelling and grammatical construction of sentences (Yeboah and Ewur, 2014). In this current study, it has been established that social media use consumes much of the learners' study time. Instead of focusing on their school work adolescents tend to engage in social activities that affect their school performance (Zanamwe, 2013). The findings from this study corroborate those by Reid and Weigle (2014) who claimed that spellings and grammatical construction of sentences could be negatively affected. They further contended that the effect could be attributed to the overuse of shorthand and slang on social media. In this regard, they tend to use this during their formal learning and consequently affecting their performance. The findings from this study communicate Bandura's social learning tenet that behaviour comes as a result of observing, imitating and modelling (Kim, 2017; Nabavi, 2012). In this view, short handwriting, new word forms and social media language are adopted for formal work, consequently affecting their academic performance.

The results from this current study corroborate the Pew Research Center survey in Anderson and Jiang (2018), which reported that almost 68% of teens had received moral support and emotional support during challenging times through social media. In this regard, the participants of this study indicated that when they encounter

challenges in working out their homework, they consult on social media for assistance (Sobaih et al., 2020; Mensah & Kyeil, 2019). Virtual forums linked to educational lessons allow learners to engage in discussions actively. Furthermore, learners may send educational and creative materials virtually, sharing their ideas with the outside world (Twenge & Martin, 2020; Weinstein, 2018; James et al., 2017; Hur & Gupta, 2013). According to Uhls et al. (2017: 3), social media tools are beneficial for adolescents who may have learning difficulties or those struggling with their identity. Therefore, adolescents modify their identities based on the feedback and reactions obtained from the platforms. Thus, social media platforms serve to compare identities (Twenge & Martin, 2020), where they weigh up and learn from online models.

This preceding research study has established that school administrations and parents/guardians imposed restrictions on social media use. Schools focus more on academic performance, allowing social media to negatively impact it (Magwa, 2013). The results of this study seemed to corroborate with those by Maphalala and Muzi (2014), that school administrators and parents/guardians imposed restrictions in as far as the use of social media is concerned. I gathered that restrictions were measures by school administrators and parents/guardians to regulate and control usage. According to the participants' views, it is feared that learners may be distracted by social media applications and lose focus on why they were at school (FGD1:P3).

iii) *Training and interventions*

As established by Tengia et al. (2018), the results of this study indicated that there was a need for the introduction of guidance and counselling at the school to help mitigate the social media issues affecting students' learning behaviour. Similarly, Busari (2019) recommended that school administrators curb excessive social media usage and that parents/guardians monitor their wards and children when using social media to use appropriate engagement. In the same vein, Nyongesa et al. (2019) recommended that parents/guardians, educational and political leaders implement policies limiting social media influence on students' discipline. Hence, suggesting a need for collaboration in monitoring adolescents' use of social media by all relevant stakeholders.

Another finding established in this study was the need to have workshops with parents/guardians, learners and teachers to discuss the risks and benefits of social media use. The finding resonated with earlier studies (Kusuma, 2020; Mensah & Kyeil,

2019; Zebron et al., 2013), who claimed a need for positive interaction among parents/guardians and learners on the benefits and pitfalls of using social media.

iv) Policy

The results from this study revealed that important policies that address adolescent issues were taking a long time to be developed and implemented, paving room for social media abuse. For instance, as claimed by the study participants, social media use policy focusing on adolescents is yet to be introduced.

Zanamwe (2013) indicated a need for employing some restrictive measures in social media use to curb challenges such as security concerns, unproductive behaviour, misusing of tools during instructional time and anti-social behaviour by students in higher learning institutions. Similarly, this aspect affects learners in Masvingo District secondary schools, and there is a need for policies to guide learners on how to use the platforms (Mensah & Kyeil, 2019). Kusuma's (2020) claim calls for attention from all relevant authorities to ensure transparency on how social media should be used in secondary schools. The current findings allude to Maphalala and Muzi's (2014) findings that not all schools have operational policies or guidelines on the use of cell phones in schools. Notably, Masvingo District secondary schools demonstrated a lack of applicable policies regarding social media use. This was a drawback as far as the participants in secondary schools in Masvingo District were concerned.

The current study's findings resonate with Marima (2019), who indicated that the cybercrimes and cyber-security bill is still under discussion in parliament, showing a legislative vacuum in the use of social media in schools. It also remains unclear whether the bill would address the concerns of adolescents. The study participants indicated that it was worrisome that matters of such magnitude as those of adolescents were not treated with respect. In this regard, I submit that the findings in my study seemed to suggest that policies that guide the use of social media in secondary schools needed serious considerations and prompt implementation. While confirming the results from this study, Nyongesa et al. (2019) reiterated that there is a need for parents/guardians, educational and political leaders to implement policies on limiting social media influence on students' discipline curb abuse these social media.

The current study's findings seem to differ from available Zimbabwean literature on the subject (Marima, 2019; The Herald, 2015; Zanamwe, 2013). Evidence has it that

the Zimbabwe National Policy for Information Communication and Technology (ICT) of 2015 guided the use of social media, particularly social networking sites in the country. Contrary to the findings of this study, the Zimbabwe National Policy for Information Communication and Technology (ICT) was approved by Cabinet in 2015. Among other things, this policy sought to promote universal access to ICT services, where section 18 of the policy deals with issues on promoting and encouraging sensitisation on the effects of the responsible and irresponsible use of social networks.

The section further stipulates the need to ensure the availability of local capacity to filter undesirable social content. Despite all these efforts by the policymakers, it is clear that there is no policy yet that focuses explicitly on the protection of adolescent users in secondary schools. This could be the reason why the participants in my study expressed their concerns. Consequently, I regard this as a major concern for adolescents, particularly those in secondary schools.

6.4.2 Theme 2: Understanding the adolescent stage of development

In this section, I present participants' views that reflected their understanding of the adolescent stage of development. In this study's context, understanding the adolescent stage of development was necessary to establish the interconnectedness of offline and online contexts of adolescents, thereby establishing the association of popularity and significance of social media use concerning identity exploration, self-expression, friendships and peer acceptance during the adolescent stage.

The theme was developed after analysing the data generated from focus group discussions and semi-structured individual interviews held with the learners, parents/guardians, the educational psychologist, computer teachers, and guidance and counselling teachers. I categorised data on understanding the adolescent stage of development into four sub-themes, namely, (a) age and stage; (b) moral reasoning; (c) cognitive maturity; and (d) physical development. Figure 6.3 gives the overview of Theme 2 and its sub-themes.

THEME 2			
Understanding the adolescent stage of development			
Sub-theme a	Sub-theme b	Sub-theme c	Sub-theme d
Age and stage	Moral reasoning	Cognitive maturity	Physical development

Figure 6.3: Overview of Theme 2 and its sub-themes

In Table 6.6, I define Theme 2, and I provide the inclusion and exclusion criteria.

Table 6.6: Definition, inclusion and exclusion criteria for Theme 2

Definition: Theme 2	Those definitions and/or explanations that show an understanding of the main characteristics of this developmental stage
Inclusion criteria for sub-themes	Participants' views clearly illustrate an understanding of the characteristics of the adolescent stage of development
Exclusion criteria for sub-themes	Participants' views that do not clearly illustrate an understanding of the characteristics of the adolescent stage of development

a) Age and stage

In this section of the study, I present participants' views on age and stage of adolescence. The participants view the adolescent stage as a distinct age range and identifiable stage. During the focus group discussion, FGD1:P1 described the adolescent stage of development as *"...a young-adult level ranging from 13 to 19 for boys and for girls is said to be from 12 to 19"* (FGD1:P1: 83-86). Sounding similar views, FGD1:P3 during the focus group discussion stressed that *"... a girl grow fast to boys..."* (FGD1:P3: 97-98). It emerges that this is a result of the biological makeup of females and males. In semi-structured individual interview session one, IND1 indicated that it *"... refers to boys and girls who are twelve to nineteen years of age who are still going to school"* (IND1:3-7). In the Zimbabwean context, the individual is still in the school and, therefore, not yet independent.

Whilst most participants held a common understanding that the adolescent stage of development spans 12 to 19 years, participant two believed that this stage started at least one year earlier. He stated, *"...boys and girls between eleven and nineteen years of age like we (they) are now"* (FGD1:P2). Concurring with FGD1:P2's view on the starting period but differs on the ending period, FGD2:P4: had the view that *"... it starts from eleven years to eighteen years"* (FGD2:P4:25-26). He justified his statement by saying that, *"when one is eighteen years that person is old enough to marry. That is*

our country's age of majority. Boys and girls who range from eleven to eighteen years of age (FGD2:P4:27-33).

An essential feature that arose from participants' perspectives is a collectivist approach to understanding the adolescent period of development as defined by the age of majority, which varies by nation. This indicates that teenagers are still legally considered juveniles. They are viewed as young individuals who are unable to make autonomous judgments. As a result, they are protected by the law.

b) Moral reasoning

As adolescents gradually become autonomous, they develop critical thinking about morality or correct or incorrect actions. For example, in a focus group discussion, participant three claimed that at this stage, the person would be *"... old enough to reason better and tell what is right or wrong"* (FGD1:P3: 51-53). In support of the above view, IND4, during a semi-structured individual interview, pointed out that *"... yet they know it's not the right thing to do"* (IND4:17-18). In the case of this study, the moral reasoning displayed by individuals is reflected in one's ability to reason. Thus, moral competence comes with maturity. Hence an adolescent is expected to demonstrate this ability. Therefore, moral competence implies the growth of the cognitive-sensory process that aids an individual to efficiently consider the right or wrong aspects within the social context. It has, therefore, been confirmed from this study that the ability to choose between right or wrong action (morality) is important at this stage

In this view, the learners believe that they have attained the level to make sound decisions. The learner participants' understanding of the adolescent stage of development makes them believe that they are old enough to use social media platforms. For example, FGD3:P4 had this to say, *"No disharmony will occur. We will use them during our study times. You find that we might want to research on certain topic during our study times but we fail to do it successfully because books in the library are shallow and outdated. So we need to access very current information"* (FGD3:P4: 826-837).

In contrast, the parents/guardians, teachers, and educational psychologists regard adolescents as too young to make full and independent decisions. For example, FGD2:P1 believes that an adolescent should not be allowed to use social media *"...*

because the adolescent is not capable of making sound decisions on his or her own” (FGD2:P1:43-47). Echoing a similar idea, IND2 during a semi-structured individual interview, claims that adolescents “... *cannot make full decisions on their own”* (IND2:7-8). This indicates how parents/guardians and teachers view adolescents as far as social media use is concerned.

c) Cognitive maturity

Due to immaturity in their cognitive development, adolescents may experience difficulties in making choices and independent decisions. The participants of this study believe that experience plays an essential role in how an individual responds to life's challenges. In this sense, participants agree that adolescents are young and inexperienced such that their maturity level determines their ability to execute advanced reasoning skills. In response to the same question on the adolescent stage of development, IND2 said, “... *young people at this age can easily get into a decision without putting much thought on it. They are risk-takers. They are very volatile and confused”* (IND2: 15-20). Clarifying further, she reiterated that “... *boys and girls at this stage are not yet mature to make sound decisions for their lives. They need some assistance from adults in this area. Their reasoning is still affected by immaturity.”* (IND2:32-38). Furthermore, another teacher emphasised that “...*it's merely lack of experience. They have not been exposed to diverse situations as yet, at this age. For them, decisions are made from infancy way of reasoning.”* (IND5:29-34). The above quotes seem to suggest that individuals at this stage are identifiable by cognitive immaturity. They are risk-takers such that using social media could be a risk for them as they could easily be influenced. In support of the quotations above, those who base their views on the psychosocial dimension believe that adolescents are faced with tasks of deciding and choosing between their values and those of society. This creates pressure which may lead to confusion.

Participants' discussions highlight the importance of scaffolding in cognitive growth. In this case, IND1 claimed that “... *cognitive growth comes after a series of exposure to a variety of experiences. So by using WhatsApp, one would be acquiring a variety of experiences from other group members”* (IND1:128-134). FGD1:P3's understanding during focus group discussion seemed to echo that of IND1 when explaining that “... *when one is mature is a growing[grown] up person or boys and girls who are old enough to reason better and can tell what is right or wrong”* (FGD1:P3:48-

53). The implication is that interacting with knowledgeable others, particularly on social media platforms, would make adolescents benefit cognitively. In this sense, the participants believe that assistance from group members and family members need not be underrated in the adolescent acquisition of relevant skills. Thus, the participants imply that exposing adolescents to social media platforms connections widens their social horizons, facilitating an increased psychosocial identity development rate.

From an African perspective, adolescence is when the individual is expected to display abilities and skills. In this regard, the issue of age does not take precedence as in the Western perspective. For example, participant 1 confirmed that it is a period when an individual is “... *growing to be big girls and boys who can cook sadza and work on the fields*” (FGD3:P1:14-17). FGD3:P1’s understanding is illuminated in FGD3:P4’s words that reaching adolescent hood implies “... *being able to do work on his own or her own. For example, being able to wash, cook, fetch firewood or even to milk a cow*” (FGD3:P4: 67-72). In a semi-structured individual interview, FGD4:P2 confirmed that by saying “... *you begin to see that the child now do things orderly which is different from what he or she used to do when was a kid*” (FGD4:P2: 14-18). The participants posit that capabilities are critical when describing adolescents as this has a social, psychological and emotional impact on their identity and well-being development. Psychologically, they may experience a sense of achievement; emotionally, they feel proud of what they can do. Socially, they believe their work is being appreciated and as competent as any other child within the community. This shows that the stage of development rather than the age is important as it depends on the individual’s readiness to conduct age-appropriate tasks.

d) Physical development

Adolescence, according to the participants in this study, is defined by noticeable physical developmental changes that coincide with puberty. In most societies, puberty is synonymous with maturity. From an African perspective, this phase is highly valued, and it is commemorated with rites to mark the passage from infancy to maturity. Notables are the physical changes and the physiological aspects that occur in one’s body, cognitive reasoning, and psychological factors. During the focus group discussions, FGD1:P4 alluded that visible physical changes are observable at this stage in most individuals when she said; “... *it is when you see someone beginning to grow a big body. It is a transaction [transition] period where a person will become a*

big boy or big girl (FGD1:P4). The participant's understanding suggests that notable changes in the children's lives are observable at this age. With similar views, FGD1:P2 stated that during this stage "... a boy or girl grows big in size and age. In other words, it can be referred to as the teenaged or youthful phase (FGD1:P2). Illuminating similar views, FGD1:P4 claimed that, "... This is when boys begin to have big voice and beard and girls begin to grow breasts" (FGD1:P4). It is drawn from the participants' views that the adolescent stage of development could be understood in terms of physical changes and physiological aspects that occur in an individual's body.

In a semi-structured individual interview, IND8 explained it as characterised with "... a lot of physical changes triggered by hormonal changes..." (IND8:6-8). He further clarified hormonal as "... biological" (IND8:12). The implication in IND8's remarks seems to indicate that adolescents can be understood in physiological terms. Elucidating on the view further, IND8 said, "... it is at this stage where we notice a great change in children, in terms of their voices, pubic hair, bulging chests and waist in girls, boys may have wet dreams and girls may begin having menstrual circles" (IND8:21-28). The participants in this survey appear to recognise that teenagers go through physiological changes in their bodies. These encounters pique their interest. In certain situations, they may experience some stress as they strive to explore, comprehend, and create their identities.

The participants also indicated that changes that occur during this development phase could have adverse effects on the child's overall development. For example, in FGD4:P4's expression of his experiences of the adolescent stage of development, he highlighted that "... A lot of changes on their bodies happen. They are worried and inquisitive about these changes. In some cases they may end up engaging in activities that are not correctable" (FGD4:P4:46-53). Similarly, Jane indicated that "... at this stage when they become too experimental with their bodies and things around them" (FGD4:P4: 38-41). IND2's understanding seemed to echo that of FGD4:P4 and Jan when she explained that adolescents "... can be easily carried away by what others say to them. They cannot make full decisions on their own" (IND2:3-8). Elaborating further, IND4 highlights that "... Their feelings in the body becomes too much such that they end up being confused" (IND4:21-24). In concurrence, FGD4:P4 described it as "... a stage of trial and error, whereby they want to fit in the social group i.e. peers and families" (FGD4:P4: 58-61).

In support of the preceding perspectives on changes that occur throughout the teenage period of development, participants who based their knowledge on the psychosocial component affirmed that the changes make the individual curious, interested, and anxious, leading to potentially risky behaviour. In other words, the adolescent becomes too experimental in the activities they engage in. This implies that they respond to the demands of the environment through trial and error processes. In this sense, the changes may have some social, psychological and emotional effects on the adolescent.

Adolescents have an inherent psychological urge to fit into groups and get involved in significant social collaborations. The participants believe that social connections contribute to the psychosocial identity and well-being development. When responding to the question on the importance of social media to adolescents, FGD3:P1 claimed that “... *social media use shapes our identity as adolescents in that we talk with people and gives us confidence as we feel that there are people who will always support us when we have problems. I say social media is really important to us as adolescents*” (FGD3:P1: 287-297). With similar views in a focus group discussion session, FGD3:P3 pointed out that “... *what I know is social media helps us as adolescents to be clever minded and expose us to many things through talking to different people and gaining different ideas we come across*” (FGD3:P3: 262-269). The above seems to suggest that social media connections may boost confidence in adolescents. They are a psychological boost as they guarantee support in times of challenges, thereby ensuring positive self-esteem in their daily activities. Another idea coming out from the following points is the importance of peer group interaction among adolescents. In this regard, peer approval and the need to fit into a valued peer group are of ultimate significance during this stage. That is, adolescents need a social space that allows for the expression of one’s identity and feedback from peers. In line with the above view, one learner participant had this to say, “*Social media like WhatsApp, Facebook, Twitter and Instagram allow us to connect with friends. We can add new friends on our lists and talk to them when we want*” (FGD1:P3:181-187). Similarly, FGD3:P3 claimed that “*I meet many friends on social media more than those I get in my village so I get more stories and enjoy myself*” (FGD3:P3:748-752). One teacher during a semi-structured individual interview indicated that peer group interaction is very important among adolescents by saying, “*Adolescents see it as important to have many friends online. They compete hooking up with friends online and enjoy having a*

number of them and these friends will influence their way of life” (IND5:216-223). This, therefore, confirms the value adolescents place on peer group interaction.

6.4.2.1 Discussion of the findings of Theme 2

Learner participants demonstrated a diverse understanding of the information relating to the adolescent stage of development. Though some cases showed limitations, their interpretations were inconsistent with those by the parents/guardians and teachers. One possible reason for having a diverse and limited understanding of aspects of the adolescent development stage could be their restricted access to relevant materials. During focus group discussions and semi-structured individual interviews, it was clear that the participants’ knowledge was based primarily on the learning materials they received as part of their curriculum at school. However, social media use restrictions both at home and school appear to be natural obstacles in the adolescents’ quest for an equitable, quality, inclusive and relevant secondary education (Zimbabwe, Curriculum Framework for Primary and Secondary Education, 2015: 5). In other words, there was no freedom to access social media platforms but to adhere to the dictates of the school administrations and those of parents/guardians. Secondary schools in Masvingo District were not flexible to allow learners to access information outside their school curriculum, a situation pointing to education malpractices. Given the above, it seems the Universal Declaration of Human Rights (UDHR) (2019), Article 19, which guarantees every individual (including children) access to relevant information, was being violated. To this end, the fundamental rights of secondary school learners may be violated.

This study established that the adolescent stage spans from twelve to nineteen years in Zimbabwe and aligns with Erikson (1968), who identified the identity versus role confusion stage (Drogos, 2015). Grounded on the evidence I obtained in my study about the inconsistency, I agree with Anderson and Jiang (2018) that the upper age limit is not easily demarcated and varies depending on an individual's social setting. I surmise that their cultural orientation could have influenced a possible explanation for these inconsistencies (Muralidharan et al., 2015). For instance, in the African context, particularly in Zimbabwe, the adolescent stage was anonymous (Karunan, 2006), meaning that only three distinct stages were recognised: childhood, adulthood, and old age. This might have influenced how the participants of this study interpret the adolescent stage of development. In this view, it could be concluded that Africans recognised the childhood stage that stretched to adulthood, during which children are

taught responsibilities to prepare them for adulthood (Agarwal et al., 2020; Ramokgopa, 2001). From an African perspective, developmental stages are characterised in terms of abilities and competencies attained by a given age rather than chronological age. In other words, Africans see age as a variable, but the individual's willingness to participate in a particular task is the most essential factor in developmental phases. Furthermore, the emphasis is on how an individual may relate to others (being interdependent) (Ramokgopa, 2001), which varies from the American approach, which stresses age and a march toward independence (Karunan, 2006). As a result, the study's findings appear to corroborate that the teenage stage of development is seen differently in different cultural contexts.

In Erikson's (1968) perspective the period is labelled the "identity versus role confusion" stage. During this period, adolescents synthesize and organise all previous childhood identifications (Granic et al., 2020; Drogos, 2015). That is, adolescents query and explore the contrasting values and ideas they will fit into their current identity (Drogos, 2015) while thinking about their roles in adulthood. According to Erikson in Drogos (2015: 8), adolescents ponder much about their future roles in society and, in turn, they experience mixed feelings about the specific ways in which they feel they fit into society. While acknowledging Erikson's views, Sanders (2013) stated that adolescents might try out a range of actions and activities to sort out this identity. For instance, as confirmed in my study, they may try out with different peer groups or different styles of dress or behaviour as a way of searching for their identity.

Furthermore, some degree of rebellion away from the family's image is part of adolescents' search for identity (Sanders, 2013). According to Erikson, the process ends when adolescents decide who they are and commit to one congruent and overarching identity (Granic et al., 2020; Reer et al., 2019; Rageliene, 2016). Erikson (1968) also noted that some teens are unable to successfully form a coherent identity and thus, experience confusion about their role throughout their lives (Drogos, 2015; Granic et al., 2020; Sanders, 2013). That is, adolescents need a social space that allows for the expression of one's identity and feedback from peers (Twenge & Martin, 2020; Weinstein, 2018; Hur & Gupta, 2013). In this context, social media platforms may serve a valuable function for identity formation among adolescents (Mulisa & Getahun, 2018). Similarly, Sobaih et al. (2020) propose that online spaces today could be used to augment or even replace face-to-face interactions as a new social space for identity development.

The adolescent stage of development could be distinguished in terms of moral reasoning displayed by the individuals. Linked to the findings of this study, Museka and Taringa (2014) referred to it as morality. Museka and Taringa (2014), alluding to the results of this study, claimed that morality refers to human behaviour which is based on what a particular society considers to be ethically right or wrong. The findings of this study seem to communicate the earlier findings by Kohlberg on moral reasoning at this level. This age range (teenage) places adolescents in level two of Kohlberg's theory of moral development (Conventional morality: 9-20 years). Children at this conventional level of morality reason morally based on two ways: a good boy, nice girl orientation/interpersonal concordance and law and order orientation (Mwamwenda, 2013). In the first stage, actions are judged and determined by what pleases others as boys and girls conform to societal conventions (Museka & Taringa, 2014). The person operating at this phase seeks to conform to the majority opinion of what is good or pleasant. Museka and Taringa (2014) further elaborated that although individuals are beginning to realise the social basis of their behaviour, they still lack a systematic perspective of morality. Kohlberg believes that their major goal is to live up to the expectations of others, follow the rules and maintain a good reputation.

In the context of my study, I surmise that the above views have some psychological, emotional and social impact on adolescent identity and well-being development. In Sanders' (2013) view, psychologically, adolescents experience a sense of achievement when they successfully carry out the tasks assigned to them. For instance, a girl being able to cook *sadza* or a boy being able to milk cows has a positive impact on their self-concept; emotionally, they feel proud of what they can do and socially, they feel that their work is being appreciated and that they are as competent as any other child within the community.

This study confirms that due to the immaturity of their cognitive development, adolescents tend to experience difficulties and challenges in making well-thought-out and independent decisions. The participants of this study take the view that experience plays an essential role in how an individual respond to life's challenges. In this sense, the participants agree that adolescents are still young and inexperienced such that their reasoning is determined by their level of maturity (Museka & Taringa, 2014). Given the quotations above, those who base their views on the psychosocial dimension believe that adolescents are faced with tasks of deciding and choosing between their values and those of society (Umar & Idris, 2018). This creates pressure

which may lead to confusion. This leads them to employ a trial and error way of addressing the tasks, thereby being viewed as displaying immature reasoning. This implies that adolescents gain cognitively through interacting with knowledgeable others (Sabanci & Urhan, 2014). In this sense, assistance from group members and family members guide adolescents to acquire relevant skills (Tengia et al., 2018). Thus, the participants imply that exposing adolescents to social media platforms connections may facilitate the adolescent's development of a sense of identity.

During the focus group and semi-structured interviews, participants agreed that the adolescent stage is a distinct phase of a developmental life cycle in humans characterised by increased body size (physical changes), cognitive maturation, and psychological status. The findings from this study are in tandem with those of Weinstein (2017), who described it as a passing period involving progression from childhood immaturity and social dependency into an adult with the goal and expectation of fulfilled developmental potential personal agency and social accountability. This implies that individuals at this stage, though still young, begin to demonstrate logical reasoning on carrying out given tasks indicating progression in cognitive maturation. They can also start to perform some tasks on their own with minimal guidance. The study findings align with Erikson's (1968) theory that the transition to adolescence requires involvement with knowledgeable others for successful progression. Implicitly, adolescents need guidance in social media use. The above findings align with Hall, the founder of adolescent science (in Curtis, 2015: 3), who described it as a physical and psychosocial rebirth process. This explains the distinctiveness of the phase, which is characterised by physical, cognitive and psychological changes. In this regard, adolescence is a time of great exploration about personal identity in a social context with peers, family, community and culture (Drogos, 2015: 12).

The adolescent stage of development co-occurs with puberty. The findings from the study align with Steinberg's (2014) view that the adolescent stage is between the onset of puberty and the establishment of social independence. Implicitly, adolescence could be explained in terms of biological and environmental features. This study confirms Sanders' (2013) claim that adolescents are simultaneously biological and cultural beings. In this regard, biology mutually informs the development process (Rageliene, 2016' Sanders, 2013) and culture explains a system of shared activities and meanings (Hur & Gupta, 2013; Ramokgopa, 2001).

Sanders (2013) describes it in terms of the secondary sex characteristics and variations in muscle and fat that are catalysed by increases in adrenal and gonadal hormones, including the development of. To this end, the cultural meaning ascribed to physical maturation and the process of social redefinition during adolescence may vary significantly throughout cultural, social and historical contexts (Steinberg, 2014). This explains why the participants in this study gave varying responses when asked to describe the adolescent stage of development. For example, the achievement of 'autonomy' is generally considered to be an essential normative psychosocial task of adolescence and might be operationalized differently between collectivist and individualist cultures (Ramokgopa, 2001).

In support of the survey results, particularly on adolescent social media platform use, it emerged from this second phase of the study that adolescence is associated with increased risk-taking behaviours and emotional reactivity. According to the participants, these physical changes have developmental challenges such as volatile temperaments, engaging in psychoactive substances, or becoming socially withdrawn. This is in line with Tsang et al. (2012), who suggested that outgrowing their age mates makes adolescents worried and shy to participate in group activities in some instances. One of the reasons could be that they often shy away from participating in activities with their peers because of their physical appearance. This finding from the study is in tandem with that by Mwamwenda (2013), who claimed that physical appearance in adolescents could harm the child's psychosocial well-being. They may become curious about their appearance, which greatly influences the adolescent depending on how society views them. This communicates Erikson's (1968) 'identity versus role confusion' view (Rageliene, 2016: 97), which describes the primary concern for the adolescents as the establishment of their own identity apart from the family identities.

The findings from this study confirm Sanders' (2013) findings that developmental modifications are subjective to external surroundings and internal influences that stimulate and strengthen actions. As the research participants explored the adolescent stage of development, they made claims in line with Curtis (2015) that developmental transitions occurring during adolescence required reciprocal reorganisation of individual and context, influencing cognition, emotion, behaviour, and relationships. The findings also embrace Weinstein's (2017) views that the interdependent, personal

and contextual evolution presents multi-system challenges constituting the basis of risk, resiliency and opportunity in adolescents.

The participants of this study also confirmed Allen et al.'s (2014) claim that adolescents have an intrinsic psychological desire to belong to groups and take part in important social connections. Therefore, understanding the adolescent stage of development helps the study participants deliberate on adolescent social media use in secondary schools. In other words, the participants acknowledge that social connections are essential in adolescent development. In this way, one can conjecture that the use of social media platform groups may positively contribute to the adolescent's psychosocial identity and well-being development (Kusuma, 2020; Sobaih et al., 2020; Busari, 2019; Sanders, 2013). In this vein, social media platforms serve as adolescents' places for social comparison and information-seeking (Aamo, 2020; Vannucci et al., 2020; Kim, 2017; Kiplagat, 2017). Moreover, adolescents use social media platforms to elucidate their identities further, explore their ideal identities, expand their knowledge of the world, or find new role models or attachment figures (Sanders, 2013). The above suggests that the appropriate use of social media connections has the propensity to boost adolescent self-confidence and self-esteem (Twenge & Martin, 2020; Hur & Gupta, 2013).

6.4.3 Theme 3: Social media use and adolescent psychosocial identity and well-being development

In this section, I report on social media use and adolescent psychosocial identity and well-being development. I intended to determine how the participants interpret psychosocial identity and well-being development. In addition, I also planned to establish their views on how social media use influences adolescent psychosocial identity and well-being development. To develop this theme, I analysed the data obtained from the focus group discussions and semi-structured individual interviews conducted with the learners, parents/guardians, the educational psychologist, computer teachers and guidance and counselling teachers.

I categorised data on social media use and adolescent psychosocial identity and well-being development into four sub-themes, namely, (3.1) Understanding psychosocial identity development, (3.2) Understanding well-being, (3.3) Positive influences of social media use on adolescent psychosocial identity development, and well-being and (3.4) Risks associated with adolescent social media use. Figure 6.4 gives the diagrammatic representation of Theme 3, its sub-themes and categories. The results

of sub-themes and categories that emerged from the main theme are presented in the sections that follow.

THEME 3			
Social media use and adolescent psychosocial identity and well-being development			
Sub-theme 3.1	Sub-theme 3.2	Sub-theme 3.3	Sub-theme 3.4
Understanding psychosocial identity development	Understanding well-being	Positive influences of social media use on adolescent psychosocial identity development and well-being	Risks associated with adolescent social media use Categories (a) Exposure to age-inappropriate content (b) Bullying (c) A habit-forming dependence activity (d) Loneliness (e) Depression (f) Behaviour-related challenges (g) Health-related challenges

Figure 6.4: Diagrammatic representation of Theme 3, its sub-themes and categories

In Table 6.7, I define Theme 4 and set out the inclusion and exclusion criteria.

Table 6.7: Definition, inclusion and exclusion criteria for Theme 3

Definition: Theme 3	Any data that shows an understanding of how social media use influences adolescent psychosocial identity and well-being development.
Inclusion criteria for sub-themes	Any data that relates to understanding psychosocial identity, understanding well-being, Positive influences of social media use on adolescent psychosocial identity development and well-being, and risks associated with adolescent social media use.
Exclusion criteria for sub-themes	Any data that does not relate to understanding psychosocial identity, understanding well-being, Positive influences of social media use on adolescent psychosocial identity development and well-being, and risks associated with adolescent social media use.

6.4.3.1 Sub-theme 3.1: Understanding psychosocial identity development

This study established different schools of thought in as far as psychosocial identity development is interpreted (FGD1:P4, FGD1:P2). Sixteen of the twenty-four participants of this study explained psychosocial identity development as the way one presents themselves which is indicative of one's mind about the norms and values of the society (FGD1:P4:335-341; FDG1: P2: 362-36). These had the following remarks to support the above findings: “... *If we look at the word psychosocial closely we see it comes from the two words psychological and social. Psychological means something that has to do with the mind and social means interaction within the environment. So what we refer to when we say psychosocial identity development is the person we see after being exposed through psychological and social interactions. These factors shape an individual either positively or negatively depending on how that person managed to go through the interaction process.*” (FGD2:P4:145-166). Elaborating further, FGD2: P4 suggests that “... *the way one interprets the world around him or her has a bearing on one's life. If the world is too harsh for an individual, then that person develops a negative identity in life. If it's welcoming and pleasant then the person is most likely to develop a positive identity.*” (FGD2:P4:175-185). This shows that the participants conceptualised psychosocial identity in terms of both environmental and biological elements. According to the participants, social contacts play a significant role in shaping a person's behaviour. The way one experiences social life influences how one behaves. In this way, a traumatic event may lead to the development of a negative identity. A friendly and welcoming encounter is likely to contribute to the formation of a good identity. As a result, participants appear to recognise that social media experiences have a significant impact on people's identities.

6.4.3.2 Sub-theme 3.2: Understanding well-being

The participants in this study indicated that well-being is a state of happiness and contentment with low levels of distress. While responding to the question on well-being, one of the learners during the focus group discussions indicated that “*I would explain well-being as having a sound mind and healthy body*” (FGD1:P2:588-590). In agreement, another learner pointed out that “*Well-being refers to the balance of mental, social and emotional aspects within a person*” (FGD1:P4:594-597). In line with the above view, another parent/guardian during focus group discussion had this say, “*To support what ... has said, wellbeing is a state of having nothing to worry about that is one will be free from stress. I take it to be a good or satisfactory condition of*

existence. A state characterised by good health, happiness and prosperity. If one is mentally, physically and socially fit one enjoys life and we assume that individual to be regarded as in a well-being state” (FGD2:P1:330-345). The findings of this study show that the participants saw well-being from a variety of perspectives. In the context of this study, well-being involves a clear mind, a healthy body, social relationships, happiness, and a lack of stress. As a result, in my study, I discovered that well-being encompassed components of a sound mind, a healthy body, social relationships, happiness, and freedom from stress.

6.4.3.3 Sub-theme 3.3: Positive influences of social media use on adolescent psychosocial identity and well-being development

The study established different schools of thought as far as social media use on adolescent psychosocial identity and well-being development is concerned. Psychosocial identity refers to how an individual behaves and develops relationships in the context of social media use well-being, referring to inter and intra individual levels of positive functioning that include one’s relatedness with others and self-referent attitudes that comprise one’s sense of self. In line with the above view, one of the learners during the focus group discussions session indicated that *“Through social media use I get friends to discuss schoolwork. I have a lot of good friends I chat with on social media. I get a lot of help from them on my school work even schools are closed”* (FGD1:P3:416-422). In support of the above view, another learner during focus group discussion session echoed that *“I personally feel more connected to what’s going on in my friends’ lives, and it really makes me feel as if I have people who will always support me. in hard times”* (FGD3:P2:298-304). Consistent with the quotations above, I provide the excerpt from field notes of my conversation with the Educational Psychologist.

The participant indicated that if social media is to be used in secondary schools, learners will benefit by accessing relevant information they cover in their syllabi; social media would make the learning process enjoyable. The participant highlighted that currently, the learning process is a serious business, if social media is used, it will bring fun and a new dimension to the learning process. If the current and new strategies are brought together, learners will benefit a lot (08/07/19)

In line with the above view, one parent/guardian during a focus group discussion session stated that *“From my own understanding, social media use improves adolescents’ reasoning capacity. It makes them sharp-minded because of associating with people from different backgrounds. Interacting with people from different backgrounds makes adolescents rich in vocabulary and cultural values. They are exposed to a variety of solving issues with ease”* (FGD4:P3:226-239). Similarly, another parent/guardian during the focus group discussion session explained further that *“I think social media use will improve our children’s experience in that they socialise with different people from different places. Friends are very important in our life because we can share problems”* (FGD4:P2:389-396). Emerging from the results of this study is the view that cognitive maturity may develop as a result of social media connections. Social experiences boost adolescents’ reasoning abilities. I provide an extract from the conversation I had with the senior female teacher in this regard:

She indicated that they just follow orders from the school administration but she feels social media use could be very a positive move in their teaching. She indicated also that social media use could be handy in adolescent psychosocial identity formation and well-being in that learners are exposed to a lot of experience and share with others these experiences. (12/07/19).

The excerpt implies that the teacher seems to be positive about social media use in secondary schools and that this would be handy in adolescent psychosocial identity formation and well-being. I am aware of my exclusion criteria for this section, however, I believed the opposite and decided to hear from the voice of a senior teacher who is in constant interaction with the learners and, who emphasised that social media can be a revelation to the learners’ learning process. In the extract above, the teacher seems to indicate that the only obstacle in social media use lies with the development and implementation of school policies that regulate the use of social media.

6.4.3.4 Sub-theme 3.4: Risks associated with adolescent social media use

The study established that there were some risks that adolescents could encounter when using social media; such as exposure to content that is not age-appropriate for them, bullying, a habit-forming dependence activity, loneliness, depression, behaviour challenges and health challenges. These are discussed in the sections below.

(a) Exposure to age-inappropriate content

The study established that social media use often exposes adolescents to content that is not age-appropriate. From the participants' perspectives, age-inappropriate content refers to material found on social media that is regarded as not worth showing to the young individuals, like pornographic material and the use of illegal substances such as drugs. According to the participants, this can result in serious implications on adolescents' psychological and emotional challenges. As a result, some of the involved persons may end up being involved in prostitution which is a taboo in the participants' culture (FGD2:P3:609-622, FDG3: P4: 698-711).

In support of the above view, one of the participants during the focus group discussions session indicated that *"... Social media use can also influence adolescents' behaviour to be bad. Adolescents can visit some sites that are bad for instance those that show porno or even those that sell and buy drugs and end up being involved in the activities. You find adolescents using drugs and thereby ruining their lives"* (FGD3:P4:698-711). Raising similar concerns, one guidance and counselling teacher during a semi-structured individual interview had this to say: *"Yeah, adolescents can hook up with drug dealers on these social media. As a result, they end up in drug use. Girls can also be cheated into love affairs with very prominent people after being promised fancy life. Only to be ditched at the end after being used or impregnated. This will leave them in serious emotional problems"* (IND4:101-112). In line with the above view, another Guidance and counselling teacher during the semi-structured individual interview said, *"Adolescents can end up dating people who are not suitable to them because the person can give false information about himself/herself just to attract the prospective partner."* (IND7:103-109). Elaborating further on the above view, the same teacher during semi-structured individual interview session indicated that *"... sometimes by dating or befriending someone who is not of the same age one may end up being engaged into activities that are not of one's age. This may affect one's feelings, moods and attitudes."* (IND7:118-124). It has been suggested that social media can expose adolescents to drugs and substance abuse, pornography, early love affairs that may end up in serious problems for the adolescents.

I discovered that teenagers in this study were exposed to adolescent age-inappropriate information in some way when utilising social media sites. According to

the participants' perceptions, age-inappropriate refers to content discovered on social media that are deemed improper for sharing with young people. In a follow-up study that included focus group talks and semi-structured individual interviews, I discovered that teenagers obtain age-inappropriate information on social media, which is harmful to them (FGD2:P3, IND4).

(b) Bullying

Given the participants' interpretations, bullying seems to mean exposing other members to harsh conditions that may cause emotional, physical or any other form of discomfort. In line with the above view, during the focus group discussion session, one of the participants highlighted that *"... the adolescents can also use the platforms to bully others. Especially, boys they sometimes use social media to bully girls if their advances are turned down. In this manner, social media use will negatively affect adolescents' psychosocial identity development. If one is treated badly that person would develop a sense of mistrust of the people around. The person can also have bad emotions in life"* (FGD1:P2:1066-1080). According to the participant, bullying tortures the mind of the victim and affects the person's well-being. In support of the above view, one parent during focus group discussion had this to say: *"... social media can be used to abuse others, for instance, hateful information about someone can be spread on the social media and this can have psychological, emotional and social effects on the person abused. At times this can lead to an individual committing suicide"* (FGD2:P1:593-605). The quotations above seem to suggest that adolescents use platforms for bullying others. For instance, they may spread hateful information about someone on social media. This can have psychological, emotional and social effects on the affected person.

(c) A habit-forming dependence activity

The findings from focus group discussion and semi-structured individual interview sessions seem to indicate that social media use could lead to a habit-forming dependence activity (IND2, FGD1:P4). A habit-forming dependence activity is something one cannot stop doing once he/she engages in it. In line with the above view, one of the learners during the focus group discussion session highlighted that *"... it worries me a lot because when I am not on my cell phone or social media, I feel like I don't know what's happening around me and I always have a feeling that I would lose my friends when I am not connected. If not used well social media could be really*

time wasters” (FGD1:P4:1196-1206). Voicing similar sentiments on the issue one guidance and counselling teacher during a semi-structured individual interview session said, *“Social media is like a drug. Once you are used to it you get addicted. When you get addicted you do not want to leave it. You always find yourself like you are missing a lot when you are not on the site”* (IND5:408-415). In this regard, the participants suggest that social media use could lead to a habit-forming dependence activity. This makes users develop a feeling of wanting to be constantly connected.

(d) Loneliness

The participants of this study believe that overuse of social media may result in loneliness. In line with the above view, one of the parents/guardians during the focus group discussion session highlighted that *“Social media use can separate family members as each and every member of the family will be on social media and there will be no time for family members to share or discuss relevant issues.”* (FGD2:P1:681-688). In support of the above view one learner during focus group discussion claimed that *“... if social media is not properly used, it can lead to loneliness. If a person is always on social media, that person ends up failing to interact with others in real-life situations and as a result, the person isolates herself/himself”* (FGD3:P1:730-739). While raising similar concerns, a computer teacher reiterated that *“... in real life situation those who use social media a lot have poor interaction skills. They are often shy to interact in a face to face situation. Usually, they enjoy being alone most of the time. You find out that Facebook or WhatsApp usage tends to make users reserved and have very poor communication skills in practical situations”* (IND5:174-185). Participants in this study appear to imply that over-reliance on social media may result in users developing inadequate practical abilities. As a result of the acquired impairments, the affected individual may isolate themselves physically. In other words, this has a detrimental influence on the development of an individual's identity and well-being.

(e) Depression

From the participants' perspectives, depression refers to a condition when one feels low and dejected. In line with the above view, one of the learners highlighted that *“... adolescents can also spread false information on social media about their colleague and this has a negative effect on one's identity. That person can be affected emotionally and even socially. In such a situation the individual loses out his/her*

confidence” (FGD3:P2:715-726). In line with the spread of false information, one guidance and counselling teacher during a semi-structured individual interview stressed that “... *communication on social media tends to be flowery. Usually, adolescents are faked believing some of the things they get on social media. They can get false information or being misled by their friends or through love affairs and end up being rejected. When they realise that all are lies, they get affected emotionally.*” (IND3:158-171).

In line with the above view, another guidance and counselling teacher during a semi-structured individual interview claimed that “... *life being lived on the social media is not real. So if adolescents copy it they get frustrated at the end when they fail to maintain the standards. They can also be tricked into love affairs by married men and this will affect them emotionally*” (IND8:118-126). Due to the negative experiences of social media use the individual may end up experiencing depressing situations. These depressing experiences affect greatly the proper identity and well-being formation, particularly among adolescents.

(f) Behaviour-related challenges

Data analysis from focus group discussions and semi-structured individual interview sessions indicated that adolescents who use social media could have some behaviour challenges. Being a curious and experimental group, adolescents often clash with authority figures on how they behave in some situations. In line with the above view, one of the participants during the focus group discussion session highlighted that “*whereby time is taken on social media use can be a source of misbehaviour in schools and homes, especially by adolescents. I have seen some adolescents copying behaviours from social media role models and portray these at home or school. For instance, some adolescents end up using drugs, smoking and drinking beer, characteristics they might have copied from the social media*” (FGD1:P2:1211-1226). In support of the view, another participant during focus group discussion indicated that “*Most girls copy dressing which is not decent. They like putting on short dresses. They go on to the extent of reducing their uniform skirts so that they suit the fashion they got from social media. They even date on social media just because they see their models doing it thinking it is right.*” (FGD1:P1:1233-1244). The quotations seem to suggest that social media socialisation leads to adolescents picking up some misbehaving characteristics such as drug abuse, smoking, drinking, or even adopting

the type of dressing from the platforms. Peer influence might have a bearing on this behaviour-related challenge among adolescents.

In line with the view that social media is the source of misbehaviour, one computer teacher during a semi-structured individual interview, emphasised that “... *learners from these remote areas are very naughty. They will misbehave if we just give them that opportunity*” (IND5:480-484). This is also supported by one parent/guardian who posits that “*Our children have been stolen with these social media platforms. They no longer listen to us. They think we live in the past and know nothing about what’s going on these days*” (FGD4:4:606-612). In this view, social media use leads to behaviour-related challenges.

(g) Health-related challenges

Data analysis from focus group discussions and semi-structured individual interview sessions indicated that adolescents who use social media could have some health problems. In line with the above view, during the focus group discussion session, one of the learners highlighted that “*Keeping oneself glued on screens is very harmful to the eyes. This screen light can affect them such that one may end up putting on spectacles. As for exercises, you find out that because of social media use adolescents now have little or no time to play those games that involved strengthening the body muscles like running around, jumping and so on. They spend most of their time seated chatting this is not good for their health*” (IND2:285-300). Echoing similar views the one computer teacher during a semi-structured individual interview stressed that “... *some can end up having hearing problems by overuse of headphones and can also have sight problems because of overuse of cell phones*” (IND6:235-241). The implication is that social media use may have some health-related challenges. The extracts seem to suggest that spending a long time on screens might lead to eyesight problems due to screen light. Another essential point coming out is that spending much time on social media steals the time for physical exercises that are vital for healthy growth. The time that could be utilised for physical games that are important for the development of a healthy body spends on social media platforms, thereby making the body less active and resulting in health challenges.

6.4.3.5 Discussion of findings of Theme 3

The current investigation demonstrated that there are several schools of thought about psychological identity formation. This study's participants discussed psychosocial

identity in terms of social and emotional elements of life. The description of psychosocial identity as social and emotional elements emerged as one of the key issues during this study when some of the participants claimed that it is the way one presents oneself, showing one's uniqueness to the norms and values of the society. This finding of the current study aligns with Tsang et al.'s (2012) claim that identity refers to the individual's awareness of oneself as an independent, unique person with a specific place in society.

In the context of this study, psychosocial identity development is, therefore, defining oneself, what is important to oneself, and what directions one wants to take in life, thus corroborating with an identity crisis in Erik Erikson's perspective (Rageliene, 2016; Drogos, 2015). This implies that an individual defines oneself in relation to the social environment, that is, the physical and the virtual social interactions. In this view, the findings of this study communicate the assertion of psychosocial development as an interaction of heredity and environmental factors (in Gonzalez-DeHass & Willem, 2013). In other words, identity is a product of innate (inborn) and social characteristics, implying that identity could be genetically and socially influenced. The combination of these processes is critical in identity formation. In Erikson's perspective, the process referred to as identity crisis is a temporary period of confusion. Adolescents explore a set of values and goals that lead to personal and social identity (Mwamwenda, 2013; Tsang et al., 2012). Furthermore, Erikson indicated that society allows adolescents a certain period called psychosocial moratorium to find themselves and their roles as adults (in Gonzalez-DeHass & Willem, 2013). This means that adolescents come to know who they are and what they want in life through self-study, self-assessment, investigation and creation of their value system and philosophy of life (Weinstein, 2017). Social media use, particularly in secondary school, provides a new dimension for adolescents to navigate the processes mentioned above. In this regard, allowing social media platforms in Masvingo District secondary schools would widen the social connection zones, particularly for the Form One learners to review, assess, investigate and create their value systems and viewpoints of life.

Similarly, Sharpiro and Margolin (2014) pointed out that psychosocial identity pertains to an individual per se, how one looks at oneself and one's relationships to others, and the values attached to these perceptions. Related to the findings of this study Umar & Idris (2018) and Kiplaget (2017) argue that interacting with others, be it on social media or anywhere, has a positive influence on the development of self-concept. As revealed

in this study, social media use may improve the intellectual abilities of adolescents, thereby resulting in greater self-awareness, greater awareness of others and their thoughts and judgments (Hur & Gupta, 2013), the ability to think about abstract future possibilities, and the ability to consider multiple possibilities at once (Cauberghe et al., 2021; Vannucci et al., 2020). In line with the findings of this study, Reid and Weigle (2014), describe self-concept as the picture one constructs about oneself and the value one attaches to oneself. In the case of adolescents, it refers to the way they judge themselves in the areas of ability, talents, social interactions, appearance and relationship (Gonzalez-DeHass & Willem, 2013).

In the context of this study, I contend that one's image of oneself is their psychosocial identity. Weinstein (2017) agreed, stating that if one perceives oneself to be highly confident, creative, and gregarious, it indicates a healthy psychological identity. Sanders (2013) claimed that doubting oneself reveals a negative psychosocial identity. This supports Erikson's (1968) argument, as noted by Rageliene (2016) that having a clear and positive identity or identities entails growing confidence, promoting self-definition inquiry and commitment, minimising self-discrepancies, and fostering role formulation and success. This implies that exposing students in Masvingo District secondary schools to social media use will improve their self-concept and self-esteem.

The thoughts and feelings about one determine the confidence one has in carrying out tasks (Mensah & Kyeil, 2019; Umar and Idris, 2018). In the same vein, Tsang et al. (2012) claim that successful coping culminates in the formation of a clear and positive identity that can facilitate future development and productive use of personal resources. In contrast, problematic coping might make the person vulnerable to emotional and behavioural problems. Subsequent life journeys depend on how adolescents address what they experience in adolescence to formulate their identity (Twenge & Martin, 2020; Vannucci et al., 2020; Weinstein, 2017; Drogos, 2015).

The results of this study are in line with those by Sanders (2013) who argue that psychosocial identity was both biological and cultural. This implies that biological aspects such as heredity or natural growth and societal norms and values have a role in defining one's identity (Sanders, 2013). In line with psychosocial theory, identity is the beliefs, ideals and values that help shape and guide a person's behaviour (Umar & Idris, 2018; Sanders, 2013; Tsang et al., 2012). According to Rageliene (2016: 99), identity development is a complex process by which people develop a sense of and

understanding of themselves within the context of cultural demands and social norms. Factors such as gender, age and culture patterns at different times affect the development of Identity (Twenge & Martin, 2020; Vannucci et al., 2020, Tsang et al., 2012). In Erik Erikson's (1968) perspective, identity development is a primary developmental task of adolescence. Identity provides a sense of continuity within the self and in interaction with others (self-sameness) as well as a frame to differentiate between self and others (uniqueness), which allows the individual to function autonomously from others (Erikson, 1968). I agree with Weinstein (2017), who validated the favourable effects of social media usage on adolescent psychosocial well-being, based on the data in my study regarding the knowledge of psychosocial development.

The results from my study indicated that using social media in secondary schools promotes an assertive life characterised by healthy, happiness and prosperity among adolescents. The findings are in line with those by Reer et al. (2019) who claimed that relations with peers are linked with the better psychological well-being of adolescents and their successful adaptation to the environment. Earlier, Allen et al. (2014) pointed out that digital mediums facilitate opportunities for adolescents to interact with others who share similar values, beliefs, and interests. In this regard, adolescents are guaranteed an assertive life that is characterised by happiness and prosperity (Twenge & Martin, 2020; Bryant, 2018). I, therefore, submit that well-being implies a general outcome of interest and effects related to psychological indicators, including perceptions of happiness and life satisfaction (Bryant, 2018; Weinstein, 2017), stress-free and quality of life (Allen et al., 2014) and body image (Kim, 2017).

Similarly, the findings of this study confirm the widely acknowledged view that social media use has some positive influences on adolescent psychosocial identity development (Dong et al., 2016; Mamatha et al., 2016; Telef, 2016; Kore, 2014; Nwabueze & Aduba, 2014; Zanamwe et al., 2013; Zebron et al., 2013). In concurrence, I gathered from my study that adolescents feel confident and motivated when they were connected to friends and relatives. My findings were substantiated by other scholars (Herold, 2018; Allen et al., 2014; Reid & Weigle, 2014), who claim that social connections were particularly important during adolescent development. This implies that a well-connected adolescent is assumed to experience low levels of anxiety, loneliness and depression (Twenge & Martin, 2020; Vannucci et al., 2020; Bryant, 2018). However, if adolescents are unable to resist peer pressure and negative

influences on social media sites, they may be more prone to delinquent behaviour or use of psychoactive substances (Nashind et al., 2020; Bryant, 2018; Mulisa & Getahun, 2018). This may be so as adolescents may seek to confirm behavioural norms of the peer group with which they identify themselves (Mulisa & Getahun, 2018). In this case, social media use may negatively influence adolescent psychosocial identity and well-being development.

In connection with the preceding view that social media use has positive influences on adolescent psychosocial identity development, Sanders (2013) claims that adolescents possess an innate psychological drive to belong to groups and participate in meaningful social interactions. In this regard, like any other human being, adolescents need to be socially connected, thereby living harmoniously with other members of society (Aamo, 2020; Granic et al., 2020; Drogos, 2015). Another significant finding of the study is that social media use exposes adolescents to information that enhance their problem-solving skills (Kusuma, 2020; Ngozika, 2020). My current study gathered that adolescents gain problem-solving skills by interacting with social media users (IND7). Also, the findings from my research concur with Kennedy (2019), who claimed that adolescents benefit positively by accessing social media platforms. They are exposed to a wide range of knowledge and skills to handle life problems.

It emerged from this study that the participants acknowledge that social media use in secondary schools can have risks such as exposure to content that is not age-appropriate for adolescents, bullying, a habit-forming dependence activity, loneliness, depression, behaviour-related challenges and health-related challenges. The results of this current study resonate with Mamatha et al. (2016), who established that social media use was the easiest point of access to pornography and other obscenities by students. These could be in the form of text messages (instant messaging) by deviant people (Magwa (2013). Adolescents may strongly identify with negative content and feel certified and inspired to practise it, in line with Bandura's (1996) social learning paradigm. In other words, teenagers are in a testing stage and are drawn to a wide range of concerns (Twenge & Martin, 2020; Allen et al., 2014). They come across these things in the guise of education, and their lives may be negatively affected as a result (Reer et al., 2019; Reid & Weigle, 2014). As indicated by the participants in this study, adolescents fall into the trap as they navigate and experiment with the array of social media due to their limited capacity for self-regulation and susceptibility to peer

pressure (Vannucci et al., 2020; June, 2011). This links well with the principles of FoMO that one finds oneself tied up to social media platforms as a result of anxiety that arises from the realisation that one might be missing out on rewarding experiences others are having (Elhai et al., 2020).

The findings of this study are in line with those by Anderson and Jiang (2018), who reported, that 19 per cent of youth who frequently use the internet (77 per cent were 14 years or old) have received an unwanted sexual solicitation via the web. This indicates the extent to which adolescents were exposed to social media abuse. The results from this study resonate with Amedie's (2015) findings that cyberbullying has become a considerable issue among adolescents in the last decade, as it allows its victims to post things in front of their peers humiliate them. The results of this study correspond with Buglass et al.'s (2017) findings that social media can become quickly addictive, taking away personal time and weakening social skills, leading to anti-social conduct.

The results of this study corroborate the findings by Shapiro and Margolin (2014) that loneliness occurs when an individual feels that their anticipations of interpersonal relationships are not corresponding with their lived experiences. Furthermore, Allen et al. (2014) argue that adolescents can often feel caught between feeling a sense of identity and individuality. The need to satisfy the societal expectations at the same time satisfying the individual values and expectations seem to be an issue of concern at this stage. This is in line with Erikson (1968) psychosocial concept of an identity crisis. Adolescents explore a set of values and goals that lead to a formation of personal and social identity—for instance, harmonising family or school expectations with one's desires as a unique being.

Christofferson (2016) claimed that excessive social media use leads to maladaptive social and emotional growth and physical disorders. For instance, developing poor social skills in offline relationships and having moody or unpredictable behaviours when in physical conduct. This implicitly indicates that overuse of social media can have undesirable effects on adolescents' growth; particularly for those in Masvingo District secondary schools, the context of this study. In concurrence, Allen et al. (2014) reported that there was a positive correlation between hyper networking and negative health behaviour such as depression, drug abuse and isolation. Similarly, Boyd (2014) affirms that Facebook use can trigger feelings of depression and anxiety. For example,

feelings of upward social comparison may be induced (Steers et al., 2014), a process that may be impactful among girls (Fox & Vendemia, 2016), after engaging on social media platforms. In concurrence, several researchers (Nyongesa et al., 2019; Umar & Idris, 2018; Kim, 2017; June, 2011) report the link between social media use and depression. They claim that spending excessive amounts of time on social media sites such as Facebook shows characteristic signs of dejection. A low-spirited mind finds it difficult to study and understand the concepts (Kim, 2017; Drogos, 2015). The findings from this study are in tandem with Reid and Weigle (2014), who claim that unhappiness disturbs the concentration level, especially when one is carrying out tasks like studying.

It emerged from this study that inappropriate use of social media use can pose behaviour-related challenges in adolescents. The participants of this study agree with the literature that adolescents can notice, emulate and model inappropriate behaviours that they experience on social media (Mensah & Kyeil, 2019; Shapiro & Margolin, 2014). The results of this current study corroborate the findings by Bandura in his social learning model, where he established that learning could take place vicariously (Mensah & Kyeil, 2019). This implies that adolescents may learn by observing others and noticing the consequences of other people's actions.

Another emerging issue from this study was that overuse of social media could lead to health-related challenges such as eyesight problems. The results of this qualitative phase confirm those of the quantitative phase which reveal that 98% of the participants access WhatsApp daily, spending an average of six hours. The findings of this study relate to the findings by Bener et al. (2010) who reported a strong association between spending prolonged hours on the screen and low vision. Similarly, Sheppard and Wolffsohn (2018) reported the prevalence of 'digital eye strain' due to screen use. Furthermore, the results from this study corroborate the findings by Haugan et al. (2021) and Kusuma (2020), who reveal that excessive usage of social media correlates with numerous mental health issues, which include anxiety of self-image and eating disorders. The findings of this current study were authenticated by other researchers (Reer et al., 2019; Bryant, 2018; Weinstein, 2017), who claim that social media use affects adolescents' physical, social, emotional, and reasoning progression. The participants in my study confirmed that the health-related challenges that come from social media use are physical or emotional.

6.4.4 Theme 4: The utility of social media platforms as tools for positive adolescent psychosocial identity and well-being development

In this section, I report participants' views on the utility of social media platforms as tools for positive adolescent psychosocial identity and well-being development. To develop the theme, I analysed the data obtained from the focus group discussions and semi-structured individual interviews conducted with learners, parents/ guardians, guidance and counselling teachers, computer teachers, and educational psychologists. I categorised data into four sub-themes: social support (4.1), educational support (4.2), emotional support (4.3), and health support (4.4). Figure 6.5 is the diagrammatic representation for Theme 4 and its related sub-themes.

THEME 4			
The utility of social media platforms as tools for positive adolescent psychosocial identity and well-being development			
Sub-theme 4.1 Social support	Sub-theme 4.2 Academic support	Sub-theme 4.3 Emotional support	Sub-theme 4.4 Health-related support

Figure 6.5: Diagrammatic representation for Theme 4 and its related sub-themes

In Table 6.8, I define Theme 4 and provide the inclusion and exclusion criteria.

Table 6.8: Definition, inclusion and exclusion criteria for Theme 4

Definition: Theme 4	These are strategies employed to ensure that social media use benefits the psychosocial identity and well-being development of adolescents.
Inclusion criteria for sub-themes	All that the relevant to the social support, academic support, emotional support and health support of the adolescent.
Exclusion criteria for sub-themes	Anything that is not relevant to the social support, academic support, emotional support and health support of the adolescents.

6.4.4.1 *Social support*

In this section, I present and discuss social media use as a source of social support. In line with the above view, one of the participants during a focus group discussion

session said, *“I find social media use to be very helpful to us as learners especially when schools are always closed we talk to our friends on social media. This helps us very much”* (FGD1:P2:549-556). Elaborating further, participant number two, during the focus group discussion session, emphasises that *“social media use helps us to improve our speaking skills. We become confident in whatever we do because we can say a lot on the topic. For example, in debate, I can speak without fear because I know what to say. My creativity improves greatly because I socialise with friends from different places.”* (FGD1:P2:958-969). It has been revealed that social media platforms are beneficial during physical and social isolations imposed to control the spread of the COVID-19 pandemic. It has been suggested that social media enables adolescents to self-regulate their emotions, especially during the COVID-19 lockdown.

Emphasising the importance of social media as a source of social support, another learner during focus group discussion session indicated that *“As adolescents, we can use social media to shape our behaviours by copying from role models. This can improve our identity because we have a lot of people to copy from. Social media platforms are very important to us adolescents because we learn a lot even when at home”* (FGD3:P4:797-808). The participants of this study acknowledge that they can access model figures that are critical in their development through social media use. Social media offers them diverse learning opportunities.

6.4.4.2 Academic support

In this section, I present, analyse, and discuss social media use as a source of academic support. One of the learners during the focus group discussion session said, *“Oh yes! From my own point of view, a lot of topics on what we learn at school can be put on these social media platforms. For instance, proper use of grammar in English can be found on social media and we can use it. In Mathematics, through social media, we learn how to solve equations easily. You can read the information on different subject areas such as Science, History, Geography, Agriculture and Religious Studies. As learners, we can also form our own groups to discuss school tasks. You can see how important social media use can be to us, learners”* (FGD1:P2:508-529). As stated earlier in this chapter and confirmed here once more, social media use could be used as a tool for academic support. The platforms could be vital in teaching English grammar, mathematical and scientific concepts and many other aspects critical in the academic course.

In support of the above view, another learner during a focus group discussion session voiced that *“if we compare learners who use social media and those who do not, we see that those who use social media are far much better than those who do not use social media when discussing school topics. The one who uses social media has better experiences than the one who do not have social media”* (FGD1:P4:533-545). Similarly, another learner highlighted that *“Social media use helps us to be sharp minded because we are exposed to greater diversity. Interacting with different people from different backgrounds make us gain different viewpoints. This improves our thinking and we can handle different situations with signs of maturity”* (FGD3:P4:653-664). Implicitly, social media use could be a utility tool for adolescent cognitive improvement. It has been indicated that exposure to diverse experiences aid adolescents to mature cognitively.

6.4.4.3 Emotional support

In this section, I present and discuss social media use as a source of emotional support. Despite many social changes, adolescence remains a critical period for development in biological changes, cognitive development, social learning and formation of a consolidated self.

In line with the above view, during a semi-structured individual interview session, the Educational Psychologist indicated that *“At times social media use can assist adolescents who feel lonely and isolated even during isolation. Through talking with friends on social media, one can be happy again from being lonely. I feel the need to use social media all the time to be social or popular”* (FGD1:P4:990-1000). In line with the above view, one learner during a focus group discussion session indicated that *“For instance, adolescents gain a lot through connecting with friends and other people world over. We learn a lot from talking to these people. Topics that appear to be difficult can be discussed on the platforms and benefit adolescents, and we become knowledgeable”* (FGD1:P1:978-988). In line with the above view, one guidance and counselling teacher during an in-depth individual interview said, *“Yeah, they have fun and share messages with others and stop being bored in life”* (IND8:104-107). The participants seem to acknowledge that social media could be taken as a source of emotional support to learners.

6.4.4.4 Health-related support

In this section, I present and discuss the results regarding social media use as a source of health-related support. In line with the above view, one guidance and

counselling teacher during a semi-structured individual interview session indicated that *“Adolescents can also get advice from social media on issues pertaining to their health and growth. Through social media, they can motivate each other and mould good behaviour and other life skills rather than dwelling much on love affairs and other issues which disrupt their behaviour and identities”* (IND8:291-302). The above seems to suggest that social media use could offer health-related support to learners. In this sense, adolescents can get advice from social media platforms about their health and growth.

6.4.4.6 Discussions of the findings of Theme 4

The fourth theme that emerged from the focus group discussions and a semi-structured individual interview was the utility of social media platforms as tools for positive adolescent psychosocial identity and well-being development. The participants unanimously agreed that social media platforms could be utilised as tools for positive adolescent psychosocial identity and well-being development in Masvingo District secondary schools.

The results from this study confirm the findings by Bryant (2018), who claims that social media platforms boost social connections in adolescents. Social relationships are critical during adolescent development (Sobaih et al., 2020; Twenge & Martin, 2020; Hur & Gupta, 2013). For instance, lonely adolescents may use social media as a form of social ‘compensation’. This implies that teens experiencing loneliness are more likely to use online communication as a means of compensating for weaker social skills to meet people (Nyongesa et al., 2019). Social media connects teenagers to a wide array of individuals (Hur & Gupta, 2013), thereby presenting them with diverse model figures. Therefore, social media allows an unparalleled breadth of social exposure.

Moreover, social connections in adolescent development (Nashind et al., 2020; Weinstein, 2017; Allen et al., 2014) strengthen pupil-pupil, pupil-teacher, or parent/guardian-pupil relationships (Kim, 2017). The use of social media in secondary schools would add a new dimension to learning (Aamo, 2020; Ngozika et al., 2020; Sobaih et al., 2020). Relationships contribute to the development of adolescents’ self-esteem and confidence in the social arena (Hur & Gupta, 2013). The type of relationship the learner experiences has a bearing on academic performance.

As a result, I believe that when adolescents achieve a feeling of belonging, they place a higher value on social and intellectual material (Kusuma, 2020; Tengia et al., 2018; Allen et al., 2014). To this end, the right to belonging to social groups of secondary school learners in Masvingo District seems to have been compromised. The results from my study generally indicated that social media have positively impacted in so many ways in adolescent life. One of the benefits hoped to be realised by adolescents in social media use is social support (Weinstein, 2017; Allen et al., 2014; Hur & Gupta, 2013). Social media provides adolescents with the opportunity to strengthen their psychosocial identities through interacting with their friends and relatives (Mensah & Kyeil, 2019; Shapiro & Margolin, 2014). The need for identity exploration, self-expression, friendships and peer acceptance that occurs during the adolescent developmental period resulted in the prominence and significance of social media to adolescents (Vannucci et al., 2020). The findings of this study embrace the FoMO concept, which stipulates that adolescents find it challenging to leave social media platforms because of fear of missing out on rewarding experiences others might be enjoying (Franchina et al., 2018; Buglass et al., 2017; Oberst et al., 2017).

The findings of this study corroborate the findings by Reid and Weigle (2014) who claimed that social media provides adolescents with a place to learn, practice and rehearse skills such as self-presentation and self-disclosure. Therefore, this implies that social media platforms offer adolescents a new dimension of social models to examine and learn from. In addition, by using social media platforms, adolescents practice social skills in a manner that is less threatening or uncomfortable (Kusuma, 2020).

The study revealed that social media could be utilised as a tool for improving adolescents intellectually. Educational topics can be presented and discussed on social media platforms (Busari, 2019; Asare-Donkoh, 2018; Sanders, 2013). The participants' views resonate with the findings by Reid and Weigle (2014), who indicate that social media platforms could be used during school projects with their classmates outside of school. Similarly, Sobaih et al. (2020) stated that in the context of the COVID-9 pandemic, learners could utilise social media platforms as a new era of learning. In other words, as an alternative to the traditional way of learning, social media platforms could be used where learners would build online communities and support each other. This view that adolescents self-regulate social isolation and anxiety emotions by using social media platforms during COVID19 lockdown is further

espoused by Imran et al. (2020). They further assert that social media could be a useful source of health-related information and education, which adolescents can easily access.

This study's findings are consistent with those of other researchers (Cauberghe et al., 2021; Aamo, 2020; Ngozika et al., 2020; Sobaih et al., 2020; Allen et al., 2014), who believe that social media platforms may be used to help adolescents emotional development. In that regard, social connections are a central feature of the normative developmental progression of adolescence to adulthood (Nyongesa et al., 2019; Christofferson, 2016; Tsang et al., 2012). Adolescents are less likely to feel depressed or anxious if the peer group provides emotional support (Allen et al., 2014; Boyd, 2014). In line with the psychosocial theory, positive connections address anxiety, loneliness, and depression (Kusuma, 2020; Mensah & Kyeil, 2019). The results of this study support the findings of other scholars (Aamo, 2020; Ngozika et al., 2020; Reid & Weigle, 2014) that social media is a valuable source of health-related information and education for adolescents.

6.4.5 Summary of the chapter

In this section of the study, I summarise aspects dealt with in this study. Themes that were established in this study: Understanding the adolescent stage of development, the nature of social media use among adolescents, social media use and adolescent psychosocial identity and well-being development, and views on the utility of social media platforms as tools for positive adolescent psychosocial identity and well-being development.

The participants demonstrated their understanding of the adolescent stage of development in this study in terms of chronologic years, physical stature, physiological aspects, and capabilities commonly displayed at that particular level. The study highlighted reasons for advocating for the introduction of social media use in secondary schools: alleviating the shortage of books, exposing learners to current and relevant information, introducing learners to functional methods of learning, and making the learning process practical and functional. According to the study's results, there is no social media use policy in Zimbabwe for teenage secondary school students. Participants acknowledged a need for a social media usage policy that specifically targets teenage users. Furthermore, the participants stated that secondary schools should allow students to utilise social media devices and platforms for them to effectively engage in learning programmes.

The findings also suggested that social media platforms will expose students to a broader range of information. Adolescent learners would benefit from exposure to such an environment regarding social, intellectual, emotional, and health-related assistance. In my deliberations, I compared the research data to the literature to see if any confirmations, contradictions, or gaps might be addressed. Furthermore, I make a link from the results to the conceptual framework in order to strengthen it with data instead of it only emerging from the concepts gleaned from literature review.

In the next chapter, I integrate quantitative and qualitative findings to address the study questions. I summarise the findings, draw inferences, and make recommendations for future study, training, and practice.

CHAPTER SEVEN

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

7.1 Introduction

In Chapters Five and Six, I offered and discussed the study's findings after analysing the data generated using the questionnaire, focus group discussions, semi-structured individual interviews, and field notes. I deliberated on the findings in view of the existing literature and the conceptual framework to understand the nature of social media use amid secondary school adolescents in Masvingo District, Zimbabwe.

This chapter offers a summation of the study. It also illuminates a synopsis of the answers according to the study questions and objectives. Additionally, I discuss this study's novel values offered to research and practice in the field of Educational Psychology. Thereafter, I outline the likely strengths and limitations of this study. I concluded by making recommendations for policy, practice, and research in education.

7.2 Overview of the study

The study's goal was to investigate the nature of adolescent social media use in Masvingo District secondary schools. In doing so, the study investigated participants' diverse opinions on social media implications on adolescent psychosocial identity and positive well-being development. Despite many research initiatives on adolescent social media use in Zimbabwe, I have yet to find studies in Zimbabwe that examined how adolescents use social media and its likely inspiration on their psychosocial distinctiveness and well-being development. This study was conducted with a focus on adolescent learners at Form One level. The scarcity of literature on the identified problem gave impetus to this study. Given this context, the study was required as empirical evidence to boost understanding of how adolescents in this district use social media platforms and to explore their potential value in adolescent psychosocial identity and positive well-being development.

I discussed the pragmatic assumptions that led to an explanatory sequential mixed-methods design (Creswell, 2014). I elaborated on the reviewed literature and advanced the key concepts gleaned from the review of related literature. I discussed the literature in line with the themes that arose from a review of sources such as scholarly journals, educational psychology, and primary social texts.

The conceptual framework that guided the study embraced the research questions and objectives stated in Chapter One. The conceptual direction from psychosocial development theory (Erikson), the social learning concept (Bandura), and the Fear of Missing Out (FoMO) concept (Beyens, Frison & Eggermont, 2016; Przybylski et al., 2013) were central to the underpinning conceptual framework (Chapter Three).

I discussed the paradigm (pragmatism) and the mixed-methods approach employed in this study. I also discussed the motives for employing a mixed-method explanatory sequential design. In addition, I determined the suitability of the instrument (questionnaire) by pilot testing prior the use. Also, I expounded on the non-probabilistic procedures utilised to sample the participants and the descriptive statistics data analysis used. Also, I underlined how the data were triangulated and expanded on ethical concerns while conducting a credible inquiry. I outlined how I allayed the difficulties I encountered.

Thereafter, I presented and discussed the results of the quantitative phase of the study. I then espoused the purpose of the pilot study and provided brief descriptions. Also, I reported on the survey results according to the participants' demographic data and the data about the participants' views on adolescent social media use.

I offered and discussed the findings of the qualitative phase and integrated the findings with the results of the quantitative phase of the study. The four themes that emerged from the thematic analysis of data were: (1) The nature of social media use among adolescents in secondary schools, (2) Understanding the adolescent stage of development, (3) Social media use and adolescent psychosocial identity and well-being development, and (4) The utility of social media platforms as tools for positive adolescent psychosocial identity and well-being progression. The participants' explanations and assertions were confirmed through precise extracts from discussions with the participants and my recorded fieldwork notes and reflections on the research. In the process of analysing data, I revisited the participants for member-checking. Member-checking ensured rigour and the study's credibility. The participants were allowed to access the transcribed data to clarify, approve, or disapprove the captured information (see Section 4.1.3.2.1 for detail). To accomplish the authenticity of the whole process, I kept an audit trail in my field notes.

I explicated the analysis of joint results of Chapters Five and Six with the literature. I illustrated the connections concerning the data and the literature and the

inconsistencies and silences that arose from the literature and the data. The variations, divergencies, and silences underlined the study's contribution to filling the gaps in the information base on adolescent social media use in secondary schools.

7.3 Findings according to the research questions

The drive of this study was to search, understand and define the nature of adolescent social media use in secondary schools. Furthermore, the study undertook to comprehend how the prevalence of social media platform use may influence adolescent psychosocial identity and positive well-being development. In Chapter One, I posed the research questions and objectives that guided this research study. This section addresses the secondary research questions and objectives by integrating the qualitative and quantitative findings. In this way, the primary research question was addressed.

7.3.1 Secondary questions:

7.3.1.1 What devices are commonly used by adolescents, and what social media platforms do they access?

Objective: To establish the type of devices used and the social media platforms accessed by adolescents.

In this study, it appeared that adolescents in Masvingo District secondary schools commonly use cell phones, desktop computers, laptop computers, and tablets to navigate social media platforms. The cell phone was the most utilised device among adolescents. The findings from the quantitative phase support the qualitative phase, with an overwhelming number of responses that revealed cell phone communication as the primary device for circumnavigating networking platforms.

The study findings also established that adolescents use social media devices for varying reasons: learning, sharing knowledge and information, entertainment, and socialisation purposes. The portability of the devices, particularly cell phones, makes them easy to carry around.

When it comes to social media devices, it appears that pricing is a major deciding factor for teens. According to the findings, teenagers have easy access to online involvement due to the spread of relatively low-cost cell phones in the community. Given the prevalence of mobile phone use, teachers may choose to consider establishing an online learning community for peer-to-peer, learner-to-teacher, and teacher-to-parent interactions. Among the advantages of having access to the device,

participants stated that it allowed them to improve their learning, exchange information, and explore locations outside of their homes, schools, and neighbourhoods.

Adolescents in this study accessed social media such as WhatsApp to connect with families, friends, and acquaintances, confirming social connection as a necessity in human life. Hence, as demonstrated by the results of this study, adolescents advance social skills as they traverse and practice strategies on social media devices to fulfil their needs for family, friendship, and relationships. Their relational interactions foster closeness with others which was crucial for well-being during the Covid-19 lockdown periods. The implication is that interconnectivity is critical in adolescents' daily lives as social contact relationships progressively enhance adolescents' psychosocial identity and well-being, such as reducing anxiety, loneliness, and depression.

Adolescents in this study preferred to navigate social networking sites such as WhatsApp, YouTube, Facebook, Instagram, and Twitter. This conclusion was backed by both quantitative and qualitative findings. WhatsApp, YouTube, Facebook, and Twitter were overwhelmingly named as the participants' favourite social media networking sites. As a result, as previously indicated, there is a need to investigate their value for academic purposes in this District. According to the findings of this study, embracing networking sites in schools might establish an inspirational relationship of engagement between teachers and students that would be difficult to achieve through traditional modes of communication.

Apart from affordability and other reasons, the study found that adolescents have varying reasons for selecting specific social media sites and networking platforms that were easy to navigate and use and relatively affordable for the students. They could share videos, photographs, and other interactive media. They could also share knowledge/ information when doing school assignments and enriching class notes. It has been revealed that adolescents accessed social media technology to remain connected to friends and family members, to meet new people and make friends.

As for academic enrichment, the participants expressed that social media platforms offers online learning and are new types of classrooms where divergent forms of learning are suggested. Social media platforms may be ideal for advancing the learners' knowledge construction as they offer enhanced social interaction environments. The findings of this study indicated that social networking sites offer

adolescents opportunities for self-expression, which is a defining element of their psychosocial identity and well-being. Furthermore, it emerged that social media platform use provides a new dimension of entertainment and provides opportunities for enriched self-concept. In addition, social networking addresses adolescents' curiosities about their biological evolutions. As they interact with peers on networking sites, adolescents get clarity about several aspects of their developmental transitions. This helps them accept developmental changes as normal. The adolescents could share videos, stories and engage in games on social media as opportunities for self-expression and as indicated in the results of this study. Online peer communication facilitates a sense of belonging and may strengthen friendships. In this regard, social media has become indispensable among adolescents for instrumental purposes as they navigate their social lives.

Therefore, this implies that teachers in Masvingo District could utilise the devices by introducing innovative practices to let learners get support for their assessment and tutorials to instil the culture of using devices for psychosocial distinctiveness and welfare progression purposes.

7.3.1.2 When do adolescents access social media platforms and what is the duration of engagement?

Objective: To establish the periods and regularity of social media use.

The study intended to ascertain the frequency and regularity of social media platforms, as well as the duration of involvement. It was discovered that teenagers check social media platforms at night, in the morning, in the afternoon, at school, after classes, during study hours, and on weekends, meaning that they are online most of the time. Despite restrictions imposed by school administrations and parents/guardians, adolescents take advantage of any opportunity to engage online and visit their sites.

For the participants in this study, using social media at night has the following benefits: it is relatively inexpensive (low data prices), there are no interruptions, the network is good (fast and efficient), and friends and family are reachable. According to the research findings, cheap data charges at night made it affordable and encouraged teens to go online. Adolescents in this District value cost-cutting measures. As a result, it appears that families in Masvingo District who are having financial difficulties are allowing their children to indulge in internet activities at night.

Another important aspect that emanated from this study that seemed to motivate adolescents to engage on social media platforms is a fast and efficient network during the night. I established that during the night, the network would be fast and efficient such that adolescents find it the most convenient time to engage on social media platforms. Furthermore, adolescents find it the most suitable time as their peers and relatives would be available on the platforms during the period, thereby enhancing considerable connectedness.

Moreover, it was exposed that the participants preferred to visit social media platforms daily, weekly, twice a week, three times a week, and once a month. This indicates that even if adolescents are restricted from engaging on social media sites, they find a way to be involved on the platforms. Therefore, this revelation shows that restricting adolescents from using the platforms does not prevent future use. Thus, teachers and parents need to employ new techniques that enable adolescents to access these sites and expose them to critical reasoning to promote positive, healthy development in society. This study established that adolescents enjoy being on social media platforms regularly, such that their psychosocial identity and well-being formulation is greatly linked to it.

7.3.1.3 What are the participants' views on social media use in secondary schools?

Objective: To explore participants' views on social media use in secondary schools

The participants in this study displayed diverse lived experiences about social media use in secondary schools. The findings concerning the participants' views on social media use in secondary schools seemed to indicate a highly contestable issue. It has been established that 48% of the participants reported that social media platforms should be used in secondary schools. The findings from the quantitative phase seem to agree with those from the qualitative phase. I found that all the Form One learners, computer and guidance and counselling teachers, the educational psychologist, and parents/guardians acknowledged that social media tools expedite social communication, encourage association and empower discussion across stakeholders. In addition, it emerged that social skills like making friends and maintaining friendships were learned primarily through social media platforms. Positive online networking contributes to positive emotions and relates to enhanced identity formation. In this way, accessing social media for relationship building also offers social and emotional connections.

I discovered that social support is important in teenage social media use. The Form One learner contributors in this study said that in the real world, they receive assistance from their classmates and family members, which helps them solve difficult situations. They manage their teenage issues, however, with a larger audience and various inputs when they utilise social media. They are more likely to develop affirmative social skills in this manner. They may practise strategies with their family and friends in real-time. As a result, online networks can allow support-seeking behaviour considerably more easily than traditional ones. According to the study's conclusions, social support is essential during the teaching-learning process.

It was established that adolescents could form academic groups where they discuss important topics. The participants of this study indicated that social media could be used as a new dimension of the classroom. They claimed that the learning process would be more practical and motivate learners during the learning process. In addition, they believed they would access relevant school study materials in abundance. Furthermore, they revealed that learning could be done virtually, especially during this COVID-19 pandemic, which is characterised by social distancing and lockdowns. This, therefore, converges with the earlier findings of the quantitative phase which showed that social media should be used in secondary schools.

Social media use becomes handy for emotional support, especially during lockdowns and social distancing eras. Thus, sharing experiences on social media enables adolescents to manage stressful situations successfully.

The participants in this study highlighted the indispensability of useful online platforms for school work information gathering and to make learning more practical and accessible. Learners are motivated during the learning process as they would be accessing various materials in abundance. I established that this type of learning process is more hands-on/minds-on and facilitates knowledge retention. This kind of learning boosts adolescents' self-sufficiency, suggesting that adolescents enjoy hands-on culture realised through positive social media engagement.

The research question also sought to establish school policies on social media use. The outcomes of this study indicated that significant policies that address adolescent issues were taking long to be enacted, paving room for online misuse and abuse. In Zimbabwe, there is the National policy for information and communication technology (ICT), which the Cabinet approved in 2015 to foster the implementation of the

information and communication technology in schools, Education Act Amendment 2020 to regulate the education system and the Cybercrimes and cyber security Bill 2019, designed to curb online criminal activity and to target social media users spreading fake news. The participants revealed that it is unclear whether the cybercrimes and cyber-security bill would address the plight of the adolescents. They voiced those policies that guide the implementation of social media in secondary schools needed serious considerations and promptly enacted. The participants view it as a drawback as far as the social media use in Masvingo District secondary schools is concerned. The participants highlighted that there is no specific policy dealing with adolescent social media use issues.

The study established that school administrators and parents/guardians impose restrictions on social media use to curb indiscipline in schools. School managements view social media use in secondary schools as an academic performance distractor. This implies that social media use would affect the learners' concentration levels as indicated by FGD1:P4, which shows that overuse of social media disturbs one from concentrating on school work. The school administrators view it as a source of indiscipline among learners. In that view, they resort to prohibiting learners from engaging on social media platforms in schools. They feel that learners tend to lose concentration on their studies if they are allowed to social media. In contrast, adolescents anticipate being allowed to utilise platforms in schools. As confirmed in this study, teaching adolescents astuteness and reasoning concerning social media use is significant. In the participants' views, this is critical than merely hampering access. Restricting platforms according to the learners would not be enough to inhibit teenage use.

The study sought to understand the programmes or interventions required to guide adolescents' use of social media in secondary schools. The findings are presented following the categories: guidance and counselling programmes for the learners, social media information sessions, and the need for training on how to use social media.

The findings established a need to introduce guidance and counselling in secondary schools to support mitigating social media concerns disturbing students' learning conduct. Based on the results of this study, I found out that there was a need for guidance and counselling programmes for both adolescents and adults on how to use

social media. The Form One learner participants advocated for parents to be involved in guidance and counselling workshops to assist adolescents better when using social media platforms. Parents and teachers must be responsive to how different platforms work to advise adolescents on how to traverse online content critically. Attention should be paid to ethical versus unethical conduct and how to protect security and privacy information. The proportion of students who are unaware of the security and privacy of information in this study is a little bit high.

The study established that there was a need for social media information sessions. Through social media sessions, materials to be posted on social media platforms must be verified first to ascertain age-appropriate before posting for consumption. In other words, the media and technology industry needs to be encouraged to team up with researchers (that is, parents, teachers, and learners) to come up with more pro-social content in their products to develop empathy, an encouraging self-concept, and social networks. As indicated by the findings from this study, with an improved appreciation of the role of social media in adolescent development, parents, teachers, and policymakers will be well placed to assist adolescents to use social media as a tool for positive psychosocial development.

It emerged from this study that there is a need to engage parents/guardians and teachers in the training sessions on how best to assist adolescents in using social media platforms. Parent and teacher awareness and engagement in adolescent digital experiences could allay fears and misconceptions about adolescent online activities. It was also revealed that there was a need for workshops with parents/guardians, learners, and teachers to discuss the threats and remunerations of social media use.

7.3.1.4 What are participants' views on the influence of social media use on adolescent psychosocial identity and well-being development? and/or How does social media use influence adolescent psychosocial identity and well-being development?

Objective: To explore participants' views on the influence of social media use on adolescent psychosocial identity and well-being development

The research question sought to explore the participants' views on social media use on adolescent psychosocial identity and well-being development.

According to the results of this current study, social media use has opened a unique path for learning and incorporating varied values, views, language, customs, and

mannerisms. As a result, social media alters and transforms the values and ideas of teenage culture, influencing people' identity formation. Adolescents' moral beliefs, the pursuit of specialised benefits and pastimes, and the development of a consistent self are all influenced by social media. It also functions as a platform for social comparison and information gathering. According to the findings of this study, teenagers would seek out their characteristics, broaden their knowledge of the world, or seek out new role models or attachment figures. It is important to remember that new attachments or role models are not necessarily helpful influences.

It was established in this study that social media use influences adolescent psychosocial development. This study found that the participants view psychosocial identity development in terms of social and emotional aspects of life. The description of psychosocial identity as a social and emotional aspect emerged as one of the significant issues during the study when some of the participants claimed that it is the way one presents oneself showing one's mind concerning the norms and values of the society. This study indicated that psychosocial identity development could be explained as the observable characteristics displayed by an individual within the social environment. It emerged that psychosocial identity could be described in terms of biological and cultural aspects. Clearly, the participants understood that biological factors and societal norms and values have a role to play in defining one's identity.

On social media platforms, adolescents traverse a wide range of experiences that are critical in their intellectual, emotional, physical, linguistic, and social well-being. Intellectually, as evidenced in the findings of this study, adolescents develop logical reasoning and refine information processing skills as they manoeuvre the social media platforms, such as attention, working, and long-term memory, and processing integrating experiences and memories which contribute to a sense of identity affirmation.

Another finding was that virtual peer communication enables self-disclosure and a sense of belonging. The learner participants in this study expressed that they feel closer to friends, more informed, and connected to the family when they communicate on social platforms, which is particularly important during adolescent development. It emerged from this study that well-being is an assertive life characterised by good health, happiness, and prosperity, among adolescents. Aspects such as connections with peers and families are linked with better adolescent mental health and successful

adaptation to the environment. A feeling of well-being is generated when adolescents share stories, videos, and important photos with peers and family members. Affirmative reactions from significant others boost adolescents' self-concept and self-esteem, thereby developing a positive psychosocial identity. As exposed by the learner contributors in this study, social media networking facilitates support-seeking actions with far greater ease than is possible offline. I found that adolescents gain norms and expectations about being a friend as they converse in and through digital contexts. It implies that digital technologies support meaningful dialogue between adolescents and geographically-separated family members, supporting a sense of family identity and allowing distant adults to participate in adolescents' lives. In addition, adolescents express their support for friends through 'liking' or commenting on their friends' social media posts. The chances to link directly with friends and show support openly bring about closeness among adolescents. The findings of this study affirm that maintaining a close and significant interactive relationship is an important developing task for adolescents.

It emerged that the diverse aspects of adolescents' social media practices could positively and negatively impact well-being (for example, outcomes of envy or connectedness). This study suggests that envy arises from someone else's social media superior achievement, success, advantages, or possessions. In other words, it is a harmful feeling that may reduce well-being and result in a willingness to reduce the perceived gap with the envied person, sometimes at the expense of harming that person. Envy is also described as a feeling of admiration with an element of unfriendliness, this came out strongly when the learners were comparing their situation to others who were allowed to use social media platforms in schools. Therefore, envy is that sense of weighing up oneself's situation against similar others.

The study also revealed that positive feelings contribute to a sense of identity affirmation. For the adolescents in my study, conversing with friends or peers on social platforms provides a daily source of positive emotions. The participants attribute to social media connections the development of closeness with their peers. Thus the need to belong and be accepted by peers is of ultimate significance among adolescents. Furthermore, adolescents worry about how others will judge their self-expression. This, therefore, has serious emotional or mental health concerns for adolescents who fail to join peer groups and make close friends.

Furthermore, the other participants (learners) indicated that overuse of social media negatively influences adolescents' psychosocial identity and well-being. The participants of this study showed that excessive social media use reduces time spent on studies, resulting in a drop in academic performance, low interest in extracurricular activities, and loss of interest in lessons. As revealed in this study, this is a result of adolescents' limited capacity for self-regulation, and vulnerability to peer pressure as they navigate and experiment with social media. While peer acceptance is an important element of adolescent identity development, poorly managed negativity on online platforms could elicit feelings of worthlessness and depression in at-risk adolescents. As revealed in this study, adolescents who recognise a greater sense of belonging in the particular group would place more value on group activities. Similarly, adolescents who recognise a weaker sense of belonging among peers are more likely to engage in undesirable behaviours and experience negative emotions, both concurrently and in the future. This implies that a well-connected adolescent is assumed to experience low levels of anxiety, loneliness, and depression. Just as in 'offline' depression, adolescents at risk for social media-related depression are also at-risk for social isolation. They sometimes turn to unsafe social sites for help that may support substance abuse or aggressive actions.

The study findings established that social media use could result in adolescents being exposed to age-inappropriate content such as pornographic materials and the use of illegal substances such as drugs and alcohol. This could have severe implications for adolescents' psychological and emotional well-being if not properly guided.

Another finding of the study was that adolescents risk being exposed to cyber-bullying on social media platforms, this may cause emotional, physical, or any form of discomfort. The learners in this study revealed that some individuals take advantage of social media platforms to harass others. For example, FGD1:P2 expressed that boys sometimes use social media to bully girls if their advances are turned down. This harms the psychosocial identity formation of the victim. If one is treated badly, that person would develop a sense of mistrust of the people around both physically and virtually. As expressed in the findings, the affected person could experience bad emotions in life

The study also revealed that overuse of social media results in a habit-forming dependence activity. This is when one cannot stop visiting the platform once one

engages in it. IND1 articulated that adolescents relish being on WhatsApp wherever they are and this minimises time for physical interaction. This habit hurts adolescent psychosocial identity and well-being development. As stated earlier in this study, a habit-forming dependence activity could be addressed through guidance and counselling programmes, where adolescents are assisted in the use of the platforms in an affirming and constructive manner.

The participants from this study revealed that overuse of social media may result in loneliness. This finding seems to suggest that over-reliance on social media makes users develop poor practical social skills. As a result, the affected person isolates from physical conduct due to the weaknesses attained. In other words, this impacts adversely on the individual's identity development and well-being. For example, in FGD3:P1's experiences, those who use social media a lot have poor interaction skills in real-life situations and are noted to be shy when interacting in a face-to-face situation. Thereby, enjoying being alone most of the time.

Another view that emerged in this study about the overuse of social media is depression. Depression refers to a condition when one feels low and dejected. As IND3 expressed, life portrayed on social media tends to be flowery that adolescents aspire to lead such a life not knowing that are being misled. They sacrifice much to attain that super life to no avail. This affects them emotionally, as result leaving them feeling low and dejected. This seems to have psychological implications on the formation of identity and well-being of the adolescent.

It emerged from this study that inappropriate use of social media could pose behaviour-related challenges in adolescents. Social media use has been noted as a source of behaviour-related challenges among adolescents who have a tendency of imitating role models and portray them at home or school. For instance, as highlighted by FGD1:P2, some adolescents end up using drugs, smoking and drinking beer, characteristics they might have copied from social media. This affirms that adolescents emulate and model inappropriate behaviours that they experience on social media.

Another emerging issue from this study was that overuse of social media has health-related challenges, such as eyesight problems. The participants revealed that staying for long on social media devices screens is very harmful to the eyes. The screen light

could affect the eyes such that one may end up putting on spectacles. Spending excessive periods on social media platforms minimises the required time for exercise.

7.3.1.5 How does an understanding of the adolescent stage of development influence participants' views on adolescent social media use?

Objective: To explore participants' understanding of the adolescent stage of development and its influence on their views on social media use

The research question sought to explore participants' (Form One learners, computer & guidance and counselling teachers, educational psychologist and parents/guardians) understanding of the adolescent stage of development. In this study, the adolescent stage of development was clarified in terms of age and stage, moral reasoning, cognitive maturity, and physical development.

In this study, the adolescent stage of development was described as specific chronologic years. The general understanding demonstrated by the majority of the participants in this study was that the adolescent stage spans from twelve to nineteen years. This implies that it is a stage that could be identified in terms of chronologic years. However, it also emerged from this study that there were some inconsistencies in the participants' chronologic descriptions of the adolescent stage. Notable differences were the starting period and the ending period. I conjecture that a possible explanation for these inconsistencies was that the participants involved in the study were selected from a multi-cultural society that could have contributed to their varying norms and values of life.

I found out that the participants understood the adolescent stage of development in terms of moral reasoning. This suggested that adolescents become independent and develop more nuanced thinking about morality - right or wrong. In this view, they are capable of deciding the right or wrong action (morality).

There were contrasting views by adolescents and older participants in this study. For example, adolescents regarded themselves as capable of making sound decisions. Yet parents/guardians and teachers were sceptical about adolescents' capability to make sound decisions. The parent/guardian view indicate that parents/guardians and teachers would not allow adolescents to engage on social media sites for fear that their children would indulge in risk activities as they are incapable of making sound judgments and critical reasoning. As a result, I found out that adolescents may experience difficulties in making choices and independent decisions. This, therefore,

means that experience plays an essential role in how an individual respond to life's challenges. In this case, the participants in this study expressed that there was a need for guiding adolescents in the use of social media platforms (scaffolding), which is vital in cognitive maturation. As evidenced in the findings of this study, scaffolding is the mentorship offered by knowledgeable peers, family members, and other social media users. According to the findings of this study, adolescents' social media behaviours, interactions, and self-presentations tend to closely mirror their offline activities, hence the need for close supervision.

Capabilities are critical when describing adolescents as this has a social, psychological, and emotional impact on identity and well-being development. Socially, they believe their work is appreciated and as competent as that of any other child within the community. Psychologically, they experience a sense of achievement. Emotionally, they feel proud of their accomplishments.

It emerged from the qualitative phase that the adolescent stage is a distinct phase of the developmental life cycle in humans, characterised by an increase in body size (physical changes). Based on the results of this study, physical changes are notable attributes in the child's appearance. These experiences make them curious. As revealed in this study, this curiosity could have social, psychological, emotional, or academic implications. In some cases, they may get some stressful moments as they seek to establish their identities. The participants understood the adolescent stage of development as co-occurring with puberty.

It emerged from the study that puberty is associated with increased risk-taking behaviour and emotional reactivity. Also, it emerged from the study that progressing positively leads to positive identity formation, and failure results in role confusion. Comparable to a swing (Weinstein, 2018), it encompasses slopes and fluctuations reliant on the active nature of an individual's experiences - including their psychological, social, and physical resources and the challenges they face.

7.3.1.6 How can social media platforms be utilised as tools for positive adolescent psychosocial identity and well-being development?

Objective: To determine the utility of social media platforms as tools for positive adolescent psychosocial identity and well-being development

With this research question, I sought to explore the utility of social media platforms as tools for positive adolescent psychosocial identity and well-being development. The

findings are presented following the sub-themes: social support, academic support, emotional support, and health-related support.

The participants unanimously agreed that social media platforms could be utilised as tools for positive adolescent psychosocial identity and well-being development in Masvingo District secondary schools. Thus, adolescents would be exposed to experiences that extend their views of self, community, and the world through social media. It emerged from this study that social media platforms could strengthen pupil-pupil, or pupil-teacher, or parent/guardian-pupil relationships. In this view, when adolescents perceive a sense of belonging, they place more value on social materials. In that case, expanding one's online connections through shared interests leads to attaining skills such as respect, tolerance, and increased discourse about personal and global issues. These might be difficult to realise offline, considering the restrictions due to the COVID-19 pandemic lockdowns. Physical association with peers is now limited. Hence, accessing social media sites is an alternate way to connect, share, engage and socialise.

Furthermore, the outcomes of the study suggested that social media platforms may be effective for academic support. According to this point of view, the sites might provide better learning possibilities such as allowing students to connect for homework and group projects. Adolescents are exposed to the appropriate language as well as mathematics and scientific problem-solving skills through social media engagement.

7.4 Response to the Primary question: What is the nature of social media use among adolescents in secondary schools in Masvingo District, Zimbabwe?

In terms of the nature of social media use among adolescents in Masvingo District secondary schools, the study has established that cell phones, desktop computers, laptop computers, and tablets were the commonly used devices by adolescents. These were used for knowledge and information sharing, entertainment, and socialisation. These devices also enabled the adolescents to access social media platforms such as WhatsApp, YouTube, Facebook, Instagram, and Twitter. In this regard, they visited these platforms regularly, mostly at night when they were free and when their peers and most of the family members were available.

The fundamental research question also revealed that social media use was not allowed in Masvingo District secondary schools. The school administrators were restricting the use of social media platforms for disciplinary measures.

It also emerged that there were no social media use policies to guide adolescents in secondary schools. Social media use was being guided by Acts of Parliament, which do not directly concern the use of social media by adolescents. For instance, the Education Act, Amendment of 2020, does not cover the use of social media in secondary schools. In the participants' view, it is a worrisome state of affairs that needed to be addressed.

It has been established that those who used social media platforms utilised them informally, implying that using social media in secondary schools is an act of misbehaviour by students in Masvingo District secondary schools. It has been established that social media use in secondary schools could bring a positive milestone in the teaching-learning process. According to the participants, social media platform use brings in a dynamic teaching-learning approach, where learners would be exposed to a more practical learning environment (experiential learning).

It also emerged that social media use in secondary schools is indispensable in the development of adolescents' psychosocial identity and positive well-being. In this view, a well-connected individual handles tasks confidently.

7.4.1 Revisiting the conceptual framework

Chapter three's conceptual framework emphasised how the context of adolescent social media use is shaped by psychosocial learning and fear of missing out (FoMO). Centred on the study findings, I found that educational systems may have overlooked adolescents' contributions to decision making, particularly Form One learners. Adolescents' experiences could be exploited in diverse situations through different means so that these experiences are substantial for use in academic cycles. At this point, I make a connection from the results to conceptual framework in order to strengthen it with data instead of it only emerging from the concepts gleaned from literature review.

Figure 7.1 represents a proposed conceptual model for adolescent social media use and its influence on psychosocial identity and well-being development. It could be used to integrate the knowledge and skills of adolescents in academic and developmental programmes. The model has six elements that comprise the acronym CAPCUP: Context (encapsulating all) **(C)**, Adolescent social media use programmes **(A)**, Policy frame **(P)**, Constructive influences **(C)**, Undesirable influences **(U)** and psychological aspects **(P)**. Although the elements are depicted as separate entities, they are

projected to function as a single unit, with each aspect informing the others. The adolescent's environment is all-encompassing. This means that factors such as the adolescent's socioeconomic status, socialization agents, and connectivity difficulties all play a critical role in development. These could be strengthened by the provision of appropriate policies, guidance and counselling programmes, workshops and training concerning adolescent social media use. As a result, this increases the beneficial effects of social media use and mitigates the negative effects. Additionally, adolescents should be able to manage both positive and negative social media use.

As a result, I propose in the CAPCUP conceptual model the use of subjective focus group discussions and semi-structured interviews to generate information in a tangible manner consistent with the suggestions of the study's participants.

7.4.1.1 Invaluable tasks for the CAPCUP conceptual model

From the study, the ensuing seems to be some of the invaluable tasks for the CAPCUP conceptual model of adolescent social media use and its influence on psychosocial identity and well-being. I deliberate on these tasks and discuss the implications of this proposed conceptual model.

- **Drawing frameworks that strike a balance in terms of adolescent social media use by all institutions.** The framework should consider embracing social networking sites for academic purposes to create a great interaction between teachers and learners (Chukwuere & Chukwuere, 2021; Sobaih et al., 2020). For instance, the framework should guide adolescents on how to utilise the instructional platforms for positive psychosocial identity and well-being development. The framework should provide clear policies and statements detailing appropriate, acceptable, and criminal usage of social media platforms with penalties for breaches of the guidelines (Kusuma, 2020; Mensah & Kyeil, 2019).
- **Identify social media use support benefits for adolescents.** The current study indicated the benefits range from academic, social, emotional and health support. These include instrumental purposes (hands-on learning), inspiring relationships among teachers and learners, an abundance of learning materials, strengthening friendships, feeling closer to friends and relatives, reducing anxiety, loneliness, and depression, and source of health information (Aamo, 2020; Sobaih et al., 2020; Herold, 2018; Allen et al., 2014). Therefore, it is critical to identify appropriate platforms for adolescents to use for academic

purposes (Ngozika et al., 2020). A basic understanding of these new forms of socialisation is integral during adolescent identity and well-being exploration. Educators and parents need to have the technical abilities or time needed to keep pace with their children in the ever-changing internet landscape (Cauberghe et al., 2021; Sobaih et al., 2020). Thus, it is critical to understand that adolescent online lives are an extension of their offline lives.

- **Identify social media use challenges for adolescents.** The study established that challenges such as loss of valuable learning time, exposure to age-inappropriate content, bullying, a habit-forming dependence activity, loneliness, depression, behaviour-related, and health-related could be associated with social media use (Chukwuere & Chukwuere, 2021; Sobaih et al., 2020; Umar & Idris, 2018; Kim, 2017). Therefore, there is a need for educators, parents/guardians, and adolescents to have this basic understanding of social media use to enhance the positive social media sites navigation by adolescents. There is a need to engage learners in critical thinking activities and good judgment concerning social media use (Ngozika et al., 2020).
- **Social media connectivity is important for adolescent psychosocial identity and positive well-being development.** The current study revealed that acceptance and contact with peers is an important element of adolescent life. Therefore, these social connections are requisite during an adolescent's search for psychosocial identity and well-being (Aamo, 2020; Allen et al., 2014). There is a need to note that adolescents who recognise a greater sense of belonging in the particular group would place more value on group activities. Similarly, adolescents who recognise a weaker sense of belonging among peers are more likely to engage in maladaptive internalising and externalising behaviours and experience negative emotions, both concurrently and in the future (James et al., 2017; McCrae et al., 2017; Allen et al., 2014). Furthermore, a well-connected adolescent experiences low levels of anxiety, loneliness, and depression. There is also a need to note that this study was conducted in a rural setting, where adolescents who experience socio-economic challenges may have connectivity implications. As a result, adolescents engage on platforms at night and in most cases utilising cell phones applications expecting low data costs.

- **Psychological aspects:** Adolescents must be taught how to manage negative and positive experiences they encounter on social media as they may not be aware of how their online activities may impact their emotions (Kusuma, 2020; Mensah & Kyeil, 2019). Hence, teaching adolescents how to manage and navigate their digital lives in a positive manner is a task for Educational psychologists and/or Guidance and Counselling teachers.

To elaborate on the above discussions, practical learning and a pedagogical rethink are emphasised. This suggests that educators must introduce new techniques to allow adolescents to engage and get support from instructional platforms for their assessment and discussion group.

7.4.1.2 Implications of the CAPCUP model for adolescent psychosocial development

The Ministry of Primary and Secondary Education and guidance and counselling programmes could make use of the CAPCUP conceptual model in several ways. The disintegration of the family structure and the advent of the COVID-19 pandemic meant that adolescents have limited role models and attachment figures. For adolescents, a role model is someone who serves as an example to be imitated. Consequently, the most important role models are their parents, siblings, caregivers, peers and teachers. This implies that adolescents look up to a variety of role models to help shape how they behave in school, in relationships, or when making difficult decisions. Attachment figures are personalities of a strong emotional affection to an adolescent, specifically the significant individuals providing care, protection, and support to an adolescent. As stated earlier, the physical connections with these valuable individuals have now been reduced, and/ or been very limited due to family structure disintegration and the advent of the COVID-19 pandemic, hence affecting the development of adolescents.

The idea of role models about psychosocial identity improvement could be brought back through the use of CAPCUP conceptual model of adolescent social media use. Role models to adolescents are cognitive constructions centred on individual needs, wants and ambitions. In other words, adolescents select role models depending on their aspirations. Therefore, adolescents in educational institutions may perhaps read, watch or listen to the participants of this study's clarifications and make meaningful conclusions for them. The adolescents could find and assign themselves a suitable role model. Therefore, adolescents could link with available role models on social media platforms.

The teaching of guidance and counselling in schools could be influenced through CAPCUP conceptual model. The psychological and social identities of adolescents could be enhanced by allowing them to reflect on their social desires concerning the participants of this study's experiences. Peer collaboration could be a progressive strategy that could be employed to ensure encouraging adolescents psychosocial identity and well-being development in this particular context.

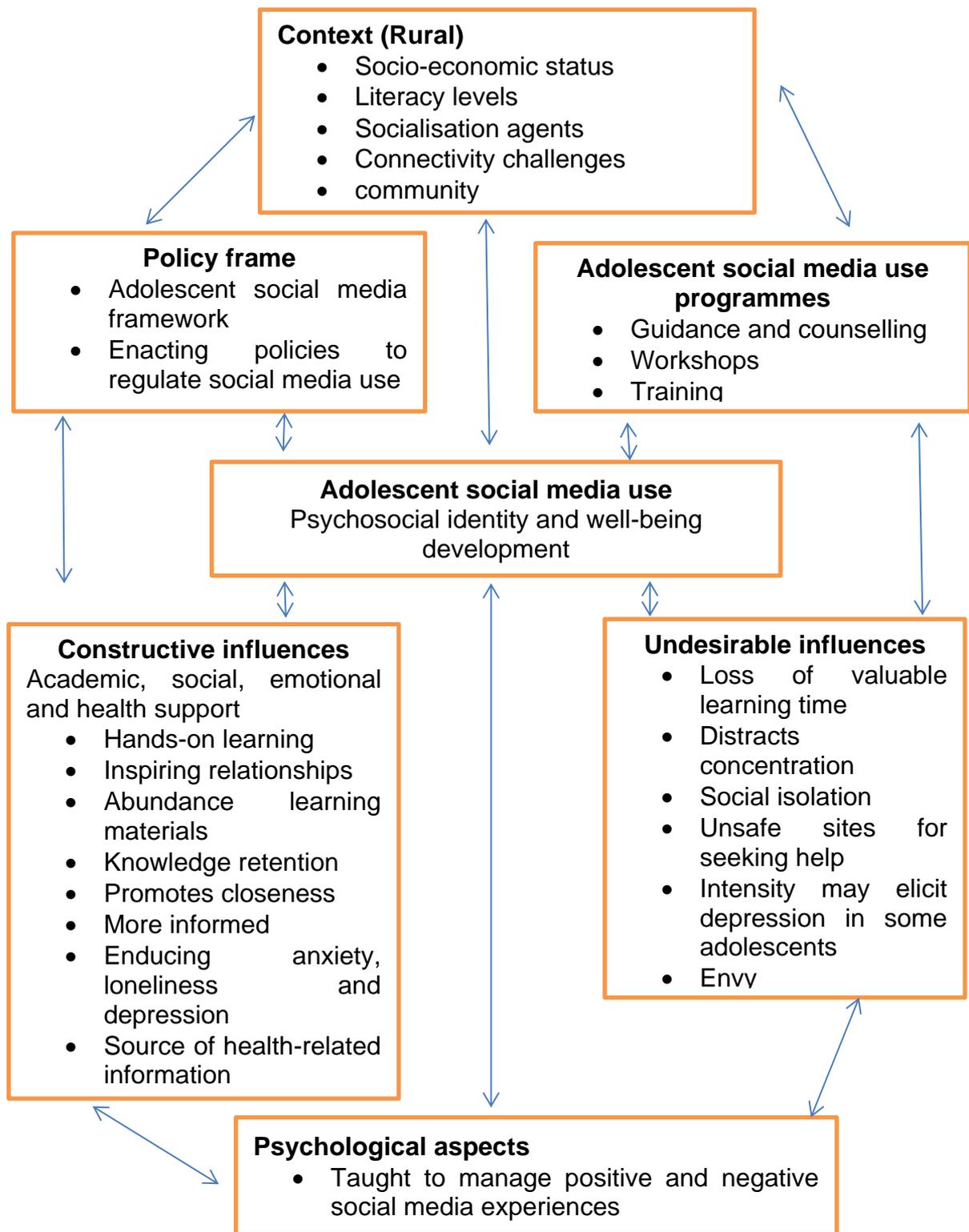


Figure 7.1: The CAPCUP conceptual model for adolescent social media use

7.5 Possible contributions of the study

The inquiry was intended to add to the body of knowledge by addressing the gaps identified and discussed in Chapter One.

Magwa (2013) urged future researchers to develop novel frameworks for investigating the relationship between social media use and adolescent well-being. Accordingly, this study is the first of its kind in Zimbabwe, as it establishes a comprehensive conceptual framework (CAPCUP) to explain the influence of social media on the development of psychosocial identity and well-being. This study applied psychosocial, social learning, and fear of missing out concepts to gain a better understanding of adolescent social media use in secondary schools, with a particular emphasis on Form One learners. According to Bandura (1996), learning occurs when individuals observe, emulate, and model the actions of others. Bandura's views are pertinent to adolescent social media use, especially in secondary schools, where learners must acquire concepts that will shape their future.

Kusuma (2020) advocated for teachers to incorporate a variety of social media platforms and innovative instructional methods in order to assist students academically. This study was the first to incorporate the perspectives of Form One students into the discussion of adolescent social media use in secondary schools. The learners' voices are well-represented in this study. The study employed a questionnaire (quantitative phase), focus group discussions, and semi-structured interviews (qualitative phase) to allow adolescents to provide detailed explanations regarding the consequences of social media use in secondary schools.

This current study is the first attempt in Zimbabwe to explore adolescent social media use among Form One learners. A potential vital contribution here lies in the commencement of an information base in the field that other scholars can draw from.

The study contributes to the body of knowledge regarding the strategies that adolescents, teachers, and parents/guardians can use to develop or enhance social media use in secondary schools that may influence all other facets of their lives. According to Twenge and Martin (2020), while numerous researchers have attempted to understand adolescent social media use, they have not attempted to establish the influence on psychosocial identity and well-being development.

Chapter Two's literature review revealed that some researchers continue to prefer to use quantitative or qualitative methodologies independently. When inquiry techniques are limited to such procedures, the approaches' motivational and subjective underpinnings are frequently obscured. I argue that combining the methodologies could significantly benefit the field, especially when examining a critical and sensitive

subject like teenage social media use. As a result, I propose that a practical technique employed in my study, namely pragmatic data generation strategies that facilitated comfortable dialogues, could be a methodological contribution to the field of mixed-methods research. Other researchers interested in adolescent self-expression may wish to use the mixed-methods explanatory sequential design that I used in my work.

7.6 Strengths of the study

The mixed-methods approach used in my work strikes me as a potential strength. My point of view is based on the paradigm's flexibility (pragmatism), which encouraged the use of the study design (explanatory sequential mixed-methods), which enabled the development of rich, vivid, and detailed data to answer crucial research questions. I imagined that if my paradigm had been restricted, I would not have been able to delve into the depths of the participants' lived experiences. I utilised a case study (with a rural context) in Masvingo District secondary schools to explore social media use and its influence on psychosocial identity and well-being. Furthermore, I endeavoured to establish the connectivity challenges encountered by adolescents, thereby closing the gaps in research as several studies, (Sobaih et al., 2020; Mensah & Kyeil, 2019; Nyongesa et al., 2019; Umar & Idris, 2018; McCrae et al., 2017), seemed to have concentrated on urban settings. That is making the findings of my study all-embracing. In addition to the above, my engagement of the participants in an explanatory sequential mixed-methods design meant that my findings might be considered authentic and believable.

Furthermore, my extended time spent in the field with the participants might be a potential benefit. My view is based on the extensive data gathered and the growing themes that have emerged in response to the overall study questions. I contend that if my data production technique had been constrained, I would not have been able to investigate and comprehend at a deep level, as well as establish the participants' essential lived experiences.

7.7 Challenges and potential limitations of the study

The current study presented certain limitations and challenges. I outlined some of these challenges in Chapter Four. Maree (2015) confirmed that all studies experience various challenges. In conducting this study, I encountered some of the unforeseeable limitations, which I felt future researchers need to consider when conducting research.

Due to the sampling size of this study (120 quantitative phase and 24 qualitative phase), the generalisation possibilities of the findings are limited. The study was limited to only two secondary schools in Masvingo District. As a result, the chances of generalising the findings of this study to Zimbabwe as a whole were compromised. However, the intention of this study was not to generalise the findings but rather to aim for transferability. Hence, the aspect of transferability was addressed by way of providing thick descriptions of research study delimitations, participants, data generation methods, and research findings, Thereby, ascertaining that the ultimate study methods could be applied to other similar contexts and situations in Zimbabwe and beyond.

The other limitation encountered in conducting this study is related to COVID-19 lockdown-related challenges. Due to lockdowns imposed to curb the spread of the COVID-19 pandemic, the movement was restricted. As a result, I had to wait for a few weeks to access and schedule data verification with my participants. Hence, this militated against my time frame to complete some segments of the study.

Furthermore, another limitation of this study is related to electricity and internet connectivity challenges. The main constraint of this study was the limited access to electrical power and internet facilities. Due to some relentless power cuts, time and resources were wasted since the researcher had to travel at least 25 kilometres to access solar-powered internet in the nearest town. As a result, it meant a couple of days without internet network connectivity. This militated against the researcher's time frame to complete some segments of the study. To reduce some of the aforementioned challenges, the researcher purchased mobile data bundles and a backup laptop battery where possible.

7.8 Recommendations

In this section, I make submissions for policy, practice, and research in education and training. In light of the recent National Information Communication Technology programme (ICT), policymakers should widely consult and support adolescents around social media use, psychosocial identity, and well-being, including digital citizenship as a fundamental skill.

7.8.1 Policy

The following are recommendations for policy development in all areas dealing with adolescent social media use:

- The Ministry of Primary and Secondary Education is being encouraged to develop and adopt policies in secondary schools focusing on adolescent social media use. This proposal comes after the study findings revealed that no social media policies guide adolescents in secondary schools. It is recommended that social media platforms be introduced in secondary schools. As a result, policymakers and implementers in education information and communication technology (ICT) should work together to create a policy framework that successfully promotes regulated teenage social media use.
- Policy and frameworks should be established to support adolescent social media platform use in secondary schools. Therefore, policymakers could embrace these social media networks for academic purposes to create a great interaction between teachers and learners because the existing interaction is among learners themselves. Furthermore, teachers could encourage principled conduct of using social networks among adolescents if it could be monitored.
- To empower adolescents and classroom practice, the study recommends that the education act in Zimbabwe be reviewed to include the use of digital technology, by all school stakeholders (teachers, management and learners). This recommendation is enhanced by that in two selected Masvingo District secondary schools, no policies were guiding the use of social media.
- Policymakers could also encourage the media and technology industry to partner with parents, educators, and adolescents to produce more pro-social content in products with the potential to enhance empathy, a positive self-concept, and social connections. The recommendation follows the finding of this study that there is a need for editing of materials before being presented to the public for consumption.
- Teachers need to present novel practises to allow learners to get support from instructional platforms for their assessment and tutorials to instil the culture of using social media for academic purposes.
- The study also recommends enhancing the teaching of critical thinking and reasoning skills to adolescents. This study recommends that engaging learners in good judgment and critical thinking are more essential than simply hampering access. In that view, filtering and blocking software does not block all intolerable content, nor do they prevent future exposure to it. Additionally, restricting sites would not be sufficient to prevent adolescent use.

7.8.2 Recommendations for future research

- Given the limited literature on social media use and its influence on adolescent psychosocial identity and well-being the improved consideration that could be placed on studying the consequences of such influence could prove valuable to all the stakeholders.
- This study recommends further research to reveal how, where, when, and for whom social media practices support positive well-being and social connectedness outcomes. Precisely, research needs to move beyond correlational studies to uncover causal connections between traits like self-importance and media use.
- This study was conducted in rural areas of Masvingo District in Zimbabwe. Therefore, recommendations are made for research work of this nature to be carried out in an urban school environment. This would complement the study findings and boost the credibility of this current study.
- The study recommends further research concerning parenting, educational practices, and policies that support positive social media use and related outcomes. This would address the need for policies and workshops for parents and teachers on adolescent social media use.

7.8.3 Recommendations on a research methodology for exploring adolescent social media use in secondary schools.

The following recommendation on methodology was made:

- A review of previous research studies has shown that most of the studies conducted on adolescent social media use are quantitative or qualitative. A few studies report on mixed-method methodology. It is, therefore, suggested that an increase in in-depth mixed-method approaches could be conducted on a larger scale in Zimbabwe. The data yielded could provide greater insight into the problem at hand.
- Longitudinal studies are also required to explore the long-term effects of adolescent social media use on identity and well-being development. Qualitative data collection strategies could work well when exploring aspects of a sensitive nature, and this is recommended.
- In a move to expand the scope and horizon of knowledge base on adolescent social media use in secondary schools, this study recommends the adoption of comparative studies at micro-levels, for instance, school, district, provincial and

national levels. A comparative study is ideal for identifying similar issues influencing adolescent psychosocial identity and well-being development in secondary schools and merging them to create a comprehensive knowledge base.

7.8.4 Recommendations for future teacher training

The following recommendations on future teacher training are made:

- The study recommends that a section of the teacher training curriculum in colleges and universities include guidance and counselling aspects in adolescent social media use. The recommendation originates from the finding that teachers could benefit from training on the intricacies of social media use and on how to assist learners to positively use social media.
- Training is required for teachers to deepen their knowledge and understanding of what adolescent social media use entails and ways that could be employed to establish an enabling learning environment that supports the academic, social, and emotional lives of the learners and, inadvertently, their families
- Furthermore, training sessions in adolescent social media use are recommended to strengthen the ties between the teacher and the learners within a professional relationship.

7.9 Closing reflections

This study explored the nature of social media use in everyday adolescent life, in Masvingo District secondary schools. The main contribution of this study is in the development of a conceptual model (CAPCUP) to guide stakeholder participation in appropriate social media use primarily for adolescents' psychosocial identity and well-being development. This study indicates that social media participation may offer adolescents deeper benefits that extend into their views of self, community, and the world. The widening of one's online acquaintances through shared interests to include others from more diverse backgrounds is an important step in the development process of adolescents. Engagement with others offers opportunities to develop respect, tolerance, and increased discourse about personal and global issues.

The all-inclusive well-being of adolescents encountering hardship would be dependent on the alteration in beliefs that seeks to advance the settings in which the adolescents are developing and place the accountability of fostering adolescents' welfare in the elders' responsibility. Specifically, in the context of adolescent social media use, a shift

in the approaches would require fresh mechanisms and the creation of capacity that extends beyond the current one. It would also mean thoughtful planning because some of the challenges of adolescent social media use that may arise in the next couple of years are likely to be different from those that are being experienced today.

Therefore, parents, educators, and everyday social media users must understand and be aware of the positive and negative implications of social media use to support healthy adolescent development. Restricting adolescents from social media use spare them from seeing visual evidence of exclusion and hinders learning about social justice issues. Understanding current adolescent experiences thus necessitate ongoing, purposeful attention to numerous components of social media inequality.

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APPENDIX A: ETHICS APPROVAL LETTER FROM THE UNIVERSITY OF SOUTH AFRICA



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/02/13

Ref: **2019/02/13/60963158/48/MC**

Dear Mr Mashoko

Name: Mr D Mashoko

Student: 60963158

Decision: Ethics Approval from
2019/02/13 to 2024/02/13

Researcher(s): Name: Mr D Mashoko
E-mail address: 60963158@mylife.unisa.ac.za
Telephone: +263 77 390 4104

Supervisor(s): Name: Prof K Mohangi
E-mail address: mohank@unisa.ac.za
Telephone: +27 83 779 1771

Title of research:

Adolescent social media use and the influence on their psychosocial identity development and wellbeing: A case study in Masvingo District, Zimbabwe

Qualification: PhD in Psychology of Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/02/13 to 2024/02/13.

*The **low risk** application was reviewed by the Ethics Review Committee on 2019/02/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



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www.unisa.ac.za

2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2024/02/13**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2019/02/13/60963158/48/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
 motlhat@unisa.ac.za



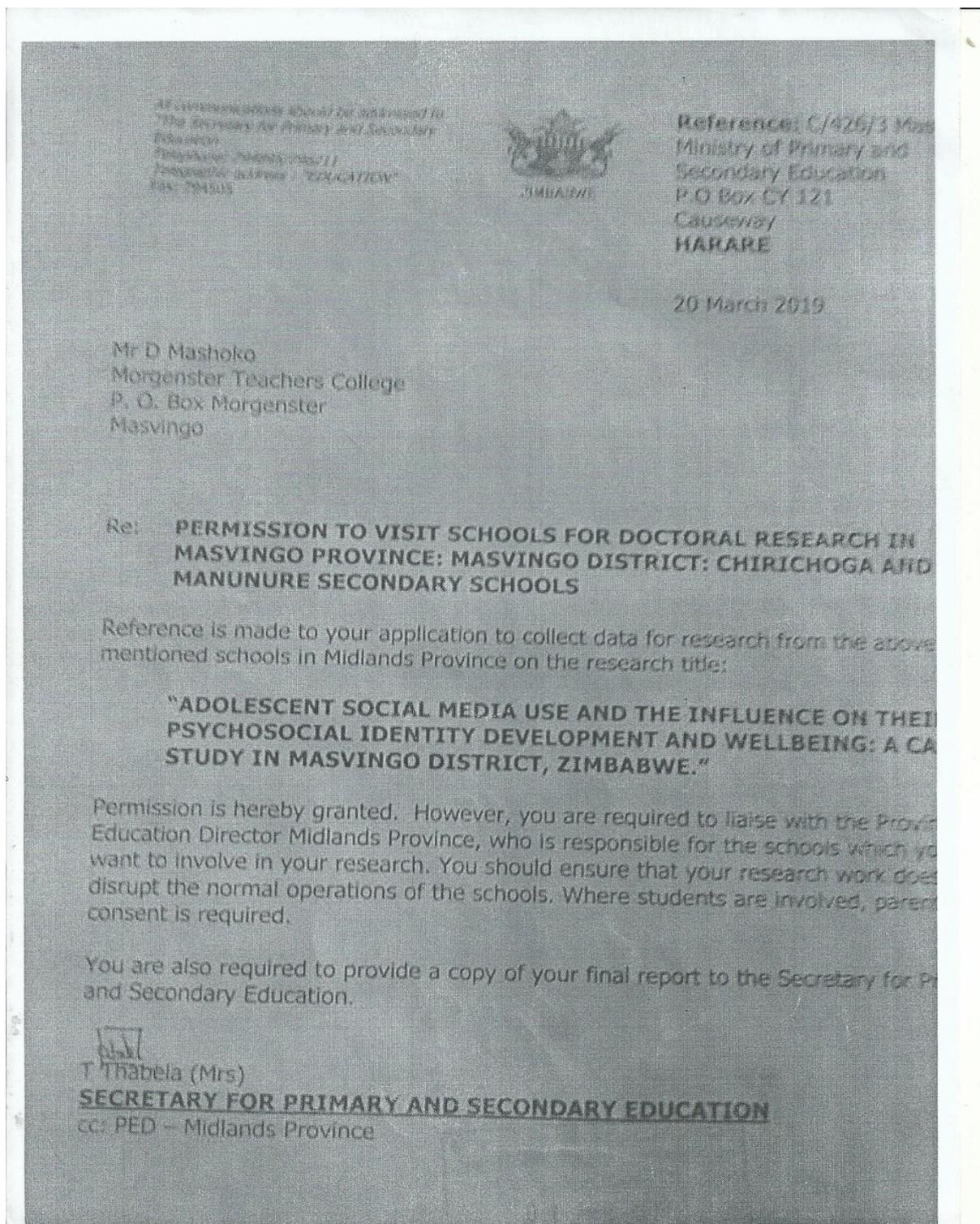
Prof V McKay
EXECUTIVE DEAN
 Mckayvi@unisa.ac.za



Approved - decision template – updated 16 Feb 2017

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**APPENDIX B: A LETTER REQUESTING PERMISSION FROM THE MINISTRY OF
PRIMARY AND SECONDARY EDUCATION**



APPENDIX C: LETTER REQUESTING PERMISSION FROM THE PROVINCIAL EDUCATION DIRECTOR

ALL communications should be addressed to "The Provincial Education Director for Primary and Secondary Education"
Telephone: 263585/264331
Fax: 039-263261



Ministry of Primary and Secondary Education
P. O Box 89
Masvingo

11 April 2019

Mr D Mashoko
Morgenster Teachers College
P. O Box Morgenster
Masvingo

RE: PERMISSION TO CARRY OUT DOCTORAL RESEARCH IN MASVINGO PROVINCE: CHIRICHOGA AND MANUNURE SECONDARY SCHOOLS: MASVINGO DISTRICT

Reference is made to your application to carry out a research at the above mentioned schools in Masvingo District on the research title:

"ADOLESCENT SOCIAL MEDIA USE AND THE INFLUENCE ON THEIR PSYCHOSOCIAL IDENTITY DEVELOPMENT AND WELLBEING: A CASE STUDY IN MASVINGO DISTRICT, ZIMBABWE."

Please be advised that the Secretary for Primary and Secondary Education has granted permission to carry out your research.

You are also advised to liaise with the District Schools Inspector who is responsible for the schools which are part of the sample for your research.

pp Z. M. Chitiga
Z. M. Chitiga
Provincial Education Director
MASVINGO PROVINCE



APPENDIX D: LETTER REQUESTING PERMISSION FROM THE DISTRICT SCHOOLS INSPECTOR

All communications should be addressed to
"The Provincial Education Director for
Primary and Secondary Education
Telephone: 2 63585/263542
Fax: 039-263261



Ministry of Primary and Secondary
Education
Masvingo District
P.O Box 89
MASVINGO

11 April 2019

The Head
.....
.....
.....

RE: PERMISSION TO CARRY OUT A DOCTORAL RESEARCH IN MASVINGO DISTRICT: MR MASHOKO D AT CHIRICHOGA AND MANUNURE SECONDARY SCHOOLS: MASVINGO PROVINCE.

Reference is made to your application to carry out a research at the above mentioned schools in Masvingo District.

Please be advised that the District Schools Inspector has granted you permission to carry out your research in Masvingo District Schools on;

"ADOLESCENT SOCIAL MEDIA USE AND THE INFLUENCE ON THEIR PSYCHOLOGICAL IDENTITY DEVELOPMENT AND WELLBEING: A CASE STUDY IN MASVINGO DISTRICT, ZIMBABWE."

May you please assist him.

Chigaba I
District Schools Inspector-Masvingo



**APPENDIX E: LETTER REQUESTING PERMISSION FROM THE SCHOOL HEAD/
PRINCIPAL**

From Mr Douglas Mashoko
Morgenster Teachers' College
P. O. Box Morgenster
Masvingo

To: The School Head/Principal

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

Date:

Dear Sir/Madam

Request for Permission to conduct research at.....

I am Douglas Mashoko and I am currently studying towards the PHD (Psychology of Education) at the University of South Africa. My supervisor for this study is professor K Mohangi and she may be contacted on mohank@unisa.ac.za.

I seek your permission to undertake research at your secondary school for my Doctoral studies.

My topic is:

Adolescent social media use in Masvingo District, Zimbabwe: A case study

The aim of the study is to explore and understand the extent to which social media use influence the construction of psychosocial wellbeing among adolescents in the secondary schools. The findings may benefit policy makers, educational psychologists, teachers, parents and learners on how to enhance the use of social media by adolescents. I hope to utilise the information obtained to develop a framework to guide educational psychologists, learners, teachers and parents on how social media can be used to construct positive identities among adolescents.

The study will involve 120 learners (answering questionnaire), 8 learners (focus group), 1 District educational psychologist (interview), 2 guidance and counselling teachers (interview), 2 computer teachers (interview) and 8 parents (Focus group). Permission is being sought from the University of South Africa's college of Education Ethics Committee, Ministry of Primary and Secondary Education, the Masvingo Provincial and the Masvingo District office, Zimbabwe, as well as from school heads. The

parents or guardians' consent, learners' consent and assent, educational psychologist, guidance and counselling teachers and computer teachers consent will be obtained before embarking on the research.

Questionnaires will be administered to learners only. Individual semi-structured interviews with guidance and counselling teachers, district educational psychologist and computer teachers will be conducted. Focus group discussions with learners and parents will be conducted also. All data collection will take place outside of classroom instruction time. This study will also use questionnaire as part of my triangulation process to supplement information from focus group discussions and interviews.

The information obtained will be treated with confidentiality. The names of participants and schools will not appear at any point of information collecting or in the final report. The information that I will collect from this research will be stored securely on a password locked computer in my locked office for five years after the study. Any information about participants will have a code in place of his/her name and school. Participants' participation is voluntary and they have the right to withdraw at any point of the study, for any reason and without penalty. I hope to utilise the information obtained to develop a framework to guide learners, teachers, educational psychologists and parents on how social media can be used to construct positive identities among adolescents.

The study may pose emotional discomfort to its participants due to the sensitivity around the subject. However, a psychologist or a counsellor will be on hand to intervene or support learners, teachers or parents should they experience any distress during or after the data collection sessions.

Participants will not be reimbursed or receive any incentives for their participation in the research. However, the possible benefits to education are that the information they will provide pertaining to adolescent social media use and their psychosocial wellbeing will help in the establishment of a framework to guide educational psychologists, teachers, parents and learners in secondary schools on how to utilise social media for psychosocial identities construction.

When I finished with my study, I shall return to your school to give a short age appropriate talk to your learners, educational psychologist and teachers about some of the helpful and interesting things I found out in my study. I shall invite your learners, teachers and parents to come and listen to my talk. A written report will also be given to the Ministry of Primary and Secondary schools. The proposed age appropriate framework to support and enhance social media use to improve adolescents' psychosocial identity construction in secondary schools. I will also publish the results in order that other interested people may learn from my research.

If you decide to allow learners, teachers and parents at your school to be part of my study, you will be asked to sign the form on the next page. If you have questions about this study, please ask me or my study supervisor, Professor K Mohangi, Department of Educational Psychology, College of Education, University of South Africa. The email address of my supervisor is mohank@unisa.ac.za. My contact number is +263773904104 and my email address is 60963158@mylife.unisa.ac.za/mashokodouglas22@gmail.com.

Yours Faithfully

Douglas Mashoko

PhD student (UNISA- College of Education)

(Cell No +263773904104, Email address: [60963158@mylife.unisa.ac.za/ mashokodouglas22@gmail.com](mailto:60963158@mylife.unisa.ac.za/mashokodouglas22@gmail.com))

CONSENT TO PARTICIPATE IN THE STUDY (Return slip): The School Head/Principal

I,.....(participant's name), confirm that the person asking for permission to carry out educational research in Masvingo District has informed me about the nature, procedure, potential benefits and anticipated inconveniences of participation.

I have read and understood the study as explained in the letter.

I have had sufficient opportunity to ask questions.

I understand that the participation of guidance and counselling teachers, computer teachers, parents and learners at the school is voluntary and that they are free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and/ or conference proceedings, but that all participation will be kept confidential unless otherwise specified.

I agree to the use of interviews, focus group discussions and questionnaires as data collection tools. I agree to digital recordings of the data collection processes.

The Head's/ Principal's Name and Surname:

.....
The Head's / Principal's Signature Date

Researcher's Name and Surname:

.....
Researcher's Signature Date

APPENDIX F: LETTER OF INFORMED CONSENT: ADULT PARTICIPANT

DEAR PROSPECTIVE PARTICIPANT

This letter of informed consent is directed to adult participants. Read this consent form carefully before you decide to fill it in. This consent form may contain words that you do not understand feel free to ask.

My topic is

Adolescent social media use in Masvingo District, Zimbabwe: A case study

My name is Douglas Mashoko and I am a student at the University of South Africa (UNISA). I hereby humbly ask you to take part in my research by participating in Focus group discussions/ interviews related to the above topic. I will ask your agreement as well before I can start with the research. The research will take place under the supervision of Professor K Mohangi (mohank@unisa.ac.za) with the ethical approval of the University of South Africa (UNISA).

The study aims to explore and understand the extent to which social media use influence the construction of psychosocial wellbeing among adolescents in the secondary schools. The findings will be able to offer some insights into how adolescents can utilise social media in constructing their identities. I hope to utilise the information obtained to develop a framework to guide educational psychologists, learners, teachers and parents on how social media can be used to construct positive identities among adolescents.

You are being asked to take part in this research because I feel that your experiences with adolescents can contribute much to the understanding of the role of social media in adolescents' lives. Participation in this study is entirely voluntary and you are under no obligation to consent to participation. If you decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You may choose not to participate and you may withdraw your consent to participate at any time without giving a reason and you will not be penalized. If you accept to take part, this research will involve your participation in an interview/focus group discussion which will take about 45 minutes to 60 minutes per each session. The study poses no foreseeable risk to its participants. However, should you experience any discomfort during or after the sessions, please inform me so that I can refer you to the psychologist or counsellor on hand to help you process the discomfort.

All data collected from you will be kept confidential. Though direct quotes from you will be used in the thesis and in other publications and presentations, your name and other identifying information will be kept anonymous. Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or pseudonyms (any information about you will have a number or code instead of your name) will be used. You may be asked to respond to questions in a focus group composed of 4 participants. While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to do so. For this reason I advise you not to disclose personally sensitive information in the focus group.

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet in my secured office for future research or academic purposes. Electronic information will be stored on a password protected computer.

Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Hard copies will be shredded or burnt. Electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

You will not be reimbursed or receive any incentives for your participation in the research. However, the possible benefits to education are that the information you provide pertaining to the role of social media will help in the development of a framework to guide adolescents in using social media in secondary schools.

This study has received written approval from the Research Ethics Review Committee of the College of Education, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

When I am through with my study, I shall return to your school/district to give you a short age appropriate talk about some of the helpful and interesting things I found out in my study. I shall invite you to come and listen to my talk. A written report will also be given to the Ministry of Primary and Secondary Schools. The proposed age appropriate framework to support and enhance social media use by adolescents will be presented to educational psychologists, teachers, parents and learners to improve adolescents' psychosocial development. I will also publish the results in order that interested people may learn from my research.

If you decide to be part of my study, you will be asked to sign the form on the next page. If you have questions about this study, please ask me or my study supervisor Professor K Mohangi, Department of Educational Psychology, College of Education, University of South Africa. The email address of my supervisor is mohank@unisa.ac.za. My contact number is +263773904104 and email address is 60963158@mylife.unisa.ac.za /mashokodouglas22@gmail.com.

Yours Faithfully

Douglas Mashoko

PHD Student (UNISA-College of Education)

(Cell No +263773904104, Email address: 60963158@mylife.unisa.ac.za /mashokodouglas22@gmail.com)

ADULT CONSENT FORM TO PARTICIPATE IN THE STUDY (Return slip)

I,.....(participant's name), confirm that the person asking for my assent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconveniences of participation.

I have read and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and I am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (If applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/ or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to digital recordings of the data collection processes.

I have also received a signed copy of the informed consent agreement.

Participant Name and Surname (Please Print)
.....

Participant Signature Date

Researcher's Name and Surname
.....

Researcher's signature Date

APPENDIX G: A LETTER REQUESTING PARENTAL CONSENT FOR MINORS TO PARTICIPATE IN A RESEARCH PROJECT (English)

Dear Parent

Your _____ (son/daughter/child) is invited to participate in a study entitled; **Adolescent social media use in Masvingo District, Zimbabwe: A case study**

I am undertaking this study as part of my doctoral research at the University of South Africa. The purpose of the study is to investigate the role played by social media on adolescents' psychosocial identity development and the possible benefits of the study are the improvement of a framework to guide adolescents in using social media to construct their psychosocial identities. I am asking permission to include your child in this study because he/she is at the adolescence stage and currently doing form one and is the beneficiary of the Government program of laptops and tablets. I expect to have forty other children participating in the study.

If you allow your child to participate, I shall request him/her to answer a questionnaire and focus group discussion questions with an estimated length of 45 minutes to 60 minutes per each session. Any information that is obtained in connection with this study and can be identified with your child will remain confidential and will only be disclosed with your permission. His/her responses will not be linked to his/her name or your name or the school's name in any written or verbal report based on this study. Such a report will be used for research purposes only.

There are no foreseeable risks to your child by participating in the study. However, should your child feel any emotional discomfort during or after the focus group interview, he/she will be able to speak to a psychologist/ counsellor about this. Your child will receive no direct benefit from participating in the study. There will be no immediate and direct benefits for your child or you but your child's participation is likely to help me to understand the role of social media on adolescents' psychosocial development. In so doing, I will develop a framework to support positive use of social media that could benefit adolescents in the future. Neither your child nor you will receive any type of payment for participating in this study.

Your child's participation in this study is voluntary. Your child may decline to participate or to withdraw from participation at any time. Withdrawal or refusal to participate will not affect him/her in any way. Similarly you can agree to allow your child to be in the study now and change your mind later without any penalty.

The study will take place during the participants' free or convenient time with the prior approval of the school and your child's teacher. In addition to your permission, your child must agree to participate in the study and you and your child will also be asked to sign the assent form which accompanies this letter. If your child does not wish to participate in the study, he or she will not be included and there will be no penalty. The information gathered from the study and your child's participation in the study will be stored securely on a password locked computer in my locked office for five years after the study. Thereafter, records will be erased.

The benefits of this study are that I will develop a framework to support positive use of social media that could benefit adolescents in the future. If you have questions about this study please ask me or my study supervisor, Prof K Mohangi, Department of Educational Foundations, College of Education, University of South Africa. My contact number is +263773904104 and my e-mail

is 60963158@mylife.unisa.ac.za/ mashokodouglas22@gmail.com. The e-mail of my supervisor is mohank@unisa.ac.za. Permission for the study has already been given by Ministry of Primary and Secondary Education and the Ethics Committee of the College of Education, UNISA.

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow him or her to participate in the study. You may keep a copy of this letter.

Name of child:

Sincerely

Parent/guardian's name (print) Parent/guardian's signature: Date:

Researcher's name (print) Researcher's signature Date:

APPENDIX H: GWARO RECHIBVUMIRANO CHOKUITA TSVAKURUDZO RINO BATA VABEREKI

Verengai gwaro rino musati mapindura

Zita romutsvakurudzi: Douglas Mashoko

Basa: Mudzidzisi paMorgenster Teachers' College

Email: 60963158@mylife.unisa.ac.za / mashokodouglas22@gmail.com

Nhamba yerunharembosha: +263773904104

Nhamba yomudzidzi 60963158 University of South Africa (UNISA).

Musoro wetsvakurudzo:

Zita rangu ndi Douglas Mashoko. Ndiri mudzidzi pa University of South Africa (UNISA). Ndinokumbirawo mvumo yokuti ndishandise mwana wenyu ape mhinduro panhaurirano dzomumapoka dzenyaya iri pamusoro pekukosha kwenzira dzamazuva ano dzokufambisa nokutapa mashoko. Tsvakurudzo iyi ndinoitungamirirwa na Muzvinafundo K Mohangi uye nemitemo yokuita tsvakurudzo muvanhu ye University of South Africa.

Chinangwa chetsvakurudzo iyi ndechekuburitsa zvizbereko zvinounzwa nokushandisa nzira dzamazuvaano dzokufambisa nokutapa mashoko pakati pevana vavapedyo nokubvfa zera.

Mutsvakurudzo iyi pachava nekupindura mibvunzo inenge iri pabepa, nenhaurirano nomutsvakurudzi uye nenhaurirano mumapoka. Nhaurirano iyi ichatorwa netepurekodha. Hapana chinobatika kana mari yandinovimbisa kwamuri kana kumwana wenyu. Ruzivo ruchawanikwa ndirwo rwuchabatsira kusimudira mashandisirwo enzira dzamazuvaano dzokufambisa nokutapa mashoko kuvana vechidiki. Hapana njodzi dzingangowanikwa dzinokanganisa kugadzikana kwepfungwa dzemwana pakuitwa kwetsvakurudzo iyi. Pachenge pane nyanzvi dzinobetsera vana kuti pfungwa dzavo dzigadzikane. Ndinovimbisa tsindidzo yeumboo ichapiwa mutsvakurudzo ino. Ndinovimbisa kubudisa zvandinenge ndawana nemazitasiri (mazitaasirichaiwo). Mwana wenyu ane kodzero yokusapindura imwe mibvunzo kana kubuda mutsvakurudzo iyi pasina zvingaitwa.

Mushure metsvakurudzo vese vakapinda munhaurirano dzimaringe netsvakurudzo iyi vanozoudzwa zvakabuda mutsvakurudzo iyi pamusangano uchaitwa. VeMinistry of Primary and Secondary Education vachanyorerwa bepa rezvinenge zvabuda pa thesis.

Kuzvipira

Mushure mokutsangurwa zvose zvirimaererano netsvakurudzo iyi, ndinbvumira mwanawangu kuti apinde munhaurirano yetsvakurudzo iyi kana aching akachengetedzwa nokudzivirirwa pane zvichaitwa zvose.

Zita romubereki/ muchengeti anomirira mwana.....

Ukama
nomwana.....

Nhamba yerunharembozha.....

Chisainwa.....
.....

APPENDIX I: A LETTER REQUESTING ASSENT FROM LEARNERS IN A SECONDARY SCHOOL TO PARTICIPATE IN A RESEARCH PROJECT

Title: **Adolescent social media use in Masvingo District, Zimbabwe: A case study**

Dear _____

Date _____

I am doing a study on the role of social media on adolescents' psychosocial development in Masvingo district, Zimbabwe as part of my studies at the University of South Africa. Your school head has given me permission to do this study in your school. I would like to invite you to be a very special part of my study. I am doing this study so that the information you provide will help in the development of a framework to guide adolescents in using social media to construct their psychosocial identities. This may help you and many other learners of your age in different schools.

This letter is to explain to you what I would like you to do. There may be some words you do not know in this letter. You may ask me or any other adult to explain any of these words that you do not know or understand. You may take a copy of this letter home to think about my invitation and talk to your parents about this before you decide if you want to be in this study.

I would like to ask you to complete a questionnaire about the role of social media on adolescents' psychosocial development/ to be involved in focus group discussion (a group of 4 participants). Completing the questionnaire/ discussion in the focus group will take no longer than 45 minutes per session.

I will write a report on the study but I will not use your name in the report or say anything that will let other people know who you are. Participation is voluntary and you do not have to be part of this study if you don't want to take part. If you choose to be in the study, you may stop taking part at any time without penalty. You may tell me if you do not wish to answer any of my questions. No one will blame or criticise you. When I am finished with my study, I shall return to your school to give a short talk about some of the helpful and interesting things I found out in my study. I shall invite you to come and listen to my talk.

A written report will also be given to the Ministry of Primary and Secondary Schools. The proposed age appropriate framework to support and enhance the use of social media by adolescents will be presented to teachers, parents and learners in secondary schools. I will also publish the results in order that other interested people may learn from my research.

You will not be reimbursed or receive any incentives for your participation in the research. However, the possible benefits to education are that the information they will provide pertaining to the role of social media on adolescents' psychosocial development will help in the development of a framework to guide the use of social media in secondary schools.

If you decide to be part of my study, you will be asked to sign the form on the next page. If you have any other questions about this study, you can talk to me or you can have your parent or another adult call me at +263773904104. Do not sign the form until you have all your questions answered and understand what I would like you to do.

Researcher: Douglas Mashoko

Phone number: +263773904104

Do not sign the written assent form if you have any questions. Ask your questions first and ensure that someone answers those questions.

WRITTEN ASSENT

I have read this letter which asks me to be part of a study at my school. I have understood the information about my study and I know what I will be asked to do. I am willing to be in the study.

Learner's name (print): Learner's signature Date

Witness's name (print) Witness's signature Date

(The witness is over 18 years old and present when signed.)

Parent/guardian's name (print) Parent/guardian's signature Date

Researcher's name (print) Researcher's signature Date

APPENDIX J: CONFIDENTIALITY AGREEMENT FOR ALL FOCUS GROUP DISCUSSIONS SESSIONS

Group Contract

I, grant consent/ assent that the information I share during the focus group may be used by Mashoko Douglas for research purposes. I am aware that the group discussions will be digitally recorded and grant consent/ assent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's Name (Please print)

Signature of Participant.....

Researcher's Name: (Please print)

Researcher's Signature:

Date.....

Place.....

If you are an adult who gives permission you **consent** then delete assent.

If you are a learner who gives permission you **assent** and then delete consent

APPENDIX K: A COVERING LETTER FOR A QUESTIONNAIRE

Questionnaire For the learners

Dear respondent

This questionnaire forms part of my doctoral research entitled '**Adolescent social media use in Masvingo District, Zimbabwe: A case study**' for the PHD (Psychology of Education) at the University of South Africa. You have been selected by a simple random sampling strategy from the population of 320. Hence, I invite you to take part in this survey.

The aim of this study is to explore and understand the extent to which social media use influence the construction of psychosocial wellbeing among adolescents in the secondary schools. The findings of the study may benefit policy makers, teachers, parents and learners on how to enhance the use of social media by adolescents. I hope to utilise the information obtained to develop a framework to guide educational psychologists, learners, teachers and parents on how social media can be used to construct positive identities among adolescents.

You are kindly requested to complete this survey questionnaire, comprising two sections as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately twenty (20) minutes to complete.

You are not required to indicate your name or organisation and your anonymity will be ensured. However, indication of your age, gender, role at school etcetera will contribute more comprehensive analysis.

All information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in this survey is voluntary and you have the right to omit any question if so desired, or to withdraw from answering this survey without penalty at any stage. After the completion of the study, an electronic summary of the findings of the research will be made available to you on request.

Permission to undertake this survey has been granted by the University of South Africa and the Ethics Committee of the College of Education, UNISA. If you have any research-related enquiries, they can be addressed directly to me or my supervisor, Professor K Mohangi (mohank@unisa.ac.za). My contact details are: +263773904104, email address: 60963158@mylife.unisa.ac.za/ mashokodouglas22@gmail.com and my supervisor can be reached at +27837791771 (office hours), Department of Educational Psychology, College of Education, UNISA, email address: mohank@unisa.ac.za.

By completing the questionnaire, you imply that you have agreed to participate in this research.

Please return the completed questionnaire to Mashoko Douglas.

SECTION A: General Information

Please write your answer in the space provided against each question.

1. What is your gender?

2. How old are you?
3. What role do you have at school? (example: Class monitor, School prefect, Head boy, Head girl or any other). Specify.....

SECTION B

Please write your answer in the space provided against each question.

4. What device do you often use to access internet facilities? (Laptop, Desktop computer, Cell phone or any other). Specify.....
5. Give reasons for the choice above.....
6. What type of social media do you access? (Facebook, Whatsapp, Twitter, Instagram, YouTube, Linkedin or any other). Specify.....
7. How often do you access the social media platform stated above?
8. Give reasons for the frequency indicated in the question above.....
9. What time do you usually access social media platform stated above?
Why?

Please the following codes have been used in the table below:

- **Strongly Agree-(SAG)**
- **Agree-(AG)**
- **Not sure-(NS)**
- **Disagree-(DAG)**
- **Strongly Disagree-(SDAG)**

Please respond to each of the following items or statements by putting a tick (✓) in the column that best describes your reaction to each of the items.

NO	STATEMENTS	SAG	AG	NS	DAG	SDAG
10	Social media should not be used in secondary schools because it does not benefit learners.					
11	I usually use social media platforms for accessing information on my school work.					
12	Most of the time I prefer chatting with my friends on social media.					
13	There are issues I cannot share with my parents especially intimate opposite relationships but I am comfortable to share them on social media.					
14	Subscribing to and accessing social media makes me connect worldwide.					
15	The dress code that is regarded as indecent in my culture is learnt through social media.					
16	I sometimes view age in-appropriate content on social media.					
17	Overuse of social media can lead to behaviour challenges.					
18	I sometimes date on social media.					
19	Social media use teaches adolescents new social values.					
20	Adolescents no longer have pride in their cultural norms and values due to the influence of social media.					
21	My parent/guardian control my access to social media.					
22	I carry my cell phone to school with my parent's permission.					
23	My school allows me to use cell phones freely.					

24	Social media use improves physical, social, emotional, cognitive, and linguistic development in adolescents.					
25	There are no policies in Zimbabwe to guide adolescents' use of social media.					
26	You wish to participate in the next stage of this study					

Thank you very much for sparing your time towards this research

RG4



A COVERING LETTER FOR A QUESTIONNAIRE
Questionnaire For the learners

Dear respondent

This questionnaire forms part of my doctoral research entitled '**Adolescent social media use in Masvingo District, Zimbabwe: A case study**' for the PHD (Psychology of Education) at the University of South Africa. You have been selected by a simple random sampling strategy from the population of 320. Hence, I invite you to take part in this survey.

The aim of this study is to explore and understand the extent to which social media use influence the construction of psychosocial wellbeing among adolescents in the secondary schools. The findings of the study may benefit policy makers, teachers, parents and learners on how to enhance the use of social media by adolescents. I hope to utilise the information obtained to develop a framework to guide educational psychologists, learners, teachers and parents on how social media can be used to construct positive identities among adolescents.

You are kindly requested to complete this survey questionnaire, comprising two sections as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately twenty (20) minutes to complete.

You are not required to indicate your name or organisation and your anonymity will be ensured. However, indication of your age, gender, role at school etcetera will contribute more comprehensive analysis.

1

All information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in this survey is voluntary and you have the right to omit any question if so desired, or to withdraw from answering this survey without penalty at any stage. After the completion of the study, an electronic summary of the findings of the research will be made available to you on request.

Permission to undertake this survey has been granted by the University of South Africa and the Ethics Committee of the College of Education, UNISA. If you have any research-related enquiries, they can be addressed directly to me or my supervisor, Professor K Mohangi (mohank@unisa.ac.za). My contact details are: +263773904104, email address: 60963158@mylife.unisa.ac.za/mashokodouglas22@gmail.com and my supervisor can be reached at +27837791771 (office hours), Department of Educational Psychology, College of Education, UNISA, email address: mohank@unisa.ac.za.

By completing the questionnaire, you imply that you have agreed to participate in this research.

Please return the completed questionnaire to Mashoko Douglas.

SECTION A: General Information

Please write your answer in the space provided against each question.

1. What is your gender? Female
2. How old are you? 15 years
3. What role do you have at school? (example: Class monitor, School prefect, Head boy, Head girl or any other). Specify... Class monitor

SECTION B

Please write your answer in the space provided against each question.

4. What device do you often use to access internet facilities? (Laptop, Desktop computer, Cell phone or any other). Specify... Cell phone
5. Give reasons for the choice above. I... want to have knowledge
6. What type of social media do you access? (Facebook, Whatsapp, Twitter, Instagram, YouTube, LinkedIn or any other). Specify... Whatsapp
7. How often do you access the social media platform stated above? Because I communicate by other people in other countries
8. Give reasons for the frequency indicated in the question above. I... don't have any disturbance during night
9. What time do you usually access social media platform stated above? During night
Why? I will be free

Please the following codes have been used in the table below:

- Strongly Agree-(SAG)
- Agree-(AG)
- Not sure-(NS)
- Disagree-(DAG)
- Strongly Disagree-(SDAG)

Please respond to each of the following items or statements by putting a tick (✓) in the column that best describes your reaction to each of the items.

NO	STATEMENTS	SAG	AG	NS	DAG	SDAG
10	Social media should not be used in secondary schools because it does not benefit learners.		✓			
11	I usually use social media platforms for accessing information on my school work.		✓			
12	Most of the time I prefer chatting with my friends on social media.		✓			
13	There are issues I cannot share with my parents especially intimate opposite relationships but I am comfortable to share them on social media.		✓			
14	Subscribing to and accessing social media makes me connect worldwide.			✓		
15	The dress code that is regarded as indecent				✓	

	in my culture is learnt through social media.					
16	I sometimes view age in-appropriate content on social media.				✓	
17	Overuse of social media can lead to behaviour challenges.				✓	
18	I sometimes date on social media.				✓	
19	Social media use teaches adolescents new social values.		✓			
20	Adolescents no longer have pride in their cultural norms and values due to the influence of social media.		✓			
21	My parent/guardian control my access to social media.				✓	
22	I carry my cell phone to school with my parent's permission.					✓
23	My school allows me to use cell phones freely.		✓			
24	Social media use improves physical, social, emotional, cognitive, and linguistic development in adolescents.			✓		
25	There are no policies in Zimbabwe to guide adolescents' use of social media.					✓
26	You wish to participate in the next stage of this study				✓	

Thank you very much for sparing your time towards this research

APPENDIX L: FOCUS GROUP DISCUSSIONS QUESTIONS FOR LEARNERS

Opening prayer: From one of the participants

Establishing rapport

Thank you for attending to this discussion. I am Douglas Mashoko, PHD (Psychology of Education) student with the University of South Africa (UNISA). In our last meeting, I explained to you that we were to meet so that you will talk to me about the role of social media on adolescents' psychosocial development. Like I stressed in the assent letter, your name will be kept confidential. You are kindly asked to be honest in giving your views. You should not feel forced to say something you are uncomfortable with. If you wish to withdraw from the research, you are free to do so and will not be penalized.

Purpose

This Focus group discussion seeks to elicit information from you pertaining the role of social media on adolescents' psychosocial development. The information you provide will help in the development of a framework to guide adolescents in using social media to construct their psychosocial identities.

Time line

Focus group discussions should take about 45 minutes to 60 minutes.

Questions:

What does 'psychosocial development' mean to you?

What does wellbeing mean to you?

How do social media influence psychosocial development of adolescents in secondary schools?

What social media do you enjoy accessing as adolescents? Why?

What guides adolescents' use of social media in secondary schools? Why?

How do social media improve adolescents' psychosocial development? Explain in detail.

How do social media negatively affect adolescents' psychosocial development? Explain in detail.

Explain how social media can be utilised to assist adolescents' psychosocial identity construction?

Any other views and/or comments on the important issues discussed today?

Closing

I appreciate the time you have devoted to this interview. If you need to talk more about this issue please feel free to get in touch with me.

Thank you very much.

APPENDIX M: FOCUS GROUP DISCUSSIONS QUESTIONS FOR PARENTS

Opening prayer: From one of the participants

Establishing rapport

Thank you for coming to this discussion. I am Douglas Mashoko, PHD (Psychology of Education) student with the University of South Africa (UNISA). In our last meeting, I explained to you that we were to meet so that you will talk to me about the role of social media on adolescents' psychosocial development. Like I stressed in the assent letter, your name will be kept confidential. You are kindly asked to be honest in giving your views. You should not feel forced to say something you are uncomfortable with. If you wish to withdraw from the research, you are free to do so and will not be penalized.

Purpose

This Focus group discussion seeks to elicit information from you pertaining to adolescent social media use in secondary schools. The information you provide will help in the development of a framework to guide adolescents in using social media to construct their psychosocial identities.

Time line

Focus group discussions should take about 45 minutes to 60 minutes.

Questions:

What does 'psychosocial development' mean to you?

What does wellbeing mean to you?

Which social media do adolescents enjoy accessing? Why?

How do social media influence psychosocial development of adolescents in secondary schools?

What framework is there in Zimbabwe to guide adolescents' use of social media in secondary schools? Why?

How do social media negatively affect adolescents' psychosocial development? Why?

Explain how social media can be utilised to assist adolescents' psychosocial identity construction?

Any other views and/or comments pertaining to the important issues we discussed today?

Closing

I appreciate the time you have devoted to this interview. If you need to talk more about this issue please feel free to get in touch with me.

Thank you very much.

APPENDIX N: INTERVIEW QUESTIONS FOR GUIDANCE AND COUNSELLING TEACHERS/DISTRICT EDUCATIONAL PSYCHOLOGIST

Thank you for coming to this discussion. I am Douglas Mashoko, a PHD (Psychology of Education) student with the University of South Africa (UNISA). At our last meeting, I explained to you that we were to meet so that you will talk to me about your views on the role of social media on adolescents' psychosocial development. Like I stressed in the consent letter, your name will be kept confidential. You are kindly asked to be honest in giving your views. You should not feel forced to say something you are uncomfortable with. If you wish to withdraw from the research, you are free to do so and will not be penalized.

Purpose

The interview seeks to elicit information from you pertaining to adolescent social media use in secondary schools. The information you provide will help in the development of a framework to guide adolescents to use social media in constructing psychosocial identities.

Time line

The interview should take about 45 minutes to 60 minutes.

Transition

For how long have you worked as a teacher? Which post do you hold?

Questions:

What does 'psychosocial development' mean to you?

What does wellbeing mean to you?

Which type of social media do adolescents favour accessing? Why?

How does each type affect the adolescents' psychosocial development:

Intellectually

Socially

Emotionally

Physically

Linguistically

Educationally

What policy framework is there in Zimbabwe to guide adolescents' use of social media in secondary schools? Why?

If there is no policy framework to guide learners, what do you think can be done to improve adolescents' use of social media in secondary schools?

How can adolescents utilise social media to construct their identities?

Closing

I appreciate the time you devoted to this interview. If you need to talk more about this issue please feel free to get in touch with me.

Thank you very much

APPENDIX O: INTERVIEW QUESTIONS FOR COMPUTER TEACHERS

Thank you for coming to this discussion. I am Douglas Mashoko, a PHD (Psychology of Education) student with the University of South Africa (UNISA). At our last meeting, I explained to you that we were to meet so that you will talk to me about your views on the role of social media on adolescents' psychosocial development. Like I stressed in the consent letter, your name will be kept confidential. You are kindly asked to be honest in giving your views. You should not feel forced to say something you are uncomfortable with. If you wish to withdraw from the research, you are free to do so and will not be penalized.

Purpose

The interview seeks to elicit information from you pertaining to adolescent social media use in secondary schools. The information you provide will help in the development of a framework to guide adolescents to use social media in constructing psychosocial identities.

Time line

The interview should take about 45 minutes to 60 minutes.

Transition

For how long have you worked as a teacher? Which post do you hold?

Questions:

What does 'psychosocial development' mean to you?

What does 'wellbeing' mean to you?

Which type of social media do adolescents favour accessing? Why?

How does each type affect the adolescents' psychosocial development:

Intellectually

Socially

Emotionally

Physically

Linguistically

Educationally

What policy framework is there in Zimbabwe to guide adolescents' use of social media in secondary schools? Why?

If there is no policy framework to guide learners, what do you think can be done to improve adolescents' use of social media in secondary schools?

How can adolescents utilise social media to construct their identities?

Closing

I appreciate the time you devoted to this interview. If you need to talk more about this issue please feel free to get in touch with me.

Thank you very much.

APPENDIX P: THEMES TABLE

DATA ANALYSIS COLOUR CODES

1.	The nature of social media use among adolescents	Bright green
	Social media accessed by adolescents	Green
	Negative views of social media use in secondary schools	Red
	Guidance in social media use in secondary schools	Turquoise
2.	Understanding the adolescent stage of development	Yellow
3.	Social media use and psychosocial identity and well-being development	Pink
	Negative influences of social media use on adolescent psychosocial identity and well-being development	Grey 25%
4.	The utility of social media platforms as tools for positive adolescent psychosocial identity and well-being development	Army Green

FOCUS GROUP DISCUSSION QUESTIONS FOR LEARNERS

Moderator: Mashoko Douglas

Group Members: (Pseudonyms): Participant: 9 Chamu, 10 Tracy, 11 Lap and 12 Rose

Date of Focus Group Discussion (3): 05/07/19

The Start Time of Focus Group Discussion: 1230

End Time of Focus Group Discussion: 1336

Venue: W Secondary School

Focus Group Discussion Topic: Adolescent social media use in Masvingo District, Zimbabwe: A case study.

Opening prayer: From one of the participants

Establishing rapport

Thank you for attending to this discussion. I am Douglas Mashoko, PHD (Psychology of Education) student with the University of South Africa (UNISA). In our last meeting, I explained to you that we were to meet so that you will talk to me on adolescent social media use in Masvingo District, Zimbabwe. Like I stressed in the assent letter, your name will be kept confidential. You are kindly asked to be honest in giving your views. You should not feel forced to say something you are uncomfortable with. If you wish to withdraw from the research, you are free to do so and will not be penalized.

Purpose

This Focus group discussion seeks to elicit information from you pertaining to the Adolescent social media use in Masvingo District, Zimbabwe. The information you provide will help in the development of a framework to guide adolescents in using social media to construct their psychosocial identities.

Time line

Focus group discussions should take about 45 minutes to 60 minutes.

Moderator: May you please take turns to introduce yourselves by giving your name and form level.

Moderator: Thank you. Now that we know each other, let us get down to the business of the day

Line	Excerpts	Categories	Sub-theme	Theme	Link to literature
1	Moderator: What does adolescent mean to you?				
2	adolescent mean to you?				
3	Explain it in the way you understand it.				
4					
5	Chamu: Adolescent means developing of a kid into adult.				
6					
7					
8	Moderator: Can you explain further on what you mean by developing of a kid into adult?	Developing of a kid into adult	Transitional period	Understanding adolescent	
9					
10					
11					
12	Chamu: What I mean is when small children growing to be big girls and boys who can now cook sadza and work on the fields.	Grows physically and psychologically between the age of a child and adult			
13					
14					
15					
16					
17					
18	Moderator: Any other contributions?				
19					
20	Tracy: It is when a person grows physically and psychologically between the age of a child and adult. This when a person is undergoing adolescence.				
21					
22					
23					
24					
25					
26					
27	Moderator: Very interesting ideas. Can you clarify on what you mean by undergoing adolescence?	Teenage stage			
28					
29					
30					
31					
32	Tracy: It's a period where girls and boys change their body appearance. They grow big.				
33					
34					
35					
36					
37	Moderator: Can you explain clearly on the changes we see in boys and girls?				
38					
39					
40					
41	Tracy: In grade seven we learned that girls go to periods and have breast. Girls can have				
42					
43					
44					

<p>45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76</p>	<p>short tempers and some grow pimples on their faces and boys have deep voice and begin to grow muscular preparing for work in life.</p> <p>Moderator: Very interesting ideas. Let's hear Lap's views.</p> <p>Lap: From my point of view, I think it's the period between child age and being a man or woman. To me it is a teenage period that is from 13 to 19 years.</p> <p>Moderator: Rose you have been quiet for a while. Can you share with us your views?</p> <p>Rose: Eeeh! I agree with what my friends are saying. I think it is a process of growing from being a child to an adult person. Being able to do work on his own or her own. For example being able to wash, cook, fetch firewood or even to milk a cow.</p> <p>Moderator: Thank you all for your contributions. Let's move to the next item.</p>				
<p>77 78 79 80 81 82 83 84 85 86 87</p>	<p>Moderator: In your own understanding, what does social media use mean? Just explain the way you understand it.</p> <p>Chamu: It is the use of computers, tablets and cell phones to communicate with others, share personal</p>	<p>Social support</p>	<p>Positive views of social media use</p>	<p>Social media use in secondary schools</p>	

88	information as well as air	Share personal	in secondary		
89	social views.	information	schools		
90	Moderator: Can you				
91	clarify on what you mean				
92	by sharing personal				
93	information as well as air				
94	social views?				
95	Chamu: As an				
96	adolescent, I share ideas				
97	with friends on social				
98	media.				
99	Moderator: Ok. Let's				
100	hear from others.				
101	Tracy: Social media use				
102	is where one makes use				
103	of communication				
104	platforms such as				
105	Whatsapp, Facebook,				
106	Twitter, Instagram etc				
107	Moderator: May you				
108	explain in detail how				
109	these platforms are used?				
110	Tracy: These platforms				
111	may be used in a way to				
112	communicate with				
113	others in which the use				
114	may have negative or				
115	positive effects to the				
116	user or to the general				
117	public.				
118	Moderator: Can you				
119	shed more light on what				
120	you mean by negative or				
121	positive effects to the				
122	user or to the general				
123	public?				
124	Trace: Some people				
125	may send picture that are	Making use of			
126	suggestive or nude and	electronic			
127	this may affect the user	platforms			
128	and end up engaging in				
129	activities that are not				
130	good.	Social networks			
131	Moderator: Can we				
132	hear from you Lap?				
133	Lap: Social media use is				
134	the use of social				

135	networks like Facebook,				
136	Instagram, Twitter,				
137	Whatsapp etc.				
138	Moderator: Can you				
139	explain further how				
140	these platforms are used?				
141	Rose: Social media use				
142	is the use of websites and				
143	applications that allow				
144	people to share content				
145	quickly.				
146	Moderator: Can I find				
147	out from you all what				
148	you say about the use of				
149	social media in				
150	secondary schools?				
151	Trace: I think I will				
152	enjoy myself. I will be				
153	sending funny pictures to				
154	my friends.				
155	Rose: I do not think that				
156	will be right because it				
157	will waste time for				
158	learning. I think social				
159	media can only be used				
160	in secondary schools				
161	when learners are taught				
162	how to use it properly. If				
163	it is used well I think it				
164	can be very important				
165	because we can share				
166	ideas on school work.				
167	Moderator: Let's hear				
168	from Chamu and Lap				
169	they have been quiet for				
170	a while now?	Websites and			
171	Chamu: I agree with	applications that			
172	Rose. I think social	allow people to			
173	media should be used in	share content			
174	schools. There are no	quickly			
175	books to read so we can				
176	get information on social				
177	media.				
178	Lap: Yes. We do not				
179	have enough computers				
	at school so if we are				

	<p>allowed to bring cell phones we will be happy.</p> <p>Moderator: Thank you all for your contributions. Let's go on to the next item.</p>				
180	<p>Moderator: What does psychosocial identity development mean to you?</p> <p>Chamu: It is the behaviour characteristic shown by an individual that comes as a result of being born with or copying from parents</p> <p>Moderator: If I got you right, you are saying a person's psychosocial identity development is a result of a combination of natural growth and social interaction?</p> <p>Chamu: Yeah, you are very right. A person's growth is a combination of biological factors and interaction with the social environment.</p> <p>Tracy: In agreement to Chamu's view, I can say it is the behaviour or character of having both mental growth and how one can talk to a person.</p> <p>Moderator: Oh! Interesting ideas. Can we have other contributions?</p> <p>Lap: It is the ability of an individual to show the intellectual, physical and social growth in different situations.</p> <p>Moderator: Wow! Interesting ideas. Can</p>	<p>Physical effects</p> <p>Physical steadiness</p> <p>Emotional effects</p> <p>Good moral values</p> <p>Ability to copy positively in different conditions</p> <p>Social effects</p> <p>Interact positively with others</p> <p>Meeting new friends</p>	<p>Positive influences of social media use on adolescent psychosocial identity development and wellbeing</p>	<p>Social media use on Psychosocial identity development and wellbeing</p>	<p>Christofferson 2016;Kore 2014; Allen, Ryan, Gray& Waters 2014;Gonzalez -Dehass & Willems 2013:108;Tuckman & Monetti 2011:91; Mwamwenda 2013;</p>

<p>220 you elaborate a bit on 221 these issues? 222 Lap: Yeah, my 223 understanding is that 224 when we are growing up 225 our thinking becomes 226 better, we no longer get 227 upset by small things, 228 our bodies become 229 strong and powerful. 230 When we have these 231 things we say we are 232 well. Moderator: Rose, 233 do you have anything to 234 say on this issue? 235 Rose: My view is in line 236 with what Lap has said. 237 Psychosocial identity 238 development is what 239 comes as a result of 240 one's growth and social 241 interaction. We often 242 hear our parents saying 243 you are a good boy or 244 girl because of what you 245 do. This shapes us as we 246 grow. 247 Moderator: Quite 248 interesting I do not think there is something we have missed. Let us move to the other issue.</p>	<p>Social adaptability</p> <p>Intellectual effects</p> <p>Maturity of the mind</p> <p>Mental fitness</p>				
<p>249 Moderator: How does 250 social media use 251 influence psychosocial 252 identity development of 253 adolescents in secondary 254 schools? 255 I think we need to look 256 at the positive side of 257 using social media to 258 improve psychosocial 259 identity development of 260 adolescents in secondary 261 schools. 262</p>					<p>Banyai, et al 2017:1- 11;McCrae, et al 2017:315- 330;Harris 2017:364- 376;Mamatha, et al 2016:749- 755;Kore 2014:21- 22;Boyd 2014;Njoroge 2013:29-38</p>

<p>263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309</p>	<p>Lap: What I know is social media use helps us as adolescents to be clever minded and expose us to many things through talking to different people and gaining different ideas we come across.</p> <p>Moderator: I am not getting you right Lap. Can you explain further what you mean by clever minded and exposure to many things?</p> <p>Lap: Yeah, social media use makes us know very good information. Social media use also makes us have more experiences as we talk with different people of different societies.</p> <p>Moderator: Oh! That's interesting. Can we have other contributions?</p> <p>Chamu: Social media use can shape our identity as adolescents in that we talk with people and gives us confidence as we feel that there are people who will always support us when we have problems I say social media is really important to us as adolescents.</p> <p>Tracy: It is true what Chamu is saying. I personally, feel more connected to what's going on in my friends' lives and it really makes me feel as if I have people who will always support me.</p>	<p>Civically minded</p> <p>Interacting with others</p> <p>Access to current information</p> <p>Interacting with others</p> <p>Social support</p>			<p>Observational learning theory- human operate in socio-structure networks of which they are products and producers.</p>
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<p>310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356</p>	<p>Moderator: Quite interesting. Would I be right if I say social media improves adolescents' self-esteem and supports them through tough times?</p> <p>Rose: Exactly sir, social media is an important asset. I want to clearly say social media use is not a time waster as our parents and teachers often say. By connecting with friends, commenting on posts and uploading photos, we learn a lot.</p> <p>Lap: I want to say over use on social media platforms by adolescents is not good. Real time play is needed because we learn how to share and listen to others</p> <p>Tracy: Yeah, you are right Lap but I think social media platforms disturbs adolescents from doing their school work while talking to friends and relatives.</p> <p>Moderator: Chamu, you have been quiet for some time, what do you say on this issue?</p> <p>Chamu: Ok! The other problem I think with social media use on us as adolescents is that the time we start using it. We find it very difficult to stop. I do not know why it is like that?</p> <p>Moderator: Yes, Chamu, you are bringing in a relevant point of not</p>	<p>Need for real life in</p> <p>Poor performance</p> <p>Hinder adolescents from doing their work</p> <p>Addiction</p>	<p>Exposure to a gr</p> <p>Negative views of social media use in secon</p> <p>Negative influences of social media use on adolescenide</p>		
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<p>357 358 359 360 361</p>	<p>wanting to leave the social media platform. Can we have other contributions? Rose: Yeah, you get attached to it but if properly guided on how to use social media, this idea of wanting to be on it will not affect you much because you will know when to use it and when not to use it.</p>	<p>Need for guidance</p>			
<p>362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393</p>	<p>Moderator: What does wellbeing mean to you? Tracy: Wellbeing is the state of being healthy and having a sound body and mind. Moderator: If I am getting you right, you are bringing in the idea of a healthy and sound mind? Chamu: In supporting Tracy, I want to say wellbeing refers to a state of good moral values, mental fitness, physical steadiness and social acceptance Moderator: You are bringing in very important points. Can you carry on? Chamu: In other words, a person who is well should show sound moral values, strong reasoning, physical strength and social connections. Moderator: Interesting discussion. Any other relevant issues to talk about?</p>	<p>Emotional effects</p> <p>Boost self esteem of adolescents</p> <p>Buffers stress in adolescents</p> <p>Promotes a sense of belonging in adolescents</p> <p>Social effects</p> <p>Free to share problems</p> <p>Promotes development of</p>	<p>Positive influences of social media use on adolescent psychosocial identity development and wellbeing</p>	<p>Social media use on Psychosocial identity development and wellbeing</p>	<p>Kindron, et al 2018:1-18;Ibrahim 2017:20; Shapiro & Margolin 2017;Kuss et al2016;Mamat ha, et al 2016:749-755;Amedie 2015;Magwa 2013:29;June 2011:1435-1445</p>

<p>394 395 396 397 398 399 400</p>	<p>Rose: Just to add to what Tracy and Chamu have said, wellbeing means a state of being happy and free of anything to worry about.</p> <p>Moderator: Quite interesting points. Let us now look at the next issue.</p>	<p>pro-social behaviour Intellectual effects Reasons positively Physical effects</p>			
<p>401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435</p>	<p>Moderator: How does social media use influence wellbeing of adolescents in secondary schools?</p> <p>Rose: I think adolescents in secondary school will enjoy learning using social media.</p> <p>Moderator: Why do you think they will enjoy?</p> <p>Chamu: It's fun and interesting to use social media. Learning will be interesting. We see pictures and videos and we will always be happy.</p> <p>Tracy: I won't even dose during the lesson because I will be seeing videos. I will also ask my friends to assist me to do my school exercises.</p> <p>Moderator: Interesting. You want to tell me that you are not enjoying yourselves in your lessons currently?</p> <p>Lap: We are enjoying a bit but it will be more interesting if we use social media freely.</p> <p>Chamu: Sure! Social media use will keep us</p>				

436	busy searching for more				
437	information and we will				
438	never be bored.				
439	Moderator: Any other				
440	idea?				
441	Rose: I will be happy to				
442	discuss with my friends				
443	my homework and other				
444	school work on social				
445	media.				
	Moderator: Thank you				
	let us move on.				
446	Moderator: What social		Whatsapp	Social media	Banyai, et
447	media platform do you			platforms	al, 2017:1-
448	enjoy accessing as		Facebook	accessed by	11;Harris
449	adolescents?			adolescents	2017:364-
450	Tracy: I like whatsapp.				376;Ibrahi
451	Moderator: What about				m
452	Lap?				2017:20;M
453	Lap: I enjoy using				amatha, et
454	whatsapp.				al
455	Moderator: Let's hear				2016:749-
456	from Chamu.				755;Amedi
457	Chamu: Whatsapp and				e
458	Facebook are my				2015;Mag
459	favourite platforms.				wa
460	Moderator: What about				2013:29;Ju
461	Rose?				ne
462	Rose: Whatsapp is easily				2011:1435
463	accessible for me.				-1445
464	Moderator: Oh yes! It				
465	appears whatsapp is the				
466	common platform for				
467	you all. Can you explain				
468	when and why you enjoy				
469	accessing whatsapp and				
470	facebook?				
471	Rose: I use whatsapp				
472	when at home after				
473	school and I find				
474	whatsapp easy and cheap				
475	to use. It is also the	Social	Positive	Social media	
476	fastest means of	support;	views of	use in	
477	communication. You	Sharing	social media	secondary	
478	just need to have a data	information	use in	schools	
479	bundle and mobile		secondary		
			schools		

<p>480 network for you to enjoy 481 the communication. 482 Lap: I use it during the 483 weekend. With whatsapp 484 one can do many things 485 like sending photos, 486 videos, audios and 487 documents. Whatsapp 488 one can also create 489 groups for social and 490 educational discussion 491 purposes. 492 Moderator: Quite 493 interesting. 494 Tracy: To support Lap. 495 Whatsapp is very useful 496 to us learners. We can 497 discuss topics in our 498 study areas on whatsapp 499 groups. We can also 500 share videos and 501 documents that are 502 educative. I like using it 503 when at home in the 504 evening with my friends 505 Moderator: Quite right. 506 Let us hear from Chamu. 507 Chamu: I agree with my 508 friends, whatsapp is a 509 fast messaging 510 application that allows 511 me to share a lot of 512 things with my friends 513 and relatives. I am free to 514 use social media every 515 day in the evening and 516 weekends. I use my own 517 tablet. I also do my 518 school work on 519 whatsapp. I consult my 520 friends and relatives on 521 issues to do with my 522 school work. Whatsapp 523 is so efficient. When I 524 am not using whatsapp, I 525 visit my facebook to 526 connect with my friends</p>	<p>Social interaction</p> <p>Educational support:</p> <p>Educational information</p>	<p>Positive views of social media use in secondary schools</p>	<p>Exposure to a greater diversity information</p>	<p>Social media use in secondary schools</p> <p>Ways of utilising social media platforms as tools for positive development of</p>	
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<p>527 too. Facebook is an 528 interesting application. It 529 allows me to share a lot 530 of content with my 531 friends and relatives. 532 Moderator: Why are 533 not bringing it to school 534 if it was given to serve 535 school purposes? 536 Chamu: The school 537 does not allow. They just 538 said they will tell us 539 when to bring them in 540 future. 541 Moderator: How many 542 of you were given in 543 your class? 544 Chamu: I am the only 545 one. I participated in the 546 debate at national level 547 and won. 548 Moderator: I want to say congratulations to you for winning. Chamu: You are welcome. Interviewer: Oh! Quite interesting. Let us move to the next issue.</p>	<p>adolescent psychosocial identity and wellbeing</p> <p>Social support: Sharing a lot of content with my friends and relatives</p> <p>Positive views of social media use in secondary schools</p>	<p>Social support: Sharing a lot of content with my friends and relatives</p> <p>Positive views of social media use in secondary schools</p>	<p>adolescent psychosocial identity and wellbeing</p> <p>Social media use in secondary schools</p>	
<p>549 Moderator: What 550 guides adolescents' use 551 of social media in 552 secondary schools? 553 Tracy: There is nothing, 554 because social media use 555 has no policies which 556 guide the user when 557 he/she is online. 558 Moderator: Really! 559 What is your school 560 saying about the use of 561 cell phones, lap tops and 562 other devices to access 563 social media platforms? 564 Tracy: Our school does 565 not allow us to bring cell</p>	<p>Schools do not allow the use of cell phones</p>	<p>Need ofr social media use policies</p> <p>Guidance and counselling in social media use</p>	<p>Guidance in social media use in secondary schools</p>	<p>Kindron, et al 2018:1- 18;Shapiro &Margolin 2017:1- 18;Banyai, et al 2017:1- 11;McCrae , et al 2017:315- 330;Harris 2017:364- 376;Kore 2014:21- 22;Boyd 2014;Njor</p>

<p>566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595</p>	<p>phones to school because they think we will misbehave. Moderator: Oh! It's interesting. Is it a national policy for schools to ban the use of cell phone? Lap: It is not a national policy, sir. It's just the schools to decide what's best for them. Some schools allow the use of cell phones so I just think it's just a school policy. Rose: You are right Lap. We only have school policies because they think we are not mature enough to know what to post and what not to post. Chamu: It's true sir. Nationally we do not have a policy to guide us as adolescents in schools. We have no boundaries on how to use the social media. Moderator: Quite interesting. Let us move to the next issue.</p>	<p>School rules on the use of cell phones</p>			<p>oge 2013:29-38 Observational learning theory- human operate in socio-structure networks of which they are products and producers.</p>
<p>596 597 598 599 600 601 602 603 604 605 606 607 608 609 610</p>	<p>Moderator: How does social media use improve adolescents' psychosocial identity development? Explain in detail. Chamu: Social media can help to improve the adolescents' behaviour and language. If adolescents are given stories to read from social media they can copy good behaviour in</p>	<p>Social support: Improvement of behaviour and language</p>	<p>Exposure to a greater diversity of information</p>	<p>Ways of utilising social media platforms as tools for positive development of adolescent psychosocial</p>	<p>Banyai, et al 2017:1-11;McCrae, et al 2017:315-330;Harris 2017:364-376;Mamatha, et al 2016:749-755;Kore 2014:21-22;Boyd 2014;Njoroge</p>

<p>611 the story and can also 612 improve their language. 613 Moderator: Interesting 614 ideas carry on. 615 Chamu: From our 616 computers lessons we 617 also learn about E- 618 learning. E-learning is 619 another basic feature that 620 can be found on the 621 internet and can improve 622 the learners' knowledge 623 base. Learning through 624 the social media is good 625 as students have more 626 time. 627 Moderator: Yeah, you 628 are bringing in very 629 relevant issues. Let us 630 have other contributions. 631 Lap: Social media use 632 makes adolescents well 633 informed, for example, 634 on the information about 635 their country. Social 636 media use makes us to be 637 knowledgeable on 638 various topical issues 639 through browsing and 640 searching on the 641 platforms. 642 Tracy: Just to add to 643 what Lap and Chamu 644 have said, social media 645 use improves 646 adolescents' communication 647 skills. Through reading on 648 social media, we 649 improve our vocabulary; 650 we also improve on how 651 to use tenses and how to 652 present ourselves in 653 different situations. 654 Moderator: Quite 655 interesting. Let us have 656 more contributions. 657</p>	<p>Widens learners' knowledge base</p> <p>Access to information</p> <p>Social support: Improves communicat ion skills</p> <p>Social support:</p>		<p>identity and wellbeing</p>	<p>2013:29- 38 Observati onal learning theory- human operate in socio- structure networks of which they are products and producers.</p>
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<p>697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742</p>	<p>media use can lead to poor performance in schools if not correctly used.</p> <p>Rose: Exactly, sir. Social media use can also influence adolescents' behaviour to be bad. Adolescents can visit some sites that are bad for instance those that show porno or even those that sell and buy drugs and end up being involved in the activities. You find adolescents using drugs and thereby ruining their lives.</p> <p>Moderator: Quite relevant. Let's have more contributions.</p> <p>Tracy: Rose is very right. Adolescents can also spread false information on social media about their colleague and this has a negative effect on one's identity. That person can be affected emotionally and even socially. In such a situation the individual loses out his/her confidence.</p> <p>Moderator: I am enjoying the discussion. Let's have more contributions.</p> <p>Chamu: Yeah, if social media is not properly used, it can lead to loneliness. If a person is always on social media, that person ends up failing to interact with others in real life situations and as a result</p>	<p>Exposure to bad material:</p> <p>Source of bad behaviour</p> <p>Pornography</p> <p>Drug abuse</p> <p>Cyber bullying</p>	<p>Negative influences of social use on adolescent psychosocial identity development and wellbeing</p>	<p>Social media use on adolescent identity development and wellbeing</p>	<p>and producers.</p>
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	<p>the person isolates herself/himself.</p> <p>Moderator: Quite interesting. Let's move to the next issue.</p>				
743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783	<p>Moderator: Explain how social media use can be utilised to assist adolescents' psychosocial identity construction?</p> <p>Lap: I meet many friends on social media more than those I get in my village so I get more stories and enjoy myself</p> <p>Moderator: If I am getting you right, you are suggesting that adolescents should be exposed to social media platforms as much as possible.</p> <p>Lap: You are correct. Talking with people from different places makes me learn many things</p> <p>Chamu: Lap is quite right. If we are allowed to take our cell phones or other social media devices to school it will help us to share notes with others. As learners, we can create groups with other learners from other schools for us to share ideas. This will help us a lot because we get to look at a topic from different ways and when we discuss these concepts in an examination our</p>	<p>Social support</p> <p>Social interaction</p> <p>Need for schools to allow learners to use social media devices</p> <p>Educational support: Create groups</p> <p>Share ideas</p>	<p>Exposure to a greater diversity information</p> <p>Guidance and counselling programs</p> <p>Exposure to a greater diversity information</p>	<p>Ways of utilising social media platforms as tools for positive development of adolescent psychosocial identity and wellbeing</p> <p>Guidance in social media use</p> <p>Ways of utilising social media platforms as tools for positive development of adolescent psychosocial</p>	<p>Shapiro & Margolin 2017:1-18; Banyai, et al 2017:1-11; McCrae, et al 2017:315-330; Harris 2017:364-376; Amedie 2015; Kore 2014:21-22; Boyd 2014; Njoroge 2013:29-38</p>

784	arguments will be very			identity and	
785	rich and strong.			wellbeing	
786	Moderator: Quite				
787	relevant.				
788	Tracy: Yeah, in line				
789	with what my friends				
790	have said, social media				
791	can be used to assist				
792	adolescents in discussing				
793	school work, helping				
794	each other in difficult				
795	areas for example				
796	assignments at school. It				
797	also allows learners to				
798	communicate easily with				
799	others and also enables				
800	them to download				
801	important documents				
802	and videos.				
803	Rose: As adolescents we				
804	can use social media to				
805	shape our behaviours by				
806	copying from role				
807	models. This can				
808	improve our identity				
809	because we have a lot of				
810	people to copy from.				
811	Social media platforms				
812	are very important to us				
813	adolescents because we				
	learn a lot.				
	Moderator: Wonderful.				
	I do not think we have				
	something we have left				
	out. Let us move to the				
	next item.				
814	Moderator: Any other				Shapiro &
815	views and/or comments				Margolin
816	on the important issues				2017:1-
817	discussed today?				18;Banyai,
818	Tracy: Yeah, I think we	Need for	Guidance and	Guidance in	et al
819	have to be allowed to	allowing the	counselling	social media	2017:1-
820	carry our cell phones to	use of social	programs	use in	11;McCrae
821	school because they are	media		secondary	, et al
822	very important.	devices		schools	2017:315-
823					330;Harris

824	Moderator: Really!				2017:364-
825	Don't you think they will				376;Amedi
826	bring disharmony in				e
827	schools?				2015;Kore
828	Rose: Tracy is right. No				2014:21-
829	disharmony will occur.				22;Boyd
830	We will use them during				2014;Njor
831	our study times. You				oge
832	find that we might want				2013:29-
833	to research on certain				38
834	topic during our study				
835	times but we fail to do it				
836	successfully because				
837	books in the library are				
838	shallow and outdated. So				
839	we need to access very				
840	current information.				
841	Moderator: Quite				
842	interesting. Why don't	Social	Positive		
843	you use other devices	support:	views on	Social media	
844	like lap tops?	Sharing	social media	use in	
845	Chamu: It's a good	information	use in	secondary	
846	suggestion but lap tops		secondary	schools	
847	are not portable like		schools		
848	phones. Again when				
849	there is no WIFI, lap tops				
850	cannot be used. Phones				
851	are user friendly. You				
852	can use them with both				
	WIFI and the mobile				
	network. You have				
	information readily				
	available sir.				

Thank you very much for the contributions. I appreciate the time you have devoted to this discussion. If you need to talk more about this issue please feel free to get in touch with me.

Thank you very much once again
 INTERVIEW WITH THE EDUCATIONAL PSYCHOLOGIST

INTERVIEWER: MASHOKO DOUGLAS

INTERVIEWEE: Participant (1) (Pseudonyms): DINO

DATE OF INTERVIEW: 08/07/19

START TIME OF INTERVIEW: 1200

END TIME OF INTERVIEW: 1300

LOCATION OF INTERVIEW: SPSOF

INTERVIEW TOPIC: Adolescent social media use in Masvingo District, Zimbabwe: A case study.

OPENING PRAYER: INTERVIEWER

INTRODUCTION

Thank you for coming to this discussion. I am Douglas Mashoko, a PHD (Psychology of Education) student with the University of South Africa (UNISA). At our last meeting, I explained to you that we were to meet so that you will talk to me about your views on Adolescent social media use in Masvingo District, Zimbabwe. Like I stressed in the consent letter, your name will be kept confidential. You are kindly asked to be honest in giving your views. You should not feel forced to say something you are uncomfortable with. If you wish to withdraw from the research, you are free to do so and will not be penalized.

Purpose

The interview seeks to elicit information from you pertaining to the Adolescent social media in Masvingo District, Zimbabwe. The information you provide will help in the development of a framework to guide adolescents to use social media in constructing psychosocial identities.

Time line

The interview should take about 45 minutes to 60 minutes.

Transition

For how long have you worked as a teacher?

1. This is my 27th year in the service.
Which post do you hold?

2. Learners' welfare, Psychological Services and Special Needs Education.

Line	Excerpts	Categories	Sub-theme	Theme	Link to literature
1	Interviewer: What does adolescent mean to you?	Boys and girls between 12 and 19 years old	Transitional period	Conceptualisation of adolescents	
2					
3	Dino: From my understanding I think it refers to boys and girls who are 12-19 years of age who are still going to school.	School going age			
4					
5					
6					
7					
8	Interviewer: So you mean to say those who are no longer going to school and are between 12 and 19 years of age are not considered as adolescents?				
9					
10					
11					
12					
13					
14	Dino: Oh yes! They are adolescents. But I mean those below the age of 12 years are still young to be called adolescents and those above 19 are now adults.				
15					
16					
17					
18					
19					
20	Interviewer: Ok let's go to the next item.				
21					

<p>22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48</p>	<p>Interviewer: In your own understanding, what does social media use mean? Dino: It is the use of cell phones to communicate. Interviewer: Do we use cell phones only? Dino: We can also use tablets and laptops. Interviewer: Do we only use these gadgets for communication? Dino: No. We can also research, type, visit the internet for entertainment and even watch movies. Interviewer: Interesting ideas. Can you explain what you mean by internet? Dino: Oh yes! Yes! Internet is the medium off all the platforms like facebook, whatsapp, instagram and YouTube. It makes us able to visit these platforms freely. Interviewer: Let us move to the other item.</p>	<p>Social support</p>	<p>Positive views of social media use in secondary schools</p>	<p>Social media use in secondary schools</p>	
<p>49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67</p>	<p>Interviewer: What does psychosocial identity development mean to you? Dino: (Smiling) Psychosocial identity development is the ability to communicate, interact, get information from others for total development. Interviewer: If I got you right, you said psychosocial identity development is being able to communicate, interact and get information from others for total development. May I kindly ask you to shed light on what you mean by total development?</p>	<p>Social effects Interact positively with others Physical effects Physical steadiness Emotional effects Ability to copy positively in different conditions Biological conditions</p>	<p>Positive influences of social media use on adolescent psychosocial identity development and wellbeing</p>	<p>Social media use on adolescent Psychosocial identity development and wellbeing</p>	<p>Christoffer son 2016;Kore 2014; Allen, Ryan, Gray& Waters 2014;Gonzalez-Dehass & Willems 2013:108;Tuckman & Monetti 2011:91; Mwamwen da 2013;</p>

<p>68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107</p>	<p>Dino: Okay, okay! (<i>Pausing for a moment</i>) By total development I mean for social, physical, emotional and spiritual benefit to mould self with good socially appreciated character.</p> <p>Interviewer: That's interesting, Would I be right to say that development is socially influenced.</p> <p>Dino: Of cause! You are very right. The social environment plays a major role in human development. However, there are other factors like nature and inborn characteristics that come also into play.</p> <p>Interviewer: Wow! That's interesting. There is an issue of nature and inborn characteristics coming out. May you explain a bit further what you mean by nature and inborn characteristics?</p> <p>Dino: (<i>Smiling</i>) Yes! Yes! I mean biological conditions that make up an individual. There are chances that individuals inherit characteristics from their biological parents and these inherited characteristics may have an influence on their personality. So it is the influence of both biological make up and the social environment that matter in human development.</p> <p>Interviewer: Thank you very much you have explained in detail on this issue. Let us move on to the next item.</p>	<p>Nature and inborn characteristics</p>			
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<p>108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154</p>	<p>Interviewer: How do social media use influence psychosocial identity development of adolescents in secondary schools? I heard you saying adolescents benefit intellectually. Can you explain how they are affected intellectually? Dino: (<i>Leaning backwards on his seat</i>) Yes, using whatsapp ensures that adolescents are kept abreast with the current, useful and informing system. Interviewer: How are they benefiting intellectually? Dino: Oh yes let me put it this way intellectual development means cognitive growth. Cognitive growth comes after a series of exposure to a variety of experiences .So by using whatsapp one would be acquiring a variety of experiences from other group members. The information gained ranges from the norms and values of the society current affairs and educational issues. Interviewer: Wow. That is very interesting. May you explain how adolescents gain socially? Dino: They will be able to twin, make conversation, receive contributions and update themselves on current issues. They gain a lot about the social group's norms and values. This helps them to live harmoniously within the group.</p>	<p>Social support: Kept abreast with current useful and informing system</p> <p>Acquiring experience</p> <p>Social support</p> <p>Twin make conversation</p> <p>Receive contributions and update</p>	<p>Positive influences of social media use on adolescent psychosocial identity development and wellbeing</p> <p>Positive views of social media use in secondary schools</p>	<p>Social media use on adolescent Psychosocial identity development and wellbeing</p> <p>Social media use in secondary schools</p>	<p>Banyai, et al 2017:1-11;Harris 2017:364-376;Ibrahim 2017:20;Shapiro & Margolin 2017;Kuss et al2016;Matha 2016:749-755;Amedie 2015;Kore 2014:21-22;Boyd 2014;Njoroge 2013:29-35;June 2011:1435-1445</p>
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<p>155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201</p>	<p>Interviewer: May you elaborate on how they will twin, make conversation, receive contributions and update themselves on current issues?</p> <p>Dino: They improve for the better after sharing and may contribute to anxiety change of behaviour.</p> <p>Interviewer: How do they gain physically?</p> <p>Dino: They change on attitudes and wellbeing.</p> <p>Interviewer: Oh! Very interesting. Can you clarify further?</p> <p>Dino: My own understanding tells me that interacting with others is very healthy to the body. It relieves stress and enables the body to grow healthy. So physically, one would perform his/her activities energetically.</p> <p>Interviewer: How do they gain linguistically?</p> <p>Dino: They develop the ability to understand other conversations. They also improve on spellings and sentence construction. Grammar is also attended to.</p> <p>Interviewer: Other people think that social media use has affected adolescents' language development greatly. What do you say?</p> <p>Dino: To some extent yes. You find that adolescents often use shorthand and mixed languages in their conversation. This has affected them greatly. Thus why you find them code switching when they are</p>	<p>themselves on current issues</p> <p>Gain norms and values</p> <p>Change of behaviour</p> <p>Emotional support: To relieve stress and enable the body to grow</p> <p>Educational support: Improvement of spellings, grammar and sentence construction</p> <p>Promotion of code switching and shorthand</p>	<p>Negative views of social media use in secondary schools</p>	<p>Social media use in secondary schools</p>	
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202	giving a speech. This has				
203	greatly affected them.				
204	Interviewer: How are they				
205	benefiting educationally?				
206	Dino: I would say if social				
207	media is put into correct use	Educational			
208	it could be very useful to	support:			
209	adolescents in that they	Well			
210	would access well	researched			
211	researched information with	information			
212	up to date				
213	events/information.				
214	Interviewer: Wow! Can				
215	you clarify a bit on what you				
216	mean by well researched	Educational			
217	information with up to date	Support:			
218	events/information?				
219	Dino: Let me explain it this	Serves having			
220	way. Concepts they learn at	thick volumes			
221	school could be accessed on	of books and			
222	various social media	large libraries			
223	platforms and these concepts				
224	have been presented by	Educational			
225	renowned persons and the	support:			
226	information could be very	Serves time			
227	important to the adolescents	hunting for the			
228	during their learning	appropriate			
229	process.	source			
230	Interviewer: Quite				
231	interesting. What is your				
232	view on the ideas that social				
233	media should not be used in				
234	schools?				
235	Dino: It's a debatable topic.	Educational			
236	It depends on the platform	support:			
237	one is standing. However, I	Reduces			
238	believe if social media is	unnecessary			
239	used positively it plays a	labour of			
240	very pivotal role in	writing down			
241	education. It serves having	notes			
242	thick volumes of books and				
243	large libraries and serves				
244	time hunting for the				
245	appropriate source. One				
246	would quickly be directed to				
247	the relevant sources in a split				
248	of a second. It also reduces				
				Negative influences of	Social media use on

<p>249 unnecessary labour of 250 writing down notes. One 251 would simply download and 252 save the relevant 253 information and make use of 254 it when need arises. 255 Dino: Yes. On the other side 256 social media has its dark side 257 of development learners and 258 other individuals may 259 welcome the platforms to 260 abuse others. For instance, 261 learners might spend time 262 accessing bad materials like 263 pornography, cyber bullying 264 others or even dating on 265 various platforms. Immoral 266 adults may take the platforms as the opportunity to date the vulnerable adolescents. Downloading and cutting and pasting has also affected learners from being creative in their written exercises. Interviewer: Thank you very much you have explained in detail on this issue. Let us move on to the next item.</p>	<p>Exposure to bad materials/ unkind comments</p> <p>Poor performance</p> <p>Cutting and pasting information</p>	<p>social media use on adolescent psychosocial identity development and wellbeing</p> <p>Negative views of social media use in secondary schools</p>	<p>adolescent psychosocial identity development and wellbeing</p> <p>Social media use in secondary schools</p>	
<p>267 Interviewer: What does 268 wellbeing mean to you? 269 Dino: Mmmm.. Wellbeing! 270 (<i>Pausing for some seconds</i>). 271 It means state of being 272 resilient building through 273 assertive life style. 274 Interviewer: Can you 275 explain what you mean by 276 assertive life style? 277 Dino: (<i>Laughs</i>) Ok ok, will I 278 be right if I say assertive life 279 style is whereby somebody 280 will be able to say 'yes' for a 281 'yes', 'no' for a 'no'. It is 282 when somebody is able to 283 work with what he/she</p>	<p>State of resilient building</p>	<p>Positive influences of social media use on adolescent wellbeing</p>	<p>Social media use on adolescent Psychosocial identity development and wellbeing</p>	<p>Kindron, et al 2018:1-18; Ibrahim 2017:20; Shapiro & Margolin 2017; Kuss et al 2016; Matha, et al 2016:749-755; Amedie 2015; Magwa 2013:29; June</p>

284	thinks is right in a given				2011:1435-
285	situation. Assertive life style				1445
286	results in the building of				
287	resilient. Thus what I mean				
288	by assertiveness.				
289	Interviewer: Let us move				
290	on to the net aspect.				
291	Interviewer: How do social				
292	media use influence				
293	wellbeing of adolescents in				
294	secondary schools?				
295	Dino: Like I said earlier on				
296	wellbeing is assertive life				
297	style. So in away to achieve				
298	such a life adolescents will				
299	benefit in a number of ways				
300	by using social media. For				
301	instance they get connected				
302	to the world. They have				
303	many friends to share				
304	information with and this				
305	makes their life enjoyable. In				
306	as far as their school work is				
307	concerned adolescents will				
308	get very current information				
309	and relevant ideas from the				
310	social media.				
311	Interviewer: Quite				
312	interesting ideas. Anything				
313	more you still want to say?				
314	Dino: I think social media				
315	use will make the teaching				
316	learning process lively in				
317	that videos can be shown on				
318	deferent concepts and this				
319	makes the learning process				
320	more practical. Learners will				
321	be happy and levels of stress				
322	and distress will be lowered.				
323	Interviewer: Thank you let				
324	us move on to the next item.				
324	Interviewer: Which type of		Whatsapp	Social media	Banyai, et
325	social media platforms do		YouTube	platforms	al, 2017:1-
326	adolescents favour			accessed by	11;Harris
327	accessing?			adolescents	2017:364-
328			Twitter		376;Ibrahi

<p>329</p> <p>330</p> <p>331</p> <p>332</p> <p>333</p> <p>334</p> <p>335</p> <p>336</p> <p>337</p> <p>338</p> <p>339</p> <p>340</p> <p>341</p> <p>342</p> <p>343</p> <p>344</p> <p>345</p> <p>346</p> <p>347</p> <p>348</p> <p>349</p> <p>350</p> <p>351</p> <p>352</p> <p>353</p> <p>354</p> <p>355</p> <p>356</p> <p>357</p> <p>358</p> <p>359</p> <p>360</p> <p>361</p> <p>362</p> <p>363</p> <p>364</p> <p>365</p> <p>366</p> <p>367</p> <p>368</p> <p>369</p> <p>370</p> <p>371</p> <p>372</p> <p>373</p> <p>374</p> <p>375</p>	<p>Dino: Whatsapp tends to be popular among adolescents. However, they also access YouTube, Twitter, Instagram, Snapchat and others</p> <p>Interviewer: When and why do you think adolescents favour accessing whatsapp?</p> <p>Dino: Basically they enjoy it. Where ever they are, they will be using it. (<i>Imitating how teenagers do it with fingers punching into the air</i>) Go and see a teenager, is ever busy on the phone on whatsapp. They are a digital generation I tell you.</p> <p>Interviewer: What could be the reason for using whatsapp?</p> <p>Dino: Whatsapp offers favourable packages to the users. Whatsapp boosts of private and fast reply and search for more information. It seems adolescents have developed fondness of this application. They seem not to want to miss it even for a moment.</p> <p>Interviewer: Can you shade more light on what you mean by search for more information?</p> <p>Dino: (<i>In a raised voice</i>) Adolescents could exchange educational information on whatsapp. It is easy, cheap and fast. What is important is the mobile network and bundles to access the platform. Where internet can be accessed, it would be most welcome. They can also interact with the social world hence benefit</p>	<p>Educational support: Exchange of educational information</p> <p>Social support: Boost communication skills</p>	<p>Instagram</p> <p>Snapchat</p> <p>Positive views of social media use in secondary schools</p>	<p>Social media use in secondary schools</p>	<p>m 2017:20;M amatha, et al 2016:749- 755;Amedi e 2015;Mag wa 2013:29;Ju ne 2011:1435- 1445</p>
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<p>376 377 378</p>	<p>intellectually. Communication skills are also improved and they interact on the platform. Interviewer: Thank you for the detailed response. Let us move onto the next item.</p>				
<p>379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417</p>	<p>Interviewer: What policy framework is there in Zimbabwe to guide adolescents' use of social media in secondary schools? Dino: There is no policy but the updated curriculum has elective subjective provisions of ICT. There are also pointers that are in the new curriculum under guidance and counselling, but no specific policy to guide the use of social media. Interviewer: Can you shed more light why there is no specific policy? Dino: It is a universal system which focuses on family policy issues and other living dynamics. So we rely on these acts for our operations. Interviewer: From your own point of view how effective are these provisions or acts to guide social media use in schools? Dino: Ah! (<i>Taking a deep breath</i>) They do not go far. They don't discuss more on pornography or cyber bullying. There are no underlying principles. There are age restrictions but you know with human nature people do lie. What I have observed is that adolescents</p>	<p>Elective subjective provisions of ICT Cheating to access social media platforms A universal system which focuses on family policy issues and other dynamics Need for Cyber smart legal framework to protect adolescents</p>	<p>Need for social media use policy Weak Acts to control social media use</p>	<p>Guidance in social media use in secondary schools</p>	<p>Kindron, et al 2018:1-18;Shapiro &Margolin 2017:1-18;Banyai, et al 2017:1-11;McCrae , et al 2017:315-330;Harris 2017:364-376;Kore 2014:21-22;Boyd 2014;Njoro ge 2013:29-38 Observational learning theory-human operate in socio-structure networks of which they are products and producers.</p>

<p>418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446</p>	<p>can lie on their age or may use unauthorised method of accessing the platforms. I also discovered that my own daughter could access my email account or other social media account because she is technologically advanced than me. So in such a scenario she can violet and use my account as if it's me using it. Therefore, these Acts leave room for users to go around the conditions of use.</p> <p>Interviewer: Would I be right to say there is need to put policies in place?</p> <p>Dino: Ooh yes! I think there is need for enactment of cyber smart legal framework which protects adolescents from unruly behaviour. But I believe the most important thing is to focus on unhu/ubuntu concept. There is need to have same guidelines for individuals to follow when using social media.</p> <p>Interviewer: Thank you very much you have explained in detail on this issue. Let us move on to the next item.</p>				
<p>447 448 449 450 451 452 453 454 455 456 457</p>	<p>Interviewer: How free are the adolescents to make their own decisions on registering into various platforms?</p> <p>Dino: (<i>Raising the voice</i>) Very free. The restrictions are determined by the service provider. In school learners can google freely. Restrictions are only imposed by different</p>	<p>Need to consider adolescents' ideas</p> <p>Restrictions to social media use</p>	<p>Weak Acts to control social media use</p>	<p>Guidance in social media use</p>	<p>Kindron, et al 2018:1-46;Banyai, et al 2017:1-11;McCrae , et al 2017:315-330;Harris 2017:364-376;Telef</p>

<p>458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475</p>	<p>schools. It is upon a particular school to allow it or ban the use of social media. However, the permanent secretary for the Primary and Secondary education in Zimbabwe has categorically emphasised the important of social media use. The secretary has urged all schools to let learners to be abreast with time. Learners should access information as long as the service provider is willing to give the service. Interviewer: Thank you very much you have explained in detail on this issue. Let us move on to the next item.</p>				<p>2016;;Kore 2014:21-22;Boyd 2014;Njoroge 2013:29-38;June 2011 Observational learning theory- human operate in socio-structure networks of which they are products and producers.</p>
<p>476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499</p>	<p>Interviewer: In your view, how are the set conditions for social media use considering the wishes of the adolescents? Dino: (<i>Shaking the head</i>) There are two issues I need to point out here. First, I want to say social media providers don't check if what they put on the platform benefits adolescents. They just do it for business purposes only regardless of considering the wishes of the adolescents. Adolescents just access social media on the view of wanting. They just do it for the sake of not wanting to miss out. The second issue is that they don't consider the wishes of the adolescents. Service providers are just</p>	<p>Need to consider adolescents' ideas Addiction Fear of missing out</p>	<p>Weak Acts to control social media use Negative influences of social media use on adolescent psychosocial identity development and wellbeing</p>	<p>Guidance in social media use Social media use on adolescent psychosocial identity development and wellbeing</p>	<p>Kindron, et al 2018:1-46;Banyai, et al 2017:1-11;McCrae, et al 2017:315-330;Harris 2017:364-376;Telef 2016;;Kore 2014:21-22;Boyd 2014;Njoroge 2013:29-38;June 2011 Observational learning theory- human</p>

<p>500 501 502 503 504</p>	<p>designing their programs for business. Interviewer: Thank you very much you have explained in detail on this issue. Let us move on to the next item.</p>				<p>operate in socio-structure networks of which they are products and producers.</p>
<p>505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541</p>	<p>Interviewer: What do you think can be done to improve adolescents' use of social media in secondary schools? Let's move on to the next item. Dino: There is need to emphasise more on Guidance and Counselling programs, there is also need for media information sensation and holding of comprehensive career and ICT positive data collection. Interviewer: Yeah, very interesting. Can you shade more light on Guidance and Counselling programs, media information sensation and comprehensive career and ICT positive data collection? Explain each in detail. Dino: (<i>Smiling</i>) That is fine. (Pausing for a while) Guidance and Counselling programs need to be emphasised in schools. These programs should provide platforms for adolescents to discuss issues pertaining to social media use. Benefits and risks of using social media platforms should be discussed with learners. Learners also need to be exposed to various</p>	<p>Social media information sensation Comprehensive career and ICT positive data collection Editing and approving items put on the social media Training learners to use ICT positively</p>	<p>Guidance and Counselling programs</p>	<p>Guidance in social media use</p>	<p>Kindron, et al 2018:1-18;Shapiro &Margolin 2017:1-18;Banyai, et al 2017:1-11;McCrae, et al 2017:315-330;Harris 2017:364-376;Kore 2014:21-22;Boyd 2014;Njoro ge 2013:29-38 Observational learning theory- human operate in socio-structure networks of which they are products and producers.</p>

<p>542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561</p>	<p>scenarios and be allowed to talk about the pros and cons of acting in a particular manner. Dino: By media information sensation, in my own view is when information is put to a series of verification processes to check for its benefits to be put on the platform. What is put on the social media platform needs to be edited and be approved by a recognised body. Comprehensive career and ICT positive data collection implies that positive career guidance and ICT data collection skills need to be discussed with the learners. There is need to train learners how to use ICT positively. Interviewer: Thank you. Let us move to the next item.</p>				
<p>562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582</p>	<p>Interviewer: How can adolescents in secondary schools utilise social media too construct their identities? Dino: Facebook, twitter, E-mails where they register into platforms and be able to get conditions, they agree on, in terms of operations of the media system. Interviewer: How can they use social media platforms to positively formulate their identities? Dino: They can find some inspirational information that can guide their career aspirations.</p>	<p>Inspirational information</p>	<p>Guidance and Counselling programs</p>	<p>Guidance in social media use</p>	<p>Shapiro & Margolin 2017:1-18; Banyai, et al 2017:1-11; McCrae, et al 2017:315-330; Harris 2017:364-376; Amedie 2015; Kore 2014:21-22; Boyd 2014; Njoro ge 2013:29-38</p>

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CLOSING

INTERVIEWER: Thank you very much for sparing your time for this interview. If you feel like sharing more information please be free to contact me. This is the end of our interview.

Thank you very much.

INTERVIEWEE: You are welcome.

CLOSING PRAYER: INTERVIEWER

APPENDIX Q: FIELD NOTES

DATA ANALYSIS COLOUR CODES

- | | | |
|----|---|--------------|
| 1. | The nature of social media use among adolescents | Bright green |
| | Social media accessed by adolescents | Green |
| | Negative views of social media use in secondary schools | Red |
| | Guidance in social media use in secondary schools | Turquoise |
| 2. | Understanding the adolescent stage of development | Yellow |
| 3. | Social media use and psychosocial identity and well-being development | Pink |
| | Negative influences of social media use on adolescent psychosocial identity and well-being development | Grey 25% |
| 4. | The utility of social media platforms as tools for positive adolescent psychosocial identity and well-being development | Army Green |

STUDY JOURNAL (sample of journal entries)

Date	Notes
4 April 2018	<p>0900: Meeting with Prof Mohangi.</p> <p>Reminded me to keep a reflective journal and write all challenges, lessons learnt and new ideas arising throughout my study.</p> <ul style="list-style-type: none"> • Suggested to me to read at the computer and do backup of material written. • Submit all work done, even sections of work. <p style="text-align: center;">Reflections:</p> <p>A good review and meeting as it helped me to focus my sample to adolescent learners. This made me think positively in terms of my work and I was beginning to believe I can now write my chapters.</p> <p>I also appreciate the good working relationship between the supervisor, Professor Mohangi and myself. It is really motivating and makes me pushing myself easier and not painful as I have seen other PhD students doing.</p>
4 June 2018	<p>I consulted a PhD student (UZ), who had come to collect data at Morgenster teachers. She assisted me on how to write the contextual background.</p> <p>She questioned me on my study, which raised pertinent questions, Why “why” and why “say” certain things..... She advised me to create folders of notes for each section of my chapter. It makes working much easier. I started working on the research design, which she assisted me with.</p>
08 June 2018	<p>From my readings on mixed methods designs from authors like. Creswell, I got that I could not start with a supplementary quantitative. I had a discussion on my methodology or design with another Doctoral student who said he did not agree with Creswell so I could do as I see it fit. I reflected my thoughts on my supervisor who advised similarly to the doctoral student.</p>
15 June 2018	<p>I consulted Dr Zireva again on my view about the design. I indicated to him my desire and challenge. I also revealed to him that I had no choice except following the authorities such as</p>

	<p>Creswell. He pointed out however that the design is mine. I know what I want to do and I must follow first what I want then next was the design.</p> <p>Reflections: A very fruitful discussion for I knew the quantitative aspect of my study was just explanatory and equal the bigger aspect.</p>
10 July 2018	I had a conversation with Dr Zireva on my methodology and literature review. I was really getting lost but he assisted me clearly.
13 February 2019	The ethical clearance was finally completed.
02 July 2019	<p>Communication with Prof Mohangi on quantitative data presentation.</p> <ul style="list-style-type: none"> • Stressed that the information should be captured in tables /graphs etc (descriptive statistics). • Advised to consult a statistician. • Emphasised on the need to be mindful of the research question that the phase of the study must answer. • Highlighted on how to identify patterns in the data, eg Communication, acquiring knowledge, entertainment, etc • Indicated that colours could be used to identify the patterns. • Advised to insert a sample of data analysis procedure, how data was captured and recorded in the final list of appendices. <p>Reflections: A very fruitful communication as it enabled me to analyse quantitative data using descriptive statistics. I easily used the tables and graphs to present the results. I also found it easy to trace the patterns in the data through the use of colour codes.</p>
21 September 2019	<p>Consultation with Prof Mohangi on Interview and focus group discussion data presentation:</p> <ul style="list-style-type: none"> • Reminded me on the need to present data in themes, sub-themes and categories. • Advised me to look at psychology literature or chapter 2 to unpack the following concepts: psychosocial identity development; how adolescents develop psychologically and socially. • Suggested that there was need to constantly consult the title and research questions when analysing to make sure that in-depth data to answer the research questions is used. <p>Reflections: A very fruitful communication as I was able to come up with the themes, subthemes and categories.</p>
27 September 2019	Consulted the supervisor, Prof Mohangi and was assisted with an article on social media use.
28 September 2019	My supervisor sent me an electronic copy on research methodology by John Creswell.
17 September 2019	<p>Communicated with Prof Mohangi:</p> <ul style="list-style-type: none"> • Advised me to refer back to Chapter 2 and 3 for themes, subthemes and categories formulation.

	<ul style="list-style-type: none"> • Reminded me to use anonymous names for schools too. • Advised me to ensure that transcriptions capture everything that has been said (even if the words, English used etc is not always pure or correct). • Reminded me that the examiners want to see “unedited versions” of the quotations (Raw data). <p>Reflections: A very relevant communication. It assisted me to maintain confidentiality issues when conducting my research.</p>
18 October 2019	<p>Communicated with Prof Mohangi:</p> <ul style="list-style-type: none"> • Advised me to look for the SAGE research methodology platform. • Suggested that many resources were available. • Gave me a list of references for a mixed methods study. <p>Reflections:</p> <p>Very useful as I was able to access very relevant literature on SAGE research methodology platform.</p>
	<p>Consulted the supervisor, Prof Mohangi and was assisted with an article on social media use.</p>
	<p>Communicated with Prof Mohangi:</p> <ul style="list-style-type: none"> • Advised me to look for the SAGE research methodology platform. • Suggested that many resources were available. • Gave me a list of references for a mixed methods study. <p>Reflections:</p> <p>Very useful as I was able to access very relevant literature on SAGE research methodology platform.</p>

FIELD NOTES

On a particular day, I met a group of six students sharing a video on a cell phone. I got interested and decided to find out what was it all about. When I asked what they were doing, one of them indicated that they were watching a video. Out of interest I moved closer to them, intending to have a share of what they were enjoying. Initially I thought they would resist, but they allowed me to have a glimpse of what they were watching. For some seconds I listened attentively trying to make sense of the audio coming out of the phone. I was really touched by what I saw and heard. The video was about a school boy who was moving a motion on a debate about the importance of technology.

The participant indicated that if social media is to be used in secondary schools, learners will benefit by accessing relevant information they cover in their syllabi; social media would make the learning process enjoyable. The participant highlighted that currently, the learning process is a serious business, if social media is used, it will bring fun and a new dimension to the learning process. If the current and new strategies are brought together, learners will benefit a lot (08/07/19)

Observations

I observed that learners need to use social media platforms in schools. I observed that schools just ban the use of social media devices for disciplinary measures. In the discussions you could see how emotional most of the learners were when deliberating on the issue. I recall one participant who became so emotional and started accusing the school authorities for unnecessary strictness that has caused poor performance at school. I had to calm the participant and focused the discussion.

Parents/guardians appeared divided on the issue, some fearing for lowering standards at school because of misbehaviour but other think it was the only way to go as it solves the issue of lack of text books in schools.

I observed that there is a need to improve secondary school operations. In as far as policies to guide adolescent learners, there is a need for immediate attention. I also observed a need for workshops to bring some awareness to teachers and learners on relevant policies in place (08/07/19).

I had a general conversation with the senior lady teacher. She stressed the need to have a national policy that guides adolescents in the use of social media. She reiterated that it is worrisome that while the education system tends to embrace digitalisation in schools, there is no overarching policy about the use of social media devices in schools. Leaving the responsibility to the school head is disastrous. She indicated that they follow orders from the school administration, but she feels social media use could be a very positive move in their teaching. She also indicated that social media use could be handy in adolescent psychosocial identity formation and well-being in that learners are exposed to a lot of experience and share with others these experiences.

FIELD NOTES

Participant No/Date	Time	Location	Comments
11 March 2019	1200-1330	School X	Visiting the school to seek permission from the school head conduct research and have consent forms sign. Meeting Form one learners to explain and give them consent forms for their parents/guardians to approve or not approve the participation of their child in the pilot study of my research and planning for next day activity.
11 March 2019	1500-1630	School W	Visiting the school to seek permission from the school head to conduct research and have consent forms sign. Meeting Form one learners to explain and give them consent forms for their parents/guardians to approve or not approve the participation of their child in the pilot study of my research and planning for the following day's activity.
12 March 2019	0800-0845	School X	Meeting respondents for the questionnaire Pilot study. Signed consent forms were returned. I took time to explain again the purpose of the visit to each of the learners. Every participant was made aware of the rights and benefits of participating in the study. It was clearly explained that the participant was free to choose to participate or not. Assent form was given to every participant to sign before responding to the questionnaire. The learners were met individually in an office. They accepted the questionnaire and indicated willing to respond to the questionnaire freely.

12 March 2019	1400-1445	School W	Meeting respondents for the questionnaire Pilot study. Signed consent forms were returned. I took time to explain again the purpose of the visit to each of the learners. I also reminded the participants of their rights and benefits of participating in the study. It was explicitly explained that the participant was free to choose to participate or not. Assent form was given to every participant to sign before responding to the questionnaire. The learners were met individually in an office. All the participants accepted the questionnaire and indicated willing to respond to the questionnaire freely.
13 March 2019	1200-1300	School X	Collection of completed questionnaires
13 March 2019	1600-1645	School W	Collection of completed questionnaires
10 May 2019	1300-1330	School W	Meeting Form one learners to explain to them the purpose of the visit and give them consent forms for their parents/guardians to approve or not approve the participation of their child in the main survey study of my research and planning for the day of questionnaire distribution..
10 May 2019	1500-1545	School X	Meeting Form one learners to explain them the purpose of the visit and give them consent forms for their parents/guardians to approve or not approve the participation of their child in the pilot study of my research and planning for the main survey activity.
14 May 2019	0930-1230	School W	Signed consent forms were requested back first and checked. If approved then assent form was given and signed with the guidance of the researcher who explained explicitly that the participant was free to withdraw from the study at any point if so wish. Then the questionnaire was issued out and agreed to return it the following day.
15 May 2019	1300-1400	School W	Collection of completed questionnaire.
16 May 2019	1400-1600	School X	Signed consent forms were requested back first and checked. If approved then assent form was given and signed with the guidance of the researcher who explained explicitly that the participant was free to withdraw from the study at any point if so wish. Then the questionnaire was issued out and agreed to return it the following day.
17 May 2019	1300-1400	School X	Collection of completed questionnaire.
FGD1.	1200-1330	School X	Focus group discussion session 1 Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development;

02 July 2019			<p>and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.</p> <p>Selected participants were given assent forms to sign again. The researcher reminded the participants of their rights and benefits of participating in the study. The researcher also took time to stress on the need to keep the discussion confidential. The researcher reminded the participants that the information should be solely for the research study alone. The researcher also promised to keep the material under lock and key in the office and would destroy it after some period of time. The researcher also promise to avail the transcripts to the participants to verify what who have been captured before the final document is compiled. Those willing to withdraw from participation were free to do so without any effect.</p>
FGD 2 02 July 2019	1430-1540	School X	<p>Focus group discussion session 2</p> <p>Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.</p> <p>Selected participants were given consent forms to sign again. The researcher reminded the participants of their rights and benefits of participating in the study. The researcher also took time to stress on the need to keep the discussion confidential. The researcher reminded the participants that the information should be solely for the research study alone. The researcher also promised to keep the material under lock and key in the office and would destroy it after some period of time. The researcher also promise to avail the transcripts to the participants to verify what who have been captured before the final document is compiled. Those willing to withdraw from participation were free to do so without any effect.</p>
FGD3. 05 July 2019	1230-1136	School W	<p>Focus group discussion session 3</p> <p>Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.</p> <p>Selected participants were given assent forms to sign again. The researcher reminded the participants of their rights and benefits of participating in the study. The researcher also took time to stress on the need to keep the discussion confidential. The researcher reminded the participants that the information should be solely for the research</p>

			<p>study alone. The researcher also promised to keep the material under lock and key in the office and would destroy it after some period of time. The researcher also promise to avail the transcripts to the participants to verify what who have been captured before the final document is compiled. Those willing to withdraw from participation were free to do so without any effect.</p>
<p>FGD 4.</p> <p>05 July 2019</p>	<p>1430-1550</p>	<p>School W</p>	<p>Focus group discussion session 4</p> <p>Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.</p> <p>Selected participants were given consent forms to sign again. The researcher reminded the participants of their rights and benefits of participating in the study. The researcher also took time to stress on the need to keep the discussion confidential. The researcher reminded the participants that the information should be solely for the research study alone. The researcher also promised to keep the material under lock and key in the office and would destroy it after some period of time. The researcher also promise to avail the transcripts to the participants to verify what who have been captured before the final document is compiled. Those willing to withdraw from participation were free to do so without any effect.</p>
<p>8 July 2019</p>	<p>1200-1300</p>	<p>Participant's work place</p> <p>(Mr) Dino (P1)</p> <p>(SPSOF)</p>	<p>Interviewee seemed relaxed and comfortable for discussion. The interviewee encouraged me to ask him more questions if any clarity was needed.</p> <p>Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.</p>
<p>12 July 2019</p>	<p>0900-0948</p>	<p>Participant's work place</p> <p>(Ms) Prisca (P2)</p> <p>(W)</p>	<p>Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.</p> <p>The interviewee encouraged me to ask more if I needed to go in-depth on another item.</p>

12 July 2019	1100-1155	Participant's work place (Mr) Joel (P3) (W)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development. The interviewee encouraged me to ask more if I needed to go in-depth on another item. However, the interviewee was rather tense and not very elaborate in response at times.
12 July 2019	1400-1450	Participant's work place (Mr) Timothy (P4) (W)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development. The interviewee was rather calm and used gestures in most cases when explain an idea. The interview encouraged me to ask more if I needed to go in-depth on another item.
15 July 2019	0830-0920	Participant's work place (Ms) Melody (P5) (X)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development. The interviewee was rather brief and precise in answering.
15 July 2019	1030-1115	Participant's work place (Mr) Muza (P6) (X)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development. The interviewee was ever smiling and jovial.
15 July 2019	1215-1300	Participant's work place (Ms) Mercy (P7) (X)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development. Calm and brief when responding to questions
15 July 2019	1415-1500	Participant's work place (Mr) Grey (P8) (X)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development;

			and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development. The interviewee listened attentively.
			REVISITING THE PARTICIPANTS FOR DATA CONFIRMATION AND PROBING
FGD1. 24 September 2019	0930-1020	School X	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.
FGD 2 24 September 2019	1400-1445	School X	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.
FGD3. 26 September 2019	0800-0846	School W	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.
FGD 4. 26 September 2019	1400-1445	School W	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.
30 September 2019	1500-1530	Participant's work place (Mr) Dino (SPSOF)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.
2 November 2019	0800-0830	Participant's work place (Ms) Prisca (W)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development. The interviewee encouraged me to ask more if I needed to go in-depth on another item.

2 November 2019	1000-1030	Participant's work place (Mr) Joel (W)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development. The interviewee encouraged me to ask more if I needed to go in-depth on another item.
2 November 2019	1200-1230	Participant's work place (Mr) Timothy (W)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development. The interviewee encouraged me to ask more if I needed to go in-depth on another item.
3 November 2019	0920 - 0950	Participant's work place (Ms) Melody (X)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development. The interviewee encouraged me to ask more if I needed to go in-depth on another item.
3 November 2019	1030-1100	Participant's work place (Mr) Muza (X)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development. The interviewee encouraged me to ask more if I needed to go in-depth on another item.
3 November 2019	1230-1300	Participant's work place (Ms) Mercy (X)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development. The interviewee encouraged me to ask more if I needed to go in-depth on another item.
	1400-1430	Participant's work place (Mr) Grey (X)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development;

3 November 2019			<p>and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.</p> <p>The interviewee encouraged me to ask more if I needed to go in-depth on another item.</p>
FGD1 17 June 2020	1030-1120	School X	<p>Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.</p>
FGD 2 18 June 2020	1200-1345	School X	<p>Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.</p>
FGD3. 24 June 2020	0900-1046	School W	<p>Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.</p>
FGD 4. 25 June 2020	1130-1245	School W	<p>Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.</p>
26 June 2020	1300-1330	Participant's work place (Mr) Dino (SPSOF)	<p>Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.</p>
29 June 2020	0900-0930	Participant's work place (Ms) Prisca (W)	<p>Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.</p> <p>The interviewee encouraged me to ask more if I needed to go in-depth on another item.</p>

29 June 2020	1000-1030	Participant's work place (Mr) Joel (W)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development. The interviewee encouraged me to ask more if I needed to go in-depth on another item.
29 June 2020	1200-1230	Participant's work place (Mr) Timothy (W)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development. The interviewee encouraged me to ask more if I needed to go in-depth on another item.
2 July 2020	0930 - 0950	Participant's work place (Ms) Melody (X)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development. The interviewee encouraged me to ask more if I needed to go in-depth on another item.
2 July 2020	1030-1050	Participant's work place (Mr) Muza (X)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development. The interviewee encouraged me to ask more if I needed to go in-depth on another item.
2 July 2020	1200-1230	Participant's work place (Ms) Mercy (X)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development; and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development. The interviewee encouraged me to ask more if I needed to go in-depth on another item.
2 July 2020	1250-1315	Participant's work place (Mr) Grey (X)	Themes: The nature of social media use among adolescents; Understanding the adolescent stage of development; Social media use and adolescent psychosocial identity and well-being development;

			<p>and The utility of social media platforms as tools for positive adolescent psychosocial identity and wellbeing development.</p> <p>The interviewee encouraged me to ask more if I needed to go in-depth on another item.</p>
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APPENDIX R: PROOF OF LANGUAGE EDITING



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LANGUAGE EDITING CERTIFICATE FOR DOUGLAS MASHOKO

This is to certify that the Doctoral thesis titled, **ADOLESCENT SOCIAL MEDIA USE IN MASVINGO DISTRICT, ZIMBABWE: A CASE STUDY** by **DOUGLAS MASHOKO**, was edited by a professional English Language editor, Dr V. Jenjekwa (D. Litt et Phil (Linguistics) (UNISA); M.ED (English) (GZU); PGDE (English and Shona) (U.Z); BA (English and Linguistics) (UZ)).

Vincent Jenjekwa (PhD)
Editor/Language Research Fellow

DATE: 01 December 2021

APPENDIX S: TURNITIN -SIMILARITY INDEX

Adolescent social media use in Masvingo District, Zimbabwe: A case study

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