



University of Fort Hare
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Influence of social media on antisocial behaviour amongst teenagers at a high school in South Africa.

ROSELINE MAIDEYI

STUDENT NUMBER: 201105358

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SUPERVISOR: DR. O. OSUNKUNLE

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Declaration

I declare that all the information in this study is my original work beside that which has been stated otherwise. This study has never been submitted at any other university or institution of higher learning.

Roseline Maideyi

Signature.....

Date.....

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I extend my utmost gratitude to my supervisor Dr. O. Osunkunle, his advice and supervision contributed highly to the outcome of my work. I appreciate his time and effort he invested in my work. Finally, I would like to acknowledge the grace of the Almighty God who guided and strengthened me throughout my study. Finally I appreciate the great effort that my friend Neville invested in encouraging me throughout my study. His words of inspiration and guidance were fruitful to my work.

Dedications

I dedicate my work to my father Mr. S. Maideyi who supported me through it all in my academic life. His words of wisdom and encouragement gave me confidence and zeal to work extra hard and achieve the best in life. I rejoice because the completion of this dissertation is the fulfillment of my father's desire who longed to see me attain a Masters degree. Though financial constraints were a challenge in my family but my father could not stop dreaming of seeing his daughter attaining a Masters degree. I sincerely thank him for seeing the best out of me. I am also grateful to my lovely mother Mrs F. Maideyi who ceaselessly prayed for me. Throughout the course of this study, I have learnt that procrastination is the thief of time. Success can be derailed if one nurtures procrastination; I therefore desire that this progress serves as an inspiration to my brother and sisters. May they learn that time and chance happens to them all and time waits for no man.

Abstract

Social media is a valuable tool that has made communication easy and effective however, it can be dangerous to teenagers if misused. The online sphere has become a platform for teenagers to connect with peers in different locales, thus increasing their exposure to large volumes of information including that which their parents, guardians and school authorities would debar them. Founded on the uses and gratifications theory and social cognitive theory, the study investigates the influence of social media on antisocial behaviour among teenagers. Uses and gratification theory was used in this study to understand how teenagers use social media whereas the social cognitive theory brought an in depth understanding as to how teenagers learn antisocial behaviour from inappropriate social media content. The social cognitive theory argues that children can acquire new behaviour through observation and learning from the environment as well as the media. The study was conducted using the mixed method design which focused on triangulation. Triangulation enables the researcher to combine theories, data sources and methods in a single study; this makes the information obtained in such a study to be verified, thus increasing validity of the study.

A case study strategy of Jabavu High school learners as well as teachers was used in the study. Data was collected from Jabavu high school learners and their respective teachers to obtain information from various perspectives. Simple random sampling was used to select 150 grade 11 and 12 learners who participated in the study. Semi structured interviews were used to collect data from Jabavu high school teachers while questionnaires were used to collect data from learners at Jabavu high school located in Eastern Cape, South Africa. The study found that Jabavu High school learners attribute social media to antisocial behaviour. Thus, the study concluded that social media influences teenagers to participate in various forms of antisocial behaviour through observing, learning and imitating what they are exposed to on social media. Since teenagers attributed social media to antisocial behaviour such as pornography, violence and vulgar language they stand a chance of behaving antisocially according to the antisocial media content they are exposed to.

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CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Chapter introduction

Social media is a modern method of communication that has outdated the once prevalent traditional media. Ding & Zhang (2010) note that, with the rise of social networking sites such as blogs, Facebook, Twitter, Flickr, WhatsApp and YouTube, users have become constantly connected and capable of interacting with one another, such capabilities of social media have improved the communication process. The advent of social media changed the communication process and human interaction. People are able to give feedback to communicated messages, communicate with people from geographically distant places, and search desired information through social media tools.

Clearly, the development of new communication technologies has increased the rate of electronic communications that transcend face-to-face communication. Moody (2010) says there is no doubt that social media has drastically changed the way the world communicates, connects, and conducts business. Social media has the power to influence the thoughts, behaviour, attitude, dress code and type of conversation. Though social media may have various positive influences on teenage users, they are a vulnerable group upon whom the negative influences of social media may do much harm. This study argues how social media influences the behaviour of its users, specifically antisocial behaviour amongst teenagers.

In the teenage world, social media has become like a close friend whom teenagers feel much comfortable spending lots of time with. A major problem faced in this age of new information and communication technologies is that, teenagers get exposed to different types of social media content and may be unable to discern what is good and bad for them. They may know what is good or bad, but may not know the behavioural consequences that result from observing the bad social media content. Nwankwo, Nwoke, Chukwuocha, Obanny, Nwoga, Iwuagwu, and Okereke (2010: 1) argue that "Behaviour is considered abnormal or antisocial if it is uncommon, different from the

norm and does not conform to what society expects". Farrington (1995a: 84–85) noted that,

“Teenage anti-social behaviour in particular, ‘covers a multitude of unwanted acts such as theft, burglary, robbery, violence, vandalism, fraud, drug use, bullying, reckless driving, heavy drinking, sexual promiscuity, heavy smoking, heavy gambling, employment instability and conflict with parents”.

The teenage period is a stage of massive internal zeal and external peer pressure for teenagers to explore different experiences. Ballard (2011: 1) says,

“New social media networks materialize often, each with a unique range of potential uses and possible gratifications for their users and many that are being integrated with new communication technologies and mobile devices”.

Access to social media by teenagers through the internet, phones and laptops eliminates the ability for parents to monitor and control what their children view or are exposed to on social media. As well, many social media platforms have no censorship for antisocial ideas, pictures and videos. “Twitter allows any of its users to contribute to the market of free ideas on its network and to share their interests, opinions and perspective about life and important societal or political events” (Ballard 2011: 1). In this manner social media can expose teenagers to antisocial behaviour which they learn and imitate. This study examines whether social media can become a platform for teenagers to practice antisocial behaviour. My main position of argument is that, exposure to inappropriate social media content such as antisocial ideologies, rudeness, deviancy, pornography or violence can lead to teenagers practicing perverted sexual tendencies, disrespect or violent behaviour in society. Thus, the main argument of this study is that social media can be a source of inappropriate information which may enable and influence teenagers to explore antisocial behaviour.

1.2 Preliminary study

Existing literature has shown how inappropriate media content can lead teenagers to imitate behaviour they are exposed to through media. Exposure to inappropriate information such as drug abuse may initiate learning through observing media portraits.

According to TeenZeen (2012), teens see people partying, drinking alcohol or doing drugs and they see those activities as fun because there are presented as fun in the media. This sends the message to teenagers that in order to have fun or to be seen as cool they will have to use these substances. Alan Levitt, Director of the National Youth Anti-Drug Media Campaign in New York, research shows that television, music and movies normalise certain kinds of unhealthy behaviour such as scenes of drugs and alcohol use (Pozniak 2014). Media scenes mislead viewers as portraits are presented as having fun in doing drugs or becoming alcoholics. The media does not project the negative side of drug taking but paints it as something that is good. Such misleading scenes are deadly to teenagers who tend to observe and learn behaviour projected in the media.

Teenagers who are exposed to music videos or movies that portray violent acts are at a verge of imitating the violence in real life. Violence on screen-based media may affect empathy by desensitizing viewers to the true consequences of violent actions (Strasburger & Wilson 2002). Desensitisation has been said to occur through repeated exposure to violent images as people become more acceptable of real-life violence and demand more extreme forms of violence on the screen (Gunter 1990). Media presentations of justified violence may change the belief that violent behaviour is wrong thus, encouraging the development of aggressive and violent attitudes among teenagers. Bushman and Huesmann (2012) argue that children who play violent video games or watch violent movies are bound to imitate the violent portraits they see. The violence they are exposed to kills their empathy for victims as the violent media scripts justify their violent behaviour thus, the argument that social media pressure and influence teenagers to imitate the antisocial behaviour portrayed in the media.

Cultivation theorists say televisions' consistent images and portrayals construct a specific portrait of reality (Baya & Mberia 2014). In regard to sexual content on social media, teenagers who consistently get exposed to sexual content cultivate and foster attitudes about sexuality that coincide with media portrait. This study argues that, social media has the ability to cultivate or influence the sexual behaviour of teenagers. Studies

have been conducted to portray the relationship between exposure to sexually explicit content and sexual behaviour among adolescents. In a cross-sectional study among 529 Greek adolescents, Tsitsika *et al.* (2009) sought to explore potential implications for the use of sexually explicit material on adolescents' sexual behaviour. The findings of the study suggested that Greek adolescents who are exposed to sexually explicit material may develop unrealistic perceptions about sex and misleading attitudes towards relationships. One can argue that teenage exposure to sexually explicit content shapes their understanding of real life sex.

1.3 **Meta theoretical framework**

The meta-theory that guides the philosophical thinking of the study entails ontology, epistemology and axiology. Each has different assumptions that influence how the research process is done hence, it is crucial to examine the meta theory that underpins the study. Bryman (2004) argues that epistemology is a theory that is concerned with what is acceptable knowledge in a certain discipline. Akin to this, Saunders *et al.* (2007) states that epistemology is a branch of philosophy that studies the nature of knowledge and what constitutes acceptable knowledge. Epistemology addresses the nature of knowledge and the methods in which the knowledge can be known. Two philosophies are entailed in epistemology namely the interpretivism and positivism. The interpretive perspective asserts that the researcher interacts with what is being studied. Saunders *et al.* (2007) argue that interpretivist researchers interpret their everyday social roles according to the societal meaning given to these roles and interpret the social roles of others in accordance to personal set of meanings. According to this philosophy, knowledge is obtained from how researchers interpret the social roles. On the other hand, Pathirage, Amaratunga and Haigh (2008) argue that positivist philosophy assumes that the social world exists externally where the observer is independent from what is being observed and its properties should be measured through objective measures. Positivism adopts a scientific approach of the development of knowledge.

Ontology concerns the nature of reality. According to Easterby-Smith *et al.* (2002) ontology is about the assumptions that we make about the nature of reality. Objectivism and subjectivism are two extreme philosophies of ontology. Subjectivism states that reality is created from the perceptions and consequent actions of social entities. Saunders *et al.* (2007: 108) argue that subjectivism refers to beliefs that social phenomena is created from the perceptions and following actions of those social actors concerned with their existence while objectivists believe that “social phenomena and their meanings have an existence that is independent of social actors” (Bryman 2004: 16).

However, this study adopted the combination of interpretive and positivist epistemology to address how knowledge in this study was obtained. The combination of subjective and objective ontology was also used to address the nature of reality in this study. Such a combination is called pragmatism philosophy. Tashakkori and Teddlie (1998) suggest that it is more appropriate for the researcher in a particular study to think of the philosophy adopted as a continuum rather than opposite positions. They note that at some points the knower and the known must be interactive, while at others, one may more easily stand apart from what one is studying (Tashakkori & Teddlie 1998). Pragmatism philosophy applied in this study led to the adoption of a mixed method research used to conduct the study. Interviews were used to collect data from school teachers on how social media influence teenagers towards antisocial behaviour, knowledge on these phenomena was gained and interpreted from the views and perceptions of school teachers who were sampled. The data collected was value laden where teachers’ beliefs and values influenced the understanding of the influence of social media on antisocial behaviour among teenagers. On the other hand, questionnaires were used to understand the phenomenon objectively by adopting a scientific approach of knowledge which is value free. The researcher was independent to what was being studied.

Axiology is another component of the research philosophy, Pathirage, Amaratunga and Haigh (2008) note that axiology reveals the assumptions about the value system. In

value neutral research, the choice of what to study and how to study can be determined by objective criteria, whilst in value laden research, the choice is determined by human beliefs and experience (Easterby-Smith *et al.* 2002). The study adopted both value laden and value free stand points. The study applied the use of questionnaires in which objective criteria was used by the researcher to obtain value free results. The beliefs and values of the researcher did not interfere with the study. However, semi structured interviews were used to collected data from another source .This research instrument promoted the application of the researcher's values. Data obtained from both value stand points was combined to form one body of data that led to the understanding of the phenomenon.

1.4 Theoretical explanations for social media and antisocial behaviour

To examine the influence that social media has on antisocial behaviour among teenagers, it is crucial to take a close look at theoretical explanations on how inappropriate media content influences antisocial behaviour among teenagers. Short and long term theories explain how antisocial behaviour observed through social media is adopted by users. In the short term effects of media, when a person is exposed to a violent scene, the resulting activation of nodes spreads out to linked nodes and activates them (Huesmann 2007; Huesmann & Kirwil 2007; Jo & Berkowitz 1994). When nodes associated with a behavioural tendency are primed, it makes it more likely that the behaviour will occur. This behaviour is more likely to occur if other stimuli simultaneously prime the node (Jo & Berkowitz 1994). Thus, when teenagers are exposed to inappropriate social media content such as violence and pornography, the media scripts raise the activation level of knowledge about the scripts without the user aware of the process. It may result in the user thinking, feeling and behaving in the manner of the media scripts they are exposed to.

The second short term media effect noted by Huesmann (2007) is the arousal effect. Mass media presentations have an arousal effect in the short term, aggressive behaviour may be more likely in the short run for two reasons, the excitation transfer

noted by Bryant and Zillmann (1979) and the general transfer noted by Geen and O'Neal (1969). In the excitation transfer, Zillmann (1983) states that arousal elicited by external sources such as exercise may be misattributed as anger in situations involving provocation and may thereby increase the chances of producing anger-motivated aggressive behaviour. Furthermore, Zillmann's theory refers to the influence of a prior episode of arousal on subsequent emotional responses. In terms of this study, this theory means that exposure to particular social media content can cause social media users to exhibit particular emotions which they then transfer into real life situations they face. Most often, in the popular 'hero-villain' Hollywood movies, when the hero kills the villain it is a justified action. Thus, teenagers who view such a script would feel justified to behave in a similar fashion when they feel someone has done them wrong. On the other hand, Huesmann argues that general arousal stimulated by media presentations may mean that the inhibition of inappropriate responses is diminished and dominant learned responses are displayed in social problem solving.

The third short term effect of media presentations is mimicry. Teenagers imitate the media scripts they are exposed to on social media and this lead to a long term effect of observational learning. Meltzoff and Moore (2000) argue that in recent years evidence has accumulated that human and primate young have an innate tendency to mimic whomever they observe. Observation of specific social behaviours on social media increases the likely hood of children behaving exactly that way. The study argues that social media has exposed teenagers to a lot of content including information that is inappropriate for teenagers, therefore when teenagers get exposed to inappropriate social media content such as violence and pornography they tend to mimic the behaviour hence leading to the adoption of antisocial behaviour.

Observational learning is a long term media effect that influences the behaviour of teenagers. Rizzolati ,Fadiga, Gallese and Fogassi (1996) argue that during early, middle, and late childhood children encode in memory social scripts to guide behaviour through observation of family, peers, community, and mass media. Consequently observed behaviours are imitated long after they are observed. Thus, explaining how

the behaviour of teenagers who observe inappropriate social media content can be molded into behaving antisocially long after the observation of the inappropriate social media content. During this period, children's social cognitive schemas about the world around them are elaborated. For example, extensive observation of violence has been shown to bias children's world schemas toward attributing hostility to others' actions. Such attributions in turn increase the likelihood of children behaving aggressively (Dodge 1985). The assertion made by Dodge (1985) substantiates the argument in this study that the behaviour of teenagers who observe violence, aggression and pornography through social media are likely to be influenced by the inappropriate media content they are exposed to.

Desensitisation is another long term media effect that affects the empathy of viewers. Gunter (1990) argues that desensitization has been said to occur through repeated exposure to violent images as people become more acceptable of real-life violence and demand more extreme forms of violence on the screen. Negative emotions experienced automatically by viewers in response to a particular violent or gory scene decline in intensity after many exposures (Huesmann & Kirwil 2007). Teenagers who continuously get exposed to violence or aggressive scripts through social media eventually get desensitized and end up losing empathy for others. Therefore, when they act aggressively towards others they do not feel empathy because the negative intensity of the violence they are exposed to declines.

Lastly, enactive learning is another long term media effect that results in behaviour change. Huesmann (2007) argues that children are constantly being conditioned and reinforced to behave in certain ways and this learning may occur during media interactions. When teenagers are exposed to sexual content through social media, their perceptions about sexuality are shaped by the media portraits. Furthermore, social media users are no longer passive audience but they are active and they interact with the media. When teenagers are playing violent video games they are active in the aggression scenes which stimulate increase in violent behaviour among them.

To understanding the influence of social media on antisocial behaviour among teenagers, the study applied the uses and gratification theory to understand how teenagers use social media. Teenagers' use of social media is important in understanding whether the content that teenagers are exposed to on social media influence them towards antisocial behaviour. The above short term and long term effects of media led to the adoption of social cognitive theory as a main theoretical domain of the study in understanding how social media influence the behaviour of teenagers.

1.4.1 Theoretical Framework

The uses and gratifications theory argues that media users are in control of the media other than being controlled by the media. Katz *et al.* (1974) argues that users have numerous media options to choose from and suggests that the reasons and motivations for selecting a specific media will vary from user to user. Media users are active and can choose the media of choice which gratifies them. Thus, uses and gratification theory was used in this study to understand how teenagers use social media and to know the gratifications they seek from using different social media tools.

Social cognitive theory was used in this study as it brought an in depth understanding as to how teenagers learn antisocial behaviour from inappropriate social media content. Stefanone, Lackaff, and Rosen (2010) note that social cognitive theory uses the term modeling to explain the process through which individuals observe others in the environment, interpret their behaviour and then adjust their own behaviour in response to what have been observed. Behaviour observation can occur in many contexts such as family and society, basically, it occurs in the environment in which people are exposed. Wilson (2008) argues that social cognitive theory posits that children learn ideas, values, emotions, and even behaviour by observing others in their social environment. According to this theory, children can acquire new behaviour through observation and learning from the environment as well as the media. Uses and gratification theory as well as social cognitive theory were used in this study so as to complement each other in providing a deep understanding of the influence of social

media on teenagers' antisocial behaviour. Thus, findings were analysed in relation to the assumptions of these two theories. Teenagers' activities on social media were best understood using the uses and gratification theory while the influence of social media on teenagers' antisocial behaviour was interpreted through the lenses of social cognitive theory. The application of one theory in this study would have made a weaker analysis and interpretation of the link between social media and teenage antisocial behaviour. Henceforth, a combination of these two theories brought a substantial understanding of social media influence on teenage antisocial behaviour.

1.5 Research Problem

Social media as compared to traditional forms of media has turned out to be the primary means of communication among people as it enables people to share information regardless of their geographically dispersed locations. It has enabled the transmission of information over long distances and has become a powerful backbone in turning the world into a community. The study focuses on how social media tools have enabled teenagers to stay connected with what is happening around them. However, though social media is a valuable tool that has made communication easy and effective, it can be dangerous to teenagers if it is misused. The online sphere has become a platform for teenagers to connect with peers in different locales and they can get exposed to inappropriate information which their parents, guardians and school authorities would debar them. Thus, the study seeks to examine the influence of social media on teenagers' antisocial behaviour.

1.6 Research Questions

1. What constitutes antisocial behaviour among teenagers?
2. What is the nature and role of social media in the practice of antisocial behaviour amongst teenagers?
3. To what extent do teenagers attribute antisocial behaviour to social media?

1.7 Research Aim

A case study strategy was used to address the aim of this study which is to examine whether social media influences the practice of antisocial behaviour among teenagers at Jabavu High school in Alice Town, Eastern Cape Province, South Africa.

1.8 Research Objectives

The following research objectives were addressed using a case study of Jabavu High school pupils in Alice, Eastern Cape Province, South Africa.

1. To find out what constitutes antisocial behaviour among teenagers.
2. To find out the nature and role of social media in the practice of antisocial behaviour amongst teenagers.
3. To examine the extent to which teenagers attribute social media to antisocial behaviour.

1.9 Significance of the study

The significance of the study is to discover the use of social media among teenagers and find out if social media content is influencing teenagers towards antisocial behaviour. Having discovered the influence of social media on teenagers, the study seeks to recommend how social media can be used by teenagers positively while reducing the influence it can exert on teenagers' antisocial behaviour.

1.10 Assumptions of the study

1. The study assumes that almost all teenagers make use of social media.
2. Social media can be a source of inappropriate information to teenagers.
3. The study assumes that teenage exposure to inappropriate social media content can influence them towards antisocial behaviour.

1.11 Limitations of the study

- Time constrained the researcher to investigate the influence of social media on teenage antisocial behaviour from a wider area of more than one school which could have given more in depth information.
- Few grade 12 learners were available for the survey as most of them were busy preparing for tests thus, creating an imbalance between the number of grade 11 and grade 12 that were given questionnaires.
- Not all Jabavu high school learners are social media users therefore; some participants did not contribute any information to the study.

1.12 Definition of terms

Antisocial behaviour: Nwankwo, Nwoke, Chukwuocha, Obanny, Nwoga, Iwuagwu, and Okereke (2010: 1) argue that “Behaviour is considered abnormal or antisocial if it is uncommon, different from the norm and does not conform to what society expects”.

Social media and social networking: Social media can be called a strategy and an outlet for broadcasting, while social networking is a tool and a utility for connecting with others (Cohen 2009; Stelzner 2009).

1.13 Structure of dissertation

Chapter 1: Introduction and Background of the study

This chapter brings out the background of the study which investigates the influence of social media on antisocial behaviour among teenagers. The accessibility of social media has increased among teenagers and it has made communication easy and effective. Through social media teenagers easily access media content, increasing their exposure to a lot of information including inappropriate information that influences antisocial behaviour. Short term and long term effects of media violence was discussed in this chapter to understand how inappropriate social media content may result in antisocial behaviour among teenagers. The meta theory that guides the philosophical thinking of the study which entails ontology, epistemology and axiology was also

discussed in this chapter. Research objectives, aims and research problem are outlined in this chapter which guides the researcher in conducting the study.

Chapter 2: Literature review

Scholarly literature was reviewed to explore the influence of social media on teenage antisocial behaviour. Thus the researcher explored the views of other scholars on the influence of social media on antisocial behaviour of teenagers. Such literature is necessary for the researcher to understand the views of other scholars about the same study. The chapter also reviews the theoretical framework in which the study is based on, the two theoretical frameworks that are discussed in this chapter are the uses and gratification theory and social cognitive theory. The uses and gratifications theory was applied to obtain an understanding of teenagers' uses and gratifications of social media. The theory argues that those media users are in control of the media other than being controlled by the media; users have numerous media options to choose from and suggest that the reasons and motivations for selecting a specific media vary from user to user. The theory explains how children can acquire new behaviour through observation and learning from the environment as well as the media. Thus, the social cognitive theory was applied to understand how social media influence antisocial behaviour among teenagers.

Chapter 3: Research Methodology

This chapter discusses the methods used to conduct the study. Triangulation research design was used in this study, more specifically data triangulation, methodological triangulation and theoretical triangulation. Data triangulation is the use of various sources of data in a single study thus data was collected from Jabavu high school learners and their respective teachers. Methodological triangulation is the application of both qualitative and quantitative research methods in a single study, thus methodological triangulation is reflected in the study through the use of questionnaires which are mainly quantitative and semi structured interviews which are qualitative. The researcher further applied theoretical triangulation which is the application of two or more theories in a single study. In this study, the uses and gratifications theory and

social cognitive theory were used. A case study research strategy was used in this study in which a case of Jabavu high school was used to collect data used in the study to understand the influence of social media on antisocial behaviour among teenagers. Furthermore, this chapter named, explained and justified the study population, sampling techniques, research instruments and the method that was used to analyse data.

Chapter 4: Data presentation and data analysis

Data collected from selected learners using questionnaires was analysed through SPSS and presented in pie charts and tables. Interview data collected during semi structured interviews with Jabavu High school teachers was analysed and interpreted using thematic analysis. From the analysis of questionnaire and interview data, the chapter draws conclusions that teenagers attribute social media to antisocial behaviour as social media exposes them to inappropriate content that affects their behaviour. Consonantly, school teachers noted that learners increasing exposure to social media may expose them to inappropriate media content that influence antisocial behaviour

Chapter 5: Conclusion and recommendations

In this chapter the researcher uses all the information gathered from the research to draw robust conclusions and recommendations about the influence of social media on teenage antisocial behaviour. In the light of the literature that was reviewed as well as the findings of data collected from Jabavu High school learners, this study concludes that social media influences teenagers to participate in various forms of antisocial behaviour.

1.14 Chapter summary

This chapter outlined the background of the study and explained the research problem. The access of social media has grown enormous among teenagers; however, social media platforms are not restricted in content portrayed, hence teenagers maybe exposed to information which is inappropriate for them. Thus, the study is conducted to find out the influence of social media on antisocial behaviour among teenagers. The study is guided by two theoretical frameworks which are uses and gratification theory

and social cognitive theory. Uses and gratification theory is used in this study to explain why teenagers choose different types of social media platforms and the gratifications they will be seeking from the different social media platforms they use. On the other hand, social cognitive theory explains how social media content may influence antisocial behaviour among teenagers. The aim, objectives and questions of the study were also explained. After laying the background of the study, there is a need to review literature of other scholarly studies based on the influence of social media on teenage antisocial behaviour.

CHAPTER 2: SOCIAL MEDIA USE AND ITS INFLUENCE ON TEENAGERS

2.1 Chapter introduction

To evaluate the influence of social media on antisocial behaviour among teenagers, one should have an understanding of what other scholars say about the influence of social media on antisocial behaviour. This section comprises of a review of literature based on defining anti-social behaviour, new media, and social media. It discusses the theoretical framework in depth and examines its suitability in explaining the relationship between social media use and antisocial behaviour. This section also examines how various social media tools have contributed to antisocial behaviour amongst teenagers.

2.2 Defining anti-social behaviour

The definition of antisocial behaviour has been outlined by different scholars. Millie (2008: 5) says, “Someone who is anti-social is, by definition, not being ‘social’ and similarly lacks consideration or is unaware of the impact of their behaviour on others”. In reference to teenage antisocial behaviour Nwankwo, Nwoke, Chukwuocha, Obanny, Nwoga, Iwuagwu, and Okereke (2010: 1) argue that “Behaviour is considered abnormal or antisocial if it is uncommon, different from the norm and does not conform to what society expects”. Instead of defining what exactly it is, Roberts (1981) points out three identifying markers for ASB arguing that a behaviour is unacceptable or antisocial if it impedes a person to function effectively with others as a member of society, if the behaviour does not permit the person to meet his or her own needs and if the behaviour has a negative effect in the wellbeing of others. One important factor mentioned by Roberts (1981) is the consideration that antisocial behaviour does not only regard an individual mistreating others but is also when identified when an individual’s behaviour mistreats their personal wellbeing in a particular manner that reduces their performance.

Meyer (1995) explains that antisocial behaviour is a repeated violation of socially normative behaviour, usually involving aggression, vandalism, and rule infraction, defiance of adult authority and violation of the social norms and mores of society. To

summarise the above definitions, antisocial behaviour is a term that can be understood contextually taking into consideration the norms and values of a society. The definitions of antisocial behaviour inform that behaviour that is termed antisocial can be determined by the society in which such behaviour is practiced. Thus, what is perceived as antisocial in one society may not be regarded as antisocial in another society. Nixon *et al.* (2003) argues that several factors such as context, location, community tolerance and quality of life expectations shaped people's understanding about antisocial behaviour. Flatly *et al.* (2008) agrees with Nixon's (2003) idea as they perceive that antisocial behaviour varies according to people's background and area where they live. Below are some of the factors that influence how people perceive antisocial behaviour.

2.2.1 Culture

Examination of culture cannot be ignored when addressing the issue of antisocial behaviour. Antisocial behaviour is the violation of cultural norms and values thus, culture has a role to play in shaping people's behavioural conduct. One can argue that culture varies across the world. According to Henrich (2015) the moral status of specific social behaviours can vary widely across cultures. Thus, one behavioural conduct can be morally accepted in one society but in another society can be deemed morally unacceptable. Fiske and Rai (2014) argue that most morally repugnant actions in one cultural context can be seen as morally required in another cultural context. They gave an example of killing one's daughter because she has been raped; this act is repugnant in other cultures but morally acceptable in other cultural context. It can be argued therefore that antisocial behaviour can be understood contextually as culture determines what is acceptable and not.

Graham and Haidt (2010) argue that religion is one of the strongest cultural influences on moral values. Priming religious concepts increases generosity and reduces cheating, though only among people who hold religious beliefs. (Shariff, Willard, Andersen & Norenzayan 2016). Nevertheless, religion also varies across cultures. Cohen (2015) says, Protestants, Catholics, and Jews, all of whom coexist within many nations, differ in how much moral weight they give to impure thoughts

versus impure actions, Protestants strongly condemn 'crimes of the mind' such as thinking about having an affair. Religion helps shape how people behave in the society and individuals who violate religious expectations can be said to be antisocial. However as Cohen (2015) alluded, religious beliefs differ, which affects how antisocial behaviour is perceived in different religions.

2.2.2 Background

Antisocial behaviour among teenagers can be influenced by the background in which such children come from. The family is important in socializing children and it influences their behaviour. Chassin *et al.* (1991) argue that children of alcoholics are 5.1 times more likely to report social consequence or dependence symptom related to alcohol or other drug use as compared to children of non-alcoholics. Children who come from families where one or both parents drink alcohol are also likely to be involved in drinking alcohol. Thus, the family is crucial in mentoring children on the way of conduct. Children's perceptions of parental drinking quantity and circumstances appear to influence their own drinking frequency (Brook *et al.* 1990; Kandel & Andrews 1987). One can therefore argue that children's perceptions of antisocial behaviour can be shaped by the environment in which they reside in. Children of alcoholics are more likely to be alcoholics than children of non-alcoholics because they imitate their parents and perceive such behaviour as acceptable norms whereas children of non-alcoholics may perceive the same behavior as unacceptable because it is abnormal to them.

Jacob and Johnson (1997) highlight another aspect to parenting that may influence antisocial behaviour among children. They note that inadequate parenting such as lack of affection, high levels of criticism, inconsistent discipline and lack of involvement provides the foundation for the development of an aggressive and antisocial pattern. Akin to this study, Smith & Stern (1997: 383-384) argue that,

"We know that children who grow up in homes characterized by lack of warmth and support, whose parents lack behaviour management skills, and whose lives are characterized by conflict or maltreatment will more likely be delinquent, whereas a supportive family can protect children even in a very hostile and

damaging external environmentParental monitoring or supervision is the aspect of family management that is consistently related to delinquency”.

Family plays a crucial role in the development of children thus; children who lack parental guidance and affection are likely to develop different forms of antisocial behaviour. Different studies showed that children who are abused are likely to behave antisocially. Malinosky-Rummell and Hansen (1993) say that children who are physically abused or neglected tend to become offenders later in life. Another study by Widom and Ames (1994) argue that child sexual abuse, child physical abuse and neglect predicted adult arrests for sex crimes. McCord (1983) found out that about half of the abused or neglected boys were convicted for serious crimes, became alcoholics, mentally ill or died before the age of 35. It can therefore be argued in the light of the noted studies that antisocial behaviour among children can develop as a result of being abused or neglected by family. Family has a great role to play in providing love and affection to children as every child needs to be loved and protection against any form of abuse.

2.2.3 Community

Numerous factors lead to the increased risk of children involvement in antisocial activities, community environment is one of the factors that has an influence on how children respond to antisocial activities. Children who grow up in economically deprived areas, with the likelihood of poor living conditions and high rates of unemployment, are at increased risk of involvement in crime, including violent crime (Youth Justice Board 2001; Farrington 1992a). Overcrowded and places with poor living conditions exhibits high crime rate such that children who grow up in such communities stand a chance to behave antisocially. Social cognitive theory explains that children develop new behaviours through imitating others in the environment they live in. Farrington (1996) concludes that the interaction between poor neighborhoods and individual, family and peer group factors is likely to explain the higher proportion of young offenders in poor areas. Thus, the environment in which children grow up in influences their response to antisocial behaviour.

It is debatable on what exactly causes antisocial behaviour. Home Office (2003c) argues that family problems, poor educational attainment, unemployment, and alcohol and drug misuse can all contribute to anti-social behaviour. But none of these problems can be used as an excuse for ruining other people's lives. According to Home Office (2003c), anti-social behaviour is basically caused by lack of respect for other people. If we are to accept the view that anti-social behaviour is caused by lack of respect for other people, we should investigate what causes such disrespect because that disrespectful behaviour should have been learnt or observed somewhere. Hence, this study argues out the influence of social media on antisocial behaviour. In reference to the cause of antisocial behaviour, Home Office (2003c: 7) says,

“Other aspects which contribute to antisocial behaviour include family problems, poor educational attainment, unemployment, and alcohol and drug misuse can contribute to anti-social behaviour”.

This study examines whether social media can influence an individual to indulge in various antisocial behaviour such as drug abuse. It argues that for antisocial behaviour to be practiced, one should have learnt or seen such behaviour which will then be fuelled into practice by factors like poor education and unemployment. Thus, a clear distinction should be drawn between factors that influence or teach antisocial behaviour and factors that activate the actual practice of anti-social behaviour. On that note, the influence of social media on such behaviour should not be ignored. Through media presentations, people learn new behaviour. This study draws specific emphasis to social media, which is a powerful interaction platform that has changed the communication system across the globe. Its capability of providing lots of information to its users has allowed people to learn about any subject of interest hence, posing a threat to teenagers who are keen to explore such that they get exposed to information that will teach or influence antisocial behaviour. However, one cannot talk about social media without conceptualizing new media which enables social media.

2.3 Conceptualizing new media

It is undeniable that new media has developed the role and nature of communication in the 21st century. Friedman and Friedman (2008) define new media as internet technologies that incorporate various web-related communication technologies which include blogs, wikis, online social networking, virtual worlds and other social media forms. Logan (2010: 4) sees new media as “...those digital media that are interactive, incorporate two-way communication, and involve some form of computing as opposed to ‘old media’ such as the telephone, radio, and TV”. The above definitions convey that new media entails the emergence of digital and computerized information and communication technologies. Some examples entail the Internet, websites, computer multimedia, computer games, CD-ROMS and DVDs. New media is a contrast of traditional media such as television programs, feature films, magazines, books, or paper-based publications. However, new media are more of a digitalization of traditional media for instance television programs can be viewed on the internet, books are accessed through e-books, magazines and newspapers are accessible on websites or blogs. Features of new media include digitalization, interactivity, and dispersal.

2.3.1 Digitalization

The digital nature of new media is the essential factor that makes the ‘newness’ of new media. Lister *et al.* (2009) argue that new media is often referred to as digital new media because the process is computerized. In a digital process all input data are converted into numbers. Consumers of digital media do not simply, read, listen, view, content but they also edit, mod, and create mashups (Friedman & Friedman 2008). The digitalization of new media enabled features such as efficient interactivity in online social networks.

2.3.2 Interactivity

The emergence of new communication technologies paved way for interactivity among new media users. The process of convergence of data communications,

telecommunications and mass communications in one medium challenged the existing one-way communication model, resulting in a two-way or even multilateral communication (Pavlik 1998; Van Dijk 1999). People from close and geographically distant places are now able to communicate and interact with each other without any geographical hindrances. Neuman (1991) argues that new media would alter the meaning of geographic distance, increase the volume of communication, increase the speed of communication, provide opportunities for interactive communication and allow forms of communication that were previously separate to overlap and interconnect. New media users are able to interact with the information they wish to be in touch with. Friedman and Friedman (2008) argue that today's media users create and edit videos, post to blogs, post product reviews, and contribute content in a host of ways. New media allowed users to be active and creative users who are not only consumers of media content but also producers of content.

2.3.3 Dispersal

New media has enabled users to be creative and producers of media messages. Every user is able to produce and distribute media messages thus; media content is no longer centralized. Lister *et al.* (2009) argue that the production and distribution of new media have become decentralized, highly individualized and woven closely into a fabric of everyday life. Dispersal is the product of shifts in our relationships with both the consumption and production of media texts. Unlike traditional media which is centralized, new media has allowed users to be consumers and producers of media messages thus; users are active and interact with the media.

2.4 Defining social media

Social media and social networking sites can be conflated if not analysed carefully. However, in this study these two terms are not used separately. Cohen (2009) argues that the difference between social media and social networking is not just semantics but in the features and functions put into these websites by their creators, this dictates the way they are to be used. Social media can be called a strategy and an outlet for

broadcasting, while social networking is a tool and a utility for connecting with others (Cohen 2009; Stelzner 2009). Social media is an online system of communication, out of that system, different avenues of communication are derived which then bring about the term 'social networking'. Social networking sites can be regarded as vehicles used to share information online.

There are many definitions of social media given within the existing literature. Mayfield (2007) defines social media as a new kind of online media which offers different characteristics such as participation, openness, conversation, community, and connectedness. All of the characteristics of social media are about sharing ideas, cooperating and collaborating to create art, thinking and commerce, vigorous debate and discourse as well as finding people who might be good friends, allies or lovers. Ito, Antin, Finn, Law, Manion, Mitnick and Horst (2010: 28) define social media or social networking sites as a set of new media that enables social interaction between participants often through the sharing of media. From the definitions of social media given above, one can learn that communication and media has evolved from mass media and one way flow of communication to a two way flow with interactivity. Social media promotes the active engagement of the audience in the communication process. This links with Littlejohn and Foss' (2008) argument about the second media age which signals a change in media theory. The second media age emphasizes changes in media such as decentralized production, it is beyond state control, it is two-way, it is individually oriented and it is democratizing. Thus, the media in the second media age promotes the loosening of media from mass communication to a variety of media ranging from broad to personal. It also promotes the acquisition of information by its users as well as interaction. In contrast to the second media age, Littlejohn and Foss (2008) note that the first media age was characterized by one way communication, centralized production, state control and the shaping of social consciousness.

The characteristics of social media fulfill the assumptions of the second media age which has changed the communication process and equipped users to interact and share information with each other. It promoted diversity of use rather than first media

age which only promoted one way flow of communication. Social media has resulted in a shift in which people interact with each other in families and societies. Participation, connectedness, creation of communities online are some of the attributes enabled by social media. It can be argued that social media has brought drastic changes in human communication because the traditional media in the first media age did not empower its users to engage in active and interactive communication. Communication was centered on broadcasting and dissemination of information to its users. In this era of social media, users are equipped to navigate through social media content and select their choice of media content as well as become influenced by pop-up messages that are all over the internet. Thus, it is of interest in this study to investigate what teenagers use social media for as social media has diverse functions in which the user can partake in.

The study uses the uses and gratification theory as the framework for the usage of social media among teenagers. The uses and gratification theory is in line with the second media age highlighted by Littlejohn and Foss (2008). Uses and gratification is a media theory that correlates with the assumption of the second media age. The theory promotes active users who are able to navigate through different media channels and select content of choice, this theory can be contrasted with the hypodermic needle theory whose assumptions correlates with the first media age. Hypodermic needle theory proposes that the media has the power to inject highly influential messages directly into passive and susceptible audiences. In this study where teenagers use social media which is a platform that promotes diversity, openness and interactivity, the uses and gratification theory is used to evaluate how teenagers use social media.

2.5 Theoretical framework

In this study, the uses and gratifications theory is used as a theoretical guideline to understand why teenagers prefer to use the social media tools that they use and to understand the gratification that teenagers seek from different social media tools. Social cognitive theory guides the study in examining how the use of social media influences teenagers to practice antisocial behaviour.

2.5.1 Uses and gratification theory

Due to dynamic changes in the communication process brought about by social media, contemporary media research is shifting its focus to media users who at the same time consume and create internet content (Gallion 2012). Before the advent of social media, mass communication genres like television and radio promoted one way flow of communication in which the audience were not active users. However, uses and gratification theory was used by researchers who became interested in why audiences engaged in various forms of media behaviour such as listening to the radio or reading the newspaper (Wimmer & Dominick 1994). It can be argued that uses and gratification theory has become more necessary in a system of communication where social media has allowed users to be active than before, navigating through various social media networks. Uses and gratification theory is therefore more significant now than before as researchers may seek to understand what gratification users seek from various social media networks .

In traditional media, focus used to be on the media itself while the users were dormant and controlled by the media as evidenced by the hypodermic needle theory. This theory asserts that media messages have strong and direct effects on the audience. This is no longer the case in the age of social media as the focus has shifted to media users other than the media itself. Thus, uses and gratification theory is ideal in this study to understand what teenagers use social media for and what gratifications do they gain from social media content. The uses and gratification theory was propounded by Blumler and Katz (1974). This theory is based on the notion that media cannot influence an individual except when the user has a reason for using such particular media or its content (Rubin 2002). Sikolia, Mberia, and Okumu–Bigambo (2015) note that Rubin's (2002) argument draws a shift from the traditional viewpoint of powerful media effects theories which regarded the audience as inactive and easily manipulated by media influences. This theory puts an underlying assumption that media users are in control of the media other than being controlled by the media. Katz *et al.* (1974) argues that users have numerous media options to choose from and suggests that the reasons

and motivations for selecting a specific media will vary from user to user. Media users are active and can choose the media of choice which gratifies them.

When dealing with uses and gratification theory, two prominent concepts should be addressed that are, gratification obtained and gratification sought. Quan-Haase and Young (2010) argue that gratification obtained is the satisfaction that the audience experience from being exposed to a particular medium whereas, gratifications sought address the motives or needs that audiences desire to obtain from a medium before they come into contact with it. In this study, both of the aforementioned concepts apply. Teenagers obtain gratification through the capabilities that social media offers them to carry out different activities such as uploading and downloading different content. Gratification sought by teenagers is fulfilled by the capability of social media content to gratify the needs or motives of users for using the particular social media. However, it shall be revealed in depth below how teenagers obtain gratification from social media and how they seek gratification.

Tanta, Mihovilovic and Sablic (2014) conducted a study at the University of Applied Science and at the University of Osijek based on the uses and gratifications theory to investigate, '*Why adolescents use Facebook?*' In their study they argue that the uses and gratification theory can be credited for giving an insight into what motivates users to consume media content of choice. A mere fact that a user is watching television does not outline the motive behind watching television. For some, television is a source of excitement while others obtain information from it. Thus, scholars argue that the uses and gratification theory is credited not only for giving highlight to what media content is consumed, but also the motive of consumption as well as the needs gratified can be understood through this theory.

Uses and gratification theory has been used in several studies as a theoretical framework. Folaranmi (2013) from Ajayi Crowther University in Nigeria conducted a study, '*A Survey of Facebook Addiction Level among Selected Nigerian University Undergraduates*'. The study is founded on the uses and gratification theory alongside the media dependency theory with the aim of surveying the addiction levels of

Facebook among Nigerian University undergraduates who were selected in the sample. Data was derived from the Facebook Addiction Symptoms Scale. The findings of the study revealed that the frequent activities of undergraduates on Facebook are meeting people, chatting and school work.

Another study by Dunne, Lawlor and Rowley (2010) also used the uses and gratification theory to explore the uses and gratification that young girls at the age of 12-14 get from social networking sites. The study used a qualitative approach to the usage of social networking sites by young girls. Seven focus groups were used to collect data from an Irish secondary school. The study found that the gratifications sought by the young girls were communication, making friends, creating and managing their identity, entertainment, escapism and alleviation of boredom, information search as well as interaction with boys. The gratifications obtained included, portraying ones ideal image, peer acceptance, relationship maintenance, safety from embarrassment and rejection, and engaging in playground politics. The aforementioned studies portray the applicability of uses and gratification theory in examining the use of media by users as well as the gratification sought and obtained. The choice of social media tools enables individuals to access content that gratifies their needs.

The social cognitive theory in this study investigates how content accessed through social media influences teenagers' towards antisocial behaviour. Teenagers are exposed to various social media content according to their taste. This study argues that the gratifications obtained from social media tools influence teenagers' behaviour, lifestyle, dress code, attitude and decisions. Teenagers observe and learn from the social media content; as a result their behaviour is shaped by what they learn. Therefore this study adopts the social cognitive theory as a framework of understanding the influence of social media on antisocial behaviour among teenagers. Several studies have been done that employed the uses and gratification theory.

2.5.2 Social cognitive theory

The influence of social media on teenagers' antisocial behaviour is understood from the perspective of social cognitive theory formally known as social learning theory. Siegal (1974) says human social behaviour is learned through trial and error, much of this process occurs mostly in the early stages of life. The theory attempts to respond to how and why people develop and maintain certain behaviour. Stefanone, Lackaff, and Rosen (2010) note that social cognitive theory uses the term modelling to explain the process through which individuals observe others in the environment, interpret their behaviour and then adjust their own behaviour in response to what have been observed. Behaviour observation can occur in many contexts such as family and society, basically, it occurs in the environment in which people are exposed. Bandura (1986) regards the advent of television as the crucial source of behaviour models as it enable viewers to exceed the limits of their immediate social life being exposed to another social life beyond theirs.

Through television an individual is able to learn and experience the nature and society of particular places without visiting them. It also enables people to empathize with the experiences of other people portrayed on television programs hence modeling how they would react to similar situations in their own lives. Television offers a vast amount of information about the world than what people experience in their daily experiences thus is able to teach people about the world around them. Akin to this assertion, Gunter and McAleer (1997) say that television teaches children about life, about how to behave in different situations, how to deal with personal and family problems. Bandura (1986) argues that television has increased behaviour modeling among people. This is so because television offers viewers a large amount of information as compared to what people observe and experience in their daily lives. One can argue based on Bandura's (1986) opinion that the advent of social media surpasses the importance of television as a source of behaviour models.

Social cognitive theory is used to explain how children can acquire new behaviour through observation and learning from the environment as well as the media. Children

can imitate people in their immediate surroundings or they can imitate characters in the media. The social cognitive theory (formerly called social learning), posits that children learn ideas, values, emotions, and even behaviour by observing others in their social environment (Wilson 2008). The theory centers on the idea that much of human learning is built upon what they see and imitate from the social environment. Behaviour can be learned through social prompts, values are learned through human modelling behaviour thus, demonstrating the axiological assumptions of social cognitive theory (Bandura 2001). This theory conveys that behaviour and the environment work together to create learning whereby the learner observes what is modelled in the environment and imitates it. Thus, children's behaviour can be attributed to what they learn and observe from the environment. In this study, social media is examined as an influential model through which teenagers imitate antisocial behaviour.

Literature shows studies that have used social cognitive theory as a theoretical framework for understanding how people model behaviour from the media. One of the studies is one by Stefanone, Lackaff, and Rosen (2010) who conducted a study entitled, *"The Relationship between Traditional Mass Media and Social Media: Reality Television as a Model for Social Network"* In their study they sought to explore the relationship between the increasing popularity of Reality Television and people's behaviour on Social networking sites such as Facebook. They conducted an online survey of 452 university students selected in the sample. Using social cognitive theory as a framework for the study, findings showed a positive relationship between the amount of reality television that young people view and an array of online behaviour on social networking sites. Such behaviour includes online social network size, promiscuous friending, the number of photos shared online and time spent logged in. These behaviours were believed to reflect the systematic processing of messages and behaviour broadly modeled from reality television. The findings are consonant to Gerbner, Gross, Morgan and Signorielli's (1986) cultivation theory which suggests that viewers who spend a lot of time on television develop beliefs that the world is like the one portrayed on television thus their viewers' attitudes are shaped and modeled according to television portraits.

Social cognitive theory is suitably applied in this study to explain how teenagers may learn antisocial behaviour on social media. A study by Grossman and DeGaetano (1999) shows how social cognitive theory explains behaviour change. In their study they noted that teachers reported that first graders stabbed kittens to death and injured pets after being exposed to violent acts on television or movies. In the same study, parents observed preschoolers attempting to drown siblings because a cartoon hero drowned an enemy. The above case study illustrates how social cognitive theory is applicable in teaching children, new behaviour through observation and imitation others in the media. Social media has similar yet improved capabilities than that of television plus it has increased the access of information that users might be willing to know. Information about social life is exceedingly vast and easily accessible as compared to television thus it is arguable that social media is a dominant source of behaviour modeling.

2.6 Teenagers use of social media

This section explores teenagers' use of social media. The understanding of teenagers' use of social media brings an insight of the influence of social media on teenagers' behaviour. It is of interest in this study to find out what teenagers are up to when they are connected on social media so that it informs whether their activities on social media influence them towards antisocial behaviour. It cannot be ignored that social media also attributes positively to people's lives through numerous ways when it is used for educational, political, social, developmental and economical purposes of which teenagers may benefit. However, to understand the influence of social media on teenagers antisocial behaviour it is essential to explore what teenagers are doing on social media that may resulting in them learning antisocial behaviour. In this section, the uses and gratifications theory is used to understand the activities of teenagers on social media as well as gratification obtained.

2.6.1 To negotiate identity

Teenagers' activities on social media are significant in evaluating the influence that social media exerts on their behaviour. Therefore, the study finds interest in exploring the activities that teenagers engage with on social media. Ito *et al.* (2009: 79) argue

that the traditional practices of teens gathering in parking lots and shopping malls is similar to the modern practice of teens gathering in networked public spaces for various purposes such as identity negotiation, gossip, peer support, jockey for status, collaboration, sharing of information, flirting, joking, and goofing around. Social media is the new hang out platform for teenagers in the 21st century.

One of the popular trends that teenagers perform on social media is negotiating identity. Teenagers gain respect and esteem among their peers through their identity. Some teenagers have a glamorous identity that enables them to gain respect from their friends while others have a less glamorous identity which affects the level of respect they gain from their friends in the online sphere. Self-presentation which forms ones' identity is an important aspect in people's lives as they continuously seek others to have a positive impression of them (Schlenker & Weigold 1992). The advent of social media has made it a lot easier for users to engage in identity negotiation. However, the use of social media to negotiate identity cannot be concluded without the statistical knowledge of the quantity of people who access social media. According to Subrahmanyam, Reich, Waechter and Espinoza (2008) the findings of an online survey conducted with 131 psychology students in US showed that 78% used social networking sites. 82% males and 75% females had profiles on social networking sites. The findings show that the proportion of students who use social media is greater than those who do not. Moreover, Hitwise (2011) provided an outlook of the statistics of people who visit different social networking sites. Table 1 below illustrates the top 10 websites ranked by visits for the week ending on the 5th of May 2011.

	Website	Visit share %
1	Facebook	10.40
2	Google	7.94
3	YouTube	3.16
4	Yahoo! Mail	2.91
5	Yahoo!	2.47
6	Bing	1.50
7	Yahoo! Search	1.39
8	Gmail	1.08
9	Windows Livemail	0.98
10	Msn	0.98

Table 2.1: Top 10 visits and rank of social media used May 2011

A more recent study by Sikolia *et al.* (2015) highlighted a citation of the rankings of websites according to monthly visits. From the given statistical knowledge of sites visited by users in Table 2.1 above and Table 2.2 below, it is seen that Facebook is the most accessed site thus, the study will review how teenagers use Facebook for identity negotiation. Though other social networking sites can be used to negotiate identity, the study focuses on Facebook because it has many users. This increases the probability of a high rate of teenage users as compared to other sites like Instagram with fewer users.

Rank	Site	Estimated monthly visitors
1	Facebook	800,000,000
2	Twitter	250,000,000
3	LinkedIn	200,000,000
4	Google +	150,000,000
5	P-Interest	140,500,000
6	Tumblr	110,000,000
7	Flickr	67,000,000
8	VK	65,400,000
9	Instagram	50,000,000
10	MySpace	26,500.000

Table 2.2: Social networking sites ranks

On Facebook one is able to create profiles which give information about name, surname, date of birth, sex, e-mail address, favourite movie or music, address of hometown, level of education, sexual orientation, hobby, relationship status, and main pictures. Furthermore, Facebook has walls in which users are able to post up anything in their minds (Kim 2011). Ellison and Boyd's (2007) analysis of social media platforms conveys that Facebook profiles allow people to engage in asynchronous communication through their profiles, comments, private messages, pictures and so on. Such user preferences on social networks allow the capability to edit and strategically create profiles to convey specific or desirable information about themselves to others (Walther 2007; Zhao *et al.* 2008). Such features of Facebook are ideal for teenagers who desire to negotiate their identity on Facebook.

Teenagers negotiate their identity by managing their impression on social networking sites. The information that they upload on Facebook has to do with managing impression such that they have impressive identity to their peers. Chigona,

Kamkwenda and Manjoo (2008) notes that the gratification that youth seeks include status, image and fashion. The three aspects noted by Chigona *et al.* (2008) are used by teenagers to negotiate identity. Teenagers post pictures of themselves looking glamorous, post up status that draws people's attention and make them perceived as 'hot' by their peers and they use fashion to negotiate their identity. All this can be achieved through the attributes of Facebook.

The use of pictures to negotiate identity has been widely used by teenagers. Bosch (2011) notes that photographs are an essential tool that users can use for self-expression, pictures of one's self are used as identity markers. Dunne, Lawlors and Rowley (2010) conducted a study about the use of social networking sites by young people specifically Bebo. In their study it is seen how pictures are used to negotiate identity. The study was among 12 to 14 year old girls and findings revealed that Bebo was used for presenting and managing certain identity. One respondent quoted was quoted saying, "sometimes you look at people's profile pictures and go 'oh my god', what are they at? Dunne, Lawlors and Rowley (2010) found that some of the stuff they say about themselves is exaggerated as they try to make themselves look cool. Through pictures, teenagers portray themselves in an attractive manner that gives them positive identity that is adorable to their peers.

The desire to gain positive identity makes teenagers so particular in choosing pictures to upload on Facebook. Bosch (2011) notes that young women spend a considerable amount of time trying to choose a picture they can upload on their Facebook or Blackberry profiles particularly pictures that make them look sexy. Consonant to this study, Kapidzic and Herrin (2011) found that a majority of pictures posted by girls on their profiles presented them in seductive manner wearing suggestive dress. It is arguable that the idea behind negotiating identity is to impress peers. Teenagers apply effort to portray themselves in a way that will make their peers say, 'oh my god' as revealed by the respondent in the aforementioned study conducted by Dunne and Lawlors (2010). The kind of persona that teenagers say about themselves

on social media is sometimes exaggerated. However, there are efforts to create a positive identity of themselves.

2.6.2 Surveillance

Teenagers are keen to discover and know what is happening around them. Social media has made it easier for teenagers to search and discover information of their interest. Surveillance is another activity that teenagers engage on social media. This is explained by Severin and Tankard (1998) as seeking information about things which might affect an individual or which might help them in accomplishing particular tasks. McQuail, Blumler and Brown (1972) notes that surveillance is the acquiring of information which can be achieved by the use of media to obtain information about what is happening in the world. According to Quan-Haase and Young (2010), gratification obtained is the satisfaction that media users experience from being exposed to a particular medium. It can be argued that the gratification that teenagers obtain from social media entails latest fashion, movies, music and updates of celebrities.

2.6.3 Fashion trends

It is debatable that social media is acting as the number one agent of socialising teenagers more than parents. Actually, what is learnt from social media is now absorbed into the community that people live in. Type of dressing that exposes one's body is now the sense of style among teenagers. This type of dressing is drawn from social media where teenagers learn and typify such dress code. Mimicking well-known Western artists add glamour to a teenager's identity among friends hence; they try by all means to imitate popular artists. Nowadays teenagers are heavily influenced by new media which has been a vehicle for disseminating fashion trends. Various authors recognize the influence of celebrities on teenage fashion trends. In reference to teenage fashion behaviour, Danielsson (2009) notes that teenagers spend a lot of time with their peers shopping in malls and contemplating fashion as they seemed to be style-struck. Danielsson further notes that in this computer and TV age, youths are bombarded with celebrity style images via social media and that they therefore take what they wear seriously. La Ferla (2006: 1) argues that celebrities nowadays are using clothing rather

than gadgets to express their 'style'. To explain this influence, Olivier (1999: 9) observed that "many teenagers are emulating celebrity idols and these famous people have the power to determine what looks normal". The effect also goes to the extent that some popular artists perform in movie or music videos wearing dress code that reveals their body, such dress code is imitated by teenagers because they model and mimic their favourite artists.

2.6.4 Music and Entertainment

The type of music teenagers listen to also contribute to one's identity. A teenager who listens to local gospel music can be perceived as backward by those who listen to popular western music like Hip-Hop, Rap, RnB, Pop and so on. Therefore, pressure from the standard of life style created by friends in the online community may pressurize a teenager to listen and be a fan to the type of music that is deemed as stylish in this community. Just like in the physical communities we live in, there are values and acceptable way of conduct, an individual who violates such conduct is more or less deemed like an outcast. Same applies to the online community of teenagers; an individual who acts or behaves contrary to the majority can be seen as inferior. This therefore influences teenagers to follow the majority. Frith (1996) notes that we absorb songs into our own lives and rhythms into our own bodies; they have a looseness of reference that makes them immediately accessible. Music thus expresses or moulds an individual's identity. Rentfrow and Gosling (2007: 308) argue that, "another form of information that may be communicated through music preferences is one's membership in a particular group". They further express the view of several researchers (Bryson 1996, Dolfsma (1999), North and Hargreaves (1999), Tarrant *et al.* (2002) that music serves as a badge symbolizing one's membership in a peer group or social category.

The use of social media to create personal identity can lead to antisocial acts. In the online community of teenagers there are types of music, dress code, friends and behaviour perceived as classy. Henceforth, a teenager who may not like the standard of style perceived by many is at a verge of losing positive personal identity. Thus, teenagers follow what others are doing online. Pop culture music artists like Kanye

West, Eminem, Rihanna and other popular western artists compose the type of music that is adored by many teenagers. When this type of music is analysed, it is seen that it influences its audience towards antisocial behaviour. Some lyrics talk about violence, sex, romance, drug abuse only to mention a few and such music influence the practice of antisocial behaviour on its consumers.

2.6.5 Sexual gratifications

Social media has turned out to be the comfortable source of information that is perceived as more private and anonymous. Teenagers use it to seek different gratifications. Quan-Haase and Young (2010) argues that gratification sought addresses the needs that media users desire to obtain from a medium before they use it. Thus, teenagers are comfortable to navigate through different sites that give them information that gratifies them. It can be argued that one of the activities that teenagers partake online is to seek information about sex. At this stage teenagers are zealous to engage in sexual discoveries thus, social media which can be regarded as a tube of information gives teenagers access to the information they desire at ease. According to Ralph, Berglas, Schwartz, and Brindis (2011) 40% of their sample of low income teenagers based in California used the internet to look for sexual health information. In relation to the findings of the latter mentioned scholars, Borzekowski and Rickert (2001) noted that from a sample at a New York suburban high school 31, 6% of participants had used the internet to search information about birth control and safer sex control. From the above citations it can be argued that searching for sex information is one of the activities that teenagers engage with online.

It is of interest to find out what sexual information teenagers are interested in knowing. Since the study seeks to evaluate the influence of social media on teenagers' antisocial behaviour, it is of interest to find out the sexual information that teenagers search on internet, such information can give an insight whether teenagers are influenced towards antisocial behaviour by social media content. Scholars have researched on teenagers' use of internet for sexual information. Adolescents show interest in sex behaviour and desire knowledge about how to have sex such as anal or

oral sex (Gilbert, Temby, & Rogers, 2005; Hooper *et al.* 2008). Furthermore, adolescents have shown interest in videos that clarified condom usage, how to put on a condom correctly and what to do if a condom breaks (Gilbert *et al.* 2005; Levine, McCright, Dobkin, Woodruff & Klausner 2008). Another study noted that adolescent use the internet to search for information about child birth or whether one can get pregnant when a condom breaks or if one pulls out during sexual intercourse (Suzuki & Calzo 2004; Vickberg *et al.* 2003). The above studies highlight the content that adolescents search on internet pertaining sex. The topics that adolescents search online give an insight that they might be involved in sexual intercourse or they plan to get involved. It remains of concern why at such a young age teenagers grow interest to know about how to have sex, what happens if one pulls out during sexual intercourse and so on.

Matyu (2005) says that South African Xhosa communities are among the communities faced with the challenge of increasing teenage pregnancies. Teenage pregnancy may result in complications at birth, medical and obstetric complications can occur due to the immature physiological development of the teenager, especially in those aged 16 years or less (Boult & Cunningham 1992; Macleod 1999; Cronje & Grobler 2003). Early pregnancies have many negative influences in the life of a teenager. Fraser and Cooper (2003) says that teenage pregnancies affect the education and future career possibilities of teenage girls as they are often forced to drop out of school. It can be speculated that this can be used to explain why teenage girls use the internet to search for information about condom use, what happens if one pulls out of during sexual intercourse and so on. The information they search online is indeed of necessity to them as it is discovered that teenage pregnancy is skyrocketing thus their need to know about condom use among other topics of interest.

This study further seeks to examine whether exposure to sexual media content drives teenagers to learn about activities of sexual intercourse and participate in sexual activities. It is not a parental initiative to advise their children to be involved in sexual activities at a young age but still teenagers are getting involved in sexual activities.

Hence this study argues the media as a driving force or teacher of such antisocial behavioural practices. A survey of 2100 teenage girls by (Haag 1999) found that only 11 year-olds say that they do not feel pressure from the media to begin having sex. This implies that teenagers are pressurized by the media to indulge in sexual activities. Sherman and Dominick (1986) say that early content analysis showed that music videos were rife with sex, more than 75% contained sexual scenes and half of all women were presented as sex objects. The issue raised by the above scholars can be examined in the sexually explicit lyrics by a famous American hip-hop artist called “50cent” who sings a song called ‘Candy Shop’ saying,

*“If you be a nympho, I’ll be a nympho
In the hotel or in the back of the rental
On the beach or in the park, it’s whatever you into
Got the magic stick, I’m the love doctor
Have your friends teasin you ‘bout how sprung I gotcha
Wanna show me how you work it baby, no problem
Get on top then get to bouncing round like a low rider
I’m a seasons vet when it come to this shit
After you broke up a sweat you can play with the stick
I’m tryin to explain baby the best way I can
I melt in your mouth girl, not in your hands (ha ha)”*

An extremely sexual agenda is embedded in the name ‘Candy Shop’ and the lyrics of the song are immersed with sexuality. Basically the song is an invitation to an experience of oral sex which is bound to affect the mentality and behaviour of those who listen to such sexual music. Social media has highly increased teenagers’ access to music that gratifies their sexual needs. Teenagers are sexually gratified through such music which grows an interest in them to begin having sex. Brown, Halpern and L’Engle (2005) suggested that sexually explicit media content is acting as a sexual peer for teenagers by serving as an available and accessible source of sexual information when the family and school authorities neglect to counsel teenagers about sex. Social media as the modern mode of communication is where teenagers hang out as media content is easily shared and learnt through social media sites as compared to the traditional methods of communication. Thus, sexually explicit content has potent influence in pressuring teenagers to indulge in sex due to its accessibility to teenagers.

Vasan (2010) conducted a study, '*Films and TV: Viewing patterns and influence on behaviour of college students*'. An in depth interview was conducted with a 3rd year male student who explained how he and his friends enjoy watching sexy films. Vasan (2010) quotes the young man,

“When we friends go to see a film, we watch how the hero removes the heroine’s clothes, and try and see if we can see her breast; whether she is wearing a bra and underwear. We observe all these things. After the film, we discuss what each one of us has observed. If one of us has missed something, we go to see the same film again. In this way, we have seen many films about 5–6 times. In the film ‘Akash’, in the song, “Neene neene”, the heroine’s underwear is visible but one of our friends did not see it. So we went again only to show it to him.”

The argument raised is that teenagers are using social media to search for information about sexual activities; furthermore, for one to be interested in such topics, something should have triggered such interest. This study by Vasan (2010) discovered that teenagers get exposed to sexually explicit content through music and films. In this study, an interviewed student said that films teach teenagers a lot about sex such that they grow interest in getting involved in sexual intercourse. Social media has brought the theatre in the hands of the teenagers; they need not to go to the theatre to access films and movies as on social media one can download and send music videos and films that gratifies them. Such increase in accessibility makes social media influence teenagers’ sexual perceptions.

2.6.6 Sexting

Social media has improved the communication dynamics and enabled privacy in the communication process such that if care is not taken teenagers can use it irresponsibly. Face to face communication restricted some irresponsible cues as it will be uncomfortable for one to communicate irresponsible and antisocial cues. However, with social media users are hidden behind the media platform such that their actions are separated from consequences because they cannot see the impact of the irresponsible cues they would have communicated to others. Sexting is one of the actions that result

from the privacy and freedom enabled by social media. Due to the privacy in communication, users are free to engage in sexting.

Sexting is a recent activity that began its dominance in the new technological world. As the name incites, sexting has to do with sexual cues that are transmitted through mediated communication from one person to other. Mitchell *et al.* (2012) say that sexting is the sending or receiving of sexually suggestive images or messages to peers through a cell phone. The activity of sexting is prevalent among teenagers particularly in the age of social media, social media give teenagers an illusion of safety and anonymity thus they feel free to explore their sexual identity. Dowdell, Burgess and Flores (2011) found out that most cases of sexting are intended to be viewed by romantic partners who send each other sexual photos. It is arguable that social media has transformed the nature of romantic relationships among teenagers. In the absence of technology which is now highly accessible among teenagers today, teenagers were not exposed to what we call sexting nowadays. However, in this age of technology sexting characterizes many romantic relationships among teenagers. This threatens teenagers' romantic relationships as they are bound to engage in sexual intercourse incited by sexting. Face to face communication could not permit teenagers to sext but social media allows them to do so. Results from a study focusing on high school students conducted by Temple, Paul, Van den Berg, McElhany and Temple (2012), showed that 28% of teenagers had sent a sext and 31% had asked someone for a sext.

Another study by Strassberg, McKinnon, Sustaita and Rullo (2013) sampled a private school in the Southwest and their findings showed that 40% of the respondents received a sexually explicit image through their cellphones. From the statistics given above, the existence of sexting among teenagers cannot be overemphasized. Social media has allowed users to be creators of content rather than only being viewers, this is evidenced by the existence of sexting. Users are no longer dependent on mass media to view pornographic films or visit theatres but can create their own pornography by sending and receiving sexually suggestive content. While teenagers perceive sexting as

entertaining and fun, consequences of such an activity points to different antisocial activities.

Sexting draws teenagers to antisocial behaviour relating to sexual delinquency. A number of studies have been conducted that discovered the relation between sexting and sexual delinquency among teenagers. Studies conducted by Rice, Rhoades, Winetrobe, Sanchez, Montoya, Plant and Kordic (2012) and by Benotsch, Snipes, Martin and Bull (2013) both discovered that teenagers who sext are highly likely to have unprotected sex. Another study by Temple *et al.* (2012) discovered that people who sext have many sexual partners and before they engage in sex they use drugs and alcohol. Moreover, Ferguson (2011) stated that sexting was positively related to omission of birth control by teenagers during sexual intercourse. The aforementioned studies bring an argument that sexting behaviour is related to antisocial behaviour among teenagers such as sexual intercourse and having multiple sexual partners. Therefore, it can be understood that that teenagers' activities on social media can determine whether they are influenced toward antisocial behaviour or not.

2.6.7 Video Gaming

The popularity of video games has increased among teenagers in the 21st century where technology is widely used, more so in an age of social media. Teenagers have access to technology that enables them to play video games and social media provides them a wide variety of game types where players can choose from thus inviting more players to join in the world of video gaming. Gentile, Choo, Liau, Sim and Li (2011) in their study sampled elementary and middle scholars from Singapore, their findings showed that most children played video games with boys playing more than girls. Similarly, a German study of middle scholars noted that only 10% reported that they had never played video games and it was discovered that boys played more than girls (Krahe & Moller 2011). Additionally, Rideout, Foehr, and Roberts (2010) say that eight to eighteen year old spend approximately an hour and a half in a day playing video and computer games. The above studies show how video games are popular among underage children.

Video games have grown popular among teenagers with violent video games being the most appealing games to teenagers. Wilson (2008) noted that roughly two out of three video games marketed for general audience contained violence thus, increasing chances of teenagers getting exposed to violent video games. Additionally, Kaiser Family Foundation (2005) says that underage children usually play violent video games including games rated as inappropriate for their age group. Jansz (2005) on the other hand argues that violent video games are so appealing to adolescent males because they provide them with the opportunity to experience different emotions such as anger and fear. It is arguable that the activities of teenagers on social media are related to the outcome of their behaviour. Their activities on social media influence the kind of behaviour they are likely to adopt. Teenagers who are exposed to violent video games are highly likely to develop aggressive behaviour.

Exposure to violent video games lowers the empathy of users such that in real life they are less likely to help others. In 2010, meta-analysis results showed that exposure to violent video games were related to lower empathy (Anderson, Shibuya, Ihori, Swing, Bushman, Sakamoto, Rothstein and Saleem 2010). Thus, violent video gaming develops scripts of lower empathy among users as compared to video games that promote empathy among users. Users with low empathy stand a chance of behaving aggressively as they do not have compassion for others. A study by Krahe and Moller (2010) conducted a survey twice over a 12 month period in which 7th and 8th graders were surveyed. Findings showed that self-reports of habitual violent video game usage was related to self-reports of lower empathy and physical aggression at the end of a 12 month period.

In addition, Gentile, Coyne and Walsh (2011) conducted a study of 3rd through 5th graders in America and they discovered that children who consume media violence early in the school year predicted a higher relationally, verbally and physical aggressive behaviour and a less social behaviour later in the school year. This study shows a relationship between violent video gaming and violent behaviour. Teenagers who are exposed to violent video games have higher chances of developing aggressive

behaviour than teenagers who are not exposed to violent video games or violent media. Speculations show that violent video games promote more aggressive behaviour than violent movies because in video games teenagers are active and participating in the violent actions thus developing aggressiveness in them more than just viewing a violent movie where the mind is passive. Teenagers who are not exposed to violent video games or media cannot experience the influence of media on violent behaviour however, it is revealed above that high proportion of video game users prefer violent video games thus, making it uneasy to conclude that teenagers are not affected by violent video games. Through such findings, this study argues that the activities of teenagers on social media are able to transform their behaviour.

2.7 The influence of social media on antisocial behaviour

Social cognitive theory lays a foundation of understanding how social media influences teenagers towards antisocial behaviour. From the analysis of teenagers' use of social media, one is informed of how social media influences antisocial behaviour. New behaviour is learnt through observational learning of media portraits and is imitated into real life. The teenage period is a stage of massive internal zeal and external peer pressure for teenagers to explore different experiences thus empowering social media to exert its influence on teenagers. Social media itself can become a platform for users to share views, interact, research, or review other people's perceptions about various things. However, exposure to improper content such as antisocial ideologies, rudeness, deviancy, pornography or violence content can lead to teenagers practicing perverted sexual tendencies, disrespect or violent behaviour in society. Thus, social media can be a source of inappropriate information which may enable and influence teenage explore to antisocial behaviour.

Mangwere, Wadesango and Kurebwa (2013) in conjunction with the Zimbabwe Open University and Walter Sisulu University, conducted a study about the influence of electronic media on the behaviour of teenagers in Zimbabwe. In their study they argued how the media influences the behaviour of children and how children want to associate

themselves with actors that are deemed as superior in movies. These scholars further noted that one researcher visited her doctor and was shocked to see a young boy who was badly injured after jumping out of an open moving truck. The boy's action was influenced by a movie star he was trying to imitate. From the media, children see action movie stars doing such stunts as jumping out of the car and thus they tend to imitate such behaviour.

Consonant to this argument is a case reported in the Daily Mirror on the 26th of August 2015 entitled '*Pervert used American Pie trick to film women in toilet after being inspired by movie*'. Imitating the American Pie movie, the man installed a small digital camera under a sink facing the toilet. In court he said though characters in the movie saw the funny side of the antisocial act, unfortunately real life is not like American comedy films. This case conveys how the influence of social media content can influence the practice of antisocial behaviour.

2.7.1 Social media and drug abuse

It is customary in this day of age to find information on media that relates to drug abuse. Mann (2011) mentions that according to Columbia University's National Center on Addiction and Substance Abuse (CASA), teens who spend time on Facebook, MySpace, Twitter, and other social networking sites may be more likely to smoke, drink alcohol, and use drugs. Teenagers learn from social media about drug abuse through observational learning. The more they are exposed to drug abuse content on social media the greater chance of learning about drug abuse. Mann (2011) further mentions that Columbia University's National Centre on Addiction and Substance Abuse polled more than 2,000 teens, and the results showed that compared to teens who do not visit social networking sites daily, those who do are five times more likely to use tobacco, three times more likely to drink alcohol and twice as likely to use marijuana. This report shows a relationship between social media usage and drug abuse.

Antisocial behaviour does not only exist in theory but is prevalent among teenagers in this highly technological age; even current news reports convey cases of teenage

drug abuse. For instance, the South African newspaper, 'Daily Sun' reported on the 3rd of May 2015 a case of a 17 year old pupil at Vulumzi High school in Port Elizabeth who was arrested for being in possession of drugs 'dagga'. A similar case was reported on the 24th of August 2015 pertaining Riverlea High school in Gauteng whereby police officers were invited to the school to search for drugs after community members complained that the school was full of drugs. It is of concern therefore to examine why teenagers are involved in antisocial behaviour and whether social media influences such behaviour as drug abuse among teenagers.

The study argues that teenagers' antisocial behavioural practices such as drug abuse are influenced by the environment they are exposed to. Since social media has become the new social environment for teenagers today, it can be argued that they learn much about the world through social media. The reliance of teenagers on social media for information makes it more threatening on their behaviour. Exposure to inappropriate information such as drug abuse may initiate learning through observing media portraits. According to TeenZeen (2012), teens see these people partying, drinking alcohol or doing drugs and they see those activities as fun because there are presented as fun in the media. This sends the message to teenagers that in order to have fun or to be seen as cool they will have to use these substances thus, the argument that social media pressure and influence teenagers to imitate the antisocial behaviour portrayed in the media. This behaviour is explained through the social cognitive theory. Stefanone, Lackaff, and Rosen (2010) argues that social cognitive theory explains the process through which individuals observe others in the environment, interpret their behaviour and adjust their own behaviour in response to what have been observed. Thus, teenagers who observe people partying, drinking alcohol or doing drugs are likely to adjust their own behaviour in response to the media portraits.

Alan Levitt, Director of the National Youth Anti-Drug Media Campaign in New York, research shows that television, music and movies normalise certain kinds of unhealthy behaviour such as scenes of drugs and alcohol use (Pozniak 2014). Media scenes

mislead viewers as portraits are presented as having fun in doing drugs or becoming alcoholics. The media does not project the negative side of drug taking but paints it as something that is good. Such misleading scenes are deadly to teenagers who tend to observe and learn behaviour projected in the media. According to Valente, Gallaher and Mouttapa (2004) many girls initiated smoking early as a result of imitating celebrities that they idolize. Furthermore, youngsters misuse substances because they incorrectly believe that it is normative to use them. From the noted citations, one can therefore argue that teenagers adopt certain kinds of behaviour that the media portray as normal or acceptable. They barely distinguish between reality and fantasy thus it leads them into imitating the behaviour of their celebrities which maybe antisocial in real life. This study creates a contrast between behaviour that is acceptable in real life and the behaviour that is pictured as adorable on social media. The contrast between real life and virtual behaviour confuses teenagers on which behaviour is suitable to adopt.

However, the potent influence of social media is increasing chances of teenagers to adopt that which they learn from social media. One can further argue that teenagers' celebrities have a certain influence on them. Henceforth, when social networking sites expose teenagers to their celebrities who drink and take drugs, they are bound to imitate their celebrities with an ideology that it is normative or fun to use drugs or drink alcohol. Johnson, Shapiro and Tourangeau (2012) address the concept of digital peer pressure in which friends are no longer the only source where teenagers get influenced by peer pressure. The internet is the potent digital peer pressure which penetrates into homes and into teenagers' bedrooms. It is a new form of peer pressure that has risen in the age of the internet. With digital peer pressure, it is in vain for parents to regulate the type of friends that their children socialise with while their children have access to the internet because the internet has potent pressure on the behaviour of teenagers. In a previous survey by Johnson *et al.* (2012), a correlation was noted between teenagers who viewed pictures of other teenagers getting drunk or using drugs on social networking sites and their likelihood to imitate such behaviour. The survey records that 75 percent of teens say that see pictures of other kids partying with alcohol and marijuana encourage them to desire to party like that. The aforementioned survey also

portrays the statistics of teenagers who are exposed to images of other teenagers using drugs or taking alcohol on social networking sites. The following are the percentages of teenagers who have been exposed to pictures of other teenagers getting drunk, passed out or using drugs through social networking sites; 18 percent for 12 to 13 year olds, 50 percent for 14 to 15 year olds and 68 percent for 16 to 17 year olds.

From the above statistics, it can be seen that the older the teenagers are getting the more they are exposed to social media images of other teenagers getting drunk or using drugs thus, leading them into imitating such behaviour. This informs that the older the teenagers get the more they imitate using drugs or drinking alcohol from other teenagers they observe on social networking sites. The argument that social media influences teenagers towards antisocial behaviour is substantial and cannot be ignored. The attitudes that teenagers learn about antisocial behaviour such as drug use are difficult to unlearn once they are learnt thus, leaving teenagers at a verge of trying to experience that which they have learnt. It is with no doubt that social media is playing an immense role in influencing teenagers towards antisocial behaviour.

Several studies were conducted to show a correlation between smoking in movies and teenage smoking. Tickle, Sargent and Dalton (2001) conducted a study in which adolescents were asked to select five of their favourite movie stars. The smoking status of the chosen stars was examined and an association was found between smoking status of favourite stars and smoking status of the adolescent. In relation to this study, Distefan, Pierce and Gilpin (2004) conducted a longitudinal study in which adolescents who had never smoked nominated a star who smoked on screen. Such adolescents were 1.4 times more likely to smoke over a 4 year follow up period with all other factors that may influence smoking controlled. Teenagers who view movie stars smoking are susceptible to smoking; one can question how it is so. Social cognitive theory responds to media influence on teenagers' behaviour. Social cognitive theory points out that children learn new behaviour from the environment they are exposed to. They are influenced by actions and attitudes of their role models who they see in their immediate environment such as family, friends and community. Now that the access of social networking sites

has increased among teenagers in the 21st century, one can argue that social media has resorted to be the potent immediate environment where teenagers identify with their role models in the media and learn attitudes and actions from them.

2.7.2 Social media and Violence

Teenagers who are exposed to music videos or movies that portray violent acts are at a verge of imitating the violence in real life. Violence on screen-based media may affect empathy by desensitizing viewers to the true consequences of violent actions (Strasburger & Wilson 2002). Desensitisation has been said to occur through repeated exposure to violent images as people become more acceptable of real-life violence and demand more extreme forms of violence on the screen (Gunter 1990). This can be understood through the social information theory which informs that children who are repeatedly exposed to media violence develop a stable set of aggressive scripts that are easily prompted and serve as a guide in responding to social situations (Wilson 2008). Thus, teenage exposure to violent media content affects behaviour as such scripts of violence are stored in the mind and recalled as needed in social situations.

Taking into consideration the claims of The American Psychological Association which says that the average American child or teenager views 10,000 murders, rapes, and aggravated assaults per year on television alone (Huston *et al.* 1992), one can argue the type of influence this kind of media material has on teenagers. If teenagers could view 10,000 murders, rapes and aggravated assaults per year as noted by Huston *et al.* (1992), the figures are unimaginable in this highly technological age where teenagers are now using social media which is more difficult for parents to monitor and regulate than television. This shows the potent influence of social media on teenagers' behaviour.

This study argues that a teenager who constantly views violent media content is bound to condone violence and get emotionally desensitized to violence thus leading to its imitation or creating in them a lack of empathy. Media presentations of justified violence may change the belief that violent behaviour is wrong thus, encouraging the

development of aggressive and violent attitudes among teenagers. Bushman and Huesmann (2012) argue that children who play violent video games or watch violent movies are bound to imitate the violent portraits they see. The violence they are exposed to kills their empathy for victims as the violent media scripts justify their violent behaviour. The study argues according to the cue theory that viewing justified violence is more likely to cue aggressive modeling in the viewer (Berkowitz 1990). Sgarzi (2003: 77) argues that, “Many of our most popular cinema and TV cinema and TV films now represent serial killers as folk heroes”. Considering the above arguments, this study argues that children who get exposed to justified violence are bound to have a positive perception of violence.

A basic analysis of the effects of movies and action films on behaviour is that, when media repeatedly presents violence as something that one can do and get away with in the absence of punishment, children tend to adopt such behaviour as they lack adulthood reasoning and fail to discriminate between fantasy and reality. Before the advent of social media, television has been the core screen based media where people got exposed to movies, music and so on. The advent of social media has aroused concern of the potent behavioural influence of violent portraits among teenagers. The accessibility and effectiveness of social media has made it easier for teenagers to access different websites where they get exposure to lots of movies, music, video games and so on. The flexibility offered by social media has increased chances of teenage exposure to violent media scenes. Thus, this increases the need to study the effects of social media on antisocial behaviour among teenagers to design solutions to counter this rising problem.

Over a period of over two years, Slater (2003) conducted a study in which more than 2500 students were surveyed to measure the students’ exposure to violent movies, video games and websites, and their aggressive behaviour. This study discovered that violent media consumption results in aggressive behaviour. Consonant to Slater’s study, Common Sense media (2013:11) reported an incident that occurred in July 2012 whereby 24-year-old James Holmes walked into a movie theater in Aurora, Colorado, where the new Batman movie ‘The Dark Knight Rises’ was playing. Seemingly dressed

as a character from the Batman movies, with his hair dyed bright red and carrying multiple firearms, Holmes threw tear gas canisters into the crowd and began shooting. Some in the audience thought it was part of a publicity stunt for the PG-13 movie, a film that San Francisco Chronicle movie critic Mick LaSalle later called 'a wallow in non-stop cruelty, destruction and anti-life' (LaSalle 2013). Fifty-eight people were injured, and 12 were killed. It can be argued therefore that children who are exposed to violence tend to behave in a way they learn from the media.

We all have our source of knowledge that helps us to understand and interact with the world around us. When young people observe the violent portraits in the media, the scripts are stored in their minds and shapes how they understand and interact with reality. Thus, what we learn informs how we behave in the world. The aforementioned effects of media violence on teenagers can be understood according to Bandura's (1971) social cognitive theory which explains that young people can learn violence from others depicted in the media. Social media is saturated with lots of information and its access is enormous among teenagers, thus it has intruded parental guidance and become the source of knowledge among teenagers which increases their chances of observing and imitating the violent portrayals on social media.

The media draws a thin line between hero and villain in the movies thus, making it difficult for children to distinguish between acceptable and unacceptable conduct in real life. Sgarzi (2003:73) narrated that,

“The film *The Burning Bed*, which depicts the reality of family violence and the difficulty of escaping a former partner's wrath, even when the marriage is dissolved, shows what may be learned is that the act of murder is the only, final solution. Killing a love partner seems often like the most reasonable solution to a bad relationship”.

If violent acts like murder are presented to be the solution to escape bad relationships, children observe and imitate such scripts and tend to use the same solution when they encounter the same problem. Often, the media fails to present bad behaviour as bad; it portrays bad behaviour as the coolest thing that one can be, thus inciting teenagers to adore such behaviour to the extent of imitation. Furthermore, when

media portrays bad acts that go unpunished, it sends a message to the young audience like teenagers that such behaviour can be tolerated in the community. This increases the probability for teenagers to imitate such behaviour. It would be educationally, morally and ethically sound if villains in media films were punished to clearly depict to viewers that antisocial behaviour is unacceptable and has its negative rewards. It is a concern for society to know the type of lessons that 21st century teenagers interpret when they encounter antisocial behaviour on social media. The type of content accessed by teenagers can easily determine the type of behaviour they are likely to pursue. For instance, teenagers who view violent and aggressive media content are likely to behave in such a manner when they encounter life's difficult trials. A case study of the Virginia Tech Massacre is a substantial argument that aggressive behaviour can be attributed to the influence of violent video games and movies.

2.7.2.1 Case Study: Virginia Tech

This case study affirms that media presentations have an influence on the behaviour of its users as many allegations expressed that Cho's exposure to violent movies or video games led him to practice such a gruesome act. Ferguson (2010) analysed the case of a highly aggressive and violent incident that occurred on 16th of April 2007 at Virginia Tech Campus in America whereby Seung-Hui Cho killed 32 people and wounded 17. Apparently Cho emailed a manifesto to NBC with videotapes he took of himself ranting and posing with weapons and two hours later went to Norris Hall and shot faculty staff and students. Cho chained the door and committed suicide before police could get into the crime scene. Within hours after the massacre, several pundits had begun suggesting that violent games were behind Cho's behaviour. Lawyer Jack Thompson, an anti-video gamer argued that video games are to blame for teaching children to kill. Dr. Phil McGraw appeared on Larry King Live arguing that violent media or violent video games are turning children into mass killers. This case shows that violent media content can turn children into murderers as they learn and imitate violent media scripts. Thus, those who consume media violence are more likely to react violently in real life than those who do not.

2.7.3 Social media and sexual solicitations

It is rare for teenagers to comfortably talk about sex with their parents thus, many teenagers resort to social media as a source of such information. Teenagers who lack sex education are left vulnerable to the teachings of social media. Unfortunately, media presents sex in an unrealistic manner that misleads teenagers. Tucker (2009) says,

“With the overwhelming amount of sexual content in the media today, the media seems like a worthy source of information on this topic to many adolescents. However, the media’s portrayal of sex is very unrealistic. It is glamorized and dangerous and can lead one to believe that sex is always casual and consequence free”.

Taking consideration that teenage is a stage of biological, psychological and physical development, teenagers develop negative or positive behaviour depending on the environment they are exposed to. When teenagers are exposed to sexual content through social media, their perceptions about sexuality are shaped by the media portraits. Thus, it can be argued that it is dangerous for teenagers to be exposed to unrealistic and glamourized sex on social media as they may develop interest in imitating antisocial ideologies and behaviours learnt from movie stars or celebrities. Gakahu (2005) says that media fails to remind the youth that these celebrities are mature enough to make proper sex decisions and are probably married. Thus, teenagers who are at a developing stage might learn the sexual behaviours on social media yet fail to analyse and interpret the context in which such behaviour is performed.

Television also influences teenage behaviour however not at an overwhelming speed such as social media. Television renders room for parental guidance as it allows parents to restrict children from viewing late night programming which is prone to inappropriate media. Contrarily, the advent of social media tools made it hard for parents to regulate what their children are exposed to as it exposes teenagers to inappropriate content. Ismail *et al.* (2014) argues that celebrities and social media are hand and glove elements as social networks such as Facebook, Twitter and Blogs keep youngsters updated with current news of their favourite celebrities. News, stories, activities, pictures and videos of celebrities are posted on the internet daily as if there were something cool about their doings. Some of the Western artists have become role

models who stage various antisocial acts and have sex scandals that teenagers learn and imitate in their lives. Often male celebrities brag about having many girlfriends so much that some teenagers think that having many boyfriends or girlfriends is something worth bragging about. Some teenagers go to the extent of mocking those who are still virgins. However, in the African culture such behaviour is antisocial as it is against the morals and values of African society. Tucker (2009) argues that it makes sense for teenagers to want to imitate behaviour they see from the media because Hollywood actors are presented with glamour and beauty which is what the young people want for themselves. Thus, they imitate the celebrities so as to enjoy the popularity that the celebrities enjoy. The dresses that celebrities wear might look like it is making them more beautiful, the way they talk might appear as making them to gain fame, their sexual behaviour might also make them look 'hot'. Consequently, teenagers imitate celebrities who have their own moral flaws.

Cultivation theorists say televisions' consistent images and portrayals construct a specific portrait of reality (Baya & Mberia 2014). Gradually, viewers come to cultivate or adopt attitudes and expectations about the world that coincides with this portrait. This is no different to what social media does to its users; the content that is viewed on television is now easily accessible through social media, one does not need to wait to get home to access a television set which will expose her or him to any media content. Social media enables users to access content everywhere they are thus, the assumptions of cultivation theorists can be applied to social media. Cultivation theorists say that continuous exposure to media portraits end up creates a mental understanding of the world which eventually constructs certain behaviour. In regard to sexual content on social media, teenagers who consistently get exposed to sexual content cultivate and foster attitudes about sexuality that coincide with media portrait. This study argues that, social media has the ability to cultivate or influence the sexual behaviour of teenagers. Figure 1 below is extracted from Strasburger (2012:16) who cited Stahler, *Cincinnati Post*. One can argue that media is intruding the role of parents to love and educate their children. In Figure 1 below the little boy is sick, yet numb to his mother

who is trying to console him on the basis that through media presentations he learnt that consoling is not effective in reality.



Figure 2.1 Emotional influence of Social media on children

Media is playing a prominent role in socialising children because they spend more time using the media. Hofferth and Sandberg (2001) argue that adolescents spend more time on television than they spend interacting directly with their parents or teachers thus, giving power to the media to socialise children. The exposure of teenagers is now extreme on social media than television thus increasing the influence of social media on teenagers' behaviour. If teenagers spend more time interacting with the media than they do with their parents yet media is rife with sexual content, one can argue that ideologies obtained from social media concerning sexuality will be adopted over parental advice. Studies have been conducted to portray the relationship between exposure to sexually explicit content and sexual behaviour among adolescents. In a cross-sectional study among 529 Greek adolescents, Tsitsika *et al.* (2009) sought to explore potential implications for the use of sexually explicit material on adolescents' sexual behaviour. The findings of the study suggested that Greek adolescents who are exposed to sexually explicit material may develop unrealistic perceptions about sex and misleading attitudes towards relationships.

Consonant to Peter and Valkenburg (2010) is a study by Tsitsika *et al.* (2009) which obtained similar findings. Peter and Valkenburg (2010) used data from a three-way panel study among 959 Dutch adolescents to address two dimensions of perceived

realism namely, social realism and utility. The scholars defined social realism as the extent to which the content of sexually explicit internet material is perceived to be similar to real world sex and they note that utility is the extent to which adolescents perceive sexually explicit internet material as a useful source of information about sex and as applicable to the real world. They also examined the influence of sexually explicit material on instrumental attitudes toward sex. Instrumental attitude is the belief that sex is primarily physical and casual rather than affectionate and relational. Conclusively, the study suggests that as adolescents are more frequently exposed to sexually explicit material their perceptions of the social realism and the utility of sexually explicit material increase. The study also suggests that the greater adolescents' perceptions of social realism and utility of sexually explicit material, the greater their instrumental attitudes toward sex.

From the above study findings, one can argue that teenage exposure to sexually explicit content shapes their understanding of real life sex. Social media first appeals to teenagers' cognition by giving them knowledge and understanding of sexual conduct. Thereafter, social media influences teenagers' affective mentality by developing certain attitudes and beliefs about sex. Finally, certain behaviour is cultivated. In regard to the findings of the aforementioned study by Peter and Valkenburg (2010), it reflects that media first informs adolescents that sexually explicit material content on media is applicable in real life situations. Thus, knowledge about sex is learnt from the media and applied in real life. Social media also creates certain sexual beliefs in the mind of its users, Peter and Valkenburg's (2010) findings also show that due to adolescence consistent exposure to sexually explicit content adolescence develop an attitude that sex is primarily physical and casual rather than affectionate and relational. From the knowledge and attitude created by media, teenagers then develop certain behaviour about sexual conduct such as having multiple sexual partners, casual sex and so on. Thus, it is no doubt that social media influences antisocial behaviour among teenagers.

Nevertheless, a qualitative study conducted by Lofgren-Martenson and Mansson (2010) contradicts Peter and Valkenburg's findings. Lofgren-Martenson and Mansson

(2010) collected data from an adolescent population of 51 participants in Sweden. The findings indicated that the majority of participants were able to distinguish between the fantasy of sexually explicit material and real-life sexual interaction. However, in the same study participants acknowledged that the ideals and pornographic scripts presented in sexually explicit material influence young people. In light of Lofgren-Martenson and Mansson's (2010) findings it can still be arguable that social media indeed influence the behaviour of teenagers towards antisocial conduct considering that the participants of the study acknowledged pornographic scripts presented in sexually explicit content influence young people.

The study argues that social media allows speedy access and exchange of trending music, music videos, films and movies amongst teenagers. The 21st century entertainment industry productions are prone with celebrities partaking in vulgar language, deviancy, drug abuse, alcohol, and sexual behaviour. The thematic appearance of such acts by celebrities tells a story that they are enjoying life. This portrays appearance versus reality as teenagers see their celebrity role models joyous in practicing antisocial behaviour and may be pressured to adopt and imitate such behaviour, yet in reality such behaviour is antisocial and unacceptable to society. Musical lyrics and their videos seem to justify the practice of antisocial behaviour in the minds of viewers, especially minors who are still trying to understand the psychologically equipped and experienced to make the best evaluations of what it means to enjoy life.

2.8 Benefits of Social media

It can be argued that though social media poses threats to antisocial behaviour among teenagers, there are positive attributes of social media that can be beneficial to society. The discussion below are the benefits that social media has on society.

2.8.1 Creation of social capital

Social media has turned out to be the powerful platform where people create and sustain relationships. Social networking sites are used for the creation and maintenance of different forms of social capital (Ellison, Steinfield & Lampe 2007). Social capital is broadly defined as “the sum of the resources, actual or virtual, that accrue to an individual or a group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition” (Bourdieu and Wacquant 1992). In this highly technological age, social media is accessible by many, the creation and maintenance of relationships has improved as people are constantly connected with close and geographically distant friends and family. It can be argued that it is restricting for people to try and formulate as well as maintain relationships through face to face communication or letter writing due to challenges of the effectiveness of the communication mode. However, social media overcame the setbacks of traditional communication modes as it allows people from different places to communicate within a very limited time frame. Putnam (2001) differentiates bridging and bonding social capital from one another. Bridging social capital refers to weak connections between people that are based on information-sharing rather than emotional support. Through social media, people formulate and sustain relationships regardless of their geographical dispersed locations. Social media has closed the geographical distances between individuals and enabled easy and quick transmission of information between the dispersed sender and receiver.

2.8.2 Psychological development

Social media contributes to psychosocial development among teenagers. A recent study suggests that social media participation may have positive effects on how youth cope with emotional distress such as bereavement (Williams & Merten 2009). Cases occur in which teenagers commit suicide or become antisocial as a result of bereavement, rape and other traumatizing situations. However, teenagers who participate in social networking are likely to cope positively with bereavements as they are consoled by social networking peers. Furthermore, they may receive counselling by

reading or seeing how other people coped with the situation they are in. Leung (2007) reinforces the latter statement by arguing that social media enables teenagers to connect with peers online for social support, this has reduced stress and aided in many health benefits particularly for children who do not have enough support in their lives. Social media enables mass communication to widely dispersed and heterogeneous audiences therefore enabling people to exchange information and advice on how to cope in different situations. Hartup and Stevens (1999) argue that having positive interpersonal relationships is an important predictor of wellbeing. Akin to this argument, Valkenburg and Peter (2007) say that being connected to social media reduces social anxiety through self-disclosure. Interaction using social networking site provides venue for users to freely express themselves (Posey *et al.* 2010). Social media enables users to create and maintain relations with close and distant friends and family members.

2.8.3 Social media facilitates learning

Social media can be beneficial to learners as they get a chance of learning more of their curriculum through information obtained from various sources online. Chen and Bryer (2012: 99) argue that

“...publicly open social media sites provide students with access to more information and experiences than they would get in a closed environment alone. If properly facilitated and framed, such expanded exposures can benefit student learning by creating more connections across boundaries and over time”.

With the advent of social media, learners have no need of only depending on their school teachers for academic information but can get a variety of information online. Redecker *et al.* (2009) argue that social media can be used by education and training institutions to support the exchange of knowledge and material as well as to facilitate community building and collaboration among learners and teachers. Learners can collaborate among each other and share academic information which can give them holistic understanding of information they require to know. More so, Ala-Mutka (2010) say social media provide easy, fast and efficient ways to access a great diversity of information and situated knowledge. Educational material is easily accessed online

which supports learning. Thus, learners who embrace social media for educational purposes can learn in new ways which can be helpful to them.

2.9 Chapter summary

This chapter reviewed literature on teenagers' use of social media and the influence of social media on teenagers' antisocial behaviour. A relationship was portrayed between teenagers' use of social media and social media's influence on antisocial behaviour. The activities that teenagers do on social media result in whether social media will influence teenagers towards antisocial behaviour. A case in point is the activity of sexting that is common among teenagers. Literature in this chapter showed that teenagers who sext are likely to be involved in sexual intercourse or to have multiple partners. However, apart from the antisocial behaviour that teenagers can learn through social media, the chapter also explored the benefits of social media to teenagers. Social media has improved the communication process and enabled teenagers to bond with their friends and families. It has also facilitated learning as learners have no need of only depending on their school teachers for academic information but can get a variety of information online. The chapter also discussed the theoretical frameworks which underpin this study. Uses and gratifications theory is reviewed in this chapter and is used to explain what and why teenagers get involved in different activities on social media such as sexting, playing video games and so on. Social cognitive theory is used to explain how social media content or rather the activities that teenagers engage with on social media influence them towards antisocial behaviour. In a nutshell, the chapter brings a relationship between uses and gratification theory and social cognitive theory. Thus, highlighting a relationship between the uses of social media by teenagers and the influence of those uses on their behaviour through observing and imitation that which they are exposed to. The relationship between the independent (social media) and dependent (antisocial behaviour) variables discussed in this chapter will be examined among selected teenagers at Jabavu High school. The next chapter presents the methodology that was used to conduct the study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Chapter introduction

The previous chapter reviewed various scholarly studies on the influence of social media on teenage antisocial behaviour. This chapter presents the methodology that was used to conduct a study on the influence of social media on antisocial behaviour amongst Jabavu High school learners. Lack of proper planning affects the quality and outcome of the research results hence, it is essential for the researcher to have a plan on how to conduct the study. A mixed methods design was used in this study by combining both quantitative and qualitative research methods. Mixed method research design gives the study breadth of understanding as it maximises on the strengths of both quantitative and qualitative research methods. A case study research strategy was used in the study in which data was collected from a case study of Jabavu High school and their respective teachers.

3.2 Research Design

The research design that the researcher adopted to conduct the study is the mixed method design which utilizes both quantitative and qualitative methodologies. Johnson *et al.* (2007:123) cited in Teddlie & Tashakkori (2009) say that mixed method research is a type of research in which a researcher or team of researchers combines elements of qualitative and quantitative approaches such as the use of qualitative and quantitative viewpoints, data collection and analysis. The combination of qualitative and quantitative methods in a single study gives breadth of understanding and corroboration. The study adopted triangulation which is one of the designs of mixed method research. The triangulation process is discussed below.

3.2.1 Triangulation

It is in the interest of researchers to design a study that has rich and unbiased data, a study that has multi perspective viewpoints to increase the accuracy of the study.

Triangulation is a good approach to reap the benefits of both qualitative and quantitative methods. Combining two methods increases the validity of the study. Yeasmin and Rahman (2012: 156) say,

“Triangulation is a process of verification that increases validity by incorporating several viewpoints and methods. In the social sciences, it refers to the combination of two or more theories, data sources, methods or investigators in one study of a single phenomenon to converge on a single construct, and can be employed in both quantitative (validation) and qualitative (inquiry) studies”.

The researcher used triangulation to conduct the study in an effort to overcome problems or weaknesses that come with single method. Triangulation enables the researcher to combine theories, data sources and methods in a single study; this makes the information obtained in such a study to be verified thus, increasing validity of the study. Triangulation can be accomplished by combining different research techniques, the combination of different research techniques aid in crosschecking.

In this study, triangulation was used for confirmation and completeness purposes. Triangulation used as confirmatory approach is used to overcome challenges that come with a single method, single theory, and single observer biasness (Yeasmin & Rahman 2012). Triangulation used for confirmation purpose was used in this study to confirm the research results collected from questionnaires with that of semi structured interviews. This triangulation approach uses more than one method, theory or observer so as to compare the information obtained from one method or theory with the other for confirmation purpose. On the other hand, triangulation used for completeness purpose is used to give the researcher in depth understanding of phenomena under investigation by combining multiple methods and theories (Yeasmin & Rahman 2012). The researcher acquired information using a combination of different methods and theories so as to gain in depth understanding of the phenomenon. It can be argued that combining different methods and theories increases understanding of the phenomenon as these methods and theories can work together to complement each other and provide ample information.

Triangulation was used for confirmatory purpose by using two sources of information which are Jabavu high learners and their respective teachers. Data collected from these sources was merged to confirm, verify and interpret findings obtained from one source with the other. Furthermore, different data collection techniques were used to collect data from the aforementioned sources. Questionnaires were used to collect data from learners while semi structured interviews were used to collect data from teachers. Using different data collection techniques aids in confirming information collected from one source with the other. Thus, the weaknesses of one data collection technique can be overcome by the other.

Triangulation was used for the purpose of completeness by using two sources of information which helped the researcher to obtain information from different perspectives. To obtain in depth understanding of the influence of social media on teenage antisocial behaviour, questionnaire data was collected from Jabavu high school learners while interviews were conducted with their teachers. The researcher also used two complementary theories to obtain a robust interpretation and investigation on the influence of social media and antisocial behaviour. The uses and gratification theory brought an understanding of how teenagers use and gratify themselves through social media while the social cognitive theory gave an understanding of how social media influences teenage antisocial behaviour. The application of one theory in this study would have made a weaker analysis and interpretation of the link between social media and teenage antisocial behaviour.

Denzin (1970) addresses four different forms of triangulation which are data, theoretical, methodological and investigator triangulation. The use of more than one type of triangulation in a single study is called multiple triangulation, for example, using two or more data sources along with two or more investigators in a single study (Denzin 1970; Polit & Hungler 1995; Woods & Catanzaro 1988). Multiple triangulation was used in this study as the researcher made use of data triangulation, methodological triangulation and theoretical triangulation. As noted above, these three types of triangulation are used for confirmatory and completeness purposes.

3.2.2 Data Triangulation

Data triangulation is a method of collecting data from different sources to form one body of data. Courtney and McCutcheon (2010) argue that the aim of data triangulation is to provide data from two or more perspectives because it increases understanding of phenomena. There are three different types of data triangulation namely, time, space and person (Polit & Beck 2008). Data sources can vary according to different times in which data was collected, place or setting where data was obtained and people who provided the data. In this study, person triangulation was used to collect data.

3.2.3 Person triangulation

Polit & Beck (2008) note that person triangulation involves collecting data from different types and levels of people with the aim of validating data through multiple perspectives. Thus, data was collected from Jabavu High school learners as well as Jabavu High school teachers. Data from these two sources was merged to form one body of data providing an in depth understanding of the influence of social media on teenagers' antisocial behaviour. Banik (1993) says that the advantage of data triangulation is in the nature and amount of data generated for interpretation. Collecting data from Jabavu High school teachers as well as the learners widened the understanding of the social media influence and teenage antisocial behaviour as it enabled inquiry of pertinent information to the study through different perspectives.

3.2.4 Methodological triangulation

Methodological triangulation occurs when quantitative and qualitative approaches are combined in a single study (Cobb 2000; Lincoln & Guba 2000; Mitchell 1986). Combining the two approaches is advantageous to the researcher as it allows the researcher to maximize best representation of both worldviews. A study that blends qualitative and quantitative approaches reaps the benefits of both approaches. Dzurec and Abraham (1993) remark that although some researchers argue that qualitative and quantitative paradigms differ epistemologically and ontologically, the counter argument

is that the two approaches are similar in their objectives, scope and nature of inquiry across methods and paradigms. Since both qualitative and quantitative approaches can be used to explain behaviour, using both of them in a single study is not only possible but beneficial.

Methodological triangulation is when you use more than one technique to get the same information (Kane, 1995). The flaws of one method are often the strengths of another and by combining methods; observers can achieve the best of each while overcoming their unique deficiencies (Denzin 1978). Weakness presented by data collection technique can affect the validity and reliability of the research findings, hence using more than one data collection technique improves the reliability and validity of the findings.

Methodological triangulation can be distinguished into two types namely, within method triangulation and between or across method triangulation. Researchers using within method triangulation use at least two data-collection procedures from the same design approach (Kimchi *et al.* 1991). A study employing within triangulation can use data collection procedures from either qualitative or quantitative methods but cannot mix both of them in a single study. On the other hand, researchers using between or across-method triangulation use both qualitative and quantitative data collection methods in the same study (Boyd 2000; Denzin 1970; Kimchi *et al.* 1991; Mitchell 1986). An example is the use of questionnaires combined with interviews in a single study. In this study, between or across triangulation was used to collect data. Questionnaires were used to collect data from Jabavu High school learners and semi structured interviews were used to collect data from Jabavu High school teachers. The use of 'between or across triangulation' to collect data enabled the researcher to utilise the benefits of both qualitative and quantitative research techniques.

3.2.5 Theoretical triangulation

Theoretical triangulation was also used in this study. Denzin (1970) says theoretical triangulation is the use of multiple theories or hypothesis to examine phenomena.

Banik (1993) brings an understanding that the benefits of theoretical triangulation is that it offers a broader and deeper analysis of findings. Uses and gratification theory as well as social cognitive theory were used in this study so as to complement each other in providing a deep understanding of the influence of social media on teenagers' antisocial behaviour. Thus, findings were analysed in relation to the assumptions of these two theories. Teenagers' activities on social media were best understood using the uses and gratification theory while the influence of social media on teenagers' antisocial behaviour was interpreted through the lenses of social cognitive theory. Henceforth, a combination of these two theories brings a substantial understanding of the influence of social media on teenage antisocial behaviour.

3.3 Justification for mixed method research design

The use of mixed method approach allows the researcher to maximize the strength of both qualitative and quantitative research methodology. The researcher sought to understand the influence of social media on antisocial behaviour from the perspective of both teachers and learners so as to have an in-depth understanding of the study. Thus, to collect data from the two sources of information, the researcher used data collection techniques from quantitative and qualitative research methodologies. Data from learners was collected using questionnaires while data from teachers was collected using semi structured interviews. The use of data collection techniques obtained from different approaches aided in completeness and confirmatory purposes as discussed above.

3.4 Research strategy

Remenyi *et al.* (2003) says that a research strategy provides the overall direction of the research including the process by which the research is conducted. According to Saunders *et al.* (2009: 600) research strategy is "the general plan of how the researcher will go about answering the research questions". There are various types of research strategies with distinct characteristics however; this study used a case study as a

research strategy. Case study research strategy is appropriate for this study as the study examines a particular phenomenon within an identified context. Yin (1994:13) defined a case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident and relies on multiple sources of evidence”. The study examines a single case of Jabavu High school to investigate the influence of social media on antisocial behaviour among Jabavu High school teenagers. A case study can accommodate both qualitative and quantitative data (Yin 2003b; Gerring 2007). This allows the researcher to obtain a rich mix of data for the study, thus, the study used questionnaires and semi structured interviews to collect data from two identified sources in the sections that follow below. An instrumental case study was used in this study. Polit and Beck (2008:235) argue that, “in instrumental case study researchers begin with a research question or perplexity and seek out a case that offers illumination. The aim of such a study is to use the case to understand something else, some phenomenon of interest.” The study examines a single case of Jabavu High school to investigate the influence of social media on antisocial behaviour among Jabavu High school teenagers.

3.5 Population, Sampling and Sampling Procedures

The researcher needed to have a target population in which the study will be conducted. However, it is tiresome for the researcher to collect data from the entire target population hence, the researcher sampled the population. Different sampling techniques are used by researchers to draw out samples. Below is the discussion of the target population, sampling and sampling procedures.

3.5.1 Target Population

The target population in this study is Jabavu High school located in Alice Township in Eastern Cape Province, South Africa. The researcher targeted Jabavu High School as it is located in Alice Township which is convenient for the researcher to access the

participants. The researcher divided the population into two groups that participated in the study.

The first target population in this study are grade 11 and 12 learners at Jabavu High school. The researcher chose to use upper grades in the sample because it is arguable that such learners have more years of encounter with social media at teenage hood stage than those learners in lower High school grades. Teenagers in lower grades have fewer years using social media at a teenage hood phase hence less experience. Thus, the researcher opted to sample older teenagers in grade 11 and 12. The second target population in this study was specifically teachers who teach teenagers who are in grade 11 and 12. It is arguable that such teachers have exposure to teenagers who are in grade 11 and 12 as they spend more time with them. Hence, they are bound to have knowledge on the influence of social media on antisocial behaviour among teenagers who are in grade 11 and 12.

3.5.2 Sampling

The two groups identified in the target population needed to be sampled as it is tedious to collect data from the entire population. However, the sample selected should be representative of the entire population. Sampling is defined by Polit and Beck (2014: 177) as the “selection of a portion of a population so as to represent that particular population”. Thus, the researcher sampled the first target population (learners) using simple random sampling and sampled the second target population (teachers) using purposive sampling.

3.5.2.1 *Simple random sampling*

The assumption of the researcher is that most learners in grade 11 and 12 fall under the age range of teenagers. Therefore, the researcher is able to use simple random sampling because there is a high possibility that any randomly picked student in grade 11 and 12 is a teenager. Furthermore, simple random sampling enables the researcher to be objective as each unit in the population stands a chance of being

selected in the sample. Kothari (2004: 60) says, “Simple random sampling is a method of sample selection which gives each possible sample combination an equal probability of being picked up and each item in the entire population has an equal chance of being selected in the sample”. In this study, probability sampling lowers the level of researcher biasness; the researcher will study any randomly picked participants rather than participants whom the researcher prefers.

The researcher then used a table of random numbers to select 150 learners who were given questionnaires. Since the learners are divided into two categories which are grade 11 and grade 12 learners, 150 questionnaires were shared equally among the two grades such that 75 questionnaires were given to each grade. Thereafter, the researcher accessed class registers from class teachers and every unit in the population was given a number and the researcher randomly selected participants using the table of random numbers. An individual in the population whose number was randomly selected was included in the sample. With the intention of being representative, this process was conducted separately among the two grades so as to ensure that each grade has sufficient number of representatives. Combining the two grades in conducting the selection process increased probability of an imbalance in the sampled participants of one grade being more than the other.

3.5.2.2 *Purposive sampling*

Purposive sampling was used to sample teachers who are also part of the study. Gerrish and Lacey (2010: 149) say that, “A purposive sample is one where people from a pre-specified group are purposely sought out and sampled”. Purposive sampling is useful to sample a target population of teachers as the researcher seeks to collect data specifically from teachers who teach grade 11 and 12 learners. Purposive sampling is applicable when the researcher is aware that certain participants possess the characteristics that are needed for the study. Therefore, it is arguable that grade 11 and 12 teachers have knowledge on the influence of social media on antisocial behaviour of teenagers in grade 11 and 12 as they spend more time with them. Thus, one teacher from grade 11 and one from grade 12 were purposively sampled. The researcher chose

two teachers to participate in the study; one was a grade 11 teacher and the other a grade 12 teacher. I want to note that due to time constraints, the researcher could not interview more teachers and more so teachers were busy with their work at that time though interviews were conducted during break time. Thus, leading to only two teachers who were purposively sampled.

3.5.2.3 ***Sample size***

When the researcher is using questionnaires for a large population it is better to use a larger sample and reduce marginal error. Marginal error occurs when there is uncertainty whether data collected from a particular sample, accurately represents the total population. In order for the researcher to be confident of the results obtained from the sample it is fundamental to calculate the marginal error of the sample drawn. The larger the sample size, the lower the marginal error incurred, thus the more reliable the sample. Rumsey (2007) argues that the sample size is an important factor in controlling marginal error. The sample size is the denominator of the standard error thus, as the sample size increases the standard error goes down which makes the margin of error to reduce. Margin of error points out the extent to which the researcher is uncertain of the accuracy of the results obtained from the sample. In this study, a sample size of 150 learners will at least give the researcher 95% confidence level and at least 5% marginal error of the sample drawn. A low margin of error increases the reliability of the findings obtained from such a sample.

3.5.2.4 ***Inclusion criteria***

Hulley, Cummings, Browner, Grady and Newman (2007: 29) say that, “the inclusion criteria define the main characteristics of the target population that pertain to the research question”. In this study, participants were selected in the sample to meet specific criteria. Participants were therefore selected from a case study of Jabavu High school in Alice Eastern Cape Province South Africa. Learners selected in the sample were social media users in grade 11 and 12 while grade 11 and 12 teachers were eligible to participate in the interviews.

3.6 Research instrument

A research instrument is anything that can be used to obtain data that will be analysed (Hofstee 2006). Questionnaires and semi structured interviews were used in this study to collect data.

3.6.1 Questionnaires

Questionnaires were used to collect data from learners who were selected to be part of the sample. The researcher used a mixture of open-ended and dominantly close ended questions to collect data from participants at Jabavu High School. The researcher opted to use questionnaires to collect data from learners due to the strengths it offers. The use of a questionnaire to collect data increase chances of participants saying out their truthful opinions. This is so because a questionnaire permits anonymity of the respondents giving them freedom to say out information they would have felt uncomfortable giving out to an interviewer. Jones (2015: 148) reinforces the latter statement as he argues that a questionnaire allows anonymity and may therefore improve the validity of the responses obtained by the researcher. Respondents were comfortable to express their use of social media and its influence.

3.6.2 Semi structured interviews

Semi structured interviews were used to collect data from teachers, semi structured interviews enabled the researcher to obtain in-depth information from teachers as they allow participants to give the researcher additional information that may not be part of the interview questions. Baxter and Babbie (2004: 329) say that semi-structured interviews consist of a number of questions that serve as a guideline to the interview whilst the interviewer has the freedom to probe the informant for more responses. Semi structured interviews were suitable to collect data from grade 11 and 12 teachers. Teachers are not the affected target group by social media in this study hence; there was no foreseeable probability that interviews could cause teachers to be uncomfortable giving out information through face to face interviews. Thus, information

from High school teachers was collected using semi structured interviews which gives an allowance for in depth information to be given.

3.7 Validity and Reliability

Validity and reliability are two crucial concepts in conducting research as it delineates the truth value of the study. Validity estimates how well a study or set of instruments measure what it is supposed to measure. Newman and Benz (1998: 39) say reliability describes consistency and tells whether the outcomes of the study will remain the same if tested again using the same instrument under same conditions. Radhakrishna (2007) states different steps that can be used to develop a valid and reliable questionnaire. However, the steps were also adapted for developing valid and reliable interview questions. Radhakrishna (2007) argues that the first stage in developing a questionnaire entails understanding the background of the study such as the research questions, objectives and determining the audience. Therefore, the researcher developed a thorough understanding of the purpose, objectives and research questions of the study. The second step noted by Radhakrishna (2007) involves generating questions for the questionnaire which are guided by the research questions, content from the literature review and the research objectives. The researcher followed the guide line highlighted in this stage and generated questions which were guided by the research questions, objectives and knowledge from literature review. Step three entails the format of the questions and data analyses. It involves the writing of the questions, questionnaire layout, font size, question ordering and understanding the relationship between the level of measurement and the appropriateness of data analysis. Thus, the researcher constructed the questions and ordered them accordingly, paying attention to the questionnaire layout. Radhakrishna (2007) says that the validity of a questionnaire is established in the fourth step. The drafted questionnaire goes for validity testing, there are different types of validity however in this study content validity was used. Content validity ensures that the questions formulated represents the specific areas covered in the study. Thus, the

questions used in the questionnaire and semi structured interviews were constructed using the research objectives to respond to the information required in the study on the influence of social media on teenagers' antisocial behaviour. The questionnaire instrument was not tested using a pilot study but similar method as used. The researcher at the initial stage tested the questions with the participants by checking their understanding of the questions and the suitability as well. This therefore helped the researcher to rephrase some of the questions so that suitable answers are provided to critical issues. The last step in the process of developing a questionnaire is establishing reliability.

In this study, internal consistency was used to establish the reliability of questionnaires. Internal consistency establish the reliability by grouping questions that measure similar concept in a questionnaire and the responses of the questions are correlated to determine whether the instrument is reliably measuring the concept. Correlation values among the questions was computed using SPSS to determine Cronbach's reliability coefficient. Radhakrishna (2007) says the reliability coefficient alpha can range from 0 to 1, with 0 representing an instrument with full of error and 1 representing total absence of error. A reliability coefficient (alpha) of .70 or higher is considered acceptable reliability.

3.8 Procedure for data collection

Saleemi (1997) says that data collection involves contacting the members of the population that will be sampled in order to collect the required information about the study. The procedure that was used to collect data from a sample of learners included the introduction section whereby the researcher introduced herself to the selected high school learners and explained what the study is about. Making introductions was essential in creating relationship with participants such that they developed interest in responding to questions rather than developing negative attitude in responding to questions. The researcher also asked for teachers' help to aid the learners in understanding questions so as to avoid misinterpretation of questions which leads to

wrong responses. Data collected from teachers through semi structured interviews was conducted in a closed vicinity of an empty staff room. The environment was conducive for the interview to be carried out without interruption; it was comfortable for the respondents to answer questions at ease without disturbance. Moreover, the interviews were conducted during break time when teachers had no class to attend to. Conducting interviews during participants' free time increased their participation and cooperation as they were in no rush for anything.

3.8.1 Method of data analysis

Boeije (2010: 76) defines data analysis as, "the process of systematically searching and arranging the interview transcripts, field notes and other materials that you accumulate to increase your own understanding of them and enable to present what you have discovered to others." Data collected from questionnaires was put into different themes through a technique called open coding. Leedy (1993) says that open coding is a technique which involves a process of breaking down, examining, comparing, conceptualizing and categorizing data. Open coding enabled the researcher to categorise and group similar information obtained from the questionnaires; different themes were extracted from the categorized data. To analyse these themes, the statistical package of social science (SPSS) was used. This method allows the researcher to obtain statistical analysis in form of frequencies and percentages, which is a quantitative analysis method that enables objectivity of findings to be drawn without subjective view of the researcher.

Data collected from semi structured interviews was analysed using thematic analysis. Thematic analysis is a type of qualitative analysis. It is used to analyse classifications and present themes or patterns that relate to the data. It illustrates the data in great detail and deals with diverse subjects via interpretations (Boyatzis 1998). Braun and Clarke (2006) argue six phases of thematic analysis which include familiarization with the data, coding, searching for themes, reviewing themes, defining and naming themes as well as the final process which is the write up. The first stage in thematic analysis requires the researcher to be familiar with the data collected from

participants. Therefore, the researcher engaged in a lot of data reading and continuous listening to audio-recorded data until she became familiar with the data. After familiarizing with the data, the researcher coded every data in which different themes were then constructed from the coded data. Constructed themes were reviewed by checking that the themes work in relation to both the coded extracts and the full data-set. The researcher reflected on whether the themes tell a convincing and compelling story about the data, and defined the nature of each individual theme, and the relationship between the themes. After this, the researcher defined and named themes, this required the researcher to conduct and write a detailed analysis of each theme, identifying the essence of each theme and constructing a concise and informative name for each theme. Finally the researcher weaved together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data and contextualizing it in relation to existing literature.

3.8.2 Data presentation

Data collected from questionnaires was presented quantitatively in form of pie charts and tables. The selection was dependent on the choice of the researcher and the suitability of the method in data presentation. Data from interviews was presented qualitatively in form of text.

3.9 Limitations of the study

The study experienced different limitations noted below however, it should be noted that the limitations do not discredit the research. To broaden the understanding of the influence of social media on teenage antisocial behaviour, it was ideal for the researcher to use a case study of more than one school however; due to time and financial constraints the researcher investigated the study was conducted at Jabavu High School only. The intention of the researcher was to distribute 150 questionnaires equally among the two grades however, during the collection of data, the researcher came across a challenge of surveying an equal number of learners between grade 11 and 12. Few grade 12 learners were available for the survey as most of them were busy

preparing for tests thus, creating an imbalance between the number of grade 11 and grade 12 that were surveyed. Lastly, the researcher noted that not all learners surveyed were social media users thus; some participants did not contribute any information to the study. Nevertheless, it does not affect the validity of the study as it was a minor number of learners who do not use social media. Henceforth, the minor number of nonsocial media users is encompassed in the marginal error of the sample thus, the findings are not discredited.

3.10 Ethical considerations

Permission to conduct this study was sought from the University of Fort Hare Ethics Committee. The researcher ensured that participants are aware of the objectives and reason of the study before the participants partook in the study. Participants were given awareness of what the research is all about so that they can make an informed decision whether to participate in the study or not. The researcher also ensured that the information he or she is given by participants is kept private and confidential.

3.10.1 Confidentiality

Confidentiality of information obtained from data collection is to be kept private unless otherwise the participant approves that it may be disclosed. Wiles (2013: 42) says that confidentiality refers to the identifiable information about individuals collected during the process of research should not be disclosed and that identity of research participants will be protected. Through the use of questionnaires to collect data, information about individuals remains anonymous. "In social research anonymity is the vehicle by which confidentiality is operationalized" (Wiles 2013:42). Hence, questionnaires enabled the researcher to attain confidentiality ethics as questionnaires do not expose participants and the information they contributed to the study. Information obtained through interviews was also kept confidential.

3.10.2 Informed Consent

The research's ethicality also lies in the consideration of informed consent. Potential participants were informed about the study and what it means for them to participate in the study. Informed consent is outlined by Wiles (2013: 26) as ensuring that participants will always be fully informed about what participating in research will involve. On that note, the researcher outlined the aims and objectives of the study to the participants so that they have full knowledge of what they are participating in. Jabavu High school teachers were included in the sample and informed about the nature of the study as they play a pivotal role in the welfare and of learners at school. School teachers who participated in the semi structured interviews were also informed of the research aims and objectives and they willingly participated in the study. Above all, permission was first sought from the Jabavu High school principal, after she was informed and understood the research aim she gave her consent for the study to be carried out at the school. Consent was also sought from teachers who participated in the study as they filled the consent form however, they insisted they remain anonymous.

3.10.3 Protection from harm

Protection from harm is addressed by Shaffer and Kipp (2012: 35) as the right of research participants to be protected from physical or psychological harm. The researcher ensured that Jabavu High school learners were protected from any form of physical or psychological harm. The researcher chose to use an anonymous questionnaire to collect data. Such an initiative protected Jabavu High school learners from psychological harm as other learners, teachers or the researcher as it is impossible to link the respondent to their questionnaire. Peer mockery is prone amongst teenagers for instance if they found out that one of their peers watch pornography. Thus, to protect them from such psychological harm the researcher used a questionnaire as a method of collecting data from learners.

3.11 Chapter summary

Three forms of triangulation were used in the study which includes data triangulation, methodological triangulation and theoretical triangulation. Data triangulation was implemented as different sources were used to collect in depth information on social media influence and teenage antisocial behaviour. Methodological triangulation was used in which quantitative and qualitative research approaches were combined to conduct the study. Lastly, theoretical triangulation was used as the uses and gratification theory and the social cognitive theory were combined in the study. All these forms of triangulation were used for the purpose of confirmation and completeness. Using two sources of data enabled the researcher to confirm the findings obtained from one source with the other, whilst two theories were used in this study for the purpose of completeness.

The application of uses and gratifications theory only would not fully bring an understanding of how social media influences antisocial behaviour among teenagers. Thus the social cognitive theory was used as an aid for completeness purposes in bringing an understanding how activities on social media can influence antisocial behaviour. In this chapter, the researcher also identified the target population in which the study will be conducted as well as the sampling technique which was used for sampling the population. The research instruments and data analysis method were discussed and the researcher also considered ethical issues such as informed consent, confidentiality and protection from harm. The next chapter presents an analysis of data that was collected.

CHAPTER 4: ANALYSIS OF RESEARCH RESULTS

4.1 Chapter introduction

This chapter is an analysis of data collected through questionnaires and semi structured interviews. It begins with an analysis of data collected through questionnaires to reveal the uses of social media amongst teenagers which was guided by the uses and gratifications theory. Furthermore, it presents data collected from semi structured interviews to investigate the influence of social media on teenage antisocial behaviour according to the perceptions of school teachers. Overall the influence of social media on teenage antisocial behaviour was examined through the theoretical lens of the social cognitive theory.

4.2 Questionnaire data analysis

Data from questionnaires was analysed using the statistical package of social science (SPSS). Analysis will be presented in percentages, graphs and tables which are a quantitative analysis method that enables objectivity of findings to be drawn without the subjective view of the researcher.

4.2.1 Response rate

The response rate determines whether the sample is representative of the entire population. In the context of research, response rate is described by Fowler (2004) as the extent to which the collected data includes all members of the target population. In this study, 150 questionnaires were issued out to Jabavu High school learners and all questionnaires were returned. Babbie (2002) says response rate of above 50% is considered adequate for analysis. Thus, a 100% response rate is more advantageous for analysis.

4.3 Analysis of respondents

Questionnaires were distributed among grade 11 and 12 learners of Jabavu High school. 41 questionnaires were distributed to grade 12 learners and all questionnaires were returned. 109 questionnaires were distributed to grade 11 learners and the researcher received all questionnaires back. Thus, grade 11 learners constituted 73% of the sample drawn while grade 12 learners constituted 27% of the sample. This will be revealed below.

4.4 Questionnaire findings

This section is a presentation of the findings obtained from questionnaire investigations amongst selected Jabavu High school learners.

4.4.1 Gender of respondents

The researcher found it necessary to be aware of the proportion of males and females in the sample drawn. Though the influence of social media is not gender sensitive, the awareness of the gender proportion in the sample gives knowledge of whether both genders are represented in the sample. Thus, the table below shows the proportion of males and females in the sample.

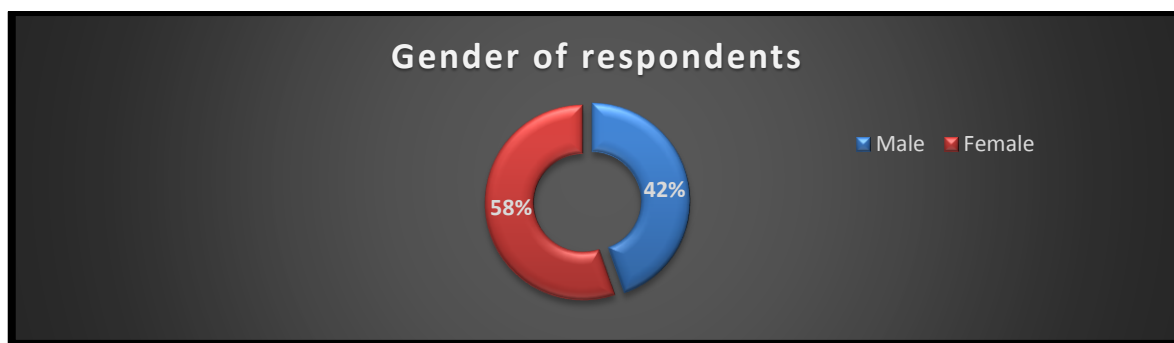


Figure 4.1: Gender of respondents

A total number of 150 questionnaires were issued to a sample of Jabavu High school learners. Among 150 respondents sampled, 87 (58%) were female and 63 (42%) were male. Although males had a lower proportion than females Babbie (2002) says,

response rate of above 50% is considered adequate for analysis. Therefore, 63% response rate for males is also considered adequate for analysis.

4.4.2 Grade of the learners

Since the researcher sought to investigate learners in grade 11 and 12, it was paramount for the researcher to know if all grades were adequately represented in the sample. The chart below illustrates the results from data collection.

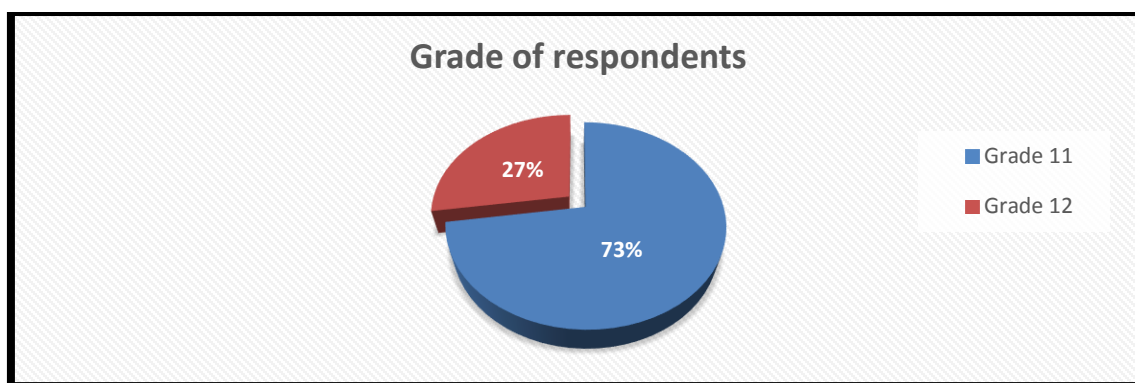


Figure 4.2: Grade of learners

Figure 4.2 shows that 41 (27%) respondents were grade 12 learners and 109 (73%) respondents were grade 11 learners. The researcher did not strike a balance between grade 11 and 12 learners; there were few grade 12 learners available for investigation as noted in the limitations of the study. Thus, only few grade 12 learners were available for the study, the majority of the respondents were grade 11 learners. Though the researcher intended to obtain adequate sample size for grade 12 learners, the results still cannot be forfeited as the research results were diluted with perceptions of few grade 12 learners.

4.5 Social media used by learners

To investigate the influence of social media on teenagers' antisocial behaviour, it was important for the researcher to be aware of the proportion of Jabavu High school learners who use social media and the different types of social media tools that

teenagers use. This question also informs the researcher if all respondents in the sample use social media or not.

4.5.1 Facebook users

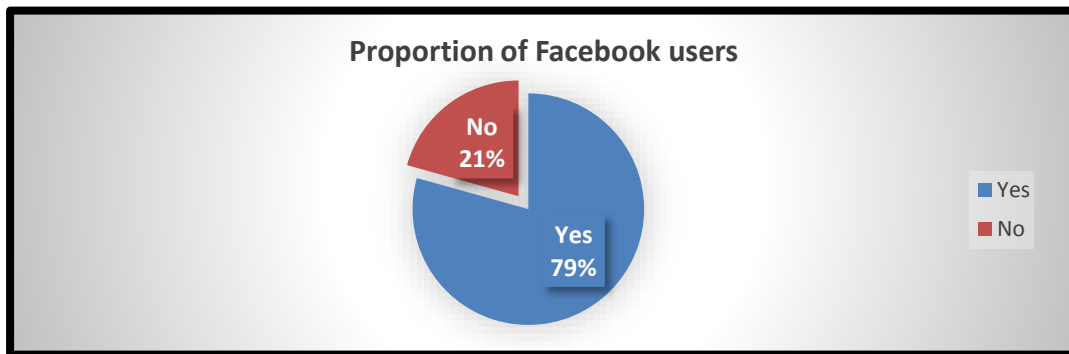


Figure 2.3: Proportion of Facebook users

Figure 4.3 above illustrates the proportion of Facebook users among Jabavu High school learners. Learners who use Facebook are reported to be 119 (79%) while non-Facebook users are 31 (21%). The results show that a majority of Jabavu High school learners use Facebook. Thus, when the researcher examines the influence of social media on teenagers' antisocial behaviour, the researcher is informed that Facebook is widely used by learners therefore it may pose great influence on teenage antisocial behaviour.

4.5.2 Twitter users

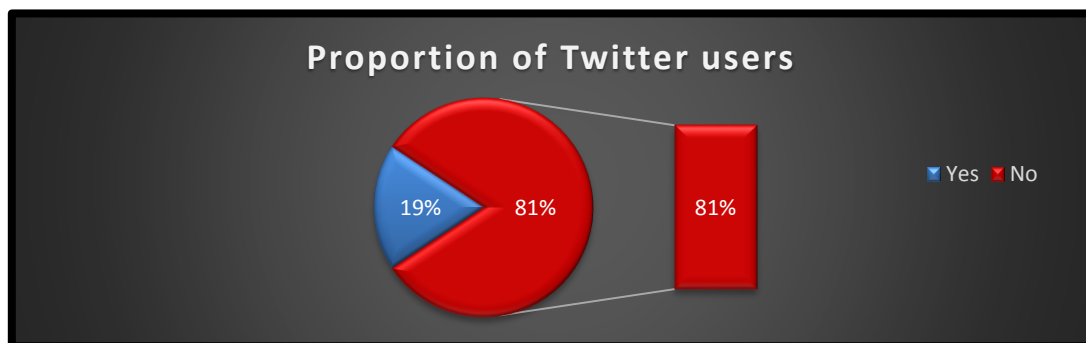


Figure 4.4: Proportion of Twitter users

Figure 4.4 above shows that the majority of learners do not use twitter. Only 28 (19%) respondents noted that they use twitter while 122 (81%) respondents do not use

twitter. The researcher should be aware of such statistics so as to have an understanding of the social media tool that is mostly used by teenagers. The results show that most learners do not use twitter thus; the influence of twitter cannot be potent when only few teenagers use this social media tool.

4.5.3 YouTube users

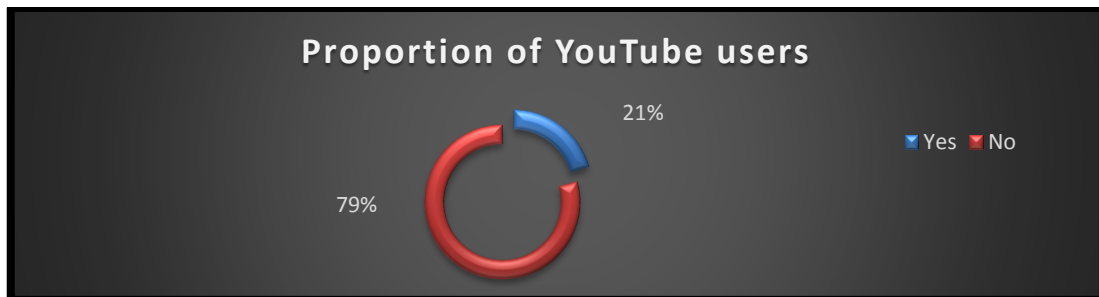


Figure 4.5: Proportion of YouTube users

YouTube is not widely used by respondents as shown in Figure 4.5 above, 119 (79) respondents reported to be non- YouTube users while 31 (21%) confirmed their use of YouTube. These results inform the researcher that YouTube is not quit a potent media that can influence teenagers towards antisocial behaviour as only few respondents use this media. However, it should not be ignored that the minority that uses YouTube can be influenced by its content.

4.5.4 MySpace users

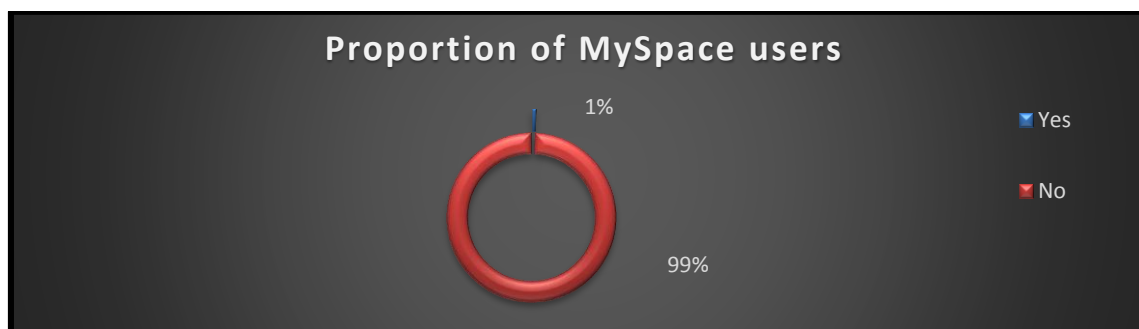


Figure 4.6: Proportion of MySpace users

MySpace is one of the social media tools that are not commonly used by Jabavu High school learners, only 1(0.67%) respondent reported to be a MySpace user while

149 (99%) respondents noted to be non-users of MySpace. The unpopularity of MySpace among teenagers at Alice Township in South Africa is because MySpace is more of American social networking site.

4.5.5 WhatsApp users

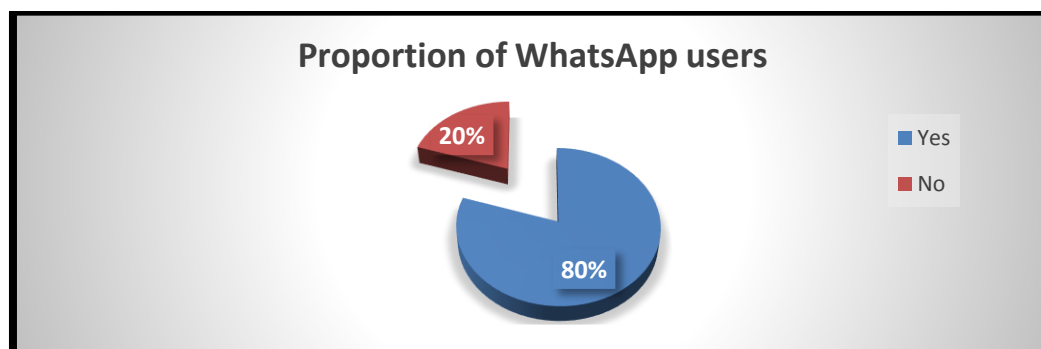


Figure 4.7: Proportion of WhatsApp users

Figure 4.7 above indicates that WhatsApp is common among respondents, a majority of respondents use WhatsApp. 120 (80%) respondents are WhatsApp users and only 30 respondents (20%) reported that they do not use WhatsApp. WhatsApp stand a potent chance of influencing the behaviour of teenagers as most teenagers use this social media tool. A social media tool can only be influential among teenagers when it is widely accessed to increase chances of teenage exposure to its content.

4.5.6 Use of other social media tools

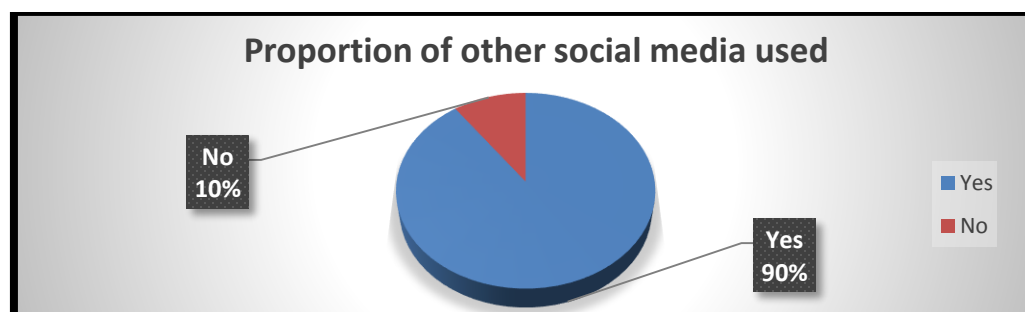


Figure 4.8: Proportion of other social media used

Figure 4.8 above shows the proportion of learners who use other social media tools that were not given by the researcher in the checklist of the questionnaire. From the

findings, 15(10%) learners noted that they use other social media tools that are not given in the questionnaire checklist and 135(90%) reported that they do not use other social media tools other than the ones that the researcher had given in the questionnaire. This gives the researcher confidence of the findings as the majority of the social media tools used by the learners were captured by the researcher. This implies that the researcher analysed most of the social media tools used by learners.

4.5.7 Summary of various social media used by learners

Table 4.1 below illustrates the array of social media usability among teenagers. WhatsApp is the mostly used social media tool followed by Facebook which has 79% users.

Social Media Tool	% of respondents using various social media tools
WhatsApp	80%
Facebook	79%
YouTube	21%
Twitter	19%
Other SM tools	10%
MySpace	0.67%

Table 4.1: Various social media tools used by learners

Literature review showed that Facebook is the widely accessed social media tool however, findings of this study showed that WhatsApp is now common among Jabavu High school learners thus, WhatsApp is widely used more than Facebook though with a minor difference. These two social media tools are widely used by learners as compared to other tools like YouTube and MySpace. Therefore, WhatsApp and Facebook have potent influence on teenage behaviour as compared to lowly accessed tools like MySpace and Twitter.

4.5.8 Uses and gratifications obtained from favourite social media tools

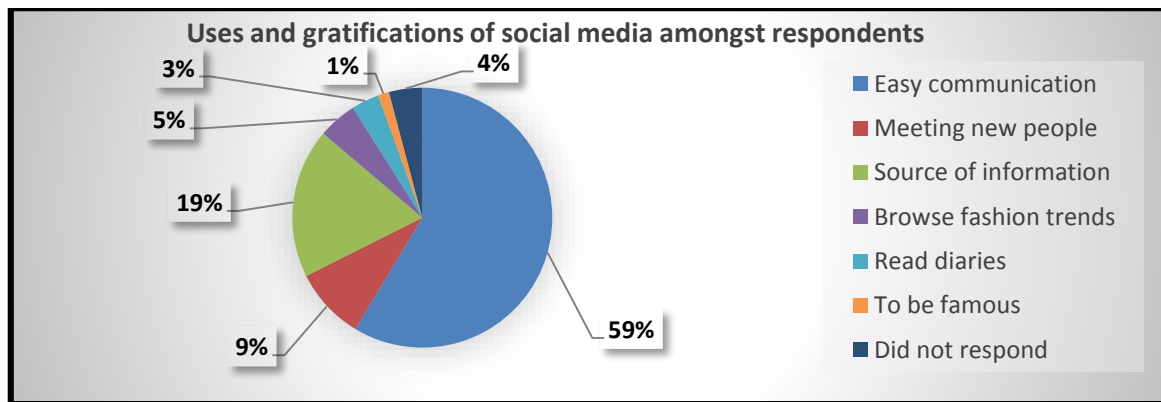


Figure 4.9: Uses and gratifications obtained from social media usage

After asking Jabavu High school learners the social media tool they prefer, they responded to WhatsApp and Facebook had the highest percentages of use. The pie chart above presents responses from an open ended question asked by the researcher concerning why they prefer their chosen social media tool. The respondents noted various reasons why they prefer the social media they use hence various themes were created to group their responses. Thus, the chart above represents the uses and gratifications obtained by respondents in using their favourite social media. They are further discussed below.

4.5.8.1 *Easy and affordable communication*

The majority of 85 (59%) respondents in the sample drawn noted that they use social media because it enhances communication. Social media has made communication to be easy as social media is affordable and delivers messages with efficiency. Respondents remarked that they communicate with close and distant friends, family as well as their girlfriends. Easy and affordable communication is one of the characteristics of social media that resulted in the research problem of the study. The easy communication enabled by social media has allowed teenagers to be exposed a lot of content including inappropriate content that influences antisocial behaviour.

4.5.8.2 Meeting new people

Out of the sample drawn, 13(9%) respondents said they use social media because they get to meet new people. Respondents indicated that they desire to meet girls and friends through social media. Thus, social media enables them to expand their relations with people. In the literature review the concept of social capital was discussed and it is featuring in the research results. Through social media, people formulate and sustain relationships regardless of their geographical dispersed locations. Social media has closed the geographical distances between individuals and enabled easy and quick transmission of information between the dispersed sender and receiver.

4.5.8.3 Source of information

Social media enables teenagers to search for desired information. The pie chart (Fig 4.9) shows 27(19%) respondents who indicated that social media is a source of information for them. Respondents indicated that social media provides them with information such as celebrity life style, sex life information, school information, to learn about other lifestyles, to know about what is happening in the world and search for bursaries. Consonant to literature review, one of the activities of teenagers on social media is surveillance. Severin and Tankard (1998) noted that surveillance is seeking information about things which might affect an individual or which might help them in accomplishing particular tasks. Thus, research results and literature review are parallel in that surveillance is one of the activities of teenagers on social media. They desire to know what is happening around them.

4.5.8.4 Browse fashion trends

Literature review indicated that fashion is one of the aspects that teenagers use for identity negotiation. They desire to dress the latest fashion that will make them adored by their peers. Results showed that browsing for fashion trends is one of the activities that teenagers engage with on social media. In the sample drawn, 7(5%) respondents indicated that they browse for fashion trends on social media.

4.5.8.5 *Downloading music and movies*

Out of the respondents who were sampled, 5(3%) of them indicated that they download music and movies on social media. Social media has increased the accessibility of media content. Teenagers no longer wait for television programs but can easily download music and movies on social media.

4.5.8.6 *To be famous*

The pie chart (Figure 4.9) shows that 2 (1%) respondents in the sample noted that they use social media to gain fame. One can argue that teenagers' desire to be famous can be identified as identity negotiation in the literature review. The advent of social media has made it a lot easier for users to engage in identity negotiation which can make them to be famous among their peers. Teenagers post pictures of themselves looking glamorous, post up status that draws people's attention and make them perceived as 'hot' by their peers and they use fashion to negotiate their identity.

4.5.8.7 *Reading diaries*

The research results indicated that some respondents use social media to read diaries. Though literature review did not outline reading diaries as one of the activities of teenagers, research results discovered that 5 respondents in the sample drawn read diaries on social media. However, one can classify reading diaries under surveillance. When teenagers read diaries they learn about the lifestyle of other people, how other people handle relationships and so on thus, reading diaries can be categorised under reading diaries. The responses given by the respondents in the sample drawn reveal different gratification that teenagers seek and obtain from social media. Gratification sought entailed browsing fashion and reading diaries while gratification obtained included downloading music and movies as well as communicating effectively.

4.6 Frequency distribution of social media tools used by learners

After the researcher has acquired knowledge on the proportion of the respondents' use of different social media, it is also important in this study to investigate how frequent respondents visit these social media tools. The more frequent respondents are exposed to social media the more they are likely to be influenced by social media hence it is essential in this study to investigate the frequency of respondents on social media.

How often per day do you access the social media that you use	Number of users	Once	2-4 times	5-9 times	10 + times	Total
Facebook	118	19%	42%	14%	25%	100%
WhatsApp	114	4%	20%	31%	45%	100%
Twitter	32	56%	31%	6%	6%	100%
YouTube	32	59%	16%	9%	16%	100%
Others	15	7%	60%	13%	20%	100%
My Space	5	60%	0%	20%	20%	100%

Table 3.2: Frequency of social media used by learners

Table 4.2 above shows the array of the frequency of social media tools. From the analysis of the table above, WhatsApp is frequently used by learners as 45% of learners access WhatsApp more than 10 times in a day. Facebook is the second most accessed social media tool in a day; this is highlighted by 25% of the learners who use Facebook more than 10 times. MySpace and other social media tools that the researcher did not list in the questionnaire are equally accessed by learners with 20% of learners accessing these social media tools more than 10 times. YouTube has 16% of respondents who noted to be using YouTube more than 10 times. Twitter is the least

accessed social media tool with only 6% of learners who access Twitter more than 10 times in a day.

4.6.1 Learners frequency of daily access to Facebook

Table 4.2 above shows the frequency of Jabavu High school learners' visit on Facebook; most learners use Facebook 2-4 times in a day which is represented by 50(42%) of learners in the table. Learners who use Facebook more than 10 times amount to 30(25%), those who visit Facebook 5- 9 times are 16(14%) and the least being learners who access Facebook once a day and are represented by 22(19%). The results show that Facebook is frequently visited by respondents as the highest percentage range from respondents who visit Facebook 2-4 times in a day. The results show that Facebook is commonly accessed by learners in a day. The more frequent teenagers access a certain type of social media, the more likely they are to be exposed to its content. Thus, frequent access of Facebook increase teenage exposure to its content which may lead to observation and imitation of content.

4.6.2 Respondents frequency of daily access to WhatsApp

Just like Facebook, WhatsApp is widely used by Jabavu High school learners as indicated in Table 4.2 above. It also has a large number of users, 80% of respondents noted to be WhatsApp users. In the table above, 51(45%) respondents noted that they use WhatsApp more than 10 times in a day, 35(31%) reported that they use WhatsApp 5- 9 times in a day, respondents who noted that they use WhatsApp 2-4 times in a day are 23(20%) and those who use WhatsApp once in a day are 5(4%). WhatsApp has a potent influence on learners' behaviour as the highest proportion of learners access WhatsApp more than 10 times in a day.

4.6.3 Learners frequency of daily access to Twitter

The access of twitter among respondents is not as frequent as Facebook access. Most respondents noted that they visit twitter once in a day as represented by 18 (56%) respondents who visit twitter once in a day. In Table 4.2 above, 10 (31%) respondents'

access twitter 2 -4 times in a day while 2(6%) use twitter 5 -9 times and more than 10 times in a day. These results show a decrease in the access of twitter as compared to respondents who access Facebook in a day. This reveals that twitter is not common among respondents also evidenced by its 19% low rate of usage amongst respondents. The less access of twitter as well as the few respondents who use twitter provides an understanding that twitter does not have a potent influence on teenagers' behaviour as it is not widely used and widely accessed.

4.6.4 Learners frequency of daily access to YouTube

Table 4.2 above shows that YouTube is also not frequently used by Jabavu High school learners. The highest proportion of learners indicated that they access YouTube once in a day which is represented by 19(59%) respondents in the sample. Respondents who access YouTube 2 -4 times in a day are 5(16%), those who access YouTube 5-9 times in a day are reported to be 3(9%) while those who use YouTube more than 10 times in a day are 5(16). These results show that YouTube is not widely accessed by learners. Therefore, its influence on teenagers' behaviour is not potent as teenagers are not frequent users of YouTube.

4.6.5 Learners frequency of daily access to Myspace

In table 4.2 above, 3(60%) respondents recorded that they access Myspace once in a day. Those who use Myspace 5-9 times and those who access it more than 10 times are recorded to be 1(20%). None of the learners noted that they use Myspace 2-4 times. The tremendous decrease of the frequency in the access of Myspace suggests to the researcher that teenagers' behaviour cannot be influenced by content from Myspace as respondents are not common users of Myspace. Influence in behaviour comes with constant observation hence without frequent access of Myspace; content fails to create learning of such content.

4.6.6 Learners frequency of daily access to other social media tools

The researcher gave an option for the respondents to indicate their frequent use of other social media tools that the researcher did not indicate in the questionnaire. As shown in table 4.2 above, 9(60%) respondents indicated that they use other social media tools 2-4 time in a day, 3(20) respondents noted that they use other social media tool not indicated by the researcher more than 10 times. 2(13%) said they access other social media tools 5-9 times while 1(7%) student indicated that he or she access other social media tools once in a day.

4.7 Distribution of hours spent on social media used by learners

The duration spent on social media has a role to play in determining the potent influence of social media on teenagers' behaviour. A teenager who access social media more than 10 times in a day but spends an hour on social media is not more likely to be influenced by social media more than a teenager who access social media more than 10 times in a day and spends 8 hours on social media. Social cognitive theory which is the guiding theoretical framework of the influence of social media on teenagers' antisocial behaviour states that new behaviour is learnt through observation and learning. Thus the longer teenagers spend on social media the more they are to observe and imitate new behaviour learnt from social media. Table 4.3 below presents the distribution of hours that respondents spend on each social media.

Hours spent on social media daily	Number of using SM tool	1-2 hours	3-4 hours	5-6hours	7-8hours	Total
Facebook	117	57%	18%	14%	11%	100%
WhatsApp	117	19%	35%	18%	28%	100%
Twitter	32	91%	9%	0%	0%	100%
YouTube	30	70%	13%	17%	0%	100%
Others	18	56%	17%	11%	17%	100%
My Space	5	40%	0%	40%	20%	100%

Table 4.3: Distribution of hours spent on social media by respondents

4.7.1 Hours spent on Facebook

The highest percentage of respondents spends 1-2 hours on Facebook as indicated by 67(57%) respondents in table 4.3 above. Respondents who spend 2-3 hours on Facebook are 21(18%), those who use Facebook for 5-6 hours are 16(14 %) and those who spend 7-8 hours on Facebook are 13(11%). It can be noted that the proportion of respondents who use Facebook decreases as the number of hours increases. Thus, most learners do not use Facebook for a long time however they access it frequently in a day as noted by the previous indication of results. The high frequent access of Facebook in a day aligned with 1-2 hours spend on Facebook in a day is sufficient for Facebook to influence the behaviour of Jabavu High school learners.

4.7.2 Hours spent on WhatsApp

As shown In table 4.3 above, the largest proportion of Jabavu High school learners who use WhatsApp for 3-4 hours in a day as indicated by 41(35%) learners in the table above. The second largest proportion indicated in the above table uses WhatsApp for 7-8 hours in a day which is represented by 33(28%) respondents. 22(19%) respondents who use WhatsApp noted that they spend 1-2 hours on WhatsApp in a day. 21(18%) of the respondents use WhatsApp for 5-6 hours. WhatsApp is a potent social media tool as indicated by the enormous number of users, frequent access and more hours spent on WhatsApp in a day. It has a greater chance of influencing the behaviour of teenagers because of its wide usability and access.

4.7.3 Hours spent on Twitter

Twitter is a social media tool that is not common among Jabavu High school learners according to the results. Few respondents indicated that they use twitter and results showed that the users do not access twitter quite often in a day. Table 4.3 above is consonant to the unpopularity of twitter among learners, 29 (91%) respondents noted that they use twitter for 1-2 hours and 3 (9%) respondents said they use twitter for 2-3 hours in a day. None of the twitter users indicated that they spend 5-6 or 7-8 hours on twitter. The few number of twitter users combined with the less times they access twitter

in a day as well as the few hours they spent on twitter in a day posits that twitter has less influence on teenagers' behaviour.

4.7.4 Hours spent on YouTube

YouTube has few users in the sample drawn and the results shown in the above table 4.3 which illustrates that the few users of YouTube do not spend a lot of hours on YouTube. The majority of respondents who are 21(70%) noted that they use YouTube for 1-2 hours. 5 (17%) respondents noted that they use YouTube for 5-6 hours in a day and 4 (13%) respondents said they use YouTube for 2-3 hours. None of the learners indicated use of YouTube for 7-8 hours in a day. Thus, YouTube has less influence on their behaviour.

4.7.5 Hours spent on Myspace

Table 4.3 above indicates that out of the learners who noted that they use Myspace, 2(40%) said that they use Myspace 1-2 and 5-6 hours. 1(20%) respondent noted that he or she use Myspace 7-8 hours and none of the learners said that they use Myspace for 3-4 hours in a day. Myspace cannot be classified as an influential social media tool on teenagers' behaviour as very few users noted to be Myspace users and the few users do not frequently access and spend more hours on Myspace. These results indicate that Myspace does not have potent influence on teenagers' behaviour as it is not commonly used by teenagers. Therefore, its content is not constantly observed which is necessary for imitation of behaviour to be learnt from the content.

4.7.6 Hours spent on other social media tools

Out of the learners who said they use other social media tools that the researcher did not include in the questionnaire, 12 (60%) of them said they use other social media tools for 1-2 hours in a day. Those who use other social media tools for 3-4 and 7-8 hours amount to 3(15%) respondents. Lastly, 2 (10%) respondents indicated that they use other social media tools that the researcher did not indicate in the questionnaire, they spend 5-6 hours. These results are indicated in Table 4.3 above.

4.8 Social media content accessed by Jabavu High school learners

For an in depth investigation of the influence of social media on teenagers' antisocial behaviour, it was important to investigate how Jabavu High school learners use different social media tools of preference. The above discussion highlighted different social media that teenagers use and also portrayed how often learners access and spend time on the social media tools of preference. A check list was given in the questionnaire for learners to indicate the activities they are involved in on social media. Uses and gratification theory explains that media users obtain and seek gratification from media content. Therefore, table 6 below shows the checklist of different activities sought and obtained performed on social media and the proportion of learners who perform different activities on social media.

Do you search any of the listed information on social media	No of resp.	Yes	No	Total
Fashion	150	58%	42%	100%
Sex life	148	15%	85%	100%
Party lifestyle	150	17%	83%	100%
Romantic relationship	150	25%	75%	100%
Latest music videos	150	39%	61%	100%
Latest movies	150	27%	73%	100%
School stuff	150	73%	27%	100%
Others	150	9%	91%	100%

Table 4.4: Social media content accessed by respondents

4.8.1 Learners use of social media for information about fashion

Jabavu High school learners were asked if they use social media to acquire fashion information. Table 4.4 shows that 87 (58%) respondents noted that they use social media to gain fashion information and 63 (42%) participants reported that they do not use social media to get information about fashion. Due to the majority of respondents who said they use social media to search for fashion information, it can be said that one of the activities that teenagers engage with on social media is to search for fashion

information. Literature review correlates with these results, Chigona, Kamkwenda and Manjoo (2008) notes that the gratifications that youth seek include status, image and fashion. The three aspects noted by Chigona *et al.* (2008) are used by teenagers to negotiate identity. Facebook is one of the social media tools that is capable of gratifying the need for fashion information. As noted in the above discussions, Facebook is widely used and accessed by respondents therefore; fashion gratification is made easier through Facebook as most respondents use it and frequently access it.

4.8.2 Learners use of social media for information about sex life

Learners were asked to indicate whether they use social media to acquire sex life information. Table 4.4 above reveals that 126(85%) respondents noted that they do not use social media for sex information; Only 22(15%) respondents indicated that they use social media to get information about sex life. However, literature review showed that teenagers seek information about sex life and thus social media act as a tube of information. Adolescents show interest in sex behaviour and desire knowledge about how to have sex such as anal or oral sex (Gilbert, Temby & Rogers 2005; Hooper et al. 2008). Another study is also contrary to the findings, adolescent use the internet to search for information about child birth or whether one can get pregnant when a condom breaks or if one pulls out during sexual intercourse (Suzuki & Calzo 2004; Vickberg et al. 2003).

The majority (85%) of teenagers in this particular study reveal that they do not seek sex life information on social media, thus they may be exempt from the influence that social media might bear on them in regard to this particular aspect. The minority (15%) may be influenced to experiment or apply the information in their personal lives or their behaviour might be molded according to the information they would have been exposed to on social media. One can argue that sex life information is likely to be found in films that teenagers access or download on YouTube. However, since YouTube users are few and it is not widely accessed, it reduces chances of teenage exposure to sex life information hence correlating with the few learners who indicated that they use social media to search for sex information.

4.8.3 Learners use of social media for information about party life

Table 4.4 above, shows the amount of Jabavu High school learners who indicated that they use social media to search for information about party life as well as the statistics of those who do not use social media for such information. 124(82%) respondents noted that they do not use social media to get exposed to information about party life. Data reveals that 26(17%) respondents use social media to get information about party life. Seeking gratification on party life information is not a common activity among teenagers as only few respondents indicated that they search for party life information. This activity has less influence on teenagers' antisocial behaviour as it is not common among teenagers.

4.8.4 Learners use of social media for romantic information

Respondents were asked if they use social media to access romantic information through social media. The data report in Table 4.4 above shows that 113(75%) respondents noted that searching for romantic information on social media is not part of what they do on social media platforms while 37(25%) respondents indicated that they use social media for accessing romantic information. Results indicate that gratification for romantic information is not common among teenagers as the majority of respondents indicated that they do not use social media to search for romantic information. Romantic information is likely to be retrieved from movies or music videos, however, the analysis below shows that teenager's access of movies through social media is not common among teenagers which explains why acquisition of romantic information is not common among teenagers. Teenage exposure to romantic information can influence teenagers towards antisocial behaviour however, since results show that the majority of learners do not access romantic information through social media, one can say that this activity on social media does not have much influence on Jabavu High school learners.

4.8.5 Learners use of social media to access music or videos

Jabavu High school learners were asked if they access music videos through social media. It is essential for the researcher to be aware whether participants track latest music videos. Table 4.4 above shows that 92(61%) participants do not access or track latest music videos while 58(39%) noted that they access music videos through social media. Teenagers' exposure to music videos may increase chances of antisocial behaviour among teenagers as music is now rife with antisocial behaviour. The former statement is denoted in the literature. Sherman and Dominick (1986) say that early content analysis showed that music videos were rife with sex, more than 75% contained sexual scenes and half of all women were presented as sex objects. Teenage exposure to music videos increases chances of antisocial behaviour among teenagers as more than 75% of music videos contains sexual scenes. However, from the above results, few participants reported that they are exposed to music videos through social media, thus, the influence of music videos on teenagers' antisocial behaviour is vitiated as few participants in the sample access music videos on social media. Nevertheless, the few participants who access music videos may be influenced by music videos to behave antisocially.

4.8.6 Learners use of social media to access movies

Movies have a potent influence on teenagers' antisocial behaviour. Literature review revealed that in a survey by NSAASA (2012), a correlation was noted between teenagers who viewed pictures of other teenagers getting drunk or using drugs on social networking sites and their likelihood to imitate such behaviour. To investigate the applicability of this annotation in the study, the researcher surveyed Jabavu High school learners' access to movies on social media. Findings showed that 109(73%) learners do not access movies through social media while 41(27%) learners said they are exposed to movies through social media. The low percentage of learners who access movies on social media may signify that exposure to movies may not solely influence teenagers towards antisocial behaviour as only a minority of participants are exposed to movies through social media. However, this does not imply that learners who do not access

movies on social media are safe from social media influence. Literature review showed that though other teenagers might be under strict parental guidance and not exposed to social media content, they are still at the verge of adopting antisocial behaviour from their peers. Farmer and Cadwallader (2000) say that the roles of friends and peers are crucial in the life of young children and youths. Youth involvement with peers who exhibit high-risk and deviant behaviour has been found to be one of the best predictors of delinquency. The 27% of learners who reported that they access movies on social media has a potential of influencing their peers into antisocial behaviour learnt from the movies.

4.8.7 Learners use of social media for school information

Jabavu High school learners were asked whether they search for school information through social media. Although the researcher sought to investigate the influence of social media on teenagers' antisocial behaviour, it is of interest to the researcher to be informed whether participants are using the benefits of social media for their academics by searching for school information. Results turned out positive as 110(73%) of respondents noted that they search for school information on social media and only 40(27%) respondents do not search for school information. Literature review showed that social media helps facilitate learning. Ala-Mutka (2010) say social media provide easy, fast and efficient ways to access a great diversity of information and situated knowledge. Thus, learners can embrace the benefits of social media and use it for their academic benefits.

4.8.8 Learners use of social media for other purposes

The researcher investigated whether Jabavu High school learners used social media for other purposes that the researcher did not include in the questionnaire check list. This question helps the researcher to know if she included all common activities performed on social media by teenagers. Results noted in Table 4.4 above showed that 136(91%) respondents do not use social media to search for other additional information not included in the questionnaire and 14(9%) use social media to search for other information that the researcher did not state in the questionnaire check list. The

results give the researcher confidence that the common information that respondents search on social media was covered as most participants indicated that they do not use social media to search for any other information that the researcher did not include in the questionnaire.

4.9 Do learners easily access favourite music or film on social media?

In the literature review, the researcher often noted that social media has a potent influence on teenagers' antisocial behaviour. In this section the researcher investigated the potent nature of social media by asking respondents whether social media has made it easy for them to access their favourite music or movies. The easy accessibility of social media increases chances of participants to be exposed to its content thus increasing chances of its influence on teenagers.

Easy to access music	Freq.	Percent	Cum.
No	10	6.67	6.67
Yes	140	93.33	100.00
Total	150	100.00	

Table 4.5: Social media ease of access to music and films

Results in Table 4.5 above showed that 140(93%) participants said social media has made it easy for them to access their favourite music or movies and 10(7%) noted that social media has not eased access to their favourite music and movies. The majority of learners said that social media eases access to their favourite movies and music.

4.10 Learners favourite type of music

Favourite Music	Freq.	Percent	Cum.
Hip-hop/rap	66	44.00	44.00
RnB	41	27.33	71.33
Gospel	38	25.33	96.67
Rock	1	0.67	97.33
Jazz	4	2.67	100.00
Total	150	100.00	

Table 4.6: Learners favourite type of music

Table 4.6 above shows learners' responses on their favourite type of music. 66(44%) participants noted that hip-hop or rap is their favourite type of music, 41(27%) participants noted that they enjoy RnB, 38(25%) participants noted that gospel music is their favourite type of music. Participants who indicated that their favourite type of music is jazz are 4 (3%) and 1(1%) participant indicated that rock is his or her favourite type of music. The researcher investigated teenagers' favourite type of music. The nature of music that teenagers are exposed to determines whether they will be influenced towards antisocial behaviour. Jabavu high school learners prefer hip-hop/rap music which through the literature review revealed that it is immerse with explicit sexual and violent content. In the literature review, lyrics of 'Candy Shop by American rapper '50cent' were analysed and found to be immersed with sexually suggestive content which is likely to expose, teach and/or influence listeners toward such antisocial behaviour. The lyrics actually frame sexual scenes in a manner that makes them seem normal hence painting a picture that it is a 'cool' thing to participate in sexually promiscuous activity. Social cognitive theory asserts that people learn new behaviour by observation and imitation, thus teenagers exposed to music with sexually suggestive content are bound to engage in sexual promiscuity.

4.11 Types of films preferred by respondents

Preference	Freq.	Percent	Cum.
Romance	27	18.88	18.88
Violence	20	13.99	32.87
Drama	52	36.36	69.23
Sci-Fi	12	8.39	77.62
Cartoon	15	10.49	88.11
Sex films	15	10.49	98.60
Other film	2	1.40	100.00
Total	143	100.00	

Table 4.7: Learners preference of films

Jabavu High school learners were asked their favourite type of films that they download or watch on the internet. Most learners noted that they prefer watching drama, in the table above this portion of learners are 52(36%) out of 150 participants who responded to the questionnaire. The second highest ranging film preferred by

respondents is romantic type of films, 27(19%) respondents said they prefer watching romantic films. 20(14%) respondents prefer watching violent films, 15(10%) learners indicated that they prefer watching sex films, 15(10%) respondents noted that they prefer watching cartoons. Respondents who said they prefer watching science-fiction are 12(8%) as indicated in table 4.7 above. 2(1%) respondents said that they prefer watching other films that the researcher did not specify in the questionnaire. The least number of respondents are those who indicated that they prefer watching other films that the researcher did not specify in the questionnaire. The minority of such respondents gives the researcher confidence that most films that participants prefer were enlisted in the questionnaire checklist thus validating the findings.

The results shown in the table above illustrate that all types of films were represented by a certain proportion of participants. This gives speculations that antisocial behaviour can be adopted in any type of film. Those who watch too much of romantic and sex films are bound to engage in sexual promiscuity. Participants who watch too much of violence and science fiction will tend to develop aggressive scripts as discussed in the literature review. In the light of the definition of antisocial behaviour, participants who enjoy watching drama stand a chance of adopting values and way of conduct portrayed by actors which may oppose their societal norms and values. Drama films are mainly about portraying different norms and way of conduct of different cultures. The imitation of a culture unacceptable to ones' culture is termed antisocial.

4.12 Social media content selection and its influence on learners

Questions	No of resp	Yes	No	Total
Do you listen to music that contain sex, vulgar language or violence	150	43%	57%	100%
Do you use the internet to download or listen to your favourite music	150	95%	5%	100%
Do you watch or download films from the internet	148	74%	26%	100%
Do you sometimes copy your favourite musician or actor you see on social media	144	77%	23%	100%
Do you feel motivated to dress like your favourite musician or actor	148	71%	29%	100%
Do you admire the lifestyle of your favourite musician or actor	148	89%	11%	100%
Do you adopt some lifestyle of your favourite musician or actor	148	72%	28%	100%
Has social media made it easy for you to access your favourite music or films	150	93%	7%	100%

Table 4.8: Social media content selection by respondents

4.12.1 Do learners listen to sexual, vulgar or violent music?

Jabavu High school learners were asked if they listen to music that contains sex, vulgar language or violence. Results in table 4.8 above show that 86(57%) respondents do not listen to music that contain sex, vulgar language or violence and 64(43%) said they listen to music that contain sex, vulgar language or violence. The majority of learners noted that they do not listen to music that contains sex, vulgar language or violence however, the proportion of respondents who said that they listen to music that contains sex, vulgar language or violence cannot be ignored because the behaviour of those particular learners could possibly be affected by the effects of such music.

4.12.2 Do learners download or listen to their favourite music?

Jabavu High school learners were asked whether they use the internet to download their favourite music. Results shown in table 4.8 convey that 143(95%) learners agreed that they use internet to download or listen to their favourite music. 7(5%) indicated that they do not use the internet to download or listen to their favourite music. The researcher investigated this notion to examine whether social media exposes teenagers to their favourite music. The influence of social media on teenage antisocial behaviour cannot be argued without examining whether teenagers use social media for activities that may lead to antisocial behaviour.

In this study, most learners (95%) indicated that they download or listen to their favourite music through social media. In table 4.6 responses revealed 85% of learners said their favourite music is hip-hop. A combination of these results shows that most participants use the internet to download and listen to their favourite type of music which is hip-hop. Thus, it is likely that social media enables the exposure of Jabavu High school learners to hip-hop music which is immerse with antisocial lyrics. Analysis of hip-hop music in the literature review conveyed that it is immerse with sexual content. One song 'Candy Shop' by '50 Cent' is an invitation to an experience of oral sex which is bound to affect the mentality and behaviour of those who listen to such sexual music. Brown, Halpern and L'Engle (2005) suggested that sexually explicit media content is

acting as a sexual peer for teenagers by serving as an available and accessible source of sexual information when the family and school authorities neglect to counsel teenagers about sex. Social media is playing a crucial role in exposing teenagers to their favourite type of music which has been highlighted by most learners to be hip-hop; such type of music may influence teenagers towards antisocial behaviour as literature review has shown that hip-hop lyrics are embedded with antisocial content that may influence antisocial behaviour amongst teenagers.

4.12.3 Do learners watch or download films from the internet?

Literature review portrays Sgarzi (2003: 77) who argues that, “Many of our most popular cinema and TV films now represent serial killers as folk heroes”. Children who get exposed to justified violence are bound to have a positive perception of violence. Therefore, the researcher investigated the role of social media in exposing teenagers to such films, thus, respondents were asked if they use internet to download or watch films. Results in table 4.8 above show that 109(74%) participants download or watch films from the internet and 39(26%) participants noted that they do not download or watch films from the internet. The majority of respondents noted that they use the internet to watch or download films from the internet; hence giving surety that social media is increasing teenage exposure to films which might influence them towards antisocial behaviour. If teenagers could get exposed to films through cinemas and TV, it means that the rate of exposure sky rockets on social media which is easily accessible and difficult for parental guidance.

4.12.4 Do learners copy their favourite musician or actors?

In table 4.8 above, 111 (76%) participants noted that they imitate their favourite musicians or actors and 35 (24%) participants noted that they do not imitate their favourite musicians or actors. These findings validate the social cognitive theory which explains that people observe others in the environment, interpret their behaviour and adjust their own behaviour in response to what they have seen. In this study, learners’ imitation of their favourite musicians or actors is understood from the perspective of

social cognitive theory. This data is important in examining whether social media exposes teenagers to antisocial behaviour practiced by their role models. It conveys that by access to their favourite music and films, social media may provide a leeway for learners to adopt antisocial behaviour tendencies from their favourite musicians or actors.

4.12.5 Do learners imitate their favourite musician or actors dressing?

Jabavu High school learners were asked if they are motivated to dress like their favourite musicians or actors. Results in Table 4.8 indicate that 105(71%) participants are motivated to dress like their favourite musicians or actors and 43(29%) indicated that they do not feel motivated to dress like their favourite musicians or actors. The majority of participants indicated that they are motivated to dress like their favourite musicians or actors; this explains identity negotiation explained in the literature review as teenagers tend to desire to dress like their favourite actors or musicians to adopt their sense of glamour. In line with the short term effects of media discussed in chapter one, Meltzoff and Moore (2000) argue that observation of specific social behaviour in the media increases the likely hood of children behaving exactly that way. Majority (85%) of learners pointed that hip-hop is their favourite music hence are most likely to have rappers as their favourite artists whose dressing they are most likely to imitate. It is of concern to investigate how hip-hop musicians dress so as to determine whether the dress code that teenagers can imitate is accepted in the South African context.

4.12.6 Do learners admire their favourite musician or actors' lifestyle?

Jabavu High school learners were asked whether they admire the lifestyle of their favourite musician or actors. Results showed that 131(89%) participants indicated that they admire the lifestyle of their favourite musicians or actors while 17(11%) said that they do not admire the life style of their favourite musicians or actors. The majority of respondents indicated that they admire the lifestyle of their favourite musician or actors thus, collaborating with identity negotiation indicated in literature review. Imitation of celebrities' lifestyle is rated as a mark for glamorous identity hence teenagers admire the life of celebrities. However, one can say that if most hip-hop celebrities are drug

addicts teenagers are likely to imitate such behaviour. In the literature review, a study by Distefan, Pierce and Gilpin (2004) showed that adolescents, who never smoked, selected a star on screen who smokes and such adolescents were 1 to 4 times likely to smoke over a 4 year period. Similarly, teenagers whose favourite musicians are hip-hop stars are likely to imitate their behaviour. For further research, the life style of hip-hop celebrities can be researched to have ample information on how the life style of such celebrities can influence teenagers who are fans. Nonetheless, for this study the researcher investigated the lyrics of the one of the song by a famous hip-hop artist '50 cent', the lyrics were rife with sexuality which may influence teenagers towards sexual promiscuity.

4.12.7 Do learners adopt their favourite musician or actors' lifestyle?

Table 4.8 shows responses of participants who adopt their favourite musician or actors' lifestyle. 106(72%) participants said they adopt the life style of their favourite musicians or actors while 42(28%) participants indicated that they do not adopt celebrities' life style. Most participants adopt the lifestyle of their favourite musicians and actors. Akin to literature review, Mouttapa (2004) argues that many girls initiated smoking early as a result of imitating celebrities that they idolize. Furthermore, Tucker (2009) says media's portrayal of sex is very unrealistic. It is glamorized and dangerous and can lead one to believe that sex is always casual and consequence free. Gakahu (2005) also argues that media fails to remind the youth that celebrities are mature enough to make proper sex decisions and are probably married. Social media has accelerated the rate at which teenagers access their favourite music and films due its easy accessibility thereby, increasing their exposure and adoption of antisocial behaviours practiced by celebrities' such as smoking and sexual promiscuity.

4.13 Learners responses whether social media influences antisocial behaviour

Statements	No.	Strongly Agree	Agree	Neutral	Dis Agree	Strongly Disagree	Total
Social media encourages online dating	150	21%	45%	13%	13%	8%	100%
Social media influences violent behaviour	150	14%	33%	22%	18%	13%	100%
social media exposes teenagers to pornography	150	33%	25%	18%	16%	8%	100%
Social media teaches vulgar language or slangs	150	25%	39%	17%	14%	5%	100%
Social media teaches drug abuse	117	11%	21%	18%	32%	19%	100%

Table 4.9: Perspectives of social media influence on learners antisocial behaviour

Table 4.9 above reports the percentages of responses from Jabavu High school learners when asked a series of questions about their perspectives on whether social media influences the practice of certain antisocial behaviour. The questions above are interpreted in the discussions below.

4.13.1 Responses on whether social media encourages online dating

Jabavu High school learners were asked whether social media encourages online dating, out of 150 participants, 21% strongly agreed that social media encourages online dating. The majority, 45% reported that they agree to the notion that social media encourages online dating. 13% of participants reported that they are neutral while 13% noted that they disagree that social media encourages online dating. 8% of participants in the sample disagreed to the notion that social media encourages online dating. The researcher used a scale type of response for this question so as to investigate the different level of perceptions towards participants' opinions on whether social media encourages online dating.

The results shown in table 4.9 above show that participants who agree or strongly agree that social media encourages online dating are more than those who disagree or strongly disagree that social media encourages online dating. Thus, the researcher can safely say social media encourages online dating among teenagers. The percentage of participants who said they agree or strongly agree that social media encourages online dating is more than participants who disagree or strongly disagree to the notion. Thus, the final conclusion based on the data is that teenagers agree that social media

encourages online dating. This question will be further discussed in the section of Teachers responses whether online dating can influence teenagers towards antisocial behaviour.

4.13.2 Responses on whether social media influences violent behaviour

Jabavu High school learners were questioned whether social media influences violent behaviour. The researcher seeks to understand this question from the opinion of participants who in this study are the victims of social media. Results in table 4.9 above show that most (33%) of the participants agreed that social media influences violent behaviour. 14% of the participants in the sample reported that they strongly agree that social media influences violent behaviour. 22% said they are neutral to this notion, 18% disagreed that social media influences violent behaviour while 13% indicated that they strongly disagree that social media influences violent behaviour. Most participants who agreed or strongly agreed that social media influences violent behaviour consonant with literature review, according to Bandura's (1971) social cognitive theory, young people can learn violence from others depicted in the media. When young people observe the violent portraits in the media, the scripts are stored in the mind and they shape their understanding on reality.

The lesser percentage of participants who disagreed or strongly disagreed that social media influences violent behaviour are probably the portion of participants who said that they do not copy what they see from their favourite actors or musicians. It may be that although these participants might be exposed to violence through social media but they are not influenced to adopt such conduct because they do not imitate what they see from the media. Thus, bringing an insight that observation might not always lead to learning of new behaviour. I agree that it may be possible for teenagers to escape the influence of inappropriate social media content but chances are slight.

4.13.3 Responses on whether social media exposes teenagers to pornography

Jabavu High school learners were asked whether social media exposes teenagers to pornography; their responses are reflected in table 4.9 above. 33% of participants noted that they strongly agree that social media exposes teenagers to pornography. 25 % agreed to the aforementioned notion while 18% of participants noted that they are neutral concerning the notion. 16% of participants strongly disagree that social media exposes teenagers to pornography while 8% of participants disagreed to the notion. Most participants agreed or strongly agreed that social media exposes teenagers to pornography. It is dangerous for teenagers to be exposed to unrealistic and overrated sex through media as they will develop interest in imitating what they learn from movie stars or celebrities. Consonant to literature review, a study by Vasan (2010) discovered that teenagers get exposed to sexually explicit content through music and films. In this study, an interviewed student said that films teach teenagers a lot about sex such that they grow interest in getting involved in sexual intercourse. Teenage exposure to pornography increases chances of teenagers practicing antisocial behaviour such as premature sexual practices.

4.13.4 Responses on whether social media teaches vulgar or slang

Jabavu High school learners were asked if social media teaches them vulgar language or slang. The table above indicated results as follows, 25% strongly agreed that social media teaches vulgar language or slang, 39% noted that they agree to the notion. 17% of learners noted that they are neutral to the notion that social media teaches vulgar language or slang. 14% of learners in that sample said they strongly disagree to the aforementioned notion while 5% of participants disagree that social media teaches vulgar language or slang. The majority of participants agreed or strongly agreed that social media teaches vulgar language or slang. These results reinforce the assumptions of social cognitive theory that children learn ideas, values, emotions, and even behaviour by observing others in their social environment (Wilson 2008). The responses of Jabavu high school learners, gives reason to argue that teenagers

exposed to vulgar language or slang through social media are bound to learn and imitate it.

4.13.5 Responses on whether social media teaches drug abuse

The researcher asked the learners whether social media teaches teenagers drug abuse. In table 4.9 above, 11% of participants strongly agreed that social media teaches drug abuse, 21% of participants in the sample agreed to the mentioned notion while 18% of participants reported that they are neutral. 32% of participants disagreed that social media teaches drug abuse and 19% of participants strongly disagreed to the aforementioned notion. In this case, the majority of the learners disagreed or strongly disagreed that social media teaches drug abuse. These results insight that Jabavu High school learners do not learn drug abuse from social media, this contradicts with literature review which showed how social media influences drug abuse among teenagers. However, the information presented in the literature review about the influence of social media on drug abuse among teenagers cannot be ruled out because of the minority of Jabavu High school learners who indicated that social media teaches drug abuse.

4.14 Data analysis from semi structured interviews

Interview data is analysed using a qualitative data analysis technique called thematic analysis. It illustrates the data in great detail and deals with diverse subjects via interpretations (Boyatzis 1998). Through thematic analysis, different themes are extracted from data, such themes are analysed to come up with an understanding of the data in regard to the phenomena.

4.14.1 Thematic analysis

Below are different themes that were extracted from data collected through interviews. Each individual theme is explained to bring an understanding of the data collected. Having done that, the researcher contextualised the themes in relation to existing literature so as to weave collected data to the study. Teachers selected in the sample did not give out their names, they preferred to be anonymous. The interviews

were conducted in an empty school staff room during break time when teachers had no classes.

4.14.2 Definition of antisocial behaviour

Teachers were asked their understanding of antisocial behaviour and the first teacher said, “Antisocial behaviour is a kind of behaviour that is not in line with social values, behaviour that is not expected in a particular society”. The second teacher said antisocial behaviour is behaviour that is against the teachings of parents or teachers. Consonant to existing literature, Nwankwo *et al.* (2010: 1) argue that “Behaviour is considered abnormal or antisocial if it is uncommon, different from the norm and does not conform to what society expects. Thus, correlation between teachers’ understanding of antisocial behaviour as well as explanation from existing literature creates a mutual understanding in this study that antisocial behaviour is an act that opposes norms and values of a society.

4.14.3 Antisocial conduct among teenagers

According to the understanding of the first teacher, antisocial behaviour among teenagers entails, “*drinking alcohol, drug use, disrespecting parents, vandalism of school property*”. The teacher elaborated that teenagers who indulge in drug use or who are alcoholics are bound to get involved in crime. Thus, one act of antisocial behaviour leads to the other. The second teacher said that antisocial behaviour among teenagers involves, “*drug abuse, bullying, sexual assault and taking pictures of teachers while they are teaching in class and posting them on Facebook*”. Akin to literature review, Meyer (1995) argues that antisocial behaviour is a repeated violation of socially normative behaviour, usually involving aggression, vandalism, and rule infraction, defiance of adult authority and violation of the social norms and mores of society.

There is a similarity between teachers understanding of what entails antisocial behaviour and what is discussed in the literature review showing that the teachers have a broad understanding of what antisocial behaviour is. Thus, increasing the reliability of information of antisocial behaviour obtained from the teachers.

4.14.4 Teenage exposure to inappropriate media

The first teacher said that television can expose teenagers to information that is inappropriate for them but social media has increased the access of inappropriate content among teenagers. The teacher exemplified that, *“children are exposed to drug abuse as young as five years. Before the advent of social media drug was there and other people were using drugs but in this day of social media, the exposure of content that is inappropriate accelerated”*. The second teacher said in this 21st century teenagers bring their smart phones at school and can access social media at any given time even when in class. Thus, becoming difficult to regulate content they expose themselves to on social media. Parents could regulate what their children are exposed to on television but it has become difficult for such to be done on social media therefore, increasing chances of teenagers getting exposed to inappropriate information that is at disposal on social media. Literature review reinforces the above findings, Ballard (2011) argue that, new social media networks have a unique range of potential uses and possible gratifications for their users, many social media users are being integrated with new communication technologies and mobile devices. Social media has made it easy for users to access wide range of content through devices such as smart phones which teenagers can carry even at school. Thus, making it difficult for parents to regulate what their children are exposed to on social media.

4.14.5 Influence of inappropriate media content among teenagers

Teachers were asked if exposure to inappropriate social media content like rape, drug abuse and pornography can influence antisocial behaviour among teenagers. The first teacher remarked that inappropriate social media content leads to imitation of behaviour portrayed in social media. What teenagers watch stimulate the desire in them to imitate social media portraits because they think there is pleasure in doing so. He further said that, *“exposure to pornography stimulates a desire in teenagers to engage in sexual intercourse while rap music contains a lot of vulgar language which teenagers tend to use when talking to people”*. The second teacher was asked a similar question and noted that teenagers often want to expose themselves to what they see

and learn from social media. He said that, *“a teenager who get exposed to pornography, that teenager is highly likely to indulge in sexual relations as pornography portraits kindles a desire to experience what has been learnt through social media”*. Thus, behaviour can be changed by social media content. The teachers’ responses can be understood through the social cognitive theory that posits that children learn ideas, values, emotions, and even behaviour by observing others in their social environment (Wilson 2008). Therefore social cognitive theory is relevant in understanding how social media influence teenagers towards antisocial behaviour.

4.14.6 Contrast between social media values and expected societal values

One of the interview questions that the respondents were asked was to examine if there is a contrast between social media values and expected societal values. One teacher said, *“there is a contrast between the two values taught to learners because social media exposes learners to teenagers who drop out of school because they didn’t want to be punished by teachers as a result learners imitate that behaviour and drop out of school due to refusal of being corrected”*. Such behaviour learnt through social media is contrary to what the society expects learners to behave as societies seek to groom educated citizens. The second teacher said that, *“at school they teach learners good manners, respect as well as to love one another but the values transmitted to teenagers through social media are not in line with what they teach and expect from teenagers”*. The respondent further said, *“learners use vulgar language that they imitate from Hip Hop and Rap music and during classes, pay less attention to the teacher instead they go on Facebook or WhatsApp through their phones, giggle and laugh at social media content during class. Thus, respect for teachers is lost”*. Such antisocial behaviour practiced by Jabavu High school learners is a clear indication that social media content can influence teenagers to behave antisocial.

4.14.7 Social media values versus societal values

Since teenagers are exposed to two contrary values, social media values and expected societal values. Jabavu High school teachers were asked which values are

teenagers bound to follow. The first teacher said teenagers are bound to follow bad mannerism that they are exposed to on social media because they spend most time on social media. The teacher remarks that its only 8 hours at school but during the night learners spend lot of time on social media. The second teacher said that 80% of learners behave according to what they are told at school however; when they are out of school premises they tend to adopt the behaviour they learn from social media.

4.14.8 Risks of online dating among teenagers

Jabavu High school teachers were asked whether it is safe for teenagers to indulge in online relationships. The first teacher said it is dangerous for teenagers to indulge in online relationships because, *“it is easy to disguise one’s identity through social media. Thus, teenagers can be fooled and in indulge in relationships with criminals which might put them in danger”*. The second teacher said it is not advisable for teenagers to indulge in online relationships. He further gave an example of a lady who met a partner online then they agreed to meet however, the end result was that the guy robbed the lady of her car. If such could happen to an adult lady, the risks are therefore high for teenagers to indulge in online relationships as they are still young and naive.

4.14.9 Social media influence on antisocial behaviour

According to the understanding of teachers, social media plays a role in influencing teenagers towards antisocial behaviour. The first teacher said that,

“Jabavu High school learners spend most of the time on social media. Though eight hours of their daytime is spent at school, learners use most of their after school time on social media. Thus, much time spent on social media increases the chances of social media influencing their behaviour”.

The teacher further advised parents to restrict sites that their children may visit online so as to avoid their exposure to inappropriate information. The opinion of the first teacher is in line with Mann (2011) who mentions that according to Columbia University’s National Centre on Addiction and Substance Abuse (CASA), teens who spend time on Facebook, MySpace, Twitter, and other social networking sites may be

more likely to smoke, drink alcohol, and use drugs. Thus, it can be understood that a high use of social media increases the probability of social media influence on teenagers.

The second teacher said that social media has a lot of advantages however, the way teenagers use social media influences their behaviour. He said, *“a family may train a child to listen to gospel music only but when the child decides to use social media to listen to other type of music like rap it may result in the child learning vulgar language contained in that music”*. Thus, the usage of social media determines what behaviour the user is bound to learn. Uses and gratification theory reinforces the argument of the second teacher. The theory suggests that users have numerous media options to choose from and suggests that the reasons and motivations for selecting a specific media will vary from user to user (Katz *et al.* 1974). From this understanding, the use of social media is determined by the gratification that is sought by the user as social media users are active and are able to choose social media sites or content that gratifies them. However, the gratification sought will then determine what behaviour the user is bound to learn. In the case of the example given by the second teacher, a child may seek to listen to rap music other than gospel music that he or she was taught by parents, gratification sought from rap music instead of gospel music may lead to the child learning vulgar language contained in rap music.

4.15 Chapter summary

The research data collected from Jabavu high school students as well as Jabavu high school teachers gave the researcher an understanding of the influence of social media on antisocial behaviour among teenagers. From the analysis of social media users, the proportion of social media users is high for Facebook with 79% and WhatsApp with 80% while other social media tools have lower proportions of users. However, such proportions of social media users gave the researcher light that social media is common and used by teenagers. The influence of social media on teenagers is vitiated when it is not accessible to teenagers. Thus, its accessibility makes the

investigation of the study feasible. Students gave the uses and gratifications that they seek and obtain from social media. Through semi structured interviews school teachers gave an insight on how teenagers' use of social media influences antisocial behaviour. The study noted a correlation between students' attribution of social media to antisocial behaviour and the perceptions of teachers on social media and its influence on teenagers' antisocial behaviour. A case in point, most students indicated in the questionnaire that their favourite type of music is hip hop; consequently, teachers remarked that teenagers learn vulgar language from hip hop music. Furthermore, students noted that social media exposes them to pornography and in an interview with teachers; teachers said teenagers exposed to pornography are highly likely to engage in premature sex and sexual promiscuity. Therefore, this chapter draws conclusions that teenagers attribute social media to antisocial behaviour as social media exposes them to inappropriate content that affects their behaviour. Consonantly, school teachers noted that increased teenage exposure to social media increases their exposure to inappropriate media content that influence antisocial behaviour.

CHAPTER 5: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Chapter introduction

This chapter discusses the findings, conclusions and recommendations of this study. The aim and objectives of the study focused on investigating the influence of social media on antisocial behaviour among teenagers. The findings, recommendations and conclusions entailed in this chapter are informed by the various sources of literature reviewed and the responses obtained from Jabavu High school learners and their respective teachers.

5.2 Summary of findings

In the quest to investigate the influence of social media on antisocial behaviour among teenagers, the study objectively found out whether Jabavu High school learners access and use social media. Accessibility and usability are necessary if social media is to exert its influence on the behaviour of its users. Secondly, the study investigated what constitutes antisocial behaviour among teenagers so as to assess whether what is termed antisocial is reflected in social media presentations. Objective findings on whether social media is attributed to antisocial behaviour were given to this study from the opinions of Jabavu High school learners, school teachers gave an understanding of how social media influences antisocial behaviour among teenagers.

5.2.1 Teenagers' use of social media

The research found out that learners sampled at Jabavu High school are social media users with a high access to Facebook and WhatsApp. The usability and accessibility of social media among teenagers increases the probability for them to be exposed to a lot of information including inappropriate content that may lead them to antisocial behaviour.

5.2.2 Explanation and examples of antisocial behaviour

It is important to understand what is entailed in antisocial behaviour. The findings of the study based on teachers' understanding of antisocial behaviour among teenagers and existing scholarly literature show that antisocial behaviour is behaviour that is against societal norms and values. This behaviour is in the form of drinking alcohol, drug abuse, disrespect to parents, vandalism of school property, bullying, sexual assault and mocking teachers by taking pictures of teachers while they are teaching in class and post them on Facebook.

5.2.3 Teenagers' attribution of social media to antisocial behaviour

With the understanding of antisocial behaviour, findings show the extent to which teenagers attribute social media to antisocial behaviour. The majority of Jabavu High school learners indicated that social media exposes them to online dating. In correlation with these results, one of their teachers said that online dating is dangerous for teenagers because one can easily disguise their identity through social media. Thus, teenagers can be fooled and are likely to indulge in relationships with criminals which might put them in danger. The study argues that online dating can lead to antisocial behaviour such as sexual assault. Teenagers involved with disguised partners on social media experience sexual assault by people whom they thought are decent lovers.

5.2.4 The influence of social media on violent behaviour among teenagers

Findings also showed that some respondents said that social media influences violent behaviour. Violent behaviour is an antisocial act which gives birth to other antisocial conduct. A teenager exposed to violent media scripts is likely to behave aggressively which comes in form of bullying and vandalism of school property as noted by school teachers in their examples of antisocial behaviour. The aforementioned annotations are in agreement with reviewed literature which argues according to Bushman and Huesmann (2012) that children who play violent video games or watch violent movies are bound to imitate the violent portraits they see. They tend to condone

violence and get emotionally desensitised to violence. The findings from respondents showed that teenagers attribute social media to antisocial behaviour such as violence in this case.

5.2.5 Teenage exposure to pornography through social media

Teachers who were interviewed said that teenage exposure to pornography influences teenagers to indulge in premature sex as the pornography portraits creates a desire in teenagers to experience that which they have seen. Findings from the teenage respondents correlates with the teachers claims, 33% of respondents strongly agreed that social media exposes them to pornography. Observation of pornography portraits lead to the learning of new behaviour akin to the assumptions of social cognitive theory. Behaviour that may be learnt from exposure to pornography entails sexual promiscuity and premature sex. Thus, it can be argued that social media exposes teenagers to content that may influence antisocial behaviour among teenagers.

5.2.6 Teenagers' exposure to vulgar language or slang through social media

The responses from Jabavu high school learners inform the researcher how social media is attributed to antisocial behaviour. The majority of learners agreed that social media teaches them vulgar language or slang. The results show that some learners agreed that social media teaches them vulgar language or slang. One of the teachers gave an example that teenagers are learning vulgar language through rap music. This is denoted as antisocial as vulgar language is not morally acceptable in society. The victims of social media in this study (teenagers) agreed that social media is attributed to antisocial behaviour as it exposes them to antisocial content. Teacher's responses showed that there is a correlation between the antisocial behaviour practiced by Jabavu high school learners and the inappropriate content they are exposed to on social media. For example, exposure to violence on social media goes with bullying and vandalism of school property and pornography in the media goes with sexual promiscuity in the behaviour of the learners. This reinforces the assumptions of the social cognitive theory

which that argues that children learn ideas, values and behaviour by observing others in their social environment (Wilson 2008).

5.2.7 Social media's influence on drug abuse among teenagers

Learners disputed that social media teaches them drug abuse. These results contradict with the perceptions of one of the teachers that say children are exposed to drug abuse as young as five years. However, since the research question sought to find out the extent to which teenagers attribute social media to antisocial behaviour, the researcher considered the response of teenagers above those of teachers. Teenagers presume that social media is not attributed to antisocial behaviour like drug abuse. In the light of data collected from Jabavu high school learners, the study interprets that teenagers attribute social media to antisocial behaviour to a larger extent. Teenagers are exposed to antisocial media content which influences antisocial behaviour.

5.2.8 The influence of social media on antisocial behaviour among teenagers

The study objectively sought to investigate how social media influences antisocial behaviour among teenagers. The study revealed that social media is attributed to antisocial behaviour and it further portrays how teenagers learn antisocial behaviour from exposure to antisocial media content on social media. More than television, social media is so influential to teenagers' antisocial behaviour due to its easy accessibility. One of the interviewed teachers said that in the 21st century, teenagers have access to smart phones and easily access social media anytime even in classrooms. Teenagers do not need to be in front of a television set to get exposed to media content, even in classrooms they get connected to social media. Such an easy access to social media has increased teenage exposure to media content hence making it difficult for parents to regulate what their children are exposed to on social media. The increased exposure of teenagers to social media aligned with the assumptions of social cognitive theory brings an understanding of how social media influences teenagers towards antisocial behaviour. The theory says individuals observe others in the environment, interpret their behaviour and then adjust their own behaviour in response to what has been observed.

Thus when teenagers are exposed to social media content which is easily at their disposal, they observe behaviour in the media scripts and adjust their own behaviour in response to what they have seen.

Learners indicated that they imitate the lifestyle, dress code and behaviour of their favourite musicians or actors. These findings validate the assumptions of social cognitive theory. Moreover, Jabavu high school learners attributed social media to antisocial behaviour conveying that social media is playing an enormous role in exposing teenagers to media content which increases chances of them being exposed to inappropriate content. Thus, it can be argued that teenagers learn antisocial behaviour from social media through observation and imitation of media portraits.

5.3 Conclusion of the study

The accessibility of social media is enormous among teenagers with Facebook having 79% users and WhatsApp having 80% users. However, literature review showed Facebook as the most visited social media tool while WhatsApp was not in the top 10 most visited social media tools. The results of this study found out that WhatsApp is the most accessed social media tool and equally important as Facebook. Social media has improved the communication process into easy and effective communication, allowing teenagers to download, listen to or watch their favourite music and films. Social media has connected teenagers to distant people and exposed them to lifestyles beyond the one they are exposed to in their societies. However, such capabilities of social media have increased chances of teenage exposure to a lot of information including inappropriate information that influences antisocial behaviour. Antisocial behaviour has been outlined as behaviour that is against societal norms and values. Thus, when teenagers imitate behaviour from social media that is unacceptable to their societies, such behaviour is termed antisocial.

Inappropriate media content is prevalent in traditional media such as television, such content is a potential influence of antisocial behaviour among teenagers. However, the study focused on social media as a potent media in influencing teenagers'

behaviour because of its capabilities and its wide access. Social media has created an easier access to communication than traditional media channels. Through social media, teenagers can easily download and send videos to their friends. The advent of such technologies also came along with new terms such as sexting in which people send and receive sexually suggestive pictures and messages via cellphones. The friendliness of social media posed a threat to teenagers' behaviour. They easily get exposed to inappropriate content which moulds the way they behave.

Teenagers attributed antisocial behaviour to social media, they indicated that social media exposes them to different types of inappropriate content such as pornography, violence, vulgar language and online dating. Social cognitive theory brings an understanding how such inappropriate media content can mold the behaviour of teenagers. The assumptions of the theory states that individuals observe others in the environment or media then interpret their behaviour and adjust their own behaviour in response to what was observed. Thus, teenagers who view pornography are bound to learn and imitate such content and end up indulging in premature sex or sexual promiscuity. Teenagers who are exposed to violence are desensitised such that aggressiveness shows up in their behaviour. The assumptions of social cognitive theory are validated in this study as teenagers highlighted that they imitate the lifestyle of their favourite musicians or actors they see through social media.

School teachers mentioned that social media poses influence on teenagers' behaviour. They noted that it is difficult to correct learners because learners drop out of school as a result of being corrected by teachers. Teachers say such behaviour is learnt from social media where peer teenagers on media react likewise when teachers try to correct them. Thus, teachers noted that social media is corrupting the behaviour of the learners. Furthermore, teachers indicated that learners are unable to communicate in a respectable manner, even in school premises teenagers use slang language which they learn from rap music. In the end, it is a battle between the values taught through social media and the ones that parents and school authorities teach the learners. However,

the values that are prevailing more in the behaviour of learners is that learnt through social media.

School teachers gave insight in this study that social media is stealing the attention of learners at school; while in class the attention of learners is caught up on Facebook and WhatsApp such that they even laugh out loud to what interests them on social media. Thus, social media not only influences antisocial behaviour but also gets in the way for academic progress. If teenagers are giggling in class while the teacher is teaching because they saw something funny on social media, academic progress is affected.

In the light of the literature that was reviewed as well as the findings of data collected from Jabavu High school learners, this study concludes that social media influences teenagers to participate in various forms of antisocial behaviour.

5.4 Recommendations

One of the teachers interviewed suggested that parents should restrict websites on their children's phones that may threaten their children's behaviour.

- Parents should ensure that they teach their children about social values or else the media will teach their children for them. Literature review showed that children feel much comfortable inquiring from media about sexual issues rather than acquiring information from their parents. Thus, parents and school authorities have a greater role of teaching children about important aspects of life so that social media does not become their teacher.
- School authorities should strictly forbid learners from bringing cellphones to school. One of the complaints by a school teacher interviewed was that while they are teaching, learners will be focusing on their phones and posting pictures of teachers on Facebook, such habits interfere with academic progress.

- Parents should restrict the amount of time that their children spend on social media. The more time spent on social media the greater the influence of social media on the behaviour of teenagers.
- School authorities should put a curriculum that teaches teenagers the contrast between reality and the worldview presented in the media shedding light on the disadvantages of imitating media beliefs that contrast with societal values.
- Teenagers need to be taught about the great advantages that social media can pose on their lives if they use it wisely. Knowledge of the benefits of social media can help teenagers dwell on those benefits when they access social media rather than indulging in inappropriate content.
- The findings of the study should be made known to parents through the assistance of school authorities so that parents are aware of the influence that social media can pose on the antisocial behaviour of their children if they neglect teaching them.

5.5 Suggestions for further research

- Investigating the gender that is mostly affected by the influence of social media especially on behaviour such as sexual promiscuity and violence.
- The study focused on one school in Eastern Cape as a study population, further studies should be conducted on a larger geographical scale.
- Most teenagers said hip hop is their favourite type of music and they imitate the dress code of the artists. One can investigate the influence of hip hop music on South African youth culture.

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APPENDICES

Appendix 1: Questionnaire for Jabavu High school learners

FACULTY OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF COMMUNICATION

Dear Learners

Firstly, I would like to thank you for your time and willingness to fill in this questionnaire on social media use. Social media includes the use of the Internet, Facebook, WhatsApp, Chats, YouTube and Twitter etc.). This questionnaire asks questions on what social media tools you use and what you use them for, so as to examine the influence of social media on teenage behaviour. It should take no longer than 10 minutes of your time. Please be honest and free to respond because the information that you will provide will remain private and confidential. DO NOT write your name or personal identity information on the questionnaire, so that no one can identify which one is your questionnaire.

PLEASE ANSWER THE FOLLOWING QUESTIONS BY CROSSING (x) THE RELEVANT BLOCK OR WRITING DOWN YOUR ANSWER IN THE SPACE PROVIDED.

Section A: Demographic Information

- | | | |
|---------------------------|----------|----------|
| 1. What is your gender? | Male | Female |
| 2. What grade are you in? | Grade 11 | Grade 12 |

Section B: Social media preference

3. Which social media do you use? (tick all that apply)

Facebook	
Twitter	
YouTube	
My Space	

WhatsApp	
Other:	

4. Why do you prefer using the social media tool (s) you chose in question 3?

Section C: Rate of Social media usage

5. How often per day do you access the social media that you use?

	Once	2-4 times	5-9 times	10+ times
Facebook				
Twitter				
YouTube				
My Space				
WhatsApp				
Other:				

6. How many hours do you spend on social media per day?

	1-2 hours	3-4 hours	5-6 hours	7-8 hours
Facebook				
Twitter				
YouTube				
My Space				
WhatsApp				
Other:				

Section D: Social media usage

7. Tick each type of information you search or share on social media?

Fashion	
Sex life	
Party lifestyle	
Romantic relationships	
Latest music videos	
Latest movies	
School stuff	
Other:	

8. Has social media made it easy for you to access your favorite music or films?

Yes	No
-----	----

9. What is your favorite type of music

Hip-hop/rap	RnB	Gospel	Rock	Jazz
-------------	-----	--------	------	------

10. Do you listen to music that contains sex, vulgar language or violence?

Yes	No
-----	----

11. Do you use the internet to download or listen to your favorite music?

Yes	No
-----	----

12. Do watch or download films from the internet?

Yes	No
-----	----

13. If your answer is yes what type of film do you prefer?

Romance`	Violence	Drama	Sci-Fiction	Cartoon	sex films
Other (Please specify)					

Section E: Social media influence

14. Do you sometimes copy of your favorite musician or actor you see on social media?

Yes	No
-----	----

15. If you like it, do you feel motivated to dress like him or her?

Yes	No
-----	----

16. Do you admire the lifestyle of your favorite musician or actor?

Yes	No
-----	----

17. If yes, do you adopt some things from their lifestyle or do you wish to live like them?

Yes	No
-----	----

18. Below are a number of statements about social media. Please indicate how much you agree or disagree with each of the statements by putting an put an (X) across the answer of your choice.

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Social media encourages online dating					
2	Social media influences violent behaviour					
3	Social media exposes teenagers to pornography					
4	Social media teaches vulgar language or slang					
5	Social media teaches drug abuse					

Thank you very much for your participation in my research and the valuable information you have provided. I will surely inform you with a report of my findings and hope that this research will help you in your lives.

Appendix 2: Interview schedule for teachers



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INTERVIEW QUESTIONS

1. What is your understanding of antisocial behaviour?
2. What are the examples of antisocial behaviour among teenagers?
3. Do you think social media has exposed teenagers to a lot of information including that which is inappropriate for them?
4. Do you think teenage exposure to negative or inappropriate social media content like pornography, violence, rape drug abuse and others can lead teenagers to imitate such behaviour?
5. Is there a contrast between behaviour that teenagers learn from social media and how their teachers expect them to behave?
6. If so, which behavioural teachings do you think teenagers are bound to follow?
7. Are there any dangers involved when teenagers indulge in online relationships with strangers, why?
8. Do you know of cases of teenagers who have practiced an antisocial behaviour that can be traced back to social media content?
9. Do social media influence teenagers towards antisocial behaviour?
10. If so, how do social media influence antisocial behaviour?

Appendix 3: Ethical clearance



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ETHICAL CLEARANCE CERTIFICATE REC-270710-028-RA Level 01

Certificate Reference Number: OSU211SMAI01

Project title: **Social media and antisocial behavior amongst High School students: An Eastern Cape study**

Nature of Project: Masters

Principal Researcher: Roseline Maideyi
Sub-Investigator:

Supervisor: Dr OO Osunkulne
Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

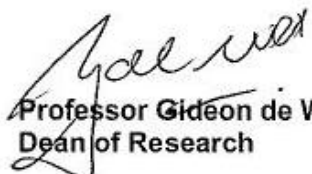
Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

01 October 2015

Appendix 4: Informed Consent Form



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Department of Communication Informed Consent Form

I Roseline Maideyi (201105358) a Masters Student from the Department of Communication am doing a research on how social media influences teenage antisocial behaviour. My request is to conduct a 30 - 45 minute interview with you that you may provide information from your experience and knowledge with Jabavu High school learners on how their use of social media influences them to behave in antisocial manner akin to what they see on social media. Please understand that **you are not being forced** to take part in this study and the choice whether to participate or not is yours alone. If you agree to participate and you feel that you don't want to go on with the interview **you may stop me at any time**. If you do this there will also be no penalties and **you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally**. I will not be recording your name anywhere on collected data and no one will be able to link you to the answers you give. I will be asking you questions and ask that you be as open and honest as possible in answering these questions. Some questions may be of a personal and/or sensitive nature. I will be asking some questions that you may not have thought about before and which also involve thinking about the past or the future. If possible, I would like to share the results of the study and discuss how the findings, recommendations and conclusions of the study can be useful in guiding the learners concerning antisocial behaviour and their use of social media.

INFORMED CONSENT

I hereby agree to participate in research regarding the influence of social media on antisocial behaviour amongst Jabavu High school learners. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should if I do not want to continue and that this decision will not in any way affect me negatively. I understand that this is a research project whose purpose is not necessarily to benefit me personally. I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential. I understand that if at all possible, feedback will be given to my department on the results of the research.

Signature of participant Date: