

**HOW THE MINDSETS OF YOUTHS IN RUMBEK CAN BE CHANGED TO USE SOCIAL
MEDIA EFFECTIVELY**

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ABSTRACT

The main aim or purpose for this action research was to explore how the mindsets of youths in Rumbek can be changed to use social media effectively. It was also a part of the Research Methods' course requirement, which culminates into learning on how to write the Master of Arts in Organizational Leadership (MAOL) Program's final dissertation. Rumbek is the capital of Lakes State, central South Sudan, and the former capital of the country, where the study was based.

Given the background that youths are the majority in our society and the country - South Sudan as a whole, youths are also majority users of social media. It has been realized that youths are misusing social media mostly. This action research aimed at understanding the factors that are driving youths to misuse social media and what would possibly have to be done to make them change their perception on its usage so as to make them use it more effectively and productively.

Some of the data collection methods or tools used to conduct this research were: Survey and Focus Group Discussions (FGD), which were used to get information from the target population within Rumbek. The research targeted a total of 34 respondents for survey and 10 respondents for two FGDs of which each group contained five respondents. Sampling strategies employed to select the respondents included: simple random sampling and purpose or judgment sampling.

The research found out that most youths use Facebook as a media platform. It is mostly used by the youths where they login once, twice or severally in a day to chat and get news' updates globally. The research findings indicated that youths are misusing social media mostly in Rumbek due to many factors categorized as political, economic and social. Lack of parental care and poor media regulation under jurisdiction of the Government also allowed youths to misuse social media.

In perspectives of conclusions of my research, social media should be regulated and youths should be guided and oriented to use it responsibly and productively not only for socialization, but as well as prosperity and development of the nation. Providing employment opportunities to engage youths in productive works should be taken care of by the Government as one of its priorities in providing such opportunities to the youths.

DECLARATION

I, Buoi Joseph Dak hereby declare that this is my own work done without plagiarism and has not been submitted to any other institution for any award whatsoever. Where someone's work has appeared, it has been duly quoted and acknowledged in line with traditions of dissertation writing.

Signature



Name:

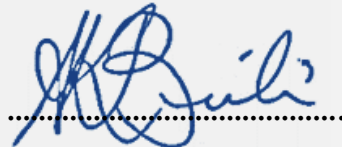
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DEDICATION

I am fondly dedicating this piece of work to my dear mother - Rebecca Alony Mangar, who passed away after I had completed my Bachelor's Degree. She did a lot for me and my siblings to reach this far!

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First, my sincere thanks go to Dr. Joseph Owori, Ph.D, Uganda Christian University MAOL coordinator who made us love this leadership course. He is the reason as to why many of us didn't throw in the towel. My colleagues and I reached the final touchline in this course due to his close supervision and mentorship. He is a true definition of a coach, mentor and guidance. Besides this, many thanks directly go to our Almighty God who is our caretaker in all our lives endeavours. I couldn't reach this far if it wasn't through the insightful knowledge given to us/me in particular by Dr. Christine Mutua who taught us Action Research Methods. It is because of her that I came up with an acceptable research proposal that culminated into compiling this research report.

I shower my profound gratitude to Dr. Allan Kenneth Birabi, Ph.D, who has been my research supervisor. Up to this moment I am penning down this piece of acknowledgement, I have not yet met him physically. We have been interacting electronically. Thanks to the technology that has made things easy! Dr. Birabi has been very exceptional and fantastic in his role as a supervisor! He has been very helpful in guiding me on what to do in finalizing this report. He did even roll up his sleeves in demonstrating some of the practical work to guide me to come up with acceptable standard academic work. Thank you so much Dr. Birabi.

Next, I am so much grateful to all the academic staff of the Uganda Christian University, most specifically, the Dean of our College/Faculty, lecturers, etc., of the MAOL program and generally the University Administration. Also due to highly professional organization of Development Associates International (DAI) establishments in Uganda, Eastern Africa and Colorado Springs, it is the reason why this dissertation is with bona fide warranty of a final output of MAOL endeavours. My life have been transformed positively and impacted fully and doubtly that of other fellow MAOL colleagues. Thank you dear MAOL colleagues!

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Lastly but not least, my utmost heartfelt thanks and gratitude go to my wife and the kids who supported me and accepted to stay on during my absence as I kept going to the University. They gave me an opportunity to do this academic work without bothering me. All my family members and relatives are also part of this success, more specifically, my cousin brother, Maker Paul Madit who always hosted me in his home in Uganda. Thanks to everyone who in one way or the other contributed towards my studies.

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CHAPTER ONE: INTRODUCTION

1.0. Background to the Study

In a background narrative, this Chapter introduces the matter of social media, which was the focal point of this study and connectedly presents both the international and local progression of this phenomenon, i.e. its definition, why social media, where it began, how it did spread globally, the ideals or values it stands for, and its status in the livelihood of Rumbek's youths in Lake's State, South Sudan together with a distinction of the study's geographic location. From this account the chapter proceeds to distinguish the research questions, which guided the study followed by a review of relevant literature.

1.1 Definition of Social Media and its Historical Perspective

According to google scholar and recent literature, the phenomenon of social media has been defined in a variety of ways spanning to a magnitude of over 13,0000 times. Boyd and Ellison (2008) present social media to mean a platform to create profiles, make explicit and traverse relationships. Also, Kaplan and Haenlein (2010, p. 61) distinguish social media as "... a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content". Additionally, Kietzmann et al (2011) also perceives this phenomenon to imply web-based applications that provide a functionality backbone for sharing, relationships, singular and pluralistic conversations and/or profiles. Similarly, Oestreicher-Singer and Zalmanson (2013) distinguish social media as a set of information and communication technologies (ICT) which facilitate interactions and networking. Likewise, SEAFDEC (2019, p.1) advances another definition of social media to mean "... computer-based technology that facilitates the sharing of ideas, thoughts, and information through virtual networks and communities". Apparently, social media is internet-based and gives users quick electronic communication of content, such as personal information, documents, videos, and photos. Users engage with social media via a computer, tablet, or smartphone via web-based software or applications. The largest social media networks include Facebook, Instagram, Twitter, YouTube and Tik Tok. This is but just to cite a few among the numerous definitions, which google scholar aforementioned refers to. In a summative mode, Kaplan and Haenlein (2010: 62-64), classifies social media into six different types, as follows:

collaborative projects (e.g. Wikipedia); blogs and microblogs (e.g. Twitter); content communities (e.g. YouTube); social networking sites (e.g. Myspace, Facebook, Flickr, LinkedIn, Tumblr); virtual game world (e.g. World of Warcraft); and virtual social worlds (e.g. Second Life).

However, for purposes of specificity and synergetic focus of this study, social media was understood in unanimity with what the Merriam-Webster Dictionary (2023) interprets it as “... forms of electronic communication (as Web sites for social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos).”

From hind sight in a global historical perspective, the evolution of social media is a product of human impulse to communicate and innovations in digital technology. It is a chronicle about establishing and nurturing personal connections on an extensive scale. Various pieces of literature maintain that social media effectively commenced on May 24, 1844, with a sequence of electronic dots and dashes struck by hand on a telegraph machine invented by Samuel Finley Breese Morse of Charlestown, Massachusetts, USA, (Harlow, 1936; Dunlap Jr, 1944; Dawson, 1973; Hardeman, 2003; Karagöl, 2013; Moran, 2015; Sup-Montgomerie, 2021). Out of his invention, Western Union, which was founded in 1851 successfully proliferated the trans-Atlantic cable link in 1868 to transmit telegraphic messages, (Scherer, 2008). This became an unparalleled tool for exchanging messages over vast distances among Euro-America-centric power centers at the height of global governance by European technical norms and electrical speed, (Ritholz, 2010; Lewis, 2018). In a later sequence, as asserted by Edosomwan et al (2011), credit also goes to the French and German sociologists Emile Durkheim and Ferdinand Tonnies for having pioneered practicalities of telegraphic social networking in the 1800s. These developments occurred under multiple influences of the earliest Euro-America-centric telegraphic systems of the 1850s, (Springer 1881; Arnold, 2005). As many populations swiftly accepted the telegraph as an easier and faster way of socio-cultural, political and economic transmission and/or exchange of information alongside reporting news and fighting and winning wars, global telegraphic infrastructure grew to nearly half a million miles of line, and over a million miles of wire, equivalent to over forty circuits of planet earth, (Alberts and Papp, 1997; John, 2000). Subsequently, enlightened countries, the likes of Great Britain, Belgium, the Netherlands, France, Switzerland and southern Germany experienced tremendous benefits of the telegraph, and incrementally built and enlarged extensive lines to facilitate telegraphic information exchange, (Fletcher, 2012; Jean-Michel, 2021).

As cited by Springer (1881, p.369), by the end of 1880 leading countries included the USA with 170,103 miles of line; Russia with 56,170 miles; Germany with 41,431; France with 36,970; Austria-Hungary with 30,403 miles; Australia with 26,842; Great Britain with 23,156; British India with 18,209; Turkey with 17,085; and Italy with 15,864 miles of telegraphic lines. Up to this point in time, Africa's modes of socio-cultural, political, and economic information exchange prevailed via indigenous means such as the talking drums and town criers who were typically muscular men endowed with obstreperous voices employed to broadcast news to villagers in the evenings. Further information exchange was via drama, folklore, riddles, music, body language, physical gestations, verbal rituals such as legends, myths, poems, proverbs, stories, village square meetings, festivals, traditional wears, puzzles, and

artistic semiotics such as paintings, murals, ornamentation, to mention but just a few, (Bussotti, 2015; Kargbo, 2022).

Amidst the evolving status of Africa's communication systems narrated above, the continent fell into the ordeal of European imperialism, which relegated the continent into network periphery with the exception of Liberia and Ethiopia. This ordeal was triggered by the infamous scramble for Africa in a Berlin Conference of 1884 staged by European powers to corporately finance their industrial revolution, (Rodney 1973; Babatola 2014). By the close of the 19th Century, the colonialists had introduced roads, telegraphic and railway networks and as well as radio stations among their African colonies, which became popular means of communication. Alongside, though, dependence on a physical means of communication such as horses/donkeys, runners, etc, also continued but tended to diminish considerably. At the same time too, other means of communication out of Euro-America-centric industrialization also emerged, which further abetted global ability to communicate faster and more effectively. This included technological inventions spanning the telephone, microwave radio, mobile radio, cellular radio telephony, the television, the computer, and of recent the mobile phone and the internet which, by 1991, had almost been unheard of in Africa, (Chandler and Cortada, 2000).

In close sequence following the set of developments narrated above, the actual dynamism of social media came with the invention code-named Bulletin Board System (BBS) in mid-1970s in the United States of America's city of Chicago by two electronics hobbyist, Ward Christensen and Randy Suess, (Hargadon, 2011; Driscoll, 2016; Tomaszewski, 2021). The own words of Christensen and Suess (1978, p.150) are worth quoting in full:

It was conceived, designed, built, programmed, tested, and installed in a 30-day period, (9 January 16, 1978 to February 16 1978).

Upon the success of this project arousing further experiments to make additional modifications and refinements, it was first adopted into a medium for exchanging a computer club newsletter for some Chicago inventors' club, (Akmur, 2022). However, in quite a short period of time, this exchange modus operandi was outgrown and found itself having to support 300-600 users, (Driscoll, 2016).

By 1998, a Finnish information technology (IT) professional and electronic engineer by the names of Jarkko Oikarinen had set up the first Internet Relay Chat (IRC) client-and-server to compliment Christensen and Suess's BBS, which enabled users to chat and exchange messages instantly, (Ares and Aibar, 2011; Sajithra and Patil, 2013; Oinas-Kukkonen and Oinas-Kukkonen, 2013). Thereafter, in 1992, America Online (AOL) came into the public domain and by 1995, its close to 3 million users could network via email, forums, and/or chat rooms, (Rubinfeld and Singer, 2014; Goldman and Kosseff, 2020). In a rapid sequence after 1997, maiden social networking sites

in modes comprising namely email, voice mail, voice chat, message boards, and instant messaging also came into being, (Sadowsky et al, 2003; Walls and Vie, 2017). In the same era, Andrew Weinreich, often referred to as the father of social networking, birthed his platform to facilitate people to network with other individuals they had never known before, (Tamika, 2022). Concurrently in 1998, 'Open Diary' became the first online diary platform to cognately connect diarists and enabled them to co-share their reflections, views, opinions and as well as commenting on one another's introspections, (Kaplan and Haenlein, 2010). A year later, 'Live Journal' initiated the social blogging arena, which boosted the social appeal of blogging by "... giving users a space of their own to write about whatever topics they see fit", (Moellenberndt 2013, p.1).

Down the road in 2003, LinkedIn also appeared and went ahead to manifest a social networking space for technocrats and experts to strengthen their network connectivity for purposes of improving their career opportunities, placements and pathways, (Davis et al, 2020). It empowered people to connect with business acquaintances and college alumni, and as well as prospecting for jobs, and obtaining commendations and expert services. Shortly after LinkedIn, Myspace, a social platform for friends, where they would innovate customized profiles, feature most preferred comrades, meet 'friends of their friends', share blogs, circulate photos, publish forums, link up with new groups, explore music, and exchange games was launched in August 2003, (Goodings, 2012). In 2013, Myspace recreated itself as a platform for music and performing arts and henceforward linked music fans with their preferred artists and music-centered hobbies.

In yet another historic unfolding, the year 2004 saw the launch of Facebook (initially named as The Facebook), which was a brainchild of Mark Zuckerberg to interlink scholars of Harvard University. Facebook's popularity exploded far and wide and by the close of that same year, it had over 1 million users, (Helmond et al, 2019). Also in 2004, another social media platform by the names of Flickr pioneered a network to co-share visual content namely photos, (Dhingra and Mudgal, 2019). This was followed by the launching of Reddit in 2005 by two college friends, Alexis Ohanian and Steve Huffman in Medford, Massachusetts, (Merskin, 2020). Reddit targeted users interested in sharing content, discussions of topics of interest, and polling for their most popular stories, (Horne et al, 2017). Ever since, Reddit has developed a base of over 430 million users, ahundred thousand communities, and 13 billion posts and comments, (Almerekhi at al 2022). Coming after this was Twitter launched in 2006 by Jack Dorsey, Evan Williams, Biz Stone, and Noah Glass, (Onwudinjo et al, 2018). The philosophy behind their network was plain: enabling users to communicate brief messages of up to 140 characters to cohorts and associates. Apparently in current times, Twitter's user base of about 436 million can send tweets with up to 280 characters alongside graphical accounts and videos, (Edith Cowan University, Not Dated). Likewise, Tumblr, started in 2007 by David Karp, empowers its users to publish blogs, follow fellow bloggers, and discuss fascinating content, (McCracken, 2020). Then came Sina Weibo, China's equivalent of Twitter and proxy

of Chinese social life launched in 2009, which is a microblogging service currently with over 582 million users. Accordingly, Huatong (2013, p.28) writes:

Sina Weibo was launched in August 2009 to fill the void after Twitter was blocked by the Chinese government since the Ürümqi riots that July. With more than 500 million registered users and 54 million daily active users in fall 2013, it is ranked as the No. 2 active social network in China.

Enthused by Sina Weibo, Ben Silbermann, Evan Sharp, and Paul Sciarra also founded Pinterest in 2010, (Han et al, 2016). This honorary visual discovery engine enables users to hotlist images as pins to generate cybernetic vision boards rich in ideas, (Eaton, 2015). It now houses over 433 million users and 200 billion pins.

The year 2010 also witnessed the launch of Instagram by two initiators Kevin Systrom and Mike Krieger, (Brunner, 2016). Despite with a chaotic start in which their server crashed every other hour, it is now a selfie-filled, multi-billion-dollar social media engine used by over 500 million people, (Brunner, 2016). This photo and video sharing service, bought by Facebook in 2012, has grown to 1.4 billion users and transformed its features to include live video streaming and shoppable posts, (Glick and Ruetschlin, 2019). Comparably, former Facebook employees Adam D'Angelo and Charlie Cheever had also launched 'Quora' in 2010, (Halim, 2015; Sarmah, 2016). It has risen to fame as a hotspot of over 300 million users, inclusive of former presidents and admired celebrities. Its fame is also tied in being a social question-and-answer platform, with a purpose of networking people with 'questions-and-experts' in distinct fields to establish dependable answers, (Nwadiugwu and Nwadiugwu, 2021). In the following year 2011, three Stanford University students Evan Spiegel, Reggie Brown, and Bobby Murphy came up with Snapchat, which has also become one of the top modes of social media for teens and now a home to over 347 million users, (Bale, 2023). As the zeal among youngsters shot higher and higher in social media, Nikolai and Pavel Durov also founded Telegram in 2013. Telegram namely focuses on providing secure instant messaging and voice calls and now plays host to over 700 million users, (Kela Report, 2023). Arriving on the scene in 2015 was also 'Discord', a voice, video, and text communication avenue of social media engineered by gaming enthusiasts Jason Citron and Stan Vishnevskiy, (Vance, 2021). Since its inception, Discord has diversified by also focusing beyond gaming communities to the extent of giving spaces to any other communities interested in looking for a place to belong, (Ayob et al, 2022). It is now home to over 150 million users and 19 million servers and conducts well over 4 billion discussions annually, (Curry, 2023). In another development, TikTok (or Douyin in China) was launched internationally in 2017 after it was purchased by Byte Dance and merged with the world of music, (Wu, 2021). Known as the leading destination for short-form mobile videos, it has over 1 billion users and is presently the most downloaded app worldwide, (Li, 2022). The most recent avenue of social media is Paul Davison and Rohan Seth's 'Clubhouse' launched in 2020 as a social network for hosting voice chatrooms, (Zhu, 2021). While it began as invitation only, it is now open to the public

and available for Apple and Android users and as of February 2021, it had over 10 million weekly active users, (Skeledzija and Skeledzija, (2021). Summing up this progression of global evolution of social media up to the point of its current perspectives, most of these developments are indebted to Samuel Finley Breese Morse, Emile Durkheim, Ferdinand Tonnies, and Jarkko Oikarinen for having made great precursory contributions to the modern form of the World Wide Web, social networks, social media and other aspects of the Internet, (Lee and Zolotova, 2013)

In the case-specificity of Sub-Saharan Africa, however, Berger (2011, p.3) recalls that “... very few people on the continent knew about cellphones, let alone had heard a range of ringtones interrupting a gathering...” in late 1980s. However, taking advantage of the progression of social media explained in the above account in the northern hemisphere, the winds of liberalism at the commencement of the 21st century somewhat unlocked unprecedented pluralism to allow radio and TV stations previously under disposition and powers of most African governments to also be operated in mixed private sector and social media contexts, (Lowe, 2011). Correspondingly, it is at this point in time that the influential international body of UNESCO emerged from the global Cold War impasse of the 20th century to spearhead a new communications agenda that birthed opportunities for youngsters to delve into mutuality, socialization identities and relationships through social alliances and comparisons.

Subsequently, in most post-independence eras of countries of sub-Saharan Africa, social media rose rapidly as a result of the availability of systems developed from outside the continent, which were later on to date, allow virtual and para-social presence. Similar to telepresence, virtual presence in Africa came to denote the interaction of people through mediated channels in place of face-to-face, such as in video conferencing and, of late, via the so-called social media platforms such as Twitter and Facebook, (Borko, 2008). Also, para-social presence is another outcome, which has come to imply the instance of a particular person or group manifesting their presence as if there were no distance or asynchrony, thus providing people who access their information with a sense of personal involvement, understanding, attachment and subsequent interaction, (Kumar and Benbasat, 2002; UNESCO Institute for Information Technologies in Education, 2011). As a result, internet usage has expanded rapidly, particularly through mobile connectivity and quite noticeably, sub-Saharan Africa has of late tended to close the social media and/or digital gap with rest of the world, (Castells, 2009).

1.2 Geographical Location of the Study

With the brief background in the previous section and definition of social media adopted by this study, the youths of Rumbek are among the major users of various social media platforms which featured in this study. Fig. 1 below shows the geographical location of Rumbek State relative to the rest of South Sudan.

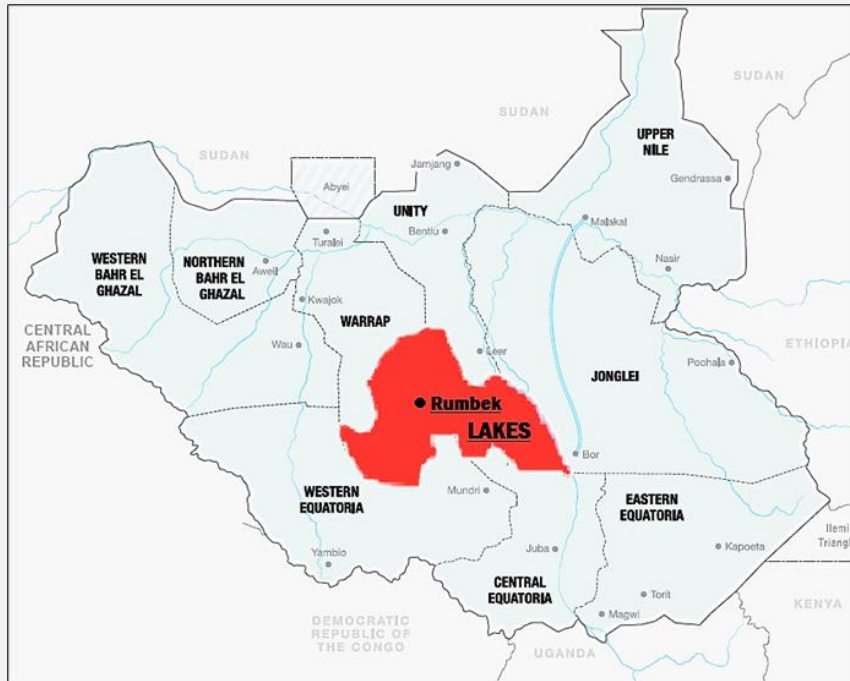


Fig. 1.1: Geographical Location of Rumbek, Lakes State in South Sudan. Adopted from Forcier and Forney (2012, p.9).

1.3 Current Status of Social Media in South Sudan and Consequent Research Questions

Whereas South Sudan is one among the world’s youngest countries upon gaining independence on 9th July 2011 out of the 2005 Comprehensive Peace Agreement (CPA) that ended Africa’s longest-running civil war, the supposed new atmosphere of rule of law, freedom of speech and the media, and open political choice and active citizen participation reportedly became the catalyst for increment and popularization of social media development in the country, (Totten, 2011; Toit et al, 2015). This coincided with sub-Saharan Africa having led globally in the most rapid growth in social network use, namely Facebook, Twitter, etc., between 2012 and 2016, (World Economic Forum, 2016). This is in spite of the fact that to date most of South Sudan’s and indeed the rest of sub-Saharan Africa’s rural communities do not have access to the internet moreover with a significant gender gap, with just 23 percent of women having access to the internet compared to about 34 percent of men, (Patel, 2020). Nevertheless, according to Auxier and Anderson (2021), nearly 80% to 90% of people between the age of 18 to 29 used at least one form of social media. In South Sudan, the use of social media is largely to keep in touch with friends and the African extended family.

As at present, 773.4 thousand internet users in South Sudan were recorded at the start of 2023, when internet penetration clocked 7.0%. In social media perspectives in particular, the country hosted approximately 774,000 internet users in South Sudan at the start of 2023, when internet penetration stood at 7.0 percent. Of this

lot, again by January 2023, the country recorded about 471,000 social media users mostly youth, thus representing approximately 4.3 percent of the entire population of South Sudan. These statistics have merged from an average total of 3.58 million cellular mobile connections, a figure equivalent to 32.5 percent of the total population, (Kemp, 2023). Also, the number of mobile connections in South Sudan went up by 488,000 (approximately 15.8% between 2022 and 2023, (KEPIOS, 2023). KEPIOS (2023), a body that aids the world to make sense of what people are really doing with social media, interprets these statistics to imply that social media usage (namely Facebook, Instagram, Twitter, etc.,) in South Sudan went up by 55,000 (approximately a 7.6% rise) between 2022 and 2023. Among them, Facebook, Skype, Viber and WhatsApp are the most popular social networking applications, (UNHCR, 2016). Accordingly, these statistics are quite insightful about the rise in constructive social media usage in South Sudan.

Apparently, from preliminary observations, it became evident that some of the youths of Rumbek City use various social media applications to network career opportunities, find people across the globe with like-minded interests, and share their thoughts, feelings, insights and emotions. Generally, however, in the case-specificity of South Sudan, it seems different. Respectively, the impact of social media on the youths of Rumbek in particular has been very adverse because its usage, which is supposed to be of more positive than negative outcome appears to be causing some challenges like excessively exposing themselves to pornography, physical emotional, mental and psychological issues among the youths. Observably, most of the youths in Rumbek tended to use social media as avenues to perpetuate hate speech, propaganda, and/or incitement in instigating communal conflicts, revenge killings among other forms of conflicts, by which they seemed to be using social media to do these harmful vices. In this community where illiteracy rate is very high connectedly estimated to be over 70%, there has been a tendency to pick and use any information from the social media without verifying and sieving its content, authenticity, and its overall veracity. Subsequently, the outcome of this situation tended to suggest that messages of jealousy and envy have been widely spread through social media by youths. Wrong information and news majorly aimed at tainting other peoples' names or other groups of interest such as political or religious groups have been perpetuated by youths and its intensity in the community of Rumbek is very high and alarming.

Some of the youths appeared to have gone ahead to create anonymous Facebook pages or accounts (e.g. Rumbek Get Eye, Agar Ci Bai Race, Yinkokedema, etc.,) with malicious intention of using these social media platforms to blackmail people, to cheat, and to praise others in order to get something out of them, which is in form of flattery and generally promoting a spirit of sycophancy among the youths and the community as a whole. As such, camps appeared to have been promoted and youths seemed to be used as catalysts to advance these vices. Consequently, it appeared that this tended to make these youths to rely on praising the likes of politicians and businessmen/women in order to get something for a living. In this connection their

ability to do something for self-reliance is being wasted on spending their most precious time on social media for doing things that are not healthy and productive to their own lives. From this perspective, the use of social media by the youths of Rumbek appears to be with damaging consequences and creating disunity among the youths and the members of Rumbek community. The youths also seem to be using social media platforms for cheating exams, which appeared to make them not to concentrate on reading. Instead, they seemed to rely more on chances of exam leakages, which they tended to share through various social media outlets. From further preliminary observations, this appeared to be a countrywide phenomenon with damaging repercussions on the community of Rumbek. Henceforward, it became a point of departure for this study that if this youths' perception on the negative use of social media is not addressed and their mindsets changed to engage better use of social media platforms, more perplexing challenges and damaging consequences to themselves and the entire community of Rumbek would become perennial. Respectively, this concern led this study to contemplate its action question as follows: How can the mindset of youths in Rumbek be changed to use social media effectively?

Additionally, the Central Research Question emerged as: Why are youths misusing social media in Rumbek?

In this connection, the study's subsidiary Questions also flowed as follows:

1. What are the consequences of misusing social media to the youths?
2. Who are those mostly affected by the misuse of social media by the youths?
3. In what ways can the social media be used to help the youths in their empowerment?
4. what are the effective ways youths can use social media?

1.4 Literature Review on the Impact of Social Media on the Youths

1.4.1 Introduction

To pick up the thread from the progression of social media explained in the earlier historic perspective in Section 1.1, social media tools provide better ways of opportunities and interaction to learn from one another over socio-cultural, political, and economic, matters and many other learnable phenomena. As discussed by Kovács and Papp (2022, p.70), "... Users can upload and share personal information, pictures, videos, and documents from different devices such as desktop computers, laptop computers, tablets, or smartphones". With the advent of social media, the world has tended to become a global village. Through social media platforms, users can connect with other people within seconds, share their ideas, and provide comments on different area of interest and issues. People of different

cultures can also interact on any issues and also search for information about other countries.

In contextual social media settings of Rumbek, South Sudan's national constitution defines 'youth' as persons in the age-group of 15-35 years. Youths are also regarded as students who use social media for varied purpose like learning, entertainment, and also for innovation. Social media corporately influences youth's lifestyle and/or livelihoods and it has both positive and negative impacts. However, it seems that the impacts of using social media by the youths in Rumbek has more negative consequences on their behaviour and mindsets, the basis upon which the research questions cited Section 1.3 arose.

1.4.2 Literature Review

Upon emergence of the research questions stated in the previous sub-section, this literature review is an addition to the historic perspective, which was explored in Section 1.1. Herewith, whereas this section is devoted to the traditional practice of separating relevant literature into the so-called 'literature review', this study also gained advise from systematic grounded theory-led swotting of literature throughout its progression as it became relevant, (Locke, 2001; Douglas, 2004). Relatedly, expertise on grounded theory techniques endorses absorption and continuous accession of relevant literature across all parts and/or chapters of any given study without having to relegate it in separate section such as this, (Goldkuhl, 2004). The ultimate benefit is that the literature itself is continuously refined, strengthened and makes sense of each other, strongly interweaves the chapters and continuously enriches them with the very relevant literature and respective references. As such, it suffices to recognize that the earlier Section 1.1 triggered off this literature review and hence richly renders a continuous appraisal of literature into this section. This is uncommon but it is becoming increasingly applicable to ethnographic-oriented qualitative research such as this one, (Creswell, 1998; Dye, 1999; Haden and Lester, 1994). Accepting this view, much as it may appear to be brief, its case specificity is that it takes on the drive to justify and/or validate the most probable gaps prevailing in Rumbek city in particular and Lakes State in general in as far as the place of and use of social media is concerned; how the mindsets of the youths are currently postured; the consequences that seem to be arising out of the manner in which they are presently utilizing social media; the nature of the incidence of impact of social media and associated population upon which it is falling; and, lastly but not least, the kind of interventions that would be adopted to better the situation of social media consumption in Rumbek City.

1.4.3 How Youths' Learning Is Affected by the Use of Social Media

Livingstone and Bobber (2003), points out that the main reason for the generated gaps that while there is increased use of social media, people forget their rituals

and traditions due to the nature and character of association with and engagement with social media. The consequences have indeed tended to create very big gaps in terms of cultural norms and beliefs between the youths and the older people, (Feld, 1981; Buckingham, 2008; Kuss and Griffiths, 2011; Marcum, 2013; Kapoor et al, 2018). In this connection, Wike et al (2022) asserts that “... Views ... vary by age. Older adults in 12 countries are less likely to say that social media is a good thing ... in their country when compared to their younger counterparts”. Apparently, youths in Rumbek appear to be adopting some imported cultural practices, which they are learning or accessing from social media. For instance, lifestyle, mannerisms, and dress code are changing because of exposure to the world brought about by social media.

Brady et al (2010) state that social media has provided worthwhile platforms or ways for education and students use social media for e-learning. In unison with these preliminary observations, the impact of social media needs to be appreciated towards facilitating or making learning easier through online learning and other e-learning portals. However, a lot is not going well nowadays in the educational enterprise of youths due to some negative effects of social media. Many youths seem to be indulging excessively in avenues of social media to the detriment of accessing other would-be materials directly beneficial to education.

Kalpidou, et al (2011) state that there is a relationship between social media and academic grades scored by young scholars. Furthermore, according to Jacobsen and Forest (2011), social media has had negative effects on academic grades. They further maintain that two-thirds of the students used social media while doing homework with consequential backlashes and/or negative impacts on their grades. Ohio State University described in its study that those students who spent most of their time on social media had low grades and those who did not spend their time on social media had high grades, (Wang et al, 2011; Owusu-Acheaw and Larson, 2015; Shahjahan et al, 2021). One would agree with the above findings on the effects of social media on youths, which are both positive and negative. On the other hand, in the current context of Rumbek or South Sudan as a whole, the existing relationship between the social media and students' grades is that high grades are synonymous with leakage or cheating of exams through social media, (Achiek, 2021; Radio Tamazuj, 2023). This has made students who are mostly youths not to read or study but want to pass and spend most of their times on social media knowing that they will just get exams through social media portals where leaked exams are shared, (Ayak, 2019).

1.4.4 Parental Care Gap between Parents and Children (Youths).

Tapscott (1998) talks of growing up in a digital environment referring to the youth as the “Net Generation”. Children are socializing in a hybrid virtual space, learning in innovative ways, creating a new language and practicing multicultural values. The main characteristics of the “N-Gen” culture are: “...independence, emotional and

intellectual openness, inclusion and strong views, innovative, preoccupation with maturity, pleasure by the investigation, immediacy, and sensitivity to corporate interest, authentication, and trust", (Tap Scott, 1998 pp. 62-69).

Survey results suggest that gaps between parents and children happen in different ways: internet expertise, awareness of risk, acknowledgement of domestic regulation in place, and in what parents believe their children are doing versus what they are actually doing, (Livingstone and Bobber, 2005). Anxieties about the safety, health and balanced use of social media can be classified in three main groups: worries about exposition to unwanted material, online victimization and the practice of dangerous online behaviors, (Bozzola, 2022). Questions which often arise are for instance: What activities do young people do online? With whom do young people establish relationships? How much time do young people invest in online activities? What online behaviors do young people demonstrate? What is the impact of the online interaction in their lives and in youth development? As far as our youths in Rumbek are concerned, there is indeed a gap between parents and their children, (Leonardi, · 2013). Some parents don't read and write, with this, they can't be able to control their children from too much usage of social media, leave alone having knowledge of what they are doing in social media. This is where there is a difference in what this finding is saying in their context where maybe, parents are educated mostly, and they know what social media does - both negative and positive. To have answers to those questions stated earlier, one would finally draw out some misuse of social media by youths especially in our Rumbek Context.

1.4.5 Youths High Desire for Self-Exposure, Fame or Self-Esteem

Social media has an impact on the youth in various ways. For instance, with regard to exposure to problematic material, the internet has changed the way the consumption of pornography takes place. People have greater possibility to access pornography through their own initiative or accidentally. Research has revealed that the 57 percent of 9 to 19 years old have come into contact with online pornography. (Svedin et al, 2022; Bernstein et al, 2023) Their encounters with pornography happened in different ways. The most common was in pop-up adverts, opening porn sites accidentally when looking for something else or in junk mail. Also, 22 percent of 9-19 years old daily and weekly users have accidentally ended up on a site with violent or gruesome pictures, and 9 percent on a site that are hostile or hateful to a group of people, (Livingstone and Bobber, 2005). Additionally, a survey of risk, impact and prevention found that using the internet intensively, taking risk online, going to chat rooms, and using the computer in other people's homes are the most predictive behaviours associated with exposure to sexual material on the internet, (Bernstein et al, 2023)

Social media has also resulted in online sexual victimization among the youth, (Craig et al, 2020). The youth Internet Safety Survey, conducted by Crimes Against Children

Research Centre at the University of New Hampshire interviewed 1,501 youths ages 10 to 17 years that frequently use the internet found that the 19 percent of youth (77 percent were 14 years or old) have received an unwanted sexual solicitation via the web; only 24 percent of teens told a parent about the solicitation (29 percent told a peer); and 75 percent of teens were not worried by the sexual online solicitation, (Mitchell and Jones, 2012). Given those pieces of statistical data from the above cited survey, it is agreeable that, some youths or most youths have accessibly searched for internet-based platforms that show sexually exciting videos like “blue movies” and others. Others have gone ahead to post their nude photos or videos in order to imitate what they see from social media. Some youths are running some Facebook, WhatsApp or other platforms as their pages to post sexual related items. Many youths in Rumbek are using social media to make themselves known, to become famous or become celebrities through needless use of social media, (Kowalczyk and Pounders, 2016). Others stay on line throughout and become controversial through aggressive postings that aggrandize the individual.

However, obviously as it is, various individuals tend to agree that social media has led to increased online socialization among the youth. An internet connection allows new ways to establish fellowship and support previous “based in real life relationships. Chats, forums, web pages and the most recent web 2.0 technologies allow people to exchange information and socialize in very creative ways. A Swedish study revealed that to be a member of one or several virtual communities is common, (Njoroge, 2013). Approximately 55 percent of the youths 12 to 16 years old are members in some virtual community. The 67 percent of the girls and the 42 percent of the boys are members of one of these communities. Most of the Rumbek Youths are members of one or more social media platforms, good as it may be, but how they interact and use their times on these online portals is what leaves more to be desired, (UNDP, 2020).

1.4.6 Negative Interpersonal Interactions in Social Media.

Utilization of social media may sometimes involve negative interactions between users, and it is notably quite often with youngsters, (Tayo et al, 2019). Angry or emotional conversations can lead to explosive confrontations, which can get users into dangerous situations, and tends to make social media seem like a vector for Youth Violence, (Patton et al, 2014). Some users have experienced threats of violence online and have feared these threats manifesting themselves offline. Related issues include: cyberbullying, online harassment, and trolling. On this note, Jeffrey et al (2020, p.267) narrate this ordeal and their literature is worth quoting in full:

Trolling and cyberbullying are predominant behaviours in an internet culture often motivated by a desire to create discord or distress. Despite significant effort, the verbal, psychological, and emotional abuse spurred by individuals who troll or cyberbully is impossible to fully monitor and

control. In addition, psychological interventions for distress caused by these negative online interactions are limited, leaving victims struggling to find coping mechanisms for traumatic, yet intangible, encounters.

According to cyberbullying statistics from i-Safe Foundation, over half of adolescents and teens have been bullied online, and about the same number have engaged in cyberbullying, (Xu and Trzaskawka, 2021). Both the bully and the victim are negatively affected, and the intensity, duration, and frequency of bullying are the three aspects that increase the negative effects on both of them. For some in Rumbek's context, youths have even gone ahead to face each other physically outside of social media and thus carrying the confrontations into physical fights and bloodshed, (Semahegn et al, 2021). This is indeed causing lots of social disharmonies among the youths in Rumbek.

1.4.7 Social Comparison

One phenomenon that is commonly studied with social media is the issue of social comparison, (Han, 2022). People or mainly youths compare their own lives with the lives of their friends through friends' posts. Just because people are motivated to portray themselves in a way that is appropriate to serve the situation and serves their best interests, often the things posted online are the positive aspects of people's lives, making other people question why their own lives are not as exciting or fulfilling. One study in 2017 found that problematic social media use (i.e. feeling addicted to social media) was related to lower life satisfaction and self-esteem scores, (Andreassen et al·2017). In this connection, speculation is that users may feel as if their life is not exciting enough from online interactivity, and that it is not as good as that of their friends or their own family members. Self-comparison on social media can have dire effects on physical and mental health because they give us the ability to seek approval and compare ourselves.

1.5 In another study

Women reported that social media outlets are the most influential sources of their body image satisfaction, (Wallis, 2015). Meanwhile, men reported that women were the second most impacting factor for their engagement with social media, (Wahid and Gunarto, 2021). Social media has allowed for people to be constantly surrounded and be aware of celebrity images and influencers who hold strong online presence with a number of followers they have. This constant online presence has meant that people are more aware of what others look like and as such, body comparisons particularly the adolescents have become an issue, as they are far more aware of what the desired body type is. Issues like body bleaching by many youths especially girls have become a phenomenon here in Rumbek which is a negative influence and comparison based on social media, (Apuke, 2018). A study produced by King

University showed that 87% of women and 65% of men compared themselves to images found on social media, (King University, Not Dated).

1.6 Conclusion

There are several negative correlations between social media and well-being concepts including association with increased risk of mental health challenges like depression, anxiety and suicidal idealization. The use of social media among the youth has also been linked to disturbances in sleep and incidences of cyberbullying. It has led to youths being used as political tools to praise or discredit some politicians and vice-versa. They are being used or have used themselves as sycophants through social media. Others have used it for self-exposure or for self-esteem and for comparing themselves to other people they see in social media. Use of social media can have both positive and negative impacts on self-esteem. Social media also has the power for good, connecting youths on a global scale, allowing them easier access to information and helping them define their identity. With this study, it will help to identify why youths misusing social media and how their mindset can be changed to use social media effectively.

CHAPTER TWO: RESEARCH METHODOLOGY FOR THE STUDY

2.1 Introduction

Throughout the intellectual world of intellectual investigation, no research can prevail without a systematic way of gathering data, determining its correlations, and disclosing consequent explanations, i.e. research methods. Distinctively, research can be defined as an orderly and systematic means of finding answers to useful, relevant, and worthwhile questions by means of a planned set of procedures focused and limited to a precise scope. The associated set of procedures for executing the research undertaking is what is commonly referred to as 'methodology', (Denzin and Lincoln, 1994; Goldkuhl, 2004). The objective of this chapter is therefore to express the methods that were employed to find data, determine relationships and provide answers to research questions that guided the Study.

The chapter is structured as follows: First, the importance of research in adding to the existing body of knowledge on how the mindsets of youths in Rumbek can be changed to use social media effectively is substantiated. Thereafter, the point of departure for the research process adapted from the viewpoint of grounded theory is elaborated. This is followed by a focus on the various investigative methods, which the public was engaged to obtain relevant data. The nature of each of the methods including respective strengths and limitations, which were experienced is explained.

2.2 The Importance of Research in adding to the Existing Body of Knowledge on how the Mindsets of Youths in Rumbek can be Changed to Use Social Media Effectively

As brainstormed in various international, national and local perspectives of governmentality, the civility society, educationists, culturalists, moralists, and leadership and management experts in Trans Sahel and Eastern, North-Eastern Africa, this dissertation's topic is relatively still new in South Sudan's leadership development. As such, it is among national aspects that lie virgin in urgency of present and future investigation, (Forcier and Search for Common Ground, 2017; Gonzalez-Pineros, 2020; Rift Valley Institute, 2021). Also, following the sequence of a number of local and international observer and journalistic missions, conferences seminars, and/or workshops of behavioral, developmental and leadership concerning the last decade about the trajectory of impacts of social media not only of youths of South Sudan but also the rest of sub-Saharan Africa, it became apparent that appropriate utilization of social media seemed to be retrogressive and hence urgently requires filling the blankness, (MDG Achievement Fund, 2013; Ojok, 2022).

Case-specifically for South Sudan, the instance of gainfully influencing the existing body of knowledge on how the mindsets of youths in Rumbek can be changed to use

social media should trigger developmental advantage for individual and national development, (Boboya, 2015; Gonzalez-Pineros, 2020; Rift Valley Institute, 2021; African Union, 2021). For a more insightful perspective of the level of urgency of the inherent situation while advocating for social media as a powerful transition tool for the development of South Sudan's youths the Carter Centre (2021, p.46) observes:

A public ... campaign targeting youth ... would need to be conducted primarily through social media, would reduce information gaps and ensure realistic expectations about the transition

From this dissertation's own title, therefore, the thrust was to engage a compact research methodology that would procure effective investigation of how the mindsets of youths in Rumbek would be changed to use social media effectively and appropriately.

2.3 The Thesis of Getting Mindsets of Youths of Rumbek to effectively Use Social Media for Individual and National Development

The key words '... Getting Mindsets of Youths to effectively use social media for Individual and National Development...' do apply to varied developmental circumstances but with universal intent to affectively strengthen individual and collective leadership development. In this connection, Lee and Hancock (2020, p.2 assert:

People who hold more agentic, positive mindsets (i.e., that social media can be leveraged to fulfill needs) consistently experience greater well-being than those with a low-agency, negative mindset (i.e., that social media is addictive) ... Holding a more agentic mindset not only changes how people use social media, but also how they remember and understand its role in their lives.

Undoubtedly, the relevance of the above citation to this study points to exploring strategies, practices and a context for a positivist influence on Rumbek's youths to engage social media as one among the first lines of defense in the fight against deficient minds, and as well as socio-cultural, educational, political and economic retrogression, (Njoroge, 2013; Schmeichel et al, 2018). In the context of South Sudan and Rumbek City in particular, this dissertation's notion intended to explore the following:

- A) Examination of the current set of realities and challenges pertaining to youths and social media;
- B) Appraisal of responsibilities and opportunities for youths' social media literacy;

- C) Identification of what needs to be done to influence the mindsets of youths so as to empower them to use social media productively and effectively;
- D) Establishment of priorities for channeling/directing local and other available resources towards positive social media leadership development;
- E) Exploration and exploitation of new credible directions and profitable institutional frameworks for best youths'-centered social media leadership development and management;
- F) Creation of internal and external opportunities for galvanizing productive mindsets capable of engaging development-oriented social media practices among the youth;
- G) Consolidation of opportunities for drawing expertise into transforming a sustainable Rumbek youth social media leadership/management regime.

Imperatively, as seen above, productive social media-driven knowledge and practices were implied to be lacking, which partly became the holistic trigger for this dissertation, i.e. to do something about it, by means of an appropriate research method.

2.4 Methodology

2.4.1 Choice of Research Method: Qualitative Social Science Research Design and Supplementary Quantitative Aids in a Case Study Setting

Critically looking back on the type of research problem, which also drew in explicit undercurrents of the 'How', the 'Why', the 'Which', the 'Where' and the 'When' questions regarding the urgency of impacting youths of Rumbek with productive use of social media, it became apparent to subject this study to the qualitative social science research design by means of the case study method. In the perspective of research, while the sphere investigating social media usage may hold a considerable footing in statistical inquiry, much of it is increasingly getting investigated by means of qualitative research design. Mack et al (2005) observe that much as quantitative research methods once dominated this field, researchers have now begun drawing in inspiration from a more diverse repertoire of methodologies as they tackle local and international social media consumption and development problems. Mack et al (2005) defend further the rationale for qualitative social science research methods in investigating social media matters on grounds that they provide valuable insights into the local perspectives of respective study populations. To them, the immense contribution of qualitative social science research methodology is the culturally specific and contextually rich data that unfolds, which provides better insights regarding most suited solutions particularly in matters of social media misuse by youths among developing countries. From this perspective, Schmeichel et al, (2018, p.4) affirm:

There is great potential in qualitative research on youths' social media use to attend to the ways social media positions adolescents as having "exchangeable and marketable value".

Furthermore, given that the dissertation's topic aroused greater conviction for its citizenry and greater inclination towards anthropology and sociology, the dominance of qualitative social science approach poised a richer, more flexible and more insightful execution of the study. In other words, exploring how the mindsets of youths in Rumbek would be changed to use social media effectively stood greater chances of being scored best in the qualitative net than a quantitative hook. This is because the topic tended to span across a number of socio-behavioral and/or non-numerical attributes such as cultural norms, ethnic identities, gender norms, stigma, and socioeconomic status, peer pressure, tastes and preferences, etc. This, however, did not mean that quantitative aids such as graphs, tables, etc., would not be used in providing reference points or verifying patterns or trends. They certainly would be used to strengthen the internal validity and generalizability (i.e. external validity) of the qualitative social science research design. Also, this was realized to be the accompanying wealth behind the associated case study method, which had the potential of marrying a number of 'would-be' presentation techniques between the qualitative approach and supportive quantitative data presentation techniques. According to experts, in such instances these techniques in their numerical form are as good as the qualitative data in case study research, (Schell, 1992).

By description, qualitative social science research design is a multi-method in its setting that engages a naturalistic, exploratory, descriptive, explanatory and interpretive approach to its subject of investigation, (Mohajan, 2018). Qualitative social research design therefore facilitates investigation into things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them, (Ridder, 2017). Imperatively, the data collected in qualitative research is often textual and observational and expressed in words, (Baškarada, 2013). In this connection, the following strengths are often associated with the qualitative social science research design approach:

- A) It enables the researcher to capture a holistic picture of an event or situation in question. The picture includes the holistic context and noteworthy facts;
- B) It capacitates access to a wealth of detail about the situation. Details may include crucial affective information that cannot be sampled by the quantitative approach. Subsequently, it enables a more comprehensive and holistic view of the event or situation, hence meeting a qualitative researcher's inquisitiveness to understand, describe and explain it in-out.
- C) The qualitative approach can accommodate the mixed multi-sectoral load of respondents, thus requiring simultaneous sampling of several actors or

stakeholders. This was particularly the case for this research as the researcher engaged the youths of Rumbek.

2.4.2 The Case Study Element

Past evidence from among researches that engaged multiple qualitative techniques exhibit the significance of the case study element in enhancement of eventual results, (Ridder, 2017; Quintão et al, 2020; Priya, (2021). The case study element emanates from among the social sciences, principally in the domains of sociology, ethnography and anthropology, (Bhattacharjee, 2012).

Whereas no universally accepted definition of the case study method has been attained among the above-noted disciplines, research technocrats define the method and discuss its characteristics and types in a varied way. Yin (1994), in (Dalhammar, 2002, p. 3), defines it in two parts as that which:

A) Investigates a contemporary phenomenon within its real-life context; especially when the boundaries between phenomenon and context are not clearly evident.

Yin defends this first part that it is what distinguishes the case study method from other approaches. Given that phenomenon and context are co-mingled in real-life settings, the second part, which is Tool-Centred, makes the definition complete:

B) The case study inquiry:

- Copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result,
- Relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result,
- Benefits from the prior development of theoretical propositions to guide data collection and analysis.

From the two-in-one definition by Yin (1994) as narrated above, a case study method is "...A method for learning about a complex instance, based on a comprehensive understanding of that instance, obtained by extensive description and analysis of the instance, taken as a whole and in its context," (United States Accounting Office, 1990, p.145).

2.4.3 Faces of 'Case Study' and Data Collection Methods

The Case study element was valued in this study due to its possession of one of more of those conventional characteristics at the heart of qualitative research design:

exploratory, illustrative, descriptive, explanatory, cumulative, etc., (Sea wright and Gerring, Not Dated). For characteristic detail, case studies possess what experts call “thick” descriptions summed up as rich, full information that should come from multiple data sources, particularly from firsthand observations. As well, the analysis is often extensive, and the method likens information from diverse data sources via an approach popularly referred to as ‘triangulation’. In other words, reliability of the results is established and consolidated by filtering data within each source type and synchronizing the multiple findings holistically. This is analogous to corroboration. Triangulation often offers intellectual security in the instance that the descriptions, explanations and conclusions arrived at in the research are a true product of the research enterprise. Connectedly, Mason (2002) asserts that triangulation can involve three main tasks, namely, (i) Term matching; (ii) Explanation building; and (iii) Thematic review. In the combination of these tasks, several data finding techniques work well to consolidate benefits of the case study element. Reflecting on these merits of case study element, this study proceeded with harmonious collaboration of multiple data sourcing, which included the following:

- Interviews with all relevant persons;
- Questionnaire administration;
- Observations over time;
- Participant observation;
- Documents’ /Archives/Historical Review; and
- Physical information.

Data from the above techniques was processed to synthesize outcomes. This was conducted through triangulation-led analyses afore-mentioned, which led to ‘matrix building’ of categories, and graphic data displays, tabulation of events/situations, frequencies where need arose.

Thus, in summing up of the data collection method of this study, both quantitative and qualitative pieces of data were collected from the respondents using survey and focus group discussions (FGDs). It was worthwhile to note that these two methods were used because they were found to be appropriate and relevant to the target population. A Survey questionnaire was used to collect data, which helped to describe the characteristics, opinions, values and attitudes of the target population that comprised of mostly youths. This category was very instrumental in providing clues to ascertain the misuse of social media. A group of 35 respondents were sampled from the target population by means of the survey questionnaire because they could read and write and this method was appropriate for them. 34 respondents returned their filled survey questionnaire. On the FGDs, this data-gathering technique was most appropriate in getting information from the youth’s groups like

youth unions or associations because they could easily be mobilized through their youths' leaders. Two FGDs were conducted with each group comprising of 5 members making it a total of 10 respondents.

2.4.4 Sampling Strategies

In this study, a mixture of sampling strategies was used especially the two; random sampling and non-random sampling methods. While conducting the random or probability sampling, a simple random sampling technique was used to select members of youth unions or associations who felt at ease about obtaining their sampling frame by which respondents were selected especially from the lists of their members. This transpired well among schools and universities. However, they were not placed in their sample frame for random selection. In this case, therefore, non-random strategies were used especially, the 'purpose' method, which was used to select other target respondents like teachers and university lecturers, and other members of the public who possessed experience or knowledge in the study of social media impact on youths.

2.4.5 The Target Population

In the case-specificity of this study, the target population or group of people who constituted the hinterland of Rumbek from which the respondents were selected to provide reliable and valid information comprised of the following:

- (i) youths, both males and females;
- (ii) Some few middle age people.

The youths as a target group were mostly those in age brackets of 15 - 35 years. This group included youths in primary and secondary schools, universities and/or colleges. Alongside, some few middle-aged people who are also resident within Rumbek were selected with greater preference for those who were noted for using social media platforms. This category included teachers, students and lecturers.

2.4.6 Ethical Considerations

This study was with conscription of the much-obliged understanding as to why youths misuse social media and its usage largely in an academic setting. As a professional, moral and ethical obligation, during the collection of the data, respondents were accorded the mandate to consent their participation in the research without any coercion for forceful recruitment. It was until the selected respondents freely agreed to take part in the process that the data collection agenda then proceeded fully. Henceforward, the respondents participated with assurance that none of their identities would be disclosed to anyone.

Further ethical consideration included the contemplation of the globally acclaimed 1947 'Nuremberg Code' of Research Ethics, (Kroll, 1993; Wendler, 2018; Baker, 2021). Under guidance of this code of ethics, therefore, this study proceeded to further ensure that its research aims would contribute to the good of Rumbek society in particular and entire South Sudan at large; that the research process was based on sound theory; that it would impose zero physical and mental suffering, injury or death among both the researcher and the participants due to its activities; that there would be proper environment and protection for participants; that the research and/or participants would terminate further participation in the research in case continuation was deemed to be a source of harm or injury.

In summation, the outcome of activities of the research process guided by the above-narrated account of methodology are outlined in subsequent chapters of this dissertation.

CHAPTER THREE: FINDINGS

3 Context

This Chapter reports research findings rooted in inherent research activities, which targeted the metropolitan case study area of Rumbek City. The findings resulted from an investigation carried out through an intensive combination of qualitative data finding techniques along with complementary quantitative inscapes as need arose. The study enabled the investigation to resolve how best the mindsets of youths in Rumbek would be galvanized to use social media effectively. As earlier on specified in Chapter One, the target population comprise of mainly the youths of Rumbek, specifically those in the secondary schools and the two universities and as well as other youths who belonged to unions and associations and/or their equivalents. A total of 34 respondents were selected in the target population for the survey and 10 others for the focus group discussions (FGDs). The research collected both quantitative and quality data from the methods. Therein, the data in this Chapter was processed, categorized, and corresponding values and interpretations brought to the surface and showcased. This includes relevant frequency tables along with corresponding graphical displays.

3.1 Insights from the Demographic Information of Respondents.

SQ. 1 Gender

Labels	Percentage%	Frequency
Female	26%	9
Male	74%	25
Grand Total	100%	34

Table 3.1: Gender of the Respondents.

From the frequency Table 3.1 in which corresponding data is summarized, majority of the respondents are males 74% which tended to strongly suggest that most youth-centered social media did occupy the hearts and minds of males than their counterparts the females who makes only 26% of the total 34 respondents. As such, a corresponding instance was that apparent abuse, misuse, misrepresentation, and ill-manipulation of social media was a likely province of male domination.

SQ. 2 Age

Ages brackets	Percentage%	Frequency
19-35	79%	27
36-50	21%	7
Grand Total	100%	34

Table 3.2: Age Brackets of the Respondents.

With reference to Table 3.2 above, in term of age brackets as summarized above, the higher percentage of respondents were noted to be youths at age brackets of 19 - 35. The youths were a critically important body of social media consumers, and hence an obvious target at center stage of the interests of this research in the matter of finding out why Rumbek's youths tended to misuse social media. Respectively, a total of 79% percentage of respondents were noted to be youths, (Table 3.2).

SQ. 3 Marital Status

Labels	Percentage%	Frequency
Married	53%	18
Single	47%	16
Grand Total	100%	34

Table 3.3: Marital status of the respondents.

From the statistical Table No. 3 above, a bigger number of respondents were married people who constituted 53%. Alongside, the rest of the respondents were realized to be singles who spent most of their times on social media.

SQ. 4 Education Level

Labels	Percentage%	Frequency
Others	3%	1
Secondary	18%	6
University	79%	27
Grand Total	100%	34

Table 3.4: Education Levels of the Respondents.

In summary concerning the educational levels of the respondents as reflected in Table 3.4, majority of the respondents were found to be university graduates or at least at the tertiary level of educational stature. This pattern affirms the likely significance of the ideas regarding social media matters, which were contributed by these respondents.

Whereas religion did not manifest among the key variables under investigation in this study, it became plausible that there are compelling behaviors or principles or values of religiosity that were noted for influencing behavioral patterns regarding social media consumption. In Table 3.5 and its statistics (next page), majority of the respondents were Christian and dominantly Catholic in particular and only about 3% were Muslim.

SQ. 5 Religion

Labels	Percentage%	Frequency
Catholic	50%	17
Muslim	3%	1
Others	9%	3
Protestant/ECS	29%	10
Seven days Adventist	6%	2
Do not have idea	3%	1
Grand Total	100%	34

Table 3.5: Religious Affiliation of the Respondents.

Also as reflected in Table 3.6 below, feedback was that about 68% of the respondents were noted to be majorly employed. This tended to suggest that they did respond relevantly knowing how the use of social media affected or influenced them or youths.

SQ. 6 Employment

Labels	Percentage%	Frequency
Employed	68%	23
Unemployed	32%	11
Grand Total	100%	34

Table 3.6: Employment Status of the Respondents.

3.2 Insights concerning how Youths are using Social Media Platforms.

Respectively, feedback on this aspect of how Youths are using Social Media Platforms in particular is represented by the data that was transformed into the statistical graphics shown in Fig. 3.1 on p. 27.

From the results, whereas a sizable number of respondent's miss-conceivably gave many answers and also ticked more than one platform, the dominant unfaulty responses which amounted to 50% tended to suggest that Facebook is the media platform being use mostly by the youths of Rumbek. Thus, the picture is clear that Facebook is the social media platform, which youths use most of the times to either chat with friends, or use it for other purposes that are sometimes abusive.

Q.7.

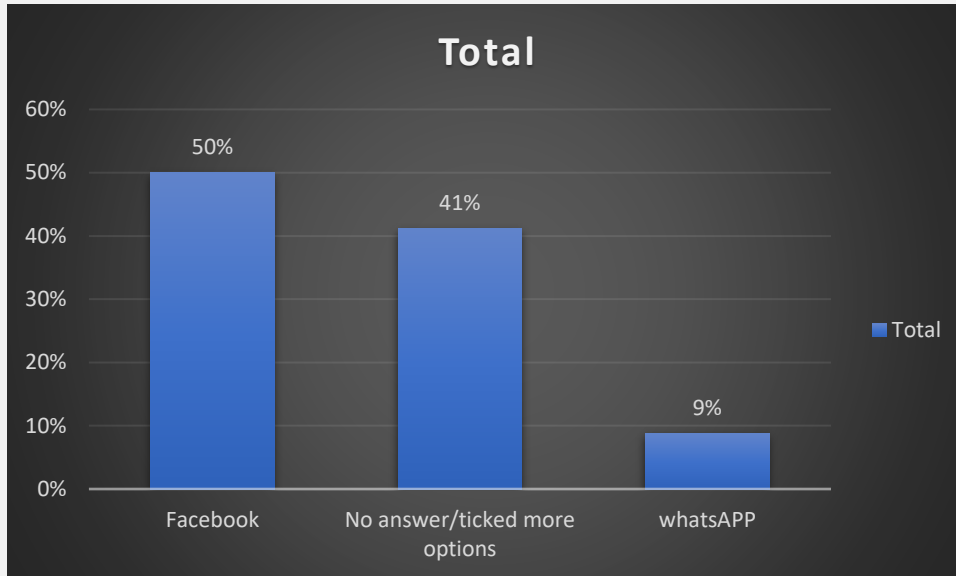


Fig. 3.1: Social Media Platform mostly used. Source: SQ 7, N=34

Q.8: Status of Misuse of Social Media

Accordingly, field findings regarding the misuse of social media platforms were also processed and consolidated as represented in Fig. 3.2 below.

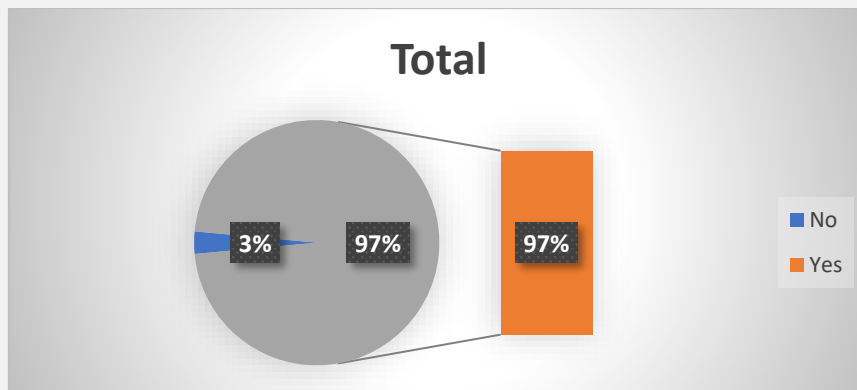


Fig. 3.2: Status of Youths Misusing Social Media Platforms
Source: SQ. 8, N=34

In Fig. 3.2 presented above, the aggregate number of respondents almost unanimously indicated that it is mostly the youths notable for being notorious at misusing social media. Correspondingly, 97% were in unison about the misuse as opposed to only 3% who tended to think otherwise. Thus, from this perspective, it is apparent that Rumbek's youths were most often misusing social media, which

increased support for the preliminary concern carried in the central question of that the youth were prone to misusing social media.

SQ. 9: Productive Use of social media for Business undertakings

Concerning this particular matter, Fig. 3.3 is a statistical display of corporate response of the respondents.

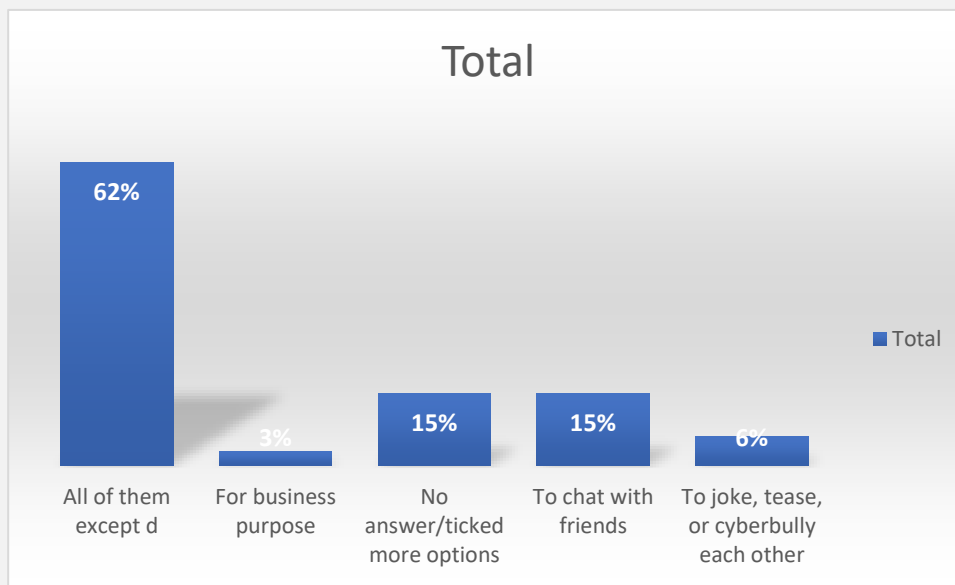


Fig. 3.3: The Use of Social Media by the Youths for Business Undertakings.

Source: SQ. 9, N=34.

As may be noted, the majority of the respondents amounting to 62% tended to portray the view that alongside with many purposes such as chatting with friends, holding jokes, cyber-bulling, teasing, etc., social media was richly used for business undertakings. Meanwhile, 15% of the respondents ticked more than one option, and hence they invalidated those very responses. However, 15% of them indicated that social media was predominantly a province for chatting with friends while only 2% tended to infer that social media was namely for jokes, teasing, or cyberbullying among the youths. However, the main deduction of the matter in this section is that youths use social media for many things or purposes that include positive and negative ones. Hence, that is why majority went for ‘... all of them without necessarily minding only about business purposes engaged in social media’.

SQ. 10: Factors Driving Youths to Misuse Social Media

Factors driving youths to misuse social media is what concerned SQ. 10 and corresponding responses were processed and transformed and represented as cited by Fig. 3.4 below.

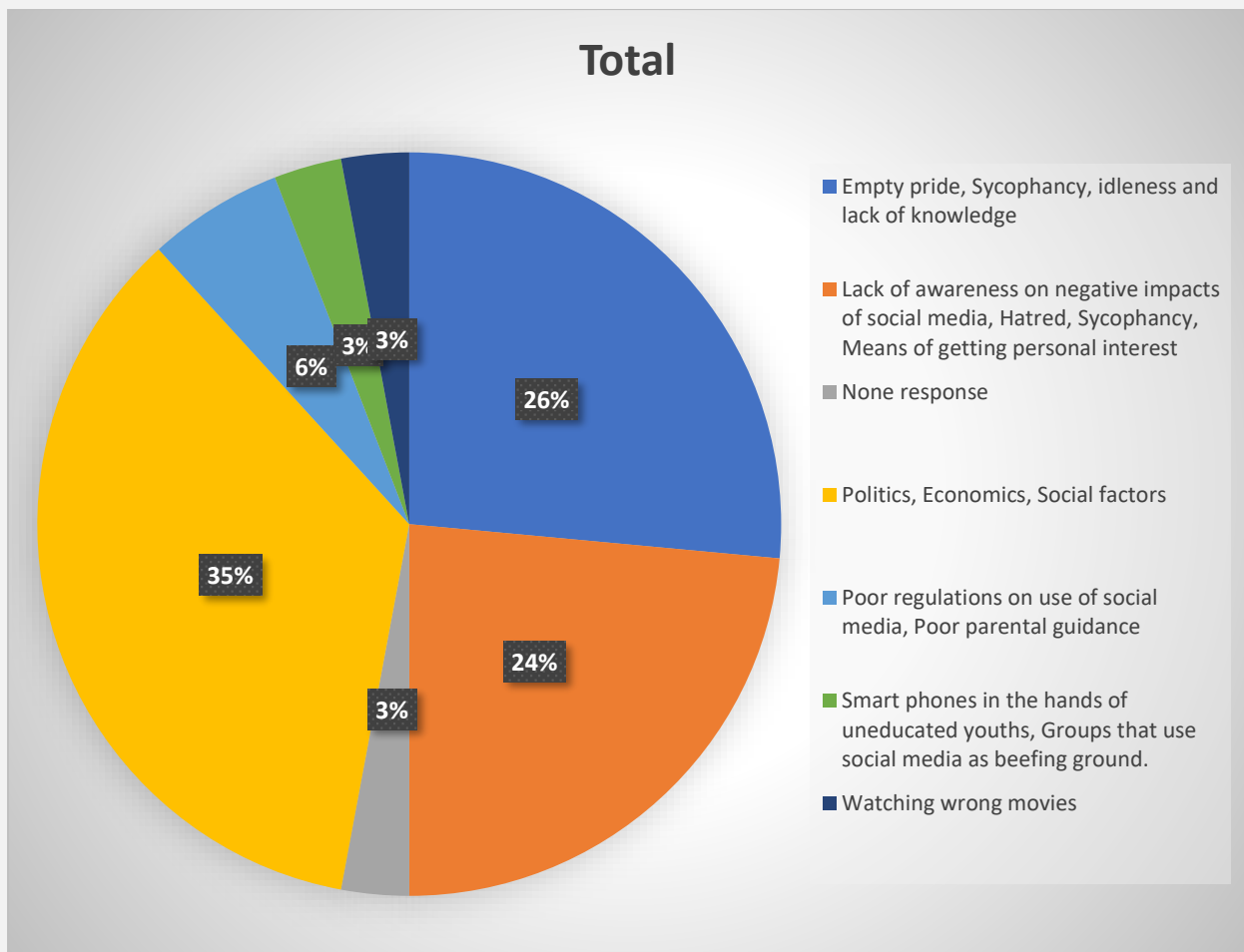


Fig. 3.4: Factors that are Driving Youths to Misuse social media in Rumbek.
Source: SQ. 10, N=34

Many respondents cited the various factors that they thought were driving youths to misuse social media. As seen earlier on, the majority of respondents agreed from on-set that it was mostly youths who were misusing social media in Rumbek. We can get a picture here that, 35% of respondents cited politics, the economic situation and social factors as the reasons that make youths to misuse social media. 26% of the respondents mentioned empty pride, sycophancy, idleness and lack of knowledge on how to use social media appropriately as the drivers for misuse of social media. 24% gave another important aspect on why youths misuse social media as lack of social media regulations and poor parental guidance, which were also part of the contributing social factors.

The general view here was that, 97% of the respondents gave the same or similar factors that were driving the youths into misuse of social media. It is only '3% None Response' that tended to differ from the view of others. In summary, political, economic and social variables appeared to be the main factors that were driving the youths to misuse social media in Rumbek answering the sub-question of what was influencing the youths to misuse social media.

3.3. Insights Central to Negative Impacts/Effects of Social Media Use on the Youths.

SQ. 11 explored the insights central to negative impacts/effects of social media use on the youths of Rumbek. Accordingly, the statistical graphics in Fig. 3.5 display the Impacts of social media use by the youths.

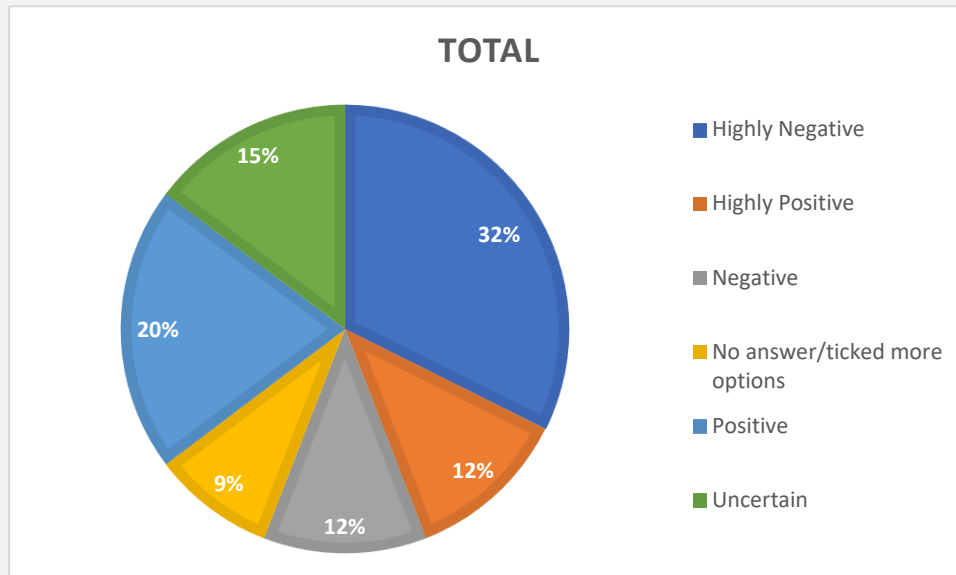


Fig. 3.5: Impacts of Social Media Use by the Youths.
Source: SQ. 11, N=34.

A combined number of respondents 32% and 12% agreed that the impacts of social media use by the youth was 'Highly Negative' and 'Negative' respectively. It tended to suggest strongly the notion or understanding that a total of 44% respondents were corporately of the view that the impacts of use of social media by youths were holistically 'Negative'. In comparison, a total of only 33% of respondents portrayed the perspective that the impacts of social media use by youths were 'Positive'. Alongside, 15% of the respondents did not have an idea of or were not certain of their responses Meanwhile, 9% made a non-response or ticked more than one option and hence their status was invalidated. Also, sub-question of the consequences of misusing social media by the youths was answered by the majority of 44% respondents as 'Negative'.

SQ.12(a) The Phenomenon of Chatting for Long Hours and thus having to Decrease Productivity

In the matter of this phenomenon of chatting for long hrs. and thus having to decrease productivity, corresponding field results are represented in Fig. 3.6 below.

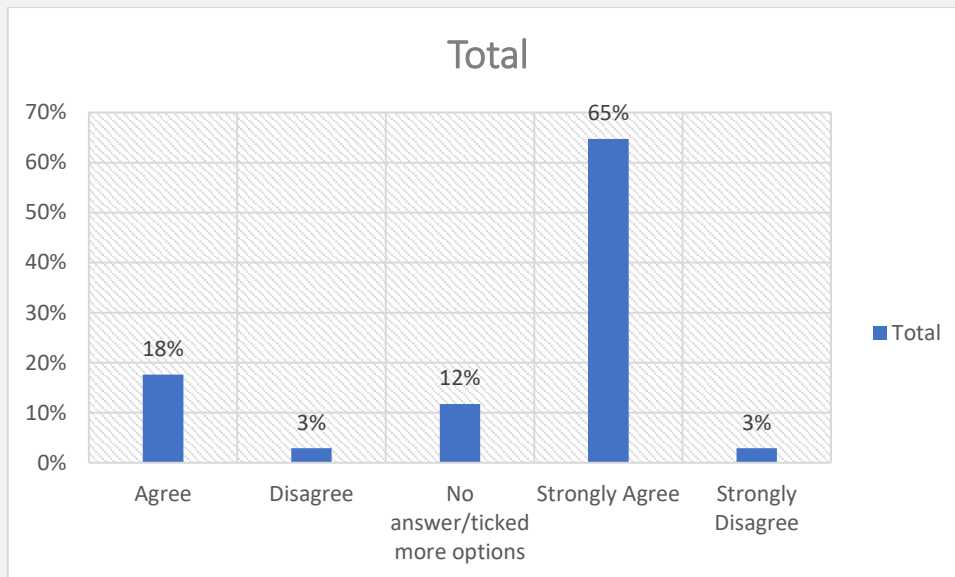


Fig. 3.6: Chatting for Long Hours on Social Media Vis-à-vis Diminution of Productivity.

Source: SQ. 12, N=34.

As displayed in Fig. 3.6 above, 83% of the respondents affirmed their views that chatting for long hours in social media tended to decrease productivity among the youths, which is quite obviously pointed towards an aggregate negative impact of unproductivity among the youths. On the other hand, only a total of 6% respondents tended to disagree with this statement. Thus, it became clear that social media in part exerted notable negative backlashes against their productivity such as addiction of being glued to respective social media platforms and holistically the internet for long hours as disclosed by some of the respondents in some interviews. Some of the unproductivity-centered addictions included instances such as unnecessarily prolonged internet chatting, watching online videos, excessive indulgence in video games and aimless surfing of the internet. Hence, youths tended to become victims of social networks more often than anyone else to the extent of getting sickened with de-humanizing behavioral patterns, lifestyles, cyber-terrorism and deprivation of social face-to-face instincts. Confirmatory conversations with some of the respondents further illuminated other related impacts, which included feelings of depression, anxiety, fear of missing out on body image and, mental/psychological terms and/or sleep and exposure to problematic material particularly things like pornography and/or violent or gruesome pictures. As such, SQ. 12(a) raised matters of urgent concern.

SQ. 12(b) Focus on Social Media Aspects Pertaining to Cyber Theft and Cyberbullying.

By definition, cyber theft is one among a wide range of cybercrimes, which emerged with the coming of the internet. It involves criminal actions such as stealing other people's important and/or private data, documents, or hacking into bank details and accounts and related illicit transfer of moneys of those accounts into their own. This

further includes ‘phishing’, which technically involves extracting confidential information such as credit card numbers and/or username password combos.

Meanwhile, cyberbullying is a kind of bullying that occurs over digital devices namely cell phones, computers, tablets, etc. Cyberbullying often spans sharing personal or private information about some other person or persons which causes embarrassment or humiliation. The information is usually negative, harmful, false, or misleading about the targeted individuals. Attendant investigative feedback from the field is presented in Fig.3.7 below.

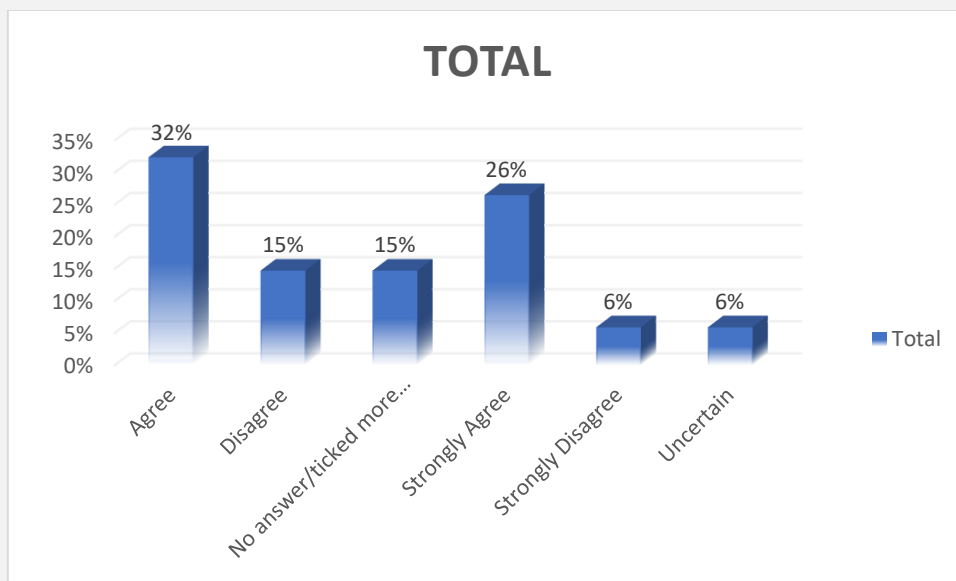


Fig. 3.7: Cyber Theft and Bullying done in Social Media.

Source: SQ. 12, N=34.

From respective findings depicted above, 58% of the feedback tended to combine the total of respondents who agreed that cyber theft and bullying in social media are done by the youths. 21% of the combined total of respondents disagreed with this statement. From this comparison, it thus became evident that cyber theft and bullying are another set of menacing impacts which were being exerted on the youths by dynamics of social media.

SQ. 12(c) relatedly explored the status of aspects pertaining to spreading of wrong information/tainting other people’s names. The findings as shown in Fig. 3.8 indicate that a total of 86% of the respondents generally conceded to the statement that “... spreading of wrong information/tainting other people’s names is done in social media by the youths”, which supported the central research question of why youth misused social media in Rumbek.

Aspects on spreading of wrong information/tainting other people's' names

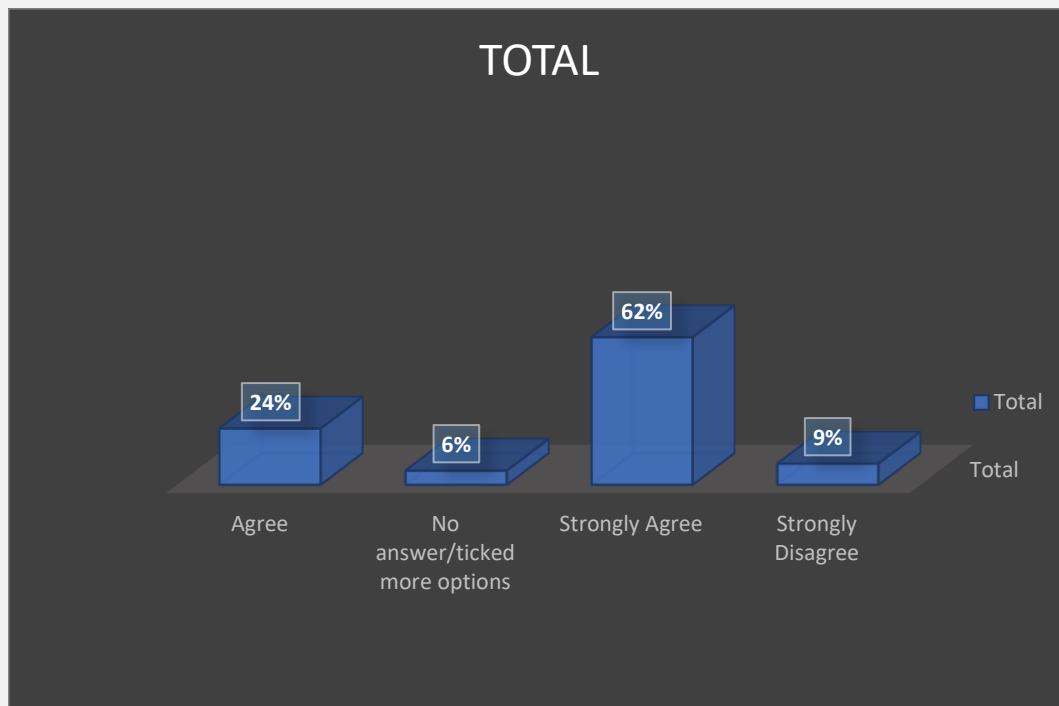


Fig. 3.8: Spreading of Wrong Information/Tainting other People's Names.
Source: SQ.12, N=34.

Only 9% of the total respondents disagreed with the statement. Conversational accounts with some of the respondents further tended to suggest that this particular problem also manifested as propagandist misinformation about individuals, groups of people and/or organizations and also fake news about events or incidents with tremendous potential to jeopardize public opinion, promote hate speech, thoughts, violent extremism, confusion, and therein undermine goodwill democracy and diminution of trust in institutional frameworks and civic order. Thus, it can be deduced that spreading of wrong information/tainting people's names was a common occurrence among Rumbek's youths.

SQ. 12 (d) lay its emphasis on the matter of 'Division and Enmity among Youths'. The urgency to include a survey on this matter was upon the realization in the think-tank of this research from its preliminary observations that the youths of Rumbek seemed to exhibit vast tendencies of enmity, rivalry and disunity. Symptoms among the youths tended to manifest in forms such as revenge murders, attacks, ethnic antagonism in conversations/public speech, to mention but just a few. Fig. 3.9 summarizes responses from respondents after the field survey was conducted among Rumbek youths.

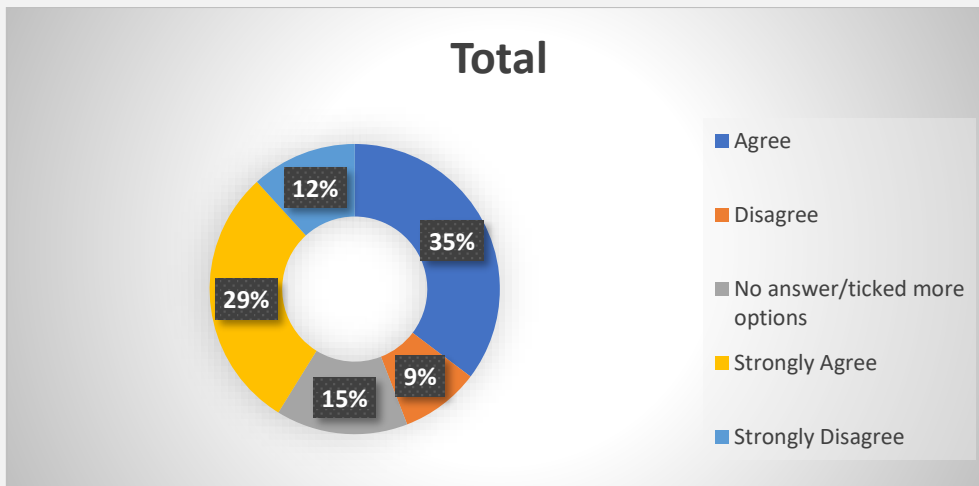


Fig. 3.9: Division and Enmity among Youths of Rumbek

Source: SQ.12, N=34

The general picture of the findings here indicated that the total of 64% of total respondents were in unison with the statement that “... Division and Enmity among Youths ...” was being perpetuated through social media by the youths. On the other hand, however, the views of a combined total of 21% of respondents responding otherwise, were in disagreement with the statement. Hence, the consequent difference in the statistics tended to strongly signify the outcome that divisions and enmity among Youths of Rumbek in part driven by social media was a critical phenomenon, which required some interventionist attention.

SQ. 12(e) made the inquest in whether or not social media was promoting laziness and a dependency syndrome among the Youth of Rumbek. Consequently, Fig. 3.10 depicts the outcomes of the inherent survey on this matter.

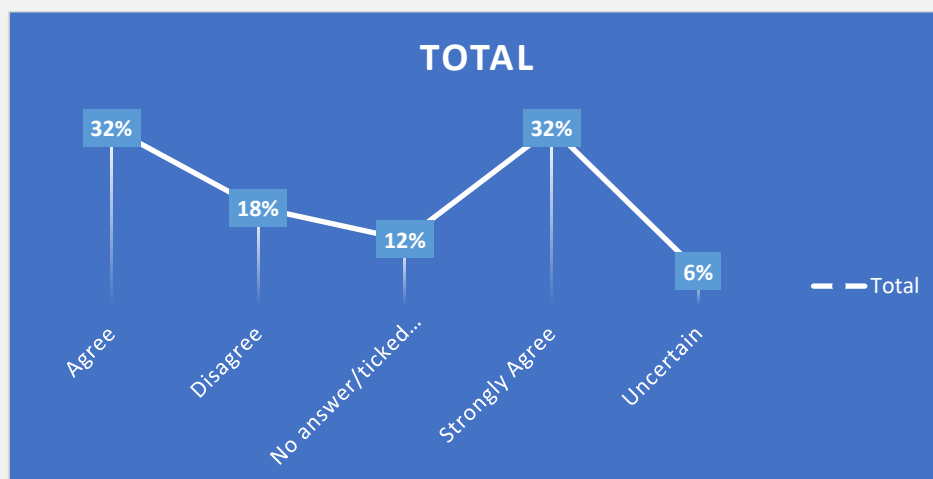


Fig. 3.10: Results of the Inquest in whether or not social media Promoted Laziness and Dependency Syndrome in Rumbek

Source: SQ. 12, N=34.

From the results, it was ascertained that, a combined total of 64% of respondents agreed with the statement that, “social media use by the youths promotes laziness and dependency”, which turned out to be negative effects of social media use by the youths in Rumbek. Alongside, a total of 18% respondents disagreed with the statement. The rest of the respondents were in agreement. Relatedly, focus group discussions (FGDs) tended to depict that in reality, social media outlets heavily used by youths tended to depict the increased vulnerability experienced by chronically poor youths especially in the context of opposite gender. In the major spin-off, discussions revolved on arguments around the ‘dependency syndrome’ - concerned about some female youths who tended to become permanently dependent on monetary ‘handouts’ from the so-called ‘sugar daddies’ through social media networks and therein submerged themselves into prostitution and their decline in any inclination to earn livelihoods by moral means. A potential inclination for male youths vis-à-vis sugar mummies also seemed to feature but on a much lesser extent.

SQ. 13 ‘dealt with the number of times one logs into social media in a day’ and ‘what one does mostly when logged in’. Fig. 3.11 below depicts the outcome from data gathering endeavors, which transpired in the field.

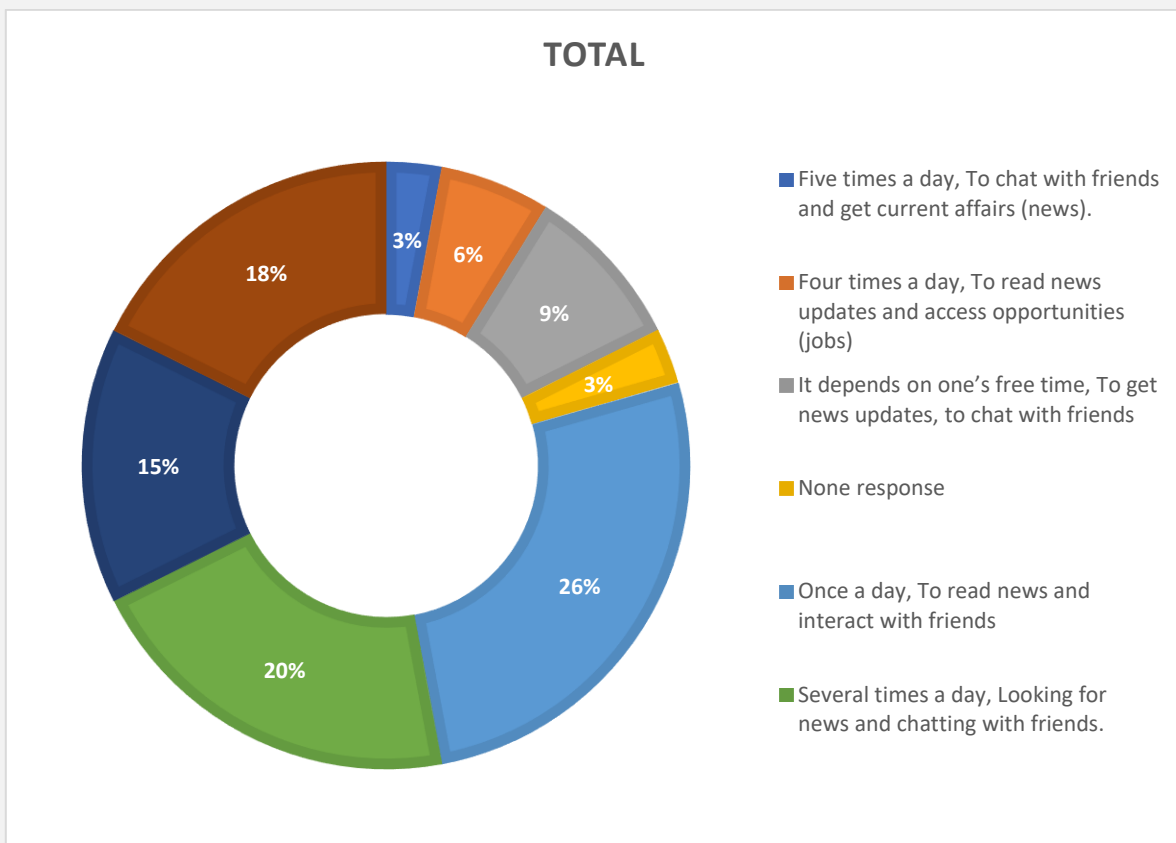


Fig. 3.11: Number of times one logs into social media in a day and what one does mostly when logged in.

Source: SQ. 13, N=13.

Generally, the picture here tended to indicate that, social media was being used mostly by many youths and each logged into social media once, twice, thrice or severally in a day depending upon the free time and availability of social media bundles or internet connection. What one does while logged into social media included but was not limited to the following:

- Reading the news and interacting with friends (26% of respondents);
- Looking for news and chatting with friends (20%);
- Reading news updates and access opportunities (jobs) - 6%;
- To get news updates and chat with friends - 15%;
- Use for chatting with family members and friends - 33%

In summary, all the respondents gave the same or similar statements on what one did when logged into social media. Only 3% of the respondents provided no responses regarding the overall result of this question. This tended to indicate that, social media on the other hand, was used positively in term of socialization with friends and to get news updates around the world.

3.4. Summary of the Findings (from the Field Survey)

74% of respondents were male with the implication that 26% were Females.

Majority of respondents stood at 79% within the age bracket of 19 - 35 youths, meaning that they were in the youth age bracket according to the definition of Youths in South Sudan.

79% of respondents happened to be at university level.

68% of the respondents were employed.

The Media platform that was most popular was Facebook according to 50% of respondents. Others ticked more than one option at 41% while, 9% used WhatsApp.

97% of respondents said “Yes” for misuse, which implied that youths were most often misusing social media.

62% agreed that youths used social media for many purposes including positive and negative things.

Holistically, many factors that were detected for driving youths to misuse social media as indicated by respondents tended to belong namely to 3 ensuing categories.

a) Political Factors’-driven Category

This included for instance the following:

- As a means of getting personal interests;

- As a tool for networking political groupings and support;
- As a machinery for manifesting rivalry, hatred and sycophancy;
- As an avenue to depicting poor social media regulation.

b) Economic Factors’-centered Category:

- As an arena for disguising unemployment and somewhat encouraging idleness;
- As a means for concealing poverty also associated with camouflaging stress.

c) Social Factors’-powered Category:

- As a tool for manifesting poor parental guidance;
- As a platform that tended to depict the fact that many smart phones were in the hands of uneducated youths, who also seemed to lack life-long knowledge and/or skills. 35% of respondents agreed on these.

The use of social media by the youths was found generally to be mostly ‘Negative’ since 44% of respondents affirmed this reality through their responses.

All the negative effects of the use of social media by the youths were ascertained through 5 statements upon which all of them were endorsed by the majority respondents to be the causes of misuse of social media.

3.5. Findings from the Field and Attendant Reflections from the Focus Group Discussions (FGDs)

3.5.1 Table 3.7

Accordingly, with some enriching overlaps from previous results’ illuminations, Table 3.7 portrays the successive revelations of the Focus Group Discussions, which were somewhat guided by a combination and at times with also enriching overlaps among the following concerns of the study:

- i) Age Group of the respondents;
- ii) Marital Status;
- iii) Religion of the respondents;
- iv) Employment;
- v) Education;
- vi) Most Popular Social Media;
- vii) Magnitude and Reasons for Misuse of Social Media;
- viii) What is good and What is Bad about Social Media;
- ix) Negative Effects of Social Media on the Youth; and
- x) Status of Hatred Creation, Divisions and Social Disharmony by Social Media.

Respectively, the summaries of interpretations from those Focus Group Discussions are presented in the ensuing Table 3.7.

Table 3.7: Summaries of Interpretations from among the Focus Group Discussions

QNs	FGD 1 RESPONSES	QNs	FGD 2 RESPONSES	SUMMARY
7	Issues	7	Issues	Main themes
Which social media platform do you use mostly? How many times a day do you log in into this social media platform?	Login twice a day As more as you feel like		login thrice a day depends to bundles availability	-Login thrice a day, depends on the availability of bundles - login twice a day or as much as you feel
8		8	Issues	Main themes
8 Do you agree with people who say youths are misusing social media these days? If yes or No, what do you think is the cause of their misuse of social media?	Yes, youths are misusing social media Low level of education Frustration due to poverty Fame and popularity		Yes, majority of youth are misusing social media Unemployment Sycophancy Disunity and hatred Means for propaganda	Youth are misusing social media since they are spreading a lot of fake news, creating hatred and disunity, inciting violence and creating propagandas
9		9	Issues	Main themes
What do you like most about the use of social media? What do you hate or dislike about use of social media by the youth?	It is educative social connection Easiest means of communication Getting world news quickly posting of nude photos posting and reporting dead people		For news updates Global connection Chatting with friends Easiest means of communication watching movies online sending photos of dead bodies Hate speech	To access daily news and connect with friends. It is also being used at most for negative things like watching movies, sending photos of dead bodies, passing of wrong information and spreading rumors, abusing and disrespecting elders perpetrating bad politicking.

	A political tool use for sycophancy		passing of wrong information spreading rumors Abusing and disrespecting elders perpetrating bad politicking exposure of women's bodies (nudity)	
10		10	Issues	Main themes
What are the negative effects of social media on the youth?	Encourages laziness Social bullying Causing disunity poor time management spreading remorse costly in subscription Negative peer pressure and hatred		Wasting time on social media spoiling one's cultural norms costly in subscription Encourages laziness incite violence constant exposure to light can cause eye problem can cause anxiety and stress	Encouraging laziness and spoiling cultural norms. It incites violence and social bullying causing disunity. It causes negative peer pressure
11		11	Issues	Main themes
Can you agree with an opinion that the use of social media by the youths is creating hatred, division and social disharmony among the youths? Or what is your opinion about this?	Should be regulated unnecessary posting should be censored Media Authority to create individual social media identity		social media should be used responsibly youth should be advised not to abuse social media	Give advises to youth not to abuse social media and use it positively. It should also be regulated

3.5.2 Conclusive Reflections and Summary of the Findings from the Focus Group Discussions (FGDs).

In this section, the summaries of the findings emerged from the Table 3.7 depicted in Section 3.5.1. Accordingly, social media was noted to be mostly used by the youths via FACEBOOK, as fronted by all two groups of FGD through the following outcomes:

- i) Logging in social media thrice a day, depending to availability of bundles was confirmed by 50% of two FGDs.
- ii) Others, do login twice a day and as many more times as one feels like - 50% of FGDs of the respondents affirmed this position.
- iii) All the members of FGDs agreed that majority of the youths were misusing social media due to unemployment, for sycophantic purpose, also due to disunity and hatred in association with propaganda purposes. Others mentioned included the low levels of education, frustration due to poverty, for fame and popularity drive.
- iv) The respondents of two FGDs expressed that they liked social media because of it being educative, for social connection, and also as one among the easiest means of communication and obtaining news from around the world quickly. On what they disliked about it, they agreed that it was used for posting nude photos (i.e. pornography), posting and popularisation of crime and violence including loss of life, as divisive political tool, and that it was also used for fanning political sycophancy.
- v) For others, it is used for watching movies (blue movies), for passing of wrong information, spreading of wrong information and rumors and for abusing or disrespecting elders.
- vi) On the negative effects of social media use regarding the youths, it was realized that all FGD members tended to comment that it encouraged laziness, social bullying, poor time management, spreading of rumors, costly in subscription, negative peer pressure and hatred. Among others, it was also cited for inflaming youth-led oppositional dichotomies. Furthermore, prolonged hours of exposure to social media via computer screens tended to trigger off eye problems, and as well as aggravating anxiety and stress.
- vii) Lastly but not least. all the FGD members agreed that social media use by the youth was creating hatred and social disharmony among the youths. In a summative perspective, their opinions tended to suggest that, social media should be regulated. This suggestion tended to further imply that unnecessary social media postings should be censored and that the Media Authority body be empowered to enforce the creation of individual social media identity. On a stronger positive note on the other hand, other opinions were to the effect that the youth would have to be guided to use social media platforms responsibly and henceforward learn not use them abusively.

In summary, the findings tended to point to a general trajectory that the youths of Rumbek were misusing social media mostly.

In addition, from the insights of the literature review, youths' misuse of social media happened to take several forms due to multiple triggers both at individual and corporate societal levels. For in the literature review, the triggers include but are not limited to the fact that learning is affected by the use of social media among the youths; secondly, there is a huge parental care gap between the parents and children and hence the youths misusing social media. Thirdly, there tended to manifest a gigantic shortcoming of 'social media-based' Self-exposure or fame and social comparison among the youth, which in turn tended to mislead them to misuse the very social media apparatus. In summing up the main thing as the main thing, this chapter has noted generally that the findings in this study agree with the insights of the literature review in which abuse of social media by youths is a common occurrence.

CHAPTER FOUR: DISCUSSIONS

4 Introduction

The results of this study presented in the previous Chapter appear to have manifested a number of peculiarities pertaining to the engagement of the youth with social media in Rumbek, South Sudan.

Attentively, the results bring to the surface a vivid picture of the omnipresence of social media and inherent merits and benefits on one hand and quite obviously also the integral dangers in them. The discussion of the findings as detailed in the previous Chapter correspondingly follows the sequence and layering of data in that very Chapter Three, though with some slight re-arrangement of commencing with the benefits, to suit the Chapter's organisational goodness. Most of the Chapter's subsections are an adoption of the subsections of Chapter Three. Accepting this procedural orderliness, this Chapter has taken shape as postured in the ensuing sections and subsections. First, a look at the merits or benefits to youths engaged with social media take the lead in the ensuing sections/sub-sections.

4.1.1 Youths'-Centred Demographics Concerning the Users and Usage of Social Media and Attendant Platforms

With hindsight, reflections on Section 3.1 and as well as SQ. 1 to SQ 6 respectively regarding gender, age, marital status, educational levels, religion, and employment statuses, male youths tended to predominate over the female gender percentagewise in the consumption and/or use of social media.

Explanatory discussions with some of the respondents attributed this look of things partly to the fact that male youths tended to be more aggressive, more passionate and bolder at exploring opportunities to experiment with their own gender fantasies, imaginations, dreams, competences and adventures with social media. Others held the opinion that males more than their female counterparts tended to be more thrill-seeking at exploring varied avatars or statuses which electronic virtual powers of social media keeps unlocking every now and then. Case-specifically in South Sudan's socio-sexuality context, whereas the study did not include exploration of gender socio-anthropological and socio-ethnographic characteristics, the youths' male dominance is attributed to the traditional male supremacist and egoistic mindset, which has often subjected the female gender into subservient positionality in all manner South Sudan's livelihood. This is also commonly expressed in socio-culturalism, allegorical imagery and metaphors of South Sudan's customs, mannerisms, traditions, etc., to the extent that enormous social and cultural constraints not only to the livelihood but also general aspects of technical, artisanal and/or socio-connectivity are prohibitive to most female youths. This is also to the extent that parents are much freer to offer items such as mobile phones to their sons than girls under the blanket cover of customary protection of their daughters.

Focus Group discussions (FGDs) further added vivid explanations in that generally the female gender, be it the young or old, single or married, had much more limited access to digital technologies, the internet and therein social media too and often would have to first gain family approval to possess items such as a smartphone. Furthermore, it generally came to the surface that female and male youths do not enjoy equal access to and usage of ICTs, with the females enjoying far less access to ICTs in comparison with their male counterparts in both the urban and rural territoriality of Rumbek. At family and local community levels, other focus group discussions tended to pin this spin-off pattern on gender divergence in the 'socio-political' control of domestic resources. Closely associated with control of domestic resources in part as a trigger for the disparity in gendered smartphone ownership was that male youths were more endowed with opportunities of education, consequent employment and greater income, and hence greater smartphone affordability and consequent technical and financial resources to penetrate the Internet and social media. The researcher's observation is that this state of affairs is an accentuated pattern of aggrandized South Sudanic patriarchy and male-dominated socio-culturalism and religiosity while the female youths are often subjected to domestic functions. Some focus group discussions revealed another peculiarity among some homes of Rumbek and indeed South Sudan in general, to the effect that in interests of censorship of what came to them under the guise of security, female youths who owned smart phones would have access to the internet in general and social media in particular only in the presence of at least one or more male family members. This would further be possible only if the male gender in the family were not using their phones. Furthermore, this possibility wholly depended on the willingness of male family members to offer the female youths their smart phones. Also, they experienced limited timeframes to use those smartphones.

Also, reflections on Q. 7 and Fig. 3.1 showed that the male youths'-dominated social media consumption in Rumbek is mostly Facebook-centred. Again, some among the focus group discussions indicated that Rumbek's youths hardly possess awareness of several other electronic social media technologies prevalent locally and internationally. Among these are varieties such as Bing, WebCrawler, I quick, MSN, SOS, Cha-cha, Naver, Lycos, Bai-du, DAUM, Gigablast, Halalgoogling, Excite, Info.com, SAPO, DuckDuckGo, AltaVista, Northern Light, Dogpile, TikTok, YouTube, Instagram, Snapchat, Nate, Direct Hit, Ask Jeeves, Yandex, AOL, GoToCom, to mention but just a few. The researcher's interpretation on this shortcoming is that the level of knowledge and attendant social media tools generally prevailing in Rumbek are quite minimal across all gender, and hence needs heightening.

In summary, the above set of reflections on the respective demographics constitute a mixture of socio-cultural and economic barriers against female youths and women in general, which darkens their probabilities not only of owning a mobile phone but also accessing the internet and social media in a male-dominated South Sudanic society. As well, the level of know-how for social media technologies is grossly deficient within and hence of absolute urgency.

4.1.2 Merits and Benefits of Social Media to Youths of Rumbek

In spite of various challenges and predicaments, which youths had experienced in Rumbek in regarding social media yet to be cited in sections and sub-sections ahead of this section, the vast majority of them who participated in focus group discussions expressed considerable appreciation of the various merits and benefits they had enjoyed in wide ranging perspectives of its advantageous power of communication. This was said to be namely Facebook, SMS messages, WhatsApp, Twitter, Instagram, Tik-Tok and emails with contact and response far beyond the boundaries of traditional media. In the Focus group engagements, most youth participants conveyed the opinion that social media had widened their voices in the public and moreover with a big lip forward into the international arena without going through detestable customs' checkpoints and movement procedures. In this connection several of them argued that social media platforms had unlocked arenas of mutually supportive relationships and networking across all manner of humanistic livelihoods. This included matters of intellectual, academic, scholarly growth and enterprise development, to mention but just a few.

4.2 Productive Use of Social Media by the Youths for Business Undertakings

Social media's positivity lies in the fact that it is not only used to exchange information and make announcements. Rather, family members also ask for credit to be sent over and for goods that they need. In this connection, SQ. 9 and Fig. 3.3 brought to the surface a graphic picture of the character of productive use of social media, which prevails among the youths of Rumbek. Accordingly, as confirmed via some focus group interviews and discussions, the youths of Rumbek have increasingly and creatively turned their synergies towards integrating social media in strategic marketing principles and practices visa-a-vis business promotion. This has tended to strengthen and widen their connectivity and rapport between youths' business class and potential customers across all manner of business transactions. Undoubtedly, social media is now widely credited for having become an appropriate marketing strategy too among small and medium scale enterprises at an astoundingly impressive pace. Through popular graphic imagery, social media has boosted previously low levels of product marketing and distribution under auspices of faster and to-the-dot communication, promotion, product branding and awareness, and as well as swifter two-way supplier-consumer-interaction and feedback procedures and/or processes. Across Rumbek's suburbs can be found thriving youths' container businesses housing small scale 'urban tele villages. In here can also be found impressive little youths' partnership-driven ICT business as the engines of rapid marketing outlets which fall in place upon completion of quick mobile phone conversations. This set of social media-based business enigma has rapidly engineered and transformed the Rumbek youths' business acumen-ship and popular spin-off is the improvement of their living conditions and welfare. Many of these outlets now serve as modern, purpose-driven, and state-of-the-art managed youth's social media-led business workspaces. This, indeed, is a commendable achievement of the youths' social media business agenda.

4.3 Reflections on the Status of Misuse of Social Media

In retrospect, from a wealth of literature that was reviewed together with results from fieldwork, the matter of misuse of social media transformed into one among the major focal points of this study. Insights from Q.8, Q. 10, Fig. 3.2 and Fig. 3.4 were very informative in as far as the magnitude, character and types of misuse of social media was concerned not only in Rumbek but indeed across entire South Sudan. The ensuing sub-sections provide some in-depth perspectives, which emerged as the points at issue.

4.3.1 Mudslinging

A quick perusal of Roget's Thesaurus (1987) equates mudslinging to villain acts of defamation, smearing, slander, vilification, character assassination, disparagement, denunciation, maligning, belittlement, making unscrupulous or malicious attacks on an individual, groups of people, whole entities, nations, etc., in a variety of unflattering ways. Primarily, it is purposed to create a negative impression about somebody or an organisation in a manner that is perceived as false, deceptive, "tasteless" or "going too far." Backed by evidence from SQ. 12(c) and Fig. 3.8 and multiple focus group discussions that transpired in the course of fieldwork, mudslinging seemed to have somewhat consolidated itself on social media among the Rumbek youths. With little or totally absentee sense of morality or reservations for embarrassment and cultural shock, the youths not only of Rumbek but also other parts of South Sudan have suffered from the misuse of social media to mudsling one another. Respectively, it vividly came to the surface that youths often vented out all manner of this predicament in varied tweets usually one after another to mock one another and/or other members of the society. This is associated with instances such as seasons of students' leadership politics especially while they chose their new leaders periodically, encounters of rivalry among competing invents, gender relationships, etc. Supporters of rival candidates each struggle to mudsling other parties as a strategy to gain popularity over the other. The consequence is that in such instances, social media exchanges have most often got filled up with all manner of mudslinging.

4.3.2 Vulgarity

While the inventors of social media had no intentions of purposing it for profanity, again focus group discussions advanced a proof of concept that of late, the internet in general and social media in particular are heavily ridden with large volumes of profanity and/or Vulgarity. It came to the surface that respective content including what was being said, being seen, being gotten and/or being talked was often extensively loaded with vulgarity. This tended to include bad language, obscenity, racism, hate speech, abusiveness, rogue thoughts, expletives, etc., all in an erroneous name of freedom. It was also revealed that social media was manifesting nude videos, perverse sexual pop-ups, erotic graphic scenes and/or pictures not only for youths but as well as the under-aged and adults to view on their

computer/mobile phone screens or via the varied instant digital messenger engines. Common and frequent instances of this vulgarity was noted to be via WhatsApp. As such, not only was social media propagating unhealthy biophysical/bio-mental/bio-psychological/bio-emotional habits for youths, but as well as shortcomings of sleep deficiency, addiction, inferiority complex, etc., all of which were often beyond parental control and yet grossly detrimental to normal livelihoods of the youths.

4.3.3 Bulling

Whereas this study notes the positive impacts of social media, it also came to its attention that ‘bulling’ or electronically best referred to as ‘cyber bulling’ was a major outcome among its platforms through injuring and/or terrorising others via bulling or being bullied. In association with SQ. 12(b) and Fig. 3.7, the focus group discussions substantiated facts behind field findings to the extent that cyber bulling manifested in forms of deliberate perpetration of wrongful acts against individuals or a group of individuals via written text, verbalisation, gestures, threatening statements, vengeful rumours, etc. It was noted for having affected some youths in modes such as online harassment, name-calling, mockery, abuse, disparagement, intimidation, mind-manipulation, and/or emotional subversion. Unsuspecting youths suffered from these illegal acts on a daily basis from attacks of rouge individuals of different backgrounds, who often took advantage of their victims via all manner of depravity. Some victims in the focus group discussions revealed that they had suffered from discomforts of anxiety, academic retardation, withdrawal from other people, resentment, loneliness, lowly concentration, and as well as depression and diminished self-confidence. Quite obviously, such negative impacts on social media should not thrive unabated.

4.3.4 Cyber Fraud

Yet again, this research obtained illuminative insights as to what cyber fraud was all about from some among the focus group discussions. This phenomenon came to mean the actions by which some unscrupulous persons or scammers engaged social media to lay traps to defraud not only youths but as well as other categories of civil society. Also as depicted in SQ. 12(b) and Fig. 3.7, basically the scammers were found of luring, luring or making appealing bargains to unsuspecting victims to ripped off their monies. This was notably and observably through fictitious schemes such as scams, deceptive product marketing, overcharging, hidden fees, and offers full of fake products. Concerning the youths in particular, many of them paid their monies for products that were never delivered. In summary, scammers took advantage over their victims to steal their monies. Hence, this research deems it an urgency for some mechanisms to fall in place to protect all manner of internet users from such schemes of fraud.

4.3.5 Social Media-based Abuse, Harassment, Ridicule, Disparagement, Belittlement and Intimidation of Youths in Rumbek

Also drawing upon evidence gathered from focus group discussions in the course of this study along with evidence portrayed by results associated with SQ. 11 and Fig. 3.5 in the previous Chapter, abuse, harassment, ridicule, disparagement, belittlement and intimidation was evident not only towards the youths of Rumbek but across most of South Sudan. Almost on daily basis, varied youths receive barrages from such misuse of social media, which caused effects of emotional harm from these sorts of threats, silencing, annoyance, vilification, and attacks each on their personality and subjectivity well-being. As further ascertained from the focus group discussions, this manner of misuse of social media directed at all manner of youths is sadistic. The focus group discussions also hinted to the fact that all these barrages are charged at youths in accordance with their gender and activity statuses. In general, though, youths still pursuing their academic paths receive insults prejudicial to their prospects of would-be successful future academic achievements. In general, it was pointed out in the focus group discussions that the girls often suffered more via cyber abuse, harassment, ridicule, disparagement, belittlement and intimidation than the boys. Case in point for the girls was that they tended to receive lots of abuses bent on denouncing aspects of their beauty, complexion, abilities, appearance, profiles, etc. Across the gender landscape, though, consequences of the above noted set of social media abusiveness towards the victims were notably as far reaching as attacking individual self-esteem causing emotional alienation, poor academic attendance, poor learning outcomes, diminished interest and capacity for relationships' formation, emotional/psychological disorders, escalation of suicidal ideation, protracted depression, stress, diminution of social networking, increased anxiety, decline in psycho-social health and institutional sense of belonging, emotional negativity, etc. This research therefore felt a sense of urgency in dealing with this cyber-interactivity problem.

4.3.6 Chatting for Long Hours and Associated Addiction

Also portrayed by evidence of results contained in SQ.12(a) and Fig. 3.6, chatting for long hours among the varied youth-centred social media platforms tended to decrease their productivity towards other directly creative and industrious sectors in which they possessed a lot of potential. Without noticing the long-term damage, they inflict upon themselves, the victims of social media addiction often ended up with extreme levels of over-dependence on those very social media platforms.

Given that the youth are in an age bracket poised for galvanisation the most productive labour force of the country, this finding does mean that it is not well for Rumbek, South Sudan in general and the rest of sub-Saharan Africa. This problem was dominantly associated with those social media spaces, which tended to offer relatively minimal privacy controls, for instance Instagram, which unlocks problematic internet usage. Some renowned previous researches such as JAMA

Network (2010) and Abbas and Drouin (2019) found that people with moderate addiction are 1.5 times more likely to develop depressive symptoms later in life.

4.3.7 Division and Enmity among Youths

From reflections on the results pertaining to SQ. 12 (d) and Fig. 3.9, along with the focus group discussions, there is no doubt that social media triggered tendencies of enmity, rivalry and disunity as an ongoing problem among the youths of Rumbek. In this connection, aspects of revenge murders, attacks, ethnic antagonism in conversations such as hate speech were noted to be matters as the core focus of enmity namely along socio-political, racial, and class strata. Polarisation also tended to run along lines of colour, tribe/ethnicity, culture, sadism, malice, jealousy, envy, political affiliation, age, sexism, disability, religiosity, nepotism, indigeneity/indigenosity, geographical location, nationality and/or levels of socio-economic/academic status/identity, etc. In Rumbek's case, it can safely be generalised that social media has had a substantial contributory role in socio-political, economic and cultural divisions. For instance, it became evident from the focus group discussions that politically, social media has not facilitated the youth with dissimilar political preferences to acquire more knowledge about constructive politics and politicking, but rather it has reinforced sharp divisions among them. It has also tended to qualify aggravate social inequalities among the youths. How to change this situation for better is a matter of urgency for now and the future.

4.3.8 Status of Social Media vis-à-vis Promotion of Laziness and/or Socio-Economic Dependency Syndrome

With reference to outcomes presented in SQ. 12(e) and Fig. 3.10 in the previous Chapter coupled with outputs from focus group discussions, it became clearer that to a considerable extent social media use especially to addictive levels by the youth's promoted laziness and dependency. The focus group discussions illuminated the fact that in the specificity of school/college/university going youths, a sizable proportion of them were addicted to social media and partly as a result, many of them were experiencing mental and physical laziness and diminished actions in their day-to-day academic livelihoods. This predicament also tended to breed inadequacy in their academic excellence alongside living sedentary lifestyles, and thus causing unexercised bodies, obesity and/overweight. In further connection with this shortcoming, it was also noted that social media addiction tended to alienate many scholars from their physical academic settings, since they tended to hide in excessive use of SM messaging than being physically available and hence diminution in their quality moments of study and consequent laziness. In other words, social media tended to breed a mentality of wanting to attain academic excellence with minimum effort and correspondingly breeding a social media dependency syndrome. In other words, it tended to make the youth lazy and a number of them in the focus group discussions vented out the regret of having wasted valuable time in excessively prolonged social media engagements, which they could otherwise have used pragmatically in other better things. Furthermore, among the focus group

discussions, dependence among the youth was further linked to its manifestation in form of laziness and degeneration, poverty and crime.

4.4 Summary

From the substance of this Chapter, it can be summarised that the youths of Rumbek engage in extensive use of social media platforms with good intentions to communicate and/or interface with one another and numerous persons, individuals, organisations, etc., both locally and internationally. Generally speaking, social media platforms are exciting among most youths. Equipped with personal computers/laptops, smartphones, etc., many of them surf the internet via mostly Facebook, WhatsApp, TikTok, for relational, family, intellectual/academic, socio-cultural, political economic or business interests while others do so for outright urgency to keep pace with current affairs. While these good intentions abound, the reality is that social media has also come with negative impacts not only on the youths but across various categories of humanity, both the young and the old. As documented in this chapter, this includes but is not limited to mudslinging, vulgarity, cyber fraud, abuse, harassment, ridicule, disparagement, belittlement and intimidation, wasteful chatting, perpetuation of division and enmity among youths', promotion of Laziness and as well as the socio-economic dependency syndrome. For a young generation urgently in need of guidance on these frontiers, this dissertation leans on the outcomes of this chapter in order to draw constructive conclusions and recommendation documented in the subsequent Chapter Five, that draws the study to a close.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

In retrospect, by means of the methodology that was selected, Rumbek City, the capital of Lakes State, in the central part of the new Republic of South Sudan was the ground for this inquiry on how the mindsets of youths would be changed to use social media effectively and sustainably. Rumbek City was chosen because it happened to be one among South Sudan's cities with a vibrant population of youths eagerly engaged in social media. In addition, it was realized that Rumbek contained an intriguing spectrum of South Sudanese youth voices enthusiastic to vent views of their experiences in regard to the growth and development of social media in the newly configured State of South Sudan. Ill-conceived or absentee strategies for arousing impactful change towards responsible use and/or consumption of social media would generally be an undesirable set of gaps amidst a rising population of youths of Rumbek, and as well as the rest of South Sudan and indeed the entire African continent and beyond.

Now therefore, having reached the close of this study and a logical finish of 'how the mindsets of youths in Rumbek can be changed to use social media effectively', this closing Chapter brings forward the major conclusions and recommendations, which have been deemed appropriate towards the contribution to the international body of knowledge. In other words, due guidance descending from this study would hopefully make a difference to South Sudan's 'Powers-that-Be' in charge of national ICT matters, associated authorities responsible for social media, entire civil society, and case-specifically, in the lives of youths and their families and/or family members. The outcomes are presented in the ensuing sections.

5.1 Conclusions

According to the findings from survey and Focus Group Discussions, it can be ascertained that on the question of why the youths were misusing social media in Rumbek, it has emerged clearly that it is due to some aspect's worthy categorization as: political, economic and social factors. Examples of these factors driving youths to misuse social media include but are not limited to high unemployment, poverty, idleness, political groupings and associated sycophancy, lack of knowledge on the use of social media by the youths, many smart phones in the hands of uneducated youths, lack of parental guidance and poor social media regulations under auspices of the government.

Whereas a number of positive attributes of consuming social media did emerge, a majority of the youths were found to be using Facebook as a social media platform through which they do many things including chatting with family members, friends and acquaintances but somewhat dominated by negativity. In other words, they use social media for many other negative purposes as ascertained from the survey and FGD findings.

In the wake of the above-noted realizations, the findings generally and conclusively agreed with the central research question that youths are misusing social media. In answering the insight question of ‘what are the consequences of misusing social media by the youths?’, it came to be concluded that social media tended to encourage laziness, vulgarity, cyber-fraud, cyber-bullying, incited violence among the youths and their communities, led to anxiety and stress, and as well as spreading rumors and poor time management. Also, addiction via constant gluing of the eyes onto screens of computers and/or smart phones also tended to lead to eyes problem among many others and as well as mental, emotional and psychological disorders and wastage of precious time.

Furthermore, on the question of details of how youth were misusing social media, the answers tended to point at youth having to post nude photos, instigating mental and physical violence and prospective outcomes of decadence amongst both public and lower levels of family-hood. Additionally, they also use social media to attack and insult each other and also to disrespect elders. Social media was also being used as a tool for sycophantic purposes whereby youths irresponsibly indulged in praising leaders or politicians for paybacks and hence ruining corporate and individualistic socio-political and cultural norms. It was also noted that social media was being used as a conduit for passing wrong information and for watching bad online movies like blue movies other pornographic stuff. However, youths also use social media for many positive things like chatting with friends and colleagues, for getting news updates around the world, for socialization purposes among others.

Lastly but not least, misuse of social media also tended to be associated with seeking unnecessary fame and popularity alongside idleness due to unemployment, and consequent impoverishment, anxiety and stress. This also went as far as instigating disunity, and sycophancy among the youths.

5.2 Recommendations

Based on the conclusions stated above, here below are the recommendations on ‘how the mindset of youths in Rumbek can be changed to use social media effectively’:

1. The Media Authority in South Sudan should regulate the use of social media so that youths would abandon misuse of social media. When this is done, youths would hopefully use it according to the regulations and guidelines of the national media authority.
2. The government of South Sudan or local authorities should make sure that youths are made active and busy by providing them with meaningful and gainful employment opportunities so that they are engaged in income

generating works. With this, youth would not be idle to spend their time unproductively on social media.

3. The youths can be advised to use social media responsibly for doing productive things. A State Ministry of youths can also carry out workshops or awareness drives among the youths on how to use social media effectively especially those youths who are uneducated or having low level of education.
4. In response to concerns about the use of vulgarity, the government of South Sudan can emulate other governments and regulatory bodies, which have introduced exclusive rules and guidelines to filter out this problem. In this connection, social media platforms can be compelled into domains of self-regulation of their content and provide a complaints mechanism for viewers. Furthermore, this research recommends concerned regulatory authority bodies jointly with state legislative apparatus to craft fresh legislation, which would impose stricter regulations on social media platforms to ensure that their content is ideal for all audiences. It would be proficient for government to offer greater powers to concerned authority bodies to enforce social media communication standards that would protect children and youths against harmful or offensive material or content. Herein, key stakeholders and especially South Sudan's Communication Commission, and network providers should be obliged to filter information that reaches the youths via platforms of social media to keep out pornographic and other unwarranted materials.
5. Regarding cyber bullying, this research recommends a first line of defense to the extent that social media uses should be sensitized to react positively through individual efforts/actions such as blocking the bully, cutting off their communication or erasing their messages and whenever possible report the offender to a created 'Internet police'. Secondly, relevant state apparatuses should endeavor to mitigate against cyberbullying by setting up punitive or disciplinary policies and legislation, and this should also include identification of culprits, and probable actions of penalties against their misdeeds. Additional preventive measures can be mandated to be rooted in ICT facilities among schools, internet cafés, etc. Generally, too, social media should be regulated by the State.
6. In the matter of cyber-fraud, this study recommends that the government of South Sudan in conjunction with other relevant authority bodies need to put in place some policies and/or punitive regulations purposed to protect users of the internet and/or social media against defrauding them.

7. Concerning social media addiction via prolonged hours of usage by the youth, it is hereby recommended that social media platform developers should adopt a strategy of incorporating carefully and technically crafted ICT-based boundaries within the platforms, which regulate the youth's access to social media content and level of exposure. This way, it is likely that there would emerge better time management on those media outlets. Also, some Self-help interventions via will power, which would empower users to individually control their addictive behavior have the potential to work well for victims of this problem. Included also are a variety of self-restriction plans which individual are encouraged to devise. Among academic settings, teachers are encouraged to perform as role models on this matter to addicted youths.
8. Furthermore, Rumbek's youths should be guided for now and the future on more productive, constructive and/or comprehensive engagement across varied social media platforms in order for them to mitigate against laziness, wastage of time via unnecessary chatting and several other irrelevant activities deemed unimportant in their lives.
9. It is also here recommended that the subject matter of this dissertation should be carried on to deeper levels of research in the future and for posterity both at comparable masters' degree levels and as well as doctoral and post-doctoral levels..

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APPENDICES

Introductory letter/statement

My name is **Buoi J. Dak**, a student doing Masters of Arts in Organizational Leadership and Management at Uganda Christian University - Mukono, Uganda. I am doing action research study on why youths in Rumbek misuse social media. In answering this research questionnaire, your personal identity, information will be treated as mostly confidential and its purpose or usage is solely for my academic where I aimed to be awarded with Master's Degree at the end. Therefore, your utmost honesty in answering this questionnaire is highly requested.

Humblest regards.

Buoi J. Dak.

Survey questionnaire.

1. Gender:

a- Male []

b- Female []

2. Age group category:

a- 15 - 18 []

b- 19 - 35 []

c- 36 - 50 []

3. Marital status:

a. Single []

b. Married []

c. Divorced []

d. Widowed []

4. Education level attained:

a- Primary []

b- Secondary []

c- University []

d- Others ----- (specify).

5. Religious affiliation:

a. Roman Catholic []

b. Protestant/ECS []

c. Muslim []

d. Anglican []

e. Seven days Adventist []

f. Others _____ (specify here)

6. Employment status:

a. Employed []

b. Unemployed []

7. Social media platform mostly used:

- a. Facebook []
- b. WhatsApp []
- c. Tik-Tok []
- d. U-tube []
- e. Messenger []
- f. Twitter []

8. Do you agree that youths are mostly misusing social media?

Yes { } or No { }

Why or why not?

9. What do you think youth use social media mostly for?

- a. To chat with friends []
- b. To joke, tease, or cyberbully each other []
- c. To spread rumors []
- d. For business purpose []
- e. To watch online movies []
- f. All of them except d. []

10. What factors are driving youth to misuse social media?

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

11. Assess the impacts of the use of social media by the youth and give your appropriate rating here;

Negative	Highly Negative	Positive	Highly Positive	Uncertain

12. How do you react to these statements about the impact of social media on the youth? (Tick one box).

Statements	Agree	Strongly Agree	Disagree	Strongly Disagree	Uncertain
a. Spending long hours chatting in social media decreases productivity among the youths					
b. Social media provides a good platform where cyber theft and bullying is done.					
c. Social media encourages the spread of wrong information and news majorly aimed at tainting other peoples' names					
d. It creates division and enmity among the youths					
e. It promotes laziness and dependency among the youths.					

13. How many times do you log into social media in a day? And what do you mostly do when you are logged in the social media platform?

.....

.....

.....

Focus Group Discussion (FGD) Questionnaire.

1. Gender:

- a. Male []
- b. Female []

2. Age group category:

- a. 15 - 18 []
- b. 19 - 35 []
- c. 36 - 50 []

3. Marital status:

- a. Single []
- b. Married []
- c. Divorced []
- d. Widowed []

4. Education level attained:

- a. Primary []
- b. Secondary []
- c. University []
- d. Others ----- (specify).

5. Religious affiliation:

- a. Roman Catholic []
- b. Protestant/ECS []
- c. Muslim []
- d. Anglican []
- e. Seven days Adventist []

f. Others _____ (specify here)

6. Employment status:

a. Employed []

b. Unemployed []

7. Which social media platform do you use mostly? How many times a day do you log in into this social media platform?

8. Do you agree with people who say youths are misusing social media these days? If yes or No, what do you think is the cause of their misuse of social media?

9. What do you like most about the use of social media? What do you hate or dislike about use of social media by the youth?

10. What are the negative effects of social media on the youth?

11. Can you agree with an opinion that the use of social media by the youths is creating hatred, division and social disharmony among the youths? Or what is your opinion about this?

Data Code Book - Survey Questionnaire

99=No answer/ticked more options

1. Gender

1 = Male 2 = Female

2. Age group category

1 = 15 - 18 2 = 19 - 35 3 = 36 - 50

3. Marital Status

1 = single 2 = married 3 = Divorced 4 = Widowed

4. Education Level

1 = Primary 2 = Secondary 3 = University 4 = others

5. religious Affiliation

1 = Catholic 2 = Protestant/ECS 3 = Muslim 4 = Anglican

5 = Seven Days Adventist 6 = others

6. Employment Status

1 = Employed 2 = Unemployed

7. Social media platform used mostly

1 = Facebook 2 = WhatsApp 3 = Tik-Tok

4 = U-Tube 5 = Messenger 6 = Twitter

8. Are youth misusing social media mostly?

1 = yes 2 = No.

9. what youth use social media mostly for?

1 = To chat with friends

2 = To joke, tease, or cyberbully each other

3 = To spread rumors

4 = for business purpose

5 = To watch online movies

6 = All of them except d

11. Impacts of use of social media by the youth

1 = Negative 2 = Highly Negative

3 = Positive 4 = Highly Positive 5 = Uncertain

12. Statements on impacts of social media on youth

12a. Chatting long hrs decreases productivity

12b. Cyber theft and bullying done

12c. Spread of wrong information/tainting others' names

12d. Division and enmity among youths

12e. Promotes laziness and dependency

1 = agree 2 = strongly agree 3 = Disagree 4 = strongly disagree

5 = Uncertain

Focus Group Discussion (FGD 1)

1. Gender

1 = male 2 = female

2. Age group

1 = 15 - 18 2 = 19 -35 3 = 36 - 50

3. Marital Status

1 = single 2 = married 3 = divorced 4 = widowed

4. Education Level

1 = primary 2 = secondary 3 = university
4 = others

5. Religion

1 = Roman Catholic

2 = Protestant

3 = Muslim

4 = Anglican

5 = Seven Days Adventist

6 = Others

6. Employment Status

1 = employed 2= unemployed