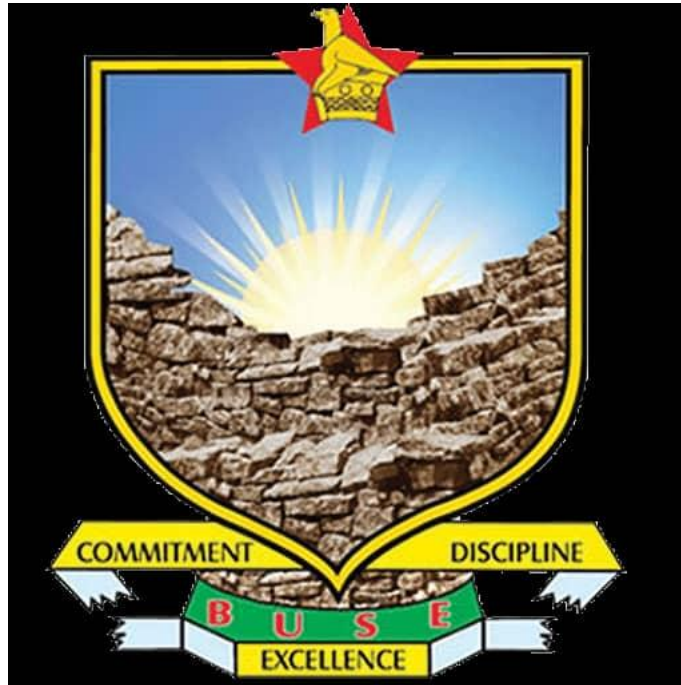


**BINDURA UNIVERSITY OF SCIENCE EDUCATION
FACULTY OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF SOCIAL WORK**



**THE IMPACT OF SOCIAL MEDIA ON JUVENILE DELINQUENCY. A CASE OF
HIGHFILED (JERUSALEM AREA) IN 2024.**

**BY
PRAISE GWAMURE (B210254B)
SUPERVISED BY: MR M. SADOMBA**

**A dissertation submitted to Bindura University of Science Education, Faculty of Social
Sciences and Humanities, Department of Social Work, in partial fulfilment of the
requirements for the Bachelor of Science Honors Degree in Social Work.**

JUNE 2025

DECLARATION

I, Praise Gwamure, hereby declare that this dissertation titled, The impact of social media on juvenile delinquency a case of Highfield Jerusalem area in 2024 is my original work and has not been submitted elsewhere for any academic purpose. All sources used have been properly cited and referenced in accordance with academic rules.

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First and foremost, I express my deepest gratitude to the Almighty God for sustaining me throughout this research journey. His strength and grace guided me through every challenge. I would also like to express my heartfelt thanks to my parents for the emotional, intellectual and financial support they showed me throughout this journey. I am deeply grateful to all the lecturers who guided me throughout my studies, imparting invaluable knowledge and skills. A special thanks goes to my project supervisor, Mr Sadomba for his unwavering patience, expertise and encouragement. His insightful feedback shaped this work from its earliest stages to completion. I extend special thanks to the social workers from the Department of Social Development and the CCW for taking part in this research. Finally, to every individual who contributed directly or indirectly to this work is a testament to collective effort. May God bless you abundantly.

DEDICATION

This study is dedicated to all to my parents, W. Gwamure and L. Gwamure .Their unwavering prayers, constant inspiration invaluable financial support and faith in me made this journey possible .Dedication also goes and to my siblings Blessed, Abide, Justice and Mekanaka for their steadfast love, boundless encouragement and support that carried me through every challenge.

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Chapter 1 INTRODUCTION	Possible Mark	Actual Mark
Abstract	10	
Background to the study- what is it that has made you choose this particular topic? Include objectives or purpose of the study	20	
Statement of the problem	10	
Research questions	15	
Assumptions	5	
Significance of the study	15	
Limitations of the study	5	
Delimitations of the study	5	
Definition of terms	10	
Summary	5	
Total	100	
Weighted Mark	15	

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Chapter 2 LITERATURE REVIEW

Introduction- what do you want to write about in this chapter?	5	
Conceptual or theoretical framework	10	
Identification, interpretations and evaluation of relevant literature and citations	40	
Contextualisation of the literature to the problem	10	
Establishing gaps in knowledge and how the research will try to bridge these gaps	10	
Structuring and logical sequencing of ideas	10	

Discursive skills	10	
Summary	5	
Total	100	
Weighted Mark	20	

Comments.....

Chapter 3 RESEARCH METHODOLOGY

Introduction	5	
Research design	10	
What instruments are you using to collect data?	30	
Population, sample and sampling techniques to be used in the study	25	
Procedures for collecting data	15	
Data presentation and analysis procedures	10	
Summary	5	
Total	100	
Weighted Mark	25	

Comments.....

Chapter 4 DATA PRESENTATION, ANALYSIS AND DISCUSSION

Introduction	5	
Data presentation	50	
Is there any attempt to link literature review with new findings	10	
How is the new knowledge trying to fill the gaps identified earlier	10	
Discursive and analytical skills	20	
Summary	5	
Total	100	
Weighted Mark	30	

Comments

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Chapter 5 SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction- focus of the chapter	5	
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Conclusions- have you come up with answers to the problem under study	30	
Recommendations(should be based on findings) Be precise	30	
References	5	
Appendices i.e. copies of instruments used and any other relevant material	5	
Total	100	
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SUMMARY:-

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Chapter 1 _____

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Chapter 3 _____

Chapter 4 _____

Chapter 5 _____ Total

ABSTRACT

This study examined the impact of social media on juvenile delinquency, focusing on the case of Highfield (Jerusalem area) in 2024. This study examined the following objectives, the nature of delinquency of the juveniles, determined the causes of social media related delinquency in juveniles and identified the specific challenges that hinder adolescents' efforts to resist delinquent behavior while using social media. The study highlighted the dual role of social media as a catalyst for delinquent behavior and potential tool for positive change among adolescents. The social learning theory and the cultural deviance theory were utilized as guiding theoretical frameworks. The study employed the qualitative research approach to collect data using focus group discussions and in depth interviews with 8 juveniles, a community care worker and a child protection officer. Focus group discussion guide and semi structured in depth interview guides were the data collection tools that were employed to gather data from the study participants. Purposive sampling technique was used to select juveniles who were the study's target population and snowball sampling technique to select key informants. The findings indicate the correlation between social media usage and various forms of delinquency including, theft, sexual assault, drug and substance abuse and bullying. Peer pressure, exposure to inappropriate content and lack of parental supervision emerged as critical factors that are contributing to these behaviors. Furthermore socioeconomic challenges were identified as increasing the risks associated with social media. The research highlights the urgent need for targeted interventions and community support systems to mitigate the adverse effects of social media on young people. The study concludes that while social media offers advantages like enhanced connectivity and access to information it is also contributing to juvenile delinquency. Recommendations were also provided for stakeholders, including educators, policy makers as well as community organizations to promote responsible social media use and foster a supportive environment for adolescents.

LIST OF ABBREVIATIONS AND ACRONYMS

WHO World Health Organisation

CCW Community Care Worker

DSD Department of Social Development

NGO Non-Governmental Organization

UNICEF United Nations Children's Fund

FDG Focus Group Discussions

NGC National Gang Centre

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CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.0 Introduction

The widespread use of social media, particularly platforms like Tick Tock, Facebook and Instagram, significantly influences juvenile delinquency. Social media plays a big role in the lives of young people today, influencing how they connect with others and express themselves. While social media offers positive experiences like support and friendship, it also exposes youth to risks like peer pressure and cyber bullying which can lead to delinquent behaviors. This dissertation will explore how social media affects juvenile delinquency looking at both the harmful influences and the potential for positive change. This chapter introduces the background of the study followed by the research problem, research aim, research objectives and research questions. Justification of the study and definition of key terms are outlined followed by the dissertation outline. The chapter ends with a summary.

1.1 Background of the study

The impact of social media on juvenile delinquency has become an alarming trend globally, as the widespread use of platforms like Facebook, Tick Tock and Instagram has been linked to the rising rates of delinquent behavior among the adolescents. Studies have shown significant relations between social media usage and juvenile delinquency with youths who spend more time on social media becoming vulnerable to most likely engage in risky behavior including substance abuse, bullying and violence. On the study of media on juvenile delinquency in the care of Abu Dhabi and Fujairah – United Arab Emirates the findings shows that adolescents who consume various media materials such as video games, books, magazines are most likely to exhibit delinquent behaviors. Findings implies that exposure to certain types of media content may contribute to the development of delinquent tendencies. Some studies have shown that many children's programs especially cartoons are horribly violent for example violence accounts for 42% of teenage Mutant Ninja Turtles, 40% of Tom & Jerry and 24% of Grindizer (Huesmann, 2007). Children tend to imitate what they watch having 81% of males and 35% of females. The fact that most research on the impact of media violence on aggressive behavior has focused on violence in fictional television film and video games is not surprising given the prominence of violent content in these media and the prominence of these media in children's lives (Anderson & Bushman, 2001).

The World Health Organisation (2019) has it that adolescents who spent more than two hours of

their day on social media are most likely prone to engage in problematic behavior which involves violence, substance abuse and sexual offenses. Social media facilitates connectivity and this has indisputably exposed juveniles to violent and explicit content which they learn through observation and imitation as propounded in the social learning theory by Albert Bandura. Similarly, findings from Europe indicate that social media can serve as a breeding ground for gang recruitment and the normalization of violence among young people, demonstrating that this issue transcends cultural and geographical boundaries. As such, the global nature of social media's impact on juvenile delinquency necessitates a comprehensive understanding of its effects across different contexts.

At the continental level, the influence of social media on juvenile delinquency varies widely, reflecting diverse cultural, social, and economic factors. In North America, high rates of social media usage among adolescents have been linked to increased mental health issues, which in turn contribute to delinquent behaviors. In Europe, studies highlight how social media platforms can facilitate not only cyber bullying but also the organization of youth violence and gang activities. In Asia, particularly in countries like India, social media is increasingly associated with rising youth crime rates, including cybercrimes and violent acts. Australia presents another dimension, where research indicates that social media exacerbates feelings of isolation and depression, prompting some youth to engage in delinquent acts as a coping mechanism. South America, too, faces challenges, with social media often serving as a tool for organizing and promoting delinquent activities among marginalized youth. This continent-wide overview underscores the multifaceted nature of social media's impact on juvenile delinquency.

On a regional level studies and statistics from UNICEF in Africa have shown that social media's penetration has grown rapidly with South Africa having one of the highest social media penetration rates in the region (Basson et al., 2011). Findings on the study, African youths and the dangers of social networking, a culture – centered approach to using social media shows that African youth's craze for social media to the psychological effects of adolescence (King, 2009). King states that adolescents manipulate their online personification to fit the stereotypes around them. While African youths go on social media to play video games, post pictures, obtaining current and social news social media has pose a threat of addiction, cyber violence and promotion of juvenile

delinquency amongst adolescents. Research reveals cyber bullying activities in several African countries of note, South Africa, Morocco and Egypt, having South Africa with the highest prevalence rate of cyber bullying in Africa. Statistics from research conducted by the center of justice and crime prevention reveal that 1 in 3 of South African school children have been a victim of cyber bullying. There is therefore the need for the whole region to develop plans and strategies as well as formulate policies in order to curb the challenges of the rapidly digitizing world.

In addition, on a national level, Zimbabwe's research has shown that social media is widespread amongst the juveniles with 71 percent of juveniles from thirteen to seventeen years using social media regularly (Zimstats, 2020). In addition, studies have linked social media usage to increased aggression, truancy and substance use amongst Zimbabwean juveniles (Barau & Waramba, 2019). In the study the dark side of social media in Zimbabwe, findings states that despite numerous benefits of social media to humanity, social media platforms have brought new challenges on the national security landscape through violence, increase rate in juvenile delinquency, child pornography and a myriad of other social ills. The government of Zimbabwe however, has initiated digital literacy programs in order to educate children, parents and educators on responsible social media usage and online safety.

In the specific context of Highfield, a suburb of Harare, the challenges posed by social media are particularly severe. Local youth are actively engaging with platforms like Tick Tock, Facebook and Instagram, where exposure to harmful content and peer pressure is common. The community has observed instances of cyber bullying, sexual abuse, theft and all delinquent behaviors that correlate with social media interactions. As young people navigate their identities in this digital landscape, the risk of engaging in delinquent acts increases, highlighting the need for targeted interventions and community support systems. Therefore, it is against this background that the researcher is conducting this study, aiming to explore the complex relationship between social media and juvenile delinquency in Highfield, Jerusalem.

1.2 Statement of the problem

The increase in the rate of social media usage among the young people has raised concerns about its potential impact on their behavior, particularly in relation to juvenile delinquency. While social media provides benefits such as improved connectivity and access to information, there are

growing observations that its excessive use leads to detrimental effects including reduced empathy, increased aggression and poor decision-making skills among adolescents. These behavioral changes have been associated with notable increase in various forms of juvenile delinquency, including violent crimes, sexual offense, property crimes, substance abuse and public order crimes. Several factors contribute to this troubling trend. Increased exposure to violent and explicit content, cyber bullying and online harassment, social media addiction are critical issues that may exacerbate delinquent behavior. Also, the easy access to illegal activities and decreased parental involvement further compound these risks. The effects of juvenile delinquency are serious and the impact is not only on the young people who are involved but also on their families, communities and the society as a whole. These effects include increase in crime rates, mental health issues, problems in school and family conflicts. In the long run, these issues can lead to very serious problems in life.

1.3 Aim of the study

To examine the impact of social media on juvenile delinquency. A case study of Highfield (Jerusalem area) in 2024.

1.4 Research Objectives

1. To examine the nature of delinquency of the juveniles in Highfield Jerusalem.
2. To determine the causes of social media related delinquency in juveniles in Highfield Jerusalem.
3. To identify the specific challenges that hinder adolescents' efforts to resist delinquent behavior while using social media in Highfield Jerusalem.

1.5 Research questions

- 1.6.1. What is the nature of delinquency of the juveniles in Highfield Jerusalem?
- 1.6.2. What are the causes of social media related delinquency in Juveniles in Highfield Jerusalem?
- 1.5.3. What are the specific challenges that hinder adolescents' efforts to resist delinquent behaviors while using social media in Highfield Jerusalem?

1.6 Justification of the study

This study will contribute to the body of knowledge, the study populace, the policy makers, the community as well as the academia.

1.6.1 Body of knowledge

While there is a growing body of research examining the effects of social media on youth behavior, a significant gap still remains. Many studies focus on the positive aspects of social media such as community building and support network while less attention is given to its potential role in promoting delinquent behavior. This study therefore aims to fill that gap by providing a comprehensive analysis of how social media can contribute to juvenile delinquency. Having a deeper knowledge and understanding on the relationship between social media usage and juvenile delinquency is crucial for the identification of potential risk factors and warning signs.

1.6.2 Social policy

The study also assists in the development of effective prevention and intervention strategies which includes policy formulation and decision making. The government may make use of the findings to inform policy and legislation in relation to social media regulation and juvenile protection. The studies and findings may also aid the government in resource allocation and funding for research and new initiatives in ensuring the use of social media as a constructive factor rather than a destructive factor. The government may foster collaboration of nongovernmental organizations and community organizations to raise awareness and promote education amongst everyone through encouragement of responsible social media practices and digital literacy programs. The study is also of vital importance to the nongovernmental organizations as it can inform them on program development as well as collaborating with the community, government and other stakeholders in the provision of resources and support to families and juveniles who have been affected by juvenile delinquency.

1.6.3 Community, study participant and to Education

The study of the impact of social media on juvenile delinquency is of vital importance to various stakeholders which includes juveniles who are initially the primary populace of the study, parents, educators, mental health professionals, law enforcement, juvenile justice systems, and governmental officials. The research provides an opportunity for the study participant typically adolescents for their voices to be heard. Engaging adolescents in discussions about their social media experiences and behaviors can lead to greater self-awareness and reflection on their actions. The findings of this study can inform the development of education 5.0 strategies such as integrating digital literacy and online safety in school curriculum and promotion of healthy social media habits. By empowering community leaders, educators and parents with knowledge on the

relationship between social media and juvenile delinquency everyone can assist to the implementation of effective strategies for prevention as well as intervention and addressing the factors that contribute to delinquent behavior. Communities can also work on creating safe environments for the youths which can help in the reduction of crime rates thus enhancing the community wellbeing.

1.6.4 University

The study is valuable to the university because it addresses contemporary issues that align with the institution's mission to address pressing social problems. When universities engage in this research, they can enhance their reputation as institutions that address contemporary issues such as the impact of social media on juvenile delinquency. Also the findings may assist in informing curriculum development, particularly in fields such sociology, psychology and criminology thus encouraging a more extensive educational experience for students.

1.7 Definition of key terms

Social media refers to online platforms or tools that allow users to create share and interact with others while sharing content through text, videos and images such as facebook, twitter and you tube (Carr & Hayes, 2015).

Cyber bullying is the use of social media or other digital technologies to harass, intimidate and threaten others (Watts et al, 2017).

Juvenile delinquency refers to the involvement of minors (youth under the age of 18) in criminal or illegal activities, such as theft, violence or substance abuse (Lerner & Steinberg 2004).

1.8 Dissertation outline

The research report comprises of five main chapters which are outlined below

Chapter 1

Chapter one introduces the research topic highlighting the impact of social media on juvenile delinquency. It explains the background of the study and is followed by a clear statement of the problem which aims at identifying the research gap and the aim of the study. This chapter outlines the research objectives and goes on to justify the significance of the study. There is also the definition of important terms and concepts throughout the study. This chapter sets the groundwork

for the rest of the study.

Chapter 2

Chapter two reviews the existing literature on social media usage among adolescents and its association with delinquent behavior. It examines theories related to social media effects, previous studies and identifies gaps in the current research that the study aims to address.

Chapter 3

This chapter outlines the research methodology that is used to conduct this study. It covers the research philosophy, approach, design as well as the study setting. The study also shows the target population and sampling techniques. The chapter also explains the data collection methods, tools and procedures and also describes how the data will be presented and analyzed. The chapter proceeds by giving the study's limitations, ethical consideration and ends with a summary.

Chapter 4

Chapter 4 presents the research findings which are derived from the study's objectives. The data is presented in a consistent way with the methodology which is outlined in the previous chapter. The chapter incorporates direct participants responses.

Chapter 5

Chapter 5 summarizes the key findings, explicitly presenting objective by objective. It further draws conclusions from the study, showing the significance for social work practice. Practical recommendations are provided, addressing stakeholders, policy members and community members. This chapter also identifies areas for future research while acknowledging the limitations and gaps in the current study.

1.9 Chapter Summary

This chapter provides the background to the study, statement of the research problem, research aim and research objectives. The chapter also provided justification of the study, definition of key terms and the dissertation outline. The next chapter will be looking at review of related literature.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

An overview of the study project is given in the first section and review of the research related literature will be presented in this section. Rowley and Keegan (2017) views literature review as a typical component of the research process. Frels (2016) notes that the reasons for completing literature review are to give the topic focus, explain why it is important as well as to learn various view points on the subject.

2.1 Theoretical Framework

The theoretical framework is the foundation from which all knowledge is constructed (metaphorically and literally) for a research study (Cythia & Osanloo, 2018). It serves as the structure and support for the study, the problem statement, the significance and the research questions. In order to understand the impact of social media on juvenile delinquency, the study employs the social learning theory and cultural deviance theory.

2.1.1 Social learning theory

This theory investigates on how social media influences juvenile delinquency by highlighting the processes of observation, imitation and reinforcement, suggesting that individuals learn behavior by watching others online. The social learning theory was propounded by Albert Bandura in 1961 when he studied nursery school children using a doll named “Bobo doll”. The social learning theory is utilized to describe how individuals acquire certain disturbing behaviors from what they see. Bandura (1977) posits that social learning theory begins with modeling that individuals learn behaviors, norms and values by noticing and copying others which will later be reinforced. The first research objective aims at examining the nature of delinquency among juveniles in Highfield Jerusalem and the elevated levels of increase in juvenile delinquency from January 2024 up until the mid-year of 2024. The theory is of the assumption that human behavior is socially constructed through a process of observing and adoption of behaviors of others particularly those of influential characters, for example role models. Racial discriminatory films portrays black people as uneducated and people who can only make it in life when they involve themselves into drug and substance abuse and at times have to become murders and get involved in all kinds of crimes in order to become wealthy and to an African juvenile who is living in shackles of poverty this view of black people could be a direct influence to the promotion of unacceptable behavior as these juveniles will learn the behavior they are directly exposed to especially when the one that’s portraying the behavior is their role model.

Most of the sexual offenses that are happening in Highfield Jerusalem which includes gang sex by juveniles are being imitated from social media. Investigations and interviews carried out on the juveniles who have been involved in juvenile delinquent cases will make reference on how they would have seen the behavior they portrayed on movies or on adult sites especially to those that have access to all sites on their mobile phones and other social media platforms. It is also important

to note that if what social media offers to adolescents is strictly regulated there is a great possibility that all sites with explicit content, that promotes substance and drug abuse, content that shows property crimes , public order crimes and all social ills cannot be reached by adolescents and can only be accessed to by adults who possess licenses to that type of content with close supervision in order to shun any possibility of adult content reaching out to juveniles as a way to control and minimize the increasing rise in juvenile delinquency.

Social learning theory, provides valuable insights into why juveniles in Highfield, Jerusalem, might engage in delinquent behavior related to social media. This theory emphasizes that individuals learn behaviors not just through direct experiences but also by observing and imitating those around them. In the context of social media, young people are frequently exposed to a wide array of behaviors, including risky and delinquent actions, show cased by peers and influencers they admire. For instance, when they see popular figures engaging in illegal activities or harmful behaviors, it can create a perception that such actions are acceptable or even desirable. When these risky behaviors receive positive reinforcement, such as likes, shares, and comments praising those actions, it can further normalize such conduct. This kind of validation makes it more likely that young people will mimic these behaviors, as they seek similar approval from their own social circles. The role of peer influence is particularly significant in this digital age. Social media amplifies friendships and interactions, meaning that the opinions and actions of friends can heavily sway a juvenile's decisions. If a young person's friends are engaging in delinquent behavior online, they may feel pressured to conform to those norms, fearing social exclusion if they do not. Moreover, the accessibility of harmful content on social media platforms can desensitize youths to violence, illegal activities, and other negative behaviors. When such content is readily available, it may lead to a decrease in empathy and understanding of the consequences associated with these actions. Young people might begin to see violence or illegal activities as of little value or consequence and entertaining rather than serious issues. This desensitization can increase the likelihood that they will engage in similar behaviors themselves, believing it to be part of a normal lifestyle. In addition, to these factors, the anonymity that social media provides can encourage juveniles to act out in ways they might not consider in face-to-face interactions. The barrier created by screens can reduce the perceived accountability for their actions, leading to more reckless behavior. This combination of peer influence, positive reinforcement, and easy access to harmful

content creates a complex environment where social media can significantly impact juvenile delinquency. Overall, the social learning theory offers a crucial framework for understanding how social media shapes and influences delinquent behavior among youths in Highfield. By recognizing the ways in which young people learn from their online experiences, communities can develop targeted interventions to reduce these influences, promoting healthier behaviors and safer online environments for adolescents.

2.1.2 Cultural Deviance Theory

Cultural deviance theory suggests that delinquent behavior can arise when individuals adopt values and norms that are different from mainstream society, often due to their social environment. In Highfield, Jerusalem, this theory is relevant for identifying specific challenges that hinder adolescents' efforts to resist delinquent behavior on social media. Many youths may be exposed to subcultures that glorify risky or illegal actions, making it difficult for them to adhere to positive societal norms. The pressure to conform to these deviant cultural norms, especially when reinforced by peers online, can lead to a sense of belonging that outweighs their desire to resist negative behaviors. Additionally, the normalization of harmful content on social media can desensitize adolescents, making them more likely to accept delinquent behavior as part of everyday life. The influence of popular figures who engage in such behaviors can further complicate their ability to navigate ethical choices. Also, socioeconomic factors and a lack of positive role models within their immediate environment can limit their access to constructive alternatives, making it harder for them to find support in resisting delinquency. Overall, the cultural deviance theory highlights the complex interplay of social influences that can challenge adolescents in Highfield as they strive to avoid delinquent behavior in a digital landscape

2.2 Examining the nature of delinquency of the juveniles.

The nature of delinquency among juveniles in Highfield Jerusalem is alarming and it manifest in various forms which includes theft, suggesting a desperate need of material possessions. Also, cases of sexual abuse by juveniles in Highfield indicate a disregard for other's emotional and physical wellbeing. Highfield Jerusalem is also witnessing gang related activities with gang thefts and rape thus implying a culture of violence and intimidation. The increase intake of drug and substance abuse by juveniles suggest peer pressure from social media and escapism for underlying factors such as trauma and emotional pain which is directly being influenced through movies,

music videos and other social media content. This literature review combines existing research on the types of delinquency which is common among juveniles in Highfield and explores the underlying factors contributing to these behaviors.

2.2.1 Theft

Theft among juveniles often reflects a complex interplay of economic factors, peer influence, and social environment. According to Merton's strain theory (1938), individuals may resort to deviance, such as theft, when they experience a division between societal goals and the means available to achieve them. This theory posits that when young people perceive that legitimate means to achieve success such as education or employment are unavailable, they may turn to theft as an alternative. Additionally, studies by Thornberry et al.(2019) indicate that peer influence plays a significant role in juvenile delinquency. Adolescents are likely to engage in theft if they associate with peers who normalize or encourage such behavior. The desire for material goods, compounded by the need for social acceptance, further drives this behavior. Understanding these motivations is crucial for developing effective prevention strategies that address the root causes of theft among juveniles.

2.2.2 Sexual Assault

The increase rate of sexual assault among juveniles raises significant concerns regarding power dynamics, consent, and societal influences. According to a study by Koss et al. (2015) many young people are exposed to distorted views of relationships and consent, often influenced by media portrayals that glamorize violence and aggression in romantic contexts. This exposure can lead to a normalization of aggressive behaviors, making it more likely for adolescents to engage in sexual assault. Most of the juveniles who are engaging in delinquency in Highfield Jerusalem are engaging in sexual assaults and when one asks them where they learnt to sexually assault another minor, they will open up on how they would have seen it on television, facebook and other social media platforms. Additionally, the work of Finkelhor (2008) emphasizes that youth who experience trauma or abuse are more likely to perpetrate violence themselves, creating a cycle of victimization and aggression. It is important for teenagers to be guided to use social media wisely (Jones et. 2014) in the study of the Influence of social media on Adolescent Sexual Behavior. Understanding the societal factors that contribute to sexual assault among juveniles is essential for

implementing effective prevention programs and educational initiatives that promote healthy relationships and consent. Health promotion and socialization can also be used to increase adolescents' knowledge and understanding on the effects of sexual assault, premarital sex and reproductive health through counselling. With the socialization on the impact of social media and its contribution effect to sexual assault it is hoped that these problems can be prevented and overcome (Listyani & Fauzi, 2017).

2.2.3. Drug and Substance Abuse

Drug and substance abuse among youth often correlates with other delinquent behaviors and highlights underlying mental health issues and social pressures. Research by Schulenberg et al. (2001) indicates that adolescent's experiment with substances for various reasons, including peer pressure, stress relief, and a desire to escape from difficult situations. Juveniles in Highfield Jerusalem who are engaging in drug and substance abuse are using drugs like, (kambwa, mutoriro, dombo,) sniffing glue and weed. Furthermore, the National Institute on Drug Abuse (2019) reports that early substance use is linked to a higher likelihood of engaging in other risky behaviors, including theft and violence. The relationship between substance abuse and mental health is particularly concerning, as many adolescents turn to drugs as a coping mechanism for underlying issues such as anxiety, depression, or trauma. Addressing substance abuse among juveniles requires a multifaceted approach that incorporates mental health support, educational programs, and community resources to help youth navigate the challenges they face.

2.2.4. Bullying

Bullying is a pervasive issue that can lead to significant emotional and psychological consequences for both victims and perpetrators. Research by Olweus (2014) indicates that bullying is not only harmful to those who are targeted but can also foster a culture of aggression among those who engage in bullying behavior. The cycle of bullying can contribute to more delinquency, as individuals who bully others may develop a sense of entitlement or disregard for the feelings of others, leading to further aggressive actions. Moreover, studies by Espelage and Swearer (2003) highlight the connection between bullying and other forms of delinquent behavior, suggesting that those who bully are more likely to engage in criminal activities later in life. Understanding the dynamics of bullying and its impact on youth behavior is crucial for creating effective intervention

strategies that address both bullying and the underlying issues that contribute to more delinquency.

2.2.5. Running Away from Home

Running away from home is often a sign of deeper familial issues and can be linked to abuse, neglect, or family conflict. According to the National Runaway Safeline (2019), many youths who run away do so to escape abusive situations or overwhelming family dynamics. Research by Whitbeck et al. (2004) emphasizes that adolescents who experience familial instability are more likely to engage in delinquent behaviors, as running away can expose them to dangerous situations and environments. This behavior often signifies a lack of support and safety at home, making it essential to address the familial factors contributing to running away. However, in Highfield Jerusalem there is a number of juvenile delinquent cases of adolescents who runs away from home to go to clubs or when a parent or guardian corrects them when they engage in bad behavior. Therefore, by understanding the reasons behind this behavior, interventions can be designed to support families and provide stable environments for youth, reducing the likelihood of delinquency.

2.2.6. Indecency

Indecency among juveniles can include acts such as public sexual behavior or exposure and this often reflects a lack of understanding of social norms and can be influenced by peer pressure or media exposure. Research by Steinberg (2010) highlights that adolescents are still developing their understanding of social norms and boundaries, making them more susceptible to engaging in indecent acts in an effort to gain attention or acceptance from peers. The influence of social media and popular culture can further exacerbate this behavior, as youth may feel pressure to conform to the often exaggerated and unrealistic portrayals of relationships and sexuality they see online and many juveniles in Highfield Jerusalem are seen getting involved in indecency. Addressing issues of indecency requires education and open discussions about appropriate behavior, social norms, and the potential consequences of such actions.

2.2.7. Gang Involvement

Gang involvement is a significant factor contributing to juvenile delinquency and represents a complex interplay of social, economic, and psychological factors. According to the National Gan

Center (2019) youth may join gangs for various reasons, including the search for identity, belonging, and protection. Research by Thornberry et al. (1993) indicates that gang involvement is often associated with increased rates of violence, drug use, and criminal behavior. Gangs can provide a sense of security and community that some adolescents lack in their home or school environments, making them attractive to vulnerable youth. Furthermore, gang membership can create a cycle of violence, as individuals may feel compelled to prove their loyalty through criminal acts. Juveniles in Highfield Jerusalem are engaging in gang sexual activities after going to night parties which is increasing the rate of sexual assaults amongst adolescents in the area. Understanding the factors that drive youth to join gangs is crucial for developing effective prevention programs and community initiatives aimed at reducing gang-related delinquency.

2.3. To determine the causes of social media related delinquency in juveniles in Highfield Jerusalem.

As social media has become increasingly integrated into the lives of adolescents, its impact on behavior and social dynamics warrants critical examination. The relationship between social media usage and juvenile delinquency has emerged as a significant area of concern for parents, educators and policy makers. By exploring the causes of social media related delinquency among juveniles in Highfield, Jerusalem such as peer influence, cyberbullying, exposure to inappropriate content, lack of parental or guardian supervision and guidance, socioeconomic factors and others the study seeks to promote healthy social media use and reduce delinquent behavior among juveniles.

2.3.1 Peer Influence

One of the primary causes of social media-related juvenile delinquency is the influence of peer interactions facilitated by these platforms. Research indicates that adolescents are particularly vulnerable to peer pressure, which can manifest through social media interactions. For instance, Brown et al. (2008) found that negative peer influences, such as exposure to delinquent behavior online, can significantly increase the likelihood of similar behaviors in adolescents. This aligns with general strain theory, which suggests that negative emotional states, often made worse by social media interactions, can lead to delinquent acts as a way of coping (Mazerolle et al., 2010). In the context of social media, young people are frequently exposed to a wide array of behaviors, including risky and delinquent actions which are shown by peers and influencers they admire. For

instance, when they see popular figures engaging in illegal activities or harmful behaviors, it can create a perception that such actions are acceptable or even desirable. When these risky behaviors receive positive reinforcement, such as likes, shares, and comments praising those actions, it can further normalize such conduct. This kind of validation makes it more likely that young people will mimic these behaviors, as they seek similar approval from their own social circles. Social media amplifies friendships and interactions, meaning that the opinions and actions of friends can heavily sway a juvenile's decisions. If a young person's friends are engaging in delinquent behavior online, they may feel pressured to conform to those norms, fearing social exclusion if they do not.

2.2.2. Cyberbullying and Its consequences

Another significant factor is the role of cyberbullying, which has been linked to increased rates of juvenile delinquency. Cyberbullying not only affects the mental health of victims but can also lead to retaliatory behaviors among those targeted. Research by Kowalski et al. (2014) indicates that victims of cyberbullying are more likely to engage in delinquent acts as a form of revenge or to regain a sense of control. In one notable case, a teenager in the United States, after enduring relentless online harassment, resorted to vandalism as a means of expressing anger and frustration. This behavior not only led to legal consequences but also perpetuated a cycle of violence, illustrating how the emotional turmoil caused by cyberbullying can push vulnerable youth towards delinquent acts. Furthermore, the interconnected nature of social media amplifies the effects of cyberbullying, making it difficult for victims to escape the harassment. In a case study from the UK, a young girl faced bullying through social media platforms, which escalated to physical confrontations at school. The relentless nature of online abuse contributed to her feelings of isolation and despair, prompting her to engage in delinquent behaviors such as substance abuse and truancy. This example underscores the potential for cyberbullying to not only harm the victim but also to lead to a range of delinquent activities, as the emotional and psychological impacts of the bullying manifest in destructive ways. Also, the prevalence of cyberbullying on social media platforms creates an environment where aggressive behaviors are normalized, thus perpetuating a cycle of delinquency among youth (Beran, 2018). The emotional impact of being bullied online can lead to feelings of isolation and anger, prompting some adolescents to act out in delinquent ways.

2.3.3. Exposure to inappropriate content

The content consumed on social media also plays a critical role in shaping adolescent behavior. Exposure to antisocial content, including violent or criminal behavior depicted in videos and posts, can desensitize youth to violence and criminality. Studies have shown that adolescents who frequently engage with such content are more likely to exhibit aggressive behaviors and engage in delinquent acts (Anderson et al., 2015). This is particularly concerning in Highfield, where access to a wide range of social media platforms can expose youth to harmful content, influencing their perceptions of acceptable behavior and normalizing delinquency. As adolescents see others glorifying risky behavior, they may feel pressured to imitate it, believing it to be socially acceptable. The accessibility of harmful content on social media platforms can desensitize youths to violence, illegal activities, and other negative behaviors. When such content is readily available, young people might begin to see violence or illegal activities as of little value or consequence and entertaining rather than serious issues. This desensitization can increase the likelihood that they will engage in similar behaviors themselves, believing it to be part of a normal lifestyle. In addition to these factors, the anonymity that social media provides can encourage juveniles to act out in ways they might not consider in face-to-face interactions. The barrier created by screens can reduce the perceived accountability for their actions, leading to more reckless behavior.

2.3.4. Lack of Parental / Guardian Supervision

The lack of parental supervision and guidance regarding social media use significantly contributes to juvenile delinquency. Research highlights that adolescents with minimal parental monitoring are more likely to engage in risky online behaviors, including interactions with strangers and participation in delinquent activities (Wright, 2019). In Highfield, where family structures may vary, the absence of effective parental controls can lead to increased vulnerability among youth to negative influences on social media. This underscores the importance of parental involvement in mitigating the risks associated with social media use and fostering a healthy online environment for adolescents (Kirk, 2015). Parents who actively engage with their children about online activities can help guide them toward safer choices and reduce the likelihood of delinquent behavior. Additionally, a lack of parental involvement can exacerbate the effects of cyberbullying, with research by Kowalski et al. (2014) indicating that victims often retaliate with delinquent behaviors. Furthermore, minimal guidance can lead adolescents to prioritize social media engagement over academic responsibilities, resulting in truancy and theft, as highlighted by

Steglich et al. (2010). The desire for validation through social media can also drive youth to engage in risky behaviors, as noted by Turel and Serenko (2012). In Highfield, these dynamics create a cycle where the absence of parental support fosters an environment conducive to delinquency among adolescents.

2.3.5. Socioeconomic Factors

Socioeconomic factors play a significant role in shaping the behaviors and opportunities available to adolescents, particularly in relation to social media usage and the resultant delinquency. In Highfield, many families face economic hardships that limit access to resources such as quality education, extracurricular activities, and safe recreational spaces. Research has shown that adolescents from lower socioeconomic backgrounds are more likely to experience stress and instability at home, which can lead to increased engagement in risky behaviors, including delinquency. For instance, a study by Leventhal and Brooks-Gunn (2014) suggests that socioeconomic disadvantage can exacerbate feelings of hopelessness among youth, pushing them to seek validation and belonging through social media, often leading to harmful or delinquent behaviors. Moreover, the pressures associated with socioeconomic status can drive juveniles to use social media as a means of escape or expression, sometimes resulting in negative outcomes. In Highfield, the desire for social acceptance can lead youths to engage in delinquent activities that are showcased online, such as vandalism or substance abuse, as a way to gain attention and approval. Research by Turel and Serenko (2012) indicates that the need for social validation can lead adolescents to participate in risky online challenges or behaviors that can escalate into real-life delinquency. Thus, the interplay between socioeconomic factors and social media use creates a challenging environment for youth in Highfield, where the lack of positive outlets and support systems increases the likelihood of delinquent behavior in their quest for recognition and belonging.

2.3.6. Desire for attention

The psychological impact of social media on self-esteem and identity formation is another critical area of concern. Adolescents often engage in social comparison and desire for attention on these platforms, which can lead to feelings of inadequacy and depression. Research indicates that low

self-esteem is a significant predictor of delinquent behavior, as youth may seek validation through risky or delinquent acts to enhance their social standing (Tiggemann, 2014). This phenomenon is particularly relevant in Highfield, where social media can amplify feelings of isolation and inadequacy among youth, further increasing the likelihood of engaging in delinquent behavior. The desire for acceptance and recognition can push adolescents to make poor choices, believing that such actions will help them fit in or gain popularity.

2.3.7. Addiction to social media

Addiction to social media significantly influences juvenile behavior, often leading to increased instances of delinquency in adolescents. In Highfield, the increase in use of social media can foster impulsive decision-making and a disregard for consequences. Research indicates that excessive engagement with social media platforms can distract youth from academic responsibilities and healthy social interactions, resulting in neglect of important areas of their lives. For instance, studies have shown that adolescents who spend prolonged hours online are more likely to engage in risky behaviors, such as skipping school or participating in vandalism, as they seek validation of online recognition. Furthermore, social media addiction can exacerbate the desire for validation through likes and shares, leading juveniles to engage in delinquent activities to gain attention. In Highfield, this phenomenon manifests in various ways, such as participating in dangerous challenges or criminal acts that are documented online for public approval. Research by Turel and Serenko (2012) highlights how the compulsive need for social approval can drive adolescents to act impulsively. This cycle of addiction and misconduct creates an environment where juveniles feel pressured to engage in delinquent behavior, ultimately reinforcing the negative consequences associated with excessive social media use.

2.4. Identifying the specific challenges that hinder adolescents' efforts to resist delinquent behaviors while using social media in Highfield Jerusalem.

Researchers have it that several interconnected factors influence juvenile behavior, including socioeconomic status, family dynamics, peer relationships and access to educational resources. For many adolescents these create a complex environment that can increase tendencies towards delinquency. Also, societal perceptions and stigmas surrounding the risky youth can often hinder their opportunity for positive support and engagement.

2.4.1 Peer Pressure

Peer pressure is a significant challenge for adolescents using social media. Research by Brown et al. (2008) highlights that young people feel a strong need to fit in with their peers, especially in the online environment. Adolescents are particularly susceptible to the influence of their peers, as they often prioritize social acceptance over personal values. This phenomenon is compounded by the visibility of peer behavior on social media platforms; when young people see friends engaging in risky activities, such as drug use or vandalism, they may feel compelled to participate to gain approval. Additionally, Steinberg and Monahan (2007) discuss how the adolescent brain is wired to seek social rewards, making them even more vulnerable to peer influence. The digital nature of social media amplifies this effect, as adolescents can be influenced by their peers regardless of geographical distance, leading to a greater likelihood of engaging in delinquent behaviors to fit in.

2.4.2. Exposure to Negative Influences

The pervasive nature of social media exposes adolescents to harmful content, which can normalize delinquent behaviors. Anderson and Dill (2018) found that repeated exposure to violent or risky media can lead youth to become desensitized to these behaviors, making them more likely to accept them as part of their reality. For instance, when adolescents frequently see posts or videos that glamorize crime or substance abuse, they may start to view these actions as acceptable. This normalization is further supported by Gentile et al. (2009), who emphasize that the consumption of violent media can lead to increased aggression and a diminished perception of risk. As adolescents become accustomed to such content, they may struggle to recognize the potential consequences of engaging in similar activities, which can hinder their ability to resist delinquency.

2.4.3 Lack of Parental Guidance

Many adolescents struggle with inadequate parental supervision regarding their online activities, which can exacerbate their vulnerability to delinquency. Research from Pearson and Keeffe (2011) indicates that parents often lack awareness of what their children are doing on social media, leading to a communication gap that can leave youth feeling unsupported. This lack of guidance can hinder adolescents' ability to navigate the complexities of online interactions safely. Furthermore, a study by Mesch (2009) emphasizes that parental monitoring is crucial for reducing risky online behavior, as adolescents who perceive their parents as engaged in their digital lives are less likely to engage

in delinquency. The absence of open dialogue and parental involvement can make youth more susceptible to negative influences, ultimately increasing the likelihood of engaging in delinquent behaviors.

2.4.4 Social Media Anonymity

The anonymity provided by social media can lead to disinhibition, where adolescents feel empowered to engage in risky behaviors without fear of immediate consequences. Suler (2004) discusses the online disinhibition effect, explaining that young people may act out in ways they would not consider in face-to-face interactions. This disinhibition can contribute to cyber bullying, harassment, and other delinquent acts, as youth feel shielded from accountability. Research by Kowalski et al. (2014) supports this notion, showing that the perceived safety of anonymity can lead to increased instances of aggressive behavior online. Additionally, Abee (2015) highlights that adolescents may exploit this anonymity to experiment with their identities, leading to behaviors that they might otherwise avoid in their offline lives. This dynamic complicates their ability to resist delinquency, as the online environment fosters a sense of invincibility that can encourage reckless behavior.

2.4.5. Digital Identity and Self-Esteem Issues

Many adolescents grapple with their online identities and how they are perceived by others, often leading to low self-esteem. Peter (2011) note that youth may engage in delinquent behaviors to enhance their social standing or gain attention online. When they see their peers receiving validation for risky actions, they may feel pressured to replicate those behaviors to boost their popularity. This quest for acceptance can overshadow their judgment, leading them to engage in actions that contradict their values. Additionally, research by Twenge et al. (2019) highlights that the pursuit of online validation can lead to increased anxiety and depression among adolescents, further complicating their self-image. The pressure to maintain a certain online persona can drive youth to seek out attention in unhealthy ways, making it challenging for them to resist delinquent behaviors.

2.4.6. Limited Access to Positive Role Models

The absence of positive role models can significantly impact adolescents' ability to resist

delinquent behaviors. Research by Laren et al. (2012) indicates that youth who lack access to mentors or community leaders are more susceptible to negative influences. Without guidance from positive figures, adolescents may feel isolated and more likely to seek acceptance in unhealthy ways. This lack of support can hinder their ability to develop strong coping mechanisms and resilience against delinquent behaviors. Additionally, a study by Karcher (2005) underscores the importance of mentorship in promoting positive youth development, suggesting that having a trusted adult can help adolescents navigate challenges more effectively. When youth have limited access to positive role models, they may turn to peers or media figures who promote delinquent behaviors, further increasing their vulnerability.

2.4.7 Socioeconomic Factors

Adolescents from disadvantaged backgrounds often face socioeconomic challenges that can drive them toward delinquency. According to the National Institute on Drug Abuse (2019), limited access to resources and opportunities can lead youth to seek validation through risky behaviors and many adolescents in Highfield Jerusalem are coming from disadvantaged family backgrounds which is exposing most of them to delinquency like theft and drug and substance abuse for escapism. Economic hardships may push them to engage in delinquency as a means of coping or escaping their circumstances. Furthermore, research by Wilson (1982) highlights that neighborhoods characterized by poverty and instability can create environments where delinquency is more likely to flourish. When adolescents feel trapped in their circumstances, they may view delinquent behavior as one of the few avenues available for achieving social status or financial gain. This reality underscores the importance of addressing the broader societal issues contributing to juvenile delinquency, as these factors can significantly hinder efforts to resist negative behaviors.

2.4.8. Inadequate Educational Programs

Many schools lack comprehensive programs that educate students about the risks associated with social media and delinquent behavior. Research by Pearson (2011) emphasizes the need for educational initiatives focused on digital citizenship and social responsibility. Without proper education on the consequences of their online actions, adolescents may struggle to make informed choices. Additionally, studies by Willoughby et al. (2019) suggest that schools play a critical role in shaping students' understanding of social media and its implications for their behavior.

Educational programs can empower youth to navigate social media thoughtfully, equipping them with the skills needed to resist delinquent influences. By integrating discussions about digital ethics and the impact of social media on behavior, schools can help adolescents develop a more critical perspective on their online interactions.

2.4.9. Cultural Norms and Expectations

Cultural attitudes toward delinquency can shape how behaviors are perceived within a community. According to Cohen (1955), when delinquent behaviors are normalized or glamorized in certain cultural contexts, adolescents may feel less inclined to resist such influences. This normalization can lead to a collective acceptance of delinquent behavior, making it difficult for youth to stand against prevailing attitudes. Additionally, research by Bourdieu (1984) emphasizes the role of cultural capital in shaping youth behavior; adolescents who lack positive cultural influences may internalize negative norms as part of their identity. If their peers or community members view delinquency as acceptable, youth may be more likely to emulate these behaviors. Addressing cultural norms and fostering positive community values is essential for reducing the prevalence of delinquent behavior among adolescents, as it can reshape perceptions and create an environment that discourages delinquency.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

The accomplishment or otherwise of any thesis largely depend on the selection of the most appropriate methodological choice. Kumar (2018) defines research methodology as the combination of methods, strategies and tools used in gathering and analyses of data in a study. This study sought to analyze the impact of social media on juvenile delinquency, a case study of Highfield (Jerusalem area) in 2024. This chapter explicitly discussed the research approach, research design, target population, sample and sampling procedure, data collection methods, data presentation and analysis, trustworthiness of research and ethical consideration which were adopted and applied in the study.

3.1 Research Philosophy

Research philosophy refers to a system of beliefs and assumptions about the development of

knowledge, these are basically overall strategies that are utilized to answer research questions (Pennick 2010). Similarly, Sefotho (2015) argues that a research philosophy denotes a philosophical lens through which a community of scholars and researchers in each discipline generally regard as standard to be followed. The author further argues that the said standard should have been established over a long period of time. The definitions given shows unanimity in what constitutes a research philosophy. This study adopted ontology, epistemology and axiology. Ontology was defined as the nature of reality and what can be known about it. On the impact of social media on juvenile delinquency, the ontology was considered to be constructivist. This perspective had it that social realities were constructed through interactions and experiences. Social media was a dynamic platform where people, juveniles got to engage, form identities thus making it very important to understand the subjective experiences of these individuals and this perspective influences the perceptions of social media influences on delinquency and the social constructs surrounding it.

Epistemology refers to the nature and scope of knowledge which is basically how we know what we know (Moon and Blackman 2014). The qualitative epistemology approach emphasized on understanding the meanings and interpretations that individuals gave to their experiences with social media and juvenile delinquency. By using techniques like focus groups and interviews, the research uncovered deeper insights into how social media contributed to delinquent behavior amongst the juveniles.

Axiology involves the values and ethics that are responsible for informing the research process. For this research it was vital to adopt an ethical stance as means to prioritize the wellbeing of the juveniles who were participating. Ethical wellbeing involved ensuring confidentiality, informed consent as well as being sensitive to the potential implications of the research findings. Given the vulnerable nature of the juvenile population, the ethical framework was essential to ensure that the research was conducted in a manner that was responsible and respectful to its participants. This approach therefore contributed to the meaningful insights in this area of study.

3.2 Research Approach

Creswell and Creswell (2018) defines a research approach as a structured strategy that guides

researchers in the process of collecting data to address specific research questions or test hypotheses. The study used qualitative research approach to analyse the impact of social media on juvenile delinquency in Highfield Jerusalem. A qualitative research approach is a research methodology that emphasized the in-depth study of phenomena in their natural settings, utilizing data collection methods such as interviews, observations, and document analysis to gain a rich and detailed understanding of the research context and participant's experiences, perspectives, and meanings (Merriam, 2018). Denzin and Lincoln (2011) have it that one of the advantages of qualitative research approach is that it allows a unique opportunity to capture the voices and experiences of marginalized populations and to give voice to those who have been silenced or overlooked. A qualitative researcher seeks a deeper understanding of phenomena because it approaches the problem from the perspective of the local people who have firsthand experiences of the research problem. This study employed a qualitative research approach to explore the impact of social media on juvenile delinquency in Jerusalem. This approach allowed for in-depth understanding of the research context and participants experiences and meanings. The qualitative research approach was inductive as it made generalizations through drawing conclusions basing on the specific observations.

The study utilized data collection methods such as interviews, focus groups and document analysis to gain rich understanding of the phenomena. By using an inductive research approach the study sought to provide a rich understanding of the complex phenomena like social media and juvenile delinquency. The qualitative research approach also allowed the researcher to stay close to the empirical world and notice the impact of social media on juvenile delinquency in Jerusalem. This approach was particularly useful for identifying the specific challenges that hinder adolescents' efforts to resist delinquent behaviors while using social media in Highfield Jerusalem. By examining the impact of social media on juvenile delinquency through a qualitative lens, the study aimed at providing a nuanced understanding of the complex factors that contributed to this phenomenon. The findings of this study can therefore inform strategies for preventing and reducing juvenile delinquency as well as helping in the promotion of healthy and positive online behavior among adolescents.

3.3 Research Design

A research design is a comprehensive plan and structure for conducting research, including the selection of methods, procedures, and techniques for data collection and analysis, with the aim of answering research questions or testing hypotheses (Creswell, 2014). The study used a case study research design to systematically obtain information and understand the impact of social media on juvenile delinquency in Highfield Jerusalem. A case study is the aim of gaining a rich and in-depth understanding of the case and the phenomena, contexts, or processes being studied (Creswell, 2014). Case study is used in this study and it places more emphasis on the full analysis of a limited number of events or conditions and their interrelations as propounded by (Biggam, 2011). Therefore, the case study was concerned with close observation of a certain context and in this study examined the nature of delinquency of juvenile in Highfield. The researcher also explored the causes of social media related delinquency in Highfield Jerusalem which included peer influence, cyberbullying and its consequences, exposure to inappropriate content, lack of parental / guardian supervision and others. The case study design also explored the specific challenges that hindered adolescents' efforts to resist delinquent behaviors while using social media in Highfield Jerusalem. A case study design facilitated the researchers drive to probe into the impact of social media on juvenile delinquency.

3.4. Study Setting

Creswell (2014) has it that a study setting is a physical, social or experimental context in which the research is conducted. The research area for the study was Highfield (Jerusalem) an area that was characterized with unique social dynamics and demographic composition. The area was selected due to its notable trends in both social media usage and juvenile delinquency thus making it the ideal location for exploring the impact of social media on delinquent behavior. Reports indicated that the rise in juvenile delinquency cases in Highfield and factors contributing to this included socio-economic challenges, lack of community resources and peer influences. By focusing on this specific area, the study aimed at providing insights that were not only relevant to Highfield but those that could possibly inform broader discussions on youth behavior and social media in similar urban areas.

3.5 Target Population

Target population is defined as the particular group of people or entities that a researcher is interested in studying and which the research is designed to represent or describe (Bryman, 2016). The target population of this study consisted of juveniles in Highfield Jerusalem. The juveniles aged between 15 to 18 years were the primary target population of this study as they were the ones who were directly involved in delinquent behavior due to social media exposure. The other group of the target population of this research study included a community care worker and a child protection officer who were key informants, as they were directly involved with juveniles who were experiencing delinquency. The study first mapped areas in Highfield Jerusalem which were witnessing high rates in juvenile delinquency which were schools, households and from the department of social work development in Highfield.

3.6 Sample Size

A sample is a subset of individuals or cases selected from a population, typically used to represent the population in research studies as propounded by (Creswell & P Clark 2018). Creswell (2014) defines a sample size as the number of participants or cases selected from a population for inclusion in a research study, intended to represent the population and provide reliable results. A sample size is a vital aspect of research design as it affects the reliability, accuracy and the external validity of the findings. This study used a sample size of 10 participants involving two distinct groups with the primary group constituting of 8 juveniles aged between fifteen years to eighteen years. The primary group was one that was identified as being at risk, having some of them involved in delinquent behavior. This group provided firsthand insights into the experiences, behaviors and attitudes of adolescents in relation to social media usage and delinquency. The secondary group which was a group of key informants constituted of 1 community care worker and 1 child protection officer who brought more insights into factors that contributed to juvenile delinquency while explicitly explaining their view on the role of social media in the children's lives. By encompassing the target population which had the juveniles, a community care worker and a child protection officer who were the key informants, the study sought to acquire a more exhaustive understanding of multifaceted relationships between social media use, family influence and juvenile delinquency.

3.7 Sampling techniques

Creswell and Creswell (2018) define sampling as the process of selecting a group of participants from a larger population to engage in a research study, allowing researchers to make inferences about the overall population based on the characteristics and responses of the sampled individuals. The study used purposive sampling to select juveniles who were the key participants to the study. The study also used the snowball sampling technique to select key informants who were one community care worker and one child protection officer who were directly involved in juvenile delinquency due to social media in Highfield Jerusalem.

3.7.1 Purposive Sampling

Purposive sampling is a type of non-probability sampling where participants are selected based on their expertise, experience, or knowledge related to the research topic, with the aim of gaining in-depth insights and rich data (Merriam, 2018). Purposeful sampling involved selecting participants on specific criteria on this instance which was social media usage and delinquency involvement and the study used purposive sampling to select juveniles who were the target population and the key participants to the study. Purposeful sampling's importance lay in ensuring representation from diverse groups and allowing focus for a targeted selection of participants relevant to the study.

3.7.2 Snowball Sampling

Snowball sampling is defined to as a non-probability sampling technique that involves recruiting participants through existing social networks who meet the study criteria and these participants help in making referrals of friends, family and other people who meet the study criteria (Browne, 2015). In order for the study to utilize the snowball sampling technique on recruiting the study's key informants who were one community care worker and one child protection officer, the study ensured the inclusion and participation of key informants who had been directly involved with juveniles who got engaged in delinquent behavior while using social media. The study also ensured the inclusion of a child protection officers who works directly with juveniles, ensuring their safety, wellbeing and prioritizing their best interest while providing support and guidance to help them thrive in a secure environment. The initial participant who was the child protection officer referred a community care worker who was willing to participate in the study. The importance of the use

of the snowballing effect lay in the fact that when referrals were monitored and controlled there was less bias and this ensured a diverse and range of different perspectives relevant to the study.

3.8 Data Collection Methods.

Harwood and Vang (2009) defines data collection methods to as the systematic process of gathering and recording information from various sources to answer research questions or inform decision making. Data was collected through focus group discussions and in-depth interviews and these interviews helped to gather personal stories and perspectives on the link between social media usage and the rise in juvenile delinquency cases in Highfield Jerusalem.

3.8.1 Focus Group Discussion

Krueger, (2014) defines focus group discussion as a type of qualitative research method where a small diverse group of participants engage in a guided discussion, led by a moderator to explore their attitudes, beliefs, and experiences related to a specific research topic or question. FDGs are a qualitative data collection method where a small group engage in a facilitated discussion. In this study, FDG's were used to gather diverse perspectives from juveniles on the impact of social media on juvenile delinquency. Participants were encouraged to share their thoughts and opinions in a free flowing discussion and the interaction within the group prompted participants to reflect on and discuss issues they might not have considered in one on one interviews, thus providing a more nuanced insights on the impact of social media on juvenile delinquency in Highfield Jerusalem. The study was conducted with two focus groups of juveniles with four participants on each group. This arrangement facilitated dynamic interactions, where participants could share their insights openly and engage in dialogue with one another. The discussions were designed to explore various themes, such as the nature of delinquency in Highfield Jerusalem, the causes of social media related delinquency and challenges that hinder adolescent's efforts to resist delinquent behavior while using social media. By creating a safe and inclusive environment, participants felt encouraged to express their thoughts openly, leading to rich qualitative data. The FGDs were guided by a structured set of questions, yet they allowed for flexibility, enabling participants to elaborate on their experiences and explore new topics as they arose. This adaptability was crucial for capturing the complexity of their relationship with social media. Furthermore, the group setting helped to highlight commonalities and differences in experiences, providing a comprehensive view of the collective impact of social media. The findings from these discussions were invaluable, as

they revealed not only individual concerns but also shared challenges faced by juveniles in the digital landscape.

3.8.2 In-depth Interview Method

An in- depth interview is a qualitative research technique used to gather detailed, personalized and contextual information from individuals. It is a purpose conversation and the study makes use of semi structured interviews. Namely et al (2005) states that an in-depth interview is a method designed to elicit a vivid picture of the participant's perspective on the research topic. Data was collected through in-depth semi structured interviews with one community care worker and one child protection officer, focusing on the impact of social media on juvenile delinquency. The student with the help of trained research assistants conducted the interviews to ensure neutrality and consistence. Data was collected in a space of two weeks during the school term. The interviews were carried out face to face in Highfield Jerusalem private settings with each lasting between 25 to 30 minutes and an option to virtual interviews through secure online platforms was given to participants who were unable to attend in person. One community care worker and one child protection officer were the participants who got interviewed. Audio recordings were made for transcription and analysis as well as for capturing rich qualitative responses that provides insights into the participant's narratives on the impact of social media and juvenile delinquency. The importance of using in-depth interviews was on its ability to facilitate the collection of rich qualitative data through allowing researchers to explore participant's thoughts, feelings and contextual experiences in a detailed manner. This fostered rapport and trust enabling honest discussions about sensitive issues related to delinquency. The study used a mix of open ended and close ended questions as a way to gather comprehensive insights and identify patterns and trends in the behavior of juveniles who were involved in delinquency due to social media from the key informants.

3.9 Data Collection Tools

A data collection tool refers to the instrument or device used to gather data from participants or respondents in a research study (Creswell, 2014). The researcher used a combination of data collection tools comprising of semi structured in-depth guides and focus group discussion guides

3.9.1 Focus Group Discussion Guide

A focus group discussion guide is a data collection tool that involves gathering a small, diverse group of people to discuss a specific topic or issue (Morgan, 1997). In the context of this study, a focus group discussion guide was used to collect data on the impact of social media on juvenile delinquency. The focus group discussion guide was used to collect data from a sample of 8 juvenile participants who were grouped in two groups of 4 participants on each group in Highfield Jerusalem. The guide consisted of a set of open-ended questions that were designed to gather information on the participants' collective experiences and perspectives regarding social media usage. The focus group discussions were guided by a structured framework that ensured comprehensive exploration of the topics relevant to the research. The guide began with an introduction explaining the purpose of the discussion and establishing a comfortable environment for participants. Opening questions were included to help participants relax and encourage open dialogue. Key topics outlined in the guide focused on social media usage patterns, allowing participants to discuss how frequently they engage with various platforms and the types of content they interact with. Additionally, the guide prompted discussions about the perceived benefits and drawbacks of social media, facilitating a balanced exploration of both positive and negative experiences. Participants were encouraged to share their thoughts on how social media affects their relationships and social interactions, as well as its impact on their self-esteem and identity formation. To conclude the discussion, reflective questions were posed, enabling participants to summarize their key takeaways and insights. This structure not only guided the conversation but also ensured that essential themes were covered, leading to rich qualitative data that informed the research findings.

3.9.2 Semi-Structured In-Depth Interview Guide

Semi-structured interview guide is a data collection tool that consists of a set of open-ended questions designed to gather in-depth information from a small number of people (Rendering Patton 2015). In this study, semi-structured interview guides were used to collect data on the experiences and perspectives of one community care worker and one child protection officer. It began with an introduction that clarified the study's objectives and the significance of their professional experiences in understanding the impact of social media on juveniles. The guide

included key topics to explore, such as the informants' observations of social media usage among the youth they work with and the implications of these behaviors on mental health and social development. Questions were designed to encourage the informants to share specific examples or case studies that illustrated their experiences, providing context to their insights. Additionally, the guide prompted discussions about the challenges faced by juveniles in the digital space and the strategies employed by the informants to support them. Closing questions allowed for a summary of key points and encouraged the informants to share any final thoughts or recommendations for parents, educators, and policymakers. This structured yet flexible approach enabled the researcher to obtain a depth of understanding that was essential for analysing the broader impact of social media on young individuals. The insights gained from these interviews complemented the findings from the FGDs, creating a holistic view on the impact of social media on juvenile delinquency.

3.10 Research Procedure

The initial step in my research process involved obtaining the necessary permissions to carry out the study. The researcher reached out to relevant authorities such as schools and administrators as a way to ensure that her research adhered to ethical guidelines. The researcher defined the research questions which she used to explore how social media influences juvenile delinquency considering factors like peer, exposure to harmful content as well as the role of online interactions in shaping behavior. The researcher also compiled a literature review through gathering existing researches on the topic. The researcher designed the research methodology and made use of the qualitative research method. The researcher also developed the research instruments including in-depth interviews which include questions about social media habits, experiences with delinquent behavior and perceptions of online interactions. Furthermore, the researcher proceeded to collect data and analyzed the qualitative data through thematic analysis. This whole process helped the researcher to compile her findings into a comprehensive report which gave clear insights regarding the impact of social media on juvenile delinquency.

3.11. Data Presentation and Analysis

Data presentation is defined to as the systematic and structured communication of the research findings, data analysis and insights, utilizing various formats and techniques to facilitate comprehension, interpretation and decision making (Creswell, 2014). Sharma (2017) defines data analyses as the process of systematically applying statistical or logical techniques to describe,

summarize and evaluate data, enabling the extraction of meaningful insights and informed decision making. The study used thematic data analysis which is a qualitative data analysis method to show the impact of social media on juvenile delinquency. Braun and Clarke (2016) defines thematic data analysis as a method for identifying, analyzing and reporting patterns within qualitative data, enabling researchers to interpret various aspects of the research topic. Thematic analysis was therefore useful for exploring complex phenomena, understanding experiences and perspectives of juveniles who were involved in delinquency due to social media in Highfield Jerusalem as well as developing theories and concepts. Researchers can uncover meaningful insights and themes within their data contributing to a deeper understanding of the research phenomena if they use thematic data analysis. The student familiarized herself with data by transcribing verbal response. The student also assigned codes, examining the meaning and provision of a description of social reality through the creation of themes. The codes were grouped into overarching themes like social media impacts and juvenile delinquency. After the researcher reviewed and refined the themes, she went on to define and name each one clearly. Lastly the student interpreted the findings by linking themes back to the research questions. The qualitative findings were presented through direct quotes that illustrated participants, thoughts, alongside narrative descriptions discussions which were all used in this study of the impact of social media on juvenile delinquency to form the subsections on presentation, analysis and discussions on the findings.

3.12. Trustworthiness of the Research

Trustworthiness of a study refers to the degree of confidence in data, interpretation and methods used to ensure the quality of a study (Pilot & Beck, 2014). The concept of trustworthiness of the research denotes the credibility, conformability and dependability of the research. Through the trustworthiness of the research, the study aimed at analyzing the impact of social media on juvenile delinquency in Highfield Jerusalem in Zimbabwe. To ensure that the findings and recommendations are widely accepted, it was necessary upon the researcher to show that adequate attention was paid to address the accuracy of the research. The following section demonstrated how the study ensured the trustworthiness of the research.

3.12.1 Credibility

Credibility refers to the confidence that can be placed in the truth of the research findings and is established through the use of strategies such as prolonged engagement, triangulation and member

checking ensuring that the results genuinely reflect the participants' perspectives (Polit & Beck, 2014). Credibility was ensured through collaborating with experts to ensure transparent and unbiased methods while using reliable data collection tools and articulating clear research objectives. Enhancing credibility involved collaborating with reputable organizations, promoting transparency, engaging in open communication and establishing credibility increased the trustworthiness of the study. The study also made use of in-depth interviews and focus groups which were the studies data collection methods and the use of these two research methods allowed the researcher to gather comprehensive and dependable context that provided insights into the juveniles' experiences and perspectives on the impact of social media on juvenile delinquency. The research was credible as the researcher was attached at the department of social development in Highfield and she got to witness juvenile delinquency cases thus she attached social media amongst factors that were largely influencing the rising of the juvenile delinquency cases in Jerusalem. The implementation of member checking also ensured participants to review and validate the findings to ensure that their perspectives were accurately represented.

3.12.2 Dependability

Dependability focuses on the consistency of the research findings and processes over time and across various contexts (Benton & Cummings 2020). It requires thorough documentation of the research process allowing for an audit trail that others can follow thereby ensuring reliability. To ensure dependability of the study the impact of social media on juvenile delinquency the researcher maintained a detailed audit trail throughout the process by documenting all decisions, changes and rationales. This transparency allowed others to follow the research process. The researcher conducted peer briefing which is where fellow colleagues reviewed the research process and findings to offer feedback and ensure consistency throughout the study. The researcher ensured the dependability of the study through utilizing structured interview guides that were consistent across all interviews to avoid differences that could affect the study's results.

3.12.3. Comfortability

Houghton and Murphy (2022) define comfortability to a subjective state of well-being and satisfaction, encompassing physical, emotional and psychological aspects. Ensuring comfortability in the study on the impact of social media on juvenile delinquency was crucial for

creating a conducive environment for participants since the study involved a potentially sensitive topic. Comfortability was ensured through the building of rapport. The researcher developed a trusting relationship with participants by engaging in casual and respectful conversations prior to formal interviews. The researcher also used active listening techniques to show genuine interest in the participant's thoughts and feelings which helped participants feel valued and respected. The researcher ensured anonymity and confidentiality through assuring participants confidentiality in their responses and their identities. The interviews were conducted in private and comfortable setting where participants would feel secure sharing personal experiences and opinions without fear of judgment. Comfortability was ensured through flexibility as well as keeping detailed records that demonstrated how conclusions were connected to data. The researcher engaged in self-reflection by regularly reflecting on the researcher's biases and how they may influence data interpretation, documenting insight and adjustments. Comfortability was also ensured through the use of peer auditing in where one allowed other researchers to evaluate the research process and findings to provide an external check on the objectivity of the conclusions.

3.13. Limitations of the study

While recognizing the contributions of this research, it was necessary to acknowledge the limitations. The study faced limitations of self-reported data in where reliance on self-reported data from juveniles lead to biases and inaccuracies. Participants tend to respond in a way that was socially acceptable rather than being honest. Other participants did not fully understand the research and its implications. Some participants were absent and were not comfortable engaging in online interviews hence the researcher resorted to substituting them with other participants with the same level of expertise and experiences. To reduce the effects of these limitations the researcher made some adjustments which involve substituting unavailable participants with those who were readily available. The use of clear instructions and assurance of anonymity protected participant's identities thereby encouraging honest responses. Clear information was given to participants to ensure that they understand the research and its implications.

3.14 Ethical Consideration

Ethical considerations, often used in research and professional practice are moral guidelines that dictate how individuals and organizations should behave. These guidelines are derived from

societal norms values and principles aiming to promote fairness, respect and integrity (Creswell (2014). The importance of ethical considerations lay on the fact that they provided guiding principles. Ethical considerations ensured trust and integrity, fostered compliance and also helped in the building of positive relationships. There was need to strictly adhere to ethical considerations when conducting research and these ethical considerations involved maintaining informed consent, upholding anonymity and confidentiality, ensuring the absence of deception and manipulation as well as ensuring debriefing. The researcher also sought an approval letter from the university to confirm that the researcher will be undertaking this research. Also, the researcher proceeded to further seek for authority from the department of social welfare for juveniles who were the target population of the study, the impact of social media on juvenile delinquency in Highfield Jerusalem. Respondents were informed that their participation in this study was purely on voluntary basis as such they had the right to withdraw their participation from this study at any stage without consequences.

3.14.1 Informed Consent

Lahey (2004) defines informed consent as a procedure that involves educating study participants on the study's objectives. Patton (2015) also defines informed consent a process whereby participants give their consent to participate in research after getting honest information about its procedures risk and benefits. Participants were provided with clear information about the study, including its purpose, procedures potential risks as well as benefits. The researcher sought for active parental consent. Since juveniles were often under age of legal consent, obtaining active parental or guardian consent was essential. Alongside parental consent researchers sought permission from juvenile participants themselves. This meant that explaining the study in age-appropriate manner, allowing them to ask questions and make informed decisions about their participation. The researcher also implemented an ongoing consent which was continually checking in with participants and their guardians to ensure that they were still comfortable and willing to participate as the study progressed. Participants were informed on their rights which included backing off from the study whenever they felt the need to. Informed consent also involved taking reasonable steps in order to safeguard the interests and rights of clients while using clear and understandable language.

3.14.2 Anonymity and confidentiality

Anonymity means that a person is untraceable while confidentiality means that the person is known but removes identifying information from the research (Rubin, 2021). The research employed the ethic of anonymity to its research participants. This ethic prioritized the participants through excluding the identity of the participants during data collection. This ethic was used as a measure to ensure that no data gets linked to any particular person. Confidentiality on the other hand refers to the art of not disclosing information that is discussed between the researcher and participants. The research was bound by social work ethics which emphasized on confidentiality of interviews between the researcher and the juveniles who were the primary participants which were done privately. In as much as confidentiality was upheld in the study the researcher enlightened the participants on how their identities would be utilized in accordance with the data they provided. Information would be recorded and kept in secure locations and the researcher also explained on how the information would only be used for the research purpose. The researcher also emphasized and cautioned participants on focus groups to keep the information which had been provided by their counterparts private and confidential. Educating participants on the importance of confidentiality was of great benefit to the research as it allowed participants to feel safe thereby opening up a room for them to open up without bias on the impact that social media has on juvenile delinquency which was beneficial to the study.

3.14.3 Deception and Manipulation

Deception is the act of creating false beliefs by communicating falsehoods, while manipulation is the act of creating false beliefs through means such as exploiting vulnerabilities or cognitive biases (Cohen, 2017). Ensuring that there was no deception and manipulation was a critical ethic to the study. In this study of the impact of social media on juvenile delinquency, deception and manipulation can be seen through hiding the true purpose of the research and using leading questions to invoke specific responses from participants. The researcher ensured that there was no deception and manipulation by establishing clear research objectives. Establishing clear research objectives involved clearly articulating the primary objectives of the study which brought transparency and helped in the prevention of misinterpretation and ensured that everyone understood the purpose of the research. Ensuring that there was no deception and manipulation

was important to the study because hiding the true purpose of the research would have compromised the validity and reliability of the research findings while undermining the autonomy of the young participants. Deception and manipulation yields negative consequences such as emotional stress, therefore the study prioritized transparency and respected the participants rights to ensure the use of ethically sound methods in order to avoid harm and exploitation to participants they sought to support and understand.

3.14.4. Debriefing

Debriefing is a process in which participants are provided with a complete explanation of the research study after their involvement, including the study's purpose and procedures (Denzin & Lincoln, 2021). The main aim of debriefing was to ensure that participants had a clear understanding of what would be happening during the study. The researcher ensured debriefing in the study through the development of a comprehensive debriefing plan. The researcher developed a structure briefing script that included key components such as the purpose of the study and the research questions. Timing of debriefing was also a very important aspect on debriefing and the researcher ensured the conduction of debriefing immediately after participants completed their involvement in the study as a way to ensure retention of information as well as mitigating any confusion or distress that was related to their experiences. The researcher also offered support resources of information to participants concerning mental health support since the study was dealing with a sensitive topic.

3.15 Chapter Summary

This chapter presented the methodological stance of the research. With regards to research philosophy, the chapter identified the constructivist nature of ontology, qualitative epistemology, and ethical axiology in the understanding of the impact of social media on juvenile delinquency. The same focus was given to the research approach and research design. The chapter also dealt with the target population, sampling techniques and sample size. The chapter also dealt with the data collection techniques and tools, research procedure, trustworthiness of the research and limitations of the study. Lastly the chapter presented the data analysis and ethical considerations. The forthcoming chapter focuses on presentation, interpretation, analysis and discussion of findings.

CHAPTER 4: PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

In this chapter, I present, analyse and discuss data gathered from my research. The presentation will follow the research objectives, with findings organized under each research objectives based on insights from the field and research participants. This chapter will analyze and interpret the findings collected through focus group discussions involving juveniles who are involved in delinquency in Highfields Jerusalem, semi structured interviews involving a community care worker and child protection officer who served as key informants. Data was collected from eight juveniles, one child protection officer and one community care worker. Thematic analysis is employed to interpret the data, highlighting recurring issues identified in the findings on the study the impact of social media on juvenile delinquency. Literature is integrated into the discussion to enhance the interpretation of these findings.

4.1 Demographic Characteristics of Juvenile Participants

NAME	SEX	AGE	SOCIAL MEDIA PLATFORM USED	GUARDIAN CONSENT TO PARTICIPATE
J1	M	17	TELEGRAM	GRANTED
J2	M	16	TELEGRAM	GRANTED
J3	M	18	TWITTER	GRANTED
J4	M	15	FACEBOOK	GRANTED
J5	M	17	INSTAGRAM	GRANTED
J6	F	15	TICKTOCK	GRANTED
J7	F	15	TICKTOCK	GRANTED
J8	F	17	ISTAGRAM	GRANTED

The table above shows the demographic information of the juvenile participants that were selected in churches and households that were involved in delinquency in Highfield Jerusalem with an age range of fifteen to eighteen years. The researcher used pseudo names which are presented as J1 up to J8 for the sake of confidentiality and anonymity. The gender distribution that is presented above constitutes of 5 males and 3 females because Highfield Jerusalem juvenile population have a higher cases of males who are engaging in delinquent behavior more as compared to females. In African society female children are given more protection as compared to their male counterparts as they are at more risky of getting pregnant and being victims of sexual assault hence the boy child is left with no or less supervision. This exposes the male juveniles to environments and peers that encourage them into engaging in delinquent behaviors. The table also shows social media platforms that juveniles are exposed to having telegram and ticktock being used by multiple

participants of the same gender. All the juveniles got to participate in the study with the consent of their parents or legal guardians as their consent protects minor's safety and wellbeing.

4.1.1 Demographic Information of the Key Informants

DESIGNATION	NAME	SEX	EXPERIENCE
CHILD PROTECTION OFFICER	K1	FEMALE	5 YEARS
COMMUNITY CARE WORKER	K2	MALE	10 YEARS

The table above shows the demographic information of the key informants. Key informants were selected from relevant fields, comprising one child protection officer and one community care worker. The table presents their designation, sex as well as their level of expertise. Their level of experience is vital for understanding the impact of social media on juvenile delinquency. Their diverse perspectives provides a broader view on how social media affects different genders while their varying experience levels offer both historical context and current trends. As practitioners directly engage with at risk youth, their practical knowledge enriches the study with real world examples.

4.2 The nature of delinquency of juveniles in Highfield Jerusalem

It was one of my objectives to examine the nature of delinquency of juveniles in Highfield Jerusalem. This study identified various forms of delinquent behavior including theft, sexual assault, drug and substance abuse, bullying, running away from home, indecency and gang involvement. Each of these behaviors reflects the complexities of adolescent development and the socio-cultural environment in which these youths are situated. In an increasingly digital world, social media platforms have become significant factors that shape adolescent's behaviors and perceptions and these issues which brings out the nature of delinquency of juveniles in Highfield Jerusalem will be presented, interpreted and discussed below.

4.2.1 Sexual Assault.

The findings indicate that social media platforms have become a breeding ground for the normalization of aggressive behaviors which has led to increased exposure to risky behaviors among juveniles. Many participants reported to have encountered content that encourages sexual violence which shaped their perceptions and contributed to the belief that such actions are acceptable. The study also found that juveniles are heavily influenced by their peers in online environments in where instances of sexual assault are being glamorized within social circles which results in desensitization to the seriousness of these acts. Peer influence is playing a critical role in shaping attitudes and behaviors related to sexual aggression. Participant J1 in a focus group discussion said:

“My friend from school showed me some stuff on telegram that made it look like drugging someone and sleeping with them is funny and no big deal since everyone is doing it. That is why I offered some drugged juice to my crush mate on a party and forcefully slept with her”. (J1)

Similarly in the same focus group discussion participant (J3) said

“Videos I saw on twitter encouraged me to pressurize her to sleep with me because I felt left out as the only one in the group who had not” (J3)

The key informant, child protection officer (K1) also acknowledged how social media exposure has increased sexual assault by juveniles,

“There is a notable increase of sexual assault cases due to social media usage, parents must; closely monitor their children’s activities to protect them from online risks and influences” (K1)

The above-mentioned findings reflects a serious misunderstanding of consent and shows how exposure to social media platforms like telegram that presents explicitly content, suggest and minimizing the harmful effects of sexual assault. Juveniles are given these crazy ideas amongst themselves which can lead someone to have the courage to drug someone and sexualize them without their consent. Consent is crucial in any situation and actions that disregard it can have severe emotional and legal consequences. The findings also reflects deep-seated insecurity and longing for acceptance. Being surrounded with delinquent peers who are exposed to all social

media platforms can lead individuals to compromise their values and make unhealthy choices. This is in line with the social learning theory by Albert Bandura which posits that individuals learn behaviors not just through direct experiences but also by observing and imitating those around them. Participant J3 had to learn how to put pressure to someone to indulge with them sexually from twitter for fear of rejection and name calling by peers. It is important to note that sexual assault by juveniles has a negative impact on both the perpetrator and the victim. The effects of engaging in sexual intercourse leave an emotional toil to the offender while the victim could be subject to unwanted pregnancies, at risk of contracting sexually transmitted diseases. It is important for teenagers to be guided to use social media wisely (Jones et. 2014) in the study 'The Influence of Social Media on Adolescent Sexual Behavior'. This emphasizes the importance of surrounding oneself with supportive peers who encourage positive behavior. There is essential need for parental supervision in this age of social media as children face various online risks and negative influences. Parents should be actively involved in their children's online activities to prevent harmful behaviors including sexual assault. With the socialization on the impact of social media and its contribution effect to sexual assault it is hoped that these problems can be prevented and overcome (Listyani & Fauzi, 2017).

4.2.2 Theft

The findings indicate that some juveniles in Highfield Jerusalem are becoming involved in theft due to social media exposure. Wealth is often defined by the content on social media platforms, leading juveniles from average households to compare their socio-economic situations with those of their peers from social media. They are also succumbing to peer pressure and social influences which encourages theft and the misuse of technology for stealing. As juvenile J6 in a focus group discussion explained:

"Watching my peers showing off their wealth on tick tock contributed to me stealing clothes in a boutique in town as well scamming my peers online" (J6)

J4 further elaborated on how a television show influenced her actions:

“I always get food from my peers during lunch time because things are hard at home, which made me feel inferior. A live show on facebook made me think that children always get away with stealing especially in supermarkets which is why I stole food from Ok supermarket” (J4)

The key informant, community care worker K2, also acknowledged how socioeconomic factors and exposure to social media platforms are leading to theft amongst juveniles:

“A lot of juveniles are exposed to various social media platforms without close supervision from parents and the community. As a result, some of them are being influenced to steal online by their peers and the content they encounter” (K2)

The above-mentioned findings show a significant connection between social media exposure and juvenile theft. One prominent theme is social comparison where the portrayal of wealth on social media creates feelings of inadequacy among youths from average backgrounds. Additionally, peer influence plays a critical role as both juveniles indicate that their friends' behaviors contributed to their decisions, reflecting Bandura's social learning theory that argues that is learnt through association. Findings indicate that lack of supervision as highlighted by K2 leaves youth vulnerable to negative social media influences. This lack of protective factors can exacerbate the impact of social media exposure leading to an increase in risk-taking behaviors. The misuse of technology is another critical subject. Both juveniles mention how technology facilitates their actions, indicating a disconnect between access to technology and responsible use. The findings align with the argument that while technology can be a tool for learning and connection, it can also provide opportunities for deviant behaviors (Hollis, 2017). The study findings suggest a complex interplay of social media exposure, socioeconomic challenges and technological misuse, highlighting the urgent need for community interventions that focus on enhancing digital literacy, promoting healthy self-esteem and increasing parental engagement. Secondary schools also need to implement feeding programs like those in primary schools around Zimbabwe to alleviate socioeconomic pressures among students. By providing regular meals, these programs can reduce hunger and the associated feelings of inadequacy which may lead to theft. By addressing these issues, communities can help mitigate juvenile theft and foster healthier developmental environments which supports youths in making more positive choices in the face of societal pressures.

4.2.3 Drug Abuse

The study found that some juveniles in Highfield, Jerusalem are becoming involved in drug abuse due to social media exposure. The study indicates that adolescents experiment with substances for various reasons, including peer pressure, stress, and a desire to escape from difficult situations. Other juveniles are getting involved in drug abuse simply because they have no supervision at home especially young boys and because they can now access drugs everywhere in Highfield. Juveniles in Highfield Jerusalem who are engaging in drug abuse are using drugs like, (kambwa, mutoriro, dombo,) sniffing glue and weed. As participant (J 2) in a focus group discussion explained:

“We watched a movie called Mac and Devin Go to School on telegram together with my friends, and most characters in the movie are involved in drug abuse. That is why my friends, and I ended up sniffing glue” (J2)

Another juvenile participant (J3) said:

“I saw someone on twitter who testified that weed helps him to sleep, so every time my parents begins quarrelling, I smoke weed and sleep” (J3)

The key informant (K1) a child protection officer stated that:

“People are making a living selling drugs like mutoriro, dombo and weed, even pastors which is living juveniles with no positive role models to look at in Highfield and the digital world has made drug circulation so easy that one can just communicate over the phone where they can get drugs” (K1)

The study highlights a concerning trend of drug abuse among juveniles in Highfield, Jerusalem, largely driven by social media exposure and a lack of supervision at home. The findings shows that adolescents are influenced by peer pressure, media portrayals of substance use, and an environment where drug access is readily available. For instance, the experiences shared by juveniles in focus group discussions indicate that their engagement in substance use is often normalized through media portrayals, such as the movie Mac and Devin Go to School. This aligns with social learning theory, which posits that behavior is learned through observing and imitating

others (Bandura, 1977). The absence of positive role models, as noted by K1, the child protection officer interviewed, further exacerbates this issue, as juveniles may turn to negative influences in their immediate environment. Moreover, the findings underscore the impact of family dynamics on substance use and juvenile behaviors. Testimonies from focus group discussions reveal that some juveniles resort to drug use as a coping mechanism during family conflicts, highlighting a significant relationship between stressors in the home and substance abuse. This finding is consistent with existing literature suggesting that emotional distress and lack of support can lead to maladaptive coping strategies among adolescents (Keller et al., 2017). The digital landscape facilitates access to drugs, making it easier for juveniles to engage in substance use without the constraints of supervision. Thus, the interplay of social learning and environmental factors plays a crucial role in shaping the nature of delinquency in Highfield, illustrating the urgent need for community interventions and supportive structures to mitigate these behaviors.

4.2.4 Bullying

The study found out that online harassment has significantly increased, with social media serving as a new arena for traditional bullying behaviors. Many juveniles feel empowered to engage in bullying due to perceived anonymity, which reduces accountability. The lack of parental oversight exacerbates these issues, as juveniles struggle to distinguish between online interactions and real-life consequences. The cycle of bullying can also contribute to more delinquency, as individuals who bully others may develop a sense of entitlement or disregard for the feelings of others, leading to further aggressive actions. As juvenile participant (J5)

"I started bullying others online because I felt like no one would know it was me. It was easy to say hurtful things when I could hide behind a screen."(J5)

Similarly in the same focus group (J7)

"My parents are hardly around, so I do whatever I want. I started picking on kids at school and online because it gave me a sense of power."(J7)

The key informant community care worker (K2) talks on the dangers of social media like anonymity when said

"The anonymity that social media provides allows juveniles to engage in bullying without facing immediate consequences. This lack of accountability can lead to harmful behaviors, as they believe they can get away with it."(K2)

The findings reveal a troubling trend of online harassment among juveniles in Highfield, where social media acts as a catalyst for traditional bullying behaviors. The findings indicate that perceived anonymity on these platforms empowers adolescents to engage in harmful actions without the fear of repercussions. As noted by Juvenile 5, the ability to hide behind a screen diminishes accountability, allowing for a lack of empathy towards victims. This aligns with social learning theory, which asserts that behaviors are learned through observation and imitation (Bandura, 1977). The normalization of aggressive behaviors in online spaces can desensitize juveniles, fostering a culture where bullying is not only tolerated but also seen as a source of power, as articulated by Juvenile 7, who expresses a sense of entitlement stemming from a lack of parental supervision. Moreover, the lack of oversight from parents exacerbates the issue, as juveniles struggle to differentiate between online interactions and real-life consequences. Findings highlight that this anonymity encourages a cycle of harmful behaviors, as adolescents believe they can act without facing immediate consequences. This cycle can lead to increased delinquency, as those who bully may develop a disregard for others' feelings, further perpetuating aggressive actions. Existing literature supports these findings, indicating that environments lacking supervision and positive role models contribute significantly to the prevalence of bullying and delinquent behavior among adolescents (Keller et al., 2017). Thus, addressing these factors through community interventions and educational programs is crucial to mitigating the impact of bullying and promoting healthier social interactions among youths.

4.2.5 Indecency

Findings indicate that exposure to inappropriate content on social media has significantly contributed to the acceptance of bad behaviors among juveniles. Many adolescents reported becoming desensitized to sexual images and language, which they often copy in their interactions, both online and offline. Indecency is manifesting in juveniles in Highfield Jerusalem with bad language, harassment, and bullying. This exposure can lead to risky actions, such as engaging in

sexual activities at a young age or participating in inappropriate conversations, ultimately fostering a culture of disrespect and objectification. As participant J8 in a focus group discussion said:

"I saw a lot of sexual images on instagram, and at first, it was shocking. But now, I just scroll past them. It feels normal, and sometimes I find myself using similar language with my friends. It makes me think that it's okay to talk that way, even if it's disrespectful."(J8)

Similarly, another juvenile (J5) in the same focus group discussion says:

"We indeed joke around with bad language because of what we see on intstagram, and it's like we all just laugh it off. But I can tell it affects how we treat each other. Sometimes, it leads to bullying, and no one really cares if it's hurtful."(K5)

Key informant K1 child protection officer further elaborated this by saying:

"The desensitization to indecency among juveniles is alarming. They often mimic what they see online without understanding the consequences. This behavior can lead to harassment and contributes to a culture where respect is diminished, making it harder for them to form healthy relationships."(K1)

The findings presented illustrate the concerning impact of social media exposure on the behavioral norms of juveniles in Highfield, Jerusalem. As adolescents encounter sexual images and explicit language, they gradually become desensitized, leading to the normalization of such content in their daily interactions. This desensitization fosters an environment where disrespectful language and behaviors, including bullying and harassment, becomes common. As J8 articulates, the initial shock of encountering indecent content has stopped, suggesting that repeated exposure diminishes sensitivity to its implications. Such normalization not only affects peer interactions but may also precipitate risky behaviors, including early sexual activity, thereby perpetuating a cycle of objectification and disrespect (Livingstone, 2014). Moreover, findings highlight the detrimental consequences of this cultural shift. J5's observations about joking with bad language reflect a broader societal trend where harmful behaviors are normalized further eroding the foundations of respectful communication among peers. K1's insights underscore the urgency of addressing this issue, as the copying of online behaviors can lead to a significant decline in the quality of interpersonal relationships among juveniles. The findings suggest that without intervention, the

acceptance of indecency could hinder the development of healthy relational dynamics, posing long-term risks to the social fabric of the community (Wright, 2017).

4.2.6 Gang Involvement

Findings indicates that social media plays a significant role in facilitating gang involvement among juveniles. Many adolescents reported using platforms to connect with gang members, share information, and promote their activities, which often glamorizes gang life. The fascination of belonging and identity, coupled with the visibility of gang culture online, draws vulnerable youths into these groups. Social media serves as a tool for recruitment, where gangs can identify and target potential members, further exacerbating the issue of delinquency in the community. The findings indicate that gang involvement is often linked to various delinquent activities, including drug trafficking, theft, and gang-related violence. Furthermore, some gangs are associated with gang sexual intercourse, which can lead to issues of exploitation and increased health risks among adolescents. As juvenile (J4) explains

"I started following gang pages on facebook because my friends were doing it. It looked exciting, and I wanted to be part of something bigger. Now I realize it was a mistake; I got involved in things like stealing and fighting "(J4)

Another juvenile participant (J2) in the same focus group says:

"I saw my friends posting about the gang online, and it made me feel like I needed to join to fit in. It seemed cool at first, but now I realize it's dangerous and has put me in risky situations. I've done things I regret, like dealing drugs just to prove myself."(J2)

Community Care Worker K2:

"Innocent juveniles are often lured into these groups through social media. They see the glamorization of gang life and feel a need for belonging. It's heartbreaking to watch as these kids get pulled into a world that leads to violence and exploitation."(K2)

The findings reveal that social media significantly facilitates gang involvement among juveniles by glamorizing gang culture and creating a sense of belonging. Adolescents, seeking identity and acceptance, often connect with gang members online, as reported by Juvenile J4, who initially

perceived gang life as exciting. This aligns with the social learning theory, which argues that behaviors are learned through observation and imitation (Bandura, 1977). The visibility of gang activities on social media normalizes these behaviors, drawing vulnerable youths into a cycle of delinquency, as they emulate what they see online. The recruitment aspect highlighted in the findings indicates that gangs effectively use social media to target potential members thereby increasing the issue of delinquency in the community (Hussain et al., 2020). Moreover, the findings illustrate the emotional and psychological toll of gang involvement. The pressure to fit in leads to risky behaviors, including drug trafficking and violence, as indicated by the link between gang membership and delinquent activities. The exploitation and health risks associated with gang sexual intercourse further complicate the issue, emphasizing the urgent need for community interventions. As K2 notes, the heartbreak of watching innocent juveniles being lured into gangs highlights the importance of addressing the role of social media in shaping youth behavior. These findings highlight the critical need for targeted educational programs and support systems to mitigate the influence of social media on juvenile delinquency.

4.2.7. Running Away from Home

Findings indicates that social media greatly affects how often juveniles run away from home. Many adolescents feel disconnected from their families and look for belonging online. This makes running away seem like an escape, as they see a more appealing life away from home and can easily plan their departures. Running away is often linked to problems like family conflict, mental health issues, and peer pressure. Juveniles who run away often get involved in delinquent activities like theft, drug use, and gang involvement. As juvenile (J8) says:

"I felt so alone at home, and Instagram made it easy to connect with friends who seemed to have more fun. I thought running away would help me, but it just led me to bad choices like stealing and using drugs."(J8)

Juvenile (J6) in the same group discussion indicates that:

"Social media posts on tick tock are all about children's rights. Whenever I was told to do my daily chores, I felt like my rights were being violated, so I would run away from home to stay with my friends. We ended up stealing and sleeping with each other."(J6).

Child protection officer (K1) supports the juvenile participants' views and said:

"Social media can really encourage juveniles to run away and engage in delinquent behaviors. They see others living exciting lives online and feel pressured to escape their own situations, often leading to risky and illegal activities."(K1)

The findings reveal that social media significantly influences the concept of running away from home among juveniles in Highfield. Many adolescents express feelings of disconnection from their families and turn to online platforms for a sense of belonging. As Juvenile J8 notes, the appeal of a more exciting life depicted online can lead them to view running away as a viable escape. This aligns with social learning theory, which suggests that behaviors are learned through observation and imitation (Bandura, 1977). When juveniles see their peers engaging in behaviors that seem adventurous or liberating, they may feel compelled to mimic those actions, often without considering the potential consequences. This escapism can quickly lead to delinquent behaviors, as indicated by their involvement in theft and drug use. Furthermore, Juvenile J6's comments highlight the perception of rights in the context of family responsibilities. The feeling of rights being violated over routine chores can drive youths to seek freedom, even through risky choices. The testimonies illustrate a troubling cycle where social media not only fosters a sense of rebellion but also exposes juveniles to negative influences that encourage illegal activities. As child protection officer K1 points out, the pressure to escape one's circumstances can result in increasingly dangerous behaviors. According to the National Runaway Safeline (2019), many youths who run away do so to escape abusive situations or overwhelming family dynamics. This underscores the critical need for interventions that promote healthy family dynamics and responsible social media use, aiming to mitigate the impact of online environments on juvenile behavior.

4.3 The causes of social media related delinquency in juveniles in Highfield Jerusalem.

My second objective sought to examine the causes of social media related delinquency in juveniles in Highfield Jerusalem. This study identified various causes of delinquent behavior including peer influence, cyberbullying and its consequences, exposure to inappropriate content, lack of parent or guardian supervision, socioeconomic factors and addiction to social media. Each of these causes shows how different factors lead to delinquency in today's digital world, peer pressure and

cyberbullying create a harmful environment, while inappropriate content weakens personal boundaries. Without parental supervision, youth become more exposed to negative influences and socio-economic issues limit their positive options. The desire for attention and social media addiction can also lead to risky behavior. Mental health problems add to these challenges, highlighting the need for focused support. Social media platforms have become significant factors that shape adolescent's behaviors and perceptions and these issues which brings out the causes of social media related delinquency in juveniles in Highfield Jerusalem will be presented, interpreted and discussed below. L

4.3.1Peer influence

The findings suggest that peer influence significantly impacts social media-related delinquency among juveniles in Highfield, Jerusalem. Many adolescents reported that their online interactions with peers often encouraged risky behaviors, such as cyberbullying and substance abuse. The presence of friends in online spaces created a sense of validation for engaging in delinquent acts. Furthermore, those with delinquent peers were more likely to mimic behaviors observed on social media. The desire for social acceptance led to pressure to conform to group norms, often resulting in negative outcomes. As juvenile participant (J1) says:

"After I started using Telegram, my friends would post things that made it seem cool to engage in cyberbullying. I felt like I had to join in on the cyberbullying just to fit in." (J1)

Another juvenile participant (J3) says:

"On Twitter, my group chats were full of conversations about trying drugs and sneaking out. I didn't want to be left out, so I started doing those things, thinking it was normal because everyone else was." (J3)

Key informant, child protection officer (K1) elaborated on this perspective saying:

"Peer influence is a powerful factor in juvenile behavior, especially on social media. We've seen how platforms like Twitter and Telegram can amplify negative influences, leading young people to engage in delinquent activities they might not have considered otherwise." (K1)

The above mentioned findings reveal a clear theme of peer influence as a significant driver of social media-related delinquency. The adolescents expressed how their online interactions created a sense of validation for engaging in risky behaviors, such as cyberbullying and substance abuse. J1's experience illustrates the pressure to conform to peer norms, where the act of cyberbullying was perceived as a means to gain acceptance within their social circle. Similarly, J3's admission of succumbing to group discussions about drug use highlights the normalization of delinquent behavior within peer groups. This aligns with Bandura's social learning theory, which posits that individuals learn behaviors through observation and imitation of others, particularly those they consider role models or peers (Bandura, 1977). The findings also highlights the role of social acceptance as a powerful motivator for juvenile behavior. K1's assertion that peer influence is intensified through platforms like Twitter and Telegram supports the notion that social media serves as a breeding ground for negative behaviors. The desire to fit in and be accepted by peers can lead adolescents to engage in activities they might otherwise avoid, reflecting the dynamics of social learning where the environment significantly shapes behavior (Akers, 1998). The findings suggest that the interplay between peer influence and social media creates a unique context for juvenile delinquency, where the need for belonging can overshadow individual moral considerations. This highlights the importance of addressing peer dynamics in interventions aimed at reducing social media-related delinquency, as understanding these influences can inform strategies to promote healthier online interactions among adolescents.

4.3.2 Cyberbullying

Findings suggest that cyberbullying is a prevalent issue contributing to social media-related delinquency among juveniles in Highfield, Jerusalem. Many delinquent participants reported engaging in or witnessing cyberbullying, which often led to a sense of control and validation through online interactions. The anonymity provided by social media platforms also allowed these individuals to perpetrate harmful behaviors without immediate repercussions. Additionally, the normalization of aggressive behavior in online environments perpetuated a cycle of bullying and retaliation among peers. Many juveniles expressed that the lack of parental oversight and intervention further exacerbated their involvement in cyberbullying. As juvenile participant (J2) says:

"A lot of bullying happens online. At first, I just watched, but then I joined in because it gave me a sense of power."(J2)

Another juvenile participant (J4) shares,

"When I was targeted by bullies on social media, I felt isolated and angry. I started lashing out at others online, thinking it was the only way to cope, but it went out of control, and I didn't know how to stop."(J4)

A community care worker (K2) reinforces these observations, saying,

"Cyberbullying can have devastating effects on youth. The anonymity of social media makes it easy for young people to engage in harmful behaviors without thinking about the consequences, which often leads to a cycle of violence and retaliation." (K2)

The above mentioned findings reveal a concerning cycle of cyberbullying that significantly contributes to social media-related delinquency among youth in Highfield, Jerusalem. Juvenile (J2) highlights the initial passive observation of bullying, which escalated to active participation due to the perceived empowerment it provided. This aligns with the principles of social learning theory, which posits that individuals learn behaviors through observation and imitation of others, particularly peers (Bandura, 1977). The lack of parental oversight, as noted by the participants, creates an environment where these behaviors can flourish unchecked, reinforcing the cycle of delinquency. Moreover, findings illustrate the emotional toll of being targeted by cyberbullies, leading to feelings of isolation and anger, which in turn can prompt retaliatory behavior. This reflects the social learning framework, where negative experiences can lead to learned aggression as a coping mechanism (Huesmann, 1998). The community care worker (K2) emphasizes the devastating effects of cyberbullying, noting that the anonymity of social media fosters a culture of violence and retaliation. This underscores the urgent need for preventive measures and awareness campaigns aimed at both juveniles and their guardians to mitigate the impact of cyberbullying. By addressing these issues through education and intervention, it may be possible to disrupt the cycle of delinquency and promote healthier online interactions among youth.

4.3.3 Exposure to inappropriate content

Findings indicate that exposure to inappropriate content on social media significantly contributes to social media-related delinquency among juveniles in Highfield, Jerusalem. Many participants reported encountering explicit material, including violence, drug use, and sexual content, which normalized risky behaviors. This exposure often led to desensitization, making such actions seem acceptable or even desirable. Additionally, juveniles expressed that they felt compelled to emulate behaviors seen in these depictions to gain peer approval. The lack of effective parental controls and guidance further exacerbated the issue, leaving youth vulnerable to harmful influences. As participant juvenile (J5) explains:

"Instagram shows videos of fights and drug use and being frequently exposed to that encouraged me to start using drugs." (J5)

Another juvenile participant (J6) shares,

"After watching people my age engaging in risky stuff online, it was like I was missing out if I didn't. I wanted to fit in with my 3 other friends who talked about it so we ended up going to a house party in Jerusalem and slept with the same girl the same time "(J6)

A child protection officer (K1) reinforces these observations, saying,

"Exposure to inappropriate content can have a profound impact on youth. It not only desensitizes them to violence and risky behaviors but also encourages them to mimic what they see, leading to increased delinquency." (K1)

The findings reveal a troubling relationship between exposure to inappropriate content on social media and the development of delinquent behaviors among youth in Highfield, Jerusalem. Juvenile (J5) highlights how frequent exposure to videos depicting violence and drug use on platforms like Instagram led him to engage in drug use himself. This aligns with social learning theory, which posits that individuals learn behaviors through observation and imitation of others, particularly in environments where such behaviors are normalized (Bandura, 1977). The literature supports this perspective, indicating that exposure to antisocial content can desensitize youth to violence and criminality, leading to increased aggressive behaviors and delinquency (Anderson et al., 2015).

The normalization of risky behaviors through social media not only desensitizes youth to the consequences of such actions but also creates a perception that these behaviors are acceptable or even desirable. This desensitization can lead to a cycle where youth feel compelled to emulate what they see to gain peer approval, as illustrated by Juvenile (J6), who expressed a fear of missing out on experiences discussed by his peers.

Furthermore, the lack of effective parental controls and guidance exacerbates the vulnerability of these juveniles to harmful influences. Exposure to inappropriate content can have profound effects on youth, encouraging them to mimic the behaviors they observe online. This dynamic is particularly concerning, as the anonymity provided by social media can reduce perceived accountability for actions, leading to more reckless behavior. The literature notes that the accessibility of harmful content can make violence and illegal activities appear trivial or entertaining, further encouraging youth to engage in such actions without considering their consequences. The findings underscore the urgent need for increased awareness and protective measures to shield young users from inappropriate content, as well as the importance of parental involvement in monitoring and guiding their children's social media usage within Zimbabwean context.

4.3.4. Lack of Guardian Supervision

Findings indicate that a lack of guardian supervision significantly contributes to social media-related delinquency among juveniles in Highfield, Jerusalem. Many participants reported that their guardians were either unaware of their online activities or did not actively monitor their social media usage. This absence of oversight created an environment where youth felt free to engage in risky behaviors without fear of consequences. Juveniles expressed that they often encountered inappropriate content and peer pressure without guidance or support to navigate these challenges. As juvenile participant (J7) says:

"My parents never really check what I do online. I feel like I can do whatever I want, and sometimes that leads me to make bad choices, like trying drugs." (J7)

Another juvenile participant (J8) shares,

"I often come across stuff that I know I shouldn't be seeing, like violent videos. If my parents paid more attention, maybe I wouldn't have gotten into trouble in the first place."(J8)

A child protection officer (K1) further elaborated on these observations, saying,

"Inadequate supervision allows young people to navigate the online world without guidance, making them more susceptible to harmful influences and risky behaviors that can lead to delinquency."(K1)

The above mentioned findings reveal a concerning relationship between the lack of parental supervision and social media-related delinquency. Findings indicates that inadequate oversight allows youth to engage in risky online behaviors without accountability, leading to exposure to harmful content and peer pressure. Juvenile participants (J7 and J8) articulated feelings of freedom in their online activities, which they associated with negative outcomes, such as drug use and exposure to violence. This aligns with social learning theory, which posits that behaviors are learned through observation and imitation of others (Bandura, 1977). Adolescents with minimal guardian monitoring are more likely to engage in risky online behaviors, including interactions with strangers and participation in delinquent activities (Wright, 2019). The absence of guardian supervision creates a space where adolescents may model the risky behaviors they observe online, reinforcing the notion that such actions are acceptable or even desirable.

Furthermore, the findings underscore the critical role of guardian involvement in mitigating the risks associated with social media use. The officer's observations highlight that without proper supervision, juveniles are more susceptible to the negative influences present in their digital environments, which can lead to increased delinquency. This finding is consistent with research indicating that a lack of parental involvement can exacerbate the effects of cyberbullying, leading victims to retaliate with delinquent behaviors (Kowalski et al., 2014). Additionally, minimal guidance can prompt adolescents to prioritize social media engagement over academic responsibilities, resulting in truancy and theft (Steglich et al., 2010). The literature also notes that the desire for validation through social media can drive youth to engage in risky behaviors (Turel & Serenko, 2012). Overall, these findings suggest that enhancing guardian supervision and engagement in their children's online activities could be a crucial strategy in reducing social media-related delinquency among adolescents in Highfield, Jerusalem.

4.3.5. Social exclusion

Findings indicate that social exclusion significantly contribute to social media-related delinquency among juveniles in Highfield, Jerusalem. Many participants reported that limited financial resources restricted their access to positive recreational activities, leading them to spend more time on social media. This increased online presence often exposed them to negative influences and risky behaviors. Juveniles expressed feelings of frustration and hopelessness due to social exclusion as a result of financial instability which sometimes led to delinquent acts as a form of escapism or rebellion. Findings noted that families facing financial hardship may struggle to provide supervision and support, further increasing their children's vulnerability to negative online influences. Additionally, the lack of access to educational resources can hinder youth development, pushing them toward delinquency as a means of coping. As juvenile participants J1 says:

My parents are vendors and they spent most of their time at Mpranga, fondling for my siblings and I. Watching how they struggle to provide for us I inquired on social media on how to steal without getting caught and since then I have been stealing.(J1)

Similarly, juvenile participant (J2) shares,

"Life is tough at home, and I often feel hopeless because my parents are failing to send me to school. Social media felt like my escape route, but I ended up bullying others so that I could feel better about my situation."(J2)

A community care worker (K2) reinforces these observations, saying,

"Many families in Highfield face financial struggles, which limits their ability to supervise their children. This lack of support makes kids more vulnerable to negative influences online, increasing the chances of delinquent behavior." (K2)

The findings reveal a significant connection between social exclusion and media-related delinquency among youth in Highfield, Jerusalem. Limited financial resources restrict access to positive recreational activities, pushing adolescents to spend more time on social media. This increased online presence exposes them to negative influences and risky behaviors, as illustrated by juvenile participant (J1), who sought guidance on stealing due to feelings of hopelessness

stemming from his family's financial struggles. Similarly, juvenile (J2) expressed that social media became an escape from his difficult home life, leading him to engage in bullying as a misguided attempt to cope with his frustrations. These behaviors align with social learning theory, which posits that individuals learn behaviors through observation and imitation of others, particularly in environments where such behaviors are normalized (Bandura, 1977). The lack of parental supervision, as noted by the community care worker (K2), further exacerbates this issue, as children are left vulnerable to negative online influences without adequate guidance.

Moreover, the insights provided by the community care worker highlight the broader implications of social exclusion on youth development. Families facing financial challenges often struggle to provide for their children which can lead to increased vulnerability to delinquent behaviors. Research has shown that adolescents from poor financial backgrounds are more likely to experience stress and instability at home, leading to increased engagement in risky behaviors, including delinquency (Leventhal and Gunn, 2000). This lack of support not only limits the ability of parents to instill positive values but also creates an environment where negative behaviors can flourish. The desire for social acceptance can drive youths to engage in delinquent activities showcased online, as noted by (Turel and Serenko 2012). These findings highlights the need for targeted interventions that address the financial crisis challenges faced by families in Highfield to mitigate the risks of social exclusion which results in social media-related delinquency.

4.3.6. Addiction to social media

Findings indicate that addiction to social media is a significant contributor to social media-related delinquency among juveniles in Highfield, Jerusalem. Many participants reported spending excessive amounts of time online, which often interfered with their daily responsibilities and activities. This compulsive use of social media led to increased exposure to negative influences and risky behaviors. Juveniles expressed that their need for validation and attention online sometimes pushed them to engage in delinquent acts, such as vandalism or substance abuse, to gain approval from peers. As juvenile participant (J6) says:

"I spend so much time on my phone that I often skip school. I just want likes and attention online, and sometimes I do stupid things to get it." (J6)

Another juvenile participant (J7) shares,

"I feel like I can't stop scrolling. I end up doing risky stuff just to show off to my friends online, like trying drugs or doing dangerous challenges."(J7)

A community care worker (K2) further elaborated these observations, saying,

"Social media addiction can create a dangerous cycle for youth, where they value online validation over real-life connections. This dependency often leads to harmful behaviors as they seek to fit in or gain approval."(K2)

The findings regarding addiction to social media as a contributor to delinquency among juveniles in Highfield, Jerusalem, echo different key themes. Findings reveals that excessive time online interferes with daily responsibilities, exposing adolescents to negative influences that lead to risky behaviors. Juvenile participant (J6) acknowledged this by admitting to skipping school for online validation, aligning with research indicating that prolonged social media use increases the likelihood of engaging in delinquent acts, such as vandalism, as youth seek recognition (Turel & Serenko, 2012). Moreover, insights from juvenile participant (J7) and community care worker (K2) highlight the compulsive nature of social media addiction. This addiction can lead to isolation, increasing feelings of inadequacy and pushing juveniles toward harmful behaviors, including substance abuse and participation in dangerous challenges. The community care worker's observations reinforce the notion that valuing online validation over real-life connections contributes to a deterioration of social skills. Understanding these findings highlights the urgent need for targeted interventions to address social media addiction and its impact on juvenile delinquency in Highfield.

4.4 Challenges that hinder adolescent's efforts to resist delinquent behaviors while using social media in Highfield Jerusalem

My last objective sought to examine the challenges that hinder adolescents' efforts to resist delinquent behaviors while using social media in Highfield, Jerusalem. This study identified various challenges that adolescent's face, which include peer pressure, exposure to negative influences and lack of parental guidance, social media anonymity, digital identity and self-esteem issues and inadequate educational programs. These factors do not only affect behavior but also

impact how adolescents grow and develop. The challenges that hinder adolescent's efforts to resist delinquent behaviors while using social media in Highfield Jerusalem will be presented, interpreted and discussed below.

4.4.1 Peer pressure

Findings indicate that peer pressure significantly influences adolescents' vulnerability to delinquent behaviors on social media. Juveniles reported feeling compelled to engage in risky activities to fit in with their peers, often leading to online bullying and substance abuse. They emphasized that the desire for acceptance often outweighs their better judgment. Findings indicates that many youths struggle to resist these pressures, particularly in environments where delinquency is normalized. The interplay of peer influence and social media creates a challenging landscape for adolescents attempting to make positive choices. As juvenile participant (J1) says

"I felt like I needed sleep with a girl because my friends and children of my age are doing it online." (J1)

Similarly Juvenile participant (J2) explains:

"Sometimes I see my friends posting videos whilst smocking shisha online, and I know it's risky, but I don't want to seem like a loser. It's hard to stand up and be different when everyone else smocking shisha and trending online" (J2)

Key informant community care worker (K2) further elaborated on this perspective saying:

"Peer pressure among adolescents is more intense than ever, especially with social media. Many youths feel trapped, as the urge to fit in overshadows their ability to make safe choices. It's a difficult environment where seeking help often feels impossible." (K2)

The above mentioned findings confirm the significant challenge of peer pressure by juveniles in the context of social media, aligning closely with existing literature. Juvenile (J1) reflects the strong need to conform to peer expectations, indicating that the desire for acceptance drives him toward risky behaviors, such as engaging in sexual activities. This supports Brown et al. (2008), who highlight that adolescents prioritize social acceptance over personal values. Similarly, Juvenile (J2) discusses the pressure to partake in risky behaviors like smoking shisha to avoid

being sidelined, illustrating how social media amplifies peer influence and normalizes delinquent behaviors. This normalization is consistent with the cultural deviance framework, where peer group norms can redefine acceptable conduct (Thio et al., 2013).

Furthermore findings highlights the intensified nature of peer pressure today. K2 notes that social media complicates adolescents' ability to seek support or express dissent, echoing Steinberg and Monahan's (2007) findings on the adolescent brain's wiring for social rewards. This creates a challenging environment where delinquent behaviors are glorified, making it difficult for youths to navigate their social identities. The findings highlight the urgent need for interventions that address the cultural contexts influencing adolescent behavior and promote resilience against peer pressure, as propounded by the conclusions of Becker (2008) regarding the necessity of fostering healthier social norms.

4.4.2 Exposure to negative influences

Findings indicate that exposure to negative influences significantly hinders adolescents' efforts to resist delinquent behaviors in Highfield, Jerusalem. Juveniles indicates that they often see friends sharing videos of fights and vandalism online, which makes them feel compelled to prove themselves by joining in. Findings also indicates that juveniles feels pressurized after seeing others doing drugs and receiving likes which creates pressure to try it themselves to fit in. Many youths are surrounded by negative role models on social media, making it challenging for them to choose positive paths. This environment fosters a cycle where adolescents feel compelled to engage in delinquent activities to gain acceptance, ultimately undermining their ability to resist such influences as juvenile participant (J2) says:

"My friends are always watching videos of people fighting on social media and they often engage in fights with others at school ,I ended up behaving in the same way they do because they are the closest people I have in my life.."(J2)

Juvenile participant (J3) says

"When I scroll through social media I see people getting likes for doing drugs, anyone can be tempted to try it just to fit in."(J3)

Key informant, child protection officer (K1) says:

"Many of the youths I work with are influenced by negative examples on social media. It's hard for them to resist these pressures when everyone around them seems to glorify such behaviors."(K1)

The findings reveal a significant impact of exposure to negative influences on adolescents' ability to resist delinquent behaviors in Highfield, Jerusalem. Juvenile participant (J2) indicates on how the pervasive nature of social media exposes them to harmful content, leading to a normalization of aggressive behavior among peers. This aligns with Anderson and Dill (2000), who found that repeated exposure to violent media can desensitize youth, making them more likely to accept such behaviors as part of their reality. The pressure to conform to these negative influences is further emphasized by Juvenile participant (J3), who notes that the attraction of social media likes for risky behaviors, such as drug use, creates motivates adolescents to engage in such activities. This reflects Gentile et al. (2009), who emphasize that the consumption of violent media can lead to increased aggression and a diminished perception of risk among youths.

Findings also suggest that the glorification of delinquent behaviors in online spaces creates an environment where youths feel pressured to conform, thereby perpetuating a cycle of deviance. This dynamic is particularly concerning, as it undermines the ability of adolescents to make positive choices; they often find themselves caught between their desire for acceptance and the recognition of potential consequences. The findings underscore the need for targeted interventions that address these cultural influences to promote resilience among youths and fostering healthier social norms.

4.4.3 Lack of Parental Guidance

Findings indicate that lack of parental guidance significantly hinders adolescents' efforts to resist delinquent behaviors in Highfield, Jerusalem. Juveniles indicate that, without parental involvement, they often feel lost when faced with difficult decisions about social media use. Findings indicates that parents no longer engage in conversations about online content with their children hence leaving them to navigate these challenges on their own. This absence of guidance creates an environment where adolescents are unable to develop critical thinking skills necessary

to manage online challenges, ultimately increasing their vulnerability to delinquent behaviors. As juvenile participant (J4) says

"I wish my parents taught me how to use social media wisely I wouldn't have hooked myself with friends who encourage me to steal."(J4)

Juvenile participant (J6)

"No one checked up on me or my phone at home and I came across explicitly cites on social media and began watching pornography and people parting together with my friends. This encouraged us to sneak to house parties where I was drugged and raped. (J6)

Child Protection Officer (K1)

"Many youths don't have the support they need at home, which makes them vulnerable to negative influences online."(K1)

The findings reveal a critical relationship between a lack of parental guidance and adolescents' vulnerability to delinquent behaviors in Highfield, Jerusalem. Juvenile participants express feelings of confusion and isolation when navigating social media without parental support, reflecting the communication gap highlighted by Pearson and Keeffe (2011). For instance, one juvenile regrets not receiving guidance on responsible social media use, leading to associations with peers encouraging criminal behavior, which aligns with the concept of cultural deviance (Merton, 1938). Another participant shares experiences of unmonitored internet access, exposing them to harmful content and negative influences. The insights from the child protection officer further emphasize the systemic issues surrounding parental guidance. The officer notes that many youths lack necessary support at home, which increases their vulnerability to negative influences online. This absence of parental supervision hinders critical thinking development and fosters an environment where delinquent behaviors thrive. Mesch (2009) underscores that parental monitoring is crucial for reducing risky online behavior. Thus, without open communication about social media risks, adolescents are more likely to engage in delinquency, which can become normalized within their peer groups. Addressing these gaps through enhanced parental engagement and education is vital for equipping youths to navigate online challenges safely.

4.4.4 Social media anonymity

Findings indicate that social media anonymity significantly hinders adolescents' efforts to resist delinquent behaviors in Highfield, Jerusalem. Juveniles indicate that the ability to hide their identities online emboldens them to engage in risky activities, as they feel less accountable for their actions. They mention that this anonymity allows them to participate in harmful behaviors, such as cyberbullying and substance promotion, without fear of immediate repercussions. Many youths exploit anonymity to connect with negative influences, making it challenging for them to distinguish between acceptable and unacceptable behavior. This lack of accountability fosters an environment where delinquent actions can thrive, ultimately undermining adolescents' ability to make positive choices. As juvenile participant (J5) say:

"When I'm online, I can say whatever I want without anyone knowing who I am. It makes it easy to do things I wouldn't normally do."(J5)

Similarly another juvenile participant (J7):

"Being anonymous lets me join in on stuff like cyberbullying. I felt like I won't get caught, so I just go for it."(J7)

Key informant child protection officer (K1) explains:

"Many youths use anonymity to engage with negative influences, making it hard for them to see the consequences of their actions."(K1)

The findings reveal a significant impact of social media anonymity on adolescents' engagement in delinquent behaviors in Highfield, Jerusalem. Juvenile participants highlights how hiding their identities online empowers them to engage in risky activities, such as cyberbullying and substance promotion. This aligns with the cultural deviance framework, which posits that behaviors considered deviant can become normalized within specific peer groups, particularly when individuals feel detached from accountability (Merton, 1938). For instance, one juvenile highlights that anonymity allows them to express themselves freely, indicating a disconnection from social norms. Similarly, another participant emphasizes that the perceived lack of consequences encourages harmful behaviors, supporting Kowalski et al. (2014) in their assertion that anonymity

can lead to increased aggression. Insights from the child protection officer further highlight the systemic issues surrounding social media anonymity. The officer notes that many youths exploit anonymity to connect with negative influences, complicating their ability to discern acceptable from unacceptable behavior. This lack of accountability fosters an environment conducive to delinquent actions and diminishes critical reflection on choices. As Abeeel (2015) points out, the freedom to experiment with identity online complicates resistance to delinquency. Addressing these challenges is crucial for promoting healthier online interactions and supporting adolescents in making informed choices. Interventions that enhance digital literacy and encourage open discussions about online behavior can help mitigate the risks associated with anonymity, ultimately empowering youths to navigate social media responsibly.

4.4.5 Digital identity

Findings indicate that digital identity issues significantly hinder adolescents' efforts to resist delinquent behaviors in Highfield, Jerusalem. Juveniles indicate that the pressure to present a perfect online image often leads them to engage in risky behaviors to gain approval from peers. Juveniles feel inadequate when comparing themselves to others online, which drives them to seek validation through negative actions. Issues of low self-esteem also makes them susceptible to peer pressure, leading to participation in delinquent activities. Findings indicates that many youths struggle with their digital identities, complicating their ability to make positive choices. This struggle often results in a cycle where low self-esteem fuels engagement in delinquency as a means of coping or gaining acceptance. As participant juvenile (J5) says:

"I feel like I have to post perfect pictures to fit in. When I don't get enough likes, I do things like sneak out and party just to feel accepted."(J5)

Juvenile participant (J6) also explains:

"Seeing others online made me feel less than them, so I started using drugs to cope. I thought it would help me fit in better with my friends but instead made me spark unnecessary fights at school."(J6)

Child Protection Officer (K1)

"Many youths struggle with their online identities, which leads them to engage in risky behaviors, like substance use and delinquent acts, to gain acceptance."(K1)

The findings reveal a complex interplay between digital identity and delinquent behaviors among adolescents in Highfield, Jerusalem. Juvenile participants have the pressure to portray a perfect online persona, which often leads them to engage in risky behaviors for peer approval. This aligns with Peter (2011), who notes that youth may engage in delinquent behaviors to enhance their social standing when they observe peers receiving validation for risky actions. For instance, Juvenile participant (J5) highlights the lengths they go to fit in, indicating that the quest for acceptance can overshadow their judgment, driving them to activities like sneaking out and partying. Similarly, Juvenile participant (J6) expresses feelings of inadequacy when comparing themselves to others online, leading to substance use as a coping mechanism, reinforcing Twenge et al. (2019), who emphasize that the pursuit of online validation can increase delinquency among juveniles. Many youths struggle with their online personas, complicating their ability to make positive choices. This struggle creates a cycle where low self-esteem fuels engagement in delinquent behaviors as adolescents seek to cope with feelings of inadequacy. This dynamic aligns with the cultural deviance theory, which posits that individuals may adopt deviant behaviors when disconnected from societal norms (Merton, 1938). The findings highlight the importance of interventions that promote healthy digital identities by fostering open discussions about online behavior and providing support.

4.4.6 Inadequate Educational Programs

Findings indicate that inadequate educational programs significantly hinder adolescents' efforts to resist delinquent behaviors in Highfield, Jerusalem. Juveniles express that they lack sufficient knowledge about the risks associated with social media, which leaves them vulnerable to negative influences. Without proper guidance, juveniles often make poor choices online, leading to involvement in risky activities. Schools do not provide adequate information on digital safety, which makes it difficult for juveniles to navigate social media responsibly. Findings highlight that many youths are unaware of the consequences of their online actions, as educational initiatives are minimal. As juvenile participant (J1) says

"I didn't know the dangers of social media. Without guidance, I ended up getting involved with people who taught me to steal (J1)

Juvenile participant (J2) says

"My school never taught us about online safety. I wish we had more info because I got involved in risky stuff without realizing the risks." (J2)

Community care worker key informant (K2) explains

"Many youths lack awareness of the consequences of their online actions. We really need better educational programs to address this issue."(K2)

The findings reveal a critical gap in educational programs that significantly hinders adolescents' ability to resist delinquent behaviors in Highfield, Jerusalem. Findings shows that lack of knowledge increases the juvenile risks associated with social media, leaving them vulnerable to negative influences. Juvenile participant (J1) highlights that without proper guidance, they became involved with individuals who encouraged criminal behavior, such as stealing. This reflects Pearson's (2011) assertion on the necessity of educational initiatives focused on digital citizenship and social responsibility. Similarly, Juvenile participant (J2) expresses a desire for more information on online safety, emphasizing the absence of such education in schools. These insights underscore the urgent need for programs that equip adolescents with the skills to understand and mitigate social media risks, aligning with Willoughby et al. (2019) on the critical role of schools in shaping students' understanding of social media.

Findings further emphasized on the systemic issues surrounding inadequate educational programs. Many youths are unaware of the consequences of their online actions, creating an environment conducive to delinquency. This aligns with cultural deviance theory, which posits that individuals may adopt deviant behaviors when disconnected from societal norms (Merton, 1938). The lack of structured educational resources can increase feelings of alienation among adolescents, leading them to seek acceptance through delinquent actions. Therefore, implementing educational programs focused on digital literacy and responsible online behavior is essential to empower adolescents and mitigate the risks associated with social media.

4.5 Chapter Summary

Chapter 4 presents the findings from the research on the impact of social media on juvenile delinquency in Highfield, Jerusalem. The chapter reveals various forms of delinquent behavior exhibited by adolescents, including theft, sexual assault, drug and substance abuse, bullying, and gang involvement. It highlights how social media exposure normalizes these behaviors, with peer influence playing a significant role in encouraging risky actions. Participants reported desensitization to consent and respect due to explicit content, as well as increased instances of violence and substance use linked to the portrayal of such behaviors online. The findings underscore the urgent need for community interventions to address these issues and promote healthier social norms among youths.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a comprehensive overview of the key findings from the research on the impact of social media on juvenile delinquency in Highfield, Jerusalem. The study aimed to explore various dimensions of this relationship, identifying the nature and causes of delinquent behaviors among adolescents. It emphasizes the critical role social media plays in shaping youth behavior and the challenges that arise from its use. The conclusions drawn from the research highlight the urgent need for effective interventions to mitigate the adverse effects of social media. Recommendations are also provided to guide stakeholders in addressing these challenges. By combining the findings, this chapter contributes to the ongoing discussion on juvenile delinquency and social media's influence.

5.1 Summary of Findings

The research study explored the impact of social media on juvenile delinquency, indicating critical insights across the first three key chapters. Chapter one established the background and significance of the study, highlighting how social media usage influences behaviors among adolescents, often normalizing delinquent actions through peer interactions and exposure to harmful content. Chapter two provides a comprehensive literature review, emphasizing on the relationship between social learning theory and delinquency while illustrating how adolescents are

affected by the behaviors they observe online. Chapter 3 gives a detailed methodology employed by the study, including the qualitative approach that facilitated in-depth understanding of the participant's experiences and perceptions regarding social media. This section also presents the core insights derived from the data collected, focusing on the three main objectives outlined in the previous chapters. By summarizing the findings, the chapter provides a clear overview of how social media influences juvenile behavior, the underlying causes of delinquency, and the challenges faced by adolescents in resisting negative influences. This summary is crucial for understanding the implications of the research and guiding future interventions and studies in the field. The summary of the key findings for the study's objectives will be explicitly presented below.

5.1.1 The Nature of Delinquency among Juveniles in Highfield Jerusalem

The findings indicate that juvenile delinquency in Highfield Jerusalem manifests in various forms which includes theft, sexual assault, drug and substance abuse, bullying, and gang involvement. Each of these behaviors reflects a complex interplay of factors influenced by social media exposure. Participants reported that social media platforms often glamorize risky behaviors, leading juveniles to normalize actions such as theft and substance use. Many respondents noted that they felt pressured to engage in theft after witnessing peers showcase their wealth on social media thus fostering a sense of inadequacy that drove them to criminal acts as a means of coping. The issue of sexual assault emerged clearly, with juveniles indicating that exposure to explicit content on social media contributed to a troubling desensitization to consent and respect for others. Many participants acknowledged that peer pressure intensified their involvement in such behaviors, illustrating how social media facilitates a culture where delinquent actions are not only tolerated but often encouraged. These findings reveal a concerning pattern where adolescents, influenced by their online interactions, increasingly engage in serious criminal behaviors without a full understanding of the consequences.

Furthermore, the increase rate in drug and substance abuse among juveniles was alarming. Many participants shared their experiences of using various substances, citing social media as a significant influence. Participants reported that seeing their peers' show of their drug use led them to experiment with substances as a way to fit in or seek approval. Bullying, both online and offline, was also highlighted as an influencing issue, with participants describing how social media served

as a platform for harassment and aggression, which further perpetuated a cycle of violence and delinquency. These findings highlight the urgent need for community interventions that address these behaviors and promote healthier social norms among adolescents in relation to their online interactions. There is also need for the implementation of programs which should aim at educating youths about the implications of their actions and fostering environments that discourage delinquent behavior are essential.

5.1.2 Causes of Social Media-Related Delinquency in Highfield Jerusalem

The research identified several key factors contributing to social media-related delinquency among adolescents in Highfield Jerusalem. Peer influence emerged as a dominant theme, with many participants reporting that their online interactions often encouraged risky behaviors. The desire for social acceptance frequently led juveniles to copy the actions of their peers, including engaging in cyberbullying and substance abuse. This peer pressure was increased by the nature of social media, which increases the visibility of delinquent behaviors and creates a sense of validation for such actions. Participants noted that the excitement of receiving likes and comments on risky posts often outweighed their better judgment. This validation from peers created an environment where delinquent behaviors were not only normalized but celebrated, further rooted these actions within their social circles. The findings indicated that social media platforms act as breeding grounds for these influences, where the desire to fit in can push young people to engage in behaviors they might otherwise avoid.

More so, the findings highlighted the impact of exposure to inappropriate content on social media. Many juveniles reported encountering violent and explicit material, which normalized delinquent behaviors and diminished their understanding of the associated risks. The lack of parental supervision also played a critical role, as many youths felt free to engage in risky online activities without guidance. This absence of oversight created an environment where negative influences thrived, further increasing the challenges faced by adolescents in resisting delinquency. Moreover, socioeconomic factors were also significant in shaping these behaviors. Many participants indicated that their backgrounds limited their access to positive recreational activities thereby pushing them toward social media as an alternative, where they were more exposed to negative influences. The findings suggest that addressing these underlying causes is essential for developing

effective prevention strategies. Interventions must not only target peer dynamics but also educate parents on the importance of supervision and open dialogue regarding social media use.

5.1.3 Challenges that hinder adolescent effort to resisting delinquent behaviors while using social media in Highfield Jerusalem

The findings revealed several challenges that hinder adolescents' efforts to resist delinquent behaviors while using social media. The main challenge was peer pressure, which significantly impacted their decision-making processes. Juveniles expressed feeling compelled to conform to the behaviors exhibited by their friends online, leading to involvement in delinquent activities such as bullying and substance use. This dynamic illustrates how social media can create an environment where risky behaviors are not only normalized but also reinforced by peers. Additionally, the lack of parental guidance emerged as a significant barrier to resisting negative influences. Many participants indicated that their parents were either unaware of their online activities or did not actively engage in discussions about the potential risks associated with social media use. This disconnect left adolescents vulnerable to negative influences and made it difficult for them to navigate the complexities of online interactions safely. The absence of communication about the implications of their online presence hindered their ability to develop critical thinking skills necessary for making informed decisions.

Furthermore, issues related to digital identity and self-esteem were prevalent, as many juveniles struggled to maintain a positive self-image in the face of unrealistic portrayals of life on social media. Participants reported feeling inadequate compared to their peers, which often led them to engage in delinquent acts as a means of coping with these feelings. This struggle with self-esteem was increased by the anonymity provided by social media, which allowed them to engage in behaviors they might not consider in face-to-face interactions. These challenges highlights the need for targeted educational programs and community support systems aimed at empowering adolescents to make healthier choices in their online interactions. Schools and community organizations must work collaboratively to create environments where positive behaviors are encouraged, and where youths feel supported in resisting the pressures that lead to delinquency. By addressing these challenges, communities can create a safer and more supportive environment for adolescents navigating the complexities of social media.

5.2 Conclusions

The research concludes that social media is a powerful determinant of juvenile behavior in Highfield Jerusalem. The literature reviewed throughout this study emphasizes the complex and multifaceted relationship between social media and juvenile delinquency, revealing that social media platforms significantly influence adolescent behavior beyond mere communication tools. The first objective of this research was to examine the nature of delinquency among juveniles in Highfield, Jerusalem, and the findings indicate that exposure to inappropriate content ranging from violence to substance use normalizes risky behaviors among youths. Studies by Gentile and Anderson (2009) indicates that repeated exposure to violent media does not only desensitizes adolescents but also leads them to internalize aggressive behaviors as socially acceptable. This normalization creates an environment where delinquency is not merely tolerated but often glorified. This calls for urgent interventions that address the influences of social media on young people.

In line with the second objective, which aimed to identify the causes of social media-related delinquency, the literature reveals the critical role of peer pressure in shaping adolescent behavior. Research by Brown et al. (2008) and Kowalski et al. (2014) indicates that adolescents are easily vulnerable to peer validation, often engaging in delinquent acts to gain acceptance. The digital age amplifies these influences, as social media provides constant connectivity and visibility into peers' action thereby intensifying the pressure to conform to group norms. This phenomenon indicates the importance of recognizing social media as a breeding ground for both positive and negative behaviors. The literature calls for targeted educational programs that emphasize on critical thinking and resilience against peer pressure, equipping adolescents with the tools to navigate these social dynamics effectively.

Moreover, the findings indicate that parental supervision plays a crucial role in mitigating the risks associated with social media use, which aligns with the third objective of identifying challenges that hinder adolescents' efforts to resist delinquent behaviors. Research suggests that a lack of parental involvement often leaves adolescents vulnerable to negative influences online (Wright, 2019). Effective parental monitoring and open dialogues about social media can empower youths to make informed choices, significantly reducing their likelihood of engaging in delinquent

behavior. This highlights the necessity of integrating family dynamics into intervention strategies, as fostering healthy communication between parents and adolescents can greatly impact the future online behaviors. The literature suggests that proactive parental engagement can serve as a protective factor against the normalization of delinquency fostered by social media.

Socioeconomic factors emerge as a crucial theme in shaping adolescent experiences with social media and delinquency. Research indicates that limited access to positive recreational activities often drives youths toward social media as an alternative, exposing them to harmful influences. The community context including economic hardships and a lack of positive role models exacerbates the challenges that are faced by adolescents, driving them towards delinquent behaviors as a coping mechanism. Addressing these socioeconomic disparities is essential for developing comprehensive strategies that not only focus on individual behaviors but also consider the broader community environment in which adolescents navigate their social identities. The literature strongly advocates for community-based interventions that enhance access to positive outlets, thereby reducing the likelihood for delinquent behavior. Findings, highlights the urgent need for multifaceted interventions that address the complex interplay between social media, peer pressures, parental involvement, and socioeconomic challenges in mitigating juvenile delinquency. These interventions should aim to foster healthier social norms, empower adolescents to navigate their digital environments responsibly, and promote community engagement to create a supportive framework for youth development. Such exhaustive strategies are essential to reduce the detrimental effects of social media on juvenile behavior and to foster an environment where positive choices can flourish

5.3 Implications for Social Work

The findings of this study carry significant implications for social work practice. Social workers play a pivotal role in addressing the challenges posed by social media on juvenile delinquency. First, there is a critical need for social workers to develop and implement educational programs that inform both parents and adolescents about the responsible use of social media. These programs should focus on enhancing digital literacy, helping youths navigate the potential risks associated with online interactions. Moreover, community engagement initiatives are essential. Social workers should collaborate with schools, community organizations, and families to create

supportive networks that discourage delinquent behavior. This may include organizing workshops that emphasize healthy online behaviors and the importance of positive peer relationships.

Policy development is another important area for social work. The research highlights the need for social work policies that address the risks associated with social media use among youths. This includes advocating for regulations that promote safer online environments and protect adolescents from harmful content. Additionally, social workers must be equipped with the skills to engage with youth effectively. Training in digital engagement strategies will enable social workers to connect with adolescents, understand their online experiences, and provide relevant support. Finally, the implications extend to the broader community, emphasizing the need for a shared responsibility in addressing juvenile delinquency. By fostering a culture of accountability and support, social workers can help shape a positive social environment that mitigates the adverse effects of social media on youth.

5.4 Recommendations

Based on the findings, several recommendations are proposed below

Policy/Programmatic Recommendations

- Develop comprehensive digital literacy programs designed for schools and community centers. These programs should educate youths about the risks of social media and teach them how to navigate these platforms responsibly.

Stakeholders/Partners Based Recommendations

- Establish partnerships between schools, community organizations, and local governments to create a unified approach to addressing social media-related challenges. Regular meetings and workshops can facilitate collaboration and resource sharing.

Community/Research Participants Based Recommendations:

- Form support groups for parents to discuss the challenges associated with their children's social media use. These groups can provide a platform for sharing experiences and strategies for effective supervision.

Models/Interventions

- Implement mentorship programs where older adolescents guide younger peers on healthy social media practices. This approach can leverage peer influence positively, encouraging responsible online behavior.

Awareness Campaign

- Launch community awareness campaigns that highlight the risks of social media and promote positive behaviors. These campaigns should utilize various media channels to reach a wider audience, including social media itself.

5.5 Areas for Future Study

Future research should explore the long-term effects of social media on juvenile behavior, particularly focusing on how these influences evolve as adolescents' transition into adulthood. Studies should also examine the efficacy of intervention programs designed to mitigate the negative impacts of social media, assessing their effectiveness across different demographics. Another area for exploration is the role of cultural factors in shaping adolescents' experiences with social media. Understanding how cultural contexts influence online behavior can provide deeper insights into the relationship between social media and delinquency. Lastly, ongoing studies that track changes in social media usage and its impact on behavior over time would be beneficial in understanding the ongoing dynamics of this relationship.

5.6 Chapter Summary

Chapter 5 synthesizes the key findings of the research, emphasizing the crucial role of social media in shaping juvenile delinquency. It highlights the dynamic relationship between social media and delinquency, identifying peer pressure, exposure to inappropriate content, and lack of parental guidance as significant factors contributing to risky behaviors. The chapter discusses the challenges adolescents face in resisting these influences, particularly in an environment where delinquency is normalized. It concludes with recommendations for stakeholders, including parents, educators, and social workers, advocating for comprehensive strategies that foster a supportive environment for youth and mitigate the negative impacts of social media on their behavior.

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APPENDICES

APPENDIX 1: CONSENT FORM

Topic: The impact of social media on juvenile delinquency. A case of Highfield (Jerusalem area) in 2024.

Researcher: Praise Gwamure

Contact details: 0788108579 /gwamurepraise4@gmail.com

Affiliation: Bindura University of Science Education

Purpose of the study: You are invited to part in a research study that seeks to examine the impact of social media on juvenile delinquency a case of Highfield (Jerusalem area). Your participation will be voluntary and you are allowed to withdraw at any time. Information obtained from the study will be treated privately and confidentially as this research is purely academic. No personal details will be captured. The interview will last from 20 to 25 minutes. It is hoped that the results of this study will help policy makers to formulate policies that are effective in addressing the impact of social media on juvenile delinquency.

Please tick where applicable

1. Will you participate in the study? YES NO
2. Would you allow me to record your voice through the audio recorder? (This is strictly confidential and anonymity is guaranteed). YES NO
3. If yes then sign the consent form and proceed.
4. There will be no payment, but your contribution will help inform strategies that need to be implemented to curb social media as a catalyst to juvenile delinquency
5. Is there anything you want to know before we start?
6. I have read the above and I understand the nature of the study. I am willing to participate and

give my consent.

Participant's Signature.....

Researcher's Signature.....

Date.....

APENDIX 2

FOCUS GROUP DISCUSSION GUIDE FOR JUVENILES

RESEARCH QUESTION 1. What is the nature of delinquency of the juveniles in Highfield Jerusalem?

PROBING QUESTIONS

1. What specific types of delinquent behaviors do you observe among your peers in Highfield?
2. How do you think social media influences the decisions juveniles make regarding delinquency?
3. Describe any situations where you and your friends felt pressured to engage in delinquent behavior and what role did social media play in those situations?

RESEARCH QUESTION 2. What are the causes of social media related delinquency in Juveniles in Highfield Jerusalem?

PROBING QUESTIONS

1. What specific aspects of social media do you think lead juveniles to engage in delinquent behavior?
2. How do you feel your interactions on social media influence your decision making or behavior in real life?
3. Describe specific incident where social media led to a situation you and your peers regretted or learnt from and what do you think were the key factors that contributed to that situation?

RESEARCH QUESTION 3.

What are the specific challenges that hinder adolescents' efforts to resist delinquent behaviors while using social media in Highfield Jerusalem?

PROBING QUESTIONS

1. What pressure do you feel from your peers on social media that make it difficult to avoid delinquent behaviors?
2. Are there specific features or trends on social media that you find tempting or hard to resist?
3. How do you think your online reputation affects your choices regarding delinquent behaviors?

APENDIX 3

IN-DEPTH INTERVIEW GUIDE FOR COMMUNITY CARE WORKER.

RESEARCH QUESTION 1: What is the nature of delinquency of the juveniles in Highfield Jerusalem?

PROBING QUESTIONS

1. What patterns of delinquent behavior have you observed among juveniles in Highfield Jerusalem area?
2. In your experience, how do these behaviors manifest in different social settings within the community?
3. What insights can you provide about the age groups most affected by delinquent behavior in this area?

RESEARCH QUESTION 2: What are the causes of social media related delinquency in Juveniles in Highfield Jerusalem?

PROBING QUESTIONS

1. What factors do you believe contributes to social media related delinquency among youth in Highfield Jerusalem?
2. How do you think social media influences the decision-making process of juveniles regarding delinquent activities?
3. What role do family dynamics play in shaping the online behaviors of adolescents in your observations?

RESEARCH QUESTION 3: What are the specific challenges that hinder adolescents' efforts to resist delinquent behaviors while using social media in Highfield Jerusalem?

PROBING QUESTIONS

1. What challenges do you see adolescents facing when trying to avoid delinquent behavior in social media context?
2. How effective are community resources in helping youth resist negative influences from social media?
3. In what ways do you think peer relationships impact the ability of young people to make positive choices online?

APENDIX 4

IN-DEPTH INTERVIEW GUIDE FOR CHILD PROTECTION OFFICER

RESEARCH QUESTION 1: What is the nature of delinquency of the juveniles in Highfield Jerusalem?

PROBING QUESTIONS

1. What types of delinquent behaviors are most common among juveniles in Highfield?
2. What do you identify as the main influences driving these behaviors?
3. How do social media appear to affect delinquency among youth you work with?

RESEARCH QUESTION 2: What are the causes of social media related delinquency in Juveniles in Highfield Jerusalem?

PROBING QUESTIONS

1. What specific social media behaviors do you believe contribute to delinquency among juveniles?
2. How do peer interactions on social media influence delinquent behavior in youth?
3. What role do you think parental supervision or guidance plays in mitigating social media related delinquency?

RESEARCH QUESTION 3: What are the specific challenges that hinder adolescents' efforts to resist delinquent behaviors while using social media in Highfield Jerusalem?

PROBING QUESTIONS

1. What specific online influences do you think make it hard for adolescents to resist delinquency?
2. How do peer relationships on social media affect adolescents' choices regarding delinquent behavior?
3. What role does parental involvement play in helping adolescents resist these challenges?

THANK YOU FOR YOUR PARTICIPATION IN THIS STUDY!!!

APPENDIX 5: APPROVAL LETTER FOR DATA COLLECTION

Official communications should
Not be addressed to individuals

Telephone: 703711 / 790721-4
Harare



ZIMBABWE

MINISTRY OF PUBLIC SERVICE, LABOUR AND SOCIAL
WELFARE
Compensation House

Cnr S.V Muzenda and Central Avenue
HARARE

28 APRIL 2025

Praise Gwamure(B210254B)
Bindura University of Science Education

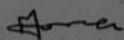
REF: LETTER OF APPROVAL TO CONDUCT A RESEARCH STUDY
TITLED 'THE IMPACT OF SOCIAL MEDIA ON JUVENILE
DELINQUENCY. A CASE OF HIGHFIELD (JERUSALEM AREA) IN
2024

Receipt of your letter with the above mentioned matter is acknowledged.

Please be advised that permission is hereby granted for you to carry out research
titled 'The impact of social media on juvenile delinquency. A case of Highfield
(Jerusalem Area) in 2024

Permission is granted **STRICTLY** on condition that the research is for academic
purposes only in pursuit of your BSc Honours Degree in Social Work. The data
collected should not be shared to third party (3rd).

You are requested to submit a copy of your final research documents to the
Department of Social Development upon completion as your research has a bearing
on the Department's mandate.


R T. Zimhunga

Director Social Development.

MINISTRY OF PUBLIC SERVICE, LABOUR AND SOCIAL WELFARE

