Qualitative Research Reporting

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The researchers aimed to explore youth's motivation for using technology and how that use influences their daily functioning. Researchers interviewed 10 participants, coded interview transcripts independently, and then compared and worked together to come to an agreement about the primary themes of the interviews. This project consisted of qualitative research methods that focused on students' lived experiences and their perceptions of those experiences, which are emphasized in a phenomenological research design. When identifying similarities across participant experiences, two themes were identified.

The first theme, *youth use technology as their main source of peer connection,* was informed by students describing how technology is used as the primary outlet for connecting with their peers. For example, Billy stated, "I play video games with my friends each day when I get the chance." Melissa went on to add, "I am in school all day long and when I get home I want to be able to talk to my friends." Mark contributed, "Most nights I want to stay up late so I can group chat with friends."

The second theme, *youth use technology when it is expected of them,* was informed by students explaining an external pressure for them to feel the need to be connected 24/7. For example, Ruth stated, "Even when I am with my family I cannot help but look at my phone. There is not a minute that I am not getting a text or Snapchat from my friends." Jeff went on to share, "My friends always want me to text them or be online even when it is a school night." Krista followed up with, "I have over a thousand followers on Instagram so I have to post everyday so they keep following me."

It's clear that both themes address the research questions. Theme one explained that

motivation to use technology includes connection and a feeling of belonging. Theme two explained that motivation to use technology includes outside pressure and keeping up with what others are doing. The implications for the study and the counseling field are that youth are using technology to feel connected to friends and because they feel they have to be available to their friends at all times. This information can be used by counselors to assess how technology use is impacting their student's daily lives and functioning and assists with a treatment plan. This information could also be used to provide psychoeducation to families and schools about reasonable expectations for youth to be available and how excessive technology use can affect their ability to function on a daily basis.