Assistance seeking behaviour in older persons regarding the use of their mobile phones

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It all starts here ™

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SUMMARY

Assistance seeking behaviour in older persons regarding the use of their mobile phones

Keywords: assistance seeking behaviour, older persons, mobile phones, social cognitive learning theory, social convoy theory.

The older-person population is estimated to reach two billion in 2050 with two thirds living in developing countries. In South Africa, the prevalence of HIV is a large contributor to lowered fertility and, therefore, the country's ageing population. A growing older population can have various implications for the country, families, as well as older persons themselves. These implications can be managed by mobile phones, which have become an important tool in easing changes associated with late adulthood. Literature shows older persons face various difficulties when employing this tool in their lives. This puts them at risk of losing the benefits that mobile phones could contribute to their life and experience. Older persons have, however, devised a plan to overcome these difficulties, which is to ask for assistance with their mobile phones. Research on older persons' use of mobile phones and this assistance seeking behaviour is limited, especially in a South-African context. Therefore, this secondary study (secondary-data analysis) explored the assistance seeking behaviour in older persons when using their mobile phones through describing who they ask for assistance and why they ask these specific persons for assistance with their mobile phones. The theoretical underpinning for this study was Social Cognitive Learning Theory (to describe older persons' behaviour and motives) and the Social Convoy Model (to described older persons' social environment).

This study was derived from data collected by a primary study, namely the IGNITe project that used a parallel mixed methods research design to explore older persons' mobile-phone usage patterns and how this technology influences intergenerational relationships. As

this secondary study is qualitative only, the qualitative data from the primary study were used. The study consisted of a purposive sample (n=52) aged 65 to 89 years. The Mmogo-Method® (n=19) and semi-structured interviews (n=33) were used to gain data of who older persons ask for assistance and why they ask these specific people. Audio-recordings of the data-gathering procedure were transcribed, and textual data was used to identify themes through thematic analysis. Participants identified, friends, children, grandchildren, community members, family members as well as service providers personnel as the persons they usually turn to when seeking assistance when using functions on their mobile phones. As to why older persons chose these persons, data showed close interpersonal relationships, transmission of appropriate technical knowledge, proximal person, a willingness to assist and unsupportive service provider personnel as determining aspects.

From the findings, it is clear that older persons are active in choosing persons to assist them with their mobile phones by assessing their needs and choosing a helper accordingly with the above mentioned themes as key motivators. These themes could play a role in promoting effective learning of mobile-phone skills and in encouraging older persons' self-efficacy. Close interpersonal relationships show the most promise of dispelling beliefs that could lower self-efficacy regarding mobile phones and promote the effective adoption of mobile-phone skills. Service providers, however, do not form part of promoting older persons use or self-efficacy regarding mobile phones as their assistance doesn't correspond with the lived experiences of participants. Therefore the researcher recommends that service providers use these findings to improve their services as an attempt to accommodate or encourage older persons' use of mobile phones. Further research is recommended to gain insight from the perspective of the persons providing assistance to older persons with their mobile phones.

OPSOMMING

Hulpsoekende gedrag by ouer persone wat die gebruik van hulle selfone betref

Sleutelwoorde: hulpsoekende gedrag, ouer persone, selfone, sosiaal-kognitiewe leerteorie, sosiale-konvooi-teorie.

Daar word verwag dat ouer persone teen 2050 twee biljoen mense gaan uitmaak waarvan twee derdes in ontwikkelende lande gaan woon. Die voorkoms van MIV speel in Suid Afrika ’n groot bydraende rol in die afname van vrugbaarheid en dra daarom by tot bevolkingsveroudering in Suid Afrika. ’n Groeiende ouer bevolking kan verskeie implikasies vir ’n land, ’n familie asook ouer persone self inhou. Selfone het ’n belangrike hulpmiddel vir die bestuur van veranderinge gedurende laat volwassenheid geword en kan daarom hierdie implikasies vir ’n ouer bevolking verlig. Die literatuur wys daarop dat ouer persone verskeie uitdagings met die gebruik van selfone kan ervaar. Hierdie uitdagings kan daartoe lei dat ouer persone nie die voordele van selfone in hulle lewens kan benut nie. Om hierdie uitdagings die hoof te bied en selfone in hulle lewens te kan gebruik, vra ouer persone ander mense om hulp met hul selfone. Navorsing oor ouer persone se hulpsoekende gedrag asook hulle gebruik van selfone is egter beperk. Hierdie sekondêre studie (sekondêre data-analise) het dus daarop gefokus om ouer persone se hulpsoekende gedrag, sover dit hulle selfone aangaan, te ondersoek deur te beskryf wie hulle om hulp vra met hulle selfone en hoekom hulle hierdie spesifieke persone vra. Die teoretiese onderbou van hierdie studie was die sosiaal-kognitiewe leerteorie (vir die beskrywing van ouer persone se gedrag en motiveering) asook die sosiale konvooi model (vir die beskrywing van ouer persone se sosiale omgewings).

Die studie is gegrond op data van die IGNITe-projek, wat ’n parallelle gemengde navorsingsmetode gebruik het om ouer persone se selfoongebruikspatrone te ondersoek asook

hoe hierdie tegnologie hulle intergenerasionele verhoudings beïnvloed. Slegs die kwalitatiewe data van die IGNITe-projek is vir hierdie sekondêre data-analise gebruik. Die studie het bestaan uit ’n doelgerigte steekproef (n=52) onder mense tussen die ouderdom van 65 en 89 jaar. Die Mmogo-metode® (n=19) en semi-gestruktureerde (n=33) onderhoude is gebruik om data in te samel. Oudio-opnames van die onderskeie data-insamelings is getranskribeer en tematiese data-analise is op die tekste toegepas. Deelnemers het hulle vriende, familie, kinders, kleinkinders, gemeenskapslede asook personeel van diensverskaffers geïdentifiseer as die persone vir wie hulle gewoonlik om hulp vra met selfone. Die data-analise het ook die volgende geïdentifiseer as redes waarom bepaalde persone om hulp gevra word:nabye interpersoonlike verhoudings, die oordrag van toepaslike tegnologiese kennis, proksimale persone, gewilligheid om hulp te verleen en nie-ondersteunende diensverskaffer personeel.

Vanuit die bevindinge is dit duidelik dat ouer persone aktiewe besluitnemers is in die keuse van wie hulle om hulp vra met hul selfone. Hulle kom tot ’n besluit deur die assessering van hulle behoeftes en kies daarvolgens ’n helper met die bogenoemde temas as motivering. Die temas kan ’n rol in ouer persone se gebruik en die aanleer van selfoonvaardighede speel. Nabye interpersoonlike verhoudings blyk die tema te wees wat die grootste bydrae lewer in deelnemers se selfdoeltreffendheid rakende die gebruik van selfone. Diensverskaffers lewer die kleinste bydrae omdat hulle dienste nie aan die ouer persone se behoeftes voldoen nie. Dus raai die navorser diensverskaffers aan om die bevindinge te gebruik in ’n poging om hul dienste te verbeter. Verdere studie oor hierdie saak word ook aangeraai, veral studies vanuit die perspektief van die persone wat ouer persone met hulle selfone help.

PREFACE

- This dissertation adheres to the article format identified by the North-West University in rule: A 4.4.2.3.
- This article will be submitted for possible publishing in *Research on Aging.*
- The editorial style and referencing of this dissertation adhere to the guidelines established by the American Psychological Association (APA: 6th edition). This article is also compiled according to the guidelines of the journal in which it will be published.
- The page numbering is chronological, starting from the introduction and ending with references, thereby formatting the dissertation as a unit.
- Language editing for this dissertation was conducted by a registered language practitioner of the South African Translators Institute (SATI).
- The translation of Afrikaans to English participant quotes was also conducted by a language practitioner of the SATI.
- Data collection for the primary study (IGNITe) was conducted in English, Afrikaans and Setswana to ensure that participants understand the questioning.
- Consent for the submission of this article for examination purposes in fulfilment of the degree *Masters of Arts* in Research Psychology has been provided by the co-author and supervisor, Dr Werner de Klerk.
- Lastly, by submitting this dissertation to Turn-it-in, it was established that this dissertation falls within the norms of acceptability regarding plagiarism.

LETTER OF CONSENT

Permission is hereby granted for the submission by the first author, S. E. Scholtz, of the following article for examination purposes, towards the obtainment of a Masters of Arts degree in Research Psychology:

Assistance seeking behaviour in older persons regarding the use of their mobile phones

The role of the co-authors was as follow: Dr. W. de Klerk and Prof. J. Hoffman acted as supervisor and co-supervisor respectively. Both Dr W. de Klerk and Prof. J. Hoffman assisted in the peer review of this article.

Dr. W. de Klerk
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PROOF OF LANGUAGE EDITING

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TO WHOM IT MAY CONCERN

13 October 2015

I hereby confirm that I performed text editing on the MA dissertation of Ms S. Scholtz. I attended to the following:

1. Grammatical accuracy and spelling
2. Stylistic consistency
3. General logic and argumentation.
4. Technical correctness of references and quotations.

I did not judge the argument in itself, and I also did not check the sources for correct quotations and arguments. Furthermore, I did not check the factual correctness of arguments. I did not compare the reference list and actual quotations because the client indicated that her supervisor would do that. I also did not check formal layout as the client indicated that she would do that.

I am an accredited translator, holding an MA in translation and having completed a number of university and short courses on text editing.

Yours faithfully.

Kobus Marais

SECTION 1: INTRODUCTION

The current dissertation reports on the findings of a secondary-data analysis, based on data gathered by the IGNITe (Inter-Generational Networks through Information Technology) project, which was the primary study. To contextualise the presented data (the secondary-data analysis), context regarding the primary research study will be provided, followed by the purpose of the secondary data analysis and a comprehensive literature overview.

Primary Study

The IGNITe project aimed to explore older persons' usage patterns of mobile phones as well as the facilitating role that such technology plays in intergenerational relationships. Data were collected on 25 and 26 February as well as on 12 March 2014 by using a convergent parallel mixed methods research design. The quantitative data were collected by means of quantitative-survey questionnaires, while qualitative data were obtained from semi-structured interviews and the Mmogo-Method®.

Participants

The participants were recruited from the Tlokwe Municipality District in the North West Province, South Africa, through the use of gatekeepers and a purposive sampling method (Ritchie, Lewis, & Elam, 2009). Participants therefore had to fulfil the following inclusion criteria to be included in the primary study; 60 years or older (both male and female); be able to access a mobile phone frequently; be able to understand and speak Afrikaans, English or Setswana; be able to engage in discussions about their experiences of mobile-phone use; be without visible cognitive impairment and be representative of various socio-economic levels as identified by the Living Standard Model (LSM). The LSM was used as a way to ensure a diverse group of participants and to gain insight into the different

dimensions of household well-being that could be used to explain certain household behaviour (Grosh & Glewwe, 1998). In total, 128 participants took part in the study, ranging in age from 65 to 89 years. All the participants in the primary study completed the quantitative-survey questionnaires. In the primary study, 71 participants were from the Potchefstroom area, 37 participants were from Ikageng, and 20 participants were from Promosa, representing Afrikaans, English as well as Steswana speaking participants. The qualitative section of the research consisted of 52 participants. For the Mmogo-method® (n=19), the sample included six participants (two male, four female) from the Service centre (Potchefstroom), seven participants (all female) from Ikageng centre and six participants (all female) from Promosa centre. As the interviews and Mmogo-method® were conducted simultaneously, different participants were used in the interviews and in the Mmogo-Method®. The interviews (n=33) included 15 interviews (included qualitative group interviews) with 19 participants (13 female and six male participants) at the Potchefstroom centre, 12 interviews (all female) at the Ikageng centre and two interviews (both female) at the Promosa centre.

Data Collection

Data for the primary study were collected by means of a convergent parallel mixed methods design. The method for quantitative data collection was self-designed survey questionnaires that included questions on demographic information (seven general questions and nine questions with information about living arrangements) as well as the LSM. The LSM is a marketing tool (South African Audience Research Foundation [SAARF], 2015) designed in South Africa. It uses criteria such as major-appliance ownership, degree of urbanisation as well as car ownership to determine living standards (SAARF, 2015).

The methods used for qualitative-data collection in this study were the Mmogo-method® and semi-structured interviews. The Mmogo-method® refers to visual representations made by participants to provide data for a specific research question for which they are prompted (Roos & Ferreira, 2008). The prompt question for this research was: *Build a physical representation of how you use your cell phone?* Participants to this method are given a predetermined period of time to build their visual representation by using the provided culturally familiar items, namely beads and grass stalks (Roos, 2008). After the time has passed, each participant is given an opportunity to explain to the researcher and group what they built. In response, the researcher asks questions to clarify what the participant meant, thereby gaining insight into and understanding of participants' subjective views (Roos, 2008).

The second qualitative method used was semi-structured interviews, which included individual interviews as well as group interviews (see addendum 3). Nieuwenhuis (2007) defines a semi-structured interview as a list of predetermined questions that allows for some probing to clarify participants' answers. Group interviews constitute a researcher asking semi-structured questions to a group of participants with participants' answers directed back to the researcher (Nieuwenhuis, 2007). The participants therefore do not engage in discussions or debates with each other as in a focus group (Nieuwenhuis, 2007). Group interviews provide participants with the opportunity to relate to each other's perspectives.

Procedure

Participants who fulfilled the identified criteria were recruited through gatekeepers from the Potchefstroom, Promosa and Ikageng areas. The primary researcher arranged appointments with the gatekeepers beforehand to explain the purpose of the research study. The gatekeepers and mediators in the community were requested to explain what the research

would entail and to invite the older persons to the respective data-gathering days. In Potchefstroom, announcements regarding the research were made during weekly meetings, posters were placed in the communal areas, and word of mouth was used to inform and invite the participants to participate. In Promosa and Ikageng, participants were invited through gatekeepers and word of mouth. Interested participants were notified by the gatekeepers of the time, date and place on which the research would take place.

Fieldworkers (master's [research psychology] and honours [psychology] students) were trained to obtain informed consent, conduct semi-structured and group interviews as well as administer the quantitative questionnaires. The honours students in psychology had an introductory workshop regarding the IGNITe project on 19 February 2014. In this workshop, the primary researcher gave them the necessary background regarding the research as well as the purpose or aim of the research. Their role as fieldworkers in the research project was explained to them. They were showed how to download the link to the questionnaire on their cell phones. After this, the process of the questionnaire (and how to administer the questionnaire) was explained to them and all of them themselves also practiced by completing the questionnaire to see whether the link as well as the submission worked. They also had an information session during the workshop regarding the administration of the consent forms. The master's students in research psychology had a workshop about to conduct the interviews with a special emphasis on semi-structured interviews on 24 February 2014. During this workshop, the students also practiced their interviewing skills on one another. On 25 February 2014, they had an introductory session regarding the IGNITe project where all the relevant information were given regarding the research. Their roles as fieldworkers were also explained to them by the primary researchers.

On the day that research was conducted, the master's and honours students gathered at 9 am on a predetermined location to be briefed on the day's schedule and to depart to the

sample-group location as a unit. Upon arrival at the participants' location (Potchefstroom centre [Service Centre], Promosa centre, Ikageng centre), the participants were briefed on the research (by the primary researcher), and consent forms were given to each participant. Honours students were available for questions. Once the consent forms were completed and collected, the quantitative-survey questionnaires were administered by honour students using "Survey to go" on mobile phones (printed copies of the questionnaires were also available, if needed). After the questionnaires were completed, they were submitted on the phones to an internet database, and the participants who were identified as phone owners or used mobile phones were sent for interviews with the master's students.

The master's students who conducted the interviews were divided between individual semi-structured interviews and group interviews (see addendum 3). Probing was also done to gather more information on the topic. These questions were developed by the primary researchers. Audio recorders were used to record the interviews, and consent was given by the participants beforehand to use the audio recorders.

Participants who volunteered after the method was explained, and were not involved in the interviews, were asked to take part in the Mmogo-method® session. Participants were taken to a quiet area where they were seated at a table and received consent forms. The consent forms were read to them, and before they had signed, the primary researcher explained the activity for the Mmogo-method®. They then received the Mmogo-method® building material (moulding clay, straws, a piece of cloth and beads) to make a physical representation of their answer to the research question. As indicated above, they were requested to 'build a physical representation of how they use their cell phone'. During the building process, the master's students were available for questions. After a predetermined amount of time had passed, the participants were asked to describe what they had built, during which time probing questions were asked. The participants' answers were audio

recorded by students, and photographs were taken of their models for visual data. After the data collection (survey questionnaires, the Mmogo-method® session, semi-structured and group interviews), the participants had access to a free cell-phone helpdesk provided by the honours students to assist them with any mobile-phone problems.

Ethics

The primary research study obtained ethical approval from the Ethics Committee of North-West University, Potchefstroom Campus, with the number: NWU-00053-10-S1.

Gatekeepers in the chosen communities (Potchefstroom, Ikageng and Promosa) were contacted for the research and acted as mediators between researchers and participants by informing and recruiting participants. The IGNITe project was the first research regarding mobile phones conducted in these communities, and the chosen sample of participants had not taken part in similar research projects. Participation was explained to participants as voluntary. In this regard, the primary researcher also explained to all participants that, should they wish to end their participation, they could withdraw from the research study at any time without prejudice. Each participant received and signed a consent form which described the procedure of the research study. Participants in the semi-structured interviews gave informed consent verbally and master's students conducted the interviews in a quiescent private place in the designated area. As some of the data were collected in group sessions, participants were assured that data would be kept in partial confidentiality (as some interviews were group interviews). Participants were also urged not to share any information that came to light about other people during the research. To ensure anonymity, participants were assured that their names would not be made known (published or mentioned) to anyone apart from the research team (researchers and fieldworkers). Access to the data or identifiable information collected during this study would be confined to the primary researcher and

assistants. The primary researcher would keep the data in her safe possession for five years at the North-West University, Potchefstroom Campus. Additionally, all electronic data would be password protected, and access would be given to researchers only.

As emotional unease was a potential risk for this research, a psychologist was available for debriefing during the process. Benefits of the primary-research study were that the participants received assistance with any difficulties regarding their cell phones from a cell phone helpdesk (direct), social interaction with others (direct), the findings that may be disseminated to improve communication and interpersonal relationships (indirect) and the findings that can be used to develop programs and techniques to improve communication in interpersonal relationships (indirect). To the best of the researcher's knowledge, this is a favourable risk-benefit ratio. Objectivity in data analysis was ensured by not identifying participants by their names in the transcripts. Dissemination of the findings from the primary study (feedback) took place during October and November 2014. The primary researcher did PowerPoint and poster presentations at the various service centres (Potchefstroom, Ikageng and Promosa) to all the participants that were involved.

Secondary Study

The research topic for this study is as follows: Assistance seeking behaviour of older persons regarding the use of their mobile phones. It is a theme that emerged through the data of the primary study (IGNITe project). The secondary data for this topic was derived from two semi-structured questions presented in the primary study, namely who do older persons ask for assistance with their mobile phones, and why do they ask these specific persons? For this section of the dissertation, an in-depth literature overview is presented to discuss and promote a comprehensive understanding of the research topic. The following aspects are addressed as they form the theoretical underpinning for this dissertation: population aging

and intergenerational relationships, the developmental stage of older persons and mobile technology as well as the Social Cognitive Learning Theory and the Social Convoy Model. Additionally, this section will also discuss the problem statement, aim of the study and research structure.

Population Ageing and Intergenerational Relationships

According to United Nations (2013; 2014) the global population is growing older, resulting in a phenomenon called population ageing. Population ageing refers to an increase in the older-person population (persons aged 60 years or older, Joubert & Bradshaw, 2006; United Nations, 2013) due to low mortality, a decline in fertility and increased longevity (Chand & Tung, 2014). The global older-person population has increased steadily from 9.2% in 2002 to 12% in 2014 (United Nations, 2014), and it is expected to double from 841 million in 2013 to two billion in 2050, surpassing the total population of children in 2047 (United Nations, 2013). Due to this increase in life expectancy, the population referred to as the 'oldest old' (80 years and older), who currently constitutes 14% of the global older population, is also expected to grow to 19% in 2050 (United Nations, 2014). Therefore, there will not only be an increase in the amount of older persons globally but also an increase in the average age of older persons, thus "the older population itself is ageing" (United Nations, 2014, p. 25).

Approximately two thirds of this global older population lives in developing countries, and it is estimated that, by the year 2050, eight in every 10 older persons will live in these countries (United Nations, 2013; 2014). In South Africa, the older-person population is estimated to will have reached seven million in 2030, of which most older persons will be female (66 older men to 100 older women, Statistics South Africa, 2011). This high estimation for older females concurs with the global pattern for the ageing of the two sexes

(United Nations, 2014). Mid-year estimates show that the total population of older South African men will reach the age of 60.6 years and women will reach 63.4 years of age in 2015 (Statistics South Africa, 2015). Therefore, South Africa is contributing its fair share of older persons to global population ageing with a growing 8.0% (4.42 million) of the country's population that is aged 60 years and older as well as an estimated future decline in fertility (Statistics South Africa, 2015).

South Africa's decreasing fertility rate will not only contribute to population ageing but will also lessen the amount of social support that older persons might have in future (Joubert & Bradshaw, 2006). This lower birth and fertility rate is described as ageing from the base of an ageing structure (Golini, 1999; Keyfitz, 1971; Pressat, & Matras, 1972; Preston, 1986). South Africa has the lowest fertility rate in sub-Saharan Africa and Southern Africa (Moultrie & Timaeus, 2003). The influence of fertility on ageing can be seen by comparing the different ageing patterns from 1996 to 2011 of the various racial groups in South Africa. Whereas the older-person population amongst White, Asian and Indian people have increased by 4.8%, due to lower fertility rates and longer life expectancy, the older-person population amongst Black and Coloured people have increased by 0.4% only (Statistics South Africa, 2011).

The prevalence of HIV in South Africa also plays a highly influential role in how the country's population ages (Nyambedha, Wandibba, & Aagaard-Hansen, 2003) as HIV increases the mortality rate of childbearing adults and thereby lowers the population's fertility (Joubert & Bradshaw, 2006). The penetration rate of HIV is estimated at a ratio of 1.5 for persons between the ages of 15 and 49 (Statistics South Africa, 2015). Statistics South Africa (2015) report that 11.2% of South Africa's total population lives with HIV, indicating an increase of 1% since 2014 (Statistics South Africa, 2014). Between 2002 and 2005, the life expectancy of persons with HIV decreased, but since the availability of antiretroviral

treatment as well as interventions to prohibit mother-to-child transmission, the HIV population's life expectancy has shown some increase (Statistics South Africa, 2015). Men are expected to live 10.5 years and women 11.5 years after having been infected by the virus (Statistics South Africa, 2014; Statistics South Africa, 2015). The life expectancy for persons born with the HI virus increased between 2002 and 2014 for men are estimated to live up to 59.1 years instead of the previous 51.1 years and women up to 63.1 years instead of the previous 55.7 years (Statistics South Africa, 2014). The population of South Africans not infected with the HI virus is estimated to reach a mean of 67.9 years. Men have been estimated to live up to 64.7 years, and women have been estimated to reach the age of 71 years by 2014 (Statistics South Africa, 2014). New 2015 mid-year statistics report an increase in life expectancy (persons without HIV) with an estimated population mean age of 69.0 years (Statistics South Africa, 2015). In this estimation, men are expected to reach the age of 65.2 years and women the age of 72.7 years (Statistics South Africa, 2015). This supports the notion of an increased life expectancy in South Africa.

According to Nyambedha et al. (2003), HIV does not only influence the aging process of a population but can also play a significant role in the housing patterns of South-African families as most families have skip-generations due to HIV-related mortality. Skip-generation households refer to grandchildren being cared for or raised by grandparents as parents have died from HIV and Aids (Nyambedha et al., 2003). Therefore Oduaran (2014) adds that HIV, more than any other disease in sub-Saharan Africa, is having an impact on intergenerational relationships (relationships or interactions between two different generations, Chua, Jung, Lwin, & Theng, 2013). A possible description of this impact is that some older persons' traditional roles have to change from being cared for to being caretakers (Bohman, Van Wyk, & Ekman, 2009). A census conducted by Statistics South Africa indicate that more than half of South Africa's older-person population (60 years and older)

live in extended households, thereby showing the importance of family care which is influenced by culture and demography (Statistics South Africa, 2011). For example, older persons from the White population are 48% more likely to live in single or nuclear households whereas older persons from the Black African population are 40% more likely to live in extended households (Statistics South Africa, 2011). According to Ross (1996), extended African households, unlike Western nuclear households, can include persons seen as family members who are not necessarily biological kin. Tribal and traditional areas also include more extended families than urban areas (Statistics South Africa, 2011).

With regard to gender differences, South-African older women are more likely to live in extended families than older men, resulting in more female-headed families in late late-adulthood (Statistics South Africa, 2011). This could also be influenced by the tradition of caring for an older family member (Statistics South Africa, 2011), or alternatively the cultural belief that a grandmother should raise her grandchildren (Oppong, 2006). Bohman, Vasuthevan, Van Wyk and Ekman (2007) highlights the role that poverty can play in shaping South-African households in that older persons receive a pension with which they have to care for their family. According to Chua et al. (2013) intergenerational relationships are fluid and can take on any form, depending on living arrangements. For example, older persons could be caregivers, serve as friends or be parents (Chua et al., 2013). Older persons living with family members have reported better health and economic support (Statistics South Africa, 2011). Social relationships play a determining role in well-being and can have "far-reaching and cumulative effects on health over the life course" (Antonucci, Ajourch, & Birditt, 2013, p.1). These relationships are also identified by Papalia, Olds and Feldman (2009) as one of three important components for a healthier, longer life in late adulthood and are limited in later life by retiring as well as infirmities. This form of narrowing of social networks in later life can also lower older persons' subjective well-being (Berkman & Syme,

1979; Cohen, 2004). According to Chua et al., (2013), population ageing will increase the likelihood of interaction between older and younger persons. Younger persons will have to provide more support for older persons, and therefore, interaction between the young and old will become an important factor in ageing (Chua et al., 2013).

The growth in population ageing thus holds various implications such as an increase in the healthcare needs of older persons and a decrease in supportive familial structures (United Nations, 2014). Many countries will have to take provisional steps to secure systems to care for their future older populations. Bookman and Kimbrel (2011) identify mobile phones as one such a method that has proven to be beneficial for an ageing population. Mobile phones and their application in the lives of older persons will therefore be discussed in the following section.

Mobile Phones and the Developmental Stage of Older Persons

During South Africa's history of Apartheid, most of the ICT (Information Communication Technology) development only occurred in affluent areas (Unite Nations Children Fund [UNISEF], 2012). This however changed after ICT was made available to all South Africans by the new Government in 1996 (Horwitz & Currie, 2007). Today, South Africa is the country with the highest number of mobile phones per household in Africa due to affordable handsets (Esselaar & Stark, 2005; International Telecommunication Union, 2014). Mobile phones in sub-Saharan Africa serve as a tool of communication not only between different family members and between generations, but younger generations also use it to serve as 'social-hubs' by communicating with distant relations through mobile phones on behalf of older persons (Porter et al., 2015). According to Hyde-Clarke and Van Tonder (2011), age plays a definitive role in the mobile-phone use of South Africans. Younger users are more likely to use a variety of functions on their mobile phones (for example Facebook,

MXIT and Twitter, and to access the internet for downloading movies or banking services, UNISEF, 2012), whereas older users use more traditional functions such as voice calls and texting (Hyde-Clarke & Van Tonder, 2011; Porter et al., 2015). According to Porter et al. (2015) younger persons in sub-Saharan Africa can be described as experts in mobile phones. Though they may initially learn to use a phone from an older person, their skills quickly grow and surpass those of the older person (Porter et al., 2015). Forgays, Hyman, and Schreiber (2013) identify 18 to 22 year-old people as the first generation that has grown up with mobile phone access, and they could therefore be considered as mobile phone "natives" whereas older persons are referred to as "reluctant immigrants" who see mobile phones as a necessary evil. Despite this view of older persons, their mobile-phone use has been growing over the past few years (Conci, Pianesi, & Zancanaro, 2009).

According to Joe and Demeris (2013), mobile phones can be used to improve consumers' lives through health interventions or disease management. For example, mobile phones improve connectivity, are the ideal (intervention) platform with its high penetration rate (Joe & Demeris, 2013) and are cost-effective (O'Reily & Spruijt-Metz, 2013). Older persons have also reported that mobile phones are useful to provide security and connectivity with family and friends (Oksman, 2006). In addition, Aker and Mbiti (2010) describe multiple beneficial influences that the adoption of mobile phones could have in rural Africa. These influences include exposure to modern telecommunication, strengthening of relationships with relatives and improving the economy and welfare of mobile-phone users (Aker & Mbiti, 2010). Fischer, David, Crotty, Dierks and Safran (2014) conclude that the facilitating role of technology support for older persons is becoming more important, especially with the growth of health-intervention technology such as the Hermes project for improved cognitive abilities in older persons (Buiza et al., 2009; Hermes, 2015) and mobile-phone interventions to increase physical activity (Kim & Glanz, 2013).

Therefore, Bookman and Kimbrel (2011, p. 625) state that the "complexity of modern healthcare coupled with the current dearth of good tools to support seniors and their families make information technology a promising aid for an aging population". However, Saracchini, Catalina and Bordoni (2015) as well as Conci et al. (2009) add that older persons can experience barriers to or errors in their adoption and use of mobile phones due to limitations associated with the aging process. As the purpose of this dissertation was to describe the assistance seeking behaviour of older persons (who older persons ask for assistance with their mobile phones and why they ask these specific persons), it is important to form a comprehensive understanding of the developmental stage of older persons as well as how this stage can influence their use of mobile phones.

The Developmental Stage of Late Adulthood

Older persons are in the developmental stage of late adulthood, which can be characterised by the arbitrary onset age of 65 years with possible mental and physical changes (Papalia et al., 2009). In South Africa, persons in late adulthood are identified by their eligibility for a pension fund at the age of 60 years or older (South African Government Services, 2014). Papalia et al. (2009) state that, even though changes in an aging brain are subtle for most of the healthy older public, possible mental changes in late adulthood can include changes in processing speed (Sjölinder, 2006) or illnesses such as dementia (Papalia et al., 2009). Physical changes that older persons could experience in late adulthood are changes in appearance as well as sensory and psychomotor functioning (Papalia et al., 2009). These changes can lead to a mismatch between older persons' physical or cognitive functions and the demands of technology (Peine, Rollwagen, & Neven, 2014). Mallenius, Rossi and Tuunainen (2007) support this concept of a 'mismatch' by highlighting the tendency of technology designers to overlook older persons in the designs of their products. For example, research shows that phone shape, sizes as well as interface were found to be too difficult to

handle by older persons (Chen, Chan, & Tsang, 2013). According to Xue et al. (2012), obstacles that influence the experience of older users of mobile phones (communication devices) can include sight and finger dexterity. Additionally, Kurniawan (2008) states that older persons report that screens and buttons are too small to see on and that cognitive decline, auditory and visual impairments as well as the susceptibility for disease increase older persons' difficulty with learning mobile-phone skills. These types of difficulties with using mobile phones could possibly increase the experience of technology anxiety.

Technology anxiety is referred to as an older person's apprehension towards using technology, (Mathieson, Peacock, & Chin, 2001) and it can have a negative effect on the intention of the older population to use mobile phones (Yang, Lay, Tsao, Liou, & Lin, 2007). Additionally, Ling (2008) states that today's older generation did not form part of the technological era and are therefore not as educated in mobile phones as future generations will be. This is evident in younger retiring seniors who are overcoming previous barriers of technology as technology form part of their daily workplace (Fischer et al., 2014). Therefore, Xue et al. (2010, p. 638) identify today's middle-aged adults' (and the future older adults) "tech-savvy and familiarity with technology" as the key elements that would set them apart from previous generations of retirees. As a result, an increasing amount of older persons are employing technology for health benefits (Zickuhr, 2010) with older old persons increasingly interested in joining the use of technology (Fischer et al. 2014). Mobile-phone use by adults increased since the 1990's (Shùz, 2005) and became common amongst adolescents and children since 2002 (Aydin et al., 2011). A study by Minges (1999) reports an increase of 100% per year in mobile-phone use in South Africa as an alternative for fixed lines, which supports the possibility that the South-African older population of the future will also be more educated in using mobile phones. Therefore, it is important to note that older persons in

their eighties are unlikely to have had the same exposure to technology as those in their sixties (Roberts, 2010).

The older South-African population of today had very limited and in some cases no access to ICTs growing up as the Apartheid's era created the digital or ICT divide where the government limited access to information as well as new technology to previous advantaged groups (Fuchs & Horak, 2008). Previously disadvantaged groups only received access to telecommunication in 1996 after the establishment of the new Government (Horwitz & Currie, 2007). Unfortunately, according to Horwitz and Currie (2007), the Government's attempts at providing landlines to all South Africans failed due to Telkom's high installation and upkeep costs with only a 10% penetration rate in landline distribution between 1996 and 2006. The opposite could be said of the tremendous mobile-phone penetration in South Africa (Lesame, 2013), which has been referred to as a 'mobile miracle' by the South-African Communications Minister (Pule, 2010). This form of 'technological leapfrogging' from older and, in some cases, no versions of telecommunication (landlines) to modern and advanced versions (mobile phone) creates a problem as "successful use of IT requires much more than mere installation and application of systematised knowledge. It also requires the application of implied knowledge" (Davidson, Vogel, Harris, & Jones, 2000, p. 3). Therefore, if people did not acquire the skills necessary to use older technology (landlines), they may not have the basic knowledge of those previous skills to apply to new technology such as mobile phones (Steinmueller, 2001). Thus, Hyde-Clarke and Van Tonder (2011) point to a lack of education and training on how to use mobile phones, and as a result, people seek assistance from family or friends to assist them.

These family members or friends are identified by Chipchase (2005) as proximal literate persons. They are asked for mobile-phone assistance because they possess either the needed knowledge on mobile phones or literacy skills (Chipchase, 2005). South Africa has

an illiteracy rate of 50% with most people in this category coming from the previously disadvantaged groups (Edwards & Ngwaru, 2014). Statistics South Africa (2011) finds that older Black persons are less literate than their White counterparts. According to Chipchase (2005), this causes multiple barriers such as limited disposable income that influences mobile-phone options (design and functions such as internet access). It also means that less literate people need to put in more time and effort when using mobile phones (Chipchase, 2005). Therefore, when people encounter a mobile-phone task that requires literacy, they would have to rely on the assistance of a proximal literate person (Chipchase, 2005).

Thus, the developmental stage of people plays an important role in their use of mobile phones, especially in the case of older South Africans. Literature shows that, although younger old South Africans have been improving their mobile-phone skills, there is still a need for training and assistance for older old South Africans. In contrast, the younger generation of South Africans, who are in a different developmental stage and live in a different South Africa, has grown into experts regarding mobile-phone skills and literacy and can therefore serve as mobile-phone resources for older persons.

Social Cognitive Learning Theory

The Social Cognitive Learning Theory was devised by Albert Bandura and states that people and their behaviour should not be regarded as passive reactions to stimuli (Meyer, Moore, & Viljoen, 2008). Rather, people should be seen as active members who evaluate stimuli, identify goals, devise plans and re-plan to change their behaviour after self-regulation (Meyer et al., 2008). People's behaviour can be determined by their expectation of the outcome that is, whether the outcome will be beneficial or a disadvantage (Bandura, as cited in Meyer et al. 2008). According to Meyer et al. (2008), expectations are formed by two types of learning: the persons' observation of the results of others' behaviour and the results

of their own behaviour. When regarding older persons and their adoption of mobile phones, Venkatesh and Davis (1996) as well as Conci et al. (2009) state that this is exactly what has occurred; more older persons are adopting mobile phones for it is increasingly meeting their expectations or needs. This weighing of expectations and benefits has also occurred in Africa as young people are more willing than older persons to invest time in learning new skills regarding mobile phones for "the vision of modernity with which it is bound and the associated potential it offers for accessing hitherto remote worlds is, for many, compelling" (Porter et al., 2015, p 45). According to Dyck and Smither (1996), older persons may be resistant to using technology, but this can be overcome if they believe that it is suitable and easy enough to use. Steele, Secombe and Wong (2009) find that older persons are more open to technology or innovation if they receive training and knowledge. They believe that, after training, they would apply technology better and be at ease when using their devices (Steele et al., 2009). It is for this reason that Mathur (1999) highlights the importance of socialisation agents as they would often create awareness of technology and motivate older persons to use it. Therefore, the same principle of expectations and benefits can be applied to older persons' assistance seeking behaviour in using their mobile phones with regard to who they ask to assist them and why.

For example, Mentze, Kwekkeboom and Abma (2015) state that older women grew up in a time where they were taught to take action and help themselves (Kinsel, 2005) and not ask for anything, which can lead to refraining from asking for assistance to avoid dependence. Linders (2010) as well as Roe, Whattam, Young, and Dimond (2001) add to this need of independence by stating that older adults prefer asking for formal help as it is easily reciprocated by means of a financial reward. Receiving help from family or other persons in their social group changes the relationship with such persons as the older persons' assistance needs increase but their ability to reciprocate decreases (Mentze et al., 2015). This

may cause feelings of helplessness (De Vries, as cited in Steyaert & Kwekkerboom, 2012), and may be seen as a disadvantage, preventing them from asking these persons for assistance. Bandura's theory states that what a person sees as a disadvantage or benefit is determined by the individual's needs, which in turn is determined by the interaction between the person and the environment (Meyer et al. 2008).

The assistance seeking behaviour of older persons can also be seen as learned behaviour, formed through previous engagement with their environment. Therefore, the focus should be on how people develop patterns of behaviour in interface with their surroundings (Bandura, 1977). Porter et al. (2015) report in their findings that older persons in sub-Saharan Africa frequently ask younger persons to perform certain mobile phone tasks that they themselves cannot do. These tasks include making calls, saving numbers and charging phones (Porter et al., 2015). Younger persons are therefore often positioned as social-hubs in a family (Porter et al., 2015). These social-hubs constitute older persons providing financial resources or phones to younger persons in exchange for mobile-phone assistance (calling or texting) (Porter et al., 2015). This behaviour increases the dependency of older persons on the assistance of younger persons especially with regard to contact with long-distance relatives (Porter et al., 2015). Therefore, older persons are implementing previously learned behaviour (providing funds, airtime and maintenance for mobile phones, Porter et al., 2015) in return for assistance. However, Porter et al. (2015) state that this form of reciprocity with younger persons may not be sustainable due to the availability of cheaper phones and services.

According to Bandura, human behaviour is governed by a complex reciprocal interplay between inner processes and environmental forces wherein each influences and causes the other (Bandura, 1977; 1989). The interaction between the person and the environment comprises human beliefs and cognitive competence that are developed and

modified by social influences and structures within the environment (Davis, 2006, as cited in Julie, 2013). Additionally, the interaction between the environment and behaviour means that people's behaviour is influencing aspects of their environment, and in turn, their behaviour is modified by their environment (Davis, 2006, as cited in Julie, 2013). Therefore, older persons can be seen as active participants in choosing who they ask for assistance with their mobile phones. This can possibly contribute to their self-efficacy beliefs regarding mobile phones.

Self-efficacy is the belief in one's own ability to complete tasks and reach goals, thus one's belief to succeed in specific situations (Bandura, 1977). Self-efficacy involves three aspects: a mobilisation component (although persons can have the same skills, performances will differ when they apply these skills, Park & John, 2014), a dynamic construct (experiences influence self-efficacy beliefs, Park & John, 2014) and a realm of functioning ("I can master this mobile phone") instead of a distinct trait ("I am smart") (Bandura 1988; Bandura & Wood 1989). According to Social Cognitive Learning Theory, if people doubt their capabilities (like their ability to use a mobile phone), it will influence their intention to perform a certain action (Yang et al., 2007). Saracchini, et al. (2015) state that older persons experience feelings of intimidation and discouragement when it comes to modern technology. Venkatesh and Davis (1996) add that self-efficacy also shapes a person's perception about technology as self-efficacy along with anxiety are the main determinants of technology adoption (Yang et al. 2007). Shellman (2006) believes that positive self-efficacy will motivate persons to approach challenges and difficult skills face on instead of retreating from threats. This belief is based on Albert Bandura's theory that "learning and motivation are directly related to perceptions of confidence" (Shellman, 2006, p.2). A study by Park and John (2014) find that some persons' confidence and self-efficacy when attempting a task can be improved by using a brand that promises to enhance their performance. This could be

applied to the research at hand in that the reasons for older persons asking for assistance from a certain person could contribute or play a role in their beliefs and self-efficacy to use mobile phones. This research is therefore important as older persons can experience difficulty in using mobile phones (Saracchini et al., 2015), and according to Igbaria and Iivari (1995), persons who are not confident in their capabilities are quickly discouraged by failure, but those who are assured of their efficacy and skills will increase their effort when their attempts fail and will persevere until they reach success.

Social Convoy Model

The Social Convoy Model was developed by Robert Kahn and Toni Antonucci (1980), and combines different aspects derived from social-network theory and life-course theory (Armstrong Mair, 2007). This model is used in this study as a way to describe the social context and environment that surround older persons, thereby identifying the people that older persons have to choose from when seeking assistance with their mobile phones and the reasons why they choose these people. According to Antonucci, Birditt, Sherman and Trinh (2011), the Social Convoy Model is easily translated to different cultural and national contexts and has therefore contributed largely to the field of Gerontology. The model refers to social-relationship circles that surround people during their lifespan whilst people in these circles act like a convoy and escort the person (older person) through their life (Kahn &Antonucci, 1980). These social connections or circles are usually filled by family, friends or people whom people can trust and rely on to promote their well-being (Papalia et al., 2009), and they are influenced by changes in a person's circumstances (Wrzus, Hänel, Wagenr, & Neyer, 2013). Thus, personal (gender and age) as well as situational (norms, values, et cetera) aspects influence the structure, quality and function of social convoys (Antonucci et al., 2013).

Papalia et al. (2009) describe the social convoy as a way through which older persons maintain their social support by identifying and maintaining relationships with social connections that can help them, discarding those that are unsupportive. Meyerhoff (2012) argues that these unsupportive persons may not be discarded but moved into the outer circle of a person's social convoy, depending on their developmental stage. Social-convoy circles for late adulthood include close, core relationships that remain stable during this developmental stage and peripheral relationships which decrease in contact frequency during late adulthood (Antonucci & Akiyama, 1987; Guiaux, Van Tilburg, & Broese Van Groenou, 2007). Social convoys often consist of multiple generations of family members (Antonucci et al., 2011), an aspect that can increase with population ageing. According to Heller, Jorge and Guedj (2001), due to longer life expectancy and a growth in intergenerational families (families consisting of three to even five living generations, Grundy & Henretta, 2006), those who form part of an older person's social convoy will experience an increase in the amount of care and love that they will need to give to older persons. Help within these households or intergenerational families are influenced by a person's needs and abilities (Connidis & Kemp, 2008). Richlin-Klonsky and Bengston (1996) state that members in a social convoy often take turns caring for or assisting another member. Thus, an older person's social convoy can consist of persons from multiple generations, due to longer life expectancy, and are positioned within different social circles of closeness by their developmental stage and circumstances.

Problem Statement

According to Xue et al. (2010), older persons' use of mobile phones is growing. However, the constant growth and evolution in society to promote independence (through technology) have formed a gap between persons who are able to adapt to this technological growth and those who are not (Saracchini et al., 2015). Older persons are especially at risk of

falling behind in their use of technology (for example, internet access through mobile phones, Coetzer, 2010) due to their limited skills, limited acceptance of technology and other barriers (Fischer et al., 2014). This lagging in technology adoption (ICTs) on the part of older persons prohibits the potential for technology to improve their lives and care (Fischer et al. 2014), a fact that, according to research, older persons are aware of (Agudo, Fombona, & Pascual, 2013). The literature shows that this potential lag in the uptake of technology can also be true in the lives of South Africans, who are expected to "catch up" to new technologies without any basic training or education (Hyde-Clarke & Van Tonder, 2011, p. 267). However, studies show that persons in sub-Saharan Africa and especially persons in South Africa are adapting to this need for education, the lack of mobile-phone skills and other barriers by seeking mobile phone help from family and friends (Chipchase, 2005; Hyde-Clarke & Van Tonder, 2011; Porter et al., 2015).

Research on who exactly these helpers are and why older persons ask them for assistance with their mobile phones is extremely limited, especially in a South-African context. This research can narrow the gap in literature by providing insight into the aspects that promote effective learning, and possibly their self-efficacy, regarding mobile phones by older persons. Lastly, this research is important as mobile phones have the potential to benefit and improve older persons' lives (see Feist & McDougal, 2013; Joe & Demeris, 2013; Mann, 2003), an aspect that, according to Horwitz and Currie (2007) still has to be realised in South Africa.

More research on the topic of older persons' use of mobile phones is therefore needed. In order to narrow the gap in literature and enhance our understanding of older persons' assistance seeking behaviour when using mobile phones, the research question is as follows: *What is the nature of assistance seeking behaviour in older persons regarding the use of their mobile phones?* Added to this are the following two sub-questions: *Who do older*

persons ask for assistance with their mobile phones? And *why do older persons ask these specific people for assistance with their mobile phones?*

Aim of the Study

This secondary-data analysis (qualitative study) aims to explore the assistance-seeking behaviour of older persons regarding their mobile phones by describing who they ask for assistance and why they ask these specific people.

Structure of the Research

Section A provided information to establish a comprehensive view of this study's background. Within section B, the next section, the article that will be submitted for possible publication in *Research on Aging* will be presented. It will include the methodology used, findings as well as a discussion of the secondary study. Lastly, Section C will include the study's contribution to older persons and the use of their mobile phones as well as the researcher's critical reflections.

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SECTION 2: ARTICLE

Assistance seeking behaviour in older persons regarding the use of their mobile phones

2.1 Guidelines for authors: *Research on Aging*

Author Guidelines

(Key aspects summarised)

Research on Aging is an interdisciplinary, bimonthly journal that has been used for over three decades to publish critical issues and the latest analysis facing older persons today, thereby reflecting the ever-expanding role of research in Gerontology. This journal therefore creates an international platform to promote knowledge and improve practices and policies concerning older persons and the ageing process. Peer-review ensures articles included in this journal contribute to our understanding of older persons and the controversies they face today such as Alzheimer's disease, age discrimination, migration patterns of the elderly, an aging labour force, aging and social stress, age and inequality, the demography of aging, retirement satisfaction, gender, race, ethnicity, and social support.

Journal Policies

Research on Aging publishes the following types of peer-reviewed contributions from persons in disciples such as gerontology, sociology, history, psychology, anthropology, public health, economics, political science, criminology, social work, nursing, demography, epidemiology and geography:

1) Original-research articles addressing any area in the broad range of aging. This paper may consist of no more than 6 000 words, excluding references, exhibits and abstract (shorter manuscripts are appreciated). Additionally, these manuscripts can contain a combined maximum of 10 pages for references, tables and figures.
2) Systematic literature reviews and meta-analyses are encouraged. However, traditional literature reviews are not accepted. The structure of these papers corresponds with that of original-research papers with authors also requested to follow guidelines from

PRISMA: http://www.equator-network.org/resource-centre/library-of-health-research-reporting/reporting-guidelines/systematic-reviews-and-meta-analysis/ as well.

Ethics in Publishing

Authors who contribute to *Research on Aging* are requested to avoid unethical practices and are encouraged to uphold high standards of publication ethics. Examples of unethical practices include plagiarism (including an author's own work), falsification of data and the misappropriation of the work of others or of information regarding financial support. Unethical conduct will be discussed with the author and further steps such as contacting the author's institution and funding agencies for investigation and adjudication will be followed if the issue cannot be resolved. SAGE Journals highlights the following important ethical aspects for authors:

- The papers should be original and only submitted to one journal.
- Papers should include appropriate citation and adhere to all research ethics in the author's discipline.
- The author should also ensure that authorship is represented accurately and contact the editor if any material in the paper needs to be corrected (thereby showing transparency).

Furthermore, authors should disclose any conflict of interest with regard to their manuscript or title page or financial, personal or other relationships with people or organisations that could have influenced their research (conflict in financial disclosure will be published in the manuscript). Ethical approval for data collected from human subjects is a prerequisite for the paper to be sent for review. *Research in Aging*, as part of SAGE Journals, is also a member of COPE (Committee on Publication Ethics), which provides editors with guidance on aspects regarding publication or research misconduct and ethics (http://publicationethics.org/) (COPE, 2011).

Submission

After authors have created an account on the *Research on Aging* manuscript site, manuscripts are submitted for review through the SAGE track website at http://mc.manuscriptcentral.com/roa. The review process is anonymous and the Editor-in-Chief makes the final decision on each manuscript after taking reviewers' evaluations into consideration. Manuscripts are requested in doc. or docx or rtf format. PDF format is not accepted. To uphold the anonymity of authors, no form of identification is requested on the body of the manuscript, the abstract or the file names by the publisher. Submission of a manuscript commits the author to publish in *Research on Aging*. Authors have to indicate that the manuscript will not be or have not been submitted to another journal or published elsewhere in a substantially similar form or with substantially similar content.

Reviewers

As part of the submission process, authors will need to name peers to be called upon to review the submitted manuscript. Reviewers should be experts in their fields and provide objective assessment of the manuscript. The authors should be aware of possible conflicts of interest when naming reviewers. Examples of conflicts of interest include (but are not limited to) the following:

- The reviewer should have no prior knowledge of your submission
- The reviewer should not have recently collaborated with any of the authors
- Reviewer nominees from the same institution as any of the authors are not permitted

Editors are not obliged to invite any recommended or opposed reviewers to assess manuscripts.

Additional Information

If the author or funder wishes the article to be freely available online to nonsubscribers immediately upon publication, they can opt for it to be included in SAGE Choice, subject to payment of a publication fee. The manuscript-submission and peer-review procedures stay the same. On acceptance of the article, authors will be asked to let SAGE know directly if they are choosing SAGE Choice. Journal eligibility and publication fees can be determined at SAGE Choice. For more information on open-access options and compliance at SAGE, including self-author archiving deposits, information is available at SAGE Publishing Policies on the Journal Author Gateway.

Preparation

New Submissions

Manuscripts are submitted to *Research on Aging* on the SAGE Track website at http://mc.manuscriptcentral.com/roa, after registration. This site provides a seven-step guide to authors on how to upload and send their articles to *Research on Aging* reviewers. These steps include; 'A Type, Title and Abstract' section for step one, 'Attributes' section in step two, 'Authors and Institutions' in step three, 'Reviewers' section in step four, 'Details and Comments' for step five, 'File upload' in step six and, finally, a 'Review and submit' section.

References

Manuscripts should be prepared in strict accordance with the American Psychological Association (APA) Reference Style. According to American Psychological Association (2015), the APA Referencing style is derived from psychological literature, recognised authorities on publication practices as well as experienced scholarly writers. This style of

referencing highlights principals of clear visual and textual communication whilst recognising that alternatives to this style are sometimes necessary (APA, 2015).

Formatting Requirements

The formatting requirements for this journal are consistent with those highlighted by APA (2015). Times New Roman (12 pt) is the preferred text font, and paragraphs should be double-spaced with at least 1-inch margins on each side. All pages in the manuscript, starting with the abstract (including the reference pages, tables and figures), should be numbered. Content for manuscripts in this journal should be uploaded and placed in the following order, (please note that this organisation applies to all research articles submitted to *Research on Aging)*:

Title page. Must be a separate document and include the following:

- It should contain all authors' names, affiliations, e-mail addresses and highest professional degrees as well as the corresponding author's address and telephone number.
- Any acknowledgements should appear at the bottom of the title page. Funding acknowledgements should include the full name of the funding agency, followed by the grant number.
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Authorship. Papers should only be submitted for consideration once consent has been given by all contributing authors. Those submitting papers should carefully check that all those whose work contributed to the paper are acknowledged as contributing authors. The list of authors should include all those who can legitimately claim authorship. This is all those who:

- made a substantial contribution to the concept and design, acquisition of data or analysis and interpretation of data
- drafted the article or revised it critically for important intellectual content
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Abstract. Authors should include an abstract of maximum 150 words in paragraph form without citations to form the first page of the manuscript. This abstract should be factual and present the objective of the study, methods, main findings and principal conclusions.

Keywords. Follow from the abstract and consist of four to six key words for indexing.

Introduction. Rationale of study and purpose statement.

Literature review. Include sub-headings and conceptual framework (where appropriate).

Research design. Include design features such as sampling strategy, data collection, measurement and analytic strategy. Please state the approval of human subjects' research by

all Institutional Review Boards, when appropriate. Regarding a qualitative methodology, please review the COREQ guidelines for reporting qualitative research: http://www.equator-network.org/resource-centre/library-of-health-research-reporting/reporting-guidelines/qualitative-research/. These COREQ guidelines consist of guidelines for qualitative-research review designed by Clark (2003) and can be followed by using the acronym RATS: Relevance of study question, Appropriateness of qualitative method, Transparency of procedures as well as Soundness of interpretive approach.

Results. Describe the attributes of the study sample and indicate the results for each research question or hypothesis. With regard to statistical tests, test statistics and *p* values should be presented.

Discussion. Findings should be interpreted in the context of other research, conceptual frameworks, theories and study designs. Study limitations must also be addressed.

Conclusion. Bottom line of research and findings should be stated as well as what the results mean for policy, practice with seniors or future research.

Tables and figures. Tables and figures can reveal information not showed in the text. A word-processing program must be used to produce tables without vertical lines, in accordance with the latest APA Style Manual. Tables should be placed at the end of the article, following references, and each figure must be submitted as a separate file. The author's preferred placement of tables or figures should be noted in the text. Example:

[Insert Table 1 about here]

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2.2 Manuscript: Assistance seeking behaviour in older persons regarding the use of their mobile phones

Assistance seeking behaviour in older persons regarding the use of their mobile phones

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Abstract

This secondary analysis describes the assistance seeking behaviour of older persons regarding their mobile phones by exploring who older persons ask for assistance with their mobile phones and why they ask these persons. A voluntary purposive sample (n=52, 60+ years) from the Tlkokwe municipality area (South Africa) took part in this study. Qualitative data were gathered, using both semi-structured and group interviews as well as the Mmogo-method®. Findings from a thematic analysis indicate that participants ask a wide range of persons in their social network, including service provider personnel, for assistance with their mobile phones. Reasons for asking these persons were the following: close interpersonal relationships, transmission of appropriate technical knowledge, proximal persons, willingness to assist, and unsupportive service providers. Close interpersonal relationships show the most promise in contributing to older persons' learning of mobile-phone skills. Therefore, unsupportive service providers are encouraged to employ aspects of this theme, and others, into their services to improve older persons' mobile-phone experiences.

Keywords: assistance seeking behaviour, older persons, mobile phones, Social Cognitive Learning Theory, Social Convoy Model.

Introduction

This research study (secondary analysis) forms part of a larger research project (primary study) which explored the patterns according to which older persons use mobile technology (cell phones). The aim of the study was to shed light on mobile phones as an enabler of intergenerational relationships. The bigger research project, IGNITe (Inter-Generational Networks through Information Technology) was conducted by means of a convergent parallel mixed methods design. Data were collected by means of quantitative-survey questionnaires as well as through qualitative methods, namely semi-structured and group interviews as well as the Mmogo-method® on 25 and 26 February 2014 as well as on 12 March 2014. The total sample of the primary research study consisted of 128 participants who, at the time of data collection, resided in the Tlokwe Municipality District (Potchefstroom area) of North West Province, South Africa. This secondary-data analysis draws on qualitative data from the Mmogo-mthod® as well as from the semi-structured and group interviews of the primary-research study. The purpose of the secondary-data analysis is to explore the assistance-seeking behaviour of older persons regarding the use of their mobile phones (who do they ask for assistance and why do they ask these specific people for assistance), which was left unexplored in the primary study. To contextualise the focus of this article, population ageing, intergenerational relations', mobile technology and the study's theoretical (socio-psychological) perspectives will be discussed.

Population Ageing and Intergenerational Relationships

The world's older-person population is growing due to international migration, fertility and mortality (Uhlenberg, 2013). This occurrence is known as population ageing and occurs in both developing and developed countries (Goodrick & Pelser, 2014). Mid-year estimates of South Africa's population during 2013 indicated that 4.15 million people were

over the age of 60 (Statistics South Africa, 2013). This number is expected to reach 5.7 million in 2050 (United Nations Department of Economic and Social Affairs: Population Division [UNDESA], 2013; South African Institute of Race Relations [SAIRR], 2012). Due to population ageing, more families consist of three to even five generations, thereby increasing the number of multi-generational households (Grundy & Henretta, 2006). A census conducted by Statistics South Africa (2011) indicate that more than half of South Africa's older population live in extended families, thus influencing intergenerational relationships.

Intergenerational relationships consist of interaction between two or more generations with the possibility of changing generational perspectives (Villar, 2007). Wild and Gaibie (2014) report high levels of grandchild-grandparent contact in their study of South-African intergenerational families and added that these intergenerational relationships are largely influenced by South Africa's multicultural and multiracial society. According to Lowenstein and Rosen (1995) and Simons (1983), older persons demonstrate greater psychological adjustment and are happier when they are actively engaged in interpersonal relations. These interpersonal relationships also promote a form of informal support for unconditional care and commitment (Cook, 1981; Simons, 1983). Porter et al. (2015) identify one such a form of informal support in cases where the youth in sub-Saharan Africa assists older persons with using mobile phones. Their data also indicate an intensification of cross-generational phone interaction.

Mobile Technology

With a penetration rate of 100% (International Telecommunication Union, 2014), mobile phones are becoming a growing part of Africans' lives (Powell, 2015). In South Africa, this growth is due to more people having access to cheaper mobile-phone services and

designs (Velghe, 2012). It is for this reason that Lesame (2013) suggests that health interventions in South Africa should be implemented through mobile phones. One example of such a mobile-phone intervention is that of Kim and Glanz (2013), who motivates older persons to be more physically active via texting. Mobile phones have also proven to be helpful in caring for older persons with Dementia or Alzheimer's disease (Joe & Demeris, 2013). Additionally, international studies have found that older persons use mobile phones for staying in touch with friends, families (Ghosh, Lindeman, Ratan, & Steinmetz, 2014) and others to fight the threat of isolation (Rébola & Jones, 2011). Mobile phones also allow access to information anywhere and anytime (Ling, Hwang, & Salvendy, 2006) such as internet usage for business or shopping purposes (Mann et al., 2004; Keating, Nagai, Hadder, & Kowalsky, 2007) as well as access to caretakers. All of this maintains older persons' autonomy (Kurniawan, 2007). Other mobile-phone uses include safety and security (Kurniawan, 2007; Mann et al., 2004), assistance with health-related issues (Ghosh et al., 2014; Sterns, 2005; Worringham, Rojek, & Stewart, 2011) and acting as a memory aid (Massimi, Baecker, & Wu, 2007). Therefore, mobile phones can influence the (social and health-care) experiences of late adulthood.

Alternatively, late adulthood can also influence older persons' experiences of mobile phones. Peine, Rollwagen and Neven (2014), state that possible changes in late adulthood can lead to a mismatch between the demands of technology and older persons' physical and cognitive functions. Kurniawan (2008) identifies one such a mismatch where older persons experience difficulty in understanding the association between a digit and the grouped three letters on a mobile-phone key for texting. Additionally, today's older generation did not grow up in the technological era, and they are thus not schooled in mobile phones as future older generations will be (Ling, 2008). The majority of South Africa's older adults formed part of the Apartheid era and therefore only gained access to Information and Communication

Technology (ICT) after Apartheid had ended in 1994 (Horwitz & Currie, 2007). Apartheid also contributed to illiteracy (Edwards & Ngwaru, 2014). South Africa has an illiteracy rate of 50%, and most people who are illiterate come from previously disadvantaged groups (and older persons in particular) (Edwards & Ngwaru, 2014). Chipchase (2005) finds that when South Africans are faced with a mobile-phone task that requires literacy, they tend to rely on the help of others with 'proximal literacy'. A proximal-literate person possesses either literacy skills or is perceived to have knowledge regarding mobile phones (Chipchase, 2005). This process of asking for assistance from others can evoke feelings of powerlessness, incompetence and dependence, which can influence a person's self-esteem (Lee, 1997).

Socio-psychological Perspective

Asking for assistance, and the motivation for asking a specific person, can be viewed from the perspective of Bandura's Social Cognitive Learning Theory. This theory explains that human behaviour is governed by a complex reciprocal interplay between inner processes and environmental forces wherein each influences and causes the other (Bandura, 1977; 1989). Therefore, older persons can be seen as active participants in choosing who they ask for assistance, which can possibly contribute to their self-efficacy beliefs. Self-efficacy is the belief in one's own ability to complete tasks and reach goals (Bandura, 1977). Expectations formed through previous learning also play a determining role in behaviour (Bandura, as cited in Meyer, Moore, & Viljoen, 2008). What a person expects as a disadvantage or benefit is determined by the individual's needs, which is, in turn, determined by the interaction between the person and environment (Meyer et al. 2008). In this article, the 'person' refers to an older person's cognitive processes regarding the interpretation of a stimulus or expectation of the future (Meyer et al. 2008), and the 'environment' refers to an older person's social environment (Bandura, 1989).

The elements that constitute a person's social environment can be identified through the Social Convoy Model. A social convoy is created by someone categorising important others into concentric circles, which represent levels of interpersonal closeness (Antonucci, Ajrouch, & Birditt, 2013). From the perspective of the person self as the middle point, other people will be categorised as closest, closer and close (Antonucci et al., 2013). Older people's convoy moves with them through circumstances, time and experiences, thereby either hindering or assisting them (Antonucci, Akiyama, & Takahashi, 2004). This social interaction develops and dictates the roles that are assigned to people in social convoys (Antonucci, Fiori, Birditt, & Jackey, 2010). Since multigenerational households are dominant in South Africa, it is quite possible for younger generations who are characterised as 'mobile-phone natives' (Forgays, Hyman, & Schreiber, 2013) to form part of an older person's social convoy.

Problem Statement

The benefits of improving older persons' use of mobile phones are clear (see Feist & McDougal, 2013; Joe & Demeris, 2013), but still, research regarding older persons' use of mobile phones is limited, especially in the South-African context. Mann (2003) believes that technology can play an important role in dealing with the deteriorating health and illness that may form part of ageing. By identifying the people that older persons choose to assist them as well as exploring why they choose these persons, the type of assistance and the type of person that promotes productive learning of mobile-phone skills could be described. This information could then be employed in interventions to improve the learning experiences that older persons have when working with mobile phones as well as older persons' use of mobile phones. Therefore, this research is important as it has the potential to promote the use of mobile phones as a tool to enhance the social and health care of older persons for mobile phones have yet to improve South Africans' quality of life (Horwitz & Currie, 2007).

More research regarding older persons and their use of mobile phones is therefore needed to narrow the gap in the literature. In order to enhance our understanding of older persons' assistance-seeking behaviour when using mobile phones, the research question was formulated as follows: *What is the nature of the assistance seeking behaviour in older persons regarding the use of their mobile phones?* The following two sub-questions were added: *Who do older persons ask for assistance with their mobile phones?* And *why do older persons ask these specific people for assistance with their mobile phones?*

Methodology

The study was done by means of secondary-data analyses. It is important, when conducting secondary-data analysis, that the 'second enquirer' follows the precise methodology as outlined by the 'first enquirer' (Boslaugh, 2014). Therefore, this study's methodology was aligned and in accordance with the methodology of the broader study (primary study).

Research Method and Design

The primary study was quantitative and qualitative in nature (convergent parallel mixed methods design). For the purpose of this secondary-data analysis, only the qualitative data were used, which means that the study was thus led by an interpretive descriptive research design. The qualitative-descriptive study (interpretive descriptive) is, according to Sandelowski (2000), the method of choice when straight descriptions of phenomena are desired. Such research study is especially useful "for researchers wanting to know the *who*, *what*, and *where* of events" (Sandelowski, 2000, p. 339). Thus, the focus of this secondary-data analysis was on interpreting and describing the assistance-seeking behaviour of older persons regarding the use of their mobile phones by identifying *who* they ask for assistance and *why* they ask the specific person or people for assistance.

Research Context and Participants

The primary study used a purposive sampling method to select participants. Ritchie, Lewis and Elam (2009) define purposive sampling as members (participants) that are purposely chosen as they represent a certain criterion. The criteria used to select participants included the following: falling in the age group (both male and female) of 60 years and older; representing different socio-economic levels according to the Living Standard Method (LSM) scale; being able to access a mobile phone frequently; being able to understand and speak Afrikaans, English or Setswana; being able to engage in discussions about their experiences of mobile-phone use; and being without visible cognitive impairment. The qualitative data consisted of Mmogo-method® sessions, semi-structured and group interviews, and the sample included 52 participants aged between 65 and 89.

The Mmogo-method® sample. Mmogo-method® sessions were conducted with a total of 19 participants from the various sampling areas in the Tlokwe Municipality area. For the Potchefstroom Service Centre, there were six participants (two male, four female), for Ikageng Centre seven participants (all female) and for Promosa Centre six participants (all female).

Semi-structured and group interviews sample. The interviews were conducted with a total of 33 participants. These participants were not the same people that participated in the Mmogo-method® sessions as interviews were conducted concurrently. For the Potchefstroom Service Centre, there were 15 interviews with 19 participants of which thirteen were female and six were male (some were group sessions), for Ikageng Centre twelve interviews (all female) and for Promosa Centre two interviews (both female).

Procedure

In 2014, the primary investigator (project manager) was contacted for permission to use the IGNITe project's data set (qualitative) for secondary analyses. A formal meeting was scheduled where the primary investigator orientated the secondary enquirer regarding the initial aim and research process of the primary research study. The primary researcher (project manager) then provided the secondary enquirer with the 'raw' data (transcribed recordings), the original research proposal as well as the research procedure of the primary research study. A few weeks after the first formal meeting, the secondary enquirer had to pitch the presented research focus to the primary investigator (project manager) of the IGNITe project. The secondary enquirer (and research study supervisors) then received formal permission to work on the IGNITe data by means of secondary-data analysis.

Data Collection

Data for the primary research study were collected through quantitative-survey questionnaires as well as through qualitative methods, namely the Mmogo-method® and semi-structured as well as group interviews. For the purpose of this secondary-data analysis, only the qualitative data gathered through the Mmogo-method® and semi-structured and group interviews were used. The Mmogo-method® is explained by Roos and Ferreira (2008) as applicable visual representations made by the participant to provide data to a specific prompted research question. These visual representations were made by using culturally familiar items, namely clay, grass stalks and beads (Roos, 2008). The prompt question was: *Build a physical representation of how you use your cell phone.* After a predetermined period of time had passed, the participants explained to the group and researcher what they have built. The researcher then asked questions to clarify what the participant meant. This method provided the necessary insight into and understanding of social aspects from the

participants' subjective view (Roos, 2008). By representing their personal experiences in the Mmogo-method®, the data collected were applicable to this research.

The semi-structured interviews included individual interviews as well as group interviews. A semi-structured interview consists of a set of predetermined questions that allows for some probing to clarify the participant's answers (Nieuwenhuis, 2007). Unlike a focus group where participants are engaged in discussions or debates with each other, group interviews focus on asking semi-structured questions to participants with their comments directed solely at the researcher (Nieuwenhuis, 2007). Group interviews provide the possibility for participants to relate to other group members' perspectives. Semi-structured interviews were appropriate for this secondary-data analysis as it focused on gathering data on specific questions regarding the participants' experiences. The questions asked were as follows: *What is the role of the mobile phone? Who do you ask for assistance with your mobile phone*? *Why do you ask this person? Explain the interaction between you and this person when they assist you with your mobile phone?*

Data Analysis

For the purposes of this secondary-data analysis, thematic analysis (Braun & Clarke, 2006) was used as the research question for this study differs from the research question used in the primary-research study[1]. Only the textual data (transcriptions) from the Mmogo-method® sessions and semi-structured interviews were analysed. Braun and Clarke (2006) describe thematic analysis as a useful and flexible research tool through which complex, rich and detailed data can be produced. Thus, thematic analysis is "a method for identifying, analysing and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 79). The phases (Braun & Clark, 2006) in thematic analysis that were followed in this secondary-data

[1]Note that the research question in this secondary-data analysis was based on the original interviewing questions asked in the primary research study.

analysis were familiarising yourself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and, lastly, producing the report.

Trustworthiness

Trustworthiness is an indication of "methodological soundness and adequacy" (Holloway & Wheeler, 2002, p. 254). Guba (1981, as cited in Krefting, 1991) proposes a model that can be used to ensure rigor (trustworthiness) in a qualitative-research study. The following strategies were used for the purpose of this secondary-data analysis: credibility (truth value), transferability (applicability), dependability (consistency), and confirmability (neutrality).

Credibility refers to the truth value of the study (Krefitng, 1991) and was ensured in this secondary-data analysis through peer examination and prolonged engagement with the research data. According to Devine (2003), when it comes to secondary-data analysis, it is very important to understand the dataset. Therefore, having accessed the dataset, the secondary inquirer or analyst had to spend time examining and learning to understand the data (it is important that the primary researcher provided comprehensive and accurate documentation concerning the original or primary data). Transferability and dependability (Krefting, 1991) in this secondary-data analysis were ensured through a dense description of the research procedure and methodology used as well as through a dense description of the research findings of the secondary analysis. Confirmability in qualitative research is the degree to which other people can confirm the study's results or findings (Farrelly, 2013). Therefore, the researcher continuously reflected on the secondary analysis with her supervisors and used a co-coder for analysing the qualitative data.

As part of the secondary analysis, the secondary inquirer also took into consideration the quality of the data. Thus the secondary inquirer is aware that, whilst it is hoped that

secondary data are of high quality, it may not always be the case. Regarding the integrity of the process of secondary-data analyses, the secondary inquirer adopted the outlines of the code of professional ethics of the Health Professions Council of South Africa (HPCSA) as personal credo throughout this study. The secondary inquirer also conducted research through personal responsibility for her actions and intellectual honesty. Lastly, the secondary inquirer also exemplified sincerity through self-reflexivity over personal biases (Tracy, 2012).

Ethical Considerations

Ethical approval (NWU-00053-10-A1) for this secondary-data analysis as well as the primary-research study was obtained from the registered Health Research Ethics Committee (HREC) of the Potchefstroom Campus, North-West University.

In this secondary-data analysis, the secondary inquirer followed the same ethical principles and considerations that formed part of the primary-research project. Data integrity regarding the secondary-data analysis was ensured in the following manner. The original qualitative data transcripts were cleaned. The inquirer/analyst provided the participants in the thematic analysis for this secondary-data analysis with participant numbers (numbered P1-P52). There was no overuse of data or samples (this was confirmed with primary investigator). The original data have never been used with the aim of exploring the assistance-seeking behaviour of older persons regarding their mobile phones by describing who they ask for assistance and why they ask these specific people. The secondary inquirer ensured that the primary researcher (investigator) published the original data first before any data from the secondary-data analysis was published. Findings from the secondary-data analysis will also be presented to the participants from the service centres (Potchefstroom, Ikageng, and Promosa). Previously collected data was stored securely, and the secondary inquirer ensured the safe keeping of the secondary data. This data was stored on a password-

protected computer as well as in a secured office at the North-West University. Only the secondary inquirer and her supervisors had access to the secondary data. There are no risk for participants in the primary-research study as the data were coded (participant numbers, as mentioned previously) to ensure confidentiality. The received data will be used and applied for publication only within the limitations of the researchers' agreement with the data owner (primary investigator), which does not violate the agreement between the primary investigator and the original participants and does not significantly deviate from the general aim of the primary investigators' research focus and the general aim of the primary research project.

Findings

The findings indicate that older persons ask for assistance pertaining to their mobile phones from the following people: children, grandchildren, a range of family members (cousins or partners), friends, community members (neighbours or nearest persons) and service providers (cellphone shops). Regarding the research question concerning the motivation for asking particular people for assistance with their mobile phones, the following five themes emerged from the secondary-data analysis: close interpersonal relationships, transmission of appropriate technical knowledge, proximal person, willingness to assist and unsupportive service provider personnel. Appropriate verbatim quotations are provided as validation.

Close interpersonal Relationships

Participants identified their relationships with other individuals such as friends or family as reasons for asking certain persons for assistance. An example of this behaviour is noted by a participant when indicating that she only asks a certain person (grandchild) to assist her for "He is the only [one] I can trust (Participant [P] 30, Ikageng)". Thus, the

interpersonal connection forms a basis for trustworthiness. This trustworthiness also minimised embarrassment for participants when asking for assistance with their mobile phones: "You don't want to look stupid (P18, Potchefstroom)". Therefore, participants identify a close interpersonal relationship as a safe atmosphere in which to ask questions that they deem embarrassing. One participant describes such an interaction with her grandchild as follows:

> …'Ah, Ouma, are you too stupid again to know what is going on'. Then I say yes, you know Ouma is very stupid with this old thing. Ouma does not always know what is going on, why... ee... can't I read the message. 'Ouma you must only tap here' and then he taps chuck chuck chuck (P9, Potchefstroom).

The interaction is light and humorous, thereby minimising the participant's embarrassment.

Participants also prefer asking a person who regularly invests time in their relationship to assist them: "... no my grandchild, he stays at his own place but before and after work he always comes to check up on me (P41, Ikageng)". Other participants repeated this importance of 'investment': "…the same girl [neighbour] the one who helps me, she phones me a lot: "Ouma, are you sleeping or what are you doing? Ouma, can I come over now? (P29, Ikageng)", and : "…So, they [children, grandchildren and neighbours] come for coffee and tea every afternoon with me in my lapa, and when we sit there, then I will tell him I struggled with something and then they will help me (P10, Potchefstroom)".

Participants are emotionally expressive in describing assistance-seeking behaviour with close interpersonal relations: "Ah, probably because she is my child and because I love her… (P12, Potchefstroom)" These relationships are also explained by participants as familial: "She [neighbouring child] sees me as her mother, I see her as my child since she grew up in my presence (P28, Ikageng)" Another participant emphasised: "Our relationship is

very good. I actually raised him [grandchild] until he was two years old... (P8, Potchefstroom)".

Transmission of Appropriate Technical Knowledge

People's technical knowledge regarding mobile phones and their ability to transmit this knowledge serve as motivation for older persons in this study to ask assistance from these people. Participants describe the person who assists them with their mobile phone as knowledgeable and intelligent: "…and she [daughter] worked in a place where they sold cell phones when cell phones came out. So she has a lot of uh, knowledge, about cell phones (P12, Potchefstroom)". The participants also express the knowledge their helpers have by describing how the helpers apply their knowledge:

> And then she [daughter] will only say, Ma, go there or there, or take the battery out, when it does not want to go into something, then she says only take out the battery, and that I have learnt so far… (P22, Potchefstroom)

Their helpers also assist them to complete tasks that they were unable to do on their own: "No, the children spoil one, you know, because they put on the reminders for you, and they load the birthdays for you, but they do not show you how to do it –…, they just do it (P4, Potchefstroom)".

Additionally, age is linked to mobile-phone knowledge: "They are this big [show how young/small], then they already know (P4, Potchefstroom)" are some of the descriptions that participants used to describe their children or grandchildren's knowledge of mobile phones. Younger persons are also seen as more informed as one participant explained: "You know the grandchildren know everything (P3, Potchefstroom)," and: "the young people have the knowledge (P3, Potchefstroom)". Respondents view mobile phones and the younger

generation as related: "…They are born with a cell phone in their hand… (P6, Potchefstroom)"

Participants indicated that they asked the person who provided the mobile phone to them as this person should know how to use it. This was particularly true with regard to service provider personnel as one participant explains: "I will go to them, I mean he should be able to help me if he can give me a phone (P14, Potchefstroom)". Participants who receive phones from their family members "The phone comes from her [daughter] (P5, Potchefstroom)" instinctively turn to them when problems occur with their mobile: "My daughter. I must add that I got the new phone from her about a month back (P5, Potchefstroom)". One participant listed two family members who assisted her, but she usually return to the person who bought her the phone "…she [friend] is the one who bought me this thing (P32, Ikageng)", to assist her "I don't call, I don't see the numbers, she [friend] calls. She said when it goes ting-ting, I press here, and here I switch off (P32, Ikageng)".

Proximal Person

Proximal person refers to the person who is the most accessible, regarding physical proximity, at the moment when a participant experienced difficulty with their mobile phone: "I just ask the nearest one. Listen here, I just ask, it's no problem for me. I just ask the first one that I see, the one I think should know (P12, Potchefstroom)". These proximal persons are either a person with whom the participants live: "…it's my grandchild who lives with me in the house… (P51, Promosa)" or someone close by: "I always run to the children, they live in the same yard… (P16, Potchefstroom)". Participants state that the reasons for asking proximal persons are: "it's nearer isn't it, only a few steps away (P16, Potchefstroom)" and "it's easier to find somebody around here that can help (P21, Potchefstroom)".

Asking a person who's physically close to the participant also promotes the opportunity for participants to fill the need for physical contact: "... yes, and for me, it's nice to be able to touch someone" (P17, Potchefstroom) Another participant adds: "Yes, it is to touch someone; that contact …" (P18, Potchefstroom).

Although most of the participants reported being more inclined to ask a relative or proximal person for assistance, there were two participants who, even though they have children and live in a populated area, preferred asking their service providers: "…what I usually do when I really have a problem, I go to my … [Inaudible] who provides my service. In this case it is Autopage with whom I am, then I would have contacted them quickly … (P14, Potchefstroom)" Another participant agreed and added "Yes, I would also go to my service provider first (P15, Potchefstroom)".

Willingness to Assist

This theme refers to willingness as the quality of being happy and ready to do something for older persons (the participants) and the role it plays in choosing a person to assist them with their mobile phones. Willingness was identified by a participant who stated that her daughter always assists her with an open heart and shows her readiness to help through: "... always answering her cell phone (P39, Ikageng)". Willingness to assistant was also constantly expressed as a favourable and determining factor as the following participant explained: "He [eldest grandchild] would come, even when he is with his friends, at the car wash, then I say 'here is the problem', then he helps (P30, Ikageng)". This participant also noted that she always refers to this grandson specifically to help her as he is willing to assist her in everyday activities as well: "...When the sun set, she [he] would dish for me (P30, Ikageng)". These interactions were also described as pleasant for participants: "Yes, they are

friendly, of course… My sons will say ahhh old age [everyone laughs], no, they are very helpful (P16, Potchefstroom)".

Throughout the data collection, participants discussed willingness repetitively "Whenever I need help, I ask my children to assist me. My child who attends school is the one who always helps me (P37, Ikageng)" as well as "And he [Grandson] always loads airtime for me (P51, Promosa)." The use of 'always' in their descriptions shows previous encounters of willingness to assist as well as a sense of reliability.

The importance of willingness in a person to assist an older person with a mobile phone was exemplified by the willingness of an older person to wait for their helper:

> But I wait for the boy to come from school. My grandson. Then I tell him, I want to phone so-and-so. Then he says, Okay, Mama, and then he connects me and when it rings he gives it to me (P51, Promosa).

The unwillingness of others to assist them was also a motivating factor to wait for a willing person to become available:

> My sibling is the only one who helps me with the phone whenever I need help. If I encounter problems while she's not home, I wait for her to return. I never get help from other people if I encounter problems with my phone because they don't want to help me (P33, Ikageng).

Alternatively, the unwilling helpers motivated participants to expand and tap into their social convoy. One participant described such an experience; "The children (brother's children), you know, they say "we will come now, we will come now and we will help you, we will come and show you (P29, Ikageng)", by which she indicated a promise of assistance but no delivery thereof: "Then they don't help me, they only sit with their cells [mobile phones]

(P29, Ikageng),". This type of interaction motivated the participant to seek a person who is willing:

> Apart from my children, there is this girl [next door neighbour]. Sometimes I see – ee this is something else, it's not right. Then I ask, why are these things standing like this, they should not be standing like this? Then she comes and takes those things out (P29, Ikageng).

Unsupportive Service Provider Personnel

This theme refers to the difficulties that participants reported upon reading instruction manuals for their mobile phones or using their service providers' call-in or walk-in services. Instruction manuals were found to be unclear and confusing: "... My children always tell me, 'read the instructions'. But it is not always clear to me what the instructions are (P19, Potchefstroom)". These unclear instructions created fear that they may do something wrong on their phones: "But you do not always understand it. Sometimes you are afraid that you do not understand very well (P17, Potchefstroom) and then you tap wrongly [P18, Potchefstroom]... and then everything is messed up (P17, Potchefstroom)". Other participants also mentioned the lack of a physical instruction booklet as a hindering factor in their learning experience with mobile phones.

Calling service provider personnel for assistance held linguistic difficulties for all the participants, especially when communicating in English: "And the fact that it is always only in English, you know. You seldom get some help in Afrikaans (P19, Potchefstroom)". This motivated participants to seek help from others: "And to put in airtime, texts. I can read them but if it's English I call him [grandchild] to assist... (P30, Ikageng)". In this instance, the older person chose a person with the needed literacy skills, therefore a 'proximal literate' person (Chipchase, 2005).

Being able to contact or visit a service provider for assistance can give an older person a sense of independence. However, service providers are not making this journey to mobile-phone independence easy as they do not take into account the possible developmental changes of older persons. For example, the use of hearing aids "… And for me who is deaf, I wear hearing aids, it is sometimes difficult to understand the coloured people's English (P19, Potchefstroom)", hindered this participant's understanding of help in a secondary language. Participants felt that walk-in services are unaccommodating for their physical needs as lines are often long: "Yes. I have stood in the queue at MTN. But there at the mall's MTN, you stand… (P17, Potchefstroom)" She continued by stating that there is usually no seating available either: "There is always a queue. Yesterday I saw a chap who took his camp stool. An elderly man, and there he sat, on his camp stool (P18, Potchefstroom)".

Lastly, some participants experienced shops selling airtime to be untrustworthy as they often bought airtime which had already been used; "They give us old ones, we do not know them. They take out the old one and then say it's the one (P32, Ikageng)". This has caused some participants to wait for assistance from family members as they're more trustworthy and able to confront a shop owner who had sold them used airtime: "Now, I buy it, when I'm done buying, I will put it here, I wait for them [grandchild] to knock-off (P32, Ikageng)".

Discussion

The aim was to explore the assistance seeking behaviour of older persons regarding the use of their mobile phones by addressing who they ask for assistance with their mobile phones and why they ask these specific persons.

Findings indicate that older persons ask people with whom they have close relationships as interpersonal relationships create a safe environment for participants in which

they can be vulnerable and communicate freely concerning the uncertainties that create confusion or fear regarding their mobile phones. Interpersonal relationships are defined by Plutchik (1997) as the patterns of interaction between individuals regarding thought, behaviour and emotion. Our findings concur with Selwyn's (2004) findings that friends and family are very important role players in their participants' adoption of Information and Communication Technology (ICT). These interpersonal relationships consisted of trustworthiness, regular contact, as well as a light and humorous atmosphere to defuse tension and prohibit embarrassment. Investing time with the participant through regular contact created the opportunity for the participant to ask for assistance and promoted growth within the relationship. Lupton and Noble (2002) encounter similar results regarding embarrassment in their study of older persons' use of personal computers; it "has become such a symbol of efficiency and participation in the information age that it is often embarrassing for [*people*] to admit no knowledge of them" (p. 10). The importance of interpersonal relationships in assisting older persons to adopt new technology is further supported by Fausset, Harley, Farmer, and Fain's (2013) research where non-users of ICTs stated that the likelihood of them adopting an ICT will be enhanced through support from their family.

A person's knowledge of mobile phones also played a determining factor in who older persons chose to assist them. This knowledge was directly linked to age. Barnard, Bradley, Hodgson and Lioyd (2013) state that technology use by older adults lags behind that of younger generations in most countries. A study by Lepp, Barkley, Sanders, Rebold, and Gates (2013) indicates that college students spend five hours per day or more on their mobile phones, using advanced functions. That younger generations spend so much time with their mobile phones confirms the findings of this study as participants reported seeing younger generations and their mobile phones as linked. As respondents saw younger generations as

born into a technological era and therefore equipped with the necessary knowledge to assist them, they were eager to ask them for assistance.

Technical knowledge was also linked to the person who provided the participant with a mobile phone. Service providers were seen as knowledgeable as it is their product, and the family member or friend that motivated a participant to buy or take a mobile phone from them were also seen as responsible to provide knowledge. Mathur (as cited in Mallenius, Rossi, & Tuunainen, 2007) refers to these friends and family members as agents of change in that they motivate older persons to adopt new technology through cognitive or behavioural triggers. Mallenius et al. (2007) adds that the higher a person's age the more important the role and responsibility of the agent are to assist such a person.

Physical proximity also played a role in asking a certain person for assistance. Stuifbergen, Van Delden and Dykstra (2008) concur with this finding and state that spatial proximity plays a facilitating role in the transmission of care and assistance through a family system. Findings indicate that participants chose these proximal persons for the ease of access, immediate assistance and the opportunity for physical contact. Not only does physical contact influence well-being (Gallace & Spencer, 2010), it also promotes positive effects or encouragement when requesting helping behaviour from others (Gigue, 2002). Hjälm (2012, p. 297) state that one of the reasons why older persons stay with or close to their families is to "facilitate intergenerational exchange", for example providing assistance whilst the severity of these exchanges is influenced by their residential proximity (Rossi & Rossi, 1990; Treas & Gubernskaya, 2012).

Hijälm (2012), however, warns that the fact that older persons live close to or with their children does not necessarily mean that their children will fulfil their needs. This concurs with findings in our study as some participants highlighted the importance of a

willing helper. The Social Convoy Model states that a person's convoy can consist of persons who are supportive and helpful as well as persons whom older persons love but are not necessarily supportive or helpful (Antonucci et al., 2004). Therefore, an older person can have access to both willing and unwilling helpers in their social convoy. Findings in the present study show that participants ask for assistance from a person whom has shown repetitive willingness to assist them in the past as these willing helpers would prioritise the older person's need for assistance above their own activities and assist them in daily activities as well.

The role of 'willing helper' was so important that some participants reported seeking assistance from persons in outer circles of their social convoy instead of waiting for a willing helper to become available. Alternatively, other participants described waiting for assistance if their helper was busy, even when they had unwilling proximal persons nearby. A distinction in attitude was also found between participants' willingness to wait for assistance from someone in their social convoy and having to wait for service providers.

Findings show that some service provider personnel are unsupportive and insensitive to the possible changes of late adulthood as well as to the lived experiences of some older South Africans. Participants reported difficulty hearing as well as having to wait in line for walk-in services as challenges when seeking assistance from service providers. Additionally, reading instruction manuals and instructions on airtime and receiving help in a secondary language were also reported as inhibiting factors when communicating with call-in services. Mallenius et al. (2007) concurs with these findings and state that, although the need for improved services for the older population are well known, older persons are still being neglected in the design of mobile phones and their services. The negative emotions experienced by older persons when waiting for service providers could have been because the unaccommodating behaviour of service providers indicated an 'unwillingness to assist'.

When engaging with these unsupportive services, participants experienced feelings of confusion, anxiety and fear in using their devices. Turner, Turner, and Van De Walle's (2007) in-depth study identify anxiety as one of the reasons for older persons' problems with technology. In this study, participants reported a fear of doing something wrong with their device as a result of not understanding the instruction manuals. New innovations are accompanied by built-in uncertainty which stimulates a perceived risk (Laukkanen, Sinkkonen, Kivijärvi, & Laukkenen, 2007). Additionally, fear and anxiety influence the attitudes of older persons and can therefore play an integral role in technology adoption (Heinz, 2013; Lee, Chien, & Hewitt, 2011; Marquié, Jourdan-Boddaert, & Huet, 2002). It can also lead to low self-efficacy in learning or using ICT skills (Vroman, Arthanat, & Lysack, 2015). The findings for this study indicate that, when older persons experience difficulty with their mobile phones, undesirable past experiences (such as risk and confusion) has taught them not to seek assistance from service providers.

From the findings, one can conclude that older persons are actively choosing who they ask for assistance and that a person's willingness, knowledge as well as proximity can play a role in motivating the older persons to seek assistance from them. Additionally, findings show that interpersonal relationships provide a safe and supportive environment for the promotion of older persons' self-efficacy and mobile-phone use whereas unsupportive individuals and service providers are seen as the highest challenge in achieving these aims.

Conclusion

To our knowledge, this is the first study that addresses these aspects and should serve as a base for future research. One possibility for further research is to obtain information on the same subject from the helpers to provide a holistic picture of older persons' assistance seeking behaviour. Additionally, service providers should use these findings in an attempt to

gain insight into the needs of their growing older-customer base. The findings of this study indicate a lack of consideration by service providers for older persons, and as a result, older persons seek assistance from persons who provide favourable attributes such as interpersonal relationships, knowledge, willingness and proximity. Therefore, it is concluded that older persons are resourceful and active members in assessing their mobile-phone needs and exhibiting behaviour to fulfil those needs. This study reports on research on a small sample in the Tlokwe Municipality area. Findings can therefore not be generalised to other groups or demographic areas, and further explorative research is recommended.

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SECTION 3: CRITICAL REFLECTION

In this section the aim, process and findings of the secondary study will be critically reflected on. The researcher will consider the applicability of theories used in the study, discuss the conclusion of her findings as well as identify limitations and make recommendations for further research. Lastly, this section will conclude with a personal reflection of the researcher's experience during the research process.

Critical Reflection

This research broadened our understanding of older persons' assistance seeking behaviour regarding the use of their mobile phones by enquiring who they ask for assistance with their mobile phones and why they ask those specific persons. Research on older persons' assistance seeking behaviour regarding the use of their mobile phones is severely lacking, especially in the context of South Africa. It was for this reason that this secondary-data analysis was conducted to provide insight on the chosen topic because mobile phones have the potential to improve older persons' lives (see Ghosh, Lindeman, Ratan, & Steinmetz, 2014; Joe & Demeris, 2013; Kurniawan, 2008; United Nations Population Fund [UNFPA], 2012; Worringham, Rojek, & Stewart, 2011).

Findings indicated that older persons did not have any specific preferences with regard to the persons they preferred to ask for mobile-phone assistance. They identified a range of family members, children, grandchildren, friends, service providers (mobile-phone shops) and community members such as neighbours to assist them with their mobile phones. A distinction was made between the themes 'a range of family members', 'children' and 'grandchildren' as findings concerning asking for assistance from children and grandchildren were more prevalent than asking for mobile-phone help from other family members such as cousins or life partners. Therefore, to highlight the weight of the themes 'children' and

'grandchildren', they were identified separately from the theme 'range of family members'. These findings concurred with those found in other studies that state that older persons usually turn to family and friends to assist them in using their mobile phones (see Chipchase, 2005; Hyde-Clarke & Van Tonder, 2011; Porter et al., 2015). However, these findings only present a superficial picture of who older persons ask for assistance with their mobile phones. Thus, describing why older persons ask these specific persons for assistance was essential to deepen the findings of this study as well as our understanding of this phenomenon.

Findings show that close interpersonal relationships play an important role for older persons when asking a certain person for assistance. Literature shows that the act of giving and receiving assistance is more comfortable between persons in close interpersonal relationships than between those in other relationships (Kassin, Fein, & Markus, 2008). Asking for assistance in these interpersonal relationships provided participants with support and trust as well as humour and love, which formed safe environments that minimised participants' embarrassment when seeking assistance. From the literature, it comes as no surprise that older persons would choose those with whom they have close interpersonal relationships for assistance as close relationships become infinitely more important in, and for, late adulthood (see Antonucci & Akiyama, 1995; Kassin et al., 2008; Krause, 2004). Additionally Kassin et al. (2008) states that persons feel more responsibility to help those with whom they have a communal relationship. Therefore, it seems older persons may choose helpers in a close interpersonal relationship as these persons may be more inclined to assist them. This finding was the only finding that included a great amount of positive emotions. Participants expressed warmth towards these helpers by stating that they would ask these persons as they love them and as their relationship is like that between a parent and a child. Participants also expressed enjoyment when engaging with these helpers as their assistance would often be accompanied by prolonged interpersonal contact such as visits.

Thus, this finding can be seen as a form of self-supportive help as participants experience care and appreciation when engaging with these helpers (Ames, Flynn, & Weber, 2004; Fisher, Nadler, & Whitcher-Alagna, 1982; Nadler & Fisher, 1986).

Secondly, possessing the necessary technical knowledge of mobile phones made certain persons more preferable helpers than others, specifically those who were from younger generations or those who introduced a mobile phone to the participants. This association of youth with technical knowledge concerning mobile phones is supported by literature (see Forgays, Hyman, & Schreiber, 2013) and can also be attributed to older persons' observation of younger generations' behaviour regarding mobile phones, the amount of time younger generations spend conversing by means of mobile-phone technology (see Lepp, Barkley, Sanders, Rebold, & Gates, 2013). Participants' characterisation of younger generations as knowledgeable, regarding mobile phones, can also shed some light on participants' perceptions of technical knowledge, skill and abilities concerning mobile phones within their own age group. During the study, participants referred to their peers as possessing no more or even less mobile-phone knowledge than they. This perception of mobile-phone skills in older persons is supported by research, which blames dominant imagery that depicts older persons as passive recipients who are handicapped in using technology (Peine, Rollwagen, & Neven, 2014). This finding shows the need for interventions to improve older persons' self-efficacy and skills regarding mobile phones. This need for intervention is also supported by the ineffective assistance that is sometimes provided by knowledgeable helpers who often complete tasks for participants instead of teaching participants to complete the tasks themselves. This form of assistance may set participants up for failure when they encounter the mobile-phone problem in the future and pose an additional threat for their mobile-phone self-efficacy.

The study also shows that older persons prefer to ask someone other than their peers where physical proximity was identified as motivation for asking certain persons for assistance. The core of this finding is that participants would ask a person to assist them based solely on their ease of physical access. This finding touches on an important aspect in the life of an older person, namely living arrangements. According to Papalia, Olds, and Feldman (2009), older persons can live alone, with children, in institutions or in alternative housing (age-qualified, active-adult communities). This finding refers more specifically to older persons asking for assistance from persons with whom or close to whom they live, namely children, grandchildren and neighbours or, alternatively, a complete stranger. This behaviour of asking a person with whom, or close to whom, they live could be the result of a sense of connection (Kassin et al., 2008). Therefore, it appears that older persons may ask and receive assistance from those with whom they live for they are connected household or family members, and they may ask and receive assistance from those whom they live close to for they are neighbours connected through the same community. Again, it is interesting to note that participants who live in age-qualified, active-adult communities did not prefer to ask for mobile-phone assistance from peers in their immediate physical proximity but rather from children or grandchildren who live nearby. The Social Convoy Model may provide some insight into this occurrence as it does state that older persons receive less support from friends and increase their emotional support from family ties (Shaw, Krause, Liang, & Benett, 2007). It is in this instance that one should state the overlapping quality of this study's findings as older persons may be motivated by the identified findings (for example, the potential of technical mobile-phone knowledge) to move beyond those in their immediate physical proximity for mobile-phone assistance. Alternatively they may also choose those who are physically close above aksing, for example, someone with more mobile phone knowledge as it may require more effort (farther distance) to ask these persons for assistance.

The social-cognitive learning behaviour reported in the previous finding was also evident in the fourth finding where participants placed emphasis on asking a person who shows willingness to assist them with their mobile phone. This willingness was identified by people making themselves available, prioritising the participant and assisting them with other daily activities. Asking persons who have assisted the older person in previous activities shows their use of learning from previous experiences. Hampson (1984) and Rushton (1981) add that those who have been helpful in one situation are more likely to be helpful in others. This finding also showed the opposite of Hampson and Rushton's statement as participants also learned from previous experience not to ask certain persons who were previously unwilling to help with their mobile phones. This evaluation of previous experiences presents older persons as active members in their decisions concerning helpers as they would adapt their behaviour and learn from previous encounters which persons in their social networks are willing to assist them and which are not. Therefore, it seems that, for older persons, a persons' attitude towards providing assistance to them plays as important a role as the assistance itself.

This aspect of a perceived willing attitude to assist also played a significant role in the finding concerning unsupportive service providers. Service providers are seen by participants, who want to use the help service, as insensitive and unsupportive to their developmental stage in some cases even untrustworthy. These unsupportive services seem to present service providers as unwilling or uninterested in the consumer group that forms part of late adulthood. Literature supports this unsupportiveness amongst service providers (Mallenius, Rossi, & Tuunainen, 2007), which may be the result of popular beliefs regarding older persons' reluctance to use mobile phones (Forgays et al., 2013). Therefore, this finding was certainly the one with which participants associated the most negative experiences as it was the only finding that promoted technology anxiety. It was also the only finding that

served as motivation for participants not to choose the type of helper presented by the service providers. However, unsupportive service providers, though a current unappealing choice for older persons regarding assistance, highlight the resourcefulness of older persons in finding persons who will create an atmosphere for them to reach their goal when seeking assistance. This theme identifies a dire need for service providers to consider adapting their services to accommodate older mobile-phone users, especially since literature shows that engaging with formal services for assistance are more preferable for older persons than asking for assistance from others (Linders, 2010; Roe, Whattam, Young, & Dimond, 2001).

Methodology

As an interpretive descriptive design aims to describe a phenomenon (Sandelowski, 2000), the use of qualitative data from semi-structured interviews and the Mmogo-method® of the IGNITe project (primary study) were applicable for it provided information from persons' subjective experiences (Borbasi & Jackson, 2012).

Data from the semi-structured interviews were relevant for this research as the questions in the interviews were used to shape the secondary study's aim and research questions. This method also provided data from participants that were in line with the phenomenon being studied (Nieuwenhuis, 2007). Furthermore, as this study entails an interpretive descriptive design which focuses on the "who, what and where" of a phenomenon (Sandelowski, 2000, p. 339), the straightforward focus of semi-structured questions was complimentary.

Data from the Mmogo-method® (Roos & Ferreira, 2008) were also used as this kind of visual research method is said to influence the lives of participants as they engage with issues that are relevant to them (Walsh, 2012). It also provides data that are sometimes difficult to find with traditional research methods (De Lange & Geldenhuys, 2012). This

method provided further insight into participants' subjective views (Roos, 2008) and proved to be a significant contributor to this study. Only the textual data from this visual-projective technique was used for this secondary study as the prompt question for the Mmogo-method® (*Build a physical representation of how you use your cell phone?*) was not applicable to the aim of this study. It therefore only served as a basis for the primary researcher to ask clarifying questions, which then provided information regarding who older persons ask for assistance with their mobile phones and why they ask these specific persons. It is for this reason that the contribution of the semi-structured interviews was more significant in quantity than that of the Mmogo-method®. However, even though the Mmogo-method® did not provide the same amount of relevant data, there was no lack in quality from those participants who provided information applicable to this secondary study's aim. Thus both these techniques were used as they provided a data base from which to derive rich and detailed themes for thematic data analysis (Braun & Clarke, 2006).

Theoretical Perspectives

Social Cognitive Learning Theory and the Social Convoy Model served as theoretical perspectives to synthesise and deepen understanding of these findings.

Social Cognitive Learning Theory provided a comprehensive framework to understand older persons' assistance-seeking behaviour regarding their mobile phones. Thus, who participants chose to assist them with their mobile phones and why they chose these specific persons were seen through the following perspective: People are active members in their behaviour, and they identify goals, evaluate stimuli and create plans to change their behaviour after self-regulation (Meyer, Moore, & Viljoen, 2008). Findings show that participants learned from previous encounters who to ask for assistance with their mobile phones and who to avoid. For example, in the theme of 'willingness to assist', it was clear

that participants had already learned from previous experiences which persons would be willing to assist them and which would not.

Additionally, this theory highlights the role of a person's expectation (benefit or disadvantage) of the outcome for their assistance-seeking behaviour plays a role in determining who they ask for assistance with their mobile phones (Bandura, as cited in Meyer et al. 2008). Participants expected not only the benefit of receiving assistance, but findings showed that participants also had additional expectations from asking certain persons. For example, the expectation of physical contact was accompanied by asking a proximal person. These expectations are formed by observing the results of others' behaviour or experiencing the results of their own behaviour (Meyer et al., 2008). With regard to asking service providers for assistance, participants experienced undesirable outcomes such as anxiety, confusion and theft. This made participants hesitant to employ the services again and motivated them to ask for assistance from someone else. An example of a participant learning by observing the results of others' assistance seeking behaviour is that of participant 18 (Potchefstroom), who commented on seeing another older person waiting in line for assistance at the service provider for such a long period of time that he brought his own chair to sit in line. In contrast, participants learned to ask for assistance from a person with whom they have a close interpersonal relationship. This strategy delivered the opposite and more beneficial results such as humorous interactions and trust.

Through this theory, one can conclude that the participants formed a pattern of assistance-seeking behaviour in interaction with their surroundings. According to Bandura (1977; 1989), these interactions between people and their environment is what constitutes human behaviour and could also influence human beliefs and cognitive competencies (Davis, 2006, as cited in Julie, 2013). Bandura (1977) defines these beliefs in one's own abilities with the term self-efficacy. Therefore, these findings on who participants ask for assistance

with their mobile phones and why they ask these specific persons are seen to be the result of continuous interactions with their environment that is formed by their expectations of the outcome and what they had learned from previous assistance-seeking behaviour. Social Cognitive Learning Theory also highlights the psychological contribution of this dissertation which is to identify aspects in older persons' assistance-seeking behaviour that could possibly contribute to their self-efficacy when using mobile phones.

As stated, behaviour is comprised of the reciprocal interaction between a person and his/her environment (Davis, 2006, as cited in Julie, 2013). It was therefore necessary for this study to include a model (the Social Convoy Model) that could describe an older person's social environment as it is this environment with which an older person forms assistance-seeking behavioural patterns regarding their mobile phones (who older persons ask for assistance with their mobile phones and why). The model refers to circles of social relationships that surround people and serve as a convoy to escort them through their life (Kahn & Antonucci, 1980). This convoy can thus form and protect a person by sharing their life experiences (Antonucci, Akiyama, & Takahashi, 2004). A persons' social convoy can consist of close relations such as a father, mother, children, spouse and relatives or less-close relationships such as those with peers, co-workers, relatives or friends (Antonucci et al., 2004). Findings concur with these different social-convoy members, identifying children, grandchildren, relatives, friends and community members such as neighbours as the persons that participants would ask for assistance with their mobile phones. The exception was two participants who preferred asking service providers rather than those in their closer social convoys because they believed that service providers have the responsibility to provide knowledge on their products.

According to Antonucci et al. (2004), social-convoy members are important for they form the secure basis from which a person explores aspects of the world. It is therefore no

surprise that participants chose persons who form part of their social convoy to assist them for the latter can be a secure base on the journey of mobile-phone learning and adoption. Mathur (1999) supports this finding and states that socialisation agents create awareness and motivate older persons to use technology. Additionally, intimidation and discouragement usually accompanies the use of new technology (Saracchini, Catalina, & Bordoni, 2015). The persons who form part of a social convoy are determined by a person's personal characteristics (Antonucci, Ajrouch, & Birditt, 2013) and circumstances (Wrzus, Hänel, Wagenr, & Neyer, 2013). An example of these circumstances can be that of older persons living close to or with family members (or vice versa) due to poverty (Bohman, Vasuthevan, Van Wyk, & Ekman, 2007), tradition (Statistics South Africa, 2011) or skipped generations (Nyambedha, Wandibba, & Aagaard-Hansen , 2003). The influence that living arrangements have on participants' social convoys (the persons that older persons have to choose from for mobile-phone assistance) is seen in the theme of 'proximal persons', in which persons are asked for assistance as they are physically close (lives with or close to) to the participant. It is however important to note that living with a person does not necessarily mean that this person is a part of an older person's close social-convoy circle as Teerawichitchainan, Pothisiri and Long (2015) identify that there are different studies that show how co-residence can have both positive and negative effects on family relationships. This occurrence of persons who occupy the same house but are not in close relational circles within their social convoy was evident in participants who preferred asking for assistance from the relatives with whom they have close interpersonal relationships rather than those with whom they live. Antonucci et al. (2004) state that, although social relationships in these convoys can improve a person's life, they can also be unsupportive and detrimental to a person's aspirations and successes. Such was the case with family members who refused to assist participants in using

their mobile phones or those persons who did mobile-phone tasks for a participant instead of teaching them how to do it themselves.

As the Social Convoy Model identified three levels of relational closeness, namely closest, close or middle and not so close (Antonucci et al., 2013), one can describe the degree to which these circles of closeness influences older persons' choice of helpers. It is, however, important to note that the data do not allow extensive detail on these relationships. Therefore, the role of these relationships on participants' choice of persons to assist them with their mobile phones can only be described superficially. The theme 'interpersonal relationships' provided the most insight into the influence that relational closeness has on an older persons' choice of helper. Therefore, persons in this theme could form part of participants' closest social-convoy circle. From the findings, it is clear that middle circles may consist of relatives who are asked for assistance because they are physically close, willing or knowledgeable but may not be as active in the person's life as those with close interpersonal relationships. Service providers or, in some cases, proximal persons can be moved to the outer circle as participants were only tied to them by their mobile phones and no other form of relationship.

The Social Convoy Model contributed to the aim of this study as it highlights the importance of social-convoy members in a person's life. These members serve as a secure base from which to interact with new aspects of the world around them as well as to provide an environment that shapes the older persons and their experiences. This model was therefore used to create a view of what an older persons' social convoy looks like in an attempt to identify who older persons would ask for assistance with their mobile phones. It also added applicable information on why participants chose certain persons for assistance with their mobile phones. Although limited data did confine interpretation to some extent, it did contribute to the formulation of themes.

Conclusion

This secondary study into older persons' assistance seeking behaviour regarding who they ask for assistance with their mobile phones and why they ask these specific persons can be summarised by the following core aspects. Firstly, from the findings, one can conclude that, when older persons experience difficulties with their mobile phones, those persons who form part of their social convoy are most likely to be asked for assistance. Though it initially seems that older persons do not have specific preferences regarding these persons, further exploration into why they choose these persons showed the amount of thought and consideration older persons put into their choice of helper.

Secondly, it is therefore clear that older persons are active members in assessing who they choose for assistance with their mobile phones. It is also clear that various aspects such as the identified themes of interpersonal relationships, transmission of appropriate technical knowledge, proximal person, willingness and unsupportive service providers can play a role in this process. It is upon reflection that one notices that these themes, although distinct, can also be interrelated and could possibly provide supporting aspects such as that a person's willingness to assist may be increased by a strong interpersonal relationship. Different themes were considered important by different participants, but interpersonal relationships seemed to indicate the most encouraging environment to counter experiences associated with technology anxiety and could possibly have an impact on older persons' self-efficacy and use of mobile phones. The opposite could be said for service providers as participants' reported overall negative experiences when asking them for assistance. These negative experiences seemed to motivate older persons to engage with other persons in their social convoys for assistance. It is a surprising finding that older persons experience service providers as thoughtless when it comes to their needs and ability to access and use their services,

especially since literature shows this consumer group to be growing in South Africa (Statistics South Africa, 2011; 2015).

Thirdly, the researcher believes that the learning process concerning mobile-phone skills in older persons can be promoted by those who assist them when employing aspects of the identified themes in their assistance behaviour. To our knowledge, this is the first study that addresses the aspect of assistance-seeking behaviour in older persons regarding their use of mobile phones in a South African context. Ryan and Deci (2000) conclude as follows:

> Research on the conditions that foster versus undermine positive human potentials has both theoretical import and practical significance because it can contribute not only to formal knowledge of the causes of human behaviour but also to the design of social environments that optimize people's development, performance, and well-being. (p. 68)

Limitations

The following aspects have been identified as limitations for this secondary-data analysis. Firstly, due to the demographical nature and size of this study sample, findings cannot be generalised to other groups or demographical areas. According to Lee (2014) the aim of qualitative data analysis and findings should not always be to generalise data but to present quality data. Secondly, Setswana audio recordings in the primary study were translated by Setswana speaking students enrolled in the MA/MSc Research Psychology Programme. Said students conducted the interviews and the Mmogo-method® sessions. According to experts, interpreters that provide translation in research should have at least a basic level of sociolinguistic competence (Danesi, 1996; Gee, 1990; Savignon, 1997) to minimise translation errors (Jandt, 2003). According to Squires (2009), the credentials of the person who translates recorded data is important as it can influence the themes and credibility of a study. For the secondary-data analysis, a member of the South African Translators

Institute (SATI), under supervision of an accredited SATI member, was employed by the secondary inquirer to translate the applicable Afrikaans quotes into English (see Appendix 2). Lastly, it is typical for researchers to have reservations about the secondary inquirer's abilities to conduct good secondary-data analysis of qualitative data as the secondary inquirer would often lack knowledge regarding the local context in which the data were collected (Seale, 2011). This limitation has been addressed by the primary researcher providing ample information regarding the primary study context as well as the secondary inquirer's participation in data collection.

Recommendations

Although mobile-phone use is growing in developing countries, Donner (2008) indicates that research on the usage patterns in these countries are minimal. Additionally, research on the subject of mobile-phone use in South Africa has mostly been confined to that of younger generations (see Dlodlo, 2014, Hampshire et al., 2015; Jere & Augustine, 2014; Porter et al., 2015). Therefore, it is recommended that this study serves as a base for future explorative research, especially since it focuses on a small sample group in the Tlkowe Municipality in the North West Province of South Africa. Further research is recommended in the form of collecting data from the perspective of those persons who assist older persons with their mobile phones in an attempt to form a holistic view of older persons' assistance-seeking behaviour. Deeper investigation into the influence of relationships on the choices of older persons when they ask others for assistance with their mobile phones would also be interesting. Service providers are encouraged to use this information to enhance their services as this study show that there is a need for services to be presented in a way that correlates with older persons' lived experiences. Literature indicates that older persons need to be able to use the assistance of service providers because they can reciprocate this help with financial remuneration rather than complicate their relationships with family (Linders,

2010; Roe et al., 2001). It is the researcher's belief that, if service providers were to increase their attempts to accommodate older persons in their services, these attempts might assist in breaking down other barriers that older persons experience in the world of mobile phones such as devices that do not correlate with the developmental changes of late adulthood (Peine et al., 2014).

Personal Reflection

What follows is a personal critical reflection by me as the secondary inquirer on my experience of the research process for, in qualitative research, researchers play a role in shaping data collection and analysis (Jirojwong, Johnson, & Welch, 2011).

Data collection. As a student in the MA/MSc Research Psychology Programme, I (secondary inquirer) formed part of the data collection for the primary study. Data were collected on the various research dates in an orderly fashion. Gatekeepers as well as participants were all excited to form part of the research methods, and they especially enjoyed the building aspect of the Mmogo-method®. The interviews were more personal as some were one-on-one, and the participants seemed to appreciate the interpersonal contact, especially when one inquired after their families. This enthusiasm made the data-collection process easier for me as a first time researcher, and the focus shifted from mere data collection to building a connection with participants to form an in-depth understanding of their experiences. This understanding also motivated passion to conduct strong research in an attempt to improve participants' experiences regarding mobile phones.

Data analysis. Using secondary-data analysis constituted benefits as well as some challenges. The benefits of using secondary-data analysis were that it saved time and financial expenses. Also, having peers work under the same umbrella project created an air of support as well as encouragement. Challenges came in the form of uncertainty if the data

collected were applicable to the chosen secondary study and having to grow accustomed to the way in which the data were presented (transcribed). Therefore, extensive time had to be spent in familiarising myself with the data to ensure that the research aim was applicable to the collected data and that I understood the content as well as writing style of the transcriptions. From a personal perspective, using secondary-data analysis did teach me a certain degree of flexibility and dependability on others.

After cleaning the data to ensure the anonymity of participants, data were analysed through thematic analysis (Braun & Clarke, 2006). Thematic data analysis allowed for creativity and more interaction with the data, which not only guided the research but also provided intrinsic motivation and appreciation for qualitative-research methods as a first-time researcher. According to Creswell (2003), this form of creative and literary-style writing is a definite aspect that makes researchers fall in love with qualitative research. Generating initial codes were time consuming yet interesting, especially when these codes were used to identify themes. Co-coding not only helped formulate themes and insure trustworthiness but also promoted trust and reliance on research skills by having one's own codes correlated with those of the co-coder. Visual aids such as mind maps helped identify the correct theme to represent data, after which each theme was described in detail with their applicable quotes. Therefore, the final themes are the results of continuous reflecting, reading of data, mind maps, co-coding and detailed descriptions of data and themes. Additionally, throughout the entire process, there were regular meetings with my supervisor to reflect on the data and ensure that the analysis was conducted correctly.

Personal biases had to be addressed to ensure that they do not influence the data-analysis process. Initially, a possible personal bias was the perception that this study would deliver relatively predictable findings. This was an opinion that I had to be aware of as Rajendran (2001) states that, when conducting research, researchers should always

consciously confront their own biases. Therefore, regular engagement with literature was used to oppose this bias, and as data the analysis progressed, the premise for this bias was soon shown to be redundant. Furthermore, the supervisor and co-supervisor actively participated in this research process to ensure no further biases arose.

Findings. Exploring the assistance seeking behaviour in older persons when using their mobile phones by describing who they ask for assistance and why they ask these specific persons for assistance with their mobile phones delivered insightful findings. Firstly, with regard to whom older persons ask for assistance with their mobile phones, some findings concurred with that represented in literature, namely family and friends (Chipchase, 2005; Hyde-Clarke & Van Tonder, 2011; Porter et al., 2015). However, this study's findings surpassed those of other studies. Said studies commented only superficially on who older persons ask for assistance as they did not only identify all the persons who are asked for assistance and because they did not describe why the older persons ask these particular persons for assistance with their mobile phones. Interpersonal relationships, proximal persons, transmission of appropriate technical knowledge, willingness to assist and unsupportive service providers were identified as reasons for asking certain persons for assistance. From a personal perspective, these findings were surprising, especially considering my biased opinion at the initial stage of the data analysis. From this study, I learned that not only are older persons active in choosing a person to assist them with their mobile phones through various Social Cognitive Learning processes, but their decisions carry deeper thought, emotion and consideration than mere goal-oriented behaviour.

The findings were all viewed from the perspective of the Social Cognitive Learning Theory and the Social Convoy Model, thereby concluding that, by assessing their needs and expectations, older persons are active members in choosing a person from their social convoy to assist them with their mobile phones. Overall, these theories were extremely helpful and

effective in deepening my understanding of the findings. Self Determination Theory was briefly considered in the place of the Social Cognitive Learning Theory and the Systems theory in the place of the Social Convoy Model. After engaging with the data from the primary study as well as literature on older persons' use of technology, the Social Cognitive Learning Theory and Social Convoy Model were deemed to be more applicable to the aim of this study and the dearth of the data, collected in the primary study, than the alternative theories. Additionally, there was no shortage of literature on why and how older persons struggle with technology and mobile phones with only a few articles referring to older persons' ability to use technology regardless of these barriers. This lack in available literature did challenge the research process but also highlighted the importance and need for this type of research, especially when considering the possible health benefits of mobile phones (see Norris, Swartz, & Tominson, 2013).

In conclusion, this secondary study has added valuable insights and experience to my own life, personal beliefs regarding older persons and academic skills in qualitative research. There are few examples of secondary-data analysis in the field of qualitative research (Mitchell, 2015), and contributing to this kind of research was the overarching goal of my studies. It is my hope that this study will provide valuable knowledge, however small, to improving the lives of my country's older persons in an attempt to motivate the employment of mobile phones in their lives as a method to improving healthcare in South Africa (Leon, Surender, Bobrow, Muller, & Farmer, 2015). It is therefore strongly recommended that service providers improve their services toward older persons by applying aspects of this research. Alternatively, one should explore various angles to convince service providers of the importance of older persons in the world of technology. Possible ways of appealing to service providers can include results from research in the field of psychology, but keeping in

mind that service providers are business orientated, one could also include research from the fields of economics and marketing.

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Addendum 1

Afrikaans quotes to English

Note all quotes used in this paper were translated by a trained linguist

Theme 1: Interpersonal Relationship

"You don't want to look stupid (P18, Potchefstroom)"

"Jy wil nie 'stupid' lyk nie".

…'Ah, Ouma, are you too stupid again to know what is going on'. Then I say yes, you know Ouma is very stupid with this old thing. Ouma does not always know what is going on, why... ee... can't I read the message. 'Ouma you must only tap here' and then he taps chuck chuck chuck. (P9, Potchefstroom)

Kyk eers. Ag ouma, is ouma alweer te dom om te weet wat aangaan. Dan se ek ja, jy weet mos ouma is baie dom met hierdie affêre. Ouma weet nie altyd wat aangaan nie, hoekom.. ee… kry ek nie die boodskap gelees nie. Ouma druk net hier dan druk hy tjoek tjoek tjoek.

"…the same girl [neighbour] the one who helps me, she phones me a lot: "Ouma, are you sleeping or what are you doing? Ouma, can I come over now? (P29, Ikageng)"

"En dieselfde meisie wat ek sê hy help my, sy bel my baie keer: Ouma slaap jy of wat maak jy? Ouma kan ek nou kom?

"…So, they [children, grandchildren and neighbours] come for coffee and tea every afternoon with me in my lapa, and when we sit there, then I will tell him I struggled with something and then they will help me [P10, Potchefstroom]".

"...So, hulle [children, grandchildren and neighbours] kom drink elke middag koffie en tee by my in my lapa, en as ons daar sit, dan sal ek vir hom sê ek het gesukkel met iets en dan help hulle my".

"Ah, probably because she is my child and because I love her… (P12, Potchefstroom)"

"ag, seker omdat sy my kind is en omdat ek lief is vir haar (lag)…".

"Our relationship is very good. I actually raised him [grandchild] until he was two years old... (P8, Potchefstroom)".

"Ons verhouding is baie goed. Ek het hom [granchild] eintlik grootgemaak tot hy twee jaar oud was, so...".

Theme 2: Transmission of Knowledge

"…and she [daughter] worked in a place where they sold cell phones when cell phones came out. So she has a lot of uh, knowledge, about cell phones (P12, Potchefstroom)".

"...en sy [daughter] het toe selfone uitgekom het, het sy by 'n plek gewerk wat selfone verkoop het. So sy't baie, baie uh, kennis van selfone".

And then she [daughter] will only say, Ma, go there or there, or take the battery out, when it does not want to go into something, then she says only take out the battery, and that I have learnt so far… (P22, Potchefstroom)

En dan sal sy net sê Ma, gaan daarnatoe of daarnatoe of haal die battery uit, wat baie keer as hy nie in 'n ding wil ingaan nie, dan sê sy net haal jou battery uit en die't ek nou al geleer...

"No, the children spoil one, you know, because they put on the reminders for you, and they load the birthdays for you, but they do not show you how to do it –…, they just do it (P4, Potchefstroom)."

Nee die kinders bederf 'n mens, jy weet want dan sit hulle vir jou die reminders op, hulle sit die verjaarsdae vir jou op, maar hulle wys nie vir jou hoe om dit te doen nie – dis uhm, hulle doen dit sommer.

"They are this big [young/small], then they already know (P4, Potchefstroom)"

"hulle is so groot [young/small], dan weet hulle al"

"You know the grandchildren know everything (P3, Potchefstroom),"

"Jy weet die kleinkinders is op hoogte van alles",

"the young people have the knowledge (P3, Potchefstroom)".

"die jongmense het die kennis".

"…They are born with a cell phone in their hand… (P6, Potchefstroom)"

"...Hulle is, raak gebore met 'n selfoon in die hand...".

"I will go to them, I mean he should be able to help me if he can give me a phone (P14, Potchefstroom)".

"Ek sal na hulle toe gaan, ek meen hy moet my darem kan help as hy vir my 'n foon kan gee".

The phone comes from her [daughter] (P5, Potchefstroom)"

"Die foon kom van haar af"

"My daughter. I must add that I got the new phone from her about a month back (P5, Potchefstroom)".

"My dogter. Ek moet nou by sê dat ek het die foon nou so maand nuut gekry van haar af".

Theme 3: Proximal Person

"I just ask the nearest one. Listen here, I just ask, it's no problem for me. I just ask the first one that I see, the one I think should know (P12, Potchefstroom)"

"Sommer die naaste ene, vra ek. Hoor hier, ag ek het sommer, dis, dis nie vir my n probleem nie. Ek vra sommer vir die eerste, die beste ene wat, wat ek dink ek behoort te ken"

"…it's my grandchild who lives with me in the house… (P51, Promosa)"

"...dit my kleinkind wat saam met my in die huis bly, as hy nou daar is",

"I always run to the children, they live in the same yard… (P16, Potchefstroom)".

"Ek hardloop altyd na die kinders toe, hulle is net op die selfde erf (lag)…"

"it's nearer isn't it, only a few steps away (P16, Potchefstroom)"

"dis nader seker nê, dis mos net so 'n paar tree van my af"

"... yes, and for me, it's nice to be able to touch someone.."(P17, Potchefstroom)

"Jaa weet jy dit is vir my lekker ja jy weet om aan iemand te vat ek weet nie hoekom nie".

"Yes, it is to touch someone; that contact …"(P18, Potchefstroom)

"Ja dit is so om aan iemand te vat, daardie kontak, dit is so".

"…what I usually do when I really have a problem, I go to my … (Inaudible) who provides my service. In this case it is Autopage with whom I am, then I would have contacted them quickly … (P14, Potchefstroom)"

"Jy weet wat ek gewoonlik doen as ek nou regtig 'n probleem het dan gaan ek na my uhm…(inaudible) wat my diens verskaf. In hierdie geval is dit autopage by wie ek is, dan sal ek hulle gou sou gekontak het, ma ja ek noem dit ma net so".

"Yes, I would also go to my service provider first (P15, Potchefstroom)".

"Ja, ek sal ook maar na my diensverskaffer toe eerste gaan".

Theme 4: Willingness to Assist

"Yes, they are friendly, of course… My sons will say ahhh old age [everyone laughs], no, they are very helpful [P16, Potchefstroom]".

"Ja hulle is natuurlik vriendelik (Lag). (inaudible) My seuns sal sê aaag die ouderdom (almal lag), nee hulle is baie behulpsaam".

"And he [Grandson] always loads airtime for me (P51, Promosa)."

"En e hys hy sit vir my altyd airtime op."

But I wait for the boy to come from school. My grandson. Then I tell him, I want to phone so-and-so. Then he says, Okay, Mama, and then he connects me and when it rings he gives it to me. (P51, Promosa)

"Maar ek wag vir die seun wat kom van die skool af. My kleinseuntjie. Dan sê ek, ek wil so en so bel. Dan sê hy okay mamma, dan sit hy vir my deur en as dit lui dan gee hy dit vir my".

"The children (brother's children), you know, they say "we will come now, we will come now and we will help you, we will come and show you (P29, Ikageng)",

"Die kinders jy weet mos hulle 'ons kom nou, ons kom nou ons sal vir jou help, ons sal vir jou kom wys'",

"Then they don't help me, they only sit with their cells [mobile phones] (P29, Ikageng),".

Dan help hulle nie vir my, die dan sit hulle net met hulle selle".

Apart from my children, there is this girl [next door neighbour]. Sometimes I see – ee this is something else, it's not right. Then I ask, why are these things standing like this, they should not be standing like this? Then she comes and takes those things out. (P29, Ikageng)

Behalwe my kinders, daars nou 'n meisie [next door neighbour]. Partykeer dan sien ek mos nou – ee dis nou ander goete, hys nou nie reg nie. Dan vra ek nou maa hoekom staan die goed, hulle mag mos nie so staan nie? Dan kom sy nou net daai goete uithaal.

Theme 5: Unsupportive Service Providers

"... My children always tell me, 'read the instructions'. But it is not always clear to me what the instructions are (P19, Potchefstroom)".

"... My kinders se altyd vir my, 'lees die instruksies'. Maar vir my is dit nie altyd duidelik wat is die instruksies nie".

"But you do not always understand it. Sometimes you are afraid that you do not understand very well (P17, Potchefstroom) and then you tap wrongly (P18, Potchefstroom)... and then everything is messed up (P17, Potchefstroom)".

"Maar jy verstaan dit nie altyd nie. Partykeer is jy bang jy verstaan nie mooi nie en dan druk jy verkeerd en dan is alles deurmekaar".

"And the fact that it is always only in English, you know. You seldom get some help in Afrikaans (P19, Potchefstroom)".

"En die feit, dit kom ook net altyd in Engels, jy weet. Jy kry baie selde hulp in Afrikaans".

"… And for me who is deaf, I wear hearing aids, it is sometimes difficult to understand the coloured people's English (P19, Potchefstroom)",

En vir my wat doof is, ek het gehoorstukkies, is dit somtyds moeilik om die anders kleurige mense se Engels te verstaan

"Yes. I have stood in the queue at MTN. But there at the mall's MTN, you stand…(P17, Potchefstroom)"

"Ja. Want ek't al daar in die ry gaan staan by MTN. Maar daar, by die mall se MTN, staan jy..."

"There is always a queue. Yesterday I saw a chap who took his camp stool. And elderly man, and there he sat, on his camp stool (P18, Potchefstroom)".

"Daar's altyd 'n ry. Ek't gister gesien 'n ou het sy veldstoeltjie saamgevat. So ouerige man, hier sit hy, in die ry, op sy veldstoel".

Addendum 2

Proof of Trained Linguist

Marietjie Delport

[BAHons MEd]
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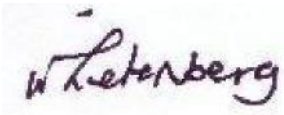
05-09-2015

I, Marietjie Delport, ID number 4702270030089, hereby confirm that I am a member of the South African Translators' Institute (SATI), membership number 1001540, and that I translated certain comments by participants in this study into English.

I also confirm that my translation was verified by Wilna Liebenberg, SATI membership number 1000014, who is a SATI accredited translator.

Marietjie Delport
BAHons MEd (Stell)



Wilna Liebenberg
MA (Applied Linguistics – Translation) (RAU)

Addendum 3

Semi-structured questions:

1. What is the role of the mobile phone?
2. Who do you ask for assistance with your mobile phone?
3. Why do you ask this person?
4. Explain the interaction between you and this person when they assist you with your mobile phone.

Please take note *that the aim of this research study is based on questions two and three asked during the IGNITe project.*

Addendum 4

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25/26 February 2014

InterGenerational Networks *through* Information Technology (IGNITe): Older persons' perspectives

CONSENT TO BE A RESEARCH PARTICIPANT

We are a team of researchers from the North-West University working on older persons' user patterns of mobile technology and intergenerational relationships. We would like to invite you to participate in our study. Here is some more information about the study to tell you what you need to know before giving consent.

1. **PURPOSE OF THE STUDY**

   The purpose of this study is to get a better understanding of how older people use their mobile phones and also to get a better understanding their experiences. The research will be done in Ikageng, Promosa, and Potchefstroom in the North West Province of South Africa. You are being asked to participate in this study because you are a person older than 60 years that use a mobile phone and we want to hear some of your views and experiences.

2. **PROCEDURE**

   If you agree to be in this study you will expected to do one of the following:

   - Complete a questionnaire with one of the members of the research team. The questionnaire consists of 42 questions and will take about 20 minutes to complete.
   - Share your experience during a semi-structured interview that will be conducted with you by one of the members of the research team. It will take about 20 minutes and be digitally recorded.

- Participate in a focus group where you will be given a lump of clay and some beads and straws and asked to build something to show us how you use your phone. You will then be asked to share your views and experiences in a focus group discussion with other participants.

3. **RISKS/DISCOMFORTS**

   Sharing your views and experiences could be painful and emotional. Should you have any discomfort during the data gathering, you will have access to a counselor. Some of you privacy might be lost during this study due to the fact that the research team will know your name and other people will listen to your answers in the focus group. Your name will never be made known and your data will be handled as confidential as possible. Nobody will know that it is you in any publications resulting from this study and only the team of researchers will work with the information that you shared. All sensitive information will be protected by locking it up and storing it on a password protected computer.

4. **BENEFITS**

   By being involved in this research project you will help the researchers to better understand how older persons use their mobile phone in order to develop new ways that might help them in the future.

5. **COSTS**

   There will be no cost to you as a result of your participation in this study.

6. **PAYMENT**

   You will receive no payment for participation.

7. **QUESTIONS**

   You are welcome to ask any questions to a member of the research team before you decide to give consent. You are also welcome to contact Prof Vera (0829257946) if you have any further questions concerning you consent.

CONSENT FORM

PARTICIPATION IN THIS RESEARCH IS VOLUNTARY.

You are free to decline to be in this study, or to withdraw at any point even after you have signed the form to give consent without any consequences.
You do not give up any rights when signing this form.

Should you be willing to participate you are requested to sign below:

I _____ hereby voluntarily consent to participate in the above mentioned study. I am not coerced in any way to participate and I understand that I can withdraw at any time should I feel uncomfortable during the study. I also understand that my name will not be disclosed to anybody who is not part of the study and that the information will be kept confidential and not linked to my name at any stage. I also understand what I might benefit from participation as well as what might be the possible risks and should I need counseling someone will be available.

_____	_____
Date	Signature of the participant
_____	_____
Date	Signature of the person obtaining consent

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InterGenerational Networks *through* Information Technology (IGNITe): Older persons' perspectives

TOESTEMMING OM 'N NAVORSINGSDEELNEMER TE WEES

Ons is 'n span navorsers van die Noordwes-Universiteit wat navorsing doen oor ouer persone se gebruikspatrone van mobiele tegnologie en intergenerasionele verhoudings. Ons wil jou graag uitnooi om aan ons studie deel te neem. Hier is meer inligting oor die navorsing wat jou sal inlig waaroor dit gaan sodat jy weet waaroor dit gaan voor jy toestemming gee vir jou deelname.

1. **DOEL VAN DIE STUDIE**

   Die doel van die studie is om 'n beter begrip te kry van hoe ouer persone hulle mobiele fone gebruik en van hulle ervarings. Die navorsing word gedoen in Ikageng, Promosa, en Potchefstroom in die Noordwes Provinsie van Suid-Afria. Jy word gevra om aan die navorsing deel te neem omdat jy 'n persoon ouer as 60 jaar is en 'n selfoon gebruik en ons wil graag van jou perspektiewe en ervarings verneem.

2. **PROSEDURE**

   Indien jy toestem om aan die navorsing deel te neem, sal die volgende van jou verlang word:

- Voltooi 'n vraelys saam met een van die lede van die navorsingspan. Die vraelys bestaan uit 42 vrae wat ongeveer 20 minute gaan neem om te voltooi.
- Deel jou ervaringe met 'n lid van die navorsingspan deur middel van 'n semi-gestruktureerde onderhoud. Dit sal ongeveer 20min neem en digitaal opgeneem word.
- Neem deel aan 'n fokusgroep waar daar vir jou 'n bol klei, krale en stokkies gegee word en dan sal daar vir jou gevra word om iets te bou van hoe jy jou foon gebruik. Jy sal dan gevra word om jou persepsies en ervarings in 'n fokusgroepgesprek met ander deelnemers te deel.

3. RISIKO'S/ONGEMAK

Deelname aan navorsing waarin perspektiewe en ervarings gedeel word kan soms pynlik en emosioneel wees. Indien jy enige ongemak gedurende die onderhoud ervaar, het jy toegang tot 'n sielkundige. Jou privaatheid word gedeeltelik geskend aangesien die navorsingspan weet wat jou naam is en ander mense jou antwoorde kan hoor. Jou naam sal egter nooit bekend gemaak word nie en die data sal as konfidensieël gehanteer word. Niemand sal weet wie jy is in enige publikasies wat uit die navorsing mag voortspruit nie, slegs die span navorsers sal met die inligting werk. Alle sensitiewe inligting sal beskerm word deur dit toegesluit te hou en op 'n rekenaar te berg wat beskerm word met 'n wagwoord.

4. VOORDELE

Deur aan die navorsingsprojek deel te neem sal jy die navorsers help om beter te verstaan hoe ouer persone hul selfone gebruik en om nuwe metodes te ontwikkel wat hulle in die toekoms kan help.

5. KOSTES

Daar is geen koste aan jou deelname aan hierdie navorsing verbonde nie.

6. BETALING

Jy sal nie enige betaling vir deelname ontvang nie.

7. VRAE

Jy is welkom om enige vrae te vra aan die lede van die navorsingspan voor jy besluit om toestemming te gee. Jy is ook welkom om Prof Vera (0829257946) te kontak as jy enige verder vrae het oor jou toestemming.

TOESTEMMINGSVORM

DEELNAME AAN HIERDIE NAVORSING IS VRYWILLIG

Jy is welkom om te weier om aan die navorsing deel te neem, of te onttrek op enige stadium, selfs al het jy die ingeligte toestemmingsvorm onderteken, sonder enige gevolge. Jy gee nie enige regte prys deur hierdie vorm te onderteken nie.

Indien jy gewillig is om deel te neem, word jy versoek om hier onder te teken:

Ek _____ gee hiermee vrywillige toestemming om aan die bogenoemde navorsing deel te neem. Ek is nie op enige wyse beinvloed om deel te neem nie en verstaan dat ek kan ter enige tyd onttrek indien ek ongemaklik voel tydens die navorsing. Ek verstaan ook dat my naam nie aan enige iemand wat nie deel is van die navorsing bekend gemaak sal word nie en dat die inligting konfidensieël gehanteer sal word en nie op enige stadium aan my naam gekoppel sal word nie. Ek verstaan ook die voordele verbonde aan die navorsing asook die mate van risiko en dat indien ek dit sou benodig, dat daar sielkundige ondersteuning beskikbaar sal wees.

_____	_____
Datum	Handtekening van deelnemer
_____	_____
Datum	Handtekening van navorser

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TUMELANO YA GO TSAYA KAROLO MO PATLISISONG

Re setlhopa sa ba batlisisi go tswa kwa Universiting ya Bokone Bophirima, re batlisisa mokgwa wa tiriso ya technology ka mogala wa letheka mo bagolong go latela le kamano ya mo . Re rata go go laletsa go tsaya karolo mo dipatlisisong tsa rona. Fa tlase ke tshedimosetsoe okeditsweng ka ga dipatlisiso tse, go go itsisi tsotlhe tse o tlhokang go di itsi pele o ka neelana ka tumelano ya go tsaya karolo.

1. MOSOLA WA DIPATLISISO

Mosola wa dipatlisiso tse ke go neelana ka kitso e e atologileng ka gore bagudi ba dirisa megala ya bona ya matheka jang, le maitemogelo a bona ka tiriso ya megala ya letheka. Dipatlisiso di tla dirwa kwa Ikageng Promosa le Potchefstroom mo profenseng ya Bokone Bophirima e elng mo Afrika Borwa. O kopiwa go tsaya karolo mo dipatlisisong tse ka gore o mogodi yo o nang le dingwaga di fetang some-a-marataro (60), yo o dirisang mogala wa letheka. Jaanong re batla go utlwa dikakanyo le maitemogelo a gago.

2. DIPOELO TSA DIPATLISISO

Ga o dumela go tsaya karolo mo dipatlisisong tse, o solofelwa go dira sengwe satse di latelang:

- Tlatsa formo ya dipotso le mongwe w aba setlhopa sa ba batlisisi. Form ya dipotso e na le dipotso dile some-a-mane pedi (42) mme e tla tsaya metsotso ele some-pedi (20) go e tlatsa.
- Neelana ka maitemogelo a gago mo kopanong ya sephiri le mongwe wa ba setlhopa sa ba batlisisi. Kopano e tla tsaya metsotso ele some-pedi (20), mme nako e tla gatisiwa.
- Tsaya karolo mo kopanong ya botlhe mo o tla neelwa karolo ya mmopa, dibaga le di mothombo, a ka ona o tla kopiwang go aga sengwe se se bontshang gore o dirisa jang mogala wa gago wa letheka. O tla kopiwa gape gore o neelane ka dikakanyo le maitemogelo a gago ka kopano le batsaya karolo ba bangwe.

3. DIKOTSI TSA DIPATLISISO

Go neelana ka dikakanyo le maitemogelo a gago go na le go utlwisa botlhoko. Mme fa o ka amega ka tsela ngwe morago ga go neelana ka maitemogelo a gago, o tla kgona go bona thuso go tswa mo counsellor. Bontlha bongwe jwa seiphiri sa ikitsiso ya gago bo ka latlhega ka ntlha ya gore babatlisisi ba tla itsi leina la gago ebile ba tsaya karolo ba bangwe ba tla utlwa dikarabo tsa gago mo kopanong ya botlhe. Leina la gago le dikarabo tsa gago di ka se itsisiwe, mme di tla tswarwa ka sephiri. Ga go ope o ka itsing gore ke wena mo diphasalatsong tsa dibuka tse di tla dirawng go tswa mo dipatlisisong tse, ke fela ba batlisisi bat la dirang ka tshedimosetso e e tswang mo go wena. Tshedimosetse e botlhokwa ka ga wena e tla sireletsiwa ka go e lotlelela mo khomputareng e e nang le nomore ya sephiri.

4. MAUNGO A DIPATLISISO

Ga o tsaya karolo mo dipatlisisong tse, o tla thusa ba batlisisi go tlhaloganya sentle gore bagudi ba dirisa jang megala ya bona ya letheka go simolola ditselana tse dingwe tsa go ithusa mo bokamoso.

5. DITSHENYEGELO

Ga gone go nna le dituelo dipe mo go wena ka ntlha ya go tsaya karolo mo dipatlisisong tse.

6. DITUELO

Ga one o duelelwa go tsaya karolo mo dipatlisisong tse.

7. DIPOTSO

O letleletswe go ka botsa dipotso mo go mongwe wa ba batlisisi pele o dumelana le go tsaya karolo mo dipatlisisong tse. O amogetswe go ikgolaganya le Prof Vera mo nomoreng e ya mogala (0829257946) ga ona le ditletlebo kapa dipotsa ka go tsaya karolo mo dipatlisisong tse.

FORMO YA TUMELANO

GOPOLA GORE GO TSAYA KAROLO MO DIPATLISISONG TSE KE BOITHAOPA, GA GO PATELEDIWE.

O letleletswe go gana go tsaya karolo mo dipatlisisong kgotsa go emisa nako engwe le engwe le ga o setse o signile formo ya go neelana ka tumelano ya go tsaya karolo kontle ga ditlamorago dipe.
Ga o neelane ka ditshwanelo dipe tsa gago ga o signa tumelano e

Ga o dumela go tsaya karolo o kopiwa go signa mo mothalong o o fa tlase:

Nna _____ ke dumela go tsaya karolo mo dipatlisisong tse di fa go dimo. Ga ke a pateledwa ka tsela epe go tsaya karolo, ebile ke tlhaloganya gore nka nna ka emisa nako ngwe le ngwe ga ke sa tlhole ke batla go tshwelela go nna karolo ya dipatlisiso tse. Ke tlhaloganya gore leina la ka le ka se itsisiwe ope o eseng karolo ya dipatlisiso , le tshedimosetso e tla nna sephiri, mme ga ene a amangwa le leina la me ka gope. Ke tlhaloganya mosola le dikotsi tsa go tsaya karolo mo dipatlisisong tse, mme kea itsi gore ga nka tlhoka go kgotatsiwa, go na le mongwe o tla nna teng.

_____	_____
Letlha	Tshaeno ya motsaya-karolo
_____	_____
Letlha	Tshaeno ya mo amogela botsaya-karolo