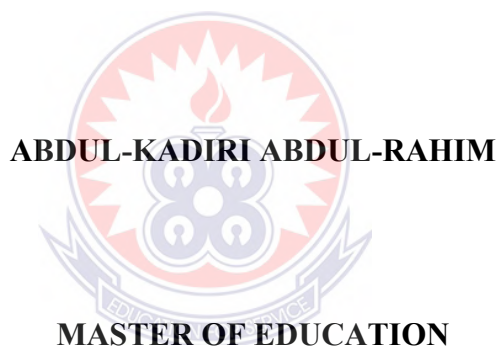


**UNIVERSITY OF EDUCATION, WINNEBA**

**STUDENTS' USE OF SOCIAL AND ITS EFFECTS ON ACADEMIC  
PERFORMANCE: A CASE OF STUDENTS OF WALEWALE SENIOR HIGH  
TECHNICAL STUDENTS**



**2023**

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TECHNICAL STUDENTS**



**A dissertation in the Department of Social Studies,  
Faculty of Social Science, submitted to the School of  
Graduate Studies in partial fulfilment  
of the requirements for the award of the degree of  
Master of Education  
(Social Studies)  
in the University of Education, Winneba**

**OCTOBER, 2022**

## DECLARATION

### Student's Declaration

I hereby declare that, with the exception of references contained in published works which have been duly cited and acknowledged, this research is entirely my original work and it has not been submitted in part or whole for any award elsewhere.

**Name:** .....

**Signature** .....

**Date** .....

### Supervisor's Declaration

I hereby declare that the preparation and presentation of this thesis was supervised in accordance with guidelines on supervision of thesis laid down by the University of Education, Winneba.

**Name of Supervisor:** Dr. Isaac Eshun

**Signature** .....

**Date** .....



## **DEDICATION**

To my lovely family



## ACKNOWLEDGEMENTS

My appreciation goes to my supervisor, Dr. Isaac Eshun, a senior lecturer at the Department of Social Studies Education, University of Education, Winneba, for vetting this work. Many thanks to my family and my siblings for their words of encouragement. Finally, many thanks go to friends for their pieces of advice and good thoughts of me.



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## ABSTRACT

The purpose of the study was to investigate students' use of social media in senior high school level and how it affects their academic performance in the Walewale Senior High School. The design for the study was a survey and 100 students were conveniently sampled for the study. Data was collected through semi-structured questionnaire. Key findings of the study were that, majority of the respondents have subscribed to either one or more social network sites. Facebook and Whatsapp are the major social media sites that respondents have subscribed to. The main reason why respondents use or sign up to the social media sites is to chat with friends; most of the respondents engaged in social media sites mostly after school; majority of the respondents browse for entertainment related activities on social media sites; majority of the respondents use jargons and shorthand in their writing on social media sites and sometimes in formal writing; and that the use of social sites has not improved respondents' English Language-grammar construction and spellings. Following the findings of the study, it was recommended, among other things, that school counsellors should advise students to stop participating in these social media. Again, school counsellors should build upon the positive attributes of the sites such as the ability for students to join student groups.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Recently, there has been considerable discussion regarding the frequent use of social media tools (e.g. Face book, Myspace, Twitter, Xanga, Friendsker) by high school and college students, and the possible effect of those tools on students' academic performance (Comnolly, 2011; Hargitai & Hsieh, 2010). At the core of the project work is whether the growing use of social media by senior high school, an education institution student actually improves or worsen a students' academic performance. With the expected continued growth in the usage of these tools by students as early as secondary school level (Anderson & Rainie, 2012), this issue has wide spread implication particularly for areas of education.

Academic performance is not a concept that is new, many social scientist and researchers alike have defined academic performance in various ways. Tuckman (2012) asserts that performance is used to label the observation manifestation of knowledge, skill concept and understanding and idea. So performance is the application of a learning product that at the end of the process mastery. It is the product acquisition of particular grades on examination; it shows or indicates the students' ability, mastery of content, skill in applying learned knowledge to a particular situation. A student is generally judged on examination performance (Banquil et al., 2000). A student's academic performance basically shows, how he or she has benefited from being explored to an academic programme, often this shows after an evaluation, done in terms of an examination either at the end of semester, session or even after the completion of the programme. Most institutions, use GPA as a measure of academic performance and it's from institution to institution. The use of

social media by students, especially face book, the most common social media to communicate and explore different interesting information. Through Facebook everyone can say that getting addicted with social media will greatly affect the student's academic performance. The young people especially the students nowadays are prone to the use of different technologies. Sometimes they are getting tired in doing their homework and in studying their lessons and because of this, they rather surf on internet and open them to have some fun.

Nonis and Hudson (2006) stated that student already spend too little time studying due to their busy lives. If a student gets addicted to face book and spends too much time for it, definitely he will find it hard to deal with his academic performance. The social media addiction among student is a very popular issue that still needs to be observed and solved by the students on their own. They must learn to consider their behavior in performing any actions. Indeed, there is nothing wrong in using social media what matters most was the discipline within them themselves.

Many students rely on the accessibility of information on social media specifically and that means a reduce on learning and retaining information (Owusu-Acheaw & Larson, 2015). Students who attempt to multi-task, checking social media sites while studying may have their academic performances affected either positively or negatively. According to the grades they will obtained from exams we can determine the academic performance of students. It says that if the students earn high grades it means that he/she studies a lot, while low grades indicate less studying.

Academic performance focuses and concentrates on you having the right mindset to learn more effectively. It is how students deal with their studies and how they cope with or accomplish different tasks give to them by their lecturers (Gbolliie & Keamu,

2017). There has been developments and progress made in communications over the last two decades. From conventional telephone, telegram, introduction of mobile phones, SMS messages, MMS messages and built it down to the current smart phones and their functions as compared to the old technologies.

Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. The social media makes communication easier and faster thereby enhancing effective flow of information and idea sharing among students (Girish, 2018). It also takes much of students study time, destroys students' spellings and grammatical construction of sentences, etc. The study seeks to empirically identify the effects of social media or network on the performance of senior high students in Ghana especially in English Language.

The rapid development of information and communication technologies has sparked the creative incorporation of social media into current pedagogical applications and processes. Social media is “a group of internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allows the creation and exchange of user-generated content (Kaplan & Haenlein, 2010). Social media can be defined as forms of electronic communication through which users interact among people in which they create, freely share, exchange and discuss information, ideas, personal messages, and other content about each other and their lives using a multimedia mix of personal words, pictures, videos and audio, utilizing online platforms while they are connected to the internet (Cox & Rethman, 2011). Social media is also defined as “a term used to describe a variety of Web-based platforms, applications and technologies that enable people to socially interact with each another online. Some examples of social media sites and applications include Facebook,

YouTube, Twitter, blogs and other sites that have content based on user participation and User-Generated content.

These days, it seems hard to escape the presence of technology. Most people will praise the many technological gadgets that they use in their everyday lives. Many of us depend on it to get us through the day to do our jobs, to get around, and to find certain things. Technology is evolving at a very fast rate, and what most people did not even think could be real a few years ago, is now becoming a reality. WhatsApp, Facebook, Twitter, etc. are some of the changes in technology that are commonly used on specific mobile phones and computers. Since the smartphones became popular, many massaging services were launched but Facebook, WhatsApp, and Twitter have become very popular among students in Ghana (Johnson & George, 2014).

All students are required to maintain a satisfactory academic performance and meet the obligations of the courses in which they are enrolled. The teacher works with individual students to provide academic guidance so as to maximize the chances of all students succeeding. Tuckman (2012) define performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence, students academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. Use of technology such as internet is one of the most important factors that can influence academic performance of students positively or adversely. In addition, academic performance defined by Kobal and Musek (2001) refer to the numerical scores of a student's knowledge, representing the degree of a student's adaptation to school work and the educational system. Social media, an internet-based tool that promote

communication and information sharing, and can be used in academic setting to facilitate better student learning. It also makes collaborative learning efficient and effective.

In a study conducted by Englander et al. (2010), they observed that students spend more time using social networking sites (SNS) for other purposes apart from educational use, thus affecting their academic performance. In another study, Nalwa and Anand (2003) show that students like to use internet for their own responsibilities and this affect their academic performance. Hon. Samuel Okudzeto Ablakwah (Former Deputy Minister of MOE) stated that the advent of social media is negatively affecting the writing and speaking of English Language among students in the country, especially those in the Senior High School (SHS) level (30-09-2014)

Edmund Oppong Preprah (Chairman of the Kumasi Polytechnic Teachers Association (POTAG) also asserts that the emergence of social media had led to the falling standards of students' articulation in the Queens language (English), which has affected their studies, since English is the universal language teachers use to teach in schools (December 6, 2013, [www.thechronicle.com](http://www.thechronicle.com)). Jonson and George, 2014 in their study also found that, instead of making communication easier and faster thereby enhancing effective flow of message and idea sharing among students, WhatsApp has rather impacted negatively on the performance of students in tertiary institutions in Ghana.

These students are paying more attention towards these social networking activities rather than utilizing this time for their studies and this might affect their academic performance adversely. The researcher's study specifically aims at exploring the effects of social media usage on the academic performance of the student users of these social networking sites and applications.

## **1.2 Statement of the Problem**

There have been a number of studies in other countries and within, it found that majority of social media users are university students. In Ghana today, the senior high students are taking over the social media usage. Moon (2011) in a study on "impact of Facebook on undergraduate academic performance", averred that social media has negative impact on students. According to the result, the more students use Facebook, the more it affects their academic performance.

One of the researcher's casual observations during internship in a senior high school in Ghana is that, quite a number of the students' exhibit poor reading skills, misspelling of words, increased short hands and jargons in their academic pursuits. The senior high student spell boys as boiz, you as u, come as cam, etc. in academic work. It also appears most of the students are not aware of the damaging effects of the addictive nature to social media or social networking sites. In the study conducted by Englander et al. (2010), he observed that students spend more time using social networking sites (SNS) for other purposes apart from educational use, thus affecting their academic performance.

From the observation made above and from the background to the study, there is enough evidence to show that students are not living up to expectation academically. Hence, the poor academic performance most students are recording especially in



English Language as a result of this social media influx. This study seeks to find answers to why and how this problem can be addressed. It was therefore imperative to conduct an empirical study that would investigate the comparative effects of social media on senior high students' in Ghana.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate the effect of students' use of social media in senior high school level.

### **1.4 Objectives of the Study**

The objective of this research are to;

1. examine the extent of students' awareness and use of social media sites in Walewale Senior High Technical School.
2. explore the frequency of students visits at the social media sites in Walewale Senior High Technical School.
3. examine the degree of effects of the use of Social Media Sites on students' academic performance in Walewale Senior High Technical School.
4. Find out how the effects of social media use by students can be addressed in Walewale Senior High Technical School.

### **1.5 Research Questions**

The study sought to find answers to the following research questions:

1. What is the extent students' awareness and use of social media sites in Walewale Senior High Technical School?
2. What is frequency of students access to social media sites in Walewale Senior High Technical School?

3. What is extent of effects of the use of social media sites on students' academic performance in Walewale Senior High Technical School?
4. How can the effects of the use of social media sites be address in Walewale Senior High Technical School?

### **1.6 Significance of the Study**

This study will be very beneficial to students as it suits them with enough knowledge on the positive effects of social media and the adverse effects of addictive use of the social media. Guidance and counselling coordinators will be informed of developing trend of social media usage by senior high students and advice accordingly. This study will also be beneficial to policy makers and stakeholders in education in the srea.

### **1.7 Delimitation of the Study**

This study concentrates on the contrast between students of Walewale Senior High Technical School who are aware of social media application and access them and those that are aware but do not access them. The academic performance of those students who access social media application and those that do not access them was also of interest to the researcher.

### **1.8 Definition of Terms**

#### **Social Media**

Social media is a form of electronic communication through which users interact among people in which they create, freely share, exchange and discuss information, ideas, personal messages, content about each other and their lives using a multimedia mix of personal words, pictures, videos and audio, utilizing online platforms while they are connected to the internet.

### **Social Media Sites**

Social networking site is a website where people put information about them and can send to others.

### **Social Networking**

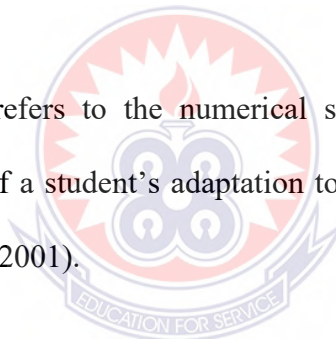
Social networking is the use of internet to make information about yourself available to other people especially people you share an interest with to send messages to them.

### **User-generated Content**

Blogs, wikis, discussion forums, chats, tweets, digital images, video, audio files, and other forms of media that was created by users of an online system or service.

### **Academic Performance**

Academic performance refers to the numerical scores of a student's knowledge, representing the degree of a student's adaptation to school work and the educational system (Kobal & Musek, 2001).



### **Student**

Student is someone who is studying at a School. A person who is interested in acquiring knowledge in a particular subject.

## **1.9 Organization of the Study**

This chapter has looked at the background of the study, and has also discussed the problem under study. The objectives of the study and the research questions have been discussed in the chapter as well. The the scope and limitations of the study has been clearly stated, not forgetting the significance of the study. The study report is organized into five chapters. The first chapter presents the background to the study,

statement of the problem, purpose of the study, research questions, significance of the study, delimitation of the study, and definitions of some of the terms used in the work.

The chapter two looks at the research literature relevant to the study. The chapter examines the theoretical and empirical views of authors on issues like the social media, the impact of social media on students' academic performance. Chapter three gives a description of the methodology. The chapter describes the population, the sample and method of sample selection. Chapter four focuses on presentation and data analysis. Chapter five consists of organization of the major findings of the study, conclusions, recommendations and areas for further research.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter is a review of related studies on the study. The chapter is organized under the following headings: theoretical framework, review of concepts, review of related studies, and summary.

#### **2.1 Theoretical Framework**

The theories considered most appropriate for this study are: social information processing theory and media equation theory. Social information processing theory explains online information. The theory was developed in 1992 by Joseph Waither (Asemah & Edegoh, 2012). Social information processing theory is an interpersonal communication theory which suggests that online interpersonal relationship development might require more time to develop than face-to face relationships, but when developed, it has the same influence as face- to face communication.

This means, the more students use social media, the more they influence their disposition to studies, given the fact that friends from social media will begin to exert influence on each other. Media equation theory, as noted by Griffin (2000), cited in Asemah and Edegoh (2012) was propounded by Byron Reeves and Clifford Nass. The theory proposes that media are equal to real life and that electronic media in particular are being human attributes. In most cases, people talk to computer as if they were talking to human beings. More so, in most cases, you talk to your television as if you are discussing with human beings, hence you talk to television sets as if you are discussing with people. That is, people have personalized the media of mass communication to the extent that they now see them, just the way they see human

beings. Thus, Griffin (2000) cited in Asemah and Edegoh (2012) notes that media are equal to real life. He further noted that what Reeves and Nass's equation suggests that we respond to communication media as if they were alive. This theory says that people now treat computers, television and the new media like real people and places. Going by the media equation theory, we tend to give human attributes to inanimate objects in our homes according to Griffin (2000).

### **2.1.1 Relevance of the Theory to the Work**

The above assertion aptly captures how the audience members now tend to engage the media in a discussion as they do to human beings. The relevance of the theory to the paper cannot be overemphasized. People treat the media like human beings, so whatever people see in the media, they tend to believe because they respond to the new media, the way they will respond to human beings. Students in Walewale Senior High school are no exception since based on the assertion they have engaged themselves on social media than they do with their teachers and friends which they can learn from and this has led to a multiplicity of effects such as antisocial behaviors in students and shortened form of words used when they are even writing an examination and others.

### **2.1.2 Application of the theory to the work**

The practical implication of the media equation is that once we turn on a television or boot up on computer, we follow all the rules of interpersonal interaction that we have précised throughout life. Thus, the word interface is particularly apt when describing human media relations. This natural social response goes way beyond occasional words yelled at the television set or our frantic play for the computer to retrieve lost data. Reeves and Nass maintain that the media equation is so basic that it applies to

everyone; it applies often and it is highly consequential to the live of student in Walawale Senior High School in the various ways.

## **2.2 The Concept of Social Media**

The term “Social media” has been defined differently from various perspectives. According to Bryer and Zavatarro (2011), social media are technologies that facilitate social interaction, make possible collaboration and enable deliberation across stakeholders. These technologies, according to them, include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms (including Facebook), and virtual worlds. This suggests that social media are not only a network of people but also an established network of different people and through this network, individuals and organisations create profiles, share and exchange information on various activities and interests.

Kaplan and Haenlein (2014) also define social media as the collections of Internet websites, services, and practices that support collaboration, community building, participation, and sharing. It is a form of technology which embraces blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms (including Facebook), and virtual worlds. Davis (2014) refers to social media technology as a web-based and mobile application that allow individuals and organizations to create, engage and share new user-generated or existing content, in digital environments through multi-way communication. On the other hand, Martin (2008) suggests that social media refer to Facebook, YouTube, Blogs, Twitter, Myspace or LinkedIn. Among these, Facebook is the most used social network by college students, followed by YouTube and Twitter.

Nielsen Media Research's study in June 2010 indicates that almost 25 percent of students' time on the Internet is spent on social networking websites. Moreover, Facebook alone now has 500 million active users, 50% of this population log on every day. One positive aspect of online communities is that the youth can utilize them for academic assistance and support. Due to its ability to enhance connections by making them easily accessible, social media can yield many benefits for the youth including providing a virtual space for them to explore their interests or problems with similar individuals, academic support, while strengthening online communication skills and knowledge. According to Brydolf (2016), students who may be reluctant to speak up in class are participating in book discussion blogs and writing for real audiences. There are new Web tools emerging all the time that are enhancing learning.

Jacobsen and Forste (2015), however, indicate that electronic media use is negatively associated with grades. The multitasking nature of social media likely increases distraction and can sometimes be detrimental to students' performance. As social media websites, such as Facebook, YouTube and Twitter gain popularity, they are also becoming increasingly dangerous as they create modes to procrastinate while trying to complete homework (Forste, 2015). In a survey of 102 students, 57% of the participants stated that social media have made them less productive. About the relationship between social media and grades, Kalpidou et al. (2011) reveals that college students who utilize Facebook spend less time on studying and have lower grades than those who do not use the popular social networking. Moreover, Kirschner and Karpinski (2013) reiterate that college students who use the 500-million-member social network have significantly lower grade-point averages (GPAs) than those who do not.



With regard to how social media affect inter-personal relationships, findings indicate that Social Networking Site (SNS) use and cellular-phone communication facilitate offline social interaction, rather than replace it. Oradini and Saunders observe that students commonly comment that Connect (a social network) is invaluable for making friends and supporting each other, especially within the first few weeks after arriving at the university. Furthermore, Kalpidou et al. are of the view that the relationship between Facebook and well-being of students appears to become positive over the college years, possibly because upper-class students use Facebook to connect socially with their peers and participate in college life. Brydolf (2012) states that when it is used in a positive way, Facebook can be an extraordinary tool for the betterment of students' well-being.

Wong et al, attempt to adopt one of the most popular social media - Facebook - to implement the WIRE model, a teaching and learning strategy which aims at closing the cognitive gap of classroom lessons between students and teachers before class, and links up learning experiences from inside to outside of classroom. A quasi-experiment was performed to study the learning effect according to the achievement, motivation, and interaction and the results was positive.

How does the social media use in Higher Education influence learning? With the explosion of social media and its effects on communication, there is growing evidence that video and multimedia content, tools, and streaming capabilities are successfully engaging students in new forms of learning. Online social networking has become an integral space for many of students to live out their daily personal interactions. A large percentage of students use social media from the moment they wake up. In general, social media allow people to create personal social networks and the groups that have common interests. A wide variety of tools are provided in social media for

attracting people to interact with their friends, such as message push, discussion tool, blogs, media sharing, third-party plug-ins. Most users of social media are youngsters, who according to Prensky, are named ‘Digital Natives’; the majority are especially, students in higher education. These students often use social media to stay in touch with their offline friends or bolster existing connections rather than to make new relationships. This reveals that social media could be a potential medium to gain more popularity for teaching and learning than the traditional e-Learning platform if their activities are well designed and coordinated to meet the contemporary teaching and learning standards. However, Gray, Chang and Kennedy (2010) are of the view that elaborately designed activities in instructional plans must be made prior to the adoption of social media in classroom since not all ‘digital natives’ are eager to have such skills of using these technologies. Most digital natives rarely use social media for educational purposes but entertainment and friendship (Murray, 2008). What should therefore, be the way forward, looking at the potentials that social media could offer students who have already engaged in their use?

Cheung and Lee (2012) suggest that social networking has the potential to increase social connectedness and that students, secondary and university, spend a great deal of time plugged in to all manner of internet services. The challenge for educators is how to use social media which is, after all, social to enhance learning outcomes. According to Cheung and Lee (2012), in conjunction with high-speed internet access, “Web 2 applications have created a new world of collaboration and communication”. Facebook which has its origins at Harvard University, is expected to be looked at by teachers, students and management alike as a potential delivery and communication system. It is believed that Facebook is reminiscent in structure of a more concrete university environment. With walls to write on, and party invitations to distribute and

perhaps, its impressive membership, it is not astonishing that researchers have been propelled by their desire to investigate the potential of Facebook-based social networking to enhance learning. Facebook seems to be privileged as the “social site” to which educators turn to, to develop social connectedness with their students. Roblyer et al. (2010) think Facebook is a presumed face-to-face teaching, enhancing links built in a physical or actual place. Thus, the sense of community being formed through Facebook is enacted on- and off-line.

Many studies identify great potential for the widening of student networks through the use of Facebook. Mayam and Graham (2016) have suggested that a student’s Facebook community is a pre-established peer-groups. Thus, students’ friends online are known off-line. In the broader context of a push toward flexible learning, Facebook as a learning tool and a learning environment seems to offer a win-win. It would allow institutions to offer dual-mode courses across on-and off-campus cohorts, and develop learning communities that facilitate positive learning outcomes. As Yu and Kwok (2010) note that students’ social networking, especially when the networking increasingly shifts to online, is more likely to be self-initiated learning, in which individuals create a system of information and support by building and nurturing personal links”. In other words, social networking helps establish peer-to-peer, self-motivated learning. Therefore, new social media applications and a proliferation of new devices must be integrated into teaching to engage students. Rosen and Nelson (2016) describe a generation of students who are comfortable with and enthusiastic about using collaborative technologies to participate in the World Wide Web as creators rather than consumers. They come into the lecture halls with all manner of sophisticated mobile phones, tablets iPad, etc., and sit in lectures and are connected to friends in other countries via social media platforms. This calls for a

proper direction and control of social media use in the classroom to enhance teaching and learning. Social media use is very prevalent in Ghana; however, in terms of literature, not much study has been done on its effect on students' academic performance. However, Mingle and Adams (2013) conducted a study which revealed that majority of students used WhatsApp and Facebook for making friends and chatting. In addition, majority of participants who were from four Senior High Schools (two public and two private) experienced negative effects such as poor grammar and spelling, late submission of assignments, less study time and poor academic performance due to the heavy participation on social media networks. It is also revealed that there is a high addiction rate among students in the usage of social media networks. The result of this study supports Ndaku (2012) who discovers that students spent a lot of time on social networking sites than in their academic activities and this affect their academic performance. Nevertheless, Mingle and Adams (2013) further reveal that there are cases where students experience improvement in their readings skills as a result of participation on social media networks. Also, some participants state that they share ideas, discussed and share examination questions among themselves on social media networks.

Yeboah and Horsu (2015) also examined the familiarity and usage of social media technology among teachers in Cape Coast, Central Region of Ghana. The teachers were randomly selected from ten schools and pretested questionnaire was administered to them on the use of social media in teaching. The study suggests that majority of the teachers are familiar with social media technology and are using one or more of these social media sites. It is further discovered that teachers access the social media sites through their smart phone as a preferred mode of internet device. The social media platforms which emerged as most frequently used are Facebook

Wiki followed by YouTube, Instagram Web-blogs SlideShare and LinkedIn. Facebook and YouTube are the most used media sites among the teachers with the percentage of 96.4% and 93.9% respectively. The teachers stated they use over 22 hours a week on the sites for several purposes including personal and professional development. However, over 76% of the teachers stated they do not utilize the social media for instructional purposes in the classroom. This means, students' benefit from the use of the social media by their teachers is less. However, few of the teachers stated that they occasionally share academic and useful information with their students through social media. Some of the reasons which were given for not using the social media tools for instructional purpose include, fear of privacy violation, not part of the curriculum, cyber abuse, distraction of students' studies and infrastructural problems. Therefore, to enhance the use of the social media to facilitate teaching and learning in Ghana, there should more infrastructural development in Information technology and more education to allay the fear or the negative thoughts on the mind of teachers about the use of social media.

Since their appearance, social media have made a tremendous changed in people's lives. The rise of Web 2.0 technologies are characterized by the emergence of several significant features such as social media sites and applications which include Facebook, WhatsApp, YouTube, Twitter, online identity creation, and other User-Generated Content (UGC). Social media can also be defined as the means that employs mobile and web-based technology to create highly interactive platforms via which individuals and community share, co-create, discuss and modifies users' generated content (Kietzmannn, 2012). It is a web site that does not just give you information but interact with you while giving you information. It is a group of internet-based application that allows the creation and exchange of users generated

content. The ability of making it possible to meet new friends is not the major characteristics of social media/ networking sites, but solely because the social network can be made evident due to the possibility it had been made eloquent (Johnson & George, 2014). The outcome of these relationships of individuals that would ideally not have met each other is made possible.

Traditionally the social media technologies were created to bring individuals from all over the world to include employees, friends and family together. The concept of social media/networking has evolved, much like other innovations, and is becoming increasingly sophisticated with advancements in technology (Edosomwan, Prakasan, Kouame, Watson, & Seymour, 2011).

Different researchers have conducted research to ascertain the influence of social media on users; for example, Moon (2011) in a study on impact of Facebook on undergraduate academic performance”, averred that social media have negative impact on students. According to the result, the more students use Facebook, the more it affects their academic performance. In Ghana today the situation is different; the Senior High Students have become so much attracted to these social media instead of academic work. Similarly, Oye, Mahamat and Rahim (2012) opined that most of the younger-students use social networking sites mainly for socializing activities, rather than for academic purpose. There has been an increase in the mobile social media which has created new opportunity for browsing.

The study looks at social media/networking in relation to its impact on academic performance of senior high students. Social networks are studied with an educational context; they are part of a virtual learning environment. The rampant use of social networks for socializing instead of learning purposes by students makes this study

imperative. The internet is an interconnected computer networks that use the standard internet protocol suite to serve billions of users worldwide. It consists of millions of private, public, academic, business and government networks that range from local to global scope that are linked by a broad array of electronic, wireless and optical networking technologies. The advancement of media technology has had a great influence on the way people now communicate on a daily basis. The use of the social media among the youth of today is growing by the day and gaining more and more popularity among students. It is a way to make connections, not only on campus but with friends outside of school. Social networking is a way that helps people feel they belong to a community. Its increased popularity has raised concern over how the time spent and student activities on these sites could impact their performance in school. Several studies have been carried out by different researchers to assess how the use of social media impact student academic performance.

Choney (2010), MehMood and Taswir (2013), Kist (2008) and Jacobsen and Forste, (2015), believe that the use of technology such as internet is one of the most important factors that can influence educational performance of students positively or negatively. It stated that many parents and guardians are worried that students now spend too much time on Facebook and other social media sites and do not have enough time to study. Owusu-Acheaw and Larson (2015) did a study to assess students' use of social media and its effect on academic performance of tertiary institutions students in Ghana with a focus on Koforidua Polytechnic students. Questionnaire was used for collecting data. The study revealed that majority of the respondents had mobile phones which also had Internet facility on them and had knowledge of the existence of many media sites. The study further confirmed that most of the respondents visit their social media sites using their phones and spend

between thirty minutes to three hours per day. In addition, the study revealed that the use of social media sites had affected academic performance of the respondents negatively and that there was direct relationship between the use of social media sites and academic performance.

Hasnain et al. (2015) carried out a research to study the relationship between the use of social media and students' academic performance in Pakistan. The results suggest, social media has an inverse relationship with academic performance. Social media platform used in a positive manner it can help students and youth in gaining knowledge that can be used to enhance their academic performance. Emeka and Nyeche (2016) also did a study on the Impact of Internet Usage on Academic performance of under- graduate students using University of Abuja, Nigeria as a case study. Survey method using questionnaires as the instrument for data collection was adopted. The result revealed that the use of internet is a beneficial tool to students and enhances their skills and capability which will assist them in studies and professional life.

Mensah and Nizam (2016) carried out a study to examine the impact of use of social media on students' academic performance in Malaysian Tertiary Institution. In order to measure social media platforms questionnaires were developed based on past literatures. The variables considered were time appropriateness, time duration, Nature of Usage, Health Addiction, Friend-People connection, security/privacy problems and student academic performance. This research adopted descriptive research design. Data was collected with questionnaires. The sample of 102 students from Erican College was selected using convenient sampling method. The data collected was analyzed using description means and regression via SPSS 21. The Pearson's correlation coefficients of four independent are correlated with student's academic



performance while two are not. However, using the regression analysis four variables is significant which include: Time appropriateness, people-friend connection, nature of Usage and health addiction while Time duration and security/privacy problems are not significant. Raut and Patil (2016) highlight how social media influenced education sector the study revealed various positive and negative impacts of social media on education or students.

It also highlighted measure to minimize the negative impact of social media on students' academic performances such as; moderating their access to social media sites, reducing the amount of time spent on social network sites. Zahid et al (2016) did a study to determine the effect of growing use of social media sites on the academic performance of the students of universities and colleges. On the basis of random sampling, and the results indicate that the effect of social media can be positive.

Tamayo and Dela Cruz (2014) studied relationship between the use of Social Media sites and the Academic Performance of the students of Bachelor of Science in Information Technology at Centro Escolar University, Malolos. The study shows that using Social Media impedes student's learning and directly affects the students' attendance at school. The result of the analysis was plotted in a scatter diagram to show a clear view of correlation or relationship between the variables. Social Media and Academic Performance has effect to each other. It only means that when a student gets too involve with the use of Social Media its effects his performance in class activities and overall academic performance. Khan (2012) explored the impact of social networking websites on students. A research questionnaire was de- signed to determine the factors of social networking websites that have impact on students. Variables identified are age, gender, education, social influence and academic

performance. The result of the study shows that respondents whose age ranges from 15 to 25 mostly use social networking website, an individual whose age is between 15 and 25 generally uses social networking websites for entertainment while Gender analysis shows that male mostly uses social networking websites.

In recent times, the online world has changed significantly. Both the youth and adults exchange ideas, feelings, personal information, pictures and videos at a truly astonishing rate as a result of the invention of the social media. According to Amani (2012), social networking sites have become the most modern and attractive tools for connecting people throughout the world. This phenomenon has buttressed the assertion of Marshall (2011) that the world has become the global village and the medium is the message. Oberst (2016) observes that 73% of wired American teens now use social media websites. However, Schill (2012) notes that the social media sites encourage negative behaviors for teen students such as procrastination, viewing of pornographic materials and drug use. Many students spend countless hours immersed in social media, such as Facebook, MySpace, World of Warcraft, Sim City, Twitter, WhatsApp, Instagram, LinkedIn, Google plus, Skype, Tango, Telegram, and Viber. Wang (2013) specifies that at first glance, social media use may seem like a waste of time; however, it also helps students to develop important knowledge, social and basic skills (reading and writing), and be active citizens who create and share content. Shen (2013) observes that students' reading habits have now shifted from paper-based to internet-based reading. Likewise, Yunus (2015) maintains that students gain more vocabulary and improve their handwriting skills as a result of their participation on social media networks and by so doing they equally enhance their reading skills. In addition, Social media such as Facebook, Ning, and Myspace, have been popular and widespread across multiple age groups in different educational

institutions over the past few years. This widespread of Social media has created platforms not only for users to meet strangers but also enable them to articulate and make visible their social networks, reinvent their personalities, and showcase their social lives. This implies that, at present, whether social media is favorable or unfavorable, many students utilize these sites on daily basis to develop various skills that aim at enhancing their socio-economic and educational wellbeing.

However, headlines like: “Students spend more time on Facebook than in class or studying Student suspended for threats made on Twitter, Faculty fired for Facebook” skew our thinking about social media and its effect on students’ academic performance. Moreover, frequent comments about our students wasting time on social media add fuel to the fire. The assertion about the adverse effect of the use of social media on students’ performance cited by Mingle and Adams (2013) was the interview granted by the Chairman of Kumasi Polytechnic Teachers Association (POTAG). The Chairman lamented about the falling standard of the students’ spelling of the English Language due to the use of the social media. “Students spell words raw, as they hear them contrary to the prescriptions of the dictionary”. In spite of the aforementioned odds about the use of social media, it should also be argued that these sites help students to establish and maintain very positive interactions and social connections. Students can share links, answer questions from the instructors, and even pose questions to fellow students by means of social media.

### **2.3 Features of Social Media Sites**

A 2007 research study conducted by researchers from Rice University, the University of Maryland, and Max Planck Institute for software systems analyzed the characteristics of online social networks. The research included YouTube, MySpace, Facebook, LinkedIn, and WhatsApp. The study makes an important point, that while

web pages are based on content, online social networks are based on users. The conclusion of the study is the researchers found that the most trustworthy “nodes” or members, of the networks are those users who established the largest number of “friends” within the online network, establishing themselves as close to the “core” of that social network as possible. This means that the closer to the core of a social network that you are, the faster you are able to propagate information out to a wider segment of the network. What these observations imply is that there are characteristics that differentiate a social network from a regular website (Dube, 2014; Ezat-Gharieb, 2021). These characteristics are as follows:

### **User based**

Before social networks like Facebook or MySpace became the norm, websites were based on content that was updated by one user and read by internet visitors. The flow of information was in a single direction, and the direction of future updates was determined by the webmaster, or writer. Online social networks, on the other hand, are built and directed by users themselves. Without the users, the network would be an empty space filled with empty forums, applications and chat rooms. Users populate the network with conversation and content. The direction of the content is determined by anyone who takes part in the discussion. This is what makes social networks so much more exciting and dynamic for internet users (Dube, 2014; Ezat-Gharieb, 2021)

### **Interactive**

Another characteristic of modern social networks is the fact that they are so interactive. This means that a social network is not just a collection of chat rooms and forums anymore. Websites like Facebook are filled with network-based gaming applications, where you can play poker together or challenge a friend to a chess tournament. These social networks are quickly becoming a pastime that more people

are choosing over television-because it's more than just entertainment, it's a way to connect and have fun with friends (Dube, 2014; Ezat-Gharieb, 2021).

### **Community-driven**

Social networks are built and thrive from community concepts. This means that just like communities or social groups around the world are founded on the fact that members hold common beliefs or hobbies; social networks are based on the same principle. Within most modern online social networks today, you will find sub-communities of people who share commonalities, such as alumni of a particular high school, or a musical blog group. Not only can you discover new friends within these interest-based communities, but you can also reconnect with old friends that you lost contact with many years ago (Dube, 2014; Ezat-Gharieb, 2021).

### **Relationships**

Unlike the website page, social networks thrive on relationships. The more relationships that you have within the network, the more established you are toward the center of that network. Like the concept most pyramid schemes are focused on, within online social networks, the concept really works in a powerful way. When you have just 20 contacts and you publish a note or an update on that page, that content proliferates out across a network of contacts and sub-contacts that's much larger than you may realize (Dube, 2014; Ezat-Gharieb, 2021).

### **Emotion over Content**

Another unique characteristic of social network is the emotional factor. While websites pages were focused primarily on providing information to a visitor, the social network actually provides users with emotional security and a sense that no

matter what happens, their friends are within easy reach (Dube, 2014; Ezat-Gharieb, 2021).

Kaplan and Haenlein (2010) classified social media into six different classes as follows:

1. Collaborative project (Wikipedia)
2. Blogs and Micro blogs (Twitter)
3. Content communities (YouTube)
4. Social Networking Site (Facebook, WhatsApp, 2go, BlackBerry chat)
5. Virtual Game World (World of war craft)
6. Virtual Second World (Second life)

Andreas and Michael (2000) are of the opinion that social media is a group of internet based application that builds on the ideological foundation and allows the creation and exchange of users-generated content. Social media has become one of the major channels of chatting through platforms such as Facebook, WhatsApp, 2go, Blackberry chat, blogger and wiki. There has been an increase in the mobile social media which has created new opportunity for browsing.

#### **2.4 Students and the Use of Social Media Sites**

Social media site is a communication tool for members. This kind of platform was designed as a way for friends, or strangers to have discussions and interaction or be in contact with each other. It allows members to explore new opportunities and experiences. Students are increasingly utilising these social media sites. Social networking sites allow students to express themselves, communicate, and collect profiles that highlight their talents and experience. Also, there are so many factors warranting Senior High School (SHS) students, young people and even some adults to

be addicted and need to use the social network. A study however shows that students use social networking sites such as Facebook for fun, to kill time, to meet existing friends, or to make new ones (Ellison et al., 2007). Based on this study and after meeting few students, the researchers presumed or assumed that for many reasons as stated below the senior high students want to use the social networking sites available for the following:

1. Socializing with friends
2. Doing a sort of collaborative study, research or academic work
3. Discovering and exploration of interests, both academic and future interest
4. An avenue for students to bring the attention of the masses their perspectives on trending social issues and speak to whoever is in authority
5. Having to be informed will make one not to be deformed hence most students tend to visit this social networking sites daily to get daily news information about what is going on around the country, within his or her vicinity, about friends, relatives

Positive perceptions obtained from users of social media sites i.e. effective learning which has resulted in an easy learning climate among students (Mazer et al., 2010). In another study conducted by Keenan and Shirii (2009) they explored how social networking sites encourage friendliness through the use of Facebook, Twitter and LinkedIn. The study concluded that numerous approaches can be used to encourage amiability among students which leads to a positive effect from social Networking Sites (SNS) user's point of view. In a study conducted by Mazer et al. (2007) concluded that Facebook networking site is used by students more frequently and also faculty members and there are pros and cons in each case.

Social network sites (SNS) have become an interesting part of student life as a result of their features and medium of usage. Students engage each other, friends and peers on various issues and topics as well as share interesting things about their lives and their surroundings. Ito et al. (2009) were of the view that, just as it is done in parking lots and shopping centers, young people gather in network public spaces for a number of reasons and these include negotiate identity, gossip, support one another, jockey for status, collaborate, share information, flirt and joke. Hargittai (2008), studied a sample of 1,060 students and found that overall, 88% students use social network site, 74% report using at least one social network site frequently and only one student have not heard any of the six social network sites included on the survey. Over 12% respondents do not use any of them. Facebook is the most popular service among these students, with almost four in five using it, and over half of the overall sample doing so repeatedly. A survey conducted by Kist (2008), also showed that approximately ninety percent of teens in the United States have Internet access, and about seventy-five percent of these teens use the Internet more than once per day. This study also showed that approximately half of all teens who have Internet access are also members of social networking sites, and use the Internet to make plans and socialize with friends. According to Ahn (2011) current tools by which young people like teens communicate with each other go by peculiar set of names, which include wall posts, status, updates, activity feeds, thumbs ups and profile. He indicated that these tools are features of social networks such as Facebook, twitter, MySpace, Whatsapp etc.

Nowadays, social network participation among students and young people are no longer limited to desktop and laptop computers but now accessed largely through mobile applications and smart phones. A study conducted by Negussie and Ketema



(2014) in Jima University, Ethiopia, indicated that most students use their personal laptops and smart phones to access social network sites such as Facebook. This was also in line with the study conducted by Ahmed and Qazi (2011) in the United States that most students use their smart phones to access and participate on social media networks. Also, Mehmood and Taswir (2013), research conducted in Oman also indicated that 80% of the students reported using their mobile phones to access social media networks. They indicated that the mobile phone helped increase their access to peers and flexibility of staying in touch with them. They continued that smart features such as reading RSS feeds, location tagging and status posts were popular uses of social network on mobile phones. According to Haq and Chand (2012) one of the largest social networking sites like Facebook have become so popular, especially among students that it reflected many other traditional features of society. Facebook users share ideas and pictures with friends and family members. Facebook is also used to keep in touch with previous high school classmates and work mates. It creates new relationships and friendships or simply a way to unwind with one of the many Facebook applications that include games and quizzes.

According to Amofa-Serwa and Dadzie (2015) who explored the implication of social media use on child behaviour in basic schools in Ghana, Facebook was the most preferred social media site among students who used social media. In relation to gender, Facebook is equally popular among male and females. Male students though spend more time on internet browsing as compared to female students but female students spend more time on the Facebook. This may be due to the fact that males generally have lesser social restrictions on having their social interactions so they can meet their friends around. As expected, female students feel insecure on sharing their personal information on their Facebook account and due to this most of them do not

have their accounts in their real names or have not put their real picture on their profile (Haq & Chand, 2012).

A number of studies conducted by researchers in the area of social networks discovered many uses of social networks by students and young people. Lenhart and Madden (2007) found out that majority of youngsters used social networks for the creation and maintenance of friendships. Madge et al. (2009) concluded that most students used social networks such as Facebook primarily for social purposes although their interaction with their peers was on academic matters. However, they were not keen on using social networks for formal teaching-and-learning related discussions or for interacting with their instructors. A study conducted by Yu, et al. (2010) revealed that online social networking helped strengthen social relationships among students, heighten their self-esteem and boost their learning performance. According to Salvation and Adzharuddin (2014), students are able to formulate group discussions to exchange ideas and communicate to their teachers as well as appeal to their friends about assignments on SNSs. They indicated that teachers share course related materials with their students and create student groups to collaborate on projects and communicate with their fellow lecturers from other universities through SNSs, thus facilitating teaching and learning process and the enhancement of academic performance. English and Duncan-Howell (2008) also used Facebook as a tool to enhance peer support among business education students during their training programme and detected that students' exchanges were mostly of the affective type facilitating group cohesiveness through encouragement and support.

Deng and Tavares (2013) were of the view that social networks created have been able to address a number of important needs from casual chatting to more serious issues like discussion of academic and pedagogical issues. The group they created

was found to have provided students and teachers with informational, social and intellectual support. Wang et al. (2011) also explored the application of Facebook in formal educational settings and denoted that Facebook could offer features that help in putting up announcements, sharing resources and conducting discussions. On the other hand, a study by Gbagonah (2012), among Ghanaian youths revealed that most of the youth used social media not for research or academic work but rather connecting with old friends, making new ones, sharing information, status enhancement and perhaps for emotional and psychological satisfaction” Palen et al. (2010) stated that social networking can offer new methods for individuals to interact both within and outdoors of the spatial bounds from the event. The popularity of utilizing social networking among college students appears to be growing on a daily basis and a lot of them depend on their usage for interactions and communication. For example, when a teenager joins a site like Facebook, they first create a personal profile. These profiles display information such as one’s name, relationship status, occupation, photos, videos, religion, ethnicity, and personal interests. What differentiates SNS from previous media like a personal homepage is the display of one’s friends” (Boyd & Ellison, 2007).

One of the merits of social networking is its remarkable ability to facilitate information distribution. Among the examples include blogging tools which are used by many students to disseminate information within their area, their peers and also to everyone globally (Bukvova et al., 2010). Roblyer et al. (2010) was also of the view that social networks such as Facebook have the potential to become an appreciated source to support students’ educational communications and associations with faculty.

On the frequency and usage of social networking sites among students many studies have found that students use a lot of their time on these social network sites interacting with peers. Pempeket al. (2009), in a study conducted in the United States, found that students spend approximately 30 minutes on Facebook throughout the day as part of their daily routine. Facebook was used most often for social communication, mostly with friends with whom the students had pre-established offline relationship. A study conducted by Lenhart and Madden (2007), in the United States also majority of young people spend several times in the day on social media networks and they use them to make new friends and stay in touch with existing ones. They added that approximately, 91% of the youth who used SNS reported using it to communicate with friends and peers. Greenhow and Burton (2011), found that low-income high school students perceived social network sites as an environment in which it was easier to share their emotions with both close friends and weaker contacts. Students believed their support networks were actually stronger after prolonged SNS membership, citing various channels for communication and frequent personal profile updating as helping them feel closer to, and maintain an awareness of, their close and extended friends; they felt regular online social networking “encouraged openness, sharing, and getting to know more ‘sides’ of a person.

## **2.5 Academic Performance**

The important aspect that can impact positively the educational performance is through the use of internet. It was proposed in 2001 by Shah, that the effect of internet use is largely determined by the type of internet usage. Tucman (2015) defined performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence their academic performance must be managed efficiently keeping in

view all the factors that can positively or negatively affect their educational performance. He proposed that internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination. In addition, academic performance defined by Kobal and Musek (2001) refers to the numerical scores of a student's knowledge, representing the degree of a student's adaption to school work and the educational system.

In the study conducted by Englander et al. (2010) he observed that students spend more time using social networking sites for other purposes apart from educational use, thus affecting their academic performance. In another study Nalwa and Anand (2003) shows that students like to use internet for their own responsibilities and this affects their academic performance. This study is further elaborated by Karpinski (2009) where they stated that social networking sites (SNSs) users had lower grade rankings than students who never engage in social interactions. However, there are general benefits associated with users of social networking sites (SNSs). Roblyer et al. (2010) explained that social networking sites (SNSs) are sources of communication among students and lecturers in their respective faculties.

Despite the fact that a relatively large number of Social Networking Sites including Facebook was initially created for learning purposes, there is some evidence that most social networking sites (SNS) users show almost no attitudes towards finding academic information (de Villiers, 2010). Thus, it is possible that students are spending their time on visiting social networking sites (SNS) instead of doing their course requirements. For example, a survey conducted by de Villiers, (2010) has shown that only an insignificant number of students (9 out of 200) who are studying at the University of South Africa claimed that they were using Facebook for academic purposes. Even though more than a half of the respondents had a Facebook account

(105 students), only 5% of them were involved in the learning process with the help of social networking sites (SNS). As Kuppuswamy and Shankar (2010) explained that the social networks grabs the total attention and concentration of the students and diverts it towards non educational, unethical and inappropriate action such as useless chatting, time killing by random searching and not doing their jobs

Social media sites although has been recognized as an important source for education today, studies however show that students use social networking sites such as Facebook for fun, to kill time, to meet existing friends or to make new ones (Ellison et al., 2007). Although it has been put forward that students spend much time on participating in social networking activities, with many students blaming the various social networking sites for their steady decrease in grade point averages (Kimbely et al., 2009), it also shows that only few students are aware of the academic and professional networking opportunities the sites offered. There have been mixed reactions from academics and researchers with regard to the impact of social networks and how they affect academic performance. Studies have found that the participation of students and young people on social networks may have both positive and negative impact on their studies and for that matter their academic performance. Tuckman (2012) defined performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student.

Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. According to Mehmood and Tawir (2013), the use of technologies such as social media networks and the Internet is one of the most important factors that can influence educational performance of students positively or adversely. Researchers

have also provided evidence to show that students' online participation is correlated with their learning performance (Deng & Tavares, 2013). Hoskins and Van Hoof (2005) reported that the active participants in online bulletin boards outperformed the passive or nonusers. Huang, Lin, and Huang (2011) also noted a positive correlation between students' online activities (e.g. forum posting, viewing files) and the stated learning outcomes. A study conducted by Roberts and Foehr (2008), in the United States about student extracurricular activity, rather suggested that new media, such as Facebook, Twitter etc. replace or enhance other leisure activities, but do not take away time from the youth. In other words, they were of the view that the time spent by students on social network sites is the same time that normally use for extracurricular activities and therefore do not take away their productive time for studies. Negussie and Ketema (2014) study in Ethiopia also indicated that there is no significant relationship between times spent on social networks such as Facebook with students' grade point average (GPA). This was also consistent with a study by Ahmed and Qazi (2011) who conducted a study in Pakistan among six universities. They discovered that there no much difference between times spent on social media networks and students' academic performance.

A study conducted by Helou and Rahim (2014) in Malaysia found out that most of the students are engaged in the use of SNSs for socializing activities rather than for academic purposes. However, most of the respondents do feel that SNSs have a positive impact on their academic performance, due to the fact that SNSs can be used for various academic activities such as communicating with the faculty and university authorities, communicating with lecturers and supervisors, discussing academic topics with classmates and chatting with friends on topics of educational interest. Meanwhile, the negative impacts of SNSs on their academic performance are

considerably low. Ellison, Steinfield, and Lampe (2007), also indicated that engagement with social networks such as Facebook has also been shown to be closely related to an increase in college students' social capital, especially for those low in self-esteem and life satisfaction.

Jones and Madden (2002) reported that almost 79% of students thought that the Internet and social networks had a positive impact on their academics while there was positive correlations between the use of social networking websites and student engagement, a predictor of academic success (Kuh, 2009). Subrahmanyam and Greenfield (2008) observed that the lines between the virtual and real world is increasingly blurred for youth today: for today's youth, media technologies are an important social variable and physical and virtual worlds are psychologically connected; consequently, the virtual world serves as a playing ground for developmental issues from the physical world.

Hu and Kuh (2001), and Jones and Madden (2002), found out that students who attended more technologically inclined institutions were more likely to report good education practices such as student teacher contact, interaction and cooperation among students, and active learning than those who attended less technology inclined institutions although they also added that this might also be as a result of other factors that may have explained these outcomes. These they indicated will lead to better learning outcomes and performance.

Also, the study by Amofa-Serwa and Dadzie (2015) revealed improvement in reading habits and communication among students who participate on social media networks. Conversely, a number of researchers and studies have also found a negative impact that social network participation has on students' academic performance. In the study



of Kirschner and Karpinski (2010), they found a significant negative relationship between Facebook use and academic performance. Facebook users reported lower mean GPAs and also reported spending fewer hours per week studying on average than Facebook nonusers. A majority of students claimed to use Facebook accounts at least once day. Malaney (2005), found that 8.9% of students in 2000, and 4.4% in 2003, reported that their grades had suffered as a result of too much time spent on the Internet as well as on social media networks. Kubey, Lavin, and Barrows (2001), found a number of issues such as psychological dependence, and academic impairment as some of the resultant effects with the use of the Internet and social media. They also indicated that students who indicated that they use the Internet and participate on social networks more often reported that their schoolwork has been hurt in that regard. Similarly, Gordon, Juang, and Syed (2007), also reported that the use of the Internet as well as participation of social media networks for coping purposes was correlated with higher levels of depression, which can affect cognitive processing and, therefore, educational outcomes. Junco (2012), also examined the relationship among numerous measures of frequency of Facebook use with time spent preparing for class and overall GPAs. Hierarchical linear regression analysis showed that time spent on Facebook was strongly and significantly negatively correlated with overall GPA. A study by Haq and Chand (2012), conducted a study to find out the opinion of students on usage of social networks such as Facebook and their academic performance. Results of the study showed that many of the students (61%) believed that use of social media networks adversely affects their academic performance. They went on further and also discovered that these network participation adversely affected more of the male students (68%), than female students (53%). According to Kuppuswamy and Shankar (2010) social network websites grab attention of the students and then diverts it towards non-educational and inappropriate actions

including useless chatting. This therefore implies that spending a lot of time on social networks and not engaging in any productive discussion could affect the learning outcome of the student.

Hamat et al. (2012) added that SNS users spend more time for socializing rather than learning. This indicates that excessive use of SNSs reduces student's academic performance since time meant for studies is used on non-academic issues like chatting and making friends. Also, a study by Oye, Mahamat and Rahim (2012) in Malaysia, revealed that most students unconsciously get addicted to the use of social media networks and get obsessed with them. The participants indicated that they always intend to spend few minutes but always ends up spending hours surfing and updating profiles as well as viewing photos. They indicated that spending more time on social networks results in low grades in their studies.

A study by Rithika and Selvaraj (2013) in Indonesia, for instance, came out with a number of findings in relation to social network participation and academic performance. The results of the study indicated that there is a significant impact of social media usage and student's academic performance. They stated that there is a correlation between late submission of assignments and time spent on social networking sites. They concluded that there is a significant negative impact of social network participation on students' performance through the use of mobile technologies as these increases the frequency and flexibility of visits to these sites.

According to Junco and Cotton (2011), since multitasking can impede the learning process through a form of information overload, they explored the possible predictors of academic impairment due to multitasking on social networks. Results of the study among students in the United States showed that college students use instant

messaging at high levels on social networks, they multitask while using instant messaging, and over half reported that instant messaging has had an adverse effect on their academic work. A number of studies also considered the medium through which these students participate on social media and how it affects their academic performance. Negussie and Ketema (2014) found out that the use of mobile phones in accessing social networks has a negative and significant relationship with students' GPA. This was also confirmed by Ellis, Daniels and Jauregui (2010), who also found out that multitasking activities are negatively associated with students' GPA. In other words, the students with the use of smart phones may access and use these sites while reading and studying and will result in divided attention. Gloub and Miloloza (2010), added that mobile phone Internet users are vulnerable to multitasking, that is, Facebooking while studying or reading. Also, "multitasking activities not only affect study times but also reduces the brain's ability to effectively retrieve information". Interestingly, social network participation has also developed in a form of communication that is affecting linguistic habits of students. Words are used in their raw state as pronounced and this is transferred to the class room environment.

A study conducted in Oman by Mehmood and Taswir (2013), on how social network participation affects linguistics of students found out that many students indicated there was a change in their linguistic habits as a result of their constant communication on the social networks. Some of these students also indicated that they use slang language in communicating on social networks and this adversely affects their writing skills in the class room. This is also supported by Horton, Alloway, and Dawson (2012), whose study revealed that the use of Facebook had an effect on the spelling of some of the students. Wood et al. (2014), in another study

also noted that the use of texting language harms the grammatical understanding of students.

An interesting aspect of social media which has come under intense scrutiny has to do with instant messaging with the use of social networks such as Facebook, Whatsapp, Snap chats etc. Carnevale (2006) indicated that instant messaging (IM) has become a significant part of the daily lives of students, who now prefer it more than the traditional email system to stay connected with their friends. Researchers have found that between 59% and 75% of college-aged students use IM (Junco & Mastrodicas, 2007). First-year college students spend an average of 16.3 hours per week chatting via IM versus only spending 3.9 hours using email (Morgan & Cotten, 2003). Junco and Mastrodicas (2007) found that 75% of IM users reported chatting on IM while doing schoolwork. Given the ease with which students multitask while using IM, it is important to understand whether this kind of use is having an effect on their learning. We know that youth tend to not use this technology in isolation.

According to Grinter and Palen (2002) IM become one of the most popular online multitasking activity for young people. Huang and Leung (2009), also found out that the level of IM use was related to academic impairment among students in school. Mayer and Moreno's (2003), research-based cognitive theory of learning and information overload suggests that multitasking may also have a negative impact on learning. There are three kinds of attention demands during the learning process: essential processing refers to the basic attention processes required for learning (i.e., focusing on the information to be learned), incidental processing is not required for learning and instead refers to extraneous variables in the learning experience (for instance, adding music to a presentation the music is an extraneous variable that engages incidental processing), and representational holding, which is analogous to

working memory (cognitive resources being used to remember information for the learning process).

Mayer and Moreno's (2003), integrated theory of learning states, and their research shows, that humans have a finite amount of cognitive processes available at any one time and that these processes can be overloaded. Once these processes are overloaded, deeper processing and learning cannot occur. This is an indication that the more students multitask while studying and using mobile phones on social networks, the more their ability to absorb whatever their learning reduces. This might result in irregular learning habits and will adversely affect their learning outcomes in examinations.

A study by Junco and Cotton (2011), in the US showed that multitasking while instant messaging (IMing) was related to academic impairment at the bivariate level. Students who reported that they do schoolwork while IMing very frequently and somewhat frequently were more likely than those who do this sometimes, rarely, or never to report academic impairment due to IM use. Also, as students' level of reporting that they did something else on the computer while IMing increased, so did their reports of academic impairment due to IM use. Similarly, students who reported doing other things, not on the computer, while IMing very frequently, somewhat frequently, and sometimes were more likely than those who did this rarely or never to report academic impairment as a result of IM use". In relation to the above, Junco and Cotton (2011) also indicated that "the greater the amount of time spent actively chatting via IM each day, the more likely students were to report impairment.

Students who reported doing more multitasking by doing schoolwork while IMing and doing non-computer related tasks while IMing were more likely to report that their schoolwork had suffered. In addition, experiment conducted by Sana, Weston and Cepeda (2013) in Canada among students found out that student's comprehension was impaired when they performed multiple tasks during learning, one being the secondary task of completing unrelated online tasks.

Rithika and Selvaraj (2013), posits that students who spend more time on social media may have difficulty balancing their online activities and their academic preparation. This will in turn affect their academic performance. They also indicated that "students and teenagers mostly use social networks for time killing and sake of enjoyment but it has been analyzed that internet use for education purpose and any appropriate task including online tutorials, online lectures and education material downloading is very good but use of internet for only social network is very useless perhaps dangerous. Also, students who are most affected in the usage of social network sites from scientific studies are those who spend a lot of time on SNS' and denying other important aspects time they deserve (Rowlands et al., 2011).

Also, many academicians have a fear that time spent on social media is beyond the required time, and this may lead to plagiarism and privacy issues and in most cases contribute minimally to actual student learning outcomes. They often view the using social media as superfluous or simply not conducive for better learning outcomes (Moran et al., 2012). A study by Oye, Mahamat and Rahim (2012), found out that the performance of some of the students was not hampered by participating on social networks because they limit the time they spend on the social networks. This implies that despite the positives on the usage of social media, the amount of time spent by a student on these platforms can in one way or the other impair their academic

performance. However, Oye, Mahamat and Rahim (2012), found two categories of students. That is, those who manage their time well and therefore are able to regulate their involvement on social networks and those who are naive and are not able to manage their time, hence over participation on social networks. This implies that high school students who manage their time well will be able to regulate the way and manner in which they participate on social networks while those who cannot manage their time well, will be overwhelm with the usage of social networks as these will take all their time instead of studying.

Yeboah and Ewur (2014) conducted a study on the impact of WhatsApp messenger on students' academic performance in tertiary institutions in Ghana. The study found out that WhatsApp instead of making communication easier and faster thereby enhancing effective flow of information and idea sharing among students, rather has impacted negatively on the performance of tertiary students in Ghana. The study among other things unveiled the following: WhatsApp takes much of students study time, results in procrastination related problems, destroys students' spellings and grammatical construction of sentences, leads to lack of concentration during lectures, results in difficulty in balancing online activities (WhatsApp) and academic preparation and distracts students from completing their assignments and adhering to their private studies time table. The use of social media technologies widely used by students can have a positive impact on students and a key factor for the students in achieving summative grade and left the course early (Garcia et al., 2015).

Besides, according to Ahsan Ul Haq and Sohail Chand (2012), the use of Facebook by students is adversely affecting their academic performance. These negative effects are more to male students. This is based on the behavior of male students are more active and spend a lot of time on Facebook makes them unable to focus on their academics.

Moreover, (Rouis, Limayem & Sangari, 2011) argued in their research that many students use Facebook with an extroverted personality can lead to poor academic achievement. It indicates that the personality of a person while using Facebook play a role whether the academic performance can be achieved or not.

Online media used in teaching are efforts to make improvements or to enhance the quality of teaching and learning process. In addition, the online media has the advantage of being able to combine a variety of different media such as text, images, animations, video and sound. Among media online for education used is like watching news online and view videos related to subjects, while for media online for non-education which is entertainment that is like a video game online. If seen, online media is interactivity where the user does not obtain or communicate in one way only, but users can communicate bilaterally in obtaining information, and also carry out activities.

To find out more about online media that are used for educational and non-educational, there are a several review of previous studies. Based on the study Anand (2007) stated that the online media have a negative effect on students. This is based on studies that have been done by the researcher about the online video game which it is a type of online media non education, this online media negatively affects academic achievement. Besides, it is also based on the research by Kubey et al. (2001) that the decline of college student's academic achievement is due to the application of synchronous communication such as chat rooms, which can lead students to stay up late at night and cause their academic achievement decline. Therefore, it can be said online media use affects academic performance. The social media has a negative effect on student's academic performance (Asemah, Okpanachi & Edegoh, 2013). While, Shakir Ullah et al. (2013) studied, the facts about the electronic media, the



authorized agent of socialization and realized that it can educate the public and it can help students in their lessons better than any other.

## **2.6 Positive Effect of Using Social Media Sites**

The usage of social network sites has also positive effects on students and young adults' academic lives. As we look at the effects of social media sites on SHS students, it helps students to increase their success in their academic lives. The first benefit of its on academic life is to develop the relationship between teachers and students. As this relationship increases, students become more successful in school because, by using social networking, students can contact with their teachers and they can ask whatever they want about course or any topic. It helps students' learning process. In impact of Social Networking Websites on students, this situation has been explained as following.

Lederer (2012) outlines several benefits to using social media in education. First, she argues that social media is an effective way to increase student engagement and build communication skills by allowing students to feel more comfortable expressing themselves in a less intimidating environment. Secondly, Lederer believes that social media can improve communication between students and instructors, while the latter can answer students' questions, post homework assignments, send messages and updates, schedule or announce upcoming events, and share Web sites and multimedia content. Finally, Lederer points to students' use of social networking sites to find employment by establishing a professional Web presence, posting a resume, and researching potential employers.

In 2010, Baran stated that, although there are many negative perceptions, about the effects social networking sites on students' academic performance, some studies shows that students found quite appropriate for teachers and students to socialise by this means. Students also believe that such tools allow them to share knowledge in few education contexts. Cain (2009) stated that although social network websites can be practiced for good determinations but it is usually used for involvement of digital snapshots and information, exposing securities, and conducting online conversations because many other communities inside social networking websites motivate user for this kind of in appropriate actions.

Churchill's study (2009) found that the use of weblogs or blogs in education facilitated a useful learning atmosphere. Anshuman, Berhampur and Priyadarsini (2014) stated that social media sites educate. They emphasised that because of the "sharing" option, social networks give teens a chance to share informative videos and articles with each other. It also helps them reach out to their teachers, coaches, and academic experts easily and collaborate with their peers in school.

## **2.7 Negative effects of using Social Media Sites**

Social media sites have become more popular over the last decade, due to extensive usage of social media sites by teens and young adults. They use it widely to get easy and instant global access. The negatives overtake the positives of social networking sites. These sites not only serve harmful to the students, but also to the society. Students are becoming more victimized than anyone else due to social networking sites (Dhyana & Vasantha, 2013). The reason behind this is, students while searching study materials and course material online, they are attracted to these social networking sites to make their time pass and to get out of the boredom, during study time. This diverts their attention from their study, work etc. Lederer (2012) cites the

following as reasons to ensure the integration of social media for academic practice. She suggests that social media can be a distraction. A common complaint among instructors is that tools such as Facebook and Twitter diverts' attention from classroom participation and ultimately are disruptive to the learning process. Students who get involved in activities on social media sites while studying result in reduction in their focus of attention. This causes reduction in academic performance, and concentration to study well. Numerous studies have also been conducted to delineate the impact of social media sites on young generation and students. Baroness Greenfield proclaimed that internet obsessed children find it hard to focus and correspond while being offline and this leads to lower performance in academics (leadersweddeserve.wordpress.com). This Multitasking increase distraction of studies and is detrimental to student performance. As social media websites, such as Facebook, YouTube, WhatsApp, and Twitter gain popularity, they are also becoming increasingly dangerous as they create modes to procrastinate while trying to complete homework.

Social networking reduces students command over English language usage and writing skills. Students mostly use slang words or shortened forms of words on social networking sites. They start relying on the computer grammar and spelling check features. This reduces their command over the language and their creative writing skills. Most students also feel lazy typing most sentences and words and retire to the short hand form of typing. This style of writing destroys the students' spelling and grammatical construction of sentences. For example, words like 'forward, come, tomorrow, goodnight' and others are being written as '4wrdr, kam, 2moro, and gud9t etc,' also phrases like 'happy birthday' is being written as 'HBD' Thank you Lord Jesus is written as 'TYLJ', WE THANK GOD is also written as 'WTG'. This has

affected the way students write in English classes and in their examinations resulting in destruction of their grammar and the way they spell English words. Social networking wastes the time and efforts of students. Students, while searching and studying online, get attracted to using social media sites and sometimes they forget why they are using internet. This wastes their time and sometimes students are not able to deliver their work in the specified time frame. In the study conducted by Englander et al. (2010), he observed that students spend more time using social networking sites (SNSs) for other purposes apart from educational use, thus affecting their academic performance. Despite the aforementioned negative impact senior high students' waste productive time and energy and are more interested in the socializing aspect of social media sites instead of their academic work.

A study released by Ohio state university reveals that college students who utilise Facebook spend less time on studying and have lower grades than students who do not use the popular social networking sites (Kalpidou, Costin, & Moris, 2011). Students get low grades in school due to lack of the desired information and writing skills. Ellis and Knaus (1977) cited in Sharma, (1997) define this term as “a failure to initiate or complete a task or activity by predetermined time”. In other words, it can be described as a specific behavioral pattern that is dedicated for doing any non-academic activities resulting in postponing completion of academic task (Sharma, 1997) SHS students' continuous usage of slang, shorthand etc. in social media sites, addiction, poor spelling and grammatical errors gradually contributes greatly to their failures in the end of semester exams or WASSCE.

Lederer (2012) again argues while social networking sites provide ways for students and instructors to connect, cyber bullying can be used as a weapon for malicious behavior. The immediacy provided by social media is available to predators as well as

friends. Students and young people especially are vulnerable to the practice of cyber-bullying in which the perpetrators, anonymously or even posing as people their victims trust, terrorize individuals in front of their peers. The devastation of these online attacks can leave deep mental scars. In several well published cases, victims have been driven to suicide. The anonymity afforded online can bring out dark impulses that might otherwise be suppressed. Cyber-bullying has spread widely among the youth, with 42% reporting that they have been victimized, according to a 2101 CBS News report.

While the debate continues regarding the pros (socialization, engagement of students, development of a community, collaborative and reflective learning, peer-to-peer support and feedback, employment resources, and information management) and cons (distraction, reduction on command of English language, time wastage, low grades, cyber-bullying, workload issues, lack of student engagement, lack of trust in peer feedback) of using social media for academic practice, no one can argue the influence that social networking has on today's students (Lederer, 2012; Lester & Perini, 2010; Schroeder et al., 2010; Turkle, 2004).

## **2.8 Social Media Technology**

Davis et al. (2012) refer to social media technology (SMT) as a web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated or existing content in digital environments through multi-way communication. Popular social network platforms on mobile and web applications include Facebook, Twitter, YouTube, Whatsapp, Instagram, snap chat, Google Plus etc. These platforms have specific roles, functions and modes of communication although their functions are mostly related. This relates to the definition by Kaplan and Haenlein (2010), who defined Social media as a group of Internet-based

applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content. Ayiah and Kumah (2011) summed up the definition of social network as a web platform where people from different settings can connect and interact with each other. Social network sites provide their users with a better avenue for collaboration, participation, empowerment, and time. They provide the ability for users to connect and form communities to socialize, share information, or to achieve a common goal or interest. Moreover, social network sites create a platform for users to express freedom of opinion to anyone to inexpensively publish or broadcast information in near-real time (Helou & Rahim, 2010).

In other words, social networks provide users with the medium through which they communicate and interact with each. This interaction is based on shared interest and through this interest communities and groups are built on these platforms to expand and encourage interaction and sharing of information. However, not all users who participate on social media are primarily there to connect with people they are familiar with, but also, they participate on these networks to connect and meet loss but found offline friends and close ones (Salvation & Adzharuddin, 2014; Boyd & Ellison, 2007). Leng et al. (2011) “claim that SNSs allow users to meet strangers resulting in connections between individuals that would not otherwise have be made”.

Richter and Koch (2009) outlined the basic functionalities of social network sites. These include identity management, expert finding, context awareness, contact management, network awareness and exchange. They indicated that in identity management, users of social networks project a particular identity about themselves with the creation of a particular profile about themselves. The expert finding helps users of the networks to search for particular group of people with criteria that is

useful. Context awareness is simply keeping a common interest of users around you, which may include a particular profession, school mates, work environment etc. Soonhee and Lee (2006) indicated that knowledge sharing requires the dissemination of individual's experience and collaboration between users of shared interest. Contact management relates to the creation and maintenance of networks and contacts on the sites.

The exchange involves the direct and indirect means through which users' exchange and share information on social networks. The population on social media networks keeps on growing each and every day. According to Bennett (2014), in 2014 there were 1.28 billion active users on Facebook, 540 million monthly users on Google Plus, 255 million monthly users of Twitter, 200 million monthly users on Instagram, 187 active monthly users on LinkedIn, 40 million active monthly users on Pinterest, 1 billion active monthly users on YouTube and 6.7 million active users on Blogs. This depicts the extent of usage of these networks and how these social networks have become part of normal life. According to Marion and Omotayo (2011) "Facebook is a great way to meet friends and keep up on what they are doing. Once you add a friend to your Facebook friend list you will always know when they are adding things to their blog or updating their profile. Users can create profiles with photos, lists of personal interests, contact information, and other personal information. Users can communicate with friends and other users through private or public messages and a chat feature. They can also create and join interest groups and "like pages". In summary, when a teenager joins a site like Facebook, they first create a personal profile. These profiles display information such as one's name, relationship status, occupation, photos, videos, religion, ethnicity, and personal interests. What

differentiates SNS from previous media like a personal home page is the display of one's friends (Boyd & Ellison, 2007).

One of the interesting social media networks that is growing in numbers like Facebook is WhatsApp. WhatsApp is a “real time messaging, is a mobile messaging app which allows the users to exchange messages without having to pay for short text messaging (SMS). WhatsApp is one of the changes in technology that is commonly used on specific mobile phones and computers. Since Smartphones became popular, many messaging services were launched but WhatsApp has become very popular among them WhatsApp Messenger has been around for a while but recent updates have improved the functionality of the application since its release date. The main purpose behind this application is to replace SMS with a cross platform mobile messenger that works on an internet data plan. If you have unlimited text, it is still beneficial as it is a convenient way to skip international fees that operators may charge (Yeboah & Ewur, 2014). Church and Oliveira (2013), also indicate that “WhatsApp is a mobile instant messaging application for smartphones which allows users to send and receive images, video, audio and location-based messages to individuals or groups of friends using your pre-existing data plan”.

The concept of Twitter also relies on messaging services, whether it uses a cell phone, instant messenger, or website. It allows the user to send messages to friends and family quickly and easily. One question, “What are you doing?” As long as an answer is 140 characters or less, it is possible for thousands of people to see the answer immediately (Marion & Omotayo, 2011). Twitter has 271 million active users who posts text, links, images, and 6 second videos (called vines) in 140 characters or less. Twitter offers instant news source and access to public icons. Character limit limits



users in the number of words they post (Bennett, 2014). A user can follow any other user, and the user being followed need not follow back.

Being a follower on Twitter means that the user receives all the messages (called tweets) from those the user follows. Common practice of responding to a tweet has evolved into well-defined markup culture: RT stands for retweet, '@' followed by a user identifier address the user, and '#' followed by a word represents a hash tag (Kwat et al., 2010). LinkedIn, a professional social media network has also gained prominence. LinkedIn is a network used by 300 million users to share experiences and résumés among business professionals. It is valuable for job searching and exposure to colleagues in the same field as well as to prospective employers. This network is entirely focused on business and careers. It has unique features some of which are limited to the paid subscription aspect (premium) (Bennett, 2014). A contact network is built up consisting of their direct connections; the connections of each of their connections (termed second-degree connections also the connections of second-degree connections (termed third-degree connections).

This can be used to gain an introduction to someone a person wishes to know through a mutual, trusted contact” (Marion & Omotayo, 2011). According to Mittal et al. (2014), Pinterest is an image-based social bookmarking media, where users share images which are of interest to them, in the form of pins on a pin board. It emphasizes on discovery and curation of images rather than original content creation. This makes Pinterest a very promising conduit for the promotion of commercial activities online. Similar to other networks, Pinterest also uses some specific terminology to refer to various elements and services it provides. Pinterest has 70 million users (80% of them women) use this online collaging resource for sharing inspirational and bookmarking links. It is great for finding ideas around many topics that are inspiring

and motivating but have very little social interaction with others. Topics tend to revolve around selected categories e.g. Food, weddings etc. (Bennett, 2014). A pin is an image that has some meta-data information associated with it. Pins can be thought of as basic building blocks of Pinterest. The act of posting a pin is known as pinning, and the user who posts a pin is the pinner (Mittal et al., 2014).

Instagram on the other hand, is primarily a mobile app that 200 plus million users share pictures and short videos. Easy scrolling without much text and no links. It is beautiful, eye catching photography. Less one to one engagement than other networks. Complicated features may cause stress (i.e. Filter anxiety) (Bennett, 2014). Instagram is an online social networking service that lets you share photos and apply a variety of filters to them. The Instagram application is distributed worldwide through the Apple Store and Google Play. Instagram photos are easily recognizable because the pictures it releases have a square shape reflective of the Instamatic and Polaroid photos the program was modelled after (Marion and Omotayo, 2011). Hu, Manikonda and Kambhampati (2014) state that Instagram, a mobile photo (and video) capturing and sharing service, has quickly emerged as a new medium in spotlight in the recent years. YouTube is also a free popular video hosting and sharing service that was purchased by Google in 2006. The service lets users view and upload video files. In addition to hosting videos, the service lets users' rate videos, add comments, and subscribe to their favorite producers. It is not required to view videos, but you do need to register for some features. One of the reasons YouTube has been so popular is because it fosters a sense of community. You cannot only view videos, but you can also rate and comment on videos. Some users even respond with video commentary (Karch, 2015).

Google Plus is a less-popular network created to compete with Facebook and 300 million users are on it. It has good features such as like circles, communities and video hangouts with few active users than most networks (Bennett, 2014). Google+ is literally Google with a plus. The "+" is the social networking piece it adds to all of Google's other services, including Web search, Gmail, and YouTube. Google+ brings popular social-media features like comments, photo and music, sharing, video chat, etc. to your social circles. It is basically what any user chooses it to be, from an ongoing conversation to a platform of self-expression, with tools for making it as individual or collective as you want (Magid & Collier, 2012). On Google+, people share ideas and personal news, post photos and videos, stay in touch, play games, plan get-togethers, send birthday wishes, do homework and business together, find and contact long-lost friends and relatives, review books, recommend restaurants and support causes (Magid & Collier, 2012).

Snapchat is also a mobile application for sharing pictures between friends. There are about 100 million users and rapidly growing. Normally used by the young, it is private, cool and mom-free. It does not store photos automatically, so it does not take up memory on your phone. There are privacy concerns, spam issues, and limited functionality (Bennett, 2014). Snapchat's major feature is that messages automatically disappear after it has been opened by the recipient and sender specified time out (normally up to 10 seconds) has elapsed. It is a social network that inculcates a lot of privacy and sensitive content. It is mostly associated with 'sexting' content. In reality, it is used for a number of activities such as drawing on photos and chats (Rosner, Gill & Kohno, 2014).

## 2.9 Students' View on the Use of Social Media Sites

According to Charlene Li et al. (2007), student activity on social networking sites focuses on communicating with each other. The most popular activities done by students and users on social networking sites revolve around looking at profiles of one another, searching for someone here and there, or updating one's own profile. Tinto (1997) argued that extracurricular activities and academic activities are not enough to satisfy some students those who are suffered by social networking isolation. Tinto reviews that in this (14-18) stage of human life people are more attracted towards social networking websites because those students who get aware from social networking websites cannot satisfy themselves only from academic activities, and for that reason, they are highly attracted by common social networking websites which are specifically specified for online personal, professional and dating profile.

The following are some of the views of students on the use of social media sites:

1. Social media sites help students to collaborate with their peers in other schools and in the home.
2. It helps to hasten communication between students and parents, and also among colleagues.
3. It helps to the attention of students trending issues that affect their welfare in the country i.e. community participation.
4. It helps the students to socialize with their peers.

In implication, social media sites have the following benefits:

1. Social media sites help to increase student engagement and build communication skills of students.
2. It can improve communication between students.
3. It also boosts the confidence level of individual students.

4. It allows students to share knowledge in few education contexts.

Aside these benefits, there are certain challenges, and these are some of the challenges:

1. The continuous usage of the social networks waste the time of students.
2. It also reduces students command over the English Language, hence poor concords, spellings, and construction of meaningful sentences.
3. While studying and using social networks lack in concentration and results in reduction in focus of attention on academic work.

In conclusion, since learning is a change in human disposition that persists over a period of time, it should be noted that, if should distract their learning processes with usage and addiction to social media sites, instruction given by their teachers, students may not really grasp what has been taught and pass their academic work successfully. Senior high students must therefore spend much time revising their lessons and use the emergency of Web 2.0 technologies purposefully.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter discussed the methods used in this study. This chapter includes the research approach, research design, the study area, population and sample size, instruments and data collection method and data analysis. For the description and justification of technique to meet the research objectives, a set of questionnaires were distributed and used to allow exploration of issues as well as to generate answers to the research questions.

#### 3.1 Research Approach

The study adopted quantitative research approach. A quantitative research is a research conducted using a range of methods, which makes use of measurement to record and investigate aspects of social reality (Bless & Higson-Smith, 2000). Chambers (2000) articulates that quantitative research is the study of phenomena using numerical means and emphasizes quantification in the collection and analysis of data. Quantitative researchers assume that “reality” can be approximated through the use of methods that prevent human contamination of its apprehension or comprehension (Creswell & Clarke, 2007). In the current study, the quantitative research approach was used for a number of reasons:

Because quantitative studies represent the mainstream approach to research, carefully structured guidelines exist for conducting them (Fraenkel & Wallen, 2006). In the present study, the researcher used the quantitative approach because concepts, variables and methods of measurement on social media impacts on academic performance of students were defined before the study began and remained the same

throughout. Quantitative researchers use methods that allow them to objectively measure the variables of interest detached from the research participants so that they can draw unbiased conclusions (Cohen, 2007). In the current study, self-administered questionnaires were used to solicit data and information.

Objective and empirical data from quantitative research is easy to summarize using numbers, statistics, aggregated data and formal voice which facilitates the communication of findings (Leedy & Ormrod, 2005). The quantitative approach to research enabled the researcher to collect data from many respondents, settings and times and then to compare the findings using numerical indices. A quantitative approach allows the researcher to handle a large number of cases (Creswell & Clarke, 2007) which meant that the researcher was able to collect data from a large number of students (N = 100).

Quantitative research methods use numbers to describe phenomena (Fraenkel & Wallen, 2006). They also use objective and empirical numbers that ensure precision in measurement (McMillan & Schumacher, 2006). Precise information from the quantitative research approach that was adopted in the present study was students' use of social media in senior high school level and it affects their academic performance.

Quantitative research data is collected from a population, or from one or more large samples that represent the population, in a form that is easily converted to numerical indices (Creswell & Clarke, 2007). The quantitative research approach was appropriate for the current study since findings on students' use of social media in senior high school level and its effect on academic performance as perceived and experienced by students were expressed numerically and the research design was

premised on enabling the researcher to break up those numbers to make valid interpretations.

### **3.2 Research Design**

The research design for the study is a survey. According to Nwana (2011), a survey refers to the collection of standardized information from a specific population or some sample of it, usually but not necessarily by means of questionnaires or interview. Since the aim of a survey is to make generalizations about a relatively large section or all of the population, in drawing a sample for the survey it must be ensured that it is as much as possible typical of the population. The survey was deemed appropriate because the researcher wanted examine the influence social media has on senior high school students' academic performance in the Walewale Senior High Technical School.

### **3.3 Population**

According to Fraenkel and Wallen (2003), population is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study. The target population for this study were students in Walewale Senior High Technical School. The total number of student population was 2000 consisting of 49 males and 51 females (WASECTECH admission brochure 2018/19). The choice for the school was basically on proximity and accessibility. The researchers' familiarity with the environment as a teacher in the school and relationship with other teachers in the school helped to easily collect research data from the students. The researcher used only students in the final year classes. The reason for this was that having been in the school for at least two years, it placed them in a better position to comment on the effects social media has had on their studies.



### **3.4 Sample and Sampling Procedures**

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole. A sample size of one hundred (100) students was used for this study. For the purpose of this study, a simple random sampling technique was used to select respondents. This technique was appropriate since it allowed the researcher to select respondents who were willing to partake in the study, and it resulted in gathering large amount of data within the shortest time possible.

### **3.5 Research Instrument**

The primary instrument used for this study is a structured questionnaire. The questions were structured in simple and understandable language. Again, the questions contained both open-ended and close-ended questions for a comprehensive analysis. Further, the questionnaire contained four sections. The first part collected data on personal information of respondents. Section two collected data to investigate the various social media platforms the students have access to. Section three collected data to find out how often students in Walewale Senior High Technical School use the social media they are exposed to. The last section collected data to ascertain how the use of social media has affected the academic performance of the students.

### **3.6 Validity and Reliability**

The validity of a measuring instrument is the extent to which the instrument measures what was supposed to measure and reliability is the consistence of the measuring instrument. A valid instrument was used for data collection since the questionnaire design was based on the objectives of the study. The questionnaire was designed to capture all relevant data about the topic. The questionnaire was developed based on the nature and scope of the research problem and the objectives of the study. Key

questions aimed at bringing out specific responses directly relating to the research's purpose were asked. The instruments were tested for their validity and reliability.

### **3.7 Data Collection Procedures**

Firstly, an introductory letter was taken from the Department of Social Studies Education and was sent to the authorities of Walewale Senior High Technical School. This helped to crave the indulgence of the authorities. Second, the researcher administered the questionnaires personally in order to explain issues that were not clear to the respondents. The administration and collection of the questionnaires took three weeks.

### **3.8 Data Analysis Procedure**

Descriptive statistics techniques were used in analyzing the data collected. Therefore, the data was presented using frequency and percentages generated from the Statistical Package for Social Science software (SPSS). This software helped to facilitate data clearing and checking for logical inconsistency.

### **3.9 Ethical Consideration**

According to Bailey (2004), all educational research involves ethical considerations, as it involves data from people and about people. Ethics is a set of moral principles that is widely accepted and may offer rules and behavioral expectations about the conduct about experimental subjects and respondents (Bailey, 2004). Bryman (2008), states that a researcher must respect the confidentiality of all the people participating in the research. Therefore, the following ethical issues were taken into consideration in relation to this study:

- (i) **Access:** An introductory letter was obtained from the Head of Social Studies Education Department (HOD) of the University of Education, Winneba and was sent to the authorities of Walewale Senior High Technical School.
- (ii) **Informed consent:** The researcher obtained permission from the school and participants to participate in the research. Participants were given detailed information about the research process and were also informed that their participation was voluntary.
- (iii) **The right to withdraw:** All participants were informed in advance that they have the right to withdraw from the study at any time without consequences. They were also informed that they have the right not to answer any question, but they will still remain in the study.
- (iv) **Confidentiality:** The participants' rights to privacy, confidentiality and anonymity were respected. This means that the names of the participants were protected and any information obtained in connection with this study remained confidential.
- (v) **Anonymity:** Creswell (2010) agrees that participant's data must not be associated with his or her name or any identifier; rather, the researcher may assign a number or alpha symbol to a participant data to ensure that the data remain anonymous. The researcher further assured participants about the fact that no one, except the researcher would be able to access the raw data. The raw data did not contain the name of the schools

Besides the above, the researcher ensured that the data collection instrument provided suitable findings for the study by ensuring that during the administration of the questionnaire, participants had clear understanding of what exactly they were being asked to do.

### **3.10 Summary**

This study uses a quantitative research approach. The population for the study comprises final year students of Walewale Senior High Technical School. A sample of 100 students was drawn taking into consideration the various classes. This was done through convenient sampling technique. The main instrument for the collection of data was a questionnaire. A pre-test of the questionnaire was done to ensure its reliability. Again, quantitative technique was used in analyzing the data. Thus percentages and frequencies were derived from the questionnaire to explain the phenomena under study.



## CHAPTER FOUR

### FINDINGS AND DISCUSSION

#### 4.0 Introduction

This chapter deals with the presentation and analysis of data obtained, discussion of findings and interpretation of the data collected from the school under study. The data were based on analyzed questionnaires administered to and completed by students of Waalewale Senior High Technical School.

#### 4.1 Data Presentation and Analysis

The following results were arrived at as well as discussions made on them. The total number of respond to this research is one hundred. All the hundred (100) questionnaires were issued out were recovered. All the percentages are rounded off to two decimal places.

##### Section A: Background Information of Respondents

It presents among the gender, age, class and programme of study of the respondents.

**Table 4.1: Gender Distribution of Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentages (%)</b>
Male	47	47
Female	53	53
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Field survey, 2015.

From Table 4.1 above, it can be observed that 47% (47 of the respondents) are males and 53% (53 of the respondents) are females. A look at the table and its analysis revealed that, fifty-three percent 53% of the sample selected are females and it has a link with the entire population statistics of the school where females are 51% more than the males.

**Table 4.2: Ages of Respondents**

Age	Frequency			Percentages
	Male	Female	Total	
13-15	3	4	7	7
16-18	31	47	78	78
19-21	9	5	14	14
22-24	0	1	1	1
<b>Total</b>	<b>43</b>	<b>57</b>	<b>100</b>	<b>100</b>

Source: Field survey, 2022

The Table 4.2 above shows that 7% (7 of the respondents) are between the 13-15 years, 78% (78 of the respondents) are between 16-18 years, 14% (14 of the respondents) are between 19-21 years and 1% (1 of the respondents) was between 22-24 years. The 16-18 years recorded the highest age group. The researcher found that the age bracket (16-18) of adolescents of which is highest in the sampled population.

**Table 4.3: Respondents Programmes of Study**

Programmes	Frequency			Percentages (%)
	Male	Female	Total	
Business	13	11	24	24
General Art	10	19	29	29
General Science	9	5	14	14
Visual Art	7	8	15	15
Home Economics	0	18	18	18
<b>Total</b>	<b>39</b>	<b>61</b>	<b>100</b>	<b>100</b>

Source: Field Survey, 2022

From the table 4.3 above, 24% (24 respondents) responded that they are pursuing business, 29% (29 respondents) assert that they are studying General Arts, 14% (14 of the respondents) assert that the studying General Science, 15% (15 of the respondents) indicates Visual Arts and 18% (18 of the respondents) indicated Home Economics. We found out that the majority of sampled population pursue General Arts (29%) and females form the majority (19%) in the General Arts programme. And with exception of General Science, the remaining Programmes females take the highest population.

## Section B: Main Issue

**Research question 1:** What extent are students' aware of and use social media site?

Table 4.4: Devices owned by Students

<b>Targets</b>	<b>Males</b>	<b>Frequency Female</b>	<b>Total</b>	<b>Percentages (%)</b>
Tablet	9	0	9	9
Nokia Phone	12	22	34	34
Blackberry	5	5	10	10
Android Phone	23	24	47	47
<b>Total</b>	<b>49</b>	<b>51</b>	<b>100</b>	<b>100</b>

Source: Field survey, 2022

From the table 4.4 above, 9% (9 of respondents) owned a Tablet, 34% (34 of the respondents) owned a Nokia phone, 10% (10 of the respondents) a Blackberry, and 47% (47 of the respondents) Android phone. From the data above, it is revealed that the majority of the students sampled under study owned Android phone (47%). Again, the majority of the students own and use mobile phones.

**Table 4.5: Respondents Awareness of/Use Social Media Sites**

Response	Frequency			Percentages (%)
	Male	Female	Total	
Yes	51	40	91	91
No	2	7	9	9
<b>Total</b>	<b>53</b>	<b>47</b>	<b>100</b>	<b>100</b>

Source: Field survey, 2022

From the sample of 100 students` the researcher found that 91% (91 of the respondents) were aware of and use the social media sites, and 9% (9 of the respondents) were not aware of and does not use media sites as in Table 4.5. This data implies that the majority of respondents representing 91% are aware of and use social media applications.

**Table 4.6: Social Media Sites Respondents have Accounts with**

Social Media Sites (SMS)	Frequency			Percentages (%)		
	Male	Female	Total	Male (%)	Female (%)	Total (%)
Blackberry chat	5	0	5	2.58	0	2.58
Twitter	9	3	12	4.64	1.55	6.19
Facebook	39	41	80	20.10	21.13	41.23
WhatsApp	50	42	92	25.77	21.65	47.42
Others	2	3	5	1.03	1.55	2.58
<b>Total</b>	<b>105</b>	<b>89</b>	<b>194</b>	<b>54.12</b>	<b>45.88</b>	<b>100</b>

Source: Field survey, 2022

From Table 4.6, 2.58% (5 respondents) had an account with Blackberry chat, 6.19% (12 respondents) had an account with Twitter, 41.23% (80 of the respondents) had an account with Facebook, 47.42% (92 of the respondents) had account with WhatsApp and 2.58% (5 of the respondents) said others. With a critical look at Table 4.6, majority of the sampled students has account with Facebook and WhatsApp. The researcher also found out that, WhatsApp (47.42%) recorded the highest social media application the respondents have account with.



**Table 4.7: Reasons Respondents Use/Sign up to Social Media Sites**

Purpose	Frequency			Percentages (%)
	Male	Female	Total	
Chatting with friends	18	20	38	41.76
Making academic discussion groups	6	7	13	14.29
Making comments on friends' profile	10	12	22	24.18
Receiving and sending messages	8	9	17	18.68
Others	0	1	1	1.09
<b>Total</b>	<b>42</b>	<b>49</b>	<b>91</b>	<b>100</b>

Source: Field survey, 2022.

Students were asked the reasons why they most often use or sign up to social media sites. The result in the table 4.7 above, shows that the majority of the students use applications for chatting with friends on different issues rather than academic work, and this is represented by 41.76% (38 of the total number of respondents). The above table also indicates that, only 14.29% (13 respondents) use the application for academic discussion, 24.18%(22 of the respondents) mainly for comments on friends profile while 18.68% (17 of the respondents) use it to send and receive messages and 1.09% (1 of the respondents) said other purposes.

**Table 4.8: Reasons some Respondents don't Subscribe to Any Social Media Sites**

Response	Frequency			Percentages (%)
	Male	Female	Total	
It's time consuming	3	4	7	77.78
It's expensive	0	0	0	0
It's addictive nature	1	1	2	22.22
I don't just like it	0	0	0	0
<b>Total</b>	<b>4</b>	<b>5</b>	<b>9</b>	<b>100</b>

Source: Field survey, 2022

From Table 4.8 above, 77.78% (7 of respondents) said it is time consuming that is why they do not use them and 22.22% (2 of the respondents) said it is addictive if they should engage on. Expensive and addictiveness recorded 0% (0 of the respondents). From the data gathered above, it has a direct link with the 9% (9 respondents) who are not aware of and use social media in Table 4.5 has expressed that the social media sites usage can lead to academic procrastination.

**Research Question Two:** How do students access social media sites?

**Table 4.9: Number of Social Media Sites Respondents have subscribed to**

Number of Social Media Sites	Frequency			Percentages		
	Male	Female	Total	Male (%)	Female (%)	Total (%)
One	28	30	58	14.43	15.46	29.89
Two	51	53	104	26.29	27.32	53.61
Three	14	13	27	7.22	6.70	13.92
Four	2	3	5	1.03	1.55	2.58
Five	0	0	0	0	0	0
<b>Total</b>	<b>95</b>	<b>99</b>	<b>194</b>	<b>48.97</b>	<b>51.03</b>	<b>100</b>

Source: Field survey, 2022

From Table 4.9 above, the number of social media sites subscribed to by the students varies. 29.89% (58 of the respondents) subscribes only one social media site, 53.61% (104 of the respondents) subscribes two, 13.92% (27 of the respondents) subscribes three, and 2.58% (of the respondents) subscribes four and none for five social media sites account. The popularity of some social media sites cannot be ignored with 53.61% (104 respondents) subscribing to at least two social media sites.

**Table 4.10: Time Respondents are Engaged in Social Media Sites**

Time	Frequency			Percentage (%)
	Male	Female	Total	
After school-3pm	41	30	71	71
During prep-7pm	1	1	2	2
Late night-10pm	7	8	15	15
During breaks	7	5	12	12
<b>Total</b>	<b>56</b>	<b>44</b>	<b>100</b>	<b>100</b>

Source: Field survey, 2022

From Table 4.10 above, time respondents are engaged in social media sites 71% (71 of the respondents) revealed after school-3pm, 2% (2 of the respondents) revealed during prep-7pm, 15% (15 of respondents) revealed late night-10pm, and 12% (12 of the respondents) revealed during breaks. From the data above, the researcher found that, 71% (71 of the sampled population) engages with social media sites after school.

**Table 4.11: How often Respondents Visit Social Media Sites**

Response	Frequency			Percentage		
	Male	Female	Total	Male (%)	Female (%)	Total (%)
Every hour	0	0	0	0	0	0
Daily	18	21	39	19.78	23.08	42.86
Weekly	19	23	42	20.88	25.27	46.15
Monthly	4	6	10	4.40	6.59	10.99
<b>Total</b>	<b>41</b>	<b>50</b>	<b>91</b>	<b>45.06</b>	<b>54.94</b>	<b>100</b>

Source: Field survey, 2022

From Table 4.11 above, 0% (none of respondents) visit the social media sites every hour, 42.86%(39 of the respondents) revealed that they visit the social media sites daily, 46.15% (42 of respondents) also visits the social media sites weekly while, 10.99% (of respondents) visits the social media sites monthly.

**Table 4.12: Hours Respondents Spend on Social Media Sites in a Day**

Hours	Frequency			Percentage (%)		
	Male	Female	Total	Male (%)	Female (%)	Total (%)
4 hours	23	18	41	25.27	19.78	45.05
3 hours	10	18	28	10.99	19.78	30.77
2 hours	2	4	6	2.20	4.40	6.60
1 hour	7	9	16	7.69	9.89	17.58
<b>Total</b>	<b>41</b>	<b>50</b>	<b>91</b>	<b>46.15</b>	<b>53.85</b>	<b>100</b>

Source: Field survey, 2022

From Table 4.12 above, respondents reported the number of hours they spent using social media applications per day. 45.05% (41 of the respondents) spent 4 hours, 30.77% (of the respondents) spent 3 hours, 6.60% (6 of the respondents) spent 2 hours and 17.58% (of the respondents) spent 1 hour per day. The data shows a majority of 45.05% of 91% sampled students spend 4 hour every day to engage in using social media applications on their mobile phone. These can detract the students' attention from the academic work.

**Table 4.13: Where Respondents Browse**

Response	Frequency			Percentage (%)
	Male	Female	Total	
Home	11	20	31	31
School (Dormitory)	30	23	53	53
Internet Café	11	1	12	12
Others	2	2	4	4
<b>Total</b>	<b>54</b>	<b>46</b>	<b>100</b>	<b>100</b>

Source: Field survey, 2022

From the above Table 4.13, 31% (31 of respondents) browse at home, 53% of the respondents) browse in the school (Dormitory), 12% (12 of the respondents) browse in internet café, and 4% (4 of the respondents) said others. From the data above, it is observed that 53% of the sampled population browses in school and 31% in the home.

**Research questions three:** What are the impacts of the use of social media sites on students' academic performance in Walewale Senior High Technical School?

**Table 4.14: Satisfaction Respondents Get from Social Media Sites**

Response	Frequency			Percentage (%)		
	Male	Female	Total	Male (%)	Female (%)	Total (%)
Obtaining information	8	7	15	8.79	7.69	16.48
Affiliation (chatting)	28	20	48	30.77	21.98	52.75
Entertainment	12	9	21	13.19	9.89	23.08
Pornography	1	1	2	1.10	1.10	2.20
Others	2	3	5	2.20	3.29	5.49
<b>Total</b>	<b>51</b>	<b>40</b>	<b>91</b>	<b>56.05</b>	<b>43.95</b>	<b>100</b>

Source: Field survey, 2022

From Table 4.14, 16.48% (15 of respondents) were satisfied by obtaining information, 52.75% (48 of the respondents) preferred affiliation (chatting), 23.08% (21 of the respondents) preferred entertainment, and 2.20% (2 of the respondents) preferred pornography and 5.49% (of the respondents) said others. From the data above, it is found that 52.75% of the sampled population is satisfied with affiliation (chatting) when online.

**Table 4.15: Respondents use of Short hand and Jargons in Typing Messages**

Response	Frequency			Percentage (%)		
	Male	Female	Total	Male (%)	Female (%)	Total (%)
Yes	30	34	64	32.97	37.36	<b>70.33</b>
No	10	17	27	10.99	18.68	<b>29.67</b>
<b>Total</b>	<b>40</b>	<b>51</b>	<b>91</b>	<b>43.96</b>	<b>56.04</b>	<b>100</b>

Source: Field survey, 2022

According to Table 4.15, when the respondents were asked whether have been using short hand jargons in writing messages on social media applications, 70.33% (64 of the respondents) indicated yes while 29.67% (27 of the respondents) indicated no. It is is researcher found that most students feel lazy typing most sentences and words in full and retire to the short hand form of typing.

**Table 4.16: Has Social Media Sites Improved Respondents English Grammar and Spellings**

Response	Frequency			Percentage (%)		
	Male	Female	Total	Male (%)	Female (%)	Total (%)
Yes	15	16	31	16.48	17.58	<b>34.06</b>
No	30	30	60	32.97	32.97	<b>65.94</b>
<b>Total</b>	<b>45</b>	<b>46</b>	<b>91</b>	<b>49.45</b>	<b>50.55</b>	<b>100</b>

Source: Field survey, 2022

From Table 4.16 above, the respondents were asked whether the use of social media has improved their English Grammar and Spellings. A total of 34.06% (31 of the respondents) indicated the affirmative (yes) while 65.94% (60 of the respondents) indicated otherwise (no).

**Table 4.17: How Social Media Sites Can Affect Their Academic Performance**

Response	Frequency			Percentage (%)		
	Male	Female	Total	Male (%)	Female (%)	Total (%)
<b>Strongly Agree</b>	13	10	23	14.28	10.99	25.27
<b>Agree</b>	11	18	29	12.09	19.78	31.87
<b>Neutral</b>	9	10	19	9.89	10.99	20.88
<b>Disagree</b>	4	5	9	4.40	5.49	9.89
<b>Strongly Disagree</b>	4	7	11	4.40	7.69	12.09
<b>Total</b>	<b>41</b>	<b>50</b>	<b>91</b>	<b>45.06</b>	<b>54.94</b>	<b>100</b>

Source: Field survey, 2022

From Table 4.17, 25.27% (23 of the respondents) strongly agree that social media can affect their performance, 31.87% (29 of the respondents) agreed, 20.88% (19 of the respondents) were neutral, 9.89% (9 of the respondents) disagreed to the statement and 12.09% (11 of the respondents) strongly disagreed. On the whole, it is found that 31.87% (of respondents) agreed that social media sites can affect their performance.

**Table 4.18: Whether Social Media has influenced the Students' Academic Performance**

Response	Frequency			Percentage (%)		
	Male	Female	Total	Male (%)	Female (%)	Total (%)
Positive	9	7	16	9.89	7.69	<b>17.58</b>
Partially positive	8	10	18	8.79	10.99	<b>19.78</b>
Negative	9	12	21	9.89	13.19	<b>23.08</b>
Partially negative	18	18	36	19.78	19.78	<b>39.56</b>
<b>Total</b>	<b>47</b>	<b>47</b>	<b>91</b>	<b>48.35</b>	<b>51.65</b>	<b>100</b>

Source: Field survey, 2022

As indicated in the Table 4.18 above, 17.58% (16 of the respondents) said the use of social media has a positive effect on their academics, 29.78% (18 of the respondents) said it has a partially positive effective on their academics, 23.08% (21 of the respondents) said it has had a negative effect and 39.56% (36 of the respondents) indicated that it has had partially negative effect on their academic performance.

## 4.2 Discussion of Findings

### Objective One

For objective one which was to find out the extent of student's awareness and use of social media sites, the responses showed that the data on table 4.4 showed that all the 100 respondents either owned a Tablet, Nokia phone, Blackberry or Android phone. However, majority of the respondents own a Nokia phone or Android phone. This

suggests that most of the students bring smartphones to school though they are forbidden to do so. Therefore, it is not surprising that 91% of the respondents are aware of and use social media sites while 9% does not in table 4.5. Again, students who were aware of social media sites have either an account in one or more on these sites. WhatsApp and Facebook were the prominent social media sites used by the students.

However, students have account on twitter, blackberry chat and others. Out of 100 percent, WhatsApp and Facebook account users' form 88.65%. Males form 45.87% and females 42.78% of it. And these respondents can be found in the 16-19 years age bracket. The study has also revealed that the major reason why many students use social media sites is to chat with friends. However, others indicated that they use social, media sites for academic discussions, make comments on friends' profile and receiving and sending messages. These findings support Sofela (2012); that students' go for various social media interaction among themselves.

On the other hand, 9% of the respondents who are not users of social media sites revealed that social media consume a lot of their time 77.78% and 22.22% also said it is addictive. Hence, most of the students are stacked on their phone for hours chatting with friends instead of revising their notes. Little time is left for academic activities since much of their precious time is wasted on chatting with friends. They latter become less equipped and inadequately prepared for class exercise or tests conducted and end of term examination which makes them less productive and effective.



In sum, from the above findings, it is crystal clear that the students of Walewale Senior High Technical School had access to social media sites. 91% have sign onto social media and 9% does not. The findings also proved that the students prefer to use WhatsApp and Facebook more than any other social media site because it is fast and Can open various pages at the same time, although some say that it is time consuming and addictive. It can also result in procrastination related problems.

### **Objective Two**

Concerning objective 2 which were to find out from respondents how often the students visit these social media sites. Data presented above indicates that the majority of the respondents normally engaged on social media site after school hours. This revelation shows that most of the students are conscious not to browse during class periods. However, a few of the respondents still browse on social media sites at prep time and even late at night (10pm). This suggests that social media application disrupts learning processes and causes reduction in academic performance. The studies also revealed that the majority of the students spend four hours of their daily time on social media than reading their books. This may be probably due to the fact that most of these students have subscribed to more than pone social media site, and probably will take majority of their time. This situation is even worse with the revelation that these students browse most when they are in school (Dormitory) than home. This suggests that, most of these students have hidden smartphones which they use to access social media sites and browse online.

It was discovered that there is an inverse relationship between two factors which is, the more time a student spends using social media application, the less time he or she has to attend to academic activities such as class assignment, preparation for class test, and end of term`s examination which account for the student`s lower or poor

grades or results. The more time a student spends on social media applications, the less likely they are to prepare for any academic activity in school, thus, according to most of the students we interviewed. These detract students' attention from the academic work.

### **Objective three**

This was to examine the impacts of the use of social media site on students' academic performance in Walewale Senior High School. The findings showed that, there is a negative effect on the continual use of social media by the students if not checked.

The result presented has suggested most of the student go to social media site for affiliation and entertainment related activities. The finding is quite not surprising because it was earlier revealed that majority of the students use social media to chat with friends. Therefore, this suggests that most of the students form groups to discuss entertainment related events instead of academic issues. However, a few of the respondents browse to obtain information and news related events. It was again revealed that some of the students browse for pornography. In recent studies, adolescents have shown to be the greatest consumers of the internet, particularly for social interactions (Lin & Subrahmanyam, 2007). Social networking sites, as well as email, instant messaging, blogging and online journals have completely changed the way that adolescents interact and gather information (Raacke & Raacke, 2008). The results show that all the sampled students are in their adolescents where 78% represents (16-18) year's group. Adolescents have become accustomed to this lifestyle much more than older generations have in recent years, as this way of living is all they know (Lewis, 2008).

It was uncovered that most of the students use short hand and jargons on social media when typing messages. Most students also feel lazy typing most sentences and words and retire to shorthand form of typing. This style of writing destroys the students' spellings and grammatical constructions of sentences. For example, words like "forward, come, tomorrow, goodnight, and others are being written as 4wrdr, kam, 2mrw, and gud9t etc.", also phrases like "happy birthday" is being written as "H.BDAY" Thank you Lord Jesus is written as "TYLJ", WE THANK GOD is also written as 'WTG'. It was found that it would go a long way to affect the way students write in English classes and in their examinations resulting in destruction of their Grammar and the way they spell English words. This suggests that the social media applications are having a negative impact on the writing these ability of the students' needs to be paid attention to. However, most students asserted that the use of social media has somehow improved their English language skills. In addition a total of 57.14% of the respondents strongly agree and agreed that social media can have an effect on their academic performance, and this effect is negative since a total 62.64% (Negative and Partial negative) attested to that in table 4.18 when asked whether Social Media has influenced the students' academic performance.

This negative effect is obvious since students seek affiliation (chatting) when surfing the internet. The study also showed that social media can also influence the academic performance of students negatively because they spend more time chatting and doing other activities rather than studying or carrying out academic research online. One of the main questions that need to be asked in academic procrastination that might evolve as a possible outcome of social network usage. Ellis and Knaus define this term as a failure to initiate or complete a task or activity by predetermined time (1977 cited in Sharm, 1997). In other words, it can be described as a specific behavioral

pattern that is dedicated for doing any non-academic activities resulting in postponing completion of academic tasks (Sharm, 1997). The researcher hence suggests that the continual usage of slang, short hand and jargons which is not academically accepted but use in social media sites, addiction, poor spellings and grammatical errors would gradually take a tow on them and may contribute greatly to their failures in their end of term exams and WASSCE.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

The main objective of this study was to determine the “The effective of social media academic performance of Senior High Students: A case study at Walewale Senior High Technical School. Following the analysis of data and discussion of findings, this chapter presented the summary of findings, conclusion and recommendations.

#### 5.1 Summary

Social media is the collective of online communication channels dedicated to community-based input, interaction, content-sharing and collaboration. The social media makes communication easier and faster thereby enhancing effective flow of information and idea sharing among students. It also takes much of students’ study time, destroys students’ spelling and grammatical construction of sentences,

Adopting the survey design, questionnaire was used to gather data. The researcher selected 100 respondents using the stratified random sampling technique. The major finding is shown that:

Majority of the respondents in this study were between the ages 16-18 years. General Arts is the most studied programme by the respondents, followed by Business and Home Economics. It was also discovered that majority of the students used Android phone while other use Nokia Phone. Hence all the students own a phone according to the respondents.

On the respondents' awareness of social media sites, almost all the respondents answered yes. Majority of them have subscribed to either one or more social network sites, according to the respondents. Facebook and WhatsApp are the major social media sites that respondents have subscribed to. The most reason why the respondents use or signed up to the social media sites is to make academic discussions, receiving and sending messages, but chatting with friends recorded the highest percentage. However, of the respondents said being on social media is time consuming and addictive.

It was again discovered that most of the respondents engage in social media sites mostly after school (3 pm). Respondents on the average spend almost 2 to 3 hours on social media sites daily. It was again uncovered that majority of the respondents browse for entertainment related activities on social media sites. It was also discovered that majority of the respondents use jargons and short hands in their writing on social media sites and sometimes in formal writing.

Majority of the respondents claim that the use of social sites has not improved their English Language-grammar construction and spellings. The respondents agreed that the use of social media can affect their academic performance negatively. This is due to addictiveness of social media application, non-usage of standard English (the Queen's English), over reliance on jargons and short hands which were not generally accepted in the academic circles.

## 5.2 Conclusion

Assessing the effects of social media on academic performance of students are evidently clear that; Walewale Senior High Technical School are aware of the social media sites and had access to them. This stems from the fact that, it makes communication easier and faster thereby enhancing effective flow of information.

However, if used negatively, it has adverse impacts on the performance of students. Among the negative impacts identified include the following: it takes much of the students' studies time, results in procrastination related problems, destroys student's grammar and spellings, leads to lack of concentration in school and difficulty in balancing online activities and academic preparation.

The findings also indicated that students are influenced to a great extent by the social media negatively because their attention are focused on chatting and making affiliation while their academic activities are neglected and left to suffer. Social media cannot be said to be exclusively harmful to students because it has its own benefits. However, the manner in which it is used makes it either harmful or not. Therefore, it is very important that the students use social media in a way that can improve their academic performance.

## 5.3 Recommendations

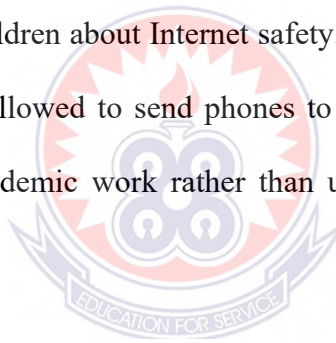
Based on the conclusion, the researcher makes the following recommendations to the stakeholders of Walewale Senior High School;

1. Spending much time on social media affect the students in a negative way. It is recommended that, head teachers and teachers should ban the use of social media on the.

2 that head teachers should make sure they help the students to give much attention to their academics than to social media. This negatively affect the academic performance of the students.

#### **5.4 Suggestions for Further Research**

1. Unannounced class exercise and test should be conducted frequently by teachers to compel students to sit-up. There should be more stringent rules in the school to prevent students from bringing phone to school.
2. Parents also need to be aware that their child`s social networking participation is interfering with studies and academic work. School counselors can help parents set boundaries for their children when appropriate and teach them how to talk to their children about Internet safety. They are to also ensure that their children are not allowed to send phones to school. This would help them to focus in their academic work rather than using the phones to access social media sites.



For future research, it may be more helpful to examine how a student`s psychological state influences interest for the use of social media applications.



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## APPENDIX A

### UNIVERSITY OF EDUCATION, WINNEBA

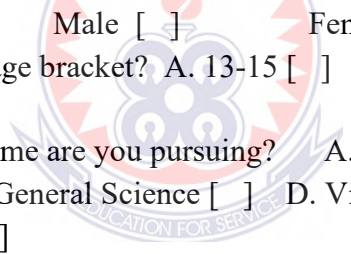
#### DEPARTMENT OF SOCIAL STUDIES EDUCATION

#### QUESTIONNAIRE

The researcher is a final year student of University of Education, Winneba and is conducting a study on 'impact of Social Media on Academic Performance of Senior High Students: A Case Study Of Walewale Senior High Technical School' as a partial requirement for the award of a Master of Education Degree in Social Studies Education. It would be appreciative if you could spare a few minutes of your time to respond to this questionnaire. Any information provided would be used solely for the purpose stated and your confidentiality is assured. Thank you.

Section A: Background Information of Respondents (Indicate your preference with a tick

[ ]

- 
1. Gender: Male [ ] Female [ ]
  2. What is your age bracket? A. 13-15 [ ] B. 16-18 [ ] C. 19-21 [ ]  
D. 22-24 [ ]
  3. What programme are you pursuing? A. Business [ ] B. General Arts [ ]  
C. General Science [ ] D. Visual Art [ ] E. Home Economics [ ]
  4. Which form are you? A. Form one [ ] B. Form two [ ] C. Form three [ ]

Section B: Knowledge, purpose and impact of social media (Indicate your preference with a tick [ ]

5. Which of the following devices do you own?  
A. Blackberry [ ] B. Tablet [ ] C. Nokia phone [ ] D. Android phone [ ]  
E. Others [ ] please state .....
6. Are you aware of/ use social media sites? A. Yes [ ]  
B. No [ ]  
(If "Yes", skip to question 9, if "No", continue with question 7)
7. Which of the following social media sites are you familiar with?  
A. Blackberry chat [ ] B. Facebook [ ] C. Twitter [ ] D. WhatsApp [ ]  
E. Others [ ] please state .....

8. Why have you not subscribed to any social media sites? A. Time consuming [ ] B. It is expensive [ ] C. Its addictive nature [ ] D. I just don't like it [ ]
9. What are your reasons for using / signing up to social media sites?  
A. Chatting with friends [ ] B. Making academic discussion groups [ ]  
C. Making comment on friends profile [ ] D. Receiving & sending messages [ ] E. Others [ ] please state .....
10. Which of these social media sites do you have an account with? A. Blackberry chat [ ] B. Facebook [ ] C. Twitter [ ] D. WhatsApp [ ] E. Others [ ] Please state.....
11. How many social media sites have you subscribed to? A. 1 [ ] B. 2 [ ] C. 3 [ ] D. 4 [ ] E. 5 [ ]
12. Where do you browse? A. Home [ ] B. Café [ ] C. School (Dormitory) [ ] D. Others [ ] please state.....
13. What time do you engage with social media sites? A. After school- 3pm [ ] B. During prep- 7pm [ ] C. Late night- 10pm [ ] D. During breaks [ ]
14. How often do you visit social media sites? A. Every hour [ ] B. Daily [ ] C. Weekly [ ] D. Monthly [ ]
15. How many hours do you spend on your social media sites? A. 4 hours [ ] B. 3 hours [ ] C. 2 hours [ ] D. 1 Hours [ ]
16. What satisfaction do you derive from it? A. Information [ ] B. Affiliation (chatting) [ ] C. Entertainment [ ] D. Pornography [ ]
17. Do you use short hands and jargons when typing messages? A. Yes [ ] B. No [ ]
18. Has it improved your English grammar and spellings? A. Yes [ ] B. No [ ]
19. Social media can affect your academic performance? A. Strongly agree [ ] B. Agree [ ] C. Neutral [ ] D. Disagree [ ] E. Strongly disagree [ ]
20. How has the use of Social Media Influenced your academic performance? A. Positive [ ] B. Partially positive [ ] C. Negative [ ] D. Partially Negative [ ]
21. Is there any information you would want to draw the attention of the researcher to or any other information you would like to share which has not been covered by the researcher? If yes, please write it below:

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