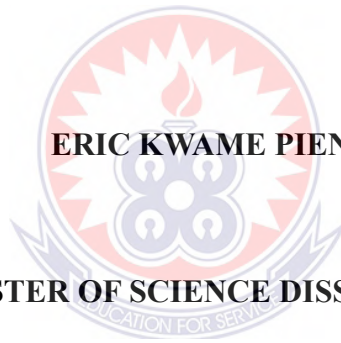


UNIVERSITY OF EDUCATION, WINNEBA

**THE USE OF SOCIAL MEDIA AMONG SECOND CYCLE STUDENTS OF
TECHIMAN NORTH DISTRICT IN THE BONO EAST REGION OF GHANA**



ERIC KWAME PIENAA

MASTER OF SCIENCE DISSERTATION

2022




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The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst or starburst design in red and white. Below the sunburst is a blue shield with a white cross and a white flame-like shape. The shield is set against a red background. The entire emblem is surrounded by a blue border with the text 'UNIVERSITY OF EDUCATION FOR SERVICE' in white.

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

AUGUST ,2022

DECLARATION

STUDENT'S DECLARATION

I, **PIENAA KWAME ERIC**, declare that this dissertation, except for quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole for another degree elsewhere.

SIGNATURE:

DATE:



SUPERVISOR'S DECLARATION

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

DR. KWAME ANSONG-GYIMAH

SIGNATURE:

DATE:

DEDICATION

This dissertation has been dedicated to the Almighty Allah for my life in education for bringing me this far. I also dedicate it to my mother, Mrs. Janet Sanbore for the care and love she has shown and given me from infancy until date and encouragement given me at hard times.



ACKNOWLEDGEMENT

I wish to express my profound gratitude to the Almighty Allah for the good health and guidance given me this far. My deepest appreciation goes to my supervisor, Dr. Kwame Ansong-Gyimah for his patience and suggestions from the beginning to the successful completion of this dissertation.

I wish to thank the students and staff of the Techiman North District Education service for involving themselves actively in every aspect of the project.

Finally, to the authors whose work and articles I used.



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ABSTRACT

There are huge number of individuals on the web who are interested in gathering information about others and meet other individuals, to assemble, share data and encounters on many areas and topics. Because of this, hundreds of social networking sites have been made, and they have pulled in many clients in the few short years that interpersonal interaction has turned into a marvel. The key elements of the social media websites are fundamentally the same, yet each site attracts variety of clients in a wide range of ways. Many of the social networking websites aim at gathering huge public, while others draw in individuals based on race, sexual inclinations, religion, or nationality. The social media websites are additionally different in the ways in which they appear and join new data and specialized devices, like portable access, blogging, photograph, and video sharing. The main aim of this study was to analyze and evaluate the various impacts of social media on second cycle students of Techiman North, this research sampled 500 population out of an estimated total student's population of 6960 which included both males and females selected from across all programmes comprising of General Science, General Arts, virtual Arts, Agriculture and Home Economics from year one to year three, questionnaires and observations were used for data collection. The research also in its findings discovered that second cycle students of Techiman North used Social media for irrelevant issues with their peers , some even go to the extent of sending their nude pictures and videos to their friends, most students also concentrate more on social media instant of academic work , most students also blindly copy wrong lifestyles from people on social media In order to confirm that, major results have been analyzed with respect to gender as well. Some of the results are similar to previous studies and research, while some of the results are contrary to the previous work done in this regard.

CHAPTER ONE

INTRODUCTION

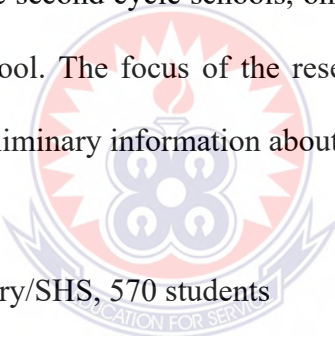
1.0 Background of the Study

The quick development of Internet technologies has stimulated the changes in how we interact, communicate, learn, and build knowledge. For much of the connected world, it fills nearly every aspect of our existence from shopping and banking to communication and education among many other activities (Tariq, Mehboob, Khan, & Ullah, 2012).

In general, worldwide Internet users have increased rapidly between 2005 and 2014 (Freund & Weinhold, 2002). In 2015, there were 6.5 billion Internet users around the world and in 2017 they became 7.2 billion (Singh, 2017). The Internet particularly social media applications such as Facebook, YouTube, and many others, are obviously “overtaking the world” and could be regarded as “a global consumer phenomenon” (Camilia, Ibrahim, & Dalhatu, 2013).

According to Grossman (2010) if Facebook were a country, it would be the third largest country after China and India and twice as big as the United States of America. According to Facebook statistics “more than 30 billion pieces of content (web links, news stories, blog posts, notes, photo albums) are shared each month” and “People on Facebook install 20 million applications every day.” “On YouTube every minute, 10 hours of content are uploaded to the video sharing platform. It is not surprising that social media usage is one of the most common activities among children, adolescents, and emerging adults nowadays. It offers today’s youth a portal for entertainment and communication, and it is becoming one of the main platforms for accessing information and news” (Ceci, 2018)

Techiman North is a small newly created district carved from the Techiman Municipality in 2012, with its district capital at Tuobodum along the Techiman – Kintampo highway. It has a population of about 1.2 million(from district statistics service department)and student population of about fifteen thousand three hundred and sixty students with Nine thousand three hundred and sixty at the second cycle institutions and six thousand students at the basic level (From Ghana Education Service Techiman North District).Techiman North is a known chieftaincy dispute prone zone area, Forty percent of families live under poverty line and sixty percent of these families are found in rural areas living under hard conditions with basic amenities like electricity, good health care, good roads etc. been deprived off. Techiman North has seventy basic schools, five second cycle schools, one private second cycle school and a community nursing school. The focus of the research is on the five-second cycle schools in the district, Preliminary information about enrolment in these schools are as follows:

- 
- St. Francis Seminary/SHS, 570 students
 - Akumfi Ameyaw SHS, 3540 students
 - Tuobadum SHS, 2850 students
 - Offuman SHS, 1050 students
 - Krobo SHS, 1350 students

Totaling about 9360 second cycle students

Preliminary information prompting the researcher into the investigating shows that at Tuobodum Senior High School out of 2850 students almost 200 students have mobile phones and other technological devices while in school which they use an authorized without the school authorities and some their biological parents been aware of , at Offuman Senior High School out of total population of 1050students, 980 of them have

android mobile phones and other technological devices which have social media such as WhatsApp, twitter, Facebook, tango, Instagram etc. on these devices that students use, Also at Akumfi Ameyaw Senior High School almost sixty percent of students use mobile devices some in school and others at home.

For decades, the emergence and adoption of social media in the Techiman North district of the Bono East Region among students in the second cycle education has really change their attitude and their way of life.

This aggressive adoption of social media among the younger generation, according to Vorderer (2016) could be attributed to their up-to-date knowledge of and comfort with the latest technology and the convenient accessibility to these social networking tools. For instance, they can access social media from their cell phones any time at any place. This encourages them to use social media not only for receiving and retrieving information, but also for being online and connecting with others.

The social media trend has also hit all second cycle institutions as well as tertiary, which cannot remain impartial to these rapidly changing technologies (Dumpit & Fernandez, 2017). Furthermore, most of the second cycle institutions and universities nowadays have an official page or group on one of the social media networks where students and staff can share resources and interact (Selwyn, 2009).

DeAndrea, Ellison, LaRose, Steinfield and Fiore (2012) mentioned that many universities have even established their own social media networks in order to help new students to socialize and connect with the faculty members, staff, and alumni and to establish a sense of connection with the institution.

1.1 Rationale for the Study

The major justification for undertaking this study was to explore the use of social media among second cycle students of Techiman north, The study was aim at finding out the perceptions of students on the use of social media, determine has students use social media, examine factors that motivate students to use social media, and determine whether students using social media has impacts on their academic performance, lifestyle and engagements

1.2 Statement of Problem

Since the advent of social media in the 1990s , there has been an increase in the number of users while this media is perceived by some researchers as barrier to academic performance , many others found this technology to be a facilitator for academic performance , based on this observation the researcher has discovered that most second cycle students in Techiman north use social media frequently to share photos, files, videos and messages in real time conversations, ,they use social networking sites like Facebook, twitter, WhatsApp and most of their engagements are mere social interactions, this take most of their times as such is perceived as a barrier to their academic performance . However, this research was aimed at exploring the use of social media among second cycle students of Techiman north. This study is to find out whether social media technology was helping students enhance their academic performance or affecting their academic performance?

1.3 Purpose of the Study

The purpose of the study is to examine the role of social media among second cycle students in the Techiman North district of the Bono East Region of Ghana on their academic performance, attitude, and total lifestyle.

The study by the researcher seeks to address the following specific questions.

1. To determine the extent to which second cycle students in Techiman North access social media.
2. To determine impact of social media on academic performance and engagement
3. To determine the extent to which social media affect students' attitude and lifestyle.

1.4 Research Questions

The Study by the researcher seeks to address the following research questions.

1. How do second cycle students access social media?
2. What is the impact of social media on students' academic engagement and performance?
3. To what extent does social media affect students' attitude and lifestyle

1.5 Significance of the Study

An understanding of social media, its usage and how it is influencing students learning environment would be of great relevance to students, researcher, students' affairs practitioners and all the various bodies that comes to play when talking of social media and school life. The outcome of the study will help to strategize and reconstruct the attitude of second cycle students in the Techiman North district regarding the use of social media. It will also push people further to identify the exciting opportunities social media add to human and student life as a whole.

1.6 Limitations of the Study

It would have been of great interest to increase the sample size of the study to cover all second cycles' institutions in the entire Techiman North District where this research is conducted but due to insufficient funds, few students were picked at random at some selected school for our questionnaire.

1.7 Delimitation of the Study

This study will have will have been more précised if it has covered the whole of Bono East or even more Districts in the region but due to lack of resources and time factor this study is limited to only Techiman North with a sample size of 500 students randomly selected.

1.8 Organization of the Study

This study is organized into five chapters in which chapter one is the introductory chapter. It involves statement of problem on which the research will be focused, the purpose and objective of the study. It will also talk about the limitations and background of the study of the research. In addition, chapter two is about literature review, it focuses on what other publications, researchers and writers have said and contributed to the problem on which the researcher wants to solve. In addition, chapter three focuses on the various methods that will be used to collect data for the research. Furthermore, in chapter four there is analysis of data gain from chapter three of the study. Lastly, Chapter five summarizes the entire study and will give recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this study, four main issues will be addressed through analysis and research that will help in understanding the effect of social media usage among second cycle students on their academic performance followed by the theoretical framework. Four main issues will be taken into consideration, and these are that where are the concept of social media, influence of social media on Students' academic performance, gender usage of social media.

2.1 Theoretical Framework

According to the literature review sections, the research is anchored on two theories: The Uses, Gratification theory, and the Connectives' theory. As was previously mentioned, social media offers today's youth a portal for entertainment and communication, and it is becoming one of the main platforms for accessing information and news. This study aims to explore the undergraduate students' perception of using social media on their academic performance and relate it to their actual academic performance, the results will reveal whether they have control over their social media consumption or not. Uses and gratification approach identifies the needs and motives behind online media usage. According to Olise & Makka, (2013) the theory was developed by Elihu Katz in the early 1970's Uses, and gratification theory suggests that social media users have power over their media consumption and assume an active role in interpreting and integrating media into their own lives and that they are responsible for choosing media to meet their desires and needs to achieve gratification (Olise &

Makka, 2013). Uses and gratification of the social media approach focuses on why and how people use social media to satisfy their needs (Larose, Mastro, & Eastin, 2001).

This study aims to explore to what extent do undergraduate students using social media in academic related purposes and whether it affects them positively or negatively. Connectivism learning approach emphasizes the role of social media context in how learning occurs and explains how Internet technologies have created new opportunities for people to learn and share information across the World Wide Web and among themselves (Siemens, 2005). Stephen Downes and George Siemens (Transue, 2013) developed the theory. Connectivism theory suggests that students are encouraged to seek out information on their own online and express what they find, and that learning may reside in non-human appliances. Connectivism suggests that the use of technology to help individuals to relate to knowledge and information ought to improve the learning process not vice versa (Evans, 2014).



2.2 Empirical Review on the Concept of Social Media

The term “Social media” is defined as the application that allows users to converse and interact with each other; to create, edit and share new forms of textual, visual, and audio content, and to categorize, label and recommend existing forms of content (Selwyn 20129). Social media therefore denotes to the wide collection of Internet based and mobile services that connect people together to communicate, participate, collaboratively interact, discuss, and exchange ideas and information on an online community. The kind of Internet services commonly associated with social media (sometimes referred to as “Web 2.0”) include the following:

Weblog: Weblogs or blogs, as they are branded, are easily created and updateable websites that allow authors to publish to the Internet instantly, hence allowing

instructors and students to communicate easily. A blog is an online journal in which pages are usually displayed in reverse chronological order. Blogs can be hosted free on websites such as Word Press, Tumblr and Blogger etc.

Wikis: A wiki is “a collective website where any participant is allowed to modify any page or create a new page using her Web browser” (Dewing 2010).

Anyone can add and edit what has already been published. One well-known example is Wikipedia, a free online encyclopedia that makes use of wiki technology.

Social bookmarking: Bookmarking sites allow users to organize and share links to websites. This enables users to produce a searchable personalized internet. Examples include reedit, Stumble Upon and Digg.

Social network sites: Boyd and Ellison (2007) defined social network sites as public web-based services that allow users to develop a personal profile, identify other users with whom they have a connection, read, and react to postings made by other users on the site, and send and receive messages either privately or publicly. These web-based services allow individuals to construct a public or semi-public profile within a bounded system. Among the most popular are Facebook, WhatsApp, hangout, LinkedIn etc.

Status update services: This kind is also known as micro blogging services, status update services such as Twitter allow people to share short updates about people or events and to see updates tweeted by others. These limited lists are certain to revolution quickly, probably could be by our own contributions to the field.

While social media networks collect many personal data about the users, they also afford the privacy of the users. For example, the visibility of the online profiles depends on the social media network website privacy terms and conditions. Boyd and Ellison

(2007) mentioned that LinkedIn controls what the user can display and see according to the user's subscription and paid fees. On the contrary, Facebook users' profiles are available to all other users in the same network, unless a profile owner decides to change the privacy options. Moreover, private messaging, comments and friends features differ from one social media network website to another depending on the feature and user base (Boyd & Ellison, 2007).

With all the features social media are providing, they have facilitated the lives of millions of people. Although they are easily accessible and despite the tremendous opportunities, they offer, social media can have their drawbacks. Issues of privacy, detachment from reality and being the target of advertisers are some of the main concerns. However, they are creating a new communication landscape that is yet to be discovered and used.

2.3 Empirical Review on' Academic Performance

Using social media to enhance the learning process can take a number of forms, target various skills, and utilize different tools. Educators propose that social media can have both negative and positive influence on interaction, engagement, knowledge building, and sense of community (Rovai, 2001). However, there is also research that shows that these same tools can distract learners from their studies and encourage procrastination and superficial thinking. The following section will present some of the studies that addressed the relationship between social media and academic performance and learning. This review presents a snapshot mainly on studies dealing with the most popular social networking tools such as Facebook, rather than a comprehensive review of all forms of social media.

Academic life in these contexts is describe as the activities that relates to the work done in educational institutions especially which involves studying and reasoning rather than practical or technical skills. Higher education on the other hand is an educational level that primarily describes post-18 learning that takes place at the senior high school, universities as well as other colleges and institutions that awards academic degrees and other qualifications.

A side most deliberations of social media being perceived as either on the very straightforward or the very philosophical, emergent numbers of educationalists exploring and aspiring in this field are beginning to consider the possible significance and likely implications of social media for education practice and provisioned specially in terms of higher education. Social media constitute an increasingly important context in one's academic everyday lives. Indeed, some critics talk of social media as a self-networked acknowledging avenue serving as a key site for sociality and identity recognition in many people's lives (Papacharissi, 2010). The apparently changing nature of a student, who is entering university, will ultimately see the significance of social media in higher education in a practical sense, the attribute of social media reflects a highly connected, collective, and creative qualities application that are more flexible, fluid and accelerated in nature.

Social media are therefore associated with an increased tendency for young people to multitask, to rely on a digital juggling of daily activities and commitments (Subrahmanyam & Šmahel, 2011).

More subtly, the reason with young people associated with these emerging technologies is also associated with the autonomous nature of social media allowing students an increased control over the nature and form of what they do, as well as where, when, and

how they do it. As Tapscott and Williams (2007) argue that young people ‘are not content to be passive consumers, and increasingly satisfy their desire for choice, convenience, customization, and control by designing, producing, and distributing products themselves’.

For many educationalists, the existence of social media in higher education settings is essential if universities are to (re)connect with these students (Selwyn, N). For instance, social networking sites such as WeChat, which is predominant in china, LinkedIn, and the flipped classroom such as psychology are now being used by universities as alternative spaces in which students can adapt to the school lifestyle through interacting online with peers and mates. Certainly, many second cycle institutions now maintain profiles and groups on social networking sites such as Facebook, where students can interact, share resources, and express learner voice.

Studies generally imply that social media is mainly used by college students to socialize rather than for academic pursuits. Raacke and Bonds-Raacke (2008) found out that college students around the age of 20 with accounts on Myspace or Facebook use these systems “to keep in touch with old friends” (96.0%), “to keep in touch with my present friends (91.1%), “to post/look at pictures” (57.4%), “to make new friends” (56.4%), and “to locate old friends” (54.5%). Only 10.9 percent stated that they used it “for academic purposes”, and only 12.9 percent listed their courses on their profiles. Similarly, Michikyan, Subrahmanyam, and Dennis (2015) used a mixed-method approach to investigate the relationship between online academic disclosure (namely status updates about their academic experiences) and academic performance for 261 students with an average age of 17 years. Thematic analysis of their posts indicated that 14% of their contributions to Facebook were academic in nature. On the other hand, the majority of students in the western countries used social media for academic purposes.

Several studies suggest that the time spent on social media takes away from the time available for studying. Alwagait, Shahzad, and Alim (2015) investigated the role of social media on academic performance of 108 Saudi students. Survey data revealed that Twitter was the most popular social network followed by Facebook. The average number of hours spent by students on social media was 25.3 hours. Sixty percent of the respondents acknowledged that excessive use of social media negatively affected their performance and indicated that 10 hours per week of use would ensure that their academic performance is not negatively impacted.

Similarly, Krischner and Karpinski (2010) noted that some students do not have control on their social media while engaged in academic activities, and that they spend more time on these networks than they do studying or sleeping. They point out that empirical research suggests the negative impact of multitasking, or attempting to simultaneously process different sources of information, on performance. They underscore that this leads to increased study time and an increased number of mistakes on assignments. Junco (2013) examines the relationship between Facebook activity, time taken for class preparation and overall GPA for 1839 students. Hierarchical linear regression analyses indicated that time spent on Facebook was significantly negatively correlated with overall GPA, but only weakly related to time spent on class preparation. Moreover, using Facebook to search for information was a positive predictor of GPA while time spent on socializing was a negative predictor.

Some studies delve deeper into the phenomenon of spending too much time on social media and almost portray it as a coping mechanism. Student in Krischner and Karpinski (2010) for example, did not believe that it affected their academic performance negatively. Those who did report a negative influence explained social media as a

strategy for guiltless procrastination. The path analysis conducted by (Michikyan, Subrahmanyam & Dennis, 2015), mentioned earlier, for example, determined that academic performance was a predictor of Facebook use rather than the opposite. Students with low GPA are more active on Facebook than students with high GPA; one of the reasons of this is the fact that students, who are facing academic or social problems turn to Facebook as a way of distraction from the difficulties that they are facing. Similarly, Fogel, and Nutter-Upham (2011)'s study about the self-reported executive functioning associated with academic procrastination by distributing a thirty minutes questionnaire on 212 university students, showed that there is a relationship between social media use, procrastination and poor academic performance, between 30 to 60 percent of college students stated that they use social media to procrastinate on their academic duties and socialize or surf the internet.

Very few studies have investigated variables that might affect how, when, and to what extent students used social media. Krischner and Karpinski (2010) conducted an exploratory survey study to examine if and how 102 undergraduate and 117 graduate students in public US University used Facebook, and how this usage related to hours of studying and GPA. The survey they used also elicited information about students' own perceptions on Facebook use. Facebook users reported lower GPA and fewer hours studying. Users and nonusers did not however differ in terms of the amount of time they spent on the Internet, but their studying strategies differed. These results held regardless of student status (whether they were an undergraduate or graduate) or their major (humanities, social sciences, medical, STEM or business). The study also suggested that personality and hours spent working are related to Facebook use. Boogart (2016) conducted a study in four universities to investigate the impact of Facebook on campus life at four higher education institutions, analyzing the responses

of 3134 students. He found significant relationships between time spent on Facebook, and several demographic variables. Females spent significantly more time on Facebook. Students with a GPA of 2.99 or less reported being longer on Facebook than those with a higher GPA. Also, students who are in their first and second years of undergraduate study spend more time using Facebook than those in their third year – the majority of the third-year students (almost 70%) spent less than 30 minutes on day using it. Julia, Langa & Miquel (2015) underscored the importance of social and relational factors in for educational attainment within higher education. They examined the impact of the connectedness afforded by social media tools on the performance of students within desperate disciplines of study – creative and non-creative – at the bachelor’s level, 76 students participated from the business administration and management discipline, which is considered as non-creative and 78 students, participated from the industrial design engineering discipline, which is considered as creative. The results of their study suggested that close social ties within the network of their discipline-helped students within the non-creative discipline perform better. The same was not true for the creative discipline in which the relationship between social ties and performance was inversely proportional.

A few studies suggested a more positive potential for social media, but also the variation of how students interacted and perceived these tools. Camilia, Sajoh, & Dalhtu (2013) investigated this relationship in the Nigerian context. The responses of 536 students to a survey revealed that 97% of students used social media networks. Facebook was the most popular social network site, followed by “2go” and YouTube. The majority of students (91%) spent less than 4 hours a day on social networks. A quarter of the students reported that they believed that social media affected their academic performance positively, 32% indicated that it affected it negatively; the rest though it

had no effect. About 75% of the students reported that they used it for academic assignments.

Wodzicki, Schawmmlein and Moskluk (2012) pointed out the potential of social media to develop students' self-directed learning skills because they give students a platform to explore subjects and gather information through accessing existing data on the web or interacting with like-minded students to constructively exchange ideas and build knowledge through informal and formal activities. Wodzicki et al (2012) however note that little is known about how these informal learning opportunities are harnessed and about the characteristics of the students who engage in these activities.

To examine the relationships, they conducted three studies to investigate academic knowledge exchange via Studies, an equivalent to Facebook on 774 users of Study students. The sample consisted of 498 women and 276 men between 19 and 29 years, which is a typical age range for German students. Analysis revealed that one fifth of students employed this social media tool to build knowledge. However, the majority, especially freshman, used it for social purposes such as networking and getting oriented to the university environment. The researchers concluded that knowledge exchange and social functions for using social networks should be regarded as intertwined rather than mutually exclusive.

Rambe (2012) employed an ethnographic approach to examine the impact of social media on meaningful learning and pedagogical strategies. To do that they examined the Facebook postings of students and instructors enrolled in an Information Systems course within the South African context. The results of the study showed that 165 participants posted 154 wall posts, 121 discussion board posts, and 139 posts to the administrator 's inbox over two semesters. Rambe concluded that Facebook constituted

a collaborative “safe” “third space” that facilitated student expression, the development of learning communities, and encouraged knowledge construction. On the other hand, Rambe suggested that postings fell short of manifesting deeper levels of conceptual engagement and learning.

Junco, Heiberger & Loken (2011) examined the impact of twitter on university students’ engagement and GPA. Using an experimental design, students from a first-year pre-health seminar were assigned to an experimental group (N=70) in which Twitter was used for a variety of academic activities and a control group (N=55). The analysis of engagement and GPA via an ANOVA test showed that students in the experimental group were significantly more engaged and had a higher GPA. Analysis of Twitter postings also reflected that high level of engagement on behalf of students and faculty. They concluded that social media has no negative impact on student academic performance if they learned to allocate their time effectively.

A number of the above studies suggest a negative relationship between social media use and student academic performance. However, several of the above studies imply that it is not the time you spend on social media or the Internet that could be related to a low GPA (e.g., Junco, 2011; Krischner & Karpinski, 2010), but there might be some underlying factors such as the activities that you engage in during that time and how you manage your studying time, etc. (e.g., Junco et al., 2011). A number of the above studies also show that the effect might differ according to the students’ academic statuses and the academic discipline (e.g Boogart, 2016; Julia, Langa & Miquel, 2015).

2.4 Gender usage of social media

Males and Females use social media at similar rates (Pew research center, 2017). However, according to Lim, Heinrichs and Lim, (2017) females perceive social media

differently than males. Social media corporations found out that interest and curiosity are the main factors that affect the social media usage of females, whereas variety of contents is the main factor that affects the social media usage of males. There are also several research mentioned that there are gender differences in the social media usage. For example, one of the conducted studies to analyze this phenomenon showed that females listen to less music on social media sharing platforms than males (Putzke, Fischbach, Schoder & Gloor, 2014). On the other hand, in 2007 research from Pew research center showed that 70 percent of female teenagers use social media and that only 54 out of the 70 are active members and post photos on different social media platforms, as compared with males with 54 people, only 40 out of the 54 are active members (Ularo, 2014).

Another study by Zheng, Yuan, Chang & Wu (2016) showed that females use to put seductive profile pictures more than males because they believe that the attractiveness of the profile picture influences the number of online followers or friends they have. This study also showed that females gave emphasis to emotional expression while using social media. On the contrary, males enjoy showing that they are having fun while using social media. A study by Chan, Cheung, Na Shi & Lee (2015) showed that the majority of females use social media for socializing and connecting with their family members, whereas males are more focused on task- oriented actions and gaming.

Correa, Hinsley & Zungia, (2010) also mentioned it that the personality traits affecting the social media usage of males and females differ. For example, males who are emotionally stable tend to use social media less than the males who are not emotionally stable. However, emotional stability does not have any effect on the social media usage of the females. It was also mentioned that females who are open to experience tend to use social media more than the females who are introverts. However, openness to

experience and extraversion do not have any effect on the social media usage of males. Gender usage is also altered when it comes to the social media multitasking Phenomenon. Research showed that females tend to use multiple social media platforms at the same time while doing other things. Studies showed that 50.5 percent used to talk face to face with other people and 56.2 percent use to talk on the phone while using social media (Ularo, 2014). Research mentioned that females are better at multitasking than males. For example, Offer and Schneider (2011) reported that mothers spend 10 more hours a week multitasking compared with fathers” as cited in (Mantyla, 2013, para.1).

Studies that focus on the role of gender with reference to academic activities and performance are rare.

2.5 Summary

To summarize, several studies suggest that social media is mostly used to socialize – to connect with old friends and seek new relationships. Academic activities constitute a smaller time of students’ time on social media (e.g., Michikyan et al., 2015; Raacke & Bonds-Raacke, 2008). However, other studies indicated that students spend substantial time employing social media for academic purposes (e.g., Camilia et al., 2013).

Many studies suggest that students spend too much time on social networking apps, and that this simply comes at the expense of time dedicated to focusing on academics (e.g., Alwagait et al., 2015; Krischner & Karpinski, 2010). Krischner and Karpinski (2010), however, found that it was not how much time students spent on the Internet; it was rather the nature of the activity that differentiated between high achievers and lower achievers. Junco’s (2013) study also underscored the importance of “how” students spent their time rather than “how much.”

Some studies tried to explore some of the reasons that lead to the negative impact of social media, especially on academic achievement. One of the more researched causes is the multi-tasking phenomenon and the affordance of the social media that distract students from their studies (e.g., Krischner & Karpinski, 2010). Whereas many of the studies suggest that it is this ubiquitous connectivity to friends and the world beyond academics that are the reason for distraction, other studies suggests that social media is a venue for students to vent about their negative feelings (e.g., Fogel & Nutter-Upham, 2011; Michikyan et al, 2015) and an excuse to procrastinate about completing tasks that they dislike.

Other research attempted at finding variables that might be related to social media and academic achievement. Some of the variables explored where time spend on social media, gender, status, and discipline. Gender and time spent on Facebook, and academic status emerged as significant variables in Boogart (2016). Julia et al. (2015) suggest that the influence of social media might dramatically vary by the discipline students are pursuing. As manifested from the section on gender and social media above, the variations in how males and females use the tools imply that there might also be differences in how students use it for educational purposes.

Putting Blogging and Wikis aside, the literature implies that social media mostly had a negative impact on students' academic performance. Some exceptions to that are studies that imply that the influence of social media might vary from one student to the other (e.g., Camilia et al., 2013; Wodzicki et al, 2012). Other studies suggested that we might need to determine what kind of performance we are referring to and that the results might vary by how we measure impact (e.g., Rambe, 2012; Junko et al., 2011). The high level of adoption of social media by young Egyptians on a daily basis, and as tool for awareness raising. Knowledge creation and mobilization during the 2011

revolution portrays it a tremendous power as a catalyst for change that requires further deliberation and examination, rather than uninformed rejection. According to both theories mentioned above students obviously can be the masters of their usage, and the connectivity social media afford have great potential for different forms of learning.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on the research methodology used in the study. It presents details of the research design, target population, sample and sampling procedures, description of research instruments, questionnaire, interview, validity and reliability of instruments, data collection procedures, and data analysis techniques. The data was analyzed using computer program, SPSS which enables the data to be presented in frequencies, percentages, tables and figures.

3.1 Research Design

A research design is a plan of action the researcher adopts in answering the research questions. Orodho (2003) describes a research design as a plan, structure and strategy that was employed by the researcher in the course of investigation to obtain answers to research questions and control variance. Kerlinger (1973) also views research design as a framework for the study, serving as the blueprint for the researcher. Survey research design was used by the researcher due to the following reasons.

- i. The design is useful in the description of attributes of a large group, it can cater for a large sample size and make statistical results significant even as you analyze multiple variables.
- ii. It also allows the use of various methods of data collection such as questionnaire and interview methods. Furthermore, it uses standardized questions, hence, reliability of the items is determined, (Owens, 2002). The researcher used survey design to collect data from second cycle schools in Techiman North District of the Bono East Region of Ghana. The study used

both quantitative and qualitative research paradigms (Mixed method) for the data collection and analysis. The quantitative research paradigm was used to obtain a sample from a large data and performed statistical analysis in order to produce results that could be generalized to the targeted population. The qualitative paradigm on the other hand, was used to describe the results being collected from the interviews conducted.

3.2 Population and Sampling

Three-second cycle institutions in Techiman north district namely St. Francis Seminary/SHS, Akumfi Ameyaw and Tuobodum SHS were used for this research work. The total population of these three schools sum up to six thousand, nine hundred and sixty (6,960) but at random 500 students were selected across all courses or programmes being Science, General Arts, Home Economics, Visual Arts, Business and also from year 2 to year 3. This method was adopted in order to have the representatives of the sample of students participating in the study.

3.3 Research Instruments

The quantitative instrument for this study is a survey. Ohaja (2003) defines a survey as the study of the characteristics of a sample through questioning, which enables the researcher to make generalizations concerning the population of his/her study. This design is considered appropriate because it enables the researcher to establish the range and distribution of some social characteristics, and to discover how these characteristics may be related to certain behavior patterns or attitudes (Zurmuehlin, 1981). The researcher adapts Peter Osharive's (2015) Social Media and Academic Performance of Students Questionnaire. The researcher checked the reliability of the

research instrument which was determined by Peter Osharive (2015) using a split half test using the odd and even numbered items to form the two halves. The two halves were administered to a sample of students from a university not selected for the main study. Meanwhile, Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.65 indicated that the research instrument was reliable.

The researcher chose this survey because it was the only available survey that is addressing a large population size (second cycle students), moreover, it was also made to test the relationship between the social media networks usage and the student's academic performance.

3.4 Data Collection and Procedure

For the quantitative data collection, the researcher has created the questionnaire in Google Forms and used it to collect data. Data collection took place on each selected campus at their ICT lab. The questionnaire link was shared among students at the lab. At the beginning of each class, the researcher would introduce the survey, and assure the students that this survey is anonymous. The survey was tested on 500 students from a representative sample of potential participants.

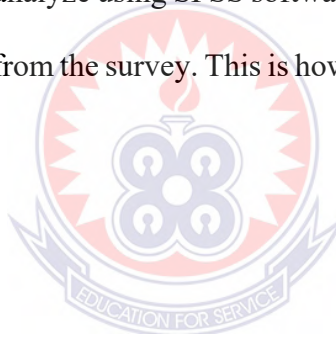
3.5 Reliability and Validity of the Instrument

The reliability and validity of the research instrument was determined. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.65 indicated that the research instrument was relatively reliable. According to (Taber, 2017) the range of a reasonable reliability is between 0.67 and 0.87.

The pilot was conducted for the intentions of timing the length of the survey per participant, to check the feasibility of conducting the survey on campus at their ICT labs, and to test the clarity of the items of the survey. The pilot study showed that the items of the survey were clear and did not cause any confusion, the response and completion rate of the pilot survey was 100% – all the 500 participants responded and completed the survey. There were no logistical problems at all in conducting the pilot study. Data collected from the pilot study was not included in the results.

3.6 Data Analysis

Simple tables, Percentages and Charts were used to present and categorized the results, the data of this study was analyze using SPSS software and Microsoft Excel application starting with the raw data from the survey. This is however dealt with in detail in chapter four.



CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents and analyze data collected through the administration of questionnaires conducted on respondents' results gathered from the research in writing, how to write accessibly, how to visualize data and how to present your results.

4.1 Demographic Data

This refers to the study of the population -based on factors such as age and sex, Demographic data refers to socioeconomic information expressed statistically including education and income

Table1: Gender

		Frequency	Percent	Valid Percent	Cumulative %
Valid	Male	191	38.2	38.2	38.2
	Female	309	61.8	61.8	100.0
	Total	500	100.0	100.0	

Source: Researcher's Field Survey (2019)

Table 1 depicts the gender distribution of respondents. It is clear from the table that 500 pupils responded to the questionnaire in which 191 were males and 309 were females.

Table 1: Age distribution of respondents

Age	Frequency	Percentage %
14-17 years	178	35.6
18-20 years	236	47.2
20 + years	86	17.2
Total	500	100

Source: Researcher's Field Survey (2019)

From Table 2, it recorded 35.6 percentage of respondent with the age between 14 and 17 but recorded 47.2 % of ages between 18 -20 and also 17.2% of ages above 20 of respondents.

4.2 The extent to which Second Cycle Students in Techiman North access Social

Media

The findings reveals that most students admitted exhibiting high usage of social media usage affects their academic performance, social media sites can be used in enhancing students' academic performance when utilized effectively.

Table 3: How long have you been using social media?

Period	Frequency
Less than 1 year	87
1 - 2 years	245
3-5 years	159
More than 5 years	9

Source: Researcher's Field Survey (2019)

From table3, 9 of the respondents responded that they have been using social media more than 5 years now, 159 of them also responded that they have been active on social

media for about 3 -5 years, 245 of the respondents said they have been using social media for about 1-2 years now and lastly 87 said they started using social media less than a year.

Table 4: How long do you spend social media platforms and websites

Period	Frequency
Less than 30 minutes	25
30mins - 1 hour	96
1 hour- 3 hours	252
More than 3 hours	127

Source: Researcher's Field Survey (2019)5

From table 4, 25 of the respondents responded that they spend less than 30 minutes on social media, 96 of the respondents said that they spend 30 minutes to 1 hour on social media sites, 252 of the respondents said that they spend between the hours of 1 to 3 on social media and lastly 127 said they spend more than 3 hours on social media.

Table 5: How addicted are you to social media and platforms?

Statement	Frequency
I am addicted to social networks, and this is a challenge that affect my academic life.	44
Online social networks distract me from my studies.	213
Time spent on social media can never be compared to time spent on my studies.	146
There is no improvement in my grades since I became engaged into these social networking sites.	97

Source: Researcher's Field Survey (2019)

From table.5, it can be observed that 213 out of the total respondents agreed to the fact that online social networks distract them from their studies, also 146 of them said, they spend more time on social media compared to the time they spend to study and the least 44 out of the total respondents said they are addicted to social networks, and it is a challenge that affect their studies.

Table6: Please select to what degree has peer pressure play in you since joining social media

Item	Frequency
To some extent	129
Not at all	282
A lot	89

Source: Researcher's Field Survey (2019)

From. Table 6 , 129 of the respondents said that to some extent they have experience peer pressure since joining social media. 282 of them said they have not experience peer pressure since joining social media and lastly 89 said they have experience peer pressure mostly on social media.

Table 7: What is the worst disadvantage of social media usage you can think of?

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
There is no concept of privacy	194	132	40	89	45
Reduces focus on studies and affect academic performance	210	189	12	73	16
Destroys or lessen social skills	6	164	97	29	204
Promotes lesser physical activity results in health problems	89	48	54	245	64

Source: Researcher's Field Survey (2019)

From table.7, majority of the respondent strongly agreed that there is no concept of privacy being their worst disadvantage of social media usage whereas those at a neutral stand were the minority. 210 respondents strongly agreed that their worst disadvantage of social media usage was the fact that it reduces focus on studies and affect academic performance followed by 189 respondents who also agreed. 73 and 16 respondents disagreed and strongly disagreed respectively. Also, most of the respondents also strongly disagreed at the statement social media usage destroys or lessens social skills and finally 245 of them disagreed that social media usage promotes lesser physical activity resulting in health problems or issue

4.3 The impact of Social Media on academic performance and engagements

Past studies found that Students who spend more time on social media sites are likely to demonstrate poor academic performance, this is because they spend time chatting online and making friends instead of reading books

Table 8: Programs of study of respondents

Programmes	Frequency	Percentage %
Science	78	15.6
Business	83	16.6
General Arts	91	17.2
Visual Arts	89	17.8
Home Economics	110	22.0
Agric Science	49	9.8
Total	500	100

Source: Researcher's Field Survey (2019)

From Table 8, it is of evidence that 78 of the respondents making a percentage of 15.6 were science students, 16.6 % of the respondents were Business students, and 17.2% were also General arts students. In addition, 89 of the respondents making a percentage of 17.8 were studying Visuals arts at school, 110 of the respondents also making a percentage of 22.0 were studying Home Economics and lastly a percentage of 9.8 were studying Agric science.

Table 9: How many social media or networking sites have you signed up?

Item	Frequency	Percentage %
1	57	11.4
2	142	28.5
More than 2	301	60.2
Total	500	100

Source: Researcher's Field Survey (2019)

From Table 9, majority of the respondents constituting to a percentage of 60.2 said they have signed up to more than two different social media or networking sites while a percentage of 11.4 said they are registered on just one social media platform.

Table 10: What kind of social media do you use?

	Frequency	Percentage %
Facebook	200	15.6
WhatsApp	229	17.2
Snapchat	30	22.0
YouTube	12	2.4
Others	29	5.8
Total	500	100

Source: Researcher's Field Survey (2019)

From table 10, it is of evidence that 200 of the respondents responded that they are very active on Facebook, 229 of them said they rather prefer WhatsApp. In addition, 30 of them responded that they prefer being on Snapchat while 12 of the respondents responded that they like YouTube and lastly 29 of the responded that they prefer other social media platforms which were not listed being viber, Imo, Instagram, twitter, LinkedIn.

Table 11: How do you connect to social media platforms and networking sites?

Item	Frequency
Through cell phone	428
Using a personal computer or laptop	14
Use the internet café near by	58
Total	500

Source: Researcher's Field Survey (2019)

From table.11, it can be observed that majority of the respondents making a total of 428 responded that they access social media platforms through their cell phones while the least of the respondents making a total of 14 said they access social media through their personal computer or laptops.



Table 12: Do you think using social media platforms and websites help in your studies by any means

Item	Frequency
Strongly agree	59
Agree	12
Strongly disagree	129
Disagree	98
Don't know	202

Source: Researcher's Field Survey (2019)

Table 12 shows the responds respondents gave when they were asked whether social media websites and platforms helps them any way in their studies and these were how they responded. 59 of the respondents strongly agreed that social media helps them in

their studies, 12 of them agreed to the same question whereas 129 and 98 strongly disagreed and disagreed respectively to the same question when asked and lastly 202 of the respondents said that they don't know whether social media sites and platforms aid them any way in their studies.

Table 13: Which one of these have a positive influence on your academic performance since using social media platform and websites?

Statement	Frequency
The usage of materials from SMS like Wikipedia for research has helped improve my grades.	158
I use materials obtained from social networking sites to complement what I have been taught in class.	112
Engaging in academic forums on social media increases my understanding of topics discussed in class.	173
Group discussions on social media yield good results as far as my academics are rendered	57

Source: Researcher's Field Survey (2019)

Table 13 depicts the majority of respondents making a total of 173 responded that Engaging in academic forums on social media increases their understanding of topics discussed in class in which it had a positive influence on their academic performance, also 158 of the respondents chose the statement "the usage of materials from SMS like Wikipedia for research has helped improve my grades. In addition, 112 of the respondents select the statement "I use materials obtained from social networking sites to complement what I have been taught in class." while the rest of the respondents chose the state "Group discussions on social media yield good results as far as my

academics are rendered” which all correspond to a positive influence on their academic performance.

Table 14: Do you think frequent use of social media pose negative effect on your Studies

Statement	Frequency
Strongly agreed	311
Agreed	50
Strongly disagreed	70
Disagreed	10

Source: Researcher’s Field Survey (2019)

From table 14, 311 and 50 of the respondents strongly agreed and agreed respectively that frequent usage of social media pose a negative effect on their studies whereas 70 and 10 strongly disagreed and disagreed respectively to the fact that social media has negative effects on their studies and lastly 59 of the respondents said they have no idea whether social media affect their studies negatively or not.

Table15: Usage of social media for academic related purposes

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I engage in academic discussions on social media platforms	57	80	158	98	107
I make use of WhatsApp or alternatives to share educative information with my classmates	49	84	42	172	153

I follow the latest developments in my program of study through social media	71	95	45	157	132
I solely rely on information gotten from social media to do my assignments without consulting other sources	28	21	50	258	143
Engaging in academic forums on social media confuses me	62	73	182	96	87
We have a social media group for some of my subjects	19	4	42	272	163

Source: Researcher's Field Survey (2019)

Table 15 show that majority are on the side of neutral when asked the question “I engage in academic discussions on social media platforms”, 49 respondents also strongly agree that they make use of WhatsApp platform or alternate to share educative information with classmates, with this same statement, 84 agreed, 42 were at neutral stance, 172 disagree and 153 strongly disagreed.

In addition, majority disagreed on the statement “I follow the latest developments in my program of study through social media “whereas 71 or minority of the respondents strongly agreed to the statement. In addition, 28 of the respondents strongly agreed that they solely rely on information gotten from social media to do their assignments without consulting other sources, 21,50,258 and 143 of the respondents agree, were at neutral, strongly disagree and disagree respectively to the statement.

Furthermore, the majority of the respondents were at neutral when asked whether they were engaging in academic forums on social media confuses them and 62 respondents strongly agreed to the statement.

Lastly, 19 of the respondents strongly agree that they are on social media because they have groups for some of their subjects, 4 agreed, 42 were at neutral to the statement, 272 of the respondents disagreed whereas strongly disagreed 163 also disagreed to the statement.

Table 16: How do you perceive the impact of social media on your academic engagement and performance?

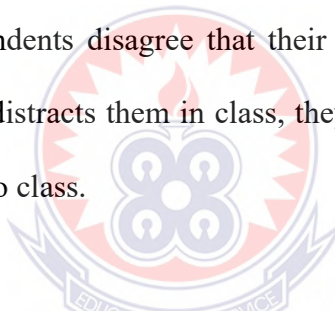
Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The time I spend online on social networks takes away my time from studying	174	152	40	89	45
Online social networks distract me from my studies	136	189	89	70	16
The hours I spend online on social media are more than the hours I spend reading books	175	194	97	28	6
My unlimited access to social media through my cell phone distracts me in class	89	48	54	245	64

Source: Researcher's Field Survey (2019)

From table.16, a high proportion of the respondents selected strongly agree and agree to the statement “the time I spend online on social networks takes away my time from studying “whereas 89 and 45 of the respondents selected disagree and strongly disagree respectively.

In addition, 136 and 189 of the respondents select strongly agree and agree respectively to the statement “online social networks distract me from my studies” whereas 70 and 16 of them selected strongly disagree and disagree. Also, 175 and 194 of the respondents selected strongly agree and agree to the statement the hours I spend on social media are more than the time I spend on my books, 28 and 6 respondents selected disagree and strongly disagree.

Lastly, 245 of the respondents disagree that their unlimited access to social media through their cell phone distracts them in class, they explain further that they are not allowed to bring phones to class.



4.4 The extent to which Social Media affect Students attitude and lifestyle.

Social networking sites like Facebook, twitter are diverting the students from their studies and bring different lifestyle among adolescents

Table 17: Is social media a tool that should be allowed by authorities for students to use?

Item	Frequency	Percentage %
Yes	400	80
No	100	20
Total	500	100

Source: Researcher’s Field Survey (2019)

From Table.17, it can be observed that 400 of the respondents making a percentage of 80 were in support or of the view that social media is a tool that should be allowed by authorities for students to use while 100 of the respondents making a percentage of 20 suggested that social media is a tool that should not be allowed by authorities for students to use.

Table 18: What is the main reason for using social media?

Item	Frequency
Socialization	300
Collaborating with other students to study	20
Remain updated with latest News & trends	136
A place to relax at leisure	44

Source: Researcher's Field Survey (2019)

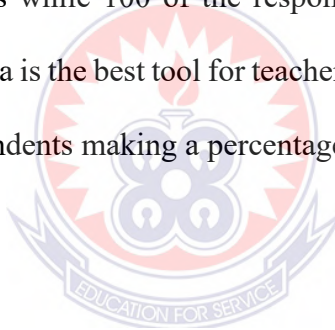
According to table 18, when respondents were asked the main reason for using social media, these were how they responded, 300 said they engage in social media platforms and sites for socializing, 20 said the using social media to collaborate with their peers to study, 136 responded that social media keeps them updated with latest trends and news and lastly 44 of them responded that social media is a place to visit at their leisure to relax and easy their stress.

Table.19: Do you think that social media is the best way for teachers to reach out more to his or her students?

Item	Frequency	Percentage %
Yes	347	64.9
No	100	20
I don't know	53	10.1
Total	500	100

Source: Researcher's Field Survey (2019)

From Table 19, it can be observed that 347 of the respondents making a percentage of 64.9 were in support or of the view that social media is the best tool for teacher to reach out to most their students while 100 of the respondents making a percentage of 20 suggested that social media is the best tool for teacher to reach out to most their students and lastly 53 of the respondents making a percentage of 10.1 replied they have no idea to the above statement

**Table.20: Which one of the communities do you subscribe to on social media platforms and websites?**

Item	Frequency
Educational	56
Entertainment	287
Fashion and latest trends	94
Other	63

Source: Researcher's Field Survey (2019)

From table20, it is of evidence that majority of the respondents constituting to a total of 287 are on social media and networking sites just to follow entertainment or are

subscribe to entertainment news followed by fashion and latest trends news which also constituted to a total of 94 respondents and lastly a total of 56 follow education or are no educational platforms on social media and networking sites.

4.5 Discussion of Results in relations to the objectives

This section simply and objectively reports what the researcher has found without speculating, interpret the meaning of the results put them in context and explain why they matter. The searcher can conclude that the objectives set up as to how second cycle students access social media: From the research questionnaires posed to students majority of the sample size access social media through their mobile devices not given to them by parents by either peers or themselves , The impact of social media on students' academic performance and engagement: Information gathered from the research shows that most students are addicted to social media especially WhatsApp and Facebook spending more time on it than their academic works leading to poor performance and copying to pass exams and the extent social media affect students attitude and lifestyle: From the survey most students are adopted to foreign lifestyle and diverting from the cultural norms and also copying blindly from the things they see on social media

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter talks about the summary of the study, recommendations of the study, suggestions for further studies and Conclusions of the study.

5.1 Summary of Findings

The study findings demonstrate how social media is being used by students of second cycle institutions in the Techiman North district in the Bono East region of Ghana and the significant influences and contributions it has on students' academic lives. Based on the findings you realized that students are conversant and familiar with social media most importantly social network. Just as (Gurman 2015) said: "social media zips through our campuses" somewhere in the literature, Social network has dominated with regards to the use of social media among students. Social networks such as Facebook, WeChat, WhatsApp, and LinkedIn are mostly use by all the students.

In general, students who find themselves in the Techiman North district in the Bono East region of Ghana uses social media as a platform of discussions irrelevant issues with their peers. They mostly enjoy sending pictures and selfies of them to their peers. Some even go to the extent of sending nude pictures and videos to their colleagues. Looking at the number of responses, and making an inference from the literature, the study can validate that social media can provide students a new mechanism for a familiar exercise. It provides students a direct medium by which to publicly evaluate and comment on their campus environments, institutional policies, classes, professors, and administration and fellow students in real-time. Social medial can therefore be associated with an increased tendency for young people to multitask, to rely on a digital

juggling of daily activities and commitments as asserted by (Subrahmanyam and Šmahel, 2011). However, the possible threats associated with social are too great, because student engaging in a private relationship outside the classroom circles begs for inappropriate behavior to commence (Gurman 2015).

5.2 Conclusions

This study focused on the impact of social media on student academic life in second cycle education in the Techiman North district in the Bono East region of Ghana.

Previously, the conveying and free sharing of information among individuals were confined by long distances and lack of facilities. In any case, now, even these obstructions are unable to stop the flow of data and information. The new universe of social media networking permits free sharing of thoughts, pictures, videos, news, business, brands and other updates.

In the present study, when subject students were asked if they think there is any privacy issue identified with utilizing social networking websites, more than half of them agree to this. Specially, according to male students this issue was found to be the biggest disadvantage of using social media. On the other hand, according to the female students, the biggest disadvantage of using social media is that it has a negative impact on their grades and studies.

Hence, it can be concluded that male students are aware of the problems related to privacy of their personal data with the usage of social media. The female students are more concerned about their grades than male students are. The usage of social media does not significantly impact on the students' real social life and grades as well.

In fact, this study showed that social media can prove to be a helpful research tool for students and can help them in their studies. However, the results of the current study, majority of the students spend at least 2 to 5 hours on social media daily. When students were asked about whether using some kind of social networking is essential for today's life or not, more than 80% of the students agreed.

Social media addiction can be an issue that needs to be addressed somehow. In order to solve this problem, conclusion drawn by Akubugwo, Ijeoma and Maria Burke in their study can be helpful. The study indicated that automatic software program that will shut down after a certain time, should be used to control its utilization by students.

Also, teachers who need to use social media in their courses to upgrade students learning capacity should be organized to empower students and make them active individuals in the learning process. The thought that students know how to use social media appropriately may act as a hindrance for those students who may require closer supervision. An e-learning system can play a very important role for students to cooperate and work together through the social media channel. Overall, it can be concluded that, if appropriately used, the use of social media can prove to be a very useful source of learning, sharing and healthy activities.

After studying the phenomena that are of interest to the study, and transcribing the various responses of the participants, even though some of the responses were not transcribed because they were all communicating same idea, the results reveal that social media is widely used by students of second cycle institutions in the Techiman North district in the Bono East region of Ghana. At least every student makes use of one social media. Moreover, data revealed that, participant are in support of the idea that social media contribute a little quota to the development of their academic life.

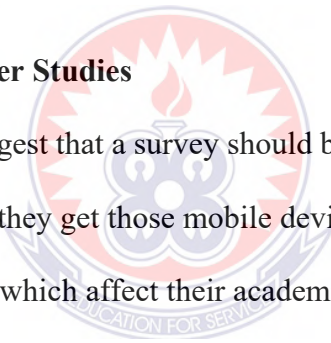
5.3 Recommendations

This study has revealed that students in the Techiman North district in the Bono East region of Ghana mostly engage themselves in the usage of social media and therefore due to the high tendency of its addiction leading to their poor performances in their academic work. It is recommended that parents together with school authorities should restrict students on the use of social media sites while they are in school. Authorities parent of school heads should restrict access to all social media platforms.

In addition, mass education must be conducted on many secondly cycle institution regarding the dangers of using social media frequently as a student and how it can affect one life both positively and negatively.

5.4 Suggestions for further Studies

The researcher further suggest that a survey should be carried on the source of funding from students as to where they get those mobile devices and use them for social media activities while in school which affect their academic performance and lifestyle.



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Visual Arts { }

Home Economics { }

Agric Science { }

4. Is social media a tool that should be allowed by authorities for students to use?

Yes { }

No { }

5. How many social media or networking sites have you signed up?

1 { }

2 { }

More than 2 { }

6. What kind of social media do you use?

Facebook { }

WhatsApp { }

Snapchat { }

YouTube { }

Others { }



7. How long have you been using social media?

Less than 1 year { }

1 - 2 years { }

3-5 years { }

More than 5 years { }

8. How do you connect to social media platforms and networking sites?

Through cell phone { }

Using a personal computer or laptop { }

Use the internet café nearby { }

9. What is the main reason for using social media?

Socialization { }

Collaborating with other students to study { }

Remain updated with latest News & trends { }

A place to relax at leisure { }

10. How long do you spend social media platforms and websites?

Less Than 30 Mins { }

30mins - 1 Hour { }

1 Hour- 3 Hours { }

More Than 3 Hours { }

11. How addicted are you to social media and platforms?

Statement	Response (please tick one)
I am addicted to social networks and this is a challenge that affect my academic life.	
Online social networks distract me from my studies.	
Time spent on social media can never be compared to time spent on my studies.	
There is no improvement in my grades since I became engaged into these social networking sites.	

12. Do you think using social media platforms and websites help in your studies by any means?

Strongly Agree [] Agree [] Strongly Disagree [] Disagree []

Don't Know []

13. Do you think that social media is the best way for teachers to reach out more to his or her students?

Yes [] No [] I don't know []

14. Which one of the communities do you subscribe to on social media platforms and websites?

Educational []

Entertainment []

Fashion and latest trends []

Other []

15. Which one of these have a positive influence on your academic performance since using social media platform and websites?

Statement	Response (please tick one)
The usage of materials from SMS like Wikipedia for research has helped improve my grades.	
I use materials obtained from social networking sites to complement what I have been taught in class.	
Engaging in academic forums on social media increases my understanding of topics discussed in class.	
Group discussions on social media yield good results as far as my academics are rendered	

16. Do you think frequent use of social media pose negative effect on your studies?

Strongly Agree []

Agree []

Strongly Disagree []

Disagree []

Don't Know []

17. Please select to what degree has peer pressure play in you since joining social media

To Some Extent [] Not At All [] A Lot []

18. Please select one which is applicable to your academic studies.

Statement	Response (Please Tick One)
I engage in academic discussions on social media platforms	
I make use of WhatsApp or alternatives to share educative information with my classmates	
I follow the latest developments in my program of study through social media	
I solely rely on information gotten from social media to do my assignments without consulting other sources	
Engaging in academic forums on social media confuses me	
We have a social media group for some of my subjects	

19. How do you perceive the impact of social media on your academic engagement and performance?

Statement	Response (please tick one)
The time I spend online on social networks takes away my time from studying	
Online social networks distract me from my studies	
The hours I spend online on social media are more than the hours I spend reading books	
My unlimited access to social media through my cell phone distracts me in class	

20. What is the worst disadvantage of social media usage you can think of?

Statement	Response (please tick one)
There is no concept of privacy	
Reduces focus on studies and affect academic performance	
Destroys or lessen social skills	
Promotes lesser physical activity results in health problems	

Thank you!

