UNIVERSITY OF EDUCATION, WINNEBA

IMPACT OF SOCIAL MEDIA ON TEACHING AND LEARNING: A CASE STUDY OF WESCO DEMONSTRATION CLUSTER OF JUNIOR HIGH SCHOOLS

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MASTER OF SCIENCE

2020

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A Dissertation in the Department of Information Technology Education,
Faculty of Technical Education, submitted to the School of
Graduate Studies, in Partial Fulfilment
of the requirements for the award of the degree of
Master of Science
(Information Technology Education)
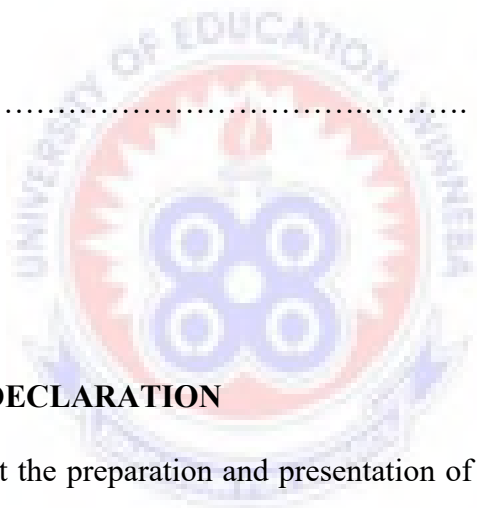in the University of Education, Winneba

MAY, 2020

DECLARATION

STUDENT'S DECLARATION

I, **ABU-BONSRAH Eunice**, declare that this Dissertation, with the exception of quotations and references contained in the 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.

NAME: **DR. KWAME ANSONG-GYIMAH**

SIGNATURE: ………………………………………….

DATE: …………………………………………..……….

DEDICATION

I dedicate this thesis to my husband and children.

ACKNOWLEDGEMENT

First and foremost, I thank the Lord Almighty for His protection and guidance throughout my entire education. My sincere and heartfelt gratitude and appreciation goes to my loving and understanding husband Eldad Antwi-Bekoe who supported me financially, emotionally and psychologically, he encouraged me to pursue my dream, he provided me with continuous support in both getting my master's degree and also completing it, and providing me with unfailing help throughout my research and writing process and also my years of study. He always lifted me up through my ups and downs and this accomplishment would not have been possible or completed without him; thank you for everything. I also dedicate this work to my children Elkan, Elyse and Eliud so that they learn that persistence is the key of success.

I would like to thank my dissertation supervisor, Dr. Kwame Ansong Gyimah, for his technical support and supervision which have contributed to the improvement of this dissertation, his door was always open and welcoming whenever I had a question, he steered me in the right direction whiles pushing me to my limits.

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ABSTRACT

Social media applications such as Facebook, YouTube etc. have become "a global consumer phenomenon" serving as a reliable platform for entertainment, various forms of communication and information access point. The objective of the study was to assess the impact of social media on Teaching and Learning among students of Wesley Demonstration cluster of JHS schools. Using Focus group discussions and feedback from respondents, an attempt is made to find relationship between the social media usage and academic performance. The potential and dangers of social media usage to the teaching and learning process is also addressed based on feedback from respondents. The study's findings reveal the majority of respondents use social media to mainly communicate with family, friends, for entertainment and to a lesser degree, academic work. Education on the potential usage benefits is therefore needed to harness the full potential of social media as a platform for learning among young users. The awareness of harmful effects of social media platforms should also feature in any educational program for young learners and emphasized in order to protect them.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Social media is changing the communication of today's communal world. Moreover, it has become the most recent form of information exchange with many features and characteristics. There are many options available such as sharing of texts, images, audios and videos whiles connecting with people the world over with direct connecting capabilities. The emergence of social media has significantly influenced the output of teachers and students. Academic institutions are continuously rolling out new social media technologies with the hope to promote and explore teaching, critical thinking skills and knowledge construction. Interaction and Information platforms are changing our daily lives. Teachers and students now have at their disposal a massive use of smart devices such as smartphones, tablets, and other portable devices.

All these portable devices are equipped and ready for social media applications such as LinkedIn, Google Plus, Facebook, Twitter, Wikipedia, YouTube, Telegram, Flickr, Instagram, etc. These form the foundation of Social Web 2.0, which is best described as the services which center around user-provided content, content sharing, collective intelligence, and social interactions. The Internet and social media applications especially Facebook, YouTube, and many others, are obviously "overtaking the world" and could be regarded as "a global consumer phenomenon" (Camilia, Ibrahim, & Dalhatu, 2013). With the explosion of the many social media platforms, people are getting connected in seconds. This brings the world to a common village which offers opportunity for teaching and learning at a global level. The usage of Social media nowadays is the commonest activity among teachers and students. It offers a portal for accessing educational, entertainment, and communication resources.

It has become a platform for accessing relevant and vital information without any difficulty. This forceful acceptance of social media among the younger generation can be attributed to their knowledge and comfort in using the latest technologies and convenient access to these social networking tools (Vorderer, 2016). The use of social media can affect the academic performance of students through teaching and learning; we can therefore, analyse their usage to establish their direct impact.

Being considered as a channel for communication, Social media allows people to communicate and share vital resources in whatever format convenient. It is important to know the structures or features included on these social media platforms which can be beneficial to the educational environment whiles encouraging teachers and students to be more interactive thereby adding value to teaching and learning. (Greenhow and Gleason 2012) explore the use of social media as a new literacy practice. They suggest that when used, it may lead to increased engagement and better interaction between students and teachers. When social media is discussed as a subject, there is usually the thought of possible distraction and other negative tendencies including appropriate usage times, content distraction, influence on users, etc. However, the benefits of using the many different platforms of Social Media in order to enhance communication between teachers and students cannot be underestimated.

This study aims to assess the impact of social media effect on academic performance in teaching and learning at Wesco Demonstration cluster of Junior High schools to clarify the connections between social media usage and academic performance. This study also examines the role of social media in teaching and learning and ultimately its reflection on academic performance. To yield the expected educational benefits in general, social media tools, in particular, have to be accompanied by a sound pedagogical approach (Jovanovic et al, 2012).

1.2 Statement of the Problem

With the improvement in technologies leading to the rise in the use of social media in everyday communication between individuals and institutions, there should be a corresponding increase of its incorporation in teaching and learning at Wesco Demonstration cluster of Junior high schools. Not much has been done by the appropriate state institutions regarding social media incorporation in our educational system. This study examines and evaluate the impact that social media has on the academic performance with the emphasis on teaching and learning. Fusch (2011), argues that tools of the educational trade are as important as the learning objectives and these tools are needed to promote social presence, create a more interactive learning environment as well as foster collaborative study. However, researchers and practitioners alike have found that interactions cannot be easily established in a learning environment. Some of the negative perceptions of using social media technologies is that these technologies minimize the active participation of the learner; in fact, such technologies are developed so that they can work for any learner, regardless of the motivation or the ability of the particular learner. Technologies for learning are essentially teaching technologies structured to reliably deliver and measure outcomes regardless of the context of the situation of the learner (Halverson and Smith, 2009).

Teachers would need to become interdisciplinary facilitators of student's creativity, readily able to guide learning toward intended outcomes while creating legitimate spaces for experimentation. Social media would allow students to create and test knowledge claims, extend communication networks, provide immediate access to information, and facilitate new forms of creative expression, (Halverson and Smith, 2009). It is suggested that enhancing the appropriate use of social media among students requires that, the teachers themselves become social media literate; this will enhance

possibilities to empower students with their efforts in pursuing lifelong learning. By teaching students to become social media literate, teachers would be responding first to their role as campaigners who are very well-versed, and secondly, they would be responding to changes in their role as educators, as teaching moves away from being teacher-centered to becoming more learner-centered (Wilson, et al, 2011). Furthermore, it is argued that teachers are more likely to embrace the use of information and media tools if it connects with pedagogical strategies that improve how they teach traditional school subjects.

1.3 Purpose of the Study

This purpose of the study is to assess the impact of social media on academic performance with emphasis on teaching and learning at Wesco Demonstration cluster of Junior high schools. The study aims at exploring specifically the following;

1. To determine the familiarity and use frequency of social media among students and teachers of Wesley Demonstration cluster of Junior high schools.

2. To explore social media usage as a tool in teaching and learning process among both students and teachers at Wesley Demonstration cluster of Junior high schools.

3. To evaluate the impact of social media on teaching and learning based on the perception of both teachers and students at Wesco Demonstration cluster of Junior high schools.

1.4 Research Questions

The main research question was the impact of social media on teaching and learning. The study was conducted to investigate the following three questions:

1. What is the level of awareness and use frequency pattern of social media platforms among students and teachers of Wesley Demonstration cluster of Junior high schools?

2. How do students and teachers of Wesley Demonstration cluster of Junior high schools use social media as a tool in the teaching and learning process?

3. What impact does social media use have on the teaching and learning process of students of Wesley Demonstration cluster of Junior high schools?

1.5 Significance of the Study

The vibrant use of social media is increasing each passing year. It is not only being used by people from all walks of life, but also by teachers and students and this is having a positive impact on teaching and learning. Social media platforms and various applications are available and can be easily accessed, allowing users to interact with each other, create, edit, and share forms of textual, visual, and audio contents. Advance countries are riding high on the shoulders of social media to bring to the doorstep of their citizens' quality and accessible education.

Ghana's educational reforms when properly implemented with social media as an essential tool, will help raise the awareness for the need to inculcate social media platforms into the teaching and learning process. It shall encourage teachers to use social media as an effective communication tool to improve knowledge and skills. Teachers and students in the School will also find the study very useful. The findings of this research will also enlighten and open teachers and students up to the opportunities and possibilities in using social media as a necessary educational tool to aid teaching and learning.

1.6 Limitations

The study is limited to selected teachers and students in the Wesco Demonstration cluster of Junior high schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The purpose of the study is to assess the impact of social media on academic performance with emphasis on teaching and learning at Wesco Demonstration cluster of Junior high schools.

This chapter delves into the methods of teaching and learning using social media and related topics. This chapter reviews literature under the following subheadings:

Practical Framework of the study

- Participatory method of teaching

- Demonstration and practice

- Teaching and learning material concept

Theoretical Framework of the study

- The Impact of ICT on Education

- Definition of Social media

- Meaning of Social media

- Characteristics of Social media

- Types or forms of Social media

- History of Social media

- Impact of Social media on Education

- Social media usage and school performance

2.2 Practical Framework of the study

A practical framework is one way of explaining the main things to be used in assessing the impact of social media on teaching and learning. Practical framework is

often derived from general objectives in theory and prior empirical research (Miles & Huberman, 1994). Motives behind building a theory may be that the real world is too complex and needs to be conceptually simplified to understand it and/or that observations made in the real world can not by themselves reveal ordered relationships among empirically entities (Dubin, 1983). Under this section empirical observations and intuition based on some practical works are discussed. Under this are the following:

2.2.1 Participatory method of teaching

There is no particular method of teaching which can satisfy the learning needs of all students or learners. Therefore, it is very necessary to vary teaching methods to satisfy the learning needs of learners since learners are different and learn in different ways and pace. Teaching is made more effective when the heterogeneous approach that is a combination of several methods of teaching which helps to eliminate or overcome repetitiveness and boredom is used (Towards, 2006). Teaching is either teacher-centered or pupil-centered. The teacher must weigh the merits and demerits of the two approaches and make the best choice. For a teacher to make an informed choice, he or she must consider the following:

- The available teaching method.

- The strengths and weaknesses of each method

- What purpose each of the methods can serve.

- How each of the methods can be practiced.

Teacher centered methods use the following:

- Field trips

- Educational visits

- Drill and practice

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- Demonstration

- Memorization

Student's centered methods also use the following:

- Demonstrations

- Teaching and learning material theory

2.2.2 Demonstration and practice

The demonstration method is where the teacher performs an activity for the learners to observe and practice. The aim is to provide learners with concrete illustrations of what they are expected to do, how they can do it best, how they can tell, and when they have used the skills or ability correctly. The greatest contribution of teachers to make learning practical oriented skill (sensory-motor skill) is through the ability to demonstrate good forms to students and to furnish them with an analysis of their learning performance. Evans, (2014) calls it a "doing detail." He says it is a method that is based on the principle that we learn by doing and hence students learn physical or mental skills by actually performing those skills under supervision. The demonstration should be followed by practice from the students either individually or in groups.

2.2.3 Teaching and Learning Materials Theory

Teaching and learning materials include any material which can be seen or heard and which contributes to the teaching and learning process. We learn through the use of our five senses. Any medium which allows pupils to use as many senses as possible is the best in learning. They include audiovisuals aids, textbooks, etc. According to Zepke & Leach, (2010) teaching materials are those materials teachers use to facilitate learning, understanding, and acquisition of knowledge, concepts, and

principles on skills by the student while learning materials are those materials that the learner uses himself/herself to make learning easier.

Some of the advantages of using Teaching and Learning materials include; its attraction and attention drawing capabilities and to arouse interest, facilitating understanding and the teaching process, providing an opportunity for students to participate in the teaching and learning process, providing previous knowledge on which later or future learning can be based, etc.

2.3 Theoretical framework of the study

This framework approaches the role of social media context in how teaching and learning occurs and explains how social media has created new opportunities for people to learn and share information (Siemens, 2005). Under this section, the theories that guides our studies are discussed. This includes the following:

2.3.1 The impact of ICT in education

This information age coupled with new influx of technologies have contributed significantly and impacted at all frontiers of the educational field. The current generations have easily integrated with this new culture of technoog. According to Norazah et. al., (2015), a pronouncement was made to encourage the course of education riding high on the shoulders of information communication and technology, its importance begins from informal educational environments, the school must integrate the new culture: digital literacy, information source productivity tool for work, teaching materials, cognitive instrument. The technologies of information and communication technologies (ICTs) in modern times are the main control of unmatched transformations in our current world. Indeed, no other technology originated as many changes in society, culture, and economy. Man has greatly altered the ways to work, to

entertain, to socialize to communicate, negotiate, and even to govern, based on the propagation and systematic use of ICT globally (Siemens, 2005). It is also universally documented that ICT is responsible for increases in productivity, unthinkable in earlier, in the most varied sectors of business activity, and prominently in knowledge economies and innovation (Richardson, 2006).

Students should embrace and take absolute control of today's culture. It is therefore important presence in computer class from the first courses, as a vital tool, to be used for various purposes: entertainment, information, communication, instructive. In recent years, the rigorous bringing on board of knowledge at all levels of society is an undeniable fact. Information and communications technology have recognized possibilities to support learning, the social construction of knowledge, and the development of skills and abilities to learn independently.

2.3.2 Definition of Social Media

A social media is an online service or platforms that focus on facilitating the building of social network among people who share interest, activities, and background on real-life connections. It is a platform that allows users to share information within a selected group. Social media can also be defined as "a group of Internet-based interactive platforms or applications which was built on the ideological and technological foundations of Web 2.0 that allow the creation and exchanges of user-generated content." (Kaplan, et al. 2008). Daily news indicates the number of social network users growing exponentially worldwide; besides that, social network capabilities are increasingly being leveraged effectively, as well as becoming less complex and more accessible; where young and older people can create and share content and interact easily through social networks (Carreño et. al 2015)

Kaplan & Haenlein (2010) described in his study that social media is a set of internet-based application that constructs on the ideological and technological foundation of wedding and that permit the design and exchange of user-generated content. Lucky (2013) described that social media is a means of connections among people in which they create, share, and exchange information and ideas in virtual communities and networks. According to Dunne, et al. (2010) social networking sites include- Facebook, YouTube, Instagram, Twitter, Facebook messenger, WhatsApp messenger. These networking sites are used by most people to interact with old and new friends, physical or internet friends.

2.3.3 Meaning of Social Media

The term 'social media' refers to the wide range of internet-based and mobile services that allow users to participate in online exchanges, contribute user-created content, or join online communities (Bennett, et. al 2008). These new possibilities are what made the applications and dynamic interaction of social networking possible. Some of the common features that qualify a tool to be considered social media are: enabling users to communicate with each other regularly and allowing users to exchange information, pictures, and messages (Dijck, 2011).

2.3.4 Characteristics of Social media

The Internet has changed people's habits as well as lifestyle. Everyone has a need and wish to communicate with others and exchange vital information. The Internet has enabled people to connect and communicate with not only one's family but with people across the world. The participation from the community of people and society has provided an incentive to the growth of Social Media Network. With the increasing number of online community participation, the social media network has become a

major medium of communication. Social media networks spread across a variety of channels and medium as compared to the limited channels that print and news operate with. It operates with several tools including audio, video, text, public discussion boards, SMS, chatting, emails as well as blogging, etc. it is a dynamic, flexible medium that keeps changing in terms of content, tools, and keeps changing in terms of content, tools and keeps evolving all the time (Wodzicki, et al. 2012). Social media network is evolving are a very fast pace and in line with faster-changing technology tools that are being made available.

2.3.5 Impact of Social Media

2.3.5.1 Positive aspects of Social media

In education, teachers and students can easily collaborate and communicate with one another. Students have easy, free access to resources online to help them learn. Grades improve and absenteeism is reduced. Student users report that social networking sites use to discuss educational topics and school assignments.

Social media gets users informed and creates awareness. Social networking provides academic research to everyone with online access, allowing people access to previously unavailable resources in any format. Social media sites inform and empower individuals to help and change themselves and carry their communities along on the path of development.

From political perspective, voter participation has increased with social media use. Facebook and YouTube users said they are more likely to vote if they see that their online friends did. Social media facilitates political change: Online networks give social movements a quick, cheap method of disseminating information and

mobilizing people for a common purpose. Political surveys can easily be carried out to establish political fortunes.

Social benefits: Social media has allowed people to communicate with friends, colleagues, and close relations, this increased online communication strengthens those relationships. It helps them in maintaining their friendship and makes them stay keep in touch with friends even though they don't see each other regularly.

2.3.5.2 Negative aspects of Social Media

Breach of privacy: Users, especially the young, are often too open and public with their personal information when online. Most don't make time to read privacy policies and may be unaware that their information may be used by third parties like advertisers, insurance companies.

Users Exposed to crime: Most Social networking sites allow hate groups to recruit and share their propaganda online. unauthorized sharing and copyright infringement threaten intellectual property and cause loss of income. Dumpit & Fernandez, (2017) identifies attacks such as hacking, identity theft, phishing scams, and viruses are common on social media platforms. Crooks used the social media platform to perpetuate their crimes.

A serious impediment to teaching and learning: Social media platform creates and enables cheating on assignments amongst students. It could affect their grades as a result of grave misuse of social networking sites owning to out of time. Using social media can be bad for jobs and employment prospects. Head hunters and job recruiters check a potential employee's social media accounts for grammar errors, racism, prejudice, poor health, a reference to alcohol and drugs, and sexual and religious content, these can all be used and count against the employee (Boogart, 2006).

Social and emotional detriments: Cyber-bullying (the uses of social media to bully someone, this is done by sending threatening messages) is a usual place online, this causes trauma and emotional stress, which sometimes can even lead to suicide. In 2012 a study asserted that at least 600,000 minors have been harassed in multiple forms on Facebook. School children who experienced cyberbullying were almost twice as likely to try to commit suicide (Baumgartner, et al. 2012). Extensive online engagement is linked with character and brain disorders like poor social skills, egotistical tendencies, a need for instant fulfillment, and addictive lifestyles, and other emotional distress like depression, nervousness, and loneliness.

A waste of time: Whenever there is a fresh chat or message received, it takes about 10 to 20 minutes for the ardent average user to get back to tasks they were engaged in prior, thus, social media is not entirely bad nor so good (Herring, et al. 2015). It's all determined by the user and purposes behind it.

Misrepresentation of information: Social media enables the quick peddling of false rumors, concocted, and unreliable information. It also encourages unprofessional medical advice and self-diagnosis of health problems which can be dangerous and life-threatening.

Advertising: Studies have shown that sites such as Facebook influence you via advertisements to spend more money. Advertisers gain all kinds of personal information through social media and persuade to buy the product.

2.3.6 Types or forms of Social media

Before the second stage of development of the Internet, "Web 2.0," in the late 1990s, users browsed only for the aim of getting information through reading from various resource formats and watching videos (Kaplan & Haenlein, 2010). There are many forms of social media adapted from (Alwagait 2015), which allows users to interact with other media users of their choice. Many of these social media forms available are mainly:

- Social network sites:

These are 'web-based services that allow individuals to build a public or semi-public profile within a restricted system. View their list of connections and those made by others within the system users with whom they share a connection either text, video, or audio communication. Popular examples are Facebook, YouTube, Yahoo Messenger, WhatsApp, Tango, IMO, LinkedIn.

- Status-updates services:

Also known as microblogging services, status- update services such as Twitter, Instagram allows people to share short updates about people or events and to see updates created by others.

- Social new sites:

These are services that allow other users to vote on news articles and links to external articles that are posted by others. The news article that gets the most votes are displayed more prominently on the site. Examples of this site include Digg and Reddit.

- Micro Blogging sites:

Services that combine Social Network Sites and blogging but the messages exchanged are limited in terms of size. Users have to subscribe to the services.

Examples of microblogging sites include Twitter, Instagram. Usually, blogs are displayed in reversed chronological order.

- Social bookmarking:

    These are sites allow users to Services that allow users to save, search, and organize links to various Internet resources and websites. Some services will even allow the tagging of links for them to be shared easily as well as being searched for. Examples of bookmarking sites are Diigo and Delicious.

- Blogs and forum:

    Blogs are online diaries of thoughts that allow other users to post a comment on blog postings. The forum allows registered users to have conversations with other users by post messages. Example of blogging site includes WordPress and Blogger.

- Media- sharing sites:

    These sites allow users to upload and share media files such as videos or photographs as well as allowing users to comment and tag. Popular examples include YouTube, Pinterest, and Flickr.

    While social media networks collect a lot of personal data about the users, the visibility of the online one's profiles depends on the social media network's 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, according to Mark Zuckerberg, Facebook is amongst the few social media platforms that give the user the power to take down their information as and when they deem appropriate (Facebook.com, 2007).

2.3.7 History of Social media

People always desired to constantly communicate with friends, family, loved ones for a myriad of reasons including educational purposes. Previously, people had to walk or trek distances just to visit the persons they wanted to communicate with. The longer the distance, the harder it is to communicate. Throughout history, people came up with various ways of communicating: through the post, pigeons, telegraph, light signals, and telephone. Getting responses a few hundred years ago meant waiting for months or a year. Humans have never stopped looking for a faster method of communication. Social media was first heard of and known in 1979 when Tom Truscott and Jim Ellis at Duke University created the Usenet, a worldwide discussion system that allowed Internet users to post public messages; and when Bruce and Susan Abelson founded "Open Diary" in 1998. Open Diary was an early social networking site in which members of a certain community shared their daily diary online and the word "blog" was first used at the same time.

According to Boyd & Ellison (2007), in the late 1990's social network was born with Web 2.0 introducing features of blogging and posting with the website named 'sixdegrees.com', which promoted itself as a tool to help people connecting other and providing E-messaging facility. It was named after the 'Six degrees of separation' theory and lasted from 1997 to 2001. The idea is based on the theory that people are separated by no more than six degrees from one another. It allows users to create a profile, make groups, search, and invite friends. However, they encouraged members to invite more people to the site and had too many membership drives.

Other niche-driven sites such as Asian Avenue was established in 1997 by the mid-1990, the internet was at its full force. Yahoo was established, eBay and Amazon had begun selling books, every household was getting a PC. The World Wide Web

showed no signs of slowing down. Weinreith, (2007) alluded that although sixdegrees.com attracted millions of people, unfortunately, it failed to become a sustainable business. Its organizers believe that it was simply ahead of its time. Wasow (2007) argues that from 1997 to 2001, the number of social networking websites began to support various combinations of profiles and publicly expressed friends. Asian Avenue and Black Planet allowed users to create personal, professional, and dating profiles, users could identify friends on their profiles without seeking approval for those connections. By the late 2000s, social media had gained widespread recognition, popularity and some services gained huge numbers of users.

According to Zephoria (2016), there are about 5.2 billion active social media users of diverting penetration, the following identifies the leading six social networks showing their active users as of July 2018: Facebook leads the pack with 2.3 billion, WhatsApp 2.2 billion, YouTube 2 billion, Facebook Messenger 1.6 billion, WeChat 1.4 billion and Instagram with 1.2 billion. Social networking sites are developing at a very fast pace with time, and its number of users increases from 46.8 million in 2003 to over 3 billion in 2016. Talking about regulation and eligibility, it is international law that one must be 18 years old minimum to use social networking websites but unfortunately, (Lenhart & Madden 2007) asserted that many users of social media are underage which violates the regulation and eligibility clauses. Per their rigorous calculations, it has been analyzed and concluded that 41% of 12–13 years old and 61% of 14–17 years old users use social networking websites. At present many teachers and students utilize these sites daily, as social media sites continue to grow in exponential proportion and popularity, we believe that the possibilities it present will be a vital part of today's teaching and learning success equation.

2.3.8 The Educational system in Ghana

Ghana's educational system comes in three major phases, these phases are mainly:

Basic (kindergarten, primary, junior high) - this phase needs twelve continuous years to complete, it usually spans from age three to age fifteen. Secondary (senior high, technical, and vocational) - this phase needs or attracts three years for completions and usually from age 15 to age 18. Tertiary (colleges, polytechnics, and universities) - this phase has no stipulated time or age of commencement and completion. This study builds up senior high school students who usually starts at the age of 17 or more. For concision, our study is centered at the junior high school phase based on the premise and conclusions of this study, the impact of social media on teaching and learning at this phase of the educational system in Ghana. To stop minors from using and abusing social media networks, most platforms or networks have age restrictions, despite these restrictions, a lot of minors access these sites (Journalist's Resource.org, 2011), these minors are either aided by their parents with inflated age to be granted permission to create the accounts on these social media platforms.

Most junior high school students are very active on social media, that is the more reason why we based our research on students at this level. This was established during the interviews with respondents for this study. Many of them indicated that they have begun using social media between the ages of 10 and 14 years.

2.3.9 Impact of Social media on Education (teaching and learning)

Social media engages students and has to be examined and controlled as entrepreneurs of understanding. The interactive character of online conditions has extended with social networking which improved usage of Websites that have become

a worldwide phenomenon. Teenagers with time have recognized and use these social media sites to be able to connect to their peers, share information, rediscover their personalities, and showcase their social lives (Ellison, 2007). Students who use social media at the expense of their studies often get poor performance results (Khan, 2009). Similarly, internet addiction subsequently gave rise to internet usage within the last couple of decades. Addicted users prefer using internet setting back their personal and professional responsibilities which ultimately leads to poor academic performance, in the same vein it is asserted that social media users devoted lesser time to their studies in contrast to nonusers and subsequently had lower academic results. Hobbes, et al. (2013) also mentioned that among various unique distractions of every single generation, Social media remains a major and most predominant distraction of the current generation.

According to Karim, et al. (2014), he argued that schools are established to impart knowledge and skills to those who go through them, and behind all this, is the idea of improving good academic performance. Finegold & Cooke, (2006) noted that these days' students are so engrossed in social media that they are almost 24 hours online. Even in classrooms and lecture theaters, it has been observed that some students are always busy Facebooking. Times that must be directed towards teaching, learning, and innovating have been crumpled by the desire for meeting new friends online and most times busy discussing unimportant issues. Hence, most student's academic performance suffers a setback as a result of distraction from social media. According to Jain, (2012) social network websites grab the attention of the students and then diverts it towards non-educational and inappropriate actions including useless chitchatting. On the import of the above account, we can say that social networking sites may badly affect the academic life and learning experiences of the student. As

students began to spend more time on social media platforms, they are not able to give ample time to their studies which is one of the established factors for poor academic results.

2.3.10 Influence of Social Media on Students' Academic Performance

Using social media to improve the teaching and learning process can take many forms, targeting different utilizing tools and several skills. Educators propositioned that social media can have a positive influence on interaction and knowledge building. However, there is equal evidence through research that shows these same tools can distract learners from their studies, and encourage shallow thinking and postponement. This section will present some of the studies that addressed the relationship between social media and academic performance and learning. This review presents a portrait mainly on studies dealing with the most popular social networking tools such as Facebook, WhatsApp, and YouTube rather than an inclusive review of all forms of social media. it has favored the creation of virtual learning communities and a multitude of networks peer collaboration, designed according to the values of mutuality and collaboration. Studies generally imply that social media is mainly used by students to socialize rather than for academic pursuits. Michikyan, et al. (2015) used a mixed-method approach to examine the relationship between online academic disclosure (namely status updates about their academic experiences) and academic performance for 261 students with an average age of 22 years. Some studies delve profoundly into the habit of spending so much time on social media. The path analysis conducted mentioned earlier, for example, determined that academic performance was a predictor of social media use rather than the opposite. Students with low academic results are more active on Facebook and WhatsApp than students with high or better academic

results; one of the reasons of this is the fact that students, who are facing academic or social problems turn to social media network as a way of distraction from the difficulties that they are facing.

Similarly, Fogel and Nutter-Upham (2011) showed that there is a direct connection between social media use, procrastination and poor academic performance, between 30 to 60 percent of students stated that they use social media to procrastinate on their academic duties and socialize or surf the internet. Many, just to mention a few of the above studies suggest a negative connection between social media use and teaching and learning. However, many but to mention a few 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 academic performance but there might also be some primary factors such as the activities that the student engages in during that time and how you manage your studying time. A number of the above studies also show that the effect might differ according to the students' academic status and the academic discipline (Boogart, 2016; Julia, Langa & Miquel, 2015). The use of social media is on the increase and is reflecting the human expression and recognition. According to the study of Dunne, (2013), social collaboration with the educational process has influenced the availability of modern techniques of social media. These methods of social media have resulted in a good learning outcome among students because it provides more channels to communicate with other parties to gain and boost the knowledge, therefore it has a great role to develop the teaching and learning process.

2.3.11 Gender of Students in Social Media Usage

Writeups related to adolescents and gender when reviewing, the emerging results can be very much mixed as to which group spends much time of their time on

social media and the Internet as well. Research has proven that online users have more boys than girls because of earlier forms of technology including video or computer games which were masculine (Subrahmanyam, et al. 2008). Two-thirds of Ghana's population is below 29 years according to the 2010 census, the Ghanaian educational system has rapidly expanded in the past decades due to the government policy of free senior high education, this expansion will lead to overcrowded public junior high schools which can lead to poor quality of education. Furthermore, Ghana's gender inequality in literacy is to be considered high, this literacy rate means that social media usage in Ghana may not be the same among males and females. Yet, again this might not be relevant to the higher education context under examination here. The study has shown that though many adolescents are likely to have an SNS account, the reasons for the accounts will differ based on gender (Bonds-Raacke & Raacke, 2008). For girls, social networking sites are mainly positioned to deepen existing friendships; for boys, social networks create possibilities for flirting and making new friends (Bonds- Raacke & Raacke, 2008).

Most girls affirmed their use of social media for mainly girlish things such as Chatting, following supermodels, celebrities, and downloading music. Because of this, one may assume that girls will likely be attracted to social media networks and other online social groups that satisfy their desires (Prensky, M. 2001). Girls than boys are more likely to publicize personal information about their daily lives (Flad, 2010), The number of teenagers, both male, and female, partaking on social networking sites is rising each passing year and this may explain why certain problems springing up from these social networking sites have become a major problem in our society today.

2.3.12 Addictiveness of students towards social media

Students intend to engage in a variety of activities, some of which may be addictive (Liccardi, et al. 2007). Social media appeal on the internet could be a source of concern, mainly when appearing to be increasing the number of times students spend online. Students spend much time on Facebook, WhatsApp, Twitter, and other social media networks through smart devices which are now at the disposal of youths. Many students cannot stay more than three hours without checking and updating their profiles on these social media networks even at the disadvantage of educational and vocation pursuit. McCombs & Reynolds, (2002) explain social media addiction as the excessive use of the internet and the failure to control this usage which seriously harms other aspects of a person's life. Many worried parents have expressed serious concerns about how they could hardly get the attention of their children, as they seem to have been carried away by the captivating world of social media networks.

Some youths are such a social media freaks that they have now created for themselves an imaginary world and an illusion which turns to detached them from reality. The motive behind students' poor performances in school these days is not farfetched. Many using social media are carried away walking along major streets are seen chatting on their social media platforms. A lot of urgent attention has been moved from regular to unseen friends, while important undertakings like study are affected in the process. Adolescences have attached priority to social media and continued to need more usage to feel gratified. This wonder has become a source of worry to many who believe in knowledge and skill acquisition. McQuail, (2005) noted that internet addiction is negatively related to students' academic performance, as well as emotional attributes.

2.3.13 Usage of Social Media in Ghana

The annual report from the national communication authority indicates that internet users in Ghana are increasing rapidly, reaching about 32% percent of the population in 2017 (NCA, 2018, www.myjoyonline.com). This report indicates that more than 80 percent of them are young people specifically university students. Further investigations revealed that Internet and Facebook addiction among youth, mobile phones, tablets, and computers are the most commonly used devices to access social media. Facebook has the biggest subscriber of social media users in Ghana, with more than 7,630,420 Facebook accounts as at the end of 2017. This rising increase in the number of users on Facebook is making it more and more attractive to businesses and marketers that seek to expand their reach and adjust to the increasingly social lifestyles of their users. A sizable percentage of Ghanaian students reported feeling tired and spent less time with their friends as they spent more time using social media during their study time. It was also reported that higher education students may use social media for academic work due to the poor infrastructure of the public academic facilities (Khan & Sobaih, 2016). This enabling use of social media as a tool has a great potential to utilized social media as the easiest form of the communication platform. However, after questioning a sample of the teachers and students, it turned out that social media regularly used but not for academic purposes. It was also noted that people access Facebook in a day more than the collective readership of every newspaper in a week and that 25 percent spend more than eight hours on social media daily.

Ghanaians are making good use of social networking. Social networking sites epitomizes the most vibrant, reliable, and easiest forms of communication in Ghana. There are so many online platforms connecting Ghana indigenes all over and around the world. These sites which bring together all manner of a person with a common

interest such as family members, classmates, church member, colleagues at work and groups, the platform created bring possibilities which allows them to share real-time information in all formats, build and bridge the gap of long-distance relationships of friends and family. There are young exuberant bloggers like Ama K Abebrese, Okyeame Kwame, and many more who are blogging to bring all sorts of information at the easy reach of people. With the proliferation of social media, everyone in our creative and culture enclave is actively present on almost all the social med media platforms have been vociferous in sending across their message whiles canvassing for support from the citizenry in executing and accomplishing their intended mission. The prominence of these campaigns was giving in highlighting social ills and challenges confronting our nation, the famous demonstration or vigil on "Dumsor" was inclusively accepted by many from all walks of life. Since social media becoming a global phenomenon in which world powerful leaders used it to reach out to their followers, Ghana was no exception as social media came alive with a bang, before the 2016 general elections there was a considerable number of our politicians on social media platforms, the flagbearers of the political parties were all actively linking up and informing their followers about their policies and politically related campaigning activities.

The leverage, as well as mileage the political figures had, was greatly beyond expectation. After the elections, our president and his vice, as well as opposition leaders, have been very active responding to the myriad of issues and happenings within the country. Our print and airwaves, as well as the online mass media, have virtually taken over our social media space with platforms that deliver the news in real-time. More than 90% of the print media have social media platforms for making the news as and when it happens available to those within and outside the shores of the country.

Almost all airwaves media houses are transmitting or streaming their live program through Facebook to their numerous viewers and listeners. Churches and many men of God have not been left out, most churches and prominent pastors have platforms through which they communicate with their congregants. The Ghanaian society has embraced social media using it to convey vital information about serious occurrences in the country. Occupy Ghana which started online as #occupyflagstaffhouse to register their displeasure about issues such as corruption and the state of the economy of Ghana, most recent was the rise by the masses with an online campaign against the building of the new parliamentary chamber with #dropthatchamber and not too long ago the issue of the kidnapped Takoradi girls with #bringourtaadigirls, some committed and concern residence of Abuakwa #fixourroad to push the government to complete the deplorable Sofoline to Abuakwa road which has been truncated at Tanoso (www.ghanaweb.com, 2018).

2.3.14 Summary of literature review

Fiadjoe (2009) opines that "it makes little sense for academia to continue a tradition of learning significantly at odds with technologies that are currently altering how humans learn and interact with each other in new learning communities. This clearly explains the problem which drives this study. This study attempts to find an understanding of the impact of social media on academic performance with emphasis on teaching and learning at Wesco Demonstration cluster of Junior high schools. This chapter starts by looking at the very concise frameworks or methods used in effective teaching and learning under Practical and Theoretical frameworks. Afterwards, a discussion of the significant impact of ICT on education through the use of social media with an overview of the educational system in Ghana is also carried out. Next, a

discussion of the types or various forms of social media was looked at. The concept and history of social media is discussed, going on to identify the influence of social media and students' academic performance. Finally, the usage of social media in Ghana discussed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology is a way to find out the result of a given problem on a specific matter or research problem. In methodology, researchers use different criteria for solving and searching for the given research problem. The basic idea of research is to get facts related to a particular problem and helps to make a systematic inquiry and measurement.

3.2 Research design

The type of research employed in this study is a case study. Case study research, through reports of past studies, allows the exploration and understanding of complex issues (Brun et. al, 2014). It can be considered a robust research method particularly when a holistic, in-depth investigation is required. Through case study methods, a researcher is able to go beyond the quantitative statistical results and understand the behavioural conditions through the actor's perspective. This case study approach combines qualitative and quantitative design. According to Creswell (2012), "a mixed methods research design is a procedure for collecting, analysing, and mixing both quantitative and qualitative methods in a single study or a series of studies to understand a research problem". Creswell (2012) asserted that, "the justification for this method is that the quantitative data and results provide a general picture of the research problem to advance the frontiers of knowledge. This includes studying and trying to discover facts about a situation or challenge. Various design methods are adopted to collect information about a topic including the use of structured and unstructured questionnaires, discussions, interviews, surveys, and other research techniques.

There are several categories of case study. Yin (1984) notes three categories, namely exploratory, descriptive and explanatory case studies. Among these, explanatory case study represents our area of interest. Here, the researcher examines the data closely both at a surface and deep level in order to explain the phenomena in the data. Following the explanatory designs, quantitative and qualitative data were collected consecutively. Surveys also aim at obtaining information, which can be investigated, patterns extracted and a comparison made (Frost, 2016), hence it's choice for this study. Both data sets were analysed separately and the qualitative findings helped in explaining and elaborating on the quantitative results from a population in the first phase, and then refine or elaborate these findings through an in-depth qualitative exploration in the second phase". The study was to be conducted through exploratory survey and descriptive survey methods of research as it was most suitable, exploratory research is an investigation of a problem or situation which provides better understandings to the researcher in details and descriptive research affirms what already exists and may help to unravel new facts and meanings.

3.2.1 Qualitative Methods

Qualitative research methods are generally exploratory in nature. It gathers information that is not in numerical form as well as being useful for studies at the individual level, and to find out in-depth the ways people think or feel. "The main purpose of qualitative research is the formulation and development of concepts which helps us to understand social phenomena in normal settings, giving due emphasis to the meanings, experiences, and views of all participants" (Patton, 2002).

In this study, we sample some few students and teachers, use focus group discussion approach to elicit responses from them by asking them 'open' questions

printed on a sheet. The intention of this approach was to help establish some of the background to research findings. To minimize bias, a pilot study was carried out before the focus group discussion. This was to offer the chance to work through our approach to identify any inconsistency or weakness. The descriptive textual information of respondents are summarized at the focus group presentation section in this study.

3.2.2 Quantitative Methods

Quantitative research methods are prescribed, objective, methodical process in which numerical data are used to obtain information. This research method is used to describe variables, to examine relationships among variables, and to determine cause and effect interactions between variables (Mills et al, 2010). This study adopts the use of survey and questionnaires to gain quantitative information from sampled respondents. Respondents feedback are represented as percentages of the sampled population of the study and visualized in the form of bar charts and pie charts.

3.3 Study Setting

3.3.1 The Context

The research focuses on the teaching and learning processes at Wesco Demonstrational cluster of Junior High schools. Wesco Demonstrational cluster of Junior High schools is a basic cycle institution of learning and nurturing students who will be entering the Senior High school system. Wesco Demonstrational cluster of Junior High schools consists of four schools; Wesco JHS A, JHS B, JHS C& JHS D. Each school has four streams thus A, B, C, D. From JHS 1-3. It is officially established under the Kumasi Metropolis, established in 1950 by the educational unit of the Methodist Church, Ghana. It is a demonstration school for the Wesley College of Education, where teacher trainees can have a platform to practice their profession as trained. It was a single school with four streams from January 1951 until July 1998.

In September 1998 the population shot up thereby putting a lot of pressure on amenities available. This is the major reason which made the Methodist educational unit split it into two schools with different administrators and teachers. Nevertheless, with time, the population of the school grew beyond expectation and forced the expansion and putting up of infrastructure to accommodate the growing population of the students. Due to this, the Methodist Educational Unit (MEU) and Ghana Education Service in collaboration with Getfund put up more buildings, and MEU created two more schools. Each School operate autonomously with their administrators, teachers, and resources. The primary sections were also separated with different administrators to feed the junior High schools created. Each school has its infrastructure such as ICT lab, offices, playground, and operated differently even though they are all on one big compound with the buildings been separated, (Methodist Educational Unit, 2019)

3.4 Population of Study

Lenhart, (2015), defines a population as "all members of any well-defined set of people, events, or subjects which can be living or non-living things". For carrying out the research work, the population for the study includes selected students from the final year classes of WESCO A, B, C, and D Junior high schools. It comprises of 2,214 students and 98 teachers from these four clusters of schools. The total population of the research is 2,312. The decision to use the four clusters of junior high school is because, at that level, the respondents will fall within the brackets as defined by the Pew Research Center for people who use the internet and social media the most.

The aim of obtaining this information was to evaluate the representativeness of the sample of students and teachers in the various schools under consideration. The following therefore forms the population;

- Students (Female and Male)

- Teachers

3.5 Sampling Technique and Sample size

The study comprised selected students and teachers from the four Wesco cluster of junior high school which falls under the Kumasi Metro education unit. A sample of 160 students comprising 76 females and 84 males was selected through simple random sampling methods. The respondents were distributed as follows: 44 respondents from Wesco Demonstrational A JHS, 36 respondents from Wesco Demonstrational B JHS, 40 respondents from Wesco Demonstrational C JHS, and 40 respondents from Wesco Demonstrational D JHS. 40 teachers also as respondents were selected with the following breakdown or distribution: 12 teaching respondents from Wesco Demonstrational A JHS, 10 teaching respondents from Wesco Demonstrational B JHS, 8 teaching respondents from Wesco Demonstrational C JHS and 10 teaching respondents from Wesco Demonstrational D JHS.

The choice of the number of respondents from each school was based on the enrolment of the students. For the purpose of this research, all the population stated above was considered. However, the researcher sampled the population, and the two methods mainly used are (Purposive and Random sampling).

3.5.1 Purposive Sampling:

This is a very unique and simple method of sampling in which the needed sample is selected to suit the purpose of the study. Certain elements of the population were purposively selected on the judgment of the researcher and nothing is left to chance, it is geared towards a specific goal. It is used based on the particular knowledge of the respondents about the issue under study.

3.5.2 Random Sampling:

This sampling procedure ensures that every possible element of the population has an equal chance of been selected for the study. In this type, people are not selected based on their knowledge, skills, or background. This method was chosen such that much confidence can be placed on the representatives about issues under study.

3.5.3 Sampling Procedure

The sample of students and teachers was obtained from all the four schools making up the Wesco Demonstration cluster of Junior High Schools by using simple random sampling. A list of the student and teachers' names in all the final year streams was obtained from the school administrator with details of student age and the teachers' years of teaching. A sample of 30% of the total female and male student population in the available streams of the schools was drawn. The researcher folded papers with numbers and asked those who had picked numbers within the range of the sample size and these are the ones that were asked to participate in the study. According to Lenhart (2015), a sample drawn at random is unbiased in the sense that no member of the population has any more chance of being selected than the other members are. All the heads of the four clusters of schools were used in the study. This was to gain insight into their views as professionals on the impact of social media on teaching and learning on their junior high schools and possible remedies should the impact be negative and strengthening suggestions should the impact be positive.

3.6 Data Collection Instruments

The researcher used tools of focus group discussion and questionnaires as it is found to be one of the reliable techniques.

3.6.1 Focus Group Discussion

The most widely used qualitative tool is the focus group discussion. A focus group discussion (FGD) is one of the best and organized ways to gather together people from similar backgrounds or experiences to discuss a specific topic of interest.

3.6.11 Guidelines of Focus Group Discussion

For conducting focus group discussion, the following steps have to be followed:

Step 1: Defining a focus group

Step 2: Designing focus group questions

Step 3: Recruiting and preparing for participants

Step 4: Conducting the focus group

Step 5: Analysing the data

Focus Group Discussion guidelines will help to measure the opinion of the students and the teacher towards the influence of social media on academic life and it was thought to be a flexible tool in collecting qualitative and quantitative research.

3.6.2 Questionnaire

Primary data are collected directly from the respondents through a questionnaire, it is the firsthand information received by the researcher from the respondent. A questionnaire is best described as "a document that contains a set of questions, the answers to what is to be provided personally by the respondents". The questionnaire was distributed to each of the respondents to complete. The researcher will help the respondent by explaining the question to make sure the respondents understand the question properly.

The questionnaire is grouped into two main parts (A and B). Section A consists of questions and elicits demographic information. Section B consists of questions that

prompted information about the students to use of social media and one open-ended question at the end of the questionnaire asking them if they have any further comments on the impact of social media on the teaching and learning processes.

3.6.3 Research Instruments

Subsequently, the study adopted the quantitative and qualitative approaches, a quantitative instrument for this study is a survey. According to Ohaja (2003), a survey as the study of the characteristics of a sample through questioning, which enables the researcher to generalize concerns about the population of the study. A combination of two means of gathering data was involved. This design is carefully 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). This was necessary to avoid restricting responses of samples. The second method of data generation was the use of questionnaires for teachers who have no time for, nor granted oral interviews with the researcher.

The researcher used this survey because it was the only available survey that is addressing the same population (students and teachers), moreover, it is also used to examine the connection between the use of social media networks, academic performances of students, and teaching. Because of these two motives, the researcher thought it most prudent to make use of this instrument as it will give appropriate answers to the research questions. The researcher added and edited some questions to make sure that the questionnaire would agreeably suit very well in the Wesco demonstrational cluster of schools' contexts.

With the qualitative research instrument, the researcher deployed the focus group concepts. As per the assertions of Creswell (2012), "Focus groups can be used to collect shared understanding from several individuals as well as to get views from specific people". The researcher selected questions from the survey and rephrased them to better understand and interpret some answers in more depth. The questions varied as that the focus group solicited the input of students who report that social media had a positive influence on their performance, a negative influence, and those who didn't mention that social media has no impact on their performance.

3.6.4 Pilot Study

Piloting was conducted to determine the reliability and validity of the instruments and also helped in modifying and to remove ambiguous items on the instruments. The survey was tested on 40 students and 12 teachers from a representative sample of potential participants with 10 and 3 teachers and students coming from each school respectively. The pilot has conducted for timing the length of the survey per participant, to check the viability of surveying campus of the various schools, and to test the clearness of the items of the survey. All the 52 participating respondents took part and completed the survey successfully. There was very little to no logistical problems at all in conducting the pilot study. Data collected from the pilot study was not included in the results.

3.6.5 Ethical Considerations

In conducting research, ethical consideration must be given due attention in an ethically responsible manner. According to Sociological Dictionary, research ethics are the application of moral rules and professional conduct codes to the collection, analysis, reporting, and publication of information about research subjects, in particular active

acceptance of subjects' right to privacy, confidentiality, and informed consent. The researcher is aware of the ethical issues to be considered when conducting research. Being ethical means adhering to the code of conduct that a researcher has to adhere to such as; avoiding been bias, honesty, and confidentiality. A preliminary visit was made to the administrators in the schools of the intended research, a date to administer the instruments was arranged. The researcher administered the instruments personally to respondents, a fact that helped achieve a good return ratio. It also gave the respondents a chance to seek clarification on items that proved difficult.

3.6.6 Reliability and Validity of the Instrument

The reliability and validity of the research instrument were determined by 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 school not selected for the main study. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.68 indicated that the research instrument was relatively reliable. According to (Taber, 2017) the range of reasonable reliability is between 0.67 and 0.87.

3.7 Data Collection Procedures

3.7.1 Focus Group Discussion

The researcher conducted a Focus Group Discussion with the students and teachers at Wesco Demonstration cluster of Junior High Schools from the four different streams. The focus group discussion for two groups was done on the 20th of September 2019. Focus Group Discussion was conducted around 10:00 am in the morning among the students and for the teachers at around 1:00 pm in the school. During the Focus Group Discussion, the researcher facilitated the whole session of both the groups. The

session was started by doing self-introduction and as the students could not give enough time during their class schedule, it was held for around one hour for students and 45 minutes for teachers. The group of participants were guided by a moderator who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst themselves. The group discussion for the students was held under a tree shade where tables and chairs were arranged in a 'closed circle' fashion to increase interaction among the participant within the focus group.

In the whole session, the respondents were seen to have fully participated. As the FGD progressed, 20 respondents took part from the students' group and five respondents from the teachers to share their views and opinion toward the open-ended question framed by the researcher.

To make the atmosphere less tense, the researcher was seated outside the 'closed circuit' arrangement to increase the liberty and freedom of interaction. A printer discussion question was shared amongst the students when they were seated. The researcher facilitated the discussions as they discussed and complete the shared printed forms. The focus group discussion of the selected teachers took place in one of the classrooms under the guidance of the researcher who facilitated the discussion as they filled their forms. To avoid bias, the researcher acted as a moderator/facilitator rather than a lead commenter in the discussions. This was intended to prevent the tendency of the focus group drifting to the opinion of the researcher. After each discussion, respondents were asked to write down any further comments if that information was not captured on the form during the discussion.

3.7.2 Questionnaires

For the quantitative data collection, the designed questionnaire was to collect data from the students sampled for this study. The questionnaire contained 30 closed ended questions and 6 open ended questions. The collection of vital data happened on campuses of the four clusters of schools during ICT classes. The researcher asked for the contribution of students and teachers in 15 different ICT classes from the various streams of the final year student classes. At the beginning of each class, the researcher would present and thoroughly explain the survey and assured the students how anonymous the survey is. The questionnaire was handed to them at the end of every briefing on the anonymity and collected back after completing within 20 minutes. In a study like this, respondents were needed for relevant information to enable the research question to be addressed. The teachers only took part in the focus group discussion and therefore did not complete any questionnaire. The collection of data was done in the month of September 2019.

3.8 Data Analysis.

The collected quantitative data were scored, coded and inserted into IBM Statistical Package for the Social Sciences (SPSS 20) and Microsoft Excel 2019 used to generate statistical charts based on the research question and the data. Each question was analysed and the number of respondents who gave particular responses was qualified into percentages. After the analysis, the results were presented in the form of tables, pie charts and bar charts.

One hundred and sixty students responded to the open-ended question of the survey. The opinion or responses with the highest percentages was considered as the general opinion of people concerning that particular point of the open-ended question.

Based on the initial interpretation of students' contributions, the responses were classified into two categories: useful results category (72.85%) and not useful results category (27.15%).

The not useful findings were made up of thank you notes and other non- useful findings. The researcher read the answers thoroughly in an attempt to frame any theme. However, the researcher was not successful in deriving any theme hence they were discarded as non-useful. With the qualitative data, the researcher assumed the "bottom-up" approach in analyzing the data. According to Creswell (2012) "This analysis initially consists of developing a general sense of the data, and then coding description and themes about the central phenomenon".

The quantitative data are analyzed and interpreted with SPSS 20 and Microsoft office's Excel (MS Excel 2019) was used for statistical analysis of social sciences data, figures and graphs. The descriptive form was the approach used in analyzing the qualitative data obtained from the focus group discussion (FGD).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

4.1 INTRODUCTION

The chapter deals with the analysis and interpretation of data collected by the researcher from the research participants at Wesco Demonstration Cluster of Junior High to determine the impact of social media on teaching and learning. The chapter is organized as follows; presentation of general demographic data of the respondents, visual representation and descriptive presentation of respondents' views based on questionnaire administered, themes obtained from the focus group discussion. Finally, we present and discuss key findings based on the research questions and make some recommendations.

4.1.1 Demographic information

4.1.2 Age range of respondents

Table 1: Age range of Students in Wesco Demonstrational cluster of Junior High schools

Age range	Frequency	Percentage
13 - 15	129	80.63
16 - 19	31	19.37
Total	**160**	**100.00**

Table 1 show the frequency distribution of age amongst the respondents; all the respondents were age between thirteen to Nineteen years. Out of the total 160 student respondents, thirteen to fifteen respondents were the highest age group with 129 (80.63%) followed by those within sixteen to nineteen with 31 respondents (19.37%).

Donkor (2013) opined that individuals who fall within the ages of 13-16 can be classified as younger teens and those who fall within the ages of 17-19 years can be classified as older teens. The researcher makes reference to these groups as such in subsequent discussions.

4.1.3 Gender of student respondents

Table 2: Gender of student respondent used in the study

Gender	Frequency	Percentage
Female	79	49.77
Male	81	50.23
Total	**160**	**100.00**

Table 2 shows the gender frequency distribution of the respondents, it is realized that 79 respondents were female representing 49.77% and 81 respondents being males representing 50.23%.

4.1.4 Representational Streams of the various schools

Table 3: Students of Wesco Demonstrational cluster of Junior High schools

Schools	Frequency	Percentage
Wesco A	44	27.50
Wesco B	36	22.50
Wesco C	40	25.00
Wesco D	40	25.00
Total	**160**	**100**

Table 3 show the frequency distribution table of 160 respondents drawn from the final year stream classes, Wesco A had the greatest share of respondents with forty-four

students followed by Wesco B with thirty-six students, Wesco C and Wesco D forty students respectively.

4.1.5 Distribution of teacher respondents

Table 4: Total number of Teacher respondents from the cluster of schools

Schools	Frequency	Percentage
Wesco A	12	30
Wesco B	10	25
Wesco C	8	20
Wesco D	10	25
Total	**40**	**100**

Table 4 shows the frequency distributions of teacher respondents drawn from the four schools as used in the Focus group discussions. A total of 40 teachers were selected as respondents. 12 from Wesco A, 10 from Wesco B, Wesco C and D having 8 and 10 respectively.

4.2 Presentation of Quantitative Data Based on Social Media Usage by Students

The Figures hereafter will deliberate on the influence of social media on the academic performance through learning and it will be analysed and interpreted using Figures.

4.2.1 Are you present on social media?
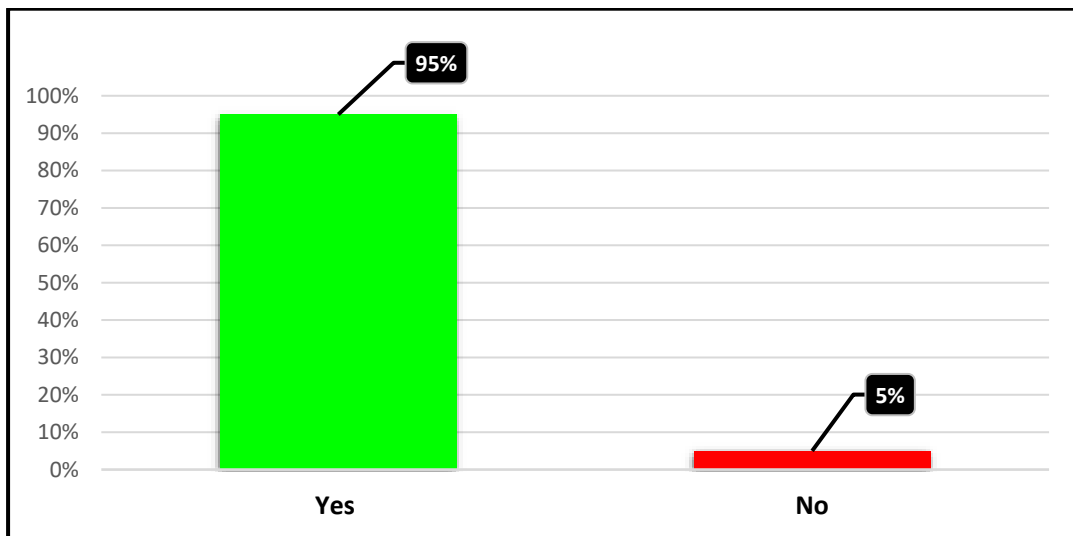
Figure 1: A Bar Chart Showing the Percentage of Respondents Present on Social Media

Figure 1 shows the respondents present on social media. It is revealed that 152 students representing 95% of the respondents are present on social media, only 8 students representing 5% of the respondents are not present on social media.

4.2.2 Initial source of influence on the use of social media
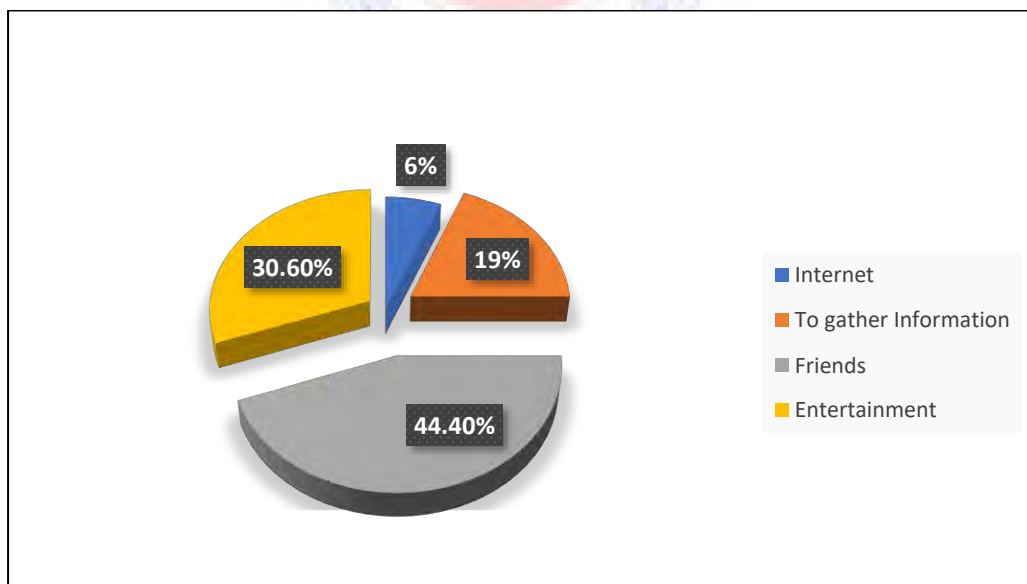
Figure 2: Pie Chart Showing Percentages of Initial Source of Influence for The Use of Social Media

Figure 2 show the initial source of motivation for respondents to use of social media. As per the Figures, 19% used for gathering information, 44% get to know social media through friends, 31% and 6% used it for entertainment and surfing internet respectively.

4.2.3 How many social media platforms are you present on?
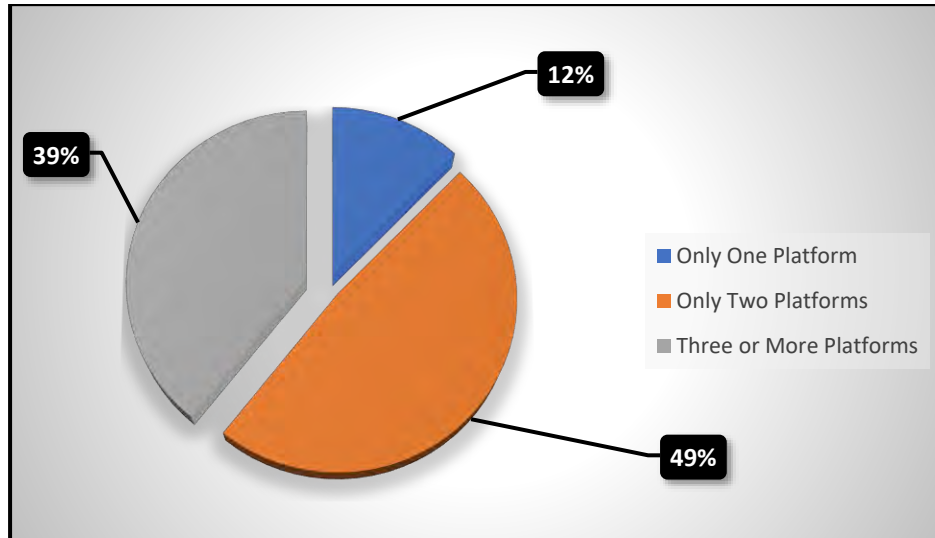
Figure 3: Pie Chart Showing Percentages of Respondents on The Number of Social Media Platforms They are Active on.

Figure 3 reveals the multiple platforms of social media a respondent find himself/herself on. The data analysed reveals that majority 49% of respondents are two different social media platforms followed by 39% of those on three or more platforms with 12% of those on single platform.

4.2.4 Most preferred social media platform
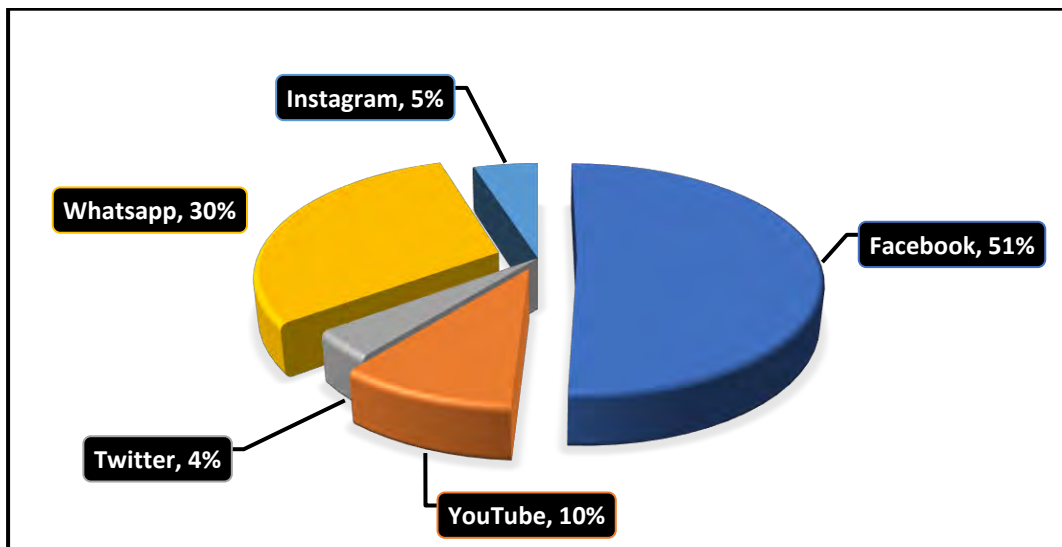
Figure 4: Pie Chart Showing Respondent's Preference for various social media platforms

Figure 4 shows the platform most student's rank as high, 51% of the respondents revealed Facebook as their most liked platform, this is followed by WhatsApp with 30%, YouTube, Instagram and Twitter with 10%, 5% and 4% respectively.

4.2.5 Negative effects of social media on studies
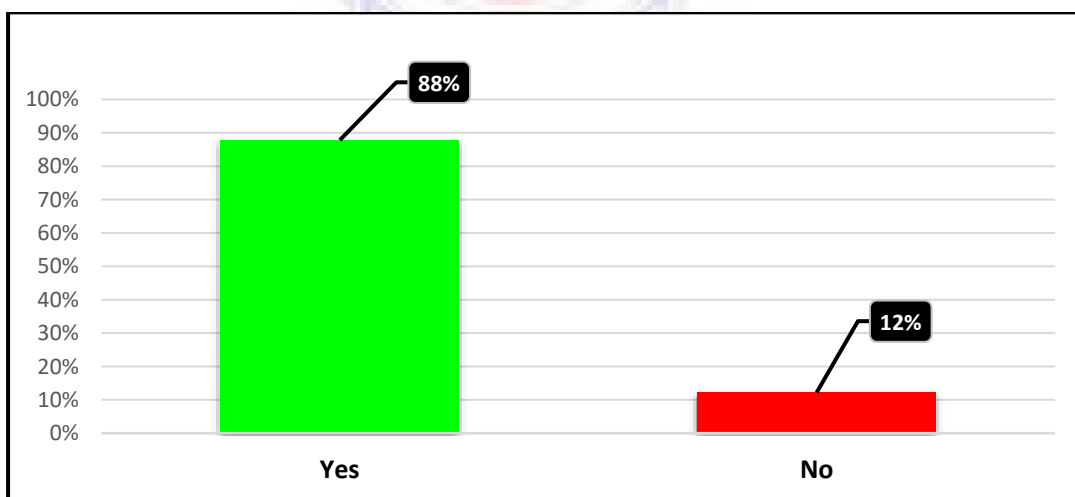
Figure 5: Respondents View as To Whether Social Media Use Affect Their Academic Activities Negatively or Not.

Figure 5 shows the negative effect social media has on the student's studies, 88% of the respondents revealed that social media has an adverse effect on their studies while 12%

does not think it affects their studies. By this proof the researcher argue that social media does have a negative effect on the student's studies. Nevertheless, the affects may differ for each student.

4.2.6 Can your learning be improved using Social media?
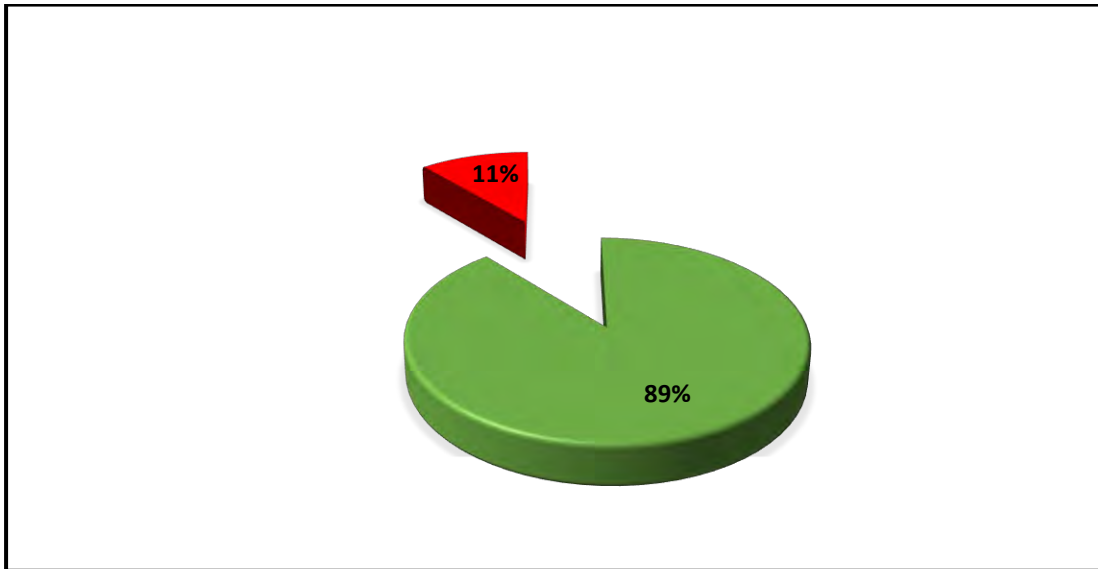
Figure 6: Respondent Perception on Whether Social Media Can Improve Their Learning.

Figure 6 shows the respondent's responses on social media as a means to improve academic life. From the Figure, 89% of the respondents, agree to the fact that social media can improve academic performance and therefore very useful for their academic life. 11% of respondents do agree that social media can improve their academic performance. The researcher concluded that social the potential of helping students improve in their studies through the information and knowledge made easily accessible by social media. It also affirms that the majority of the respondents have a good and positive opinion of social media.

4.2.7 Does information from social media needful in doing your assignments?
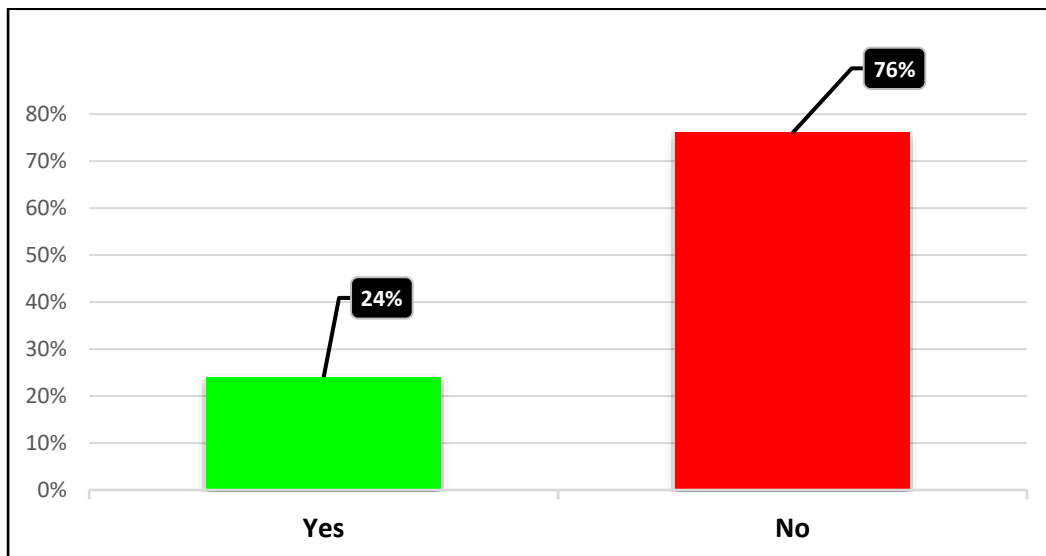
Figure 7: Respondents View on How Useful Social Media Could Aid Their Efforts in Completing Their Assignments.

Figure 7 shows the respondents responses to the importance of seeking information from social media in doing their assignments, 76% of the respondents, reneged in using information from social media in doing their assignments, whiles 24% asserted to seeking information from social media when confronted with challenges.

4.2.8 Do you think addiction to social media is problematic to academic life?
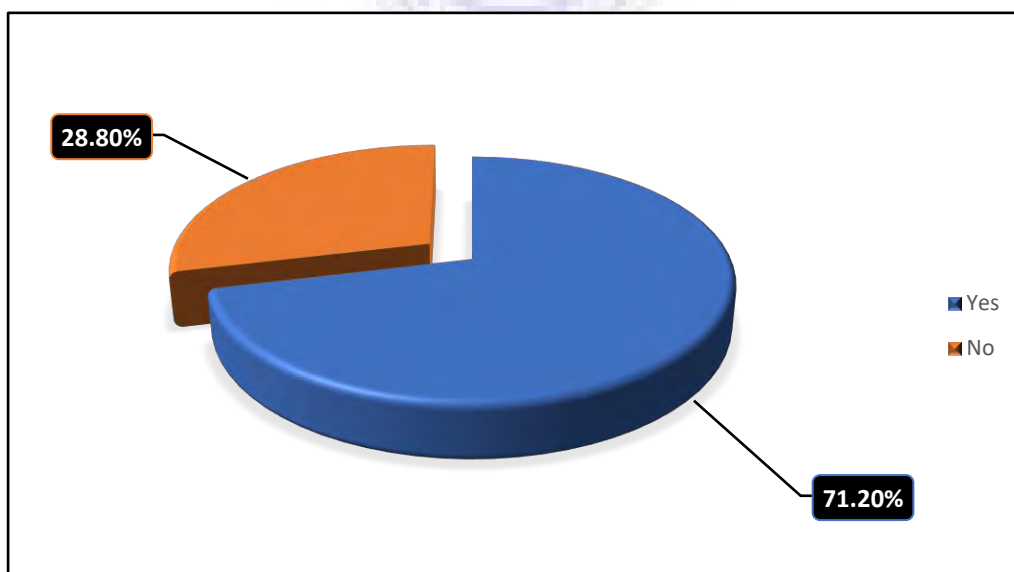
Figure 8: Respondents View as To Whether Addiction to Social Media is Problematic to Academic Responsibilities.

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Figure 8 shows respondent addiction to social media is problematic and brings negative effects on learning. 71.20% of the student's respondents agreed to the statement that addiction to social media is problematic, whereas 28.8% does not allude to this fact. From this assertion, the researcher concluded that addiction to social media is problematic and students lose concentration during studies and find it impossible to stay offline.

4.2.9 Did online social network distract your studies?
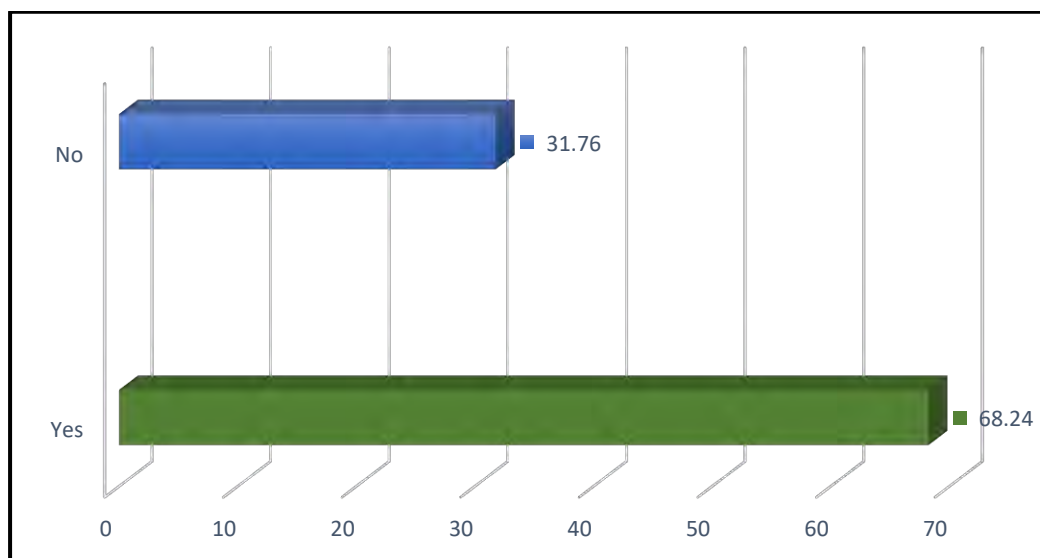
Figure 9: Respondents View on Whether Online Social Network Is A Distraction to Their Studies

Figure 9 shows that students been online using social media has the potential of distraction during their study. According to the data, 68.24% of the respondents said been on social media gives them a divided attention during their studies whereas 31.76% of the respondent find been on social media during studies as a distraction. So, it can be firmly concluded that when the students find social media as a big distraction to their studies.

4.2.10 How many hours do you spent on social media networks per day?
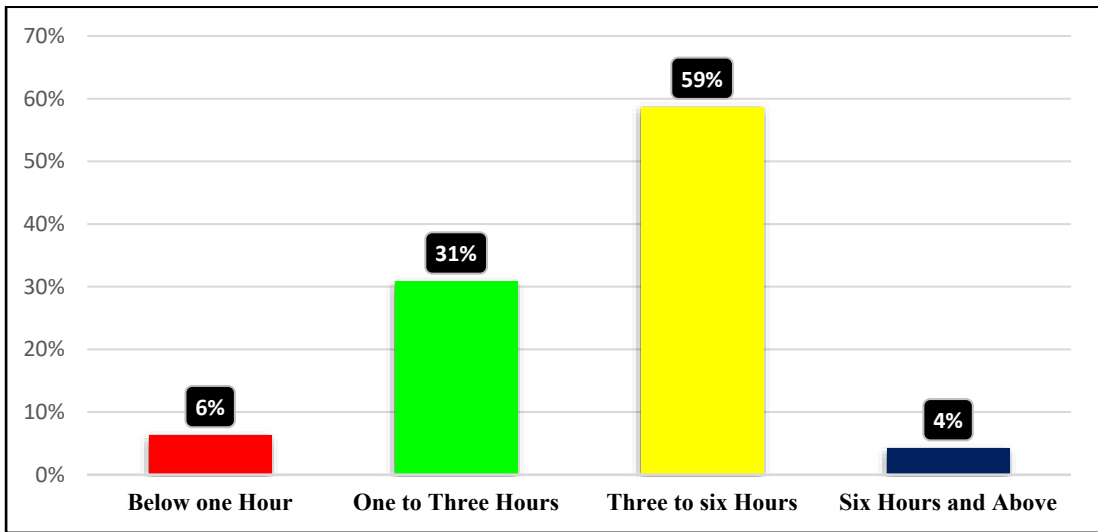
Figure 10: Respondents Duration of Time Spent on Social Media Daily.

Figure 10 show the researcher valid data to analysed how much time is spent by students on social media. Based on the data collected from the 160 respondents, 6% spent less than one hour of their time daily on social media 31% spent uses one to three hours on social media each day, three to six hours had 59% and 4% spent more the six hour and above engaging themselves on social media.

4.2.11 Do you see any difference in your grades after engaging on social media?
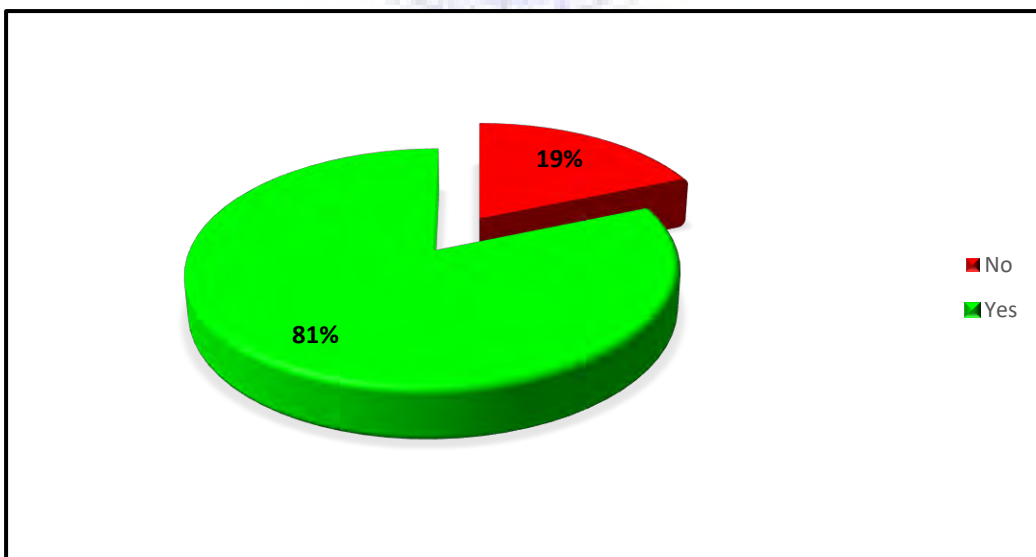
Figure 11: Responses from Respondents Regarding A Notice of Change In Their Academic Grades After Being On Social Media

Figure 11 shows the difference in grades after engagements of student on social media. Upon analysing, 81% of the respondents find difference in their grades and 19% does not see any difference in their grades after they engaged on social media. From the Figure, it can be asserted that social media has a significant impact on the student's academic life. However, the grades may differ from each respondent depending on how they make use of social media

4.2.12 What devices do you use to access social media?
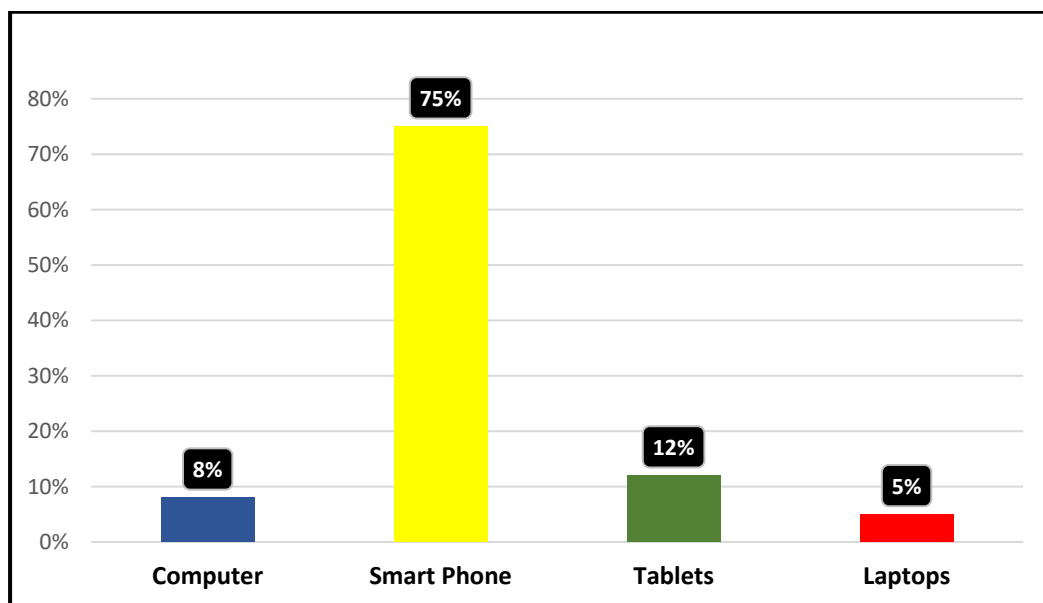
Figure 12: Devices Used by Respondents to Access Social Media

Figure 12 shows respondent's access to social media is on their mobile phones it is found that 75% respondents access social media on their mobile phones, 8.0% access social media on their computers(desktop), 5% use laptops, and 12% respondents use tablets. According to a study 2015 by GeoPoll on Mobile Africa and World Wide Worx indicate that majority of Africans access the internet via mobile phones.

4.2.13 Do you use educational sites in social media for doing your academic work?
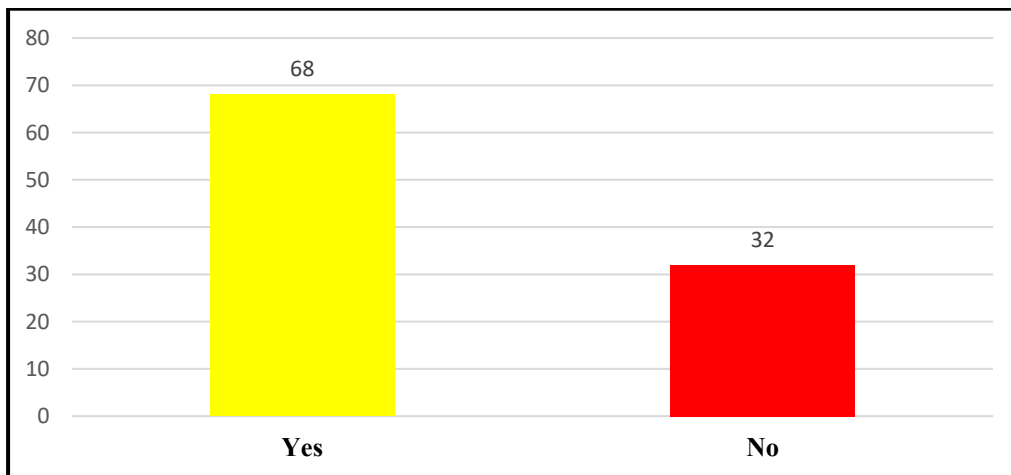
Figure 13: Bar chart showing Respondents Who Use Educational Sites in Social Media For Doing Academic Work and Those Who Don't.

Figure 13 shows about how students make used of the educational sites on social media for their academic work. It is seen from the Figure that 68% of the students refers to the educational sites whereas 32% does not bothered about the available educational sites. This shows students will need some kind of awareness on the available sites which can be very helpful for their academic work.

4.2.14 What kind of effect do you think social media have on teaching and learning
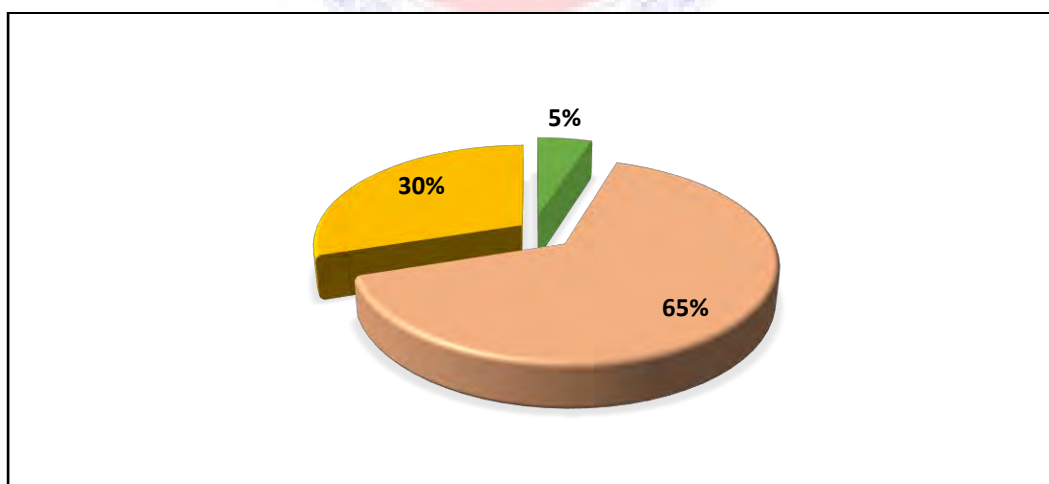
Figure 14: Students Perception About the Effect of Social Media on Teaching and Learning

Figure 14 shows the respondents expressed their opinion on the effect kind of social media on the teaching and learning process. In all 65% felt that social media has positive

effects on the teaching and learning process, 30% felt it has a very positive effect and only 5% find that it has negative effects. This shows the respondents have a positive opinion about social media.

4.2.15 How often do you use social media in an educational capacity?
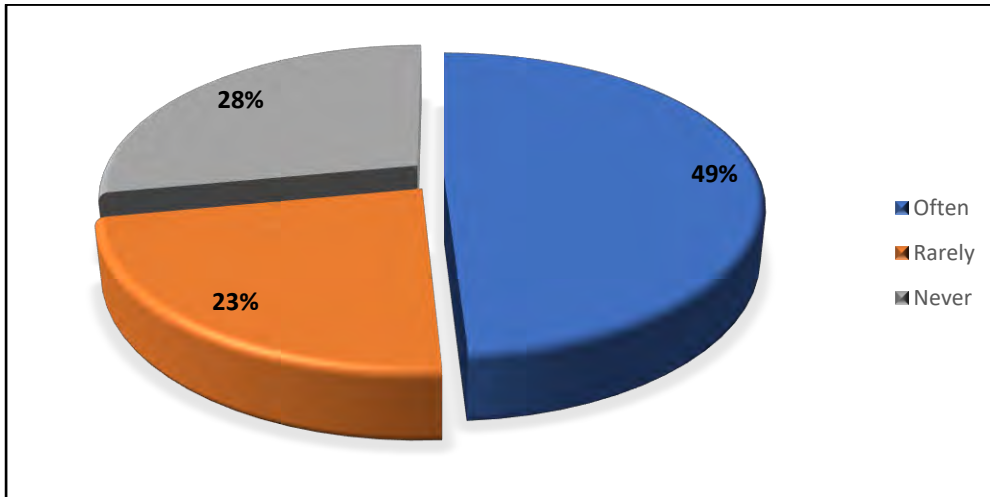
Figure 15: Respondents' Frequency of Social Media Use in An Educational Capacity

Figure 15 shows the usages of social media by the respondents in educational capacity. 49% of the respondents said that they visit the educational sites very often, 23% of the respondents said they rarely use and 28% per cent indicated that they never visited the sites. This shows that the respondents have fair idea about the educational sites.

4.2.16 Do you think social media is helpful for your educational life?
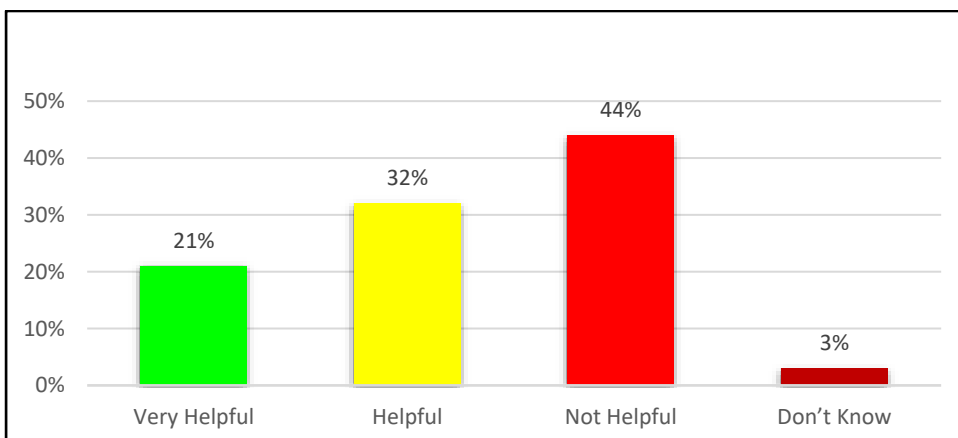
Figure 16: Respondents View on Whether Social Media is Helpful for Their Academic Life

Figure 16 shows the importance of social media on the respondents' educational life. According to the data collection, 44% of the respondents do not think it was helpful, whereas 32% per cent find that was helpful and 21% also found it very useful, 3% were not sure of the possible challenges it will pose to the students. From the results, it can be argued that a good number of students believed that social media plays a vital role in the student's educational life even though more work needs to be done on creating awareness to 44%.

4.2.17 Do you ignore duties like homework or chores because of social media sites
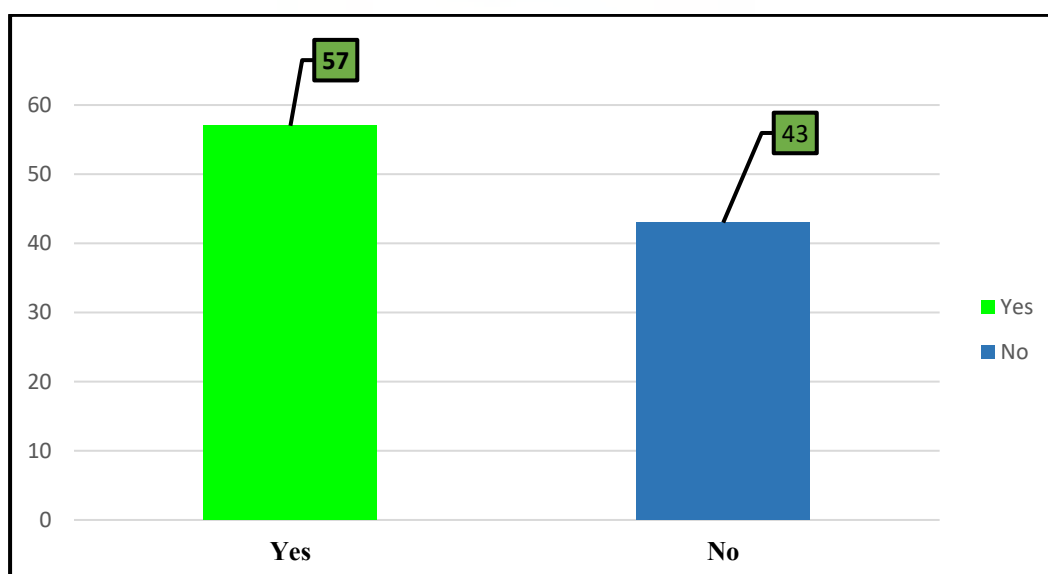
Figure 17: Respondents feedback on whether social media sites influences them to ignore academic duties like completing homework.

Figure 17 shows 57% of respondents ignored their duties when they go social media and 43% does not feel they ignored their duties. The researcher alluded the groups of respondents who ignored their duties tends to have difficulty in fulfilling them.

4.2.18 Do you think you can perform better if you stop using social media?
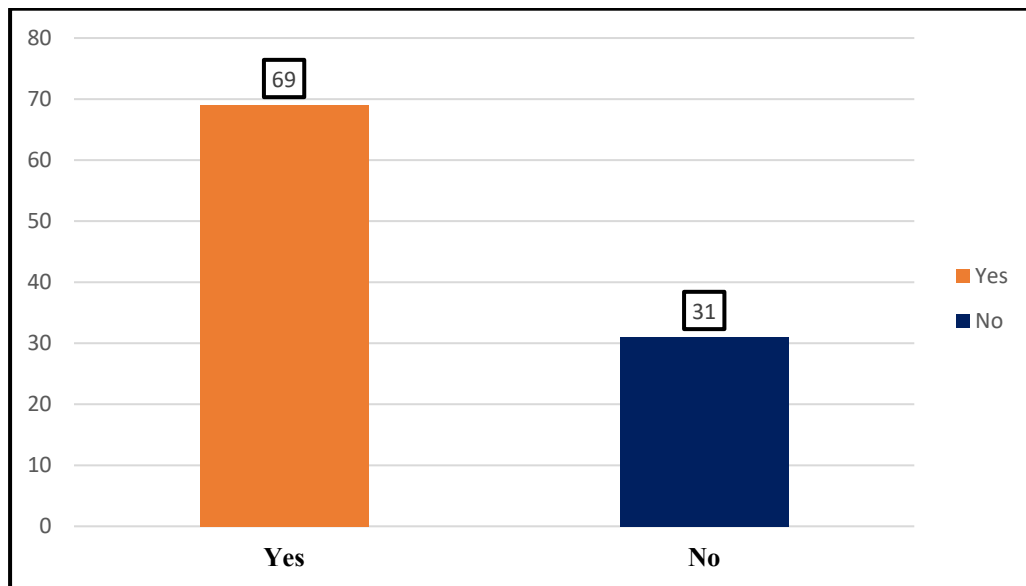
Figure 18: Respondents View as to Whether They Can Improve In Their Academic Performance If They Stop Using Social Media

Figure 18 shows opinions of the respondents on possibility to perform better if they stop using social media. From the analysis it came out that 69% of the respondents find that they can perform much better if they stop using social media and 31% does not find any difference in changing their performance even if they stop using social media. The researcher conclude that the respondents have a believed that they can performed better in their studies in the absence of social media. This is probably because they think they can concentrate better on their academic work.

4.2.19 Which gender uses social media more?
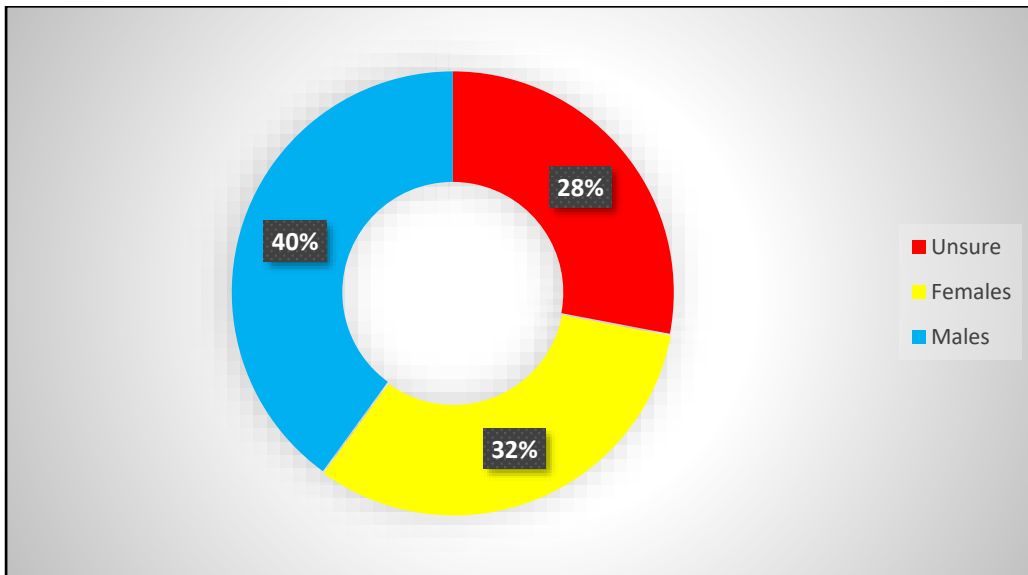
Figure 19: Respondents Perception as To Which Gender Uses Social Media the Most

Figure 19 shows 32% of the respondents thinks male uses more whereas 28% felt that female uses more and 40% are unsure which of the sexes dominates. Though it is difficult to find accurate results due to high rate of unsure responses, as seen in the Figure male is believed to be used more than female.

4.3 Findings based on Research Questions

Research Question One: How is the level of awareness and use frequency pattern of social media platforms among students and teachers of Wesley Demonstration cluster of Junior high schools?

From figure 1, majority of the students are aware and have presence on social media sites. This is proven by the dominating 95% response rate of presence on social media as against 5% absence rate. From figure 3 the researcher also finds multiple presence on social media platforms where 49% stated they are on two social media platforms followed by 39% who are present on three or more platforms. Only 12% indicated that they were on one platform.

 The study finds credible reasons for the regular usage of social media by teachers and students. It can be deduced from figure 2 which show that 44% of the respondents use social media to connect to their friends and relations both near and afar. This was followed by 31% who use it for entertainment purposes. Those who use it for gathering information and conduct research followed in the order of 19% and 6% respectively. During the discussion, many of the respondents revealed that they are on social media mainly with the intention to learn and also to link up via the many platforms available. However, they further iterated that sometimes they get distracted or carried away which waste much of their time and sometimes defeats the purpose of intent in using social media for academic purposes.

Research Question Two: How do students and teachers of Wesley Demonstration 'C' use social media as a tool in the teaching and learning process?

The researcher deduces from response summary from figure 13 that while 68% use educational sites on social media platforms to do their academic work, 32% of the respondents indicated that they did not use it for such purpose. Generally, the researcher found that whereas 49% of students consistently use social media in an educational capacity, 51%, either rarely used social media (23%) or never use (28%) social media in an educational capacity. (Figure 15). Asked about the effects of social media on teaching and learning, 95% (30%+65%) of the students (figure 14) indicated that they believed social media had a positive effect on teaching and learning. Even though there is a perception among the students that social media is useful for teaching and learning, majority also think that it is addictive and sometimes problematic to their academic life. This is evidence from Figure 8 where 71.20% responded that social media could be addictive and is problematic to their academic goals. One can also argue that this is also evident in the way the students use information from educational social media sites for

assignment completion (figure 7), where only 24% responded in the positive to using social media for assignment completion. From the responses obtained, the researcher believes there is a need to sensitize the students and channel their focus more on the educational capacities and potential beneficial uses of social media platforms.

Research Question Three: What impact does social media use have on the teaching and learning process of students of Wesley Demonstration 'C' Schools?

The researcher evaluates the impact of social media practices on teaching and learning based on perception and responses obtained from the study. From qualitative point of analysis, there is varied perception on the impact of social media use on the teaching and learning process. This means a clear position could not be assumed from the qualitative responses obtained from the study.

Though from Figure 14, there is a general perception (95%) that social media has a positive effect on teaching and learning, we observe from the summary of responses from Figure 15 that 49% of respondents use social media in an educational capacity, 23% rarely used social media in any educational capacity, 28% stated that they never use social media in an educational capacity. We also observe from Figure 16 that a similar response of only 53% indicated that social media is helpful for their academic life. The researcher believes that in spite of their overwhelming perception that social media has a positive effect, some of them are also getting distracted in the use of social media. This can possibly be deduced from responses showing in Figure 17 where 57% ignored completing duties like homework because of social media. Sixty nine percent also believe that they can perform better if they stopped using social media (Figure 18). The researcher believes that it will not be appropriate to draw a commanding conclusion on the actual impact of social media on teaching and learning

from the qualitative analysis of the responses from this study. A more quantitative approach to this study could reveal the true impact.

4.4 Qualitative Analysis of the Data

In this subsection, the researcher presents a summary of findings of the discussions that took place during the focus group meeting and derive themes from the discussion.

4.4.1 Focus group Discussion with students

4.4.1.1 What is social media according to you and why do you engage in it?

The term social media refer to a range of online-based and mobile services, in which we can share our views, ideas, gather information, and knowledge out of it. It is also entertainment to us (the students) by browsing on apps like Facebook, YouTube, Instagram, WhatsApp, etc. Many of the respondents shared their views on what is social media. The majority of the respondents view social media as a means for entertainment where they chat with their friends both near and afar. The remaining respondents enhanced the definition of social media as beyond entertainment but it gives us information and sometimes it also solves our problems when we are faced with challenges and not able to do it. So, the researcher finds that students also made use of educational sites and felt that it has helped them academically. There were many views on how social media is perceived and it differs from person to person.

4.4.1.2 Do you think being addicted to social media affect academic performance?

Addiction to social media is not only harmful to one's academic performance but most importantly the health of the person because it can be stressful, affecting the emotional, psychological, and mental stability of a person. One of the respondents said,

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"When one is addicted to social media, usually adequate rest can be delayed as staying up for long nights to get connected is common." Addiction in its broadest sense can mean the excessive of using something in which one is not able to live without having it, this affirms social media as something very addictive and which someone cannot stay away from when they get hooked up to. The researcher finds this very true, that is students can become addicted easily when they are constantly online on social networking sites. Another student said, "When we are online, sometimes we are unable to engage in other activities other than to stay connected, checking out chat lists, messages, post photo, updates, and many other things."

Social media according to a respondent's opinion can be addictive but it depends on the person on what and how they use it. Present generations are being seriously affected by this online craze so, one should be careful and possibly guided when using it due to the negative impact on academic life". Another respondent warned that "Don't get engage always-online social media for so long that you become addicted. Knowing one's limit and staying within won't harm your health either your academic performance."

4.4.1.3 Do students utilize social media for academic purposes?

One respondent opened up saying "I go on social media because to know what people are doing as well as their updates of friends I chat with, sites visited most are Facebook, WhatsApp, and YouTube and I don't know much about sites for educational use". Some of the respondents also agreed to this point that they engaged mainly in chatting and staying connected with friends and relations.

Among the respondents, another said "As I am fascinated and interested in modelling, I usually look for the latest fashion and related design ads, for this reason, I

engaged myself on social media to gain many ideas and once I hook up, I can't stop myself from leaving these sites. Another respondent said that "There were many things social media shows or gives out so I love to browse in different sites finding new things. I don't keep myself only to one site like Facebook or YouTube but I enter blogs, news updates, watching video etc. and it is fun". The researcher gathered many insights from their inputs on why they engaged in social media and there was a complex mix of ideas among the respondents about social media and its purpose and functions. So, most of the respondents engaged themselves according to their interests and their motive. They are not restricted to anything specific when they visit social media.

4.4.1.4 What are the challenges faced by students when using social media?

Staying away from my mobile phone for long except when I am asleep is seems extremely difficult, says one of the respondents. It was true, there have been many cases in which students easily get distracted, this can be one of the many but few challenges students encounter, though this assertion cannot be for all. Another respondent puts it, the most challenging is when I began to spell wrongly and poorly constructed tenses due to my incessant use of crafted or accepted shortcuts when tweeting. It seems not that serious, but this is a fact glaring at me in my face. It is becoming a trendy lifestyle on social media in recent times to use the shortcut method of writing text messages, tweeting and it automatically affects their spelling and they even tend to misuse it during the exam. One of the respondents said other challenges are avoiding assigned chores. From the respondent, many challenges arose which are very much in line with the study and it helped the researcher in recognizing the possible difficulties faced by the students. The researcher came to conclude that social media was a big challenge for some students.

4.4.1.5 Does visiting educational sites on social media help in learning or does it give wrong information

One of the respondents said "social media helps me to do academic related works like assignments. I also seek help from social media to do project works. It's influence, has lightened my workload as I can finish my assignments in a good time. I do not engage on social media when I have limited time to do my assignments, I would say it positively influence me". The researcher can argue that even though social media may have some distractive influence, if students are guided and educated appropriately, it can help them in their academic work. This is because some of the information and knowledge students obtain on social media could be useful in supplementing the study of academic subjects. There was however a counter-response from another respondent saying without limiting the use of social media, it can be contributing negatively to their studies as they could not make sufficient time for their books.

I will not agree that social media has a positive influence it will lower my academic performance. It may depend on the student, but I think the majority who do not know how to utilize social media will get negative influences. But in totality, I believed social media has both positive and negative sides to it, and using it appropriately will bring positive outcomes and negative if not used properly. The researcher also feels that the impact of social media differs with each person. Those who did not know the usefulness only utilized it for entertainment and this can pose a problem to their studies, those who know benefits of social media can use in a very effective way to help them in improving their performance and contribute positively. Looking into these opinions of respondents, the students were not much aware of the advantages of social media end up in sites available for entertainment or fun games.

4.4.2 Focus Group Discussion with Teachers

4.4.2.1 Is social media useful to you for learning and teaching purposes?

For teaching and learning social media can be used as a very effective tool, it is described as the source or center of knowledge. It is not possible for someone to have learned a lot or know just too much. It is only natural that human beings engage in the learning process as long they are alive. The coming of social media via the internet has brought about many possibilities which prior was not. It is relatively easier to access materials to learn fast and at one's own pace. When I have to focus on the question social media as a tool for learning and teaching, I would definitely say yes as it is very good and important for us as theoretical knowledge is not enough if we have to improve our means of transferring knowledge, the world is fast becoming a competitive turf. These views have clearly defined the importance of social media for the teachers in complementing their skills and knowledge.

One respondent added, "Social media has for a while now have had a negative perception in the eyes of many. For example, some people perceive a teacher being on social media sites like Facebook as bad. Social media does not in any way limit itself to a certain category of people, it is freely opened to all and it the sole will of the individual irrespective of this age and social standing. As a teacher, I stay online to get connected with friends and students to build a stronger teacher and students' relationship. So, besides being able to serve as a teaching and learning tool, it is also important to relate with the students well". It is somehow a truth in that when social media is associated with the youth and young adults, but it is a platform that is very much open to being utilized effectively by everyone according to one's peculiar needs. Naturally, things have been changing very quickly and social media has charted its own course and this has brought about a tremendous change in people's lives and that they

start to rely on its capabilities, communication has become so much easier especially among the students and the teachers, prior, there exist different style of teaching and learning. The scenario of education has also gradually changed and everything was been technically and sophisticatedly replaced. In some parts of the country, we find that books were being replaced by laptop or newly invented the machine which intentionally aims to make life easier.

4.4.2.2 Opinion on Student's Using Social Media

There are many reasons existing that explains why students spend their time online socializing. Firstly, social media networks give the freedom to do what they want as to, making new and linking up with old friends as well as commenting on the lives and posting of different people. Students can create their unique online identities which might not be possible in the real world. The freedom it brings them by sitting before a computer excites and propels them to demand more freedom. Prior to the digital age, it has not been so easy for young adults to create a digital image of their actions through such an impulsive platform, it has also paved the way to create an identity through personalized profiles in which they can portray themselves to the world such platforms include Facebook, Instagram, blogs, YouTube. One respondent alludes that "Our students have become too regular fluctuations in mood and self-control.

When students or friends posted about a relationship with someone, it motivates them to do the same thing. Events and actions which attract more public attention, some even despite being immoral or illegal are been done as if our conscience has been sacrificed. Many students worry excessively about their physical personality and feel reluctant and shameful to upload their pictures, whiles others computer-based applications to enhance their bodies. Many respondents gave their opinions coming up

from the respondents on student's social media usage and it gives a whole wave of the idea to the researcher on how students are exposed and get themselves exploited on social media.

Another respondent said "identity crisis has been established as one of the biggest problems faced by youngsters who engage on social media. A couple of psychologists have registered their worries about this crisis that our present generation may encounter. The lives of the students are sometimes very much influenced by what is posted by other people on their timelines or profiles. Habits which students learn are informed more by what their friends do than by teachings of guardians or teachers. The researcher believes that there have been troubling issues about the students due to identity crisis and may have led to very disastrous outcomes, there is an issue like cyberbullying or stalking which has had some damning effects on the lives of students (Smit, 2015). Other problems are having a relationship with someone they have never met but become very involved, these problems can be considered to be very common among youngsters, all this can be very dangerous for one's life as well.

4.4.2.3 What is your recommendation on how to engage students on social media?

When giving consideration regarding social media's the pros and cons, it is most important to develop some specific regulations as to the use of such social networking sites for students at the educational level. It should also allow the students to get the choices to spend time socializing in an effective manner. It should not hamper their academic performance; it should be made very clear always that social networking sites create virtual or non-existing worlds that are completely different from what we know. One participant said, students should be encouraged and helped to develop their cognitive, psychomotor as well as intuitive ability to analyse how much time they wish

to spend on social media." It is very important and good to motivate students to use social media as a vital platform to harness their potentials and learn and to benefits out from it.

4.4.2.4 Are there any negative or positive changes or differences in the grades of students due to exposure to social media?

Studying, gaining knowledge and learning courtesies to become a civil person with a moral character are the most important things in a student's life. As it has been asserted in various studies, the ideal learning process is endangered by students becoming entrapped by the strategies adopted by these social networking sites (Hoih, 2017). Students abandon studies by spending much of their time chatting and interacting with people on social networking sites than studying. Regularly been on social networking at the expense of studies can negatively affect their grades says one of the respondents. It is a fact that the level of distraction of students is on the high as they would spend more time on social media than with their books.

4.6 Discussion of Key Findings

This study was conducted on 160 students and 40 teachers of Wesco Demonstrational Cluster of Junior high school. The objective of the study was to find out the impact of social media on teaching and learning in Junior high schools. The study also sought to find out the academic performance, the preferred usage of social media sites, and the benefits derived from social media by teachers and students. Based on the uses, this study was able to find out the fulfilments teachers and students obtained in using social media. Findings of this study show that majority of the respondents from Wesco Demonstrational Cluster of Junior high schools are very active users of social media and this agrees with the finding of the Pew Internet Research (2012) which says

81% of teenagers aged 12-15 and young adults aged 16-19 use some kind of social media. When the respondents were asked whether they use social media, 95% said yes and 5% said no. In this study, the number of students who use social media is far more than the number of students who do not. Due to the fact that most of the respondents in this study fall within the ages of 13-19, the findings of this study can be said to be representative of the views of this age group. According to Ahn (2011), teenagers are among the most prolific users of social media, she goes on to say that studies show that the youth spend considerable time in their daily lives to interact on social media.

Ahn, (2011) finding alluded to teenagers as the highest age group using social media. With issues of gender, the study was not unfair because there was an even representation of both sexes. More males 50.23% of the respondent use social media to females 49.77%. In line with the uses and requirements of studies, this study sought to find out why the respondents Wesco Cluster of Junior High School use social media, thereby arriving at the specifications obtained in their usage of social media. The study found that the respondents use social media for many reasons and the most given reason is with friends and entertainment. The American Academy of Pediatrics (2015) has attested that social media helps adolescents stay connected with family and friends, and their finding is similar to this study as 44% of the respondents of Wesco Demonstrational cluster of high schools use social media platforms for communication with friends and family. 31% of the respondents engage themselves on entertainment platforms as it has been shown by several studies as been part of the major reasons people use social media. The majority of the respondents accepted that they used social media initially for entertainment activities. Another 52% of the respondents using social media in the study said they use social media for academic work.

Sanchez & Martin (2015) found and concluded that young students' use social media for educational purposes among many other reasons. Equally, Pfeiffer et al (2014) also found that Facebook is the most predominately used platform as the information and education source among young people. If 52% of the respondents in one breath are using social media for academic work, it means that social media is helping students of Wesco Demonstrational cluster of Junior High School to improve their studies, it is therefore very important to motivate and encourage the use of social media for academic and purposes of seeking information, many of the respondents engaged on social media to improve their academic performance because it helps them in doing their assignments and also supplements their knowledge as well. Though, it can be seen that many respondents are not aware of the educational platforms or sites available for educational purposes. They try their best in collecting information and knowledge from social media by updating themselves with happening around them.

Many students detected an upward difference in their grades after they engaged themselves on social media, this clearly shows that social media has a significantly positive effect on the student's academic performance. In this study, more than half of the respondents find that their academic performance has lowered down due to the excess time they waste online been on social media sites. In the teaching and learning process, social media is seen to be very significant and has a positive effect when used purposefully. Based on the findings, many respondents feel that social media was very helpful in their educational life as students. The research also revealed that the students can perform much better in their studies with the absence of social media as they can have a free mind and free-thinking and they concentrate more on their studies instead of wasting their time in social media. This conclusive finding shows that the students are trying to stay abreast of current happenings, the study by the Smith, (2013) found

that Facebook is the powerhouse in channeling news among the numerous social media sites and this expands the platform for statement and this allows individuals to participate in and determine public opinion. The study was conducted in finding the most favorite social media platform, respondents were asked to rank the social media platforms and 51% ranked Facebook as their number one social media platform.

Duggan and Smith (2013) noted that Facebook is the dominant social networking platform among social media users, and further go on to say that those who use just one are usually Facebook subscribers. In this study, Facebook is the most popular and used social media network platform, and they get to know them mostly from friends and their most visited sites were like Facebook, WhatsApp, YouTube, Instagram, etc. They also used for gathering information when and as needed. This study supports Duggan and Smith (2013) as Facebook dominates all the other platforms in this research. To know the reason why, the respondents who said they prefer their favourite social media platform because helps them to stay in touch with friends and family and it is relatively easy to use, others said their favourite platform gives them the opportunity to engage in public whiles the remaining said they get news updates from their favourite platform. The study equally investigated the academic benefits the respondents derived from social media. There are various studies that have assessed this. Fovet (2009) in his view suggests that the benefits outweigh the risks to social media users. The students also spread information and for circulating their important materials making use of social media which was the easiest way to keep the classmates informed of what is happening. In this study, 65% of respondents said social media have helped them engage in public forums pertaining to their academic work. What this means is that social media have given these respondents a platform to engage others

such as their friends and teachers when they are experiencing challenges with their academic work and this can build their confidence.

They also started using the information given by social media for supplementing their knowledge and educational purposes like doing assignments, projects. It can be seen clearly that social media does interfere in their academic lives and thus its impact is more negative, it was found that the respondents did not visit online social networks for any specific purposes but just to while and kill precious time. Most of the respondents agree to excessively using social media to the detriment of their studies as they do not get sufficient time for their books and the study materials. So, the social media platforms, in which the students engaged themselves mostly, fall under those for beauty and make-up, chatting, and entertainment. As to the benefits, the respondents were not aware as they know only a small number of platforms which they have developed their interests in. Students are the most affected group and the interest; utilization or choice determines whether the student is advantaged and disadvantaged. It is very widespread how students were affected by social media and it keeps increasing daily.

From the findings, the study showed that majority of the respondents (88%) use more than one social media platform. This finding supports the finding of the Pew Research Centre (2012) that concluded from their study that,71% of teens using more than one social media platform. Rose and Mostyn (2013) note that social media are the current, modern and easy ways to get any information, and also have varied opinions on issues.

Due to financial issues, unstabilized sites, power crisis, and network problems majority of the respondents accepted that they become angry, this is because they are very much connected and addicted to social media that they feel incomplete. Due to

these myriads of problems users of social media sites may be deterred from joining a lot of sites. The study also found out that more males than females use social media in this research and this agrees with Pfeiffer et al. (2014) finding that says that social media usage in Africa is gendered as more boys use social media more than females. In this research more, males than females use social media, it is not clear whatever the reasons may be. One of the most confronting challenges the respondents faced is being addicted to social media. More than half 72% of the respondents feel they are facing some form of addiction to social media and do really affect and distract their studies. Students spend more time on the online social network than they spent on their studies.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary, recommendations, and the conclusion of the study based on the key findings. Specifically, recommendations have been made to address the impact of social media on teaching and learning of junior high schools based on the research design and feedback of respondents in Chapters Three and Four. Accordingly, the researcher also tries to make suggestions and recommendations based on the set objectives outlined in the study in an attempt to improve teaching and learning, by making use of social media at Wesco Demonstrational Cluster of Junior High Schools.

5.2 Summary

Two kinds of data were collected from respondents by incorporating different data collection tools, these are questionnaire and focus group discussion. The overall impression of the analysis and interpretation of collected data showed there were opinion differences among the students concerning the impact of social media on teaching and learning. Majority are of the opinion that it has a positive influence on their studies and subsequently on their academic performance. However, a sizeable section also expressed negative opinions regarding the effects of social media. A few also expressed how they were indifferent to the aspects of social media usage. The researcher was satisfied with the interactions with the respondents. Not only did the researcher collect the needed information needed for the study, but also had a good

exchange knowledge regarding the effects of social media and the dangers associated with it.

5.3 Limitations

Although Wesco Demonstrational Cluster of Junior High Schools is made up of three levels (form 1 to form 3) in each stream, the researcher could not include form 1 and 2 students because at the time of the research. Also, the structured questionnaire used may have prevented the students from expressing themselves as they would have loved due to the fact that they were limited to the questions on the questionnaires. Due to time constraints and low budget, only 200 respondents (160 students, and 40 teachers) were chosen for this study. A difference size of respondents could probably have influenced the results of the study. Lastly, because the age distribution was in favour of 13-15 years, their views shaped the results of the study. In spite of these limitations, findings of this study contribute to the body of knowledge and it adds to the existing literature about social media usage among young people and the effect on academic work

5.4 Recommendations

Since social media has gradually become part of the lives of young people, it is only prudent that, there should be more research done so as to enable them to make the very best out of social media rather than allowing social media to become a systematic problem, especially to their studies. It is imperative to create awareness of the dangers associated with social media, making known organizations affiliated to terrorist groups promise these young people many things and rather recruit young members through social media for their nefarious activities. Despite the looming dangers associated with social media, everyone is developing a close connection with social media and there is

no possibility in stopping someone from using it. Teachers and students should know the importance of social media to make the teaching and learning more effective and for these, both have a strong role to play. Therefore, what is more important is to guide them on how to use it in a constructive way and enlightening them on the pros and cons of using social media.

Young people can equally improve and shape their lives and possible future through social media by being active and vocal in contributing on social and civic matters, this effort when properly carried through can force the government to make a conscious effort to add social media awareness to the educational curriculum so that young people will know that there is more to social media than just entertainment and communication. Putting priorities in a student's life is very important, being a student, it is expected that they focus on their academic responsibilities and get good results. So, it is very necessary that they fix a practical time limit to engage in social media so as to have time to study. Students should also develop the cognitive and intuitive ability to analyze what really matters in life and how much of this virtual life they may wish to translates into real life. Extensive studies must be conducted into instant Messaging as the respondents mentioned with their presence on WhatsApp, Facebook, and Instagram among others. A qualitative angle of this research such as in-depth interviews can be undertaken to give a deeper understanding of why students use social media.

How and what they use these instant messaging applications for must be monitored and studied because, some of these sites are purely for usage by people who are 18 and above. Such sites are for dating or may contain inappropriate content which could derail the purpose of social media use for underage students. Relating the issue of pornography available on some social media sites must be taken seriously in order to make sure that young people are not exposed to them. The students should create a

balance between chit-chatting and academic activities. It should be known that using social media is beneficial but should be used in a limited way without getting addicted. More females must be encouraged to use social media because there is no need to limit oneself in today's information age. Future researchers can also study social media based on rural/ urban differences as rural dwellers may be using social media for different purposes from urban dwellers.

5.5 Conclusion

It was established in this study the respondents of Wesco Demonstrational cluster of Junior High school like many young people use social media for many reasons just like their counterparts in around the world. Their topmost reason for using social media is to communicate with friends and family both near and afar. Others use it for entertainment, to make new friends, to get news updates among others. The researcher sought to emphasize the notion that technology does not lessen the student's abilities to learn but rather it helps them to harness different abilities they have not. We can all see quick development happenings around us due to technology, so making use of social media for positive purposes and gains is the best line to tow. During the study, it was found that Facebook is the popular and favourite social media site preferred by both males and females. This means that gender does not influence the choice of social media among the respondents.

Social media have come to stay and a lot can be achieved through social media when used, monitored, and supervised properly. This study has emphasized that junior high school students in Wesco Demonstrational Cluster of Junior High Schools are active users of social media. They use these platforms to meet certain needs such as the need to communicate with friends and family, the need to get news updates, and

entertainment among other things. The new trends of social media have captured the attention of the people all around the world especially amongst the youth. It has exposed and explored some few guidelines on how to make social media an effective tool for enriching learning experiences and also how to use its different plugins as a teaching-learning tool since has the capacity to be an interesting tool of education.

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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA-KUMASI CAMPUS

SCHOOL OF GRADUATE STUDIES

QUESTIONNAIRES FOR RESPONDENTS

Dear respondents,

The researcher **EUNICE ABU-BONSRAH is a Master of Information Technology in Education** student of the University of Education, Winneba - Kumasi Campus. She is conducting this research study to find *THE IMPACT OF SOCIAL MEDIA ON TEACHING AND LEARNING OF JUNIOR HIGH SCHOOLS: A CASE STUDY OF WESCO DEMONSTRATION CLUSTER OF JUNIOR HIGH SCHOOLS.* The data to be collected is purely for academic purpose and I would therefore request that you fill up this questionnaire as per your honest opinion. I assure you that all information furnished will therefore be treated with utmost confidentiality and anonymity. Your cooperation is highly appreciated in advance.

SECTION A

Respondent's Demographic Profile

Please provide information and tick as appropriate

1. Name ……………………………………
2. Age ……………………………………
3. Sex Male ☐ Female ☐
4. Name of school ……………………………………

Section B

Influence of Social Media on Students' academic performance via learning?

Please tick as appropriate

1. Are you present on social media?

    Yes ☐   No ☐

2. How many social media platforms are you present on?

    1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

3. Where did you first heard of and influenced your initial presence on social media?

    Friends ☐   Internet ☐   To gather information ☐   Entertainment ☐

4. Which of these social media platforms are you present on?

    Facebook ☐   YouTube ☐   LinkedIn ☐   Twitter ☐   Instagram ☐

7. Does using social media effect your studies negatively when out of time?

    Yes ☐   No ☐

8. Do you been present on social media has improved your academic performance?

    Yes ☐   No ☐

9. Do you use social media to spread knowledge and information to your mates?

    Yes ☐   No ☐

10. Do you need the information from social media in doing your assignments?

    Yes ☐   No ☐

Addictiveness of students towards social media?

11. Do you think addiction to social media is problematic to academic life?

    Yes ☐   No ☐

12. Do you spent more time online than you spent on your studies?

    Yes ☐   No ☐

13. How many hours do you spent in social media network per day?

    Below one hour   ☐

One to three hours ☐

Three to six hours ☐

Six hour and above ☐

14. Is there any difference in your grades after you engaged in social media?

Yes ☐   No ☐

How student utilize social media for academic performance?

15. What devices do you use to access social media?

Computer ☐   Smart Phone ☐   Tablets ☐   Laptops ☐

16. Are these devices you use to access social media yours?

Yes ☐   No ☐

17. Do you use educational sites in social media for doing your academic work?

Yes ☐   No ☐

18. What kind of effect do you think social network have on teaching and learning?

Very negative ☐   Negative ☐   Very Positive ☐   Positive ☐

19. How often do you use social media in an educational capacity?

Never ☐   Rarely ☐   Often ☐

20. Do you think of social media as helpful for your educational life?

Very helpful ☐   Helpful ☐   Not Helpful ☐   Don't Know ☐

What are the challenges faced by the students by using social media?

21. Do you use social media to kill the time?

Yes ☐   No ☐

22. Do ignored your duties like homework or chores because of social networking sites?

Yes ☐   No ☐

23. Do you visit social media with specific purpose?

Yes ☐   No ☐

24. Do you find satisfaction when you use social media?

　　Yes ☐ 　　　　　　　　　 No ☐

25. Do you think staying offline for long hours disturb your studies?

　　Yes ☐ 　　　　　　　　　 No ☐

26. Do you avoid studying when you chat with friends?

　　Yes ☐ 　　　　　　　　　 No ☐

27. Do you think you can perform better if you stop using social media?

　　Yes ☐ 　　　　　　　　　 No ☐

28. Has social media affected you spelling and English language positively negatively?

　　Yes ☐ 　　　　　　　　　 No ☐

Gender of Students in social Media Usage?

29. Do you think there is difference in usage of social media among male and female?

　　Yes ☐ 　　　　　　　　　 No ☐

30. Which gender uses social media more?

　　Male ☐ 　　　　　　Female ☐ 　　　　　　Unsure ☐

Any further comment:

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

QUESTIONS OF FOCUS GROUP DISCUSSION

For students

1. What is social media according to you and why do you engage in it?

2. Do you think being addictiveness to social media affect the academic performance?

3. How students utilize social media for academic purposes?

4. What are the challenges faced by students when using social media?

5. Does visiting educational sites on social media help in learning or does it give wrong information?

For teachers

1. Is Social media useful to you for learning and teaching purposes?

2. Did you make used of the educational sites in social media to supplement knowledge?

3. What is your opinion of students using social media?

4. What is your recommendation on how to engage students on social media?

5. Is there any a negative or positive changes or differences in the grades of students due to exposing to social media?