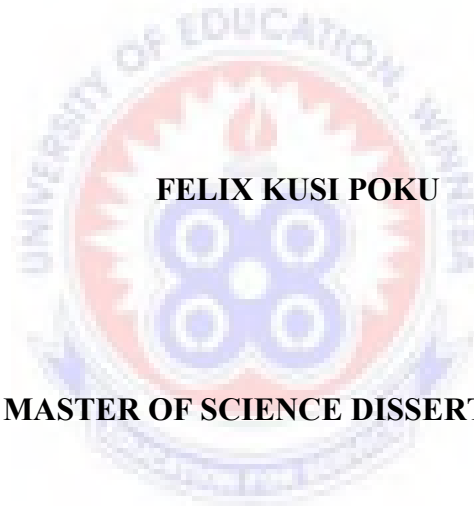


UNIVERSITY OF EDUCATION, WINNEBA

**EFFECTS OF SOCIAL MEDIA PLATFORMS ON STUDENTS'
ACADEMIC PERFORMANCE OF KUMASI GIRLS SENIOR HIGH
SCHOOL AND PREMPEH COLLEGE**

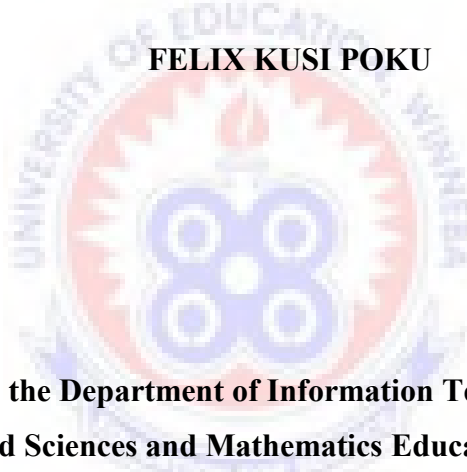


MASTER OF SCIENCE DISSERTATION

UNIVERSITY OF EDUCATION, WINNEBA

**EFFECTS OF SOCIAL MEDIA PLATFORMS ON STUDENTS'
ACADEMIC PERFORMANCE OF KUMASI GIRLS SENIOR HIGH
SCHOOL AND PREMPEH COLLEGE**

FELIX KUSI POKU



**A dissertation in the Department of Information Technology Education,
Faculty of Applied Sciences and Mathematics 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, 2021

DECLARATION

STUDENT'S DECLARATION

I, **FELIX KUSI POKU**, 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.

DR. EBENEZER BONYAH

SIGNATURE:

DATE:

DEDICATION

This work is dedicated to my lovely wife Ama Asantewaah Kusi and my daughter Yaa Twumwaa Kusi, whose unflagging efforts have brought me this far in my education career.



ACKNOWLEDGEMENTS

The success of this work is not due to my personal effort but by the grace of Jehovah God. I therefore give praise and thanks to my maker for granting me the energy and knowledge to realize my ambition.

I wish to express my sincere appreciation to my supervisor, Dr. Ebenezer Bonyah for his selflessness, dedication and intelligence exhibited in correcting mistakes and then providing alternative solutions to the project despite his tight schedules.

I am also most grateful to Dr. Kwame Ansong-Gyimah, Head of Department, of Information Technology Education, for his support, recognition and encouragement in my course of study.

Finally, my appreciation goes to my family and friends, who through positive means by words of counsel, encouragement or otherwise, as well as support and affection, contributed to see me this far.

Thank you all.

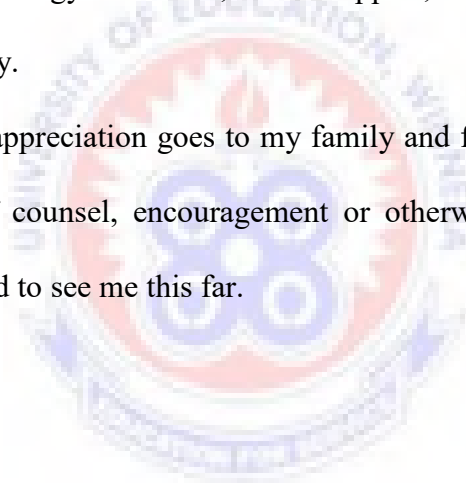


TABLE OF CONTENTS

CONTENT	PAGE
DECLARATION.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS	vi
LIST OF TABLES.....	ix
ABSTRACT	x
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the Study	3
1.4 Research Questions.....	4
1.5 Research Hypotheses	4
1.6 Significance of the Study.....	4
1.7 Delimitation of the Study.....	5
1.8 Limitations of the Study.....	6
1.9 Definition of Terms.....	6
1.10 Organisation of the Study	7
CHAPTER TWO: LITERATURE REVIEW	8
2.1 Introduction.....	8
2.2 Theoretical Review	8
2.2.1 Criticisms of the Uses and Gratifications Theory Approach.....	11

2.2.2	Importance of the Uses and Gratification Theory to this Study	12
2.2.3	History of Social Networking Technology	12
2.3	The Concept of Social Media	13
2.3.1	Influence of Social Media Platforms on Students' Academic Performance.....	16
2.3.2	Gender Usage of Social Media	17
2.3.3	Effects of Social Media on Academic Performance	19
2.4	Empirical Research on Social Media Platforms	24
2.5	Chapter Summary	31
CHAPTER THREE: METHODOLOGY		33
3.1	Introduction.....	33
3.2	Research Design.....	33
3.3	Population	34
3.3.1	Inclusion Criteria	35
3.3.2	Exclusion Criteria	35
3.4	Sample and Sampling Procedure	35
3.5	Data Collection Instrument.....	37
3.5.1	Validity of the Instrument.....	38
3.5.2	Reliability of the Instrument	39
3.5.3	Piloting of the Instrument	39
3.6	Data Collection Procedure	40
3.7	Ethical Considerations	40
3.8	Data Processing and Analysis.....	41
3.9	Chapter Summary	42

CHAPTER FOUR: RESULTS AND DISCUSSION.....	43
4.1 Introduction.....	43
4.2 Demographic Characteristics of the Respondents	43
4.2.1 Gender of the Respondents	44
4.2.2 Age Distribution of the Respondents.....	44
4.2.3 Programme of Study	45
4.3 Research Question One: What social media platforms are available for use by senior high school students	45
4.4 Research Question Two: How do students in senior high school use social media platforms in their academic work.....	47
4.4.1 Test of Research Hypotheses	49
4.5 Research Question Three: What are the views of students on the effects of social media platforms on their academic performance	51
4.6 Research Question Four: How do social media platforms enhance students' academic performance.....	54
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	56
5.1 Introduction.....	56
5.2 Summary	56
5.2.1 Key Findings.....	57
5.3 Conclusions.....	59
5.4 Recommendations.....	60
5.5 Suggestions for Further Research	61
REFERENCES	62
APPENDIX.....	71

LIST OF TABLES

TABLE	PAGE
Table 1: Gender of Respondents.....	44
Table 2: Age Category of the Respondents	44
Table 3: Programme of Study of the Respondents	45
Table 4: Social Media Platforms Available for Use by Students	46
Table 5: Respondents Duration Spent on Social Media Platforms.....	48
Table 6: Mean and Standard Deviation of Male and Female Respondents.....	49
Table 7: Results of the One-Way Anova on the Extent Students Use Social Media Platforms and their Programme of Study	50
Table 8: ANOVA on the Effects of Social Media on Students Academic Performance.....	51
Table 9: How Social Media Platforms Enhances Students' Academic Performance.....	54

ABSTRACT

Social media platforms have become an interesting part of student life as a result of their features and mediums of usage. It is against this premise that this study sought to investigate the effects of social media platforms on the performance of students in Kumasi Girls Senior High School and Prempeh College. The study employed the descriptive survey design with a sample size of 200 senior high school day students from the two schools. The instrument used in data collection was the questionnaire. The results were presented using percentages and frequencies in addition to means and standard deviations. The study found that the majority of respondents used Facebook, WhatsApp, Twitter, YouTube, Instagram, Google + and Messenger. The study again revealed that SHS students used social media platforms to a large extent. In addition, many students were of the view that social media platforms had a negative effect on their academic performance as they distracted them from their studies since they became addicted to it. Lastly the study discovered that social media platforms can be used to enhance students' performance in diverse ways. Based on the findings, it was recommended that there should be a strict enforcement of rules in senior high schools with regard to the use of social media platforms and there should be counseling for addicted students. Again, there should be the promotion of the social media platforms usage by both teachers and students for academic purposes.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Social media platforms are one of the recent forms of media with many features. They have many features such as communicating with others, texting, image sharing, audio and video sharing (Baran & Davies, 2012). In the view of Bamigboye and Olusesan (2017), social media activities include v-logs, wall-postings, e-mailing, instant messaging, and voice over IP. In turn, Kietzmann (2011) noted that social media platforms are used for interactive communication through handheld devices like tablet, smartphones, iPad and iPod.

According to Leyrer-Jackson and Wilson (2018), social media are “technological applications that allow users to share content”. Similarly, Kaplan and Haenlein (2010) defined social media platform as a set of Internet based application that constructs on technological foundation that permit exchange of user generated content. According to this definition, social media platform is the contacts relationships with people using media. It is reported that young people now exchange ideas, feelings, personal information, pictures and videos through the use of social media platforms (Bharucha, 2018; Kolan & Dzandu, 2014).

Social media encourages sharing of ideas (Allen, Ryan, Gray, McInerney & Waters, 2014) and its implication on education cannot be overstated. It is reported that shy and introverted people have been found to feel more comfortable engaging with colleagues using social media in comparison with face-to-face interaction (Desjarlais & Willoughby, 2010; Valkenburg & Peter, 2007). Social media platforms like Facebook, Twitter, Skype, Pinterest, WeChat, Google talk, Reddit, WhatsApp, Vine,

Instagram, YouTube, Snapchat, Blackberry Messenger, Google+, MySpace, and many others can influence the lives of many, particularly students. According to Masud (2016), the interaction among teachers, students, and parents is just a click of a button away, converging educational system in the form of learning management system through social media platforms.

In a similar vein, Mohammad and Tamimi (2017) reveal that students are using social media platforms to connect and interact with friends and others. Also, they use it to share knowledge, look for information and try to solve problems related to their learning activities (Junco, 2012). Sanni, Awoleye, Egbetokun and Siyanbola (2009) noted that social media brings ease of learning and sharing of ideas. Thus, students are aggressively adopting social media platforms to perform different activities and tasks in order to enhance their learning.

Academic performance is defined as the demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposes grades that depict students' performance (Tuchman, 2005). Academic performance is measured by examination results (Osharive, 2015). Academic performance is the outcome of education, the extent to which a student achieved their educational goals. By this view, students' academic performance must be managed efficiently by keeping all the factors that can positively or negatively affect their educational performance. In the view of Asemah, Okpanachi and Edegoh (2013), students use social media platforms to communicate with family, colleagues and friends.

1.2 Statement of the Problem

Social media platforms used in education have become popular among students. According to Asemah, Okpanachi and Edegoh (2013), the use of social media brings both negative effects (Bharucha, 2018; Vishwanath, 2015; Rambe & Nel, 2015) and positive effects (Owusu-Ansah & Yebowaah, 2020; Kolan & Dzandza, 2017) of integrating social media in learning. It is believed that senior high school students can use their mobile devices to do research, and complete assignment.

Students in the senior high schools are not allowed to use mobile devices in schools. However, the advantages for using mobile devices for learning exceed the disadvantages (Mohammad & Tamimi, 2017). Preliminary interviews with some students of Kumasi Girls Senior High School and Prempeh College revealed a number of challenges in relation to their use of social media platforms for learning. These include high addiction rate among students, the wrong usage of grammar and spelling in social discourse (Ndaku, 2013). Although some parents are worried about students' use of the social media platforms, many students continue to utilise these sites on daily basis. Hence, this study sought to find out the effects of social media platforms on the performance of students in Kumasi Girls Senior High School and Prempeh College.

1.3 Purpose of the Study

The purpose of this study is to find out the effects of social media platforms on the performance of senior high school students. Specifically, the study seeks to:

- i. identify social media platforms and their usage among senior high school students.
- ii. find out the extent to which students in SHS use social media platforms.

- iii. describe the views of students on the effects of social media platforms on their academic performance, and
- iv. find out how social media platforms enhance students' academic performance.

1.4 Research Questions

In order to address the specific objectives, the following questions were formulated to guide the study:

1. What social media platform is available for use by SHS students?
2. How do students in SHS use social media platforms in their academic work?
3. What are the views of students on the effects of social media platforms on their academic performance?
4. How do social media platforms enhance students' academic performance?

1.5 Research Hypotheses

The research was guided by the following hypotheses:

- i. There is no statistically significant difference between the effects of social media platforms on the academic performance of male and female students.
- ii. The extent to which students in SHS use social media platforms has no statistically significant effect on students' programme of study.

1.6 Significance of the Study

This study seeks to find out the effects of social media platforms on the academic performance of SHS students. This study is significant to teachers, parents and students. Specifically, this study would help teachers of the senior high schools to know the influence that social media platforms have on their students, so as to assist

them to enlighten them and create awareness in the students on the possible effects it has on them.

Similarly, parents would know the possible effects these social media platforms have on their children, so as to serve as a watch-dog to their children on the usage of the social media sites. It would also assist students to understand the diversity of social media platforms. The findings of this study should fill the gap on the effects of social media platforms among SHS students and inform policy makers in decision taking.

Furthermore, this study is significant because it seeks to add to literature on social media platforms use among SHS students in Ghana. Many scholars have studied the use of social media platforms among young people (Dunne, Lawlor & Rowley, 2010; Karimi, Khodabandelou, Ehsani & Ahmad, 2014; Al-Menayes, 2015) but few have studied how social media platforms are used by SHS student in Ghana. This is the gap this research seeks to fill, by studying how students of Kumasi Girls Senior High School and Prempeh College use social media platforms for.

1.7 Delimitation of the Study

This study is restricted to only SHS students in Kumasi Girls and Prempeh College. Based on the purpose of the study, two senior high schools in the Ashanti Region of Ghana were used to enable the researcher have control over the study. The findings of study will be generalised with caution. Likewise, the study also considered students who use social media in their daily and academic activities. The study also included only day students in the selected schools. Thus, the use of social media platforms for non-academic work and boarding students were the delimitations.

1.8 Limitations of the Study

The limitations of this study warrant discussion and suggest the need for caution when interpreting the results. The findings of this study cannot be generalized to all SHSs in Ghana because of the sampling procedure that was used for selecting two schools.

The study encountered some challenges which included vacations when schools are closed. Students might be difficult to reach to respond to the questionnaire and students' unwillingness to participate in the study could affect the study. These variables cannot be controlled and therefore they could affect the final results of the study. Measures were however taken to minimise the effects of these on the final results of the study. The selected students were informed about the benefits of the study and this convinced them to participate in the study.

1.9 Definition of Terms

As words may mean differently in different contexts, the following definitions are given as the words used as intended to be understood for the purpose of this study:
Social Media: It is an interactive Web 2.0 Internet-based application. User-generated content, such as text posts or comments, digital photos or videos, and data generated through all online interactions, are the lifeblood of social media (Kaplan & Haenlein, 2010).

Social Media Platform: This is an online platform that is used by people to build social networks or social relations with other people who share personal or career interests, activities, backgrounds or real-life connections (Eke, Omekwu & Odoh, 2014).

Academic Performance: This is defined as the demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposes grades that depict the performance of a student (Tuchman, 2005).

ICT: Information and Communication Technology, which means computers, mobile phones, electronic instruments, and almost anything which handles and communicates information electronically (Lindberg, Nilsson, Zotterman, Soderberg & Skar, 2013).

Students: Someone who is studying at a secondary or tertiary institution. According to Okyere (2019), a student is someone who is very interested in a particular subject.

1.10 Organisation of the Study

The study is organised into five chapters. The first chapter discusses the background to the study, the statement of the problem, the purpose of the study and research questions. The chapter also deals with the significance of the study, the delimitations and limitations encountered in the study and the definitions of the operational terms as well as the organisation of the study chapters. The second chapter deals with the reviews of the related literature and the theoretical framework used in the study. In chapter three, the research methods are described including the research design, sampling techniques and procedures, population definition and instrumentation. The fourth chapter dealt with the presentation and analysis of the data collected. It also examines the data sources and methods of data collection, and ethical concerns. The last chapter, which is chapter five talks about the summary of findings, the conclusions that were drawn and the recommendations thereof.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature that is related to the effects of social media platforms on academic performance of students. The review comprises of theoretical, conceptual and empirical review. The theoretical review looked at Uses and Gratifications Theory whilst the conceptual review looked at the concept of social media network sites. The empirical review was done in line with the research objectives formulated for the students.

2.2 Theoretical Review

This study adopted the Uses and Gratifications Theory (UGT). The UGT revealed why the audience or user use the media (Klapper, 1963) as cited by Haridakis and Hanson (2009). Similarly, McQuail (2010) noted that audience use media for special reasons. Furthermore, Wright (1974) revealed that audience use media to serve various needs of the society (for e.g., for cohesion, cultural continuity, social control and a large circulation of public information of all kinds). This, in turn, presupposes that users or audience also use media for special purposes such as personal guidance, relaxation, adjustment, information and identity formation.

The UGT recognises and maintains that audience has various needs that prompt them to expose themselves to any media or media content for use. Therefore, the UGT suggests that there are distinct benefits the audience or users envisage to get from any medium they would expose themselves to. Once the medium does not deliver to the people those purposes, needs and or benefits they anticipate from the organ, the tendency is that they (the audience) will desert the very channel or content

that does not satisfy them. The import is that the media audience or user is not an idle spectator that accepts what his team plays and the failure of a medium to satisfy the audience's basic desire regularly give them room to search for another medium (Livingstone, 2013). Lazarsfeld and Stanton, 1944, 1949, cited by McQuail (2010) has it that the first research conducted on the UGT dates from the early 1940s, and focused on the reasons for the popular appeal of different radio programmes, especially soap operas and quizzes, and also looked at daily newspaper reading.

In the view of Weimer (2011), the UGT was developed by Katz, Blumler and Gurevitch (1974). The theory is applicable to studies where the audience or users are free to choose what to use based on their anticipated benefit from the content of the media or media programme. The suitability of it in our discourse here springs from the fact that the students in the senior high schools' usage of the social media platforms depend largely on the specific satisfaction they derive from them (i.e., social media platforms). The import is that the public gives attention to media productions or services strictly on the basis of the satisfactions which they (the media services) offer to the users. So, the audience directly or indirectly participates actively in determining the very media content they consume. This is why Zafar (2010) contends that "uses and gratifications theory suggests that media users play an active role in choosing and using the media." Similarly, Ojobor (2002) revealed that audience dependence on the gratifications they obtain from the media as the pivotal reason for their consumption of the media messages.

However, in an effort to expatiate on what the UGT of the media entails; Folarin (2002) may have put it better, as he argues that, "the focus was thus shifted from media production and transmission functions to the media consumption function. Instead of asking; "what kinds of effects occur under what conditions?" The question

became: “who uses, which media under which conditions and for what reasons?” Once more, the theory could be viewed as very relevant to this study as it looks into why senior high school students use the social media platforms for learning in Ghana.

Therefore, this study focuses on ascertaining the effects and the benefits which the new media services for their users that invariably sustain their usage. It presupposes that there are certain satisfactions the new media provide to the students without which their usage would have been waned. Hence, the use of the social media platforms has been in existence for years, it is an indication that they certainly provide meaningful gratifications to those who use them. This study shall unearth the effects of social media platforms on academic performance of students. Just as all commercial commodities have definite needs they provide their satisfactions to the consumers, in a much similar way, all media and or their contents are envisaged to play certain roles to their users. Otherwise, the audience in their discretion could jettison the very media or a media content that tends not to present a profitable consumption. Such profitable consumption in the context of this study is referred to as gratifications, purposes, benefits or satisfactions which the social media provide to those who use them.

The major emphasis in the UGT is that the user or the audience plays a great part in the choice of the media or the media content he or she consumes, and this is determined by what (gratifications) the content or the media offers. From the argument above the theoretical significance of UGT of social media platforms to this study has been made clear. Given that all social media platforms are dependent on users providing content, an understanding of the motives of why individuals participate appears fundamental.

2.2.1 Criticisms of the Uses and Gratifications Theory Approach

One of the criticisms of this approach is that it is non-theoretical and vague in explaining some concepts such as “needs” (Lakshminarayanan, 2004). It has also been criticised as being nothing more than a data collecting strategy (Severin & Tankard, 2001). Elliot (1974) criticised it saying it focuses too much on the individual user or audience. According to White (1974), some researchers were concerned about the problem of media hegemony and have criticised the uses and gratifications perspective, saying it goes too far in claiming that people are free to choose the media fare and the interpretations that they want to use it for.

In a similar vein, Lometti (1977) also criticised this theory saying there is an assumption of an active audience or user, but according to Dunne, Lawlor and Rowley (2010), the Internet negates this suggestion of criticism. Dunne et al., (2010) make specific reference to social networking sites or platforms, saying that for one to use any of these platforms, they must be active to log on to the website, seek information, post pictures/ videos/ comments and connect with friends on the platform.

This approach has not been used widely within information behaviour researchers because of the difficulty in generalising the often simplistic and individual findings it elicits (Case, 2007). Also, studies conducted by Larose, Mastro and Eastin (2001) revealed that the UGT tended to repeat the pattern of weak predictions of media behaviour common to body of research. They further argued that UGT yields weak predictions of media exposure because they ignore incentive categories that motivate behaviour in using media platforms.

2.2.2 Importance of the Uses and Gratification Theory to this Study

UGT is appropriate in explaining the use of social media platforms for learning by students. Looking at the various needs classified by Perse and Courtright (1993), the assumptions of this theory, and various studies, it can be said that students may choose which social media platform to engage in depending on their motivation, needs, and state of mind at a particular time. It is also clear that users or audience of the media who choose one form of communication channel over others can clearly state the reasons they prefer a particular channel to other channels. The uses and gratifications approach is adopted in this study because this study concurs with the notion that media users such as students of Prempeh College and Kumasi Girls Senior High School are active users of media, in this case social media platforms.

2.2.3 History of Social Networking Technology

In the early 1990's, online communication technologies were introduced to the public in forms such as email and chat rooms (Peter & Valkenburg, 2009). Many authors such as Dr. Norman Nie of Stanford University, predicted that these forms of technology would negatively affect young students' or teenagers' social lives, and reduce their sense of well-being (Peter & Valkenburg, 2009). At that time, many researchers thought that online relationships would be superficial or meaningless to the audience involved. It was also predicted that these teenagers and students would use the Internet for purposes of meeting strangers instead of building on established relationships on academic's issues (Peter & Valkenburg, 2009).

It was also assumed by some professionals that students who spend too much time on computers or on technological devices are at risk since this would negatively affect their "real- life" (i.e., academic and social life with others) (Peter &

Valkenburg, 2009). While several authors during the early 2000's hypothesised that children and teenagers would become less social or perform poorly with online participation, proving this was difficult, as many homes still did not have Internet access (Okyere, 2019; Amofah-Serwah & Dadzie, 2015).

Since the early years of social media sites popularity, research has been done in order to find out how this technology was affecting the youth (Ndaku, 2013; Bryant, Sanders-Jackson & Smallwood, 2006). Though the early trend was to believe that these sites would negatively affect students' communication, other researchers believed that technological communication would benefit many teenagers who had problem understanding basic concept expressing their thoughts and feelings face-to-face (Ansah, 2020; Kolan & Dzandza, 2017; Bryant, Sanders-Jackson & Smallwood, 2006). Though the argument continues to be studied and analysed, it is still a question that many researchers need to answer. By looking at the most popular social networking sites, several conclusions can be made as to why these social media platforms are popular with young adults.

2.3 The Concept of Social Media

According to Kaplan and Haenlein (2010), social media is defined as a group of internet-based applications that build on the ideological and technological foundations of Web 2.0 that allow the creation and exchange of user-generated content. Similarly, the Oxford Dictionary (2011) also defined social media as “a websites applications used for social networking”. Another definition of social media is that it is a “communication channel which is very popular, extremely fast and broad, to share and discover content concerning individuals, brands, information, entertainment and knowhow” (Dearborn, 2014).

Social media are computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks (Obar & Wildman, 2015). Similarly, Syed and Khan (2019) viewed social media as a form of electronic communication through which people interact with each other. Furthermore, in the view of Kirschner and Karpinski (2010) define social media as an online directory that allows people to find their friends, family and colleagues through looking them up on social media platforms. One theme that all these definitions underpin is that social media involves some form of communication between individuals over the Internet.

Social media are becoming major tools through which users create online communities to share information, ideas, personal messages, and other content (Okyere, 2019). Social media has also totally changed students' ways of learning and their studying style and the overall set-up. Students have started using these sites as resources to obtain information and facilitate themselves towards their completing assessments, projects, and related academic work (El Khatib & Khan, 2017). If you consider what you understood media to be before the Internet existed, it was about television, newspapers, magazines, etc.

Once media became available through the World Wide Web, the media was no longer static. Tremendous interactivity capabilities became available to everyone and it felt much more like a personal, one-on-one relationship than anything else (Okyere, 2019). At the heart of social media are relationships, which is in common with social networking. According to Ansah (2010), social media is a very broad term and really encompasses several different types of media, such as videos, blogs, etc. Social media is a place where you can transmit information to other people (Okyere, 2019). Social media can be used as a vehicle for communication. Social media lets everyone share

content that other people can share, in turn, with their online connections. Users of social media platforms can create the buzz through social media.

Today, social media has taken a new dimension and has encouraged more participation through the introduction of mobile devices that support social networks applications. The use of mobile devices that are powered by Android applications to social network is termed as mobile social networking. Social media can be accessed through a computer, cell phone, iPad, and so much more (Okyere, 2019). The newest way of getting in touch with social media is now a watch. Technology is constantly changing and is always finding a way for different generations to have access to different forms of social media right at their fingertips. According to Syed and Khan (2019), many higher education institutions (HEIs) have even started using web technologies including social media in promoting education and have started implementing their assessments using such growing technologies. Hence, the level of understanding of the students is becoming high and their learning expectations also becoming high. This is triggering social media to become a catalyst in the field of education growth.

Furthermore, Pardo (2013) believes that technology offers a platform for innovation, and allows its users to express their opinions about how they feel towards the information being published. Pardo (2013) added that social media is also a platform that allows students to interact with one another, with their teachers and communities that share their same education. He also states that these types of interaction are necessary for students to learn using technology.

2.3.1 Influence of Social Media Platforms on Students' Academic Performance

Though there have been many social, economic and environmental factors that have added to the pressure of university students in the past ten years, the drop-out rate for students is still a major national problem (Bowen, 2008). Current statistics show that university students in Nigeria are under increased pressure due to higher academic standards in other countries, and it has become more important than ever for educators to encourage graduation and further education (Bowen, 2008). However, with more and more students being preoccupied with social media networks and technological social lives, how will this affect their studies? It is estimated that even those students who do graduate high school, one out of three does not have possession to the knowledge and skills that would lead him or her to the next level, such as college or an advanced trade school (Bowen, 2008).

The top academic areas that many school professionals are concerned about are English Language Arts (ELA) and advanced literacy (Williams, 2008). The current generations of teens live in a fast-paced technological world with many different types of communication happening all at the same time. For example, he or she may be on the computer on a SNS, while also talking on the phone, sending instant messages to friend, and emailing someone else all at the same time (Williams, 2008). While there may be some advantages to this, such as the teen learning how to type faster and multi-task many things at once, there may also be a breakdown in much of that communication (Williams, 2008).

Literacy has also taken a dive in the past decade, which has caused many educators to question what can be done to help students improve their reading, writing, speaking, and thinking- all of the most basic skills for a successful future (Wise, 2009). As one researcher stated, "Literacy is, in reality, the cornerstone of

student achievement, for any student, in any grade” (Wise, 2009). The question that many school professionals have with regards to communication is whether or not a tertiary institution student is able to follow school curriculum in courses like English or Language Arts (Williams, 2008). Also, it will be possible to teach them without the use of multi-tasking and using new forms of technology.

In fact, as an educational tool, social media platforms enrich learning by giving both students and teachers the opportunity to connect in new and very exciting ways thereby encouraging flexible mode of learning (Pappas, 2013). According to Pappas (2013), it is stated that flexible learning expands the choice on what, when and how people learn with the support of mobile devices. It supports different styles of learning including e-learning which is highly patronised across the globe (Pappas, 2013).

2.3.2 Gender Usage of Social Media

When reviewing the literature related to gender and adolescents, results are mixed as to which group spends more time on the Internet as well as on social media networks (Lin & Subrahmanyam, 2007). Studies have shown that boys have been online more than girls in previous decades because of earlier forms of technology such as video or computer games (Lin & Subrahmanyam, 2007). Girls have declared that they use social media for things like chatting and downloading music (Giles & Price, 2008). Because of this, one may hypothesize that girls will be more likely to be attracted to social media networks and other online social groups (Giles & Price, 2008). According to most researches done on the topic, the number of teenage girls and boys who communicate on these social media networks are equally divided (Bonds-Raacke & Raacke, 2008).

Research has shown that though girls and boys are both likely to have a SNS account, the idea for the accounts may vary based on gender (Bonds-Raacke & Raacke, 2008). For girls, social networking sites are basically placed to reinforce preexisting friendships; for boys, the networks also provide opportunities for flirting and making new friends (Bonds-Raacke & Raacke, 2008). Girls are also more likely than boys to post sexually explicit pictures of themselves, and to talk about sexual activity in public forums (Rafferty, 2009). However, boys are more likely to create an account simply because they are trying to meet a significant other, or because they are already in a relationship with someone who has requested them to join (Bonds-Raacke & Raacke, 2008).

Girls are also more likely than boys to share personal information about their daily lives (Merten & Williams, 2009). Results of a recent study involving Facebook, MySpace, and Xanga showed that though most teenagers aged 13-17 used these sites for fun and positive reasons, 55% of girls shared personal stories about depression, anxiety, and relationship problems and educational activities (Merten & Williams, 2009). Only 15% of boys shared any personal information besides their hobbies, interests, and friendships (Merten & Williams, 2009). This study also showed that adolescents use SNS when dealing with a death of a peer, and use forums and member profiles to help their grieving process (Merten & Williams, 2009).

The influences of social media platforms on students' performance are reported in research, where a study by Haq and Chand (2012) utilized a sample of 384 students and concluded that Facebook use has an adverse influence on students' academic performance. The study noticed that males and females spent equal time on the Internet where females used Facebook more, but males had more friends than females. The important difference was that Facebook use had an adverse influence on

males' performance than females. The authors accounted such adverse performance because males spend more time on sports and games activities than females, which caused a loss of time and a bad influence on performance.

In a study, it was shown that boys seem to benefit more from social media use and communication technology than girls do (Peter & Valkenburg, 2009). This was hypothesized because boys tend to have more difficulty expressing their thoughts and emotions face-to-face with others than girls do (Peter & Valkenburg, 2009). The early stages of social networking, as mentioned earlier, involved web technology such as AIM, which helped many “chats” with others on the computer rather than in person (Peter & Valkenburg, 2009). The number of teenagers, both male and female, partaking on social networking sites is astounding. This may explain why certain difficulties arise from these sites that have become a major problem in today's society.

2.3.3 Effects of Social Media on Academic Performance

There have been mixed reactions from academics and researchers with regard to the effect of social media platforms and how they affect students' academic performance. Studies have found that the participation of students and young people on social media platforms may have both positive and negative impacts on their studies and, for that matter, their academic performance. Tuchman (1975) defines academic performance as “the apparent demonstration of understanding, concepts, ideas and knowledge of a person and proposes that grades clearly depict the performance of a student”. Hence, students' academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. According to Mehmood and Tawir (2013), “the use of new

technologies, such as social media platforms and the Internet, is one of the most important factors that can influence educational performance of students positively or adversely”

A study conducted by Roberts and Foehr (2008) in the United States about student’s extracurricular activity, rather suggested that new media, such as Facebook, Twitter etc. replace or improve other leisure activities, but do not take away time from the youth. In other words, the time spent on social media platforms is the time that is normally used for extracurricular activities and, therefore, does not affect their away their productive time for studies.

Conversely, some studies have also found a negative effect that social network participation has on students’ academic performance. In the study of Kirschner and Karpinski (2010), they found a negative relationship between Facebook use and academic performance. Facebook users reported lower mean GPAs and also reported spending fewer hours per week studying on average than Facebook non-users. The majority of students claimed to use Facebook accounts at least once day”.

Information and communication technologies (ICTs) are becoming important tools for educational support. Computers and the Internet are becoming more and more important in the learning and teaching processes. With the advent of mobile devices, especially smartphones and tablets, it is becoming easier to reach students and even utilise the capabilities of technology. A study utilised three groups of students, where the assignments and interactions were conducted with three levels: 1) traditional methods, 2) fair use of phones, and 3) extensive use of smartphones in working on mathematical assignments for students (Nasser, 2014). Results indicated a higher performance of the smartphone group compared to the other two groups.

Facebook resulted in a significant improvement in students' performance. A study in a Vietnamese concluded that students using Facebook as social media platforms has improved substantially with respect to their grades (Tuan & Tu, 2013). The same study also concluded that the enhancements and value of social media platforms was not only related to the students' academic performance but also to the adaptation of the social environment of school.

The same argument relating to social absorption by students is reached by Gafni and Deri (2012), where they emphasised the role of social media platforms in socialising students and opening channels for finding more academic resources, thus improving their academic achievement. The result was not supported for senior students, where social absorption is less pertinent at later years and student involvement might profit more in academic area. Social media platforms are a strong tool for social communication and connection, where it can improve family ties and friends in a rich social context.

It is authoritative to realise that time spent on social activities (using Facebook or other social media) will be on the account of students' academic performance. This judgment is essential regardless of the positive side we see in social media platforms. A study that utilised students in a US university concluded to a negative relationship between time spent by students on online social networks and their academic performance (Paul & Gelish, 2011). The authors pointed to the importance of consideration span devoted to multiple sources of attractions. The result indicates the importance of using Facebook and other social media tools wisely and towards a productive time in class rooms and back home. The same study motioned in the previous section, regarding the improvement of social absorption and academic achievement (Gafni & Deri, 2012), concluded that using Facebook by students

consumes times and thus negatively influencing academic performance. Using mobile devices for texting and social network access also was explored to see if it is related to the engagement level in classrooms, where research showed that engagement is closely related to teacher's style and control. Also, the use of social media platforms and mobile texting was not related to lower performance results (Paul & Gelish, 2011). Such issue emphasises the distraction that social media cause, but not to the extent of risking academic performance.

Some schools fixed the use of computers, tablets and other technology channels in their educational setup. A study that focused on the issue of multitasking in classrooms concluded to the fact that students who use ICT and involve in multitasking (examples like: text messaging, Facebook, Internet searching, emailing, and instant messaging) would have lower GPA, which means lower academic performance based on their behavior (Burak, 2012). The study also related a risktaking behavior to such use of ICT, and concluded that multitasking would result in a higher risk-taking behavior.

The time spent on using Facebook was significantly associated with negative performance of students in a study that used 3866 US students. The other indicator that showed significant association with performance is time spent preparing material for classes, where students devoted some time for sharing resources and material using Facebook or other social media website (Junco, 2012b).

A study conducted by Çolak (2014) also aimed at and explored the role and impact of social media platforms in students' academic life. According to them, social media utilisation has a few positive effects on students' academic life. The major negative effect of social media platforms, according to the authors, is that students get so much involved in the social media platforms activities that they become social

media addicts. Due to this addictive behaviour, students use social media platforms even in classrooms which creates disturbance for other students and concentration issues in them. Inability to carefully follow lectures affects their grades or performance. In this way, social media platforms increase students' tendency towards non-instructive, unscrupulous and inappropriate activities, for example, futile visiting and time were killing by stalking students' activities.

For instance, a study conducted by Obi, Bulus, Adamu and Sala'at (2012) examined the need for safety consciousness among social media effects on students' use of English. They use short-handwriting when chatting with friends and unconsciously get used to it thereby replicating same errors during examinations. Even though one may argue that these are minor challenges, it is important to acknowledge the increasing rate at which these errors are replicated in the education sector and if care is not taken future generation may see it as a norm. Indeed, a number of studies including but not limited to the study of Osharive (2015) and Maya (2015), among others, have revealed unequivocally that social media platforms use in education can be problematic to students' academic life if caution is not taken in its usage for learning. The study conducted by Maya (2015) further revealed that social media use contributed to lower academic performance, low self-perceptions and less interest in college-oriented carriers.

This finding corroborates the revelation of Mingle and Musah (2015), that most respondents in their study experienced negative effects such as poor grammar spelling, late submission of assignments, less study time and poor academic performance. Though, part of these studies affirmed some benefits of social media platforms usage in the academic life of students, it is necessary as educators to be

concerned about its negative effects which seem to be outweighing the advantages as far as education is concerned in Ghana.

2.4 Empirical Research on Social Media Platforms

Wang and Mark (2019) did an empirical study on the context of students' Facebook use and academic performance. Results show that grade point averages (GPAs) of frequent Facebook users do not suffer. Students with high GPAs spend shorter time in each Facebook session and shorter Facebook use often follows schoolwork. These results point to a possibility that potentially problematic Facebook use occurs when students are in a spree of leisure activities, not while studying.

A study conducted by Syed and Khan (2019) on the impact of social media on the academic performances of Saudi students in Prince Sattam Bin Abdul Aziz University revealed that students enjoy meeting new friends online using social media rather than meeting in person. For this reason, they spend a lot of time on the platform. It is also confirmed that the bad comments are passed easily through social media platforms affecting the sentiments of others and most of them strongly believe that all the information in social media is true and reliable and the rumors were spread easily in social media. Further, it is also confirmed that social media platforms do not support the learning of the students.

A study conducted by Moghavvemi, Sulaiman, Aziz and Wai (2017) examined how spending time on Facebook affect students' academic performance. It explores behavioural factors affecting students utilising Facebook for academic activities. The results show that students use Facebook for entertainment, relaxing/escaping, and passing time, but not for socialising and social information.

Spending time on Facebook has a positive effect on their academic performance, which indicated that the time spent on Facebook did not affect their education.

A study by Abu-Shanab and Frehat (2015) investigated the influence of social networks on social reform through a conceptual model with five analysts of intention to use social networks, namely, satisfaction, isolation, trust, social participation and intensity of social media platforms use. Results indicated a significant prediction of intensity and separation only for students' academic life or learning.

Herring and Kapidzic (2015) did a study on teens, gender and self-presentation in social media. According to the authors, although similarities exist in social media use by teenage girls and boys, there is a difference in how they present themselves online. The study found that girls restrict access to their profiles and limit visibility to people they are connected to. Boys on the other hand make their profiles public. The researchers note that more often, boys post false information on their online profiles. The study also found that the languages boys use online reflect assertiveness in both style and tone, while girls seem to aim to please boys and facilitate social interaction. In the area of visual presentation, the researchers found that girls choose pictures that show a desire to appear attractive and appealing to boys. The researchers also note that both genders' choices of pictures for self-presentation can be seen to reflect sexualized media portrayals. The researchers posit that their study reveals the importance adolescents place on displaying gendered identities in their usage of social media.

Also, a study conducted by El-Badawy and Hashem (2015) on the impact of social media on the academic development of school students concluded that there is no relationship between social media and students' academic performance; this is clearly projected in their overall grade average. Again, the study revealed that,

although the selected students spend hours on social media, they still manage to find time to study, and achieve good grades.

Negussie and Ketema's (2014) study in Ethiopia also indicates that there is no significant relationship between times spent on social networks, such as Facebook, and students' grade point average (GPA). This is reliable with a study by Ahmed and Qazi (2011), which conducted a study in Pakistan among six universities and found not much relationship between times spent on social media networks and students' academic performance.

Pfeiffer, Kleeb, Mbelwa and Ahorlu (2014) did a mixed method study on the use of social media among adolescents (aged 15-19) in Dar es Salaam and Mtwara, Tanzania. Questionnaire and in-depth interviews were used. Findings show that respondents accessed the internet mainly through mobile phones, and Facebook was the popular social media site. Girls used the internet less because of cultural restrictions and also because of possible dangers of meeting the "wrong" people. The researchers assert that Tanzanian boys are more likely to use Facebook, Twitter and YouTube than Tanzanian girls. According to the researchers, Facebook is used mostly for social exchange, meeting people, and entertainment, but also as an information and education source.

A study conducted by Al-Mukhaini, Al-Qayoudhi and Al-Badi (2014) examined the adoption of social networking in education by higher education students in Oman. The paper covered some of the positive and negative impacts of using social media platforms as a way of learning. The results suggest that a high percentage of students were affected positively by using social networking sites tools, which gave them the chance to control their own learning environment and allowed them to share their knowledge with other students in different ways such as texting, voice, and video

media. In addition, Web 2.0 tools, such as blogs, Facebook, YouTube, and online courses, are giving students better learning opportunities to enhance their educational performance. Students would prefer to find better ways of learning by changing their learning styles and connecting with an environment that has more dynamic social potential and not to study in isolated environments that provide traditional styles of learning.

Shabir, Hameed, Safdar and Gilani (2014) did a study on the impact of social media on the youth of Bahawalpur to analyse the influence social media have on them, to assess the benefits and the preferred social media sites, to know the time spent and the attitudes of the youth towards social media, and also to recommend a right usage of social media for information and education purposes. They used the survey method and sampled 300 youths. The study found that the preferred site of the youths is Facebook, that social media usage is becoming a hobby to “kill time”. Problems respondents faced on social media sites were “unwanted messages”, “unethical pictures and video clips” among others. Respondents agreed that social media are beneficial in the field of education; they agreed that social media are deteriorating social norms and they also agreed that anti-religious posts and links create hatred among communities.

Rose and Morstyn (2013) used focus groups, surveys, and case studies to find out young people’s perspectives on the use of social media as an engagement tool. The researchers said that young people value the opportunity to have a say and feel that their engagement is valued, as this encourages their participation. The young participants in the study were reported saying they want governments to engage them in policy development and decision-making processes. The researchers noted that it is

important for governments to engage young people through the mechanisms of young people use of social media platforms.

Moreover, a study conducted by Isik (2013) to examine the utilisation of social media platforms in education of two private schools in North and South of Cyprus. The main focus of the study was given to comparison of the students' activities of the two schools regarding usage of social media platforms for learning. In the study, the utilisation of social systems in education was examined as new basic necessity. The use of social media platforms outside classrooms was very limited. The study indicated that it is due to parents' negative impression about social media platforms use for learning. One of the interesting findings was that the computer technology teachers of both schools were not promoting utilisation of social media platforms for learning because of lack of trust on such networks. Also, the study indicated that the instructors of both schools appreciated usage of social media platforms in education only along with face-to-face lectures and communication. The reason behind this is that the students belonging to both schools lacked confidence in face-to-face communication. This is a great setback of using social media platforms for learning. The study showed that teachers are required to communicate with their students in order to ensure better understanding with the provision of visual examples over social media platforms and to wish them for their examinations and studies. Also, in the south school, daily updates regarding courses, tests and homework were being published on social media platforms. The study also revealed the privacy concerns of the teachers belonging to both schools. The conclusion of the study was that teachers should have training on safe and secure utilisation of social media platforms for learning in order to have competency and comfort in using social media platforms in education.

Another study conducted by Ijeoma and Burke (2013) examined the significance with respect to studies to see the possible consequences and practical progress of conceivable consequences for social conduct and scholastic advancement of social media platforms. The study utilised both subjective and quantitative strategies for information gathering including questionnaire and interviews to collect the data. Discoveries of this study propose that social media platforms could contrarily effect on the students' social conduct, scholastic advancement. The study indicated that automatic software program that will shut down after a certain time, should be used to control its utilisation by students. This showed that the respondents stressed that consistent association in social media platforms can make the understudy turn into a possible social media platforms addict. This can lead the subjects under study to disappointment and in the end affect the grades or performance. Additionally, the respondents said that the inappropriate and unfiltered content seen online can without much of a stretch lead the students to get bad impact from them. With frequent use of unattended social media platforms, students may indulge in utilisation of terrible slangs, disregard to folks, educators, and the law in the general public.

Steenkamp and Hyde-Clarke (2012) studied the use of Facebook for political commentary in South-Africa and they found that the general public and political parties use the site for “discussion, debate and opinion formation”. The researchers claim that the Internet and especially social media networks have become relevant in 21st century politics. According to the authors, the platforms are not used only for political campaigning purposes but also as platforms to encourage the public to engage in political discourse. The researcher's monitored comments posted on the two most prominent South African political parties (African National Congress and Democratic Alliance) Facebook sites, and added interviews. They found that while the

public used Facebook to engage one another about relevant political issues, the political parties used Facebook as a means of disseminating information and to monitor public opinion rather than as a means of interacting with the public. The researchers opine that Facebook is a participatory media tool that can be used to communicate to audiences the same way that traditional media does. The researchers, however, state that “in order for any social networking site to be used to its full potential, periodic commentary is necessary and vital for conversation creation between the public and the political party.

In a study for the American Academy of Pediatrics, O’Keeffe, Clarke Pearson & Council for Communications and Media (2011), sought to find out the impact of social media on children, adolescents and families in order to encourage healthy use and urge parents to monitor for potential problems like cyber bullying. The study found that some benefits of social media usage by children and adolescents are picture sharing, exchange of ideas, keeping in touch with friends and family (socialisation and communication), enhanced learning opportunities, and accessing health information. The possible risks of social media are: child pornography, online harassment, cyber bullying, Facebook depression, privacy issues, and “sexting” (sending, receiving, or forwarding sexually explicit materials). According to the study, indiscriminate Internet activities make young people targets for fraudsters and marketers.

Another study conducted by Khan (2010), examined the effect of social media websites on students learning. For this purpose, the study intended to understand and analyse the effects of using social media on the subjects under the study using social media platform sites. Variables that were analysed were age, gender, specialisation and grades. This study attests that a large portion of students use social media

platforms because of the peer pressure and due to the fact that their friends have benefits using it. The results indicated that 67.3% of the subjects have been using social media platforms. Those students who achieved 3.0 to 3.5 GPA (Grade Point Average), for the most part utilise person to person communication sites for excitement. This is a strong indication to the point that usage of social media platforms has not affected students' academic performance or results.

In another study by Fovet (2009), on the impact of the use of Facebook by high school students with Social, Emotional and Behavioral Difficulties (SEBD) were examined. The researcher found that Facebook is important for SEBD students as it allows them adapt to school work and help them manage peer relations by helping correct shaky peer relations. He also found that these students never mentioned their set back at school during social networking interactions. Words and visual content published suggested happiness when in truth, it was the opposite. Confidence was built by having certain people from the school community on their "friend list". Music and video games were important topics. According to the researcher, social networking tools were not only used to repair shaky peer relations but it was used to build new ones among colleagues.

2.5 Chapter Summary

This chapter discussed the uses and gratifications approach by Katz (1959) as the theory underpinning this study. This theory is concerned with reasons people use the media and the active nature of these users. The theory, research questions and the objectives of this study are in agreement hence its adoption. This chapter revealed issues in line with the general objectives of the study which is to find out the effects of social media platforms on the performance of senior high school

students. The chapter indicated that there are a number of factors that either help improve students' performance or hinders it from using social media platforms for learning. Thus, the social media platform, the learning environment, resources, students' focus in the right use of resources among others contributes to academic performance.

Again, the chapter also showed that emerging social media became more prominent since the year 2002. This has exposed students to some positive habit of learning like group discussion, exchange of assignment, sharing of information, and surfing the Internet for explanation and detailed meaning of difficult items. These habit which definitely leads to influence educational performance positively. Notwithstanding most students rather use these social media platforms for entertainment and too much socialisation which adversely affect their academic performance. The literature also reviewed the gender use of the social media and the benefit outcomes of the social media platforms for learning.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that was employed in the study. It is made up of the research design, the population, and the sampling procedure that was employed. The chapter also examines the data collection instrument and data analysis method.

3.2 Research Design

According to Katundu (2008), the purpose of research and its objectives determine the type of research design employed for a study. To achieve the aim of the study, the researcher used the quantitative research design. Thus, the quantitative type that was adopted in this study was the descriptive. According to Berg (2004), a descriptive research design is the type that helps researchers to explain natural occurrences of events. This method was used by the researcher because it gave the respondents the ability to respond to items presented in closed ended questions. Cohen, Manion and Morrison (2007) opined that this type of research design helps to collect data at a given time frame with the purpose of describing the nature of prevailing status and/or finding the values against which variables can be compared to. The researcher may depend on this to compare test results and make inferences from it which is also in line with a statement by Creswell (2003). Further, this type of research helped the researcher to collect data quickly to meet the duration stipulated for the study. According to Yauch and Steudel (2003), a quantitative study enables the researcher to collect data produce results out of it since there is little demand on the time spend collecting data.

On the contrary, a quantitative design also presented some flaws in the study. Johnson and Onwuegbuzie (2004) noted that quantitative design may produce abstract findings or knowledge that may be too broad for immediate application into a given setting, context, and individual. The study seeks to find out the effects of social media platforms on the performance of senior high school students. The responses from the students might be difficult to understand under the existing circumstances of the students. Also, the respondents might not be having the needed knowledge on social media platforms. The researcher was vigilant to adopt strategies that prevented the study from these shortfalls by clearly drawing the plan that were followed for a quantitative study. In spite of these couple of demerits, the rationale for this design chosen enabled more respondents to be questioned.

3.3 Population

Defining the population of the study is another important criterion that needed to be looked at critically. The group which the research would like the results of the study to be generalised is known as the population (Mukhari, 2016). Students enrolled in the school are either day or boarding students. For the purpose of this study, the population consisted of day students in Kumasi Girls High School and Prempeh College in Ashanti Region of Ghana. Students enrolled in the school are either day or boarding students. Day students were selected because they have the opportunity to use mobile devices at home when they study or learn. Boarding students in the senior high schools are not allowed to use mobile phones in schools. The accessible population for the form two students in the two senior high schools was 453 (Kumasi Girls Senior High School = 175 and Prempeh College = 278). One hundred-day students each from Kumasi Girls Senior High School and Prempeh College were

selected for the study. These target populations were selected because they fit the topic of the study and information was obtained to answer the research hypotheses formulated for the study.

3.3.1 Inclusion Criteria

Inclusion criteria are conditions for participating in the study. In this study, the inclusion criterion for the subjects was senior high school students in Kumasi Girls High School and Prempeh College who gave their consent to participate in the study.

3.3.2 Exclusion Criteria

Exclusion criteria are those characteristics that can cause a person to be excluded from the target population (Leady 2013). Students who do not attend Kumasi Girls High School and Prempeh College were excluded in the study. Also, teaching and non-teaching staff at Kumasi Girls High School and Prempeh College were excluded in the study.

3.4 Sample and Sampling Procedure

Sampling procedure is also another technical area in a research that needs careful consideration. Varkevisser (2003) explained sampling as the process of selecting a number of study units from a defined population. Teye (2012) is of the view that sampling is not a technique or procedure for getting information but it ensures that any technique used helps in getting information from a smaller group, which accurately represents the entire group. This establishes the fact that samples from the study population are taken when it is not feasible to carry out whole population studies (Teye, 2012).

The purposive sampling was used in selecting a representative of the target population per the objectives of the research. Purposive sampling according to Teddie and Tashakkori (2011) involves selecting certain units or cases “based on specific purpose rather than randomly. In the view of Teddie and Tashakkori (2003), purposive sampling is used in inductive studies to gather detail and in-depth information or data with small number of participants to represent the target population in order to yield detailed information about the issues. Purposive sampling is a non-probability sampling.

In the view of Neuman (2011), the reason for choosing a sample size depends on several factors such as the budget of the study, the objectives of the study, and to what extent the policy recommendations are implemented. Second year day students in Kumasi Girls High School and Prempeh College were purposively selected for the study. The second-year students were selected because they have been using these mobile devices in their studies for a long time. The researcher did not consider the final year students because they were preparing for the West African Certificate Examination (WASCE).

Therefore, the researcher used Yamane’s (1973) formulae to determine the appropriate sample size for the study. Yamane (1973), is convinced that to select a sample that is representative of the population; a mathematical formula has to be followed. Thus, the study used the Yamane’s formulation in the formulation of its sample size. This formula is given as $n = \frac{N}{1+N(e)^2}$ where N is the total number of households and e is the margin of error (assumed to be 5% for this study). The details of the determination of the optimal sample size are with a population of 453-day (i.e.

Kumasi Girls Senior High School = 175 and Prempeh College = 278) students based on Yamane's formula. Thus, the sample for the study is 200 students. In all, about 200-day students were selected for the study.

3.5 Data Collection Instrument

To collect the data for the study, the researcher made use of a research questionnaire. Case (2012) indicated that the use of the questionnaire has the advantage of helping the researcher to within the shortest possible time reach out to many respondents especially where the geographical area is wide. It is also generally considered as cost effective even though it is usually associated with low return rate (Case, 2012). This instrument was used because it helped to collect accurate and quality data within a short period of time. Moreover, it helped the researcher to combine both closed and open-ended items to cater for the research design. Alongside, it is known that questionnaires are quite valid and reliable if well structured (Sarantakos, 2012). The questionnaire was developed by the researcher to account for all the research hypotheses guiding the study and to provide quantitative data needed for the study. The questionnaire was divided into five sections; section A contained information on the students' bio data, section B contained questions on social media platforms available for use by SHS students and section C contained questions on the extent to which students in SHS use social media platforms. Furthermore, section D contained questions on the views of students on the effects of social media on their academic performance and section E also contained questions on how social media platforms enhances students' academic performance.

However, despite the numerous advantages accorded to the use of questionnaires, there were some challenges associated with it. According to Burns and Grove (2001), questionnaires are known to have validity and accuracy problem if not well developed. That is, the question of the instrument measuring the required information is questioned. To avoid this, there was the need to check validity of the instrument.

3.5.1 Validity of the Instrument

Validity is the ability of the instrument to measure the required information (Leedy & Omrod, 2014). As defined by Wood, Ross-Kerr and Brink (2006), validity of an instrument is the ability of the instrument to measure what it is supposed to measure. Simply put, all factors under consideration were catered for by the instrument used. For this reason, the researcher of the study employed the services of people knowledgeable in the study area to give their professional touch to it. The instrument was shown to at least one different lecturer in the University of Education, Wineaba (Kumasi Campus) to critique positively. When this was done judiciously, it placed the instrument in a better position to measure what it is designed to measure. Further, the instrument was constructed in simple and clear language to avoid any form ambiguity. This was in line with Creswell (2008) statement that, it is critical and imperative to ensure clarity of questions and ability of the instruments to measure and answer the research questions or hypotheses of a study. Thus, by doing so, the items used in this study were comprehensive in regards to the study variables.

3.5.2 Reliability of the Instrument

As stated by Mugenda and Mugenda (2003), reliability of an instrument measures the extent to which it produces the exact same results when used in a similar research. The pilot study was conducted and used to measure the reliability coefficient of the instrument. The reliability coefficient (Cronbach's alpha) informed the researcher as to whether the instrument is reliable or not. According to Creswell (2008), reliability coefficient of the instrument (questionnaire), measured in Cronbach's alpha value, provides the basis to measure the internal consistency and trustworthiness of the items on the instrument. The Cronbach's alpha tests run on closed-ended questions to determine their reliability. The Cronbach's alpha value for this study was 0.72 which was a reliable figure.

3.5.3 Piloting of the Instrument

A pilot-test of the instrument was conducted to ascertain any need for revisions. Piloting of the instruments was carried out at Asanteman Senior High School in the Kumasi Metropolis in the Ashanti Region of Ghana. Asanteman Senior High School was chosen because they have some attributes similar to the accessible population of the study. It is also a mix school and the responses were from both male and female students. The aim of the pilot testing was to improve the validity and reliability of the instruments. In all twenty (20) day students were used for the pilot study which was based on simple random selection. The respondents were given draft copies of the questionnaire. The participants of the pilot test were asked to complete the questionnaires and to provide comments or suggestions for revising any ambiguous items. They were also told to discuss frankly with the researcher any ambiguity, incoherence or incomprehension that they experienced about any aspect of

the draft questionnaire. The final instruments for the study were produced after subsequent revisions in the wording of a few items. The necessary corrections were made after the pilot testing.

3.6 Data Collection Procedure

In order to successfully collect data for the study, an introductory letter was obtained from the Department of Information Communication Technology, introducing the researcher and the purpose of the research to the various head teachers of the selected institutions. This letter was then forwarded to the headmaster and headmistress of Prempeh College and Kumasi Girls High School personally. This was done after ethical clearance was obtained from the District Education Office of Ghana Education Service (GES) in Kumasi. The data was collected in the period of two weeks. The selected students were put together in each school and were briefed on the purpose of the study and after that the questionnaires were handed over to them to respond to them. To ensure the anonymity of the students, no identification was required of them in answering the research instrument in the open-ended and close-ended questions. The data collection was completed within two weeks in the month of July, 2020.

3.7 Ethical Considerations

Ethics refers to doing what is morally and legally right in the conduct of research. Research ethical consideration is important and researchers should protect the dignity of their subjects and publish the information that is researched (Fouka & Mantzorou, 2011). Some of ethical issues requiring consideration were length of time to answer the questionnaire, statement indicating what happened to the information

collected and statement about confidentiality and anonymity. The participants were assured that the data were used for academic purposes only.

Furthermore, confirmation that participants have no obligation to take part and that participant has the right to withdraw or not to answer any particular question was assured.

3.8 Data Processing and Analysis

The data collected for the study was organized and arranged in an orderly manner to ensure clarity and consistency. The researcher entered all the data into the IBM SPSS Statistics tool; a tool formerly known as Statistical Package for Social Sciences, Version 21. This software was used because it is specially designed to analyze quantitative data. As noted by, Gravetter and Wallau (2004), SPSS is the most suitable package for analyzing quantitative data. Therefore, the researcher considered this software for data analysis.

The type of data analysis is determined by the objectives of the study and the research design. The survey method was used and data was collected by means of questionnaire. The Statistical Package for Social Science (SPSS) was used to analyze the data collected. The descriptive analysis tools in the SPSS were employed to develop tables and frequencies which were constructively analyzed. The researcher adopted the Kendall's coefficient of concordance and factor analysis as analytical tools for the study. The data collected for the study were presented using frequency tables and charts and analysed using frequencies and percentages. However, Pearson Correlation was used to analyze hypothesis one while independent sample t-test was used to analyze hypothesis two.

3.9 Chapter Summary

This chapter presented the methods involved in carrying out the study. The quantitative methods approach was adopted for the study using a questionnaire. A sample of 200 students was selected for the study through purposive sampling procedures. Data were collected using a closed-ended and open-ended questionnaire for the students. Data collected were analyzed according to the research questions and hypotheses for the study using the IBM SPSS Statistics software. Results obtained from the analysis and discussion are presented in chapter four.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter analyses and discusses data. In this chapter, all data gathered for the study are organized, analysed and is followed by discussion of key issues relating to the findings of the study. Frequency tables are provided to give statistical reflections on key issues in terms of the research questions. The main thrust of the study is to investigate the effects of social media platforms on the performance of senior high school students. It is discussed in line with the specific objectives of the study. These are to:

- i. identify social media platforms and their usage among senior high school students.
- ii. find out the extent to which students in SHS use social media platforms.
- iii. describe the views of students on the effects of social media platforms on their academic performance.
- iv. find out how social media platforms enhance students' academic performance.

4.2 Demographic Characteristics of the Respondents

The demographic characteristics considered in the study are gender, age, sex, and programme of study. The demographic characteristics of the respondents helped in determining the extent to which the responses they provided could be depended upon. Out of 200-day students sampled for the study, 100% valid questionnaires were retrieved.

4.2.1 Gender of the Respondents

Out of the 200-day students selected for the study, 100 (50.0%) were males and 100 (50.0%) were females. This suggests that most of the students used in the study were having the same representation for both males and females. The details are provided in Table 1.

Table 1: Gender of Respondents

Gender	Frequency	Percent (%)
Male	100	50.0
Female	100	50.0
Total	200	100.0

Source: Field data, 2020

4.2.2 Age Distribution of the Respondents

It was necessary to determine the ages of the students since this information would help to know how young or mature the respondents are. Table 2 indicates that 12.5% of them fell under the below 16 age brackets. Eighty-five percent and 15.0% fell in the 17 – 19 and 20 years and above age brackets respectively. The details are provided in Table 2.

Table 2: Age Category of the Respondents

Age levels	Frequency	Percent (%)
Below 16 years	25	12.5
17 – 19 years	170	85.0
20 years and above	5	2.5
Total	200	100.0

Source: Field data, 2020.

The majority of the respondents were between the 17 to 19 years, with as high as 85% and only 2.5% of them were 20 years and above age brackets.

4.2.3 Programme of Study

Out of the 200-day students selected for the study, all of them responded to this question. The details of their responses are represented in Table 3.

Table 3: Programme of Study of the Respondents

Programme of study	Frequency	Percent (%)
Science	62	31.0
General Arts	38	19.0
Visual Arts	26	13.0
Home Economics	24	12.0
Business	50	25.0
Total	200	100.0

Source: Field data, 2020.

The results reveal that, 62 (31.0%) of them were offering Science, 38 (19.0%) offering General Arts, 26 (13.0%) offering Visual Arts and 24 (12.0%) offering Home Economics. The remaining, 50 (25.0%) were offering Business.

4.3 Research Question One: What social media platforms are available for use by senior high school students?

The intent of this research question was to find out which social media platforms are available for use by the senior high students. A list of some common social media platforms was provided for students to tick the ones that they were familiar with. The outcome of this question is presented in Table 4.

Table 4: Social Media Platforms Available for Use by Students

Social media platforms	Frequency	Percent (%)
Facebook	197	99.5
Twitter	167	84.3
Instagram	162	81.8
WhatsApp	191	96.5
YouTube	163	82.3
Vine	47	23.7
Google +	177	89.4
Snapchat	148	74.7
Messenger	151	76.3
Viber	94	47.5
WeChat	80	40.4
Reddit	36	18.2

Source: Field data, 2020.

As indicated in Table 4, the kind of social media platforms that were used by the majority of the students were Facebook and WhatsApp. Almost all students (99.5%) used Facebook and only 3.5% of them did not use WhatsApp. The other highly patronised social media platforms were Google+ (89.4%), Twitter (84.3%), YouTube (82.3%) and Instagram (81.8%). More than 70% also patronised Messenger (76.3%) and Snapchat (74.7%). Below 50% used Viber (47.5%), WeChat (40.4%) Vine (23.7%) and Reddit (18.2) – the least patronised social media platform. Therefore, the students were familiar with many social media platforms.

These findings confirm that most students use mobile devices in homes in accessing several social media platforms. Indeed, Ansah (2020), Okyere (2019), Kolan and Dzandza (2017) and Boyd and Ellison (2008) have noted that social media platforms have been popular since the year 2002 and have attracted and fascinated tens of millions of Internet users. Investigation has estimated that there are 200

different social media platforms for chatting (Bharucha, 2018; Mohammad & Tamimi, 2017). Most students use social media platforms, such as Facebook and MySpace on daily basis (Ansah, 2020; Okyere, 2019; Kolan & Dzandza, 2017). It can be seen from the current study (Table 4) that most of the students had used more than one social media platform probably on a daily basis, which will either have a positive or negative effect.

4.4 Research Question Two: How do students in senior high school use social media platforms in their academic work?

This research question sought to find out the extent to which students in senior high schools use social media platforms. Respondents were given some statements to indicate the time they spend on the use of social media. The main social media that were presented to students were Facebook, Twitter, Instagram, WhatsApp, YouTube, Vine, Google+, Snap Chat, Messenger, Vine, WeChat and Reddit, as these were the common networks used by the vast majority of the respondents. Frequency (counts) and percentages were used in analysing the data obtained from this portion of the questionnaire. The results are shown in Table 5.

Table 5: Respondents Duration Spent on Social Media Platforms

	Average 1 hour a day		Average 2 hours a day		Average 3 hours a day		Average 4 hours a day		Average 5 hours a day		Average 6 hours a day	
	n	%	n	%	n	%	n	%	n	%	n	%
Facebook	12	6.0%	20	10.0%	78	39.0%	63	31.5%	15	7.5%	12	6.0%
Twitter	32	16.2%	77	39.1%	44	22.3%	18	9.1%	15	7.6%	11	5.6%
Instagram	41	21.2%	70	36.3%	26	13.5%	23	11.9%	16	8.3%	17	8.8%
WhatsApp	15	7.7%	25	12.9%	19	9.8%	24	12.4%	88	45.4%	23	11.9%
YouTube	28	14.2%	68	34.5%	50	25.4%	25	12.7%	14	7.1%	12	6.1%
Vine	70	35.7%	76	38.8%	24	12.2%	10	5.1%	11	5.6%	5	2.6%
Google+	19	9.6%	41	20.7%	57	28.8%	68	34.3%	7	3.5%	6	3.0%
SnapChat	111	56.6%	46	23.5%	13	6.6%	14	7.1%	9	4.6%	3	1.5%
Messenger	40	69.0%	13	22.4%	4	6.9%	1	1.7%	-	-	-	-
Viber	14	15.2%	49	53.3%	14	15.2%	8	8.7%	5	5.4%	2	2.2%
WeChat	17	20.5%	47	56.6%	12	14.5%	6	7.2%	1	1.2%	-	-
Reddit	34	50.7%	23	34.3%	8	11.9%	2	3.0%	-	-	-	-

Source: Field data, 2020

Almost 71% of the respondents spent three and half hours on Facebook in a day, thus suggesting that the majority of the respondents use Facebook on a daily basis. The finding of this study reiterates the work of Choney (2010), who concluded that students spent 2-3 hours a day on Facebook. Similarly, more than (72%) of students spent 2 to 4 on the average on YouTube and almost 70% spent 4 to 6 a day on WhatsApp (Table 5). Furthermore, 36% of the respondents spend an average of 2 hours on Twitter. These findings are in line with other studies that associated students spending more times on Twitter (Bharucha, 2018, Moghaovemi, Sulaiman, Aziz and Wai, 2017; Evans, 2014; Lin, Hoffman & Borrengasser, 2013), WhatsApp (Okyere, 2019; Kolan & Dzandza, 2017) and Yahoo Messenger (Maya, 2015; Mehmood & Taswir, 2013).

4.4.1 Test of Research Hypotheses

Hypothesis 1: There is no statistically significant difference between the effects of use of social media platforms on the academic performance of male and female students.

The results of the Independent t-test analysis are presented in Table 6.

Table 6: Mean and Standard Deviation of Male and Female Respondents

Gender	N	Mean	SD	T	P
Male	100	24.5	3.90	1.14	0.634
Female	100	22.1	3.96		

Source: Field data, 2020.

Significant level 0.05

SD = Standard deviation, T = T-Test and P = P-value

The data in Table 6 reveals that there is no significant difference on the effects of social media platforms use on male and female students' academic performance at 0.05 significant levels. As the p-value (0.634) is more than 0.05, it is declared not

significant. It can be concluded that there is no statistically significant difference between the effects of use of social media platforms on the academic performance of male and female students. They are equal to each other in the effects of social media platforms use on both male and female students. The finding does not agree with the study of Tufekci (2015), who indicated that female students were more likely to have effects on the use of social media platforms for learning than male. However, studies conducted by Maya (2015), Nasser (2014) and Burak (2012) concluded that gender of students does not affect the use of social media platforms on their academic performance.

Hypothesis 2: The extent to which students in SHS use social media platforms have no statistically significant effect on students' programme of study.

The results of the One-Way Anova analysis are presented in Table 7.

Table 7: Results of the One-Way Anova on the Extent Students Use Social Media Platforms and their Programme of Study

Factor	Categories	N	Mean	Std. Dev.	df	F	Sig.
Programme of study	Science	62	1.22	0.03	64	.13	.83
	General Arts	38	1.75	0.12			
	Visual Arts	26	1.13	0.23			
	Home Economics	24	1.09	.049			
	Business	50	1.69	0.09			

Source: Field data, 2020.

Significant ($p < 0.05$)

df = Significant difference, T = T-test, F = F statistics value and P = P statistics value.

One-way analysis of variance (ANOVA) was used to test the null hypothesis that “there is no significant difference between the extent students use social media platforms and their programme of study. As the p-value (0.634) is more than 0.05, it is declared not significant.

It can be observed from Table 7 that there are no differences in the mean scores in the programme of study of the students ($F = .13, p = .83$) were found to be not statistically significant. Therefore, the null hypotheses that there is no significant difference between the extent students use social media platforms and their programme of study was accepted. This could be attributed to the fact that the extent students use social media platforms cut across all programme of study with similar reasons. The finding of this study is at variance with that of Ansah (2020) and Wolfe (2013) who reported that there was a correlation between the extent students use social media platforms and their programme of study.

4.5 Research Question Three: What are the views of students on the effects of social media platforms on their academic performance?

This question intended to examine the views of students on how the use of social media could have an impact on their academic performance. The inferential statistics helped to find out the effect of social media on students' academic performance. The outcome is presented in Table 8.

Table 8: ANOVA on the Effects of Social Media on Students Academic Performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.950	1	1.860	8.201	.005
Within Groups	38.362	204	.221		
Total	38.132	205			

The results in Table 8 show the effects of social media on students' academic performance. The value obtained from F statistic computed is 8.201 and the corresponding P-value obtained is 0.005 which is less than the 0.05 level of significance. This implies that there is a significant relationship between the use of social media platforms and students' academic performance. The more students use the social media platforms, the less the time the student has to spend on their academic work which in turn affects their academic performance.

These findings are in agreement with studies by Oye, Mahamat and Rahim (2012). They found that, in Malaysia, most students unconsciously got addicted to the use of social media platforms and get obsessed with them. The participants in the study of Oye, Mahamat and Rahim (2012) indicated that they always intended to spend few minutes but ended up spending hours surfing and updating profiles as well as viewing photos. This made it hard for the students to concentrate on their studies when they knew they could play games and chat with their friends on these social media platforms.

Syed and Khan (2019) and Mehmood and Tawir (2013) have remarked that the use of technologies, such as social media platforms and the Internet is one of the most important factors that can influence educational performance of students positively or adversely. The adverse effects of participation in social media platforms on students' academic performance have been highlighted by a number of researchers. For instance, in the study of Isik (2013) and Kirschner and Karpinski (2010), there was a significant negative relationship between Facebook use and academic performance. They found that Facebook users reported achieving lower mean GPAs, which could be due to the averagely fewer hours per week they spent studying

compared to non-Facebook users. The majority of these students claimed they used Facebook accounts at least once a day (Kirschner & Karpinski, 2010). Similarly, Malaney (2005) reported that 8.9% of students in 2000 and 4.4% in 2003 indicated that their grades had suffered as a result of too much time spent on the Internet as well as on social media platforms. In addition, a related study that utilized students in a US university concluded to a negative relationship between time spent by students on online social media platforms and their academic performance (Paul, 2014). Another study that focused on the issue of multitasking in classrooms concluded that students who use ICT and involve in multitasking (text messaging, Facebook, Internet searching, emailing, and instant messaging) obtain lower grade point average (GPA), which means lower academic performance based on their behaviour (Burak, 2012).

However, some earlier studies have found no correlation between the use of social media platforms and students' academic performance. Notable among such studies is the one by Negussie and Ketema (2014) in Ethiopia, whose findings indicate that there is no significant relationship between times spent on social media platforms, such as Facebook, and students' GPA. This is in congruence with a study by Ahmed and Qazi (2011), which conducted a study in Pakistan among six universities and found not much relationship between times spent on social media platforms and students' academic performance. These may arise because of differences in students' geographical settings and educational level. Students could be more focused and use social media platforms and Internet for educational purposes. Hence, these activities would have less negative impact on academic performance unlike senior high school students who are comparatively younger and easily distracted.

4.6 Research Question Four: How do social media platforms enhance students' academic performance?

This is an overview of the results obtained from respondents on how social media platforms can be useful to students in enhancing their academic performance.

The results obtained from respondents are shown in Table 9.

Table 9: How Social Media Platforms Enhances Students' Academic Performance

Statements	Mean	Std. Dev.
Social media platforms have increased the rate of quality collaboration for students	3.14	0.88
The ease and speed with which users can upload information on social media platforms had increased sharing which enhance performance	3.96	0.78
Using media platforms on technologies help students gain skills that will improve performance	3.03	0.80
Being able to create and maintain connections to many people online is an integral part of development which will bring improvement	3.97	0.80
The flexibility with mobile device to snap file in picture form to upload brings improvement in academic learning	3.68	0.89
Group chat on social media platforms enhance fast and easy means of distributing bulk messages or notes for learning	3.93	0.82

Source: Field data, 2020.

M stands for Mean and SD stands for standard deviation.

The results in Table 9 revealed that all the values for the standard deviations are greater than 0.05, hence, the use of social media platforms enhance students' performance positively. A greater number of the respondents ($M = 3.96$, $SD = 0.78$) indicated that social media platforms have increased the rate of quality collaboration for students.

In addition, majority of the respondents also strongly agreed ($M = 3.98$, $SD = 0.83$) that the ease and speed with which users can upload information on social media platforms had increased sharing which enhance performance. The majority of the students ($M = 3.97$, $SD = 0.80$) also agreed that using media platforms on technologies help students gain skills that will improve performance.

Moreover, it was brought to light that being able to create and maintain connections to many people online is an integral part of development which will bring improvement ($M = 3.68$, $SD = 0.89$). More importantly, the flexibility with mobile device to snap file in picture form to upload brings improvement in academic learning ($M = 3.11$, $SD = 0.82$). The study further found that group chat on social media platforms enhance fast and easy means of distributing bulk messages or notes for learning ($M = 3.94$, $SD = 0.82$).

These findings are in agreement with those of Abu-Shanab and Frehat (2015) and Lee (2009) that online social media platforms enable students and teachers to present them socially in an online environment and connect with one another and this enables learners to participate in a group learning process. The current findings are also similar to the findings of Syed and Khan (2019) and Greenhow and Askari (2017), who report that social media platforms provide a possibility to create a sense of learner participation in interactive discussions. Furthermore, Rahimi, Berg and Veen (2013) and Rose and Morstyn (2013), stated that flexible learning expands the choice on what, when and how people learn with the support of mobile devices. It was also noted that social media platforms bring with them the freedom for learners to connect and collaborate outside of institutional boundaries, as well as to gain practical experience for the workforce.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the entire study. It offers a brief description of the methodology that was employed to arrive at the findings of this study. Based on the findings, conclusions and recommendations were made. This chapter also provides suggestions for further studies.

5.2 Summary

This study investigated the effects of social media platforms on the performance of senior high school students in Prempeh College and Kumasi Girls. The descriptive research design was employed for the study. Four main research questions were formulated to guide the study. The research questions were:

- i. identify social media platforms and their usage among senior high school students.
- ii. find out the extent to which students in SHS use social media platforms.
- iii. describe the views of students on the effects of social media platforms on their academic performance.
- iv. find out how social media platforms enhance students' academic performance.

These research questions were answered with the help of a questionnaire made up of five sections. Section A captured the bio-data while the rest of the sections was based on the research objectives formulated for the study. The questionnaire was made up of 31 items. In all, 200 questionnaires were completed and returned for analysis.

5.2.1 Key Findings

The key findings of the study are indicated below.

1. The findings of the study brought to light that Facebook, WhatsApp, Twitter, YouTube, Instagram, Google +, Snapchat, Messenger, and Viber among others are the social media platforms that mostly used by SHS students.
2. With regard to the extent to which SHS students used social media platforms, it was found that students used them to a large extent.
3. For the views of SHS students on how the use of social media platforms could have impacted on their academic performance, the study found that a greater number of them agreed social media addictiveness was distractive, many hours that could be used for studies were wasted on social media, and the academic performances of the students were negatively affected. The students also indicated that they mostly talked about irrelevant issues instead of probably talking about subjects they were studying in school. It was surprising to know that almost all of the respondents did not make use of WhatsApp to disseminate knowledge to their classmates. This was a clear indication that most of the things they did on some of these social media platforms had nothing to do with their educational life. Furthermore, there was a drop in academic performance when respondents compared their grades before and after they started participating on social media platforms. Similarly, the use of social media platforms during vacation also affected performance, which suggests that the majority of the respondents spend most of their time during vacation participating in social media platforms discussions rather than for educational purposes or reading their books.

4. Some students were of the view that the use of social media platforms and affect students' academic performance. Notwithstanding the negative effects of participation in social media platforms, a number of them were of the view that they engaged in academic discussions on social media platforms, such as Twitter, and this had improved their academic performance. Others indicated that they made use of social media, such as WhatsApp, to disseminate knowledge to their classmates and quite a number of them also confirmed they received examination questions and discussions through social media platforms.
5. Furthermore, the study found that social media platforms enhanced students' performance in diverse ways. Notable among them were:
 - a. increased the rate of quality collaboration among SHS students.
 - b. the ease and speed with which users can upload information on social media platforms.
 - c. acting as a tool for getting information and resources.
 - d. able to create and maintain connections to many people online.
6. The finding of the study revealed that there was no significant difference on the effects of social media platforms use on male and female students' academic performance. Also, there was no negative influence the extent students use social media platforms and their programme of study.

5.3 Conclusions

It can be concluded based on the findings of the study that there are a lot of social media platforms that are available for use by SHS students. Senior high school students used social media platforms to a large extent. Therefore, if these media are used well by the students for educational purposes, such as exchanging of study materials, for research, reading and writing, then they are likely to have a positive effect or improvement on their academic performance. However, if students only use them for entertainment without restriction and monitoring, the use of social media platforms will equally negatively affect their studies resulting in poor or lower grades.

Furthermore, views from the students on the effects of social media platforms on their academic performance indicates that social media platforms usage among students has both positive and negative effects on the students' academic performance. A critical look at their views seems to suggest that there are more adverse effects of social media platforms participation on academic performance than the positive effects. Overall, it can be concluded that social media platforms can serve as a useful medium for enhancing students' academic performance, if properly used. Therefore, SHS students should be guided to use social media platforms properly to enhance their academic performance.

The study concludes that there is no significant difference on the effects of social media platforms use on male and female students' academic performance. The reason might be that both male and female students in the SHS have the same tendency in the usage of social media platforms and therefore its effects cut across their programme of study. Furthermore, the study revealed that there was no significant difference between the extent students use social media platforms and their

programme of study was accepted. This could be attributed to the fact that the extent students use social media platforms cut across all programmes of study with similar reasons.

5.4 Recommendations

Based on the findings of the study, the following recommendations were made:

1. There should be strict enforcement of the regulations on the use of electronic gadgets for learning in Senior High Schools.
2. There should be the promotion of the use of social media platforms by teachers and educators for academic purposes so as to help in easy accessing and sharing of information.
3. Regular counselling by school authorities and parents for students who participate on social media platforms should be done to prevent the improper use of social media and avoid addiction and its consequences.
4. Teachers should encourage students to use the right grammar and correct spelling of words when participating on social media platforms to help stop the negative effect it has on students' academic performance.
5. All stakeholders should be involved in educating students on the proper use of social media platforms for their academic work as well as the dangers of improper use on their academic performance and social wellbeing.

5.5 Suggestions for Further Research

This study investigated the effects of social media platforms on the performance of senior high school students in Prempeh College and Kumasi Girls. The researcher recommends further studies be carried out in other regions with larger sample sizes.



REFERENCES

- Abu-Shanab, E., & Frehat, M. (2015). The role of social networking in the social reform of young society. *International Journal of Technology Diffusion*, 6(1), 62–77.
- Aghazamani, A. (2010). How do university students spend their time on Facebook? An exploratory study. *Journal of American Science*, 6(33), 730-735.
- Ahmed, I., & Qazi, T. F. (2011). A look out for academic impacts of social networking sites: A student-based perspective. *African Journal of Business Management*, 5(12), 5022-5031.
- Ahn, J. (2011). The effect of social network sites on adolescents' social and academic development: Current theories and controversies. *Journal of the American Society for Information Science and Technology*, 8(62), 1435-1445.
- Allen, K-A., Ryan, T., Gray, D. L., McInerney, D. M., & Waters, L. (2014). Social media use and social connectedness in adolescents: the positives and the potential pitfalls. *The Australian Educational and Developmental Psychologist*, 31(1), 18-31. <https://doi.org/10.1017/edp.2014.2>.
- Al-Menayes, J. J. (2015). Motivations for using social media: An exploratory factor analysis. *International Journal of Psychological Studies*, 7(1), 1-20.
- Asemah, E. S., Okpanachi, R. A., & Edegoh, L. O. N. (2013). Influence of social media on the academic performance of the undergraduate students of Kogi State University, Anyigba, Nigeria. *Research on Humanities and Social Sciences*, 3(12), 90-96.

- Bamigboye, O. O. & Olusesan, A. A. (2017). An analysis on impact of social media for learning in Eastern Cape Universities, South Africa. *International Journal of Educational Sciences*, 17(1-3), 69-75, DOI: 10.1080/09751122.2017.1305755.
- Baran, S. J. & Davis, D. K. (2012). *Communication theory: Foundation, ferment and future* (4th ed.) California: Mass Thomson Wadsworth.
- Bharucha, J. (2018). Exploring education-related use of social media: Business students' perspectives in a changing India. *Education + Training*, 60(2), 198212. [https:// doi.org/10.1108/ET-07-2017-0105](https://doi.org/10.1108/ET-07-2017-0105).
- Boyd, D. M., & Ellison, N. B. (2008). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13, 210-230. doi:10.1111/j.10836101.
- Bryant, J. A., Sanders-Jackson, A., & Smallwood, A. (2006). Instant message, text messaging, and adolescent social networks. *Journal of Computer-Mediated Communication*, 11(3), 2-16.
- Burak, L. (2012). Multitasking in the university classroom. *International Journal for the Scholarship of Teaching and Learning*, 6(2), 1-12.
- Burns, N., & Groove, S. K. (2001). *The practice of nursing research conduct, critique, and utilization*. Philadelphia: W.B. Saunders and Co.
- Case, D. O. (2007). Looking for information: a survey of research on information seeking, needs and behavior (2nd ed.). Amsterdam: Elsevier.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed method approach*. London: Sage Publication Inc.
- Dearborn, E. (2014). *My official definition of social media*. Prospect Heights, ILL: Waveland.

- Desjarlais, M., & Willoughby, T. (2010). A longitudinal study of the relation between adolescent boys' and girls' computer use with friends and friendship quality: Support for the social compensation or the rich-get-richer hypothesis? *Computers in Human Behavior*, 26, 896-905. doi: 10.1016/j.chb.2010.02.004.
- Dunne, Á., Lawlor, M., & Rowley, J. (2010). Young people's use of online social networking sites – a uses and gratifications perspective. *Journal of Research in Interactive Marketing*, 4, 46-58.
- Eke, H. N., Omekwu, C. O., & Odoh, J. N. (2014). The use of social networking sites among the undergraduate students of University of Nigeria, Nsukka. *Library Philosophy and Practice (e-journal)*. Paper 1195. Available: <http://digitalcommons.unl.edu/libphilprac/1195>. (Accessed 10 June 2020).
- El Khatib, M., & Khan, F. R. (2017). Implications of social media networks technology in interpersonal skills and academic performance. *International Journal of Management, Innovation & Entrepreneurial Research*, 3(2), 99110.
- Elliot, P. (1974). Uses and gratifications research: A critique and a sociological alternative. In J. G. Blumler & E. Katz (Eds.), *The uses of mass communication: Current perspectives on gratifications research* (pp. 249-268). Beverly Hills, CA: Sage.
- Evans, C. (2014). Twitter for teaching: Can social media be used to enhance the process of learning? *British Journal of Educational Technology*, 45(5), 902–915. doi: 10.1111/bjet.12099.
- Gafni, R., & Deri, M. (2012). Costs and benefits of Facebook for undergraduate students. *Interdisciplinary Journal of Information Knowledge and Management*, 7(3), 45-61.

- Greenhow, C., & Askari, E. (2017). Learning and teaching with social network sites: A decade of research in K-12 related education. *Education and Information Technologies, 22*(2), 623–645.
- Haq, A., & Chand, S. (2012). Pattern of Facebook usage and its impact on academic performance of university students: A gender-based comparison. *Bulletin of Education and Research, 34*(2), 19-28.
- Junco, R. (2012). Too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. *Journal of Computers & Education, 2*(8), 187-198.
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite: The challenges and opportunities of Social Media. *Business Horizons, 5*(3), 59-68.
- Karimi, L., Khodabandelou, R., Ehsani, M., & Ahmad, M. (2014). Applying the uses and gratifications theory to compare higher education student's motivation for using social networking sites: Experiences from Iran, Malaysia, United Kingdom, and South Africa. *Contemporary Educational Technology, 5*(1), 53-72.
- Katz, E., Blumler, J., & Gurevitch, M. (1974). *The uses of mass communication: Current perspectives on gratifications research*. Beverly Hills, CA: Sage Publications.
- Kietzmann, J. H. (2011). Unpacking the social media, phenomenon: towards a research. *Journal of Public Affairs, 12*(2): 33-55.
- Kirschner, P. A., & Karpinski, A. C. (2010). Facebook and academic performance. *Computers in Human Behavior, 3*(26), 1237-1245.

- Kolan, B. J. & Dzandza, P. E. (2018). Effect of social media on academic performance of students in Ghanaian Universities: A case study of University of Ghana, Legon. *Library Philosophy and Practice (e-journal)*. 1637. Available: <https://digitalcommons.unl.edu/libphilprac/1637>.
- Lakshminarayan, B. (2010). *Towards developing an integrated model of information behavior*. Dissertation presented to the Queensland University of Technology, Australia.
- LaRose, R., Mastro, D. A., & Eastin, M. S. (2001). Understanding Internet usage: A social cognitive approach to uses and gratifications. *Social Science Computer Review*, 19, 395-413.
- Lee, S. (2009). Online communication and adolescent social ties: Who benefits more from Internet use? *Journal of Computer-Mediated Communication*, 14, 509531.
- Leyrer-Jackson, J. M. & Wilson, A. K. (2018). The associations between social media use and academic performance among undergraduate students in biology. *Journal of Biological Education*, 52(2), 221-230. DOI: 10.1080/00219266.2017.1307246.
- Lin, M. G., Hoffman, E. S. & Borengasser, C. (2013). Is social media too social for class? A case study of Twitter use. *Tech Trends*, 57(2), 39–45.
- Lindberg, B., Nilsson, C., Zotterman, D., Söderberg, S., & Skär, L. (2013). Using information and communication technology in home care for communication between patients, family members, and healthcare professionals: A systematic review. *International Journal of Telemedicine and Applications*, 1–31.
- Livingstone, S. (2013). The participation paradigm in audience research. *Communication Review*, 16(1-2), 21-30.

- Lometti, G. E. (1977). Investigating the assumptions of uses and gratifications research. *Communication Research*, 4, 321-328.
- Malaney, G. D. (2005). Student use of the Internet. *Journal of Education and Commerce*, 2(1), 11-1.
- Masud, M. (2016). Collaborative e-learning systems using semantic data interoperability. *Computers in Human Behavior*, 61, 127–135.
- Maya, K. G. (2015). Achievement scripts, media influences on blacks' students' academic performance, self-perceptions and carrier interests. *Journal of Black Psychology*, 42(3), 195-220. DOI: 10.1177/0095798414566510.
- McQuail, D. (2010). *Mass communication theory* (6th ed.). Sage Publication Limited.
- Mehmood, S. & Taswir, T. (2013). The effects of social networking sites on the academic performance of students in college of applied sciences. *International Journal of Arts and Commerce*, 2(1), 111-125.
- Mohammad, H., & Tamimi, H. (2017). Students' perception of using social networking websites for educational purposes: Comparison between two Arab Universities. *International Journal of Managing Information Technology*, 9(2). doi:10.5121/ijmit.2017.9202.
- Nasser, R. (2014). Using mobile device to increase student academic outcomes in Qatar. *Open Journal of Social Sciences*, 2(2), 67-73.
- Ndaku, A. J. (2013). Impact of social media on the students' academic performance in Ghana. *Networking*, 18(5), 275-285.
- Obar, J. A., & Wildman, S. (2015). Social media definition and the governance challenge: An introduction to the special issue. *Telecommunications Policy*, 3.
- Ojobor, C. (2002). *Mass communication research and project report writing*. Lagos: John Letterman.

- Okyere, D. C. (2019). *Social media network participation and its effects on academic performance in senior high schools in Komenda Edina Eguafo Abrem district*. Dissertation submitted to the University of Cape Coast, Ghana.
- Osharie, P. (2015). *Social media and academic performance of students, conference paper of January 2015*. Retrieved from <https://www.researchgate.net/publication/273765340>. (Accessed 10 May 2020).
- Owusu-Ansah, C. M., & Yebowaah, F. A. (2020). Evaluating the Information Access Skills of Students of a College of Education in Ghana. *Journal of Information Science Theory and Practice*, 8(2), 45-54.
- Paul, M., & Gelish, L. (2011). College students' texting habit and their academic performance. *Proceedings of the Academy of Educational Leadership*, 16(2), 67-72.
- Paul, T. (2014). More than half of millennials have shared a 'selfie'. Pew Research Center. Fact Tank Blog. Retrieved from <http://www.pewresearch.org/facttank/2014/03/04/more-than-half-of-millennials-haveshared-a-selfie/>. (Accessed 10 August 2020).
- Perse, E. M., & Courtright, J. A. (1993). Normative images of communication research. *Human Communication*, 19, 485-503.
- Peter, J., & Valkenburg, P. (2009). Social consequences of the Internet for adolescents: A decade of research. *Psychological Science*, 18(1), 1-4.
- Rambe, P., & Nel, L. (2015). Technological utopia, dystopia and ambivalence: Teaching with social media at a South African university. *British Journal of Educational Technology*, 46(3), 629-648.

- Rose, J., & Morstyn, L. (2013). *What makes you tweet? Young people's perspectives on the use of social media as an engagement tool*. Youth Affairs Council of Victoria. Melbourne, Victoria.
- Sanni, M., Awolaye, O. M., Egbetokun, A. A., & Siyanbola, W. O. (2009). Models of change. *Journal for Studies in International Education*, 6(6), 87-89.
- Sarantakos, S. (2012). *Social research* (4th ed.). Palgrave Macmillan, London.
- Severin, W. J., & Tankard, J. W. (2001). *Communication theories: Origins, methods, and uses in the mass media*. New York: Longman.
- Teddlie, C., & Tashakkori, A. (2003). *Major issues and controversies in the use of mixed methods in the social and behavioral sciences. Handbook of mixed methods in social behavioral research*, Thousand Oakd: Sage Publications.
- Teye, A. E. (2012). *Assessment of ICT situation in senior high school: A case study in Manya Krobo district*. Thesis submitted to the Kwame Nkrumah University of Science and Technology, Ghana.
- Tuan, N., & Tu, N. (2013). The impact of online social networking on students' study. *VNU Journal of Education Research*, 29(1), 1-13.
- Tuckman, H. P. (1995). Teacher Effectiveness and Student Performance. *Journal for Economic Education*, 7(1): 34-39.
- Tufekci, Z. (2015). Grooming, gossip, Facebook and Myspace: What can we learn from those who won't assimilate? *Journal of Information, Communication and Society*, 11(20), 544-563.
- Valkenburg, P. M., & Peter, J. (2007). Preadolescents' and adolescents' online communication and their closeness to friends. *Developmental Psychology*, 43(2), 267-277. doi: 10.1037/0012-1649.43.2.267.

- Vishwanath, A. (2015). Habitual Facebook use and its impact on getting deceived on social media. *Journal of Computer-Mediated Communication*, 20(1), 83-98.
- White, R. A. (1974). Audience interpretation of media: Emerging perspectives. *Communication Research Trends*, 14(3), 3-36.
- Wright, C. R. (1974). Functional analysis and mass communication revisited. In J. G. Blumler & E. Katz (Eds.), *The uses of mass communications*, 197-212. Beverly Hills: Sage Publications Inc.
- Zafar, R. (2010). Social constructivism and teaching of social science. *Journal of Social Studies Education Research*, 5(2), 1–13.



APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE FOR STUDENTS

The researcher is a student from the University of Education, Winneba conducting a study on the effects of social media platforms on the performance of senior high school students. The information you provide will be treated with maximum confidentiality and anonymity. Please answer each statement below by ticking the number that best reflects your degree of agreement with that statement. Your cooperation in this regard is very much appreciated.

SECTION A: Background or Demographic Data

1. Gender: Male [] Female []
2. Age: Below 16 [] 17 – 19 years [] 20 years above []
3. Programme of study:

SECTION B: Social Media Platforms available

4. Tick all the social media platforms that you have heard of or used.
 - a) Facebook []
 - b) Twitter []
 - c) Instagram []
 - d) WhatsApp []
 - e) You Tube []
 - f) Vine []
 - g) Google + []
 - h) Snapchat []

- i) Messenger []
- j) Viber []
- k) WeChat []
- l) Reddit []

5. Do you use any of these social media listed in item (4) when learning?

Yes []

No []

6. In your view, tick (✓) the emerging social media that can facilitate teaching and learning.

- a) Facebook []
- b) Twitter []
- c) Instagram []
- d) WhatsApp []
- e) You Tube []
- f) Vine []
- g) Google + []
- h) Snapchat []
- i) Messenger []
- j) Viber []
- k) WeChat []
- l) Reddit []



Section C: Indicate the frequency at which you use the listed social media platforms

7. Please Indicate the frequency at which you use the listed social media

Platform	Average 1 hr a day	Average 2 hrs a day	Average 3 hrs a day	Average 4 hrs a day	Average 5 hrs a day	Above 5 hrs a day
Facebook						
Twitter						
Instagram						
WhatsApp						
YouTube						
Vine						
Google +						
Snap Chat						
Messenger						
Viber						
WeChat						
Reddit						

8. I often use social media during school time.

Yes [] No [] Sometimes []

9. I often use social media during break time in school

Yes [] No [] Sometimes []

10. I often use social media during classes hours in school

Yes [] No [] Sometimes []

11. I often use social media during free times in between classes hours

Yes [] No [] Sometimes []

SECTION D: View of Students on Effects of Social Media Platforms on Students' Academic Performance

SA-Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree

S/N	ITEMS	SA	A	D	SD
	Students Addictiveness to Social Media Platforms and Academic Performance				
12	Addiction to online social media platform is problematic issue that affects my academic life.				
13	Online social media distract me from my studies				
14	Hours spent online can never be compared to the number of hours I spend reading				
15	There is no improvement in my grades since I became engaged in these social media platforms				
	Exposure of Students to Social Media Platforms and their Academic Performance				
16	I usually have unlimited access to my social media account and this had affected my academic performance negatively				
17	I engage in academic discussions on my social media account like twitter and this has improved my academic performance				
18	I solely rely on information gotten from social media platforms on WhatsApp's to do my assignment without consulting other sources				
	Use of Social Media and Students Academic Performance				
19	Comparing my grades before and after participating on social media platforms, I experienced drop in my academic performance				
20	The usage of social media platforms has helped improve my grades				

21	Social media platforms are personal/social and cannot be used for educational purposes				
22	I receive examination questions and papers through social media platforms				
23	Social media participation affects my English Language usage (Spelling and Pronunciation)				
24	I use materials gotten from blogging sites to complement what I have been taught in class.				
25	My grades will improve if I stop participating on social media platforms				

SECTION E: How Social Media Platforms can Enhance Students' Performance

SA-Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree

S/N	ITEMS	SA	A	D	SD
26	Social media platforms have increased the rate of quality collaboration for students.				
27	The ease and speed with which users can upload information on social media platforms had increased sharing which enhance performance				
28	Using media platforms on technologies help students gain skills that will improve performance				
29	Being able to create and maintain connections to many people online is an integral part of development which will bring improvement				
30	The flexibility with mobile device to snap file in picture form to upload brings improvement				
31	Group Chat on social media platforms enhance fast and easy means of distributing bulk messages				