UNIVERSITY OF EDUCATION, WINNEBA

EFFECT OF SOCIAL MEDIA USAGE ON JUNIOR HIGH SCHOOL FINAL
YEAR PUPILS' ACADEMIC PERFORMANCE

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DECLARATION

STUDENT'S DECLARATION

I, Abdul Rahman Abdul Razak, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.
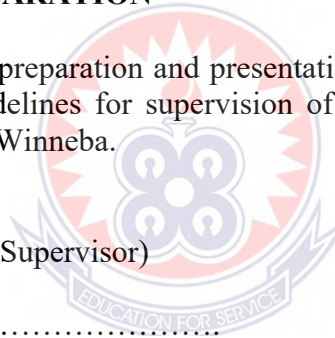
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SUPERVISOR'S DECLARATION

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. P. K. A. Bedu-Addo (Supervisor)

SIGNATURE:…………………………….

DATE:…………………………………….

DEDICATION

To the almighty Allah, my father, Alhaji Abdul Rahaman, my wife, Sule Amdia , my beautiful Daughters and entire family whose support, encouragements and affection motivated me each step of the way.
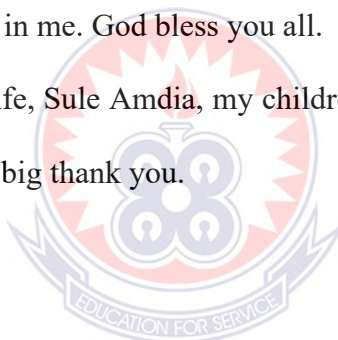
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ABSTRACT

Social media has been a major stay in the minds of students and the world at large, thereby causing a lot of damage to students, teachers, and even educational administrators at large. This study sought to assess the impact of social media on junior high school final-year pupils' academic performance in the Bawku Municipality, Upper East, and the role of guidance and counseling. The study adopted a descriptive survey research design. Simple random sampling was used to select 100 respondents for the study. The data collection tool employed was questionnaire. The study revealed that the social media used by the final year pupils in this study were mostly WhatsApp and Facebook; which influences their academic performance. However, this effect could be turned into positive by providing the learning platforms, encouraging online learning, and providing accessibility to academic information. The study further indicated that overuse of social media by pupils brings about distraction and cyberbullying. The study revealed that the predominant coping strategies used by pupils were seeking counseling, switching off their phones, and deleting social media apps from their phones. The study recommended that the school administration, in collaboration with the school's counseling center and school counselor, organize workshops, lectures, and seminars occasionally for pupils' so that they can be equipped with the positive and negative aspects of social media in their academic lives.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

The world is today celebrating the improvements in communication technology which has broadened the scope of communication through Information and Communication Technologies (ICTs). Modern Technology in communication no doubt has turned the entire world into a "Global village". But as it is, technology is like two sides of a coin, bring with it both negative and positive sides. It helps people to be better informed, enlightened, and keep abreast with world developments. Technology exposes mankind to a better way of doing things. Social networking sites include Twitter, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), WhatsApp messenger, 2go messenger, Skype, Google talk, Google Messenger, iPhone and Androids. These networking sites are used by most people to interact with old and new friends, physical or internet friends (Asemah & Edegoh, 2012). The world has been changed rapidly by the evolution of technology; this has resulted in the use of technology as the best medium to explore the wide area of knowledge.

The evolution of internet technology has led to its use as the best medium for communication. Whereby, two-third of the world's internet population visits social networking or blogging sites, thus serving as a communication and connection tool. Social networking sites (SNSs) are online Communities of Internet users who want to communicate with other users about areas of mutual interest, whether from a personal, business or academic perspectiveǁ (William et al., 2009). The millions of social networking sites have transformed the thought of global village into a reality whereby billions of people communicate through social networking sites. Numerous benefits have been obtained through distant communication through the use of social

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networking sites. Academic excellence or achievement plays an important role in an individual placement, be it in the academic institutions or job placement. Due to this, many people are concerned with the ways they can enhance their academic achievement. The emphasis on academic excellence, which is also prevalent worldwide has encouraged many studies about the conditions promoting it. The role of academic achievement as one of the predictors of one's life success and also in the aspect of academic placement in schools to higher institutions as well as the level of employability in one's career is inevitable (Kyoshaba, 2009).

Academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (2011) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. Academic performance or achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts (Annie, Howard & Mildred, 2014). A direct relationship exists between social media usage and the academic performance of students in universities. However, the darker side within technological evolution has resulted in dilemmas such as the setback of real values of life especially among students who form the majority of users interacting through the use of social networking sites. Online social networking sites focus on building and reflecting social associations among people who share interests and or activities. With so many social networking sites displayed on the internet, students are tempted to abandon their homework and reading times in preference for chatting online with friends. Many

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students are now addicted to the online rave of the moment, with Facebook, Twitter etc. Today most youths and students possess Facebook accounts. The reason most of them perform badly in school might not be far- fetched. While many minds might be quick to blame the poor quality of teachers, they might have to think even harder, if they have not heard of the Facebook frenzy (Oche & Aminu, 2010). Olubiyi (2012) noted that these days' students are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy pinging, 2going or Facebooking, while lectures are on. Times that ought be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times busy discussing trivial issues. Hence most students' academics suffer setback as a result of distraction from the social media. In (Obi, Bulus, Adamu & Sala'at, 2012), it was observed that the use of these sites also affects students' use of English and grammar. The students are used to short forms of writing words in their chat rooms; they forget and use the same in the classrooms. They use things like 4 in place of for, U in place of You, D in place of the etc. and this could affect their class assessment.

Social networking sites although has been recognized as an important resource for education today, studies however shows that students use social networking sites such as Facebook for fun, to kill time, to meet existing friends or to make new ones (Ellison, Steinfield, & Lampe, 2007). Although it has been put forward that students spend much time on participating in social networking activities, with many students blaming the various social networking sites for their steady decrease in grade point averages (Kimberly, Jeong & Lee, 2009), it also shows that only few students are aware of the academic and professional networking opportunities the sites offered.

According to Kuppuswamy and Shankar (2010), social network websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including useless chatting. Whereas on the other hand, (Liccardi, Ounnas, Massey, Kinnunen, Midy, & Sakar, 2007) reviewed that the students are socially connected with each other for sharing their daily learning experiences and do conversation on several topics. Tinto (1997) argued that extracurricular activities and academic activities are not enough to satisfy some student those who are suffered by social networking isolation. This shows that social networks are beneficial for the students as they contribute to their learning experiences as well as in their academic life. Trusov, Bucklin, & Pauwels (2009) noted that the Internet is no doubt evolution of technology, but specifically social networks are extremely unsafe for teenagers, social networks become hugely common and well-known in past few years. According to Cain (2009) social network websites provide ease of connecting people to one another; free of cost and after connecting one can post news, informative material and other things including videos and pictures etc. Wiley and Sisson (2006) argued that the previous studies have found that more than 90% of tertiary school students use social networks. In the same way Ellison et al. (2007) stated that the students use social networking websites approximately 30 minutes throughout the day as a part of their daily routine life. This statement shows the importance of social networking websites in students' life. Lenhart and Madden (2007) revealed through a survey that students strongly recommend social networking websites to stay in touch with friends to keep informed and aware. Social information processing theory is an interpersonal communication theory which suggests that online interpersonal relationship development might require more time to develop than face-to-face relationships, but when developed, it has the same influence as face-to-face

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communication. This means, the more students use social media, the more they influence their disposition to studies, given the fact that friends from social media will begin to exert influence on each other.

Social media has encouraged many Ghanaians to express their thoughts and feeling through articles and features which are published and read worldwide. In addition, they interact on radio and television programmes and fully participate and contribute to discussions on issues that affect the society (Ali, 2014). In Ghana, the media landscape is very vibrant and playing a significant role in political, social and economic development (Ali, 2014). However, social media has been proven to have a great effect on youths. Television, radio, advertising, movies, the Internet, newspapers, magazines and social networking sites such as Facebook, Twitter and Instagram influence the youths in several ways. For instance, they provide opportunity for prompt communication and employment. They also provide platform for the Ghanaian youths to interact whenever they like (Sarpong, 2004). Despite the numerous benefits of social media, it has not fully contributed to youth development in Ghana. A study conducted in Ghana by Yeboah and Ewur (2014) revealed how distractive social media networks are when it comes to academics. They indicated that social media networks such as WhatsApp disrupts students' academic life and affects their concentration during classes. Mingle and Adams (2015) confirmed this in their study on social media network participation and academic performance in senior high schools in Ghana. The study revealed that 38% of the students participated on social media networks during school hours and 54.3% did that during break time. It was also found that the use of social media has negative effect on the English language usage of students as many are deviating from correct spellings and grammar. Former Ghana's Deputy Minister of Education in charge of Tertiary Education, Samuel Okudzeto

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Ablakwah noted that the advent of media is negatively affecting the writing and speaking of English language among students in Ghana, especially those in Senior High School (SHS) level. According to the Minister, though social media has been very helpful when I comes to communication among friends and families, students are transferring their ways of writing on social media platforms into the examination rooms and the way they speak as well (Sarpong, 2014). It was observed that a lot of the candidates were writing social media -like type of words instead of the correct English words. For example, the becomes 'de', what becomes 'wat', you become 'u', love becomes 'luv', right becomes 'ryt' and "night" becomes "nyt". According to a survey conducted by Social Media Monitoring Company in 201 3, Social Networks have transformed modern day English, with Twitter presenting the greatest threat. The survey revealed that a total of 0.56 per cent of words posted on the micro- blogging site were either misplaced or unofficial (Sarpong, 2014).

1.2   Statement of the Problem

The world today is a global market in which the internet is the most important sort of information. Since the advent of social media sites in the 1990s, it is assumed in some quarters that the academic performance of students is facing a lot of neglect and challenges. The educational system in Ghana is faced with so many challenges which have certainly brought about a rapidly decline in the quality of education. There is a deviation, distraction and divided attention between social networking activities and their academic work. It is observed that students devote more attention to social media than they do to their studies. Students' addictiveness to social networks, students' frequency of exposure to social network, social media network that the students are more exposed to and the influence of social media as a medium of interaction between

students has been part of discussion in recent times and which have imparted on their academic performance. Instead of students reading their books, they spend their time chatting and making friends via the social media and this might definitely have influence on their academic performance, because when you do not read, there is no way you can perform well academically. It is a common sight to see a student chatting in sensitive and highly organized places like church, mosque and lecture venues. Some are so carried away that even as they are walking along the highway, they keep chatting. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as students no longer need to visit a cybercafé before they send and receive messages. Attention has been shifted from visible to invisible friends, while important ventures like study and writing might be affected in the process. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition.

In recent times social media have been a major stay in the minds of students and the world at large thereby causing a lot of drastic measures by students, teacher and even educational administrators at large. It is therefore of great importance to explore some of the trending issues facing students' academic performance as a result of social media. Almost all JHS students in the Bawku Municipality academic performance in the Basic Education Certificate Examination have declined tremendously over the past five years and when head teachers in the schools were asked of the cause, they all emphasized the overuse of social media of students neglecting their studies which is a major problem and a threat to their promising future that need to be addressed. However, there is little literature on the effects of social media on Junior High final year Students academic performance hence the researcher deems it necessary to conduct this study in the Bawku Municipality.

1.3   Purpose of the Study

The purpose of this study was to access the impact of social media on Junior High School final year pupils' academic performance in the Bawku Municipality, Upper East and the role of guidance and counselling.

1.4   Objective of the Study

The following are the objectives of the study:

1. Find out the type of social media platforms used by final-year junior high school pupils in the Bawku Municipality.

2. To ascertain the effect of social media usage by final-year junior high school pupils on their academic performance in the Bawku Municipality.

3. Find out the role of guidance and counseling in helping final-year junior high school pupils with social media addiction.
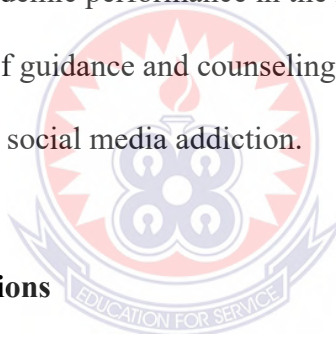
1.5   Research Questions

1. What are the types of social media platforms used by final-year junior high school pupils in the Bawku Municipality?

2. What is the effect of social media usage by final-year junior high school pupils on their academic performance in the Bawku Municipality?

3. What is the role of guidance and counseling in helping final-year junior high school pupils with social media addiction?

1.6   Significance of the Study

Social media usage by schools' Pupils are in the increase which has become a worrying issue in Ghana. This has made the study very necessary because it gives

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insight of the roles played by guidance and counselling coordinators in junior high schools when it comes to students whose much engagement on social media have influence their academic performance badly in junior high schools of the Effutu municipality. It will also help new guidance and counselling coordinators to know the roles and strategies they would play to help prevent from too much usage of social media. Also, this will also serve as an information for people who may want to do research in relation to this topic in future. Thorough research by the researchers also indicates that this is the first research conducted in relation to this topic in the Bawku municipality which is very important to them.

1.7   Delimitations of the Study

The scope of this study encompassed what guidance and counselling is, what social media is and it effect on final year junior high school student academic performance in the Bawku municipality and the roles of guidance and counselling in helping such students in junior high schools. This is because guidance and counselling coordinators are the mandated personnel in schools to offer Guidance and counselling service to students in helping them out of their social, psychological, emotional, interpersonal or relationship and academic problems. The rationale for selecting Bawku municipality as the study area for this study was that the area has the characteristics of the population intended for this study, and was also convenient to accommodate the educational schedule of the researcher.

1.8   Organization of the Study

The study was organized into five main chapters. Chapter one dealt with the introduction which was made up of the background to the study, the statement of the

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problem, the purpose of the study, the research objectives used, the research questions, the significance of the study, delimitations, limitations and organization of the study, chapter two talked about literature review and research related to the study.

Chapter three examined the methodology used in the study which included the research design, the population, the sampling and sampling procedure, the instrument used, the data collection procedure and the data analysis. Chapter four was made up of the results and discussions and chapter five focused on the summary, conclusion, and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This chapter reviewed some of the numerous works done by scholars and researchers which are directly related to this research work. In doing so, this chapter examined and reviewed the following areas;

- The concept of social media

- Students addictiveness to social media

- Students exposure to social media

- Influence of social media network on students' academic performance

- Usage of social media and students' academic performance

- Social media in the classroom

- Problems of social media

- Summary of Literature Review
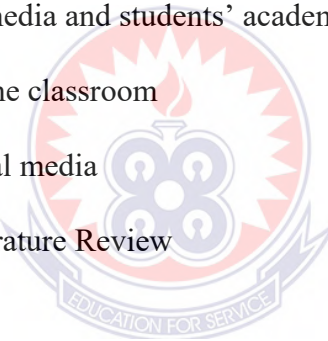
2.1   Concept of Social Media

Social media is that means that employs mobile and web based technology to create highly interactive platforms via which individuals and community share, co-create, discuss and modifies user-generated content (Kietzmannn, 2012). Social media is a phrase being tossed around a lot. It is a website that does not just give you information but interact with you while giving you information. It is a group of Internet based application that allows the creation and exchange of users generated content. It is easy to confuse social media with social news because we often refer to members of the news as the media. Adding to it, that social news site is also social media site. Some media website includes:

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- **Social Bookmarking:** interact by tagging website and searching through website book marked by others (Blink list, simple).

- **Social News:** interact by voting for articles and commenting on them (Digg, propello).

- **Social Networking:** interact by adding friends, commenting on photo and profiles, sharing groups for discussions (Facebook, 2go, BB chat)

- **Social Photo and Video Sharing:** interact by sharing photos or videos and commenting on the user submission. (Youtube and Fliki).

- **Wikis:** interact by adding articles and editing existing articles. (Wikipedia, wikia).

Social media refers to the means of interaction among people in which they create, share, exchange and comment among themselves in different networks. Andreas and Michael (2010) are of the opinion that social media is a group of Internet based application that builds on the ideological foundation and allows the creation and exchange of users – generated content. Social media has become one of the major channels of chatting through platforms such as 2go, BB chat, blogger and wiki a. There has been an increase in the mobile social media which has created new opportunity for browsing.

The internet usage effect of social media, in views of Nielsen (2012) is that students continue to spend more time on the social media than any site. The total time spent on social media across mobile devices increased by 37%, 121 billion minutes in July 2012 compared to 88 billion minutes in July 2011.

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

1.   Collaborative Project (Wikipedia)

2.   Blogs and Micro blogs (Twitter)

3.   Content Communities (Youtube)

4.   Social Networking Site (Facebook; 2go; BB chat)

5.   Virtual Game World (World of war craft)

6.   Virtual Second World (Second life)

Technology includes the blogs, picture sharing, music sharing, crowd sourcing, e-mail, instant messaging and voice over. These services could be integrated via social network aggregation platforms.

2.2   Mobile Social Media

When social media is used in combination with mobile devices, it is called mobile social media. Social media is a group of mobile marketing application that allows the creation and exchange of users generated content. Due to the fact that mobile social media runs on mobile devices, it differs from traditional social media as it incorporates new factors such as the current location of the user, time delay between sending and receiving. According to Kaplan (2002), social media can be divided into four types:

▪   Space-timers (location and time sensitive): exchange of message with relevance for specific location and time (Face book, 2go, BB chat)

▪   Quick-time (time sensitive): transfer of traditional social media application to mobile services to increase immediacy (posting twitter messages, status update [2go], and updating display picture [dp] [bbm]).

- ▪ Space-locators (location sensitive): exchange message with relevance for one specific location which are tagged to certain place (yelp, sype).

- ▪ Slow-timers (neither location nor time sensitive): transfer traditional social media application to mobile devices (reading a wikipedia entry).

2.3   Social Networking Sites

It is used to describe any website that enables users to create public profiles within that website and form relationship with other users of the same website who access their profile. It is used to describe community base website, online discussion forum, chat rooms and other social space online. Commonly, the phrase "social networking sites" is used as an umbrella term for all social media and computer-mediated communication, including but not limited to Facebook, Twitter, LinkedIn, and Myspace, as well as the inaugural social networking sites of Cyworld, Bebo and Friendster.

Ellison and Boyd (2007) define social network sites as web-based services that allow individuals to construct profiles, display user connections, and search and traverse within that list of connections. A social media is an online service or platforms that focus on facilitating the building of social network among people who share interest, activities and background on real life connections. It is a website that allows users to share information within a selected group. It is a great way to stay connected and a convenient way to share photos from trips (Awake, 2012). It consists of a representation of each user (profiles), social links and a variety of additional services. For detailed analysis of social networking, the following terms will be discussed:

- •   Impact of Social Networking Site

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- Features

- Social Networking and Education

- Constraints in Education

2.4   Impacts of Social Networking Sites

Through email and instant messaging, online communities are created where a gift economy and reciprocal altruism are encouraged through co-operation. 2go and other social networking tools are increasingly the objective of scholarly research. Scholars in many fields have begun to investigate the impact of social networking site, investigating how such site may play into issues of identity, privacy, social, youth culture and education.

Several websites are beginning to tap into the power of the social networking model for philanthropy. In 2011 HCL technologies conducted research that showed that 50% of British workers are banned from the use of social media during office hours. In this view, when one is chit-chatting, the content of the message reveal a lot about an individual. In chatting, comments, photos, and status should speak less of an individual. Kim in summary says:

> *"if you are mindful of what you are doing, you can maintain a measure of privacy on a social network" (Awake, 2012); and, in reference to this, Proverbs 10:19, states that "In the abundance of words, there does not fail to be transgression, but the one keeping his in check is acting discreetly".*

> *"It's a vortex that sucks one in and one has no idea you've been trapped. One of the ironies of the internet is that it keeps you apart from the most important things'. It is a great way to stay connected with people but you just have to know when to shut it down. Raquel concluded that it seems that when people go on a social network they lose their mind" (Awake, 2012).*

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2.5   Features of Social Networking Sites

According to the Boyd and Ellison (2007) article entitled "Why Youth Heart, Social Networking Site: the role of networked publics in teenage life?" It shares a variety of technical features that allows individuals to construct a public or semi-public office, articulate list of their users that they share connection with and view their list of connections within the system. In an article titled 'social networking sites' definition and scholarship, Boyd and Ellison adopt Sunden's (2003) description of profiles as unique pages where one can type oneself into being a profile is generated from answer to question, such as age, location and interest. Some site allows users upload pictures', add multimedia content or modify the look of their profile. For instance, 2go allows the user to update their status and change profile pictures and BB chat that allows them change display picture, name and status. They allow them search for users and share a list of contact and there are sections dedicated to comments from friends and other users. To protect their privacy, they have a control that allows users to choose who can view their profile, contact and add them to their list of contacts.

2.6   Social Network and Education

The advent of social network platforms may also be impacting the way in which learners engage with technology in general. For a number of years, Prensky (2001) dichotomy between digital natives and digital immigrants has been considered a relatively accurate representative of the ease with which people of a certain age rate, in particular, those born before and after 1980, use technology.

Social networking and their educational uses are of interest to many researchers. Living Stone and Brake (2010) in their opinion said 'social networking

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site, like much else on the internet representing a moving target for researchers and policy makers'. Recent trends indicate that 47% of American adults use social network. A national survey in 2009 found that 37% of online teenagers use social networking site which increased to 555% three years later (Len Hart, Purcell, Smith and Zickuhr, 2010). It has also, shown that it provides opportunity within professional education but however, there are constraints in such areas.

2.7   Constraints of Social Networking in Students' Academic Performance

In the past, social networking was viewed as a distraction and offered no educational benefit. Blocking this social network was a form of protection for students against wasting time, bullying and privacy protection. In an educational setting, 2go and BB chat is seen by instructors and educators as frivolous time wasting and distraction from schoolwork.

Cyber bullying has been an issue of concern with social networking site. An online survey based on 9-19 years old and above discovered that students received bulling comments online. Social networking, often include a lot of personal information posted publicly and many believe that sharing personal information and the easy communication vehicle that social networking opens the door to sexual predators.

However, there is evidence of contradiction to this; 69% of social media using teens and 85% adults said people are mostly kind to one another. The national school board association reports that almost 60% of the students who use social network talk about educational topics online and more than 50% talk about schoolwork. Yet the vast majority of school district has stringent rules against nearly all forms of social media during school hours. Social networking focused on

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supporting relationship between teachers and students which are now used for learning. Some sites like Ning-for teachers and Term wiki-learning Centre were created to support this.

Social media are also emerging as online yearbook for private and public use. It allows anyone from the general public to register and connect to others. It allows participant the opportunity for just in time learning and engagement and prescribed curriculum. Jerkins (2006) described it as participatory culture. It creates space for learners which James (2004) suggest affinity space and dispersion of expertise and relatedness for learning.

2.8   Influence of Social Media Network on Student 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 possess 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 (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 a friend, and emailing someone else all at the same time (Williams). 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).

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, will it be possible to teach them without the use of multi-tasking and using new forms of technology.

2.9   Usage of Social Media and Students' Academic Performance

The social media engages students and have to be examined as entrepreneurs of understanding. The medium of internet is marketing with increase in its programs. The interactive character of online conditions has extended with social networking. Hooking up through social networking began as being a niche activity, though time it's a phenomenon. The web sites are employed in many ways like developing metropolitan areas, speaking, blogging etc. Additionally, different institutions even nowadays are developing groups on several Websites (Mehmood, 2013).

The improved usage of Websites has become a worldwide phenomenon for quite some time. What began out as being a hobby for several computer literate people has converted to a social norm and existence-style for individuals from around the globe (Ellison, 2007).Teens and teenagers have especially recognized these internet sites to be able to contact their peers, share information, reinvent their personas, and showcase their social lives Nicole Ellison (2007).While using the increase of technology helpful for getting together with others along with the recognition on the internet, Internet sites are now being an activity that's done mainly on the web, with Websites Vaughn and Coyle (2008).

According to Khan U (2009), social media users often time experience poor performance academically. Similarly, Englander, Terregrossa and Wang (2010) posit that social media is negatively associated with academic performance of student and is a lot more momentous than its advantages. Internet addiction consequently gave rise in internet usage within the last couple of decades. Nalwa and Anand (2003) recommended that addicted users prefer using internet setting back their personal and professional responsibilities which ultimately leads to poor academic performance. In the same vein, Karpinski (2009) pointed out that social media users devoted lesser time to their studies in comparison to nonusers did and subsequently had lower GPAs. Karpinski & Duberstein, (2009), also mentioned that among various unique distractions of every single generation, social media remains a major distraction of current generation.

2.10   Commonly type of social media used by students in Ghana

Social media has become an important wing of the media. Tom Truscott and Jim Ellis from Duke University, by 1979, had created a worldwide discussion system, the

Usenet, that allowed internet users to post public messages. However, tracing the evolution of social media, we might go back to about 20 years when Bruce and Susan Abelson founded Open Diary, an early social networking site that brought together online diary writers into one community. An associated term which goes with social media is 'weblog', which was first used at the time Open Diary was founded, but was condensed to 'blog' a year later "when one blogger jokingly transformed the noun 'weblog' into the sentence we blog" (Kaplan & Haenlein, 2010, p.60).

The growing availability of high-speed internet access, according to Kaplan and Haenlein (2010) increased the popularity of the concept, leading to the creation of social networking sites such as MySpace (in 2003) and Facebook (in 2004), giving birth to the term Social Media, which has now become very prominent.

Web 1.0 and Web 2.0 are concepts frequently associated with social media. Web 1.0 covers personal web pages, Encyclopaedia Britannica Online, and content publishing. This was replaced in 2004, with Web 2.0, first used to describe a new way by which software developers and end-users began the use of the World Wide Web (www) - "a platform whereby content and applications are no longer created and published by individuals, but instead are continuously modified by all users in a participatory and collaborative fashion" (Kaplan &Haenlein, 2010, pp.60-61).

According to Kaplan and Haenlein, "although Web 2.0 does not refer to any specific technical update of the www, there is a set of basic functionalities that are necessary for its functioning. Among them are Adobe Flash (a method for adding animation, interactivity, and audio/video streams to web pages), RSS (Really Simple Syndication, web feed formats frequently used to publish updated content, such as blog entries or news headlines, in a standardised format), and AJAX (Asynchronous Java Script, a technique to retrieve data from web servers asynchronously, allowing

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the update of web content without interfering with the display and behaviour of the whole page) (Kaplan & Haenlein 2010).

Web 2.0 is therefore, the platform for the evolution of social media, representing "the ideological and technological foundation - User Generated Content (UGC) … regarded as the totality of ways through which people use social media" (Kaplan & Haenlein 2010, p.62). Therefore, the term social media which became popular in 2005, is used to describe the various forms of media content that are publicly available and created by end-users. These include Facebook, YouTube, Instagram, LinkedIn, Twitter, Tumblr, WhatsApp, and many others (Kaplan & Haenlein, 2010).

With the prominence of social media, it is now common knowledge that many people around the world, including young people particularly students, use it. Records indicate that about 250 million people log in to Facebook daily, with Twitter having 15 million regular users sending 65 million messages each day. On YouTube, it is noted that there are more than two billion watching video clips daily while 24 hours of video content are uploaded in every hour (WCER, 2011). According to Mark Connolly, a researcher of the Wisconsin Centre for Education and Research, social media highlights value in educational settings when it is prudently used. He says, "many acknowledge its educational benefits of encouraging students to engage with one another and to express and share their creativity". He however, cautions that students who use social networking tools "might pay significant hidden cognitive costs" because Facebook, Google and other web services concurrently seize and fragment people's attention. He adds that these social media platforms "can subvert higher-order reasoning processes, including the kind of focus, concentration and persistence necessary for critical thinking and intellectual development" (WCER,

2011). Experts note that lengthy and extensive Internet use exposes students to interactive, repetitive, and addictive inducements that produce permanent changes in brain structure and function. Generally, many believe that the more one uses the Internet and social media, "the better the brain can skim and scan", yet research has shown that prolonged use of these media damage the "capacity for concentration, reasoning and reflection, the very sort of critical thinking and evidence based reasoning needed to honestly appraise the full costs of using social media" (WCER, 2011).

In Ghana, like other countries, students are among the highest group of users of social media (Author's Interviews, 2017). Despite evidence that social media is beneficial to students because it gives them the platform to link up with one another to share information, ideas, and strategies for solving problems, including school and homework, there are concerns that it negatively impacts their lives, especially their academic work. This study therefore tried to confirm the veracity or otherwise of these concerns.

Social media has become a global phenomenon, becoming very central to the lives of many people. Incidentally, students form a major percentage of the population in almost every country using social media. A 2007 PEW Internet and American Life Project study by Lenhart et al. revealed that 93 per cent of teens used the internet with more of them considering it as a venue for social interaction, where they can "share creations, tell stories, and interact with others". The same report noted that 55 per cent of online teens aged 12-17 years had created a profile on a social networking site such as Facebook or MySpace (Lenhart et al., 2007). Some experts have argued that over 90 per cent of college students visit social network sites (WCER, 2011).

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Records indicate that by September 2016, there were over 1.79 billion monthly active Facebook users worldwide, with 1.18 billion people logging onto the site daily, while there were 1.66 billion mobile active users (SBT, 2016). A total of 510 comments are posted, 293,000 statuses updated, and 136,000 photos uploaded every minute (The Social Skinny, n.d.), and 300 million photos uploaded every day on Facebook (Gizmodo, 2012). Additionally, WhatsApp had 500 million, Twitter, 284 million, and Instagram, 200 million monthly active users. More than 1.1 billion people use Facebook on a mobile device monthly (CNBC, 2017). An amazing revelation is that 50 per cent of 18 to 24-year-olds go to Facebook straight away after waking up (zephoria.com, 2016).

2.11   Positive and negative effect of social media on Students' academic live

Nowadays, in the world of connecting learning, the impact of social media on education is becoming a driving factor. The world is becoming smaller, and by the use of technology such as social media, the way we get an education is changing. Social media and education can complement one another if used effectively. Social media is continually developing new educational possibilities for students. Social media has many positive effects on education. But the same has some negative effects. Here know the many positive and negative effects of social media on education.

Social Media has become a vital part of a student's social life. It is now regarded as a learning platform that enhances student engagement and capabilities in many schools. These platforms offer school children the opportunity to connect, get in touch, access information and research. Social media is the strongest medium of communication which helps people to connect from far places. Social media's

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acceptance in daily life is one of the driving forces behind these depending prospects and how social media is changing education.

2.12   The Positive effects of Social Media

Students' academic life has moved to a different dimension since the introduction of these social media networks and several studies have affirmed that social media plays an important role on students in higher education including the study conducted by Wheeler, Yeomans and Wheeler, (2008); Rifkin, Longnecker, Leach and Ortia, (2009). In their study, they recognized four (4) major advantages of social media usage by students in higher education which included; enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities. Indeed, social media has contributed greatly to facilitating learning in the 21st century. It is shown that a greater percentage of students including those at the PhD level commonly use social media to ameliorate their studies (Khan, 2010). The answers to the causes of flexible studies today across the globe might not be far-fetched from the great contribution that social media platforms are providing when used judiciously. Even though, there have been other school of thought that states that social media is a nuisance to students' academic life such as Kuppuswamy and Shankar (2010), who argued in their study that social networks distracts the attention and concentration of the students toward learning and converts it towards non-educational activities such as useless and unnecessary chatting, there have been several studies conducted afterwards whose findings are contrary to this claim. For instance, the study conducted by Jain, Verma, Verma and Tiwari (2012), titled "the impact of social networking in promoting education'' revealed that students benefit from chatting with other students, teachers and external sources to acquire knowledge.

Also, Yunus and Salehi 8 (2012), argued in the same direction that students gained more vocabulary, improved their writing skills and reduced their spelling mistakes through social media usage. In fact, as an educational tool, social media enriches learning by giving both students and teachers the opportunity to connect in new and very exciting ways thereby encouraging flexible mode of learning. It is stated that flexible learning expands the choice on what, when and how people learn. It supports different styles of learning including E-learning which is highly patronized across the globe (Pappas, 2013). Other scholars; O'keeffe and Clake-pearson (2011), in their study also revealed that social media benefits students by connecting them to one another on assignments and class projects. It is further buttressed in the study of Arquero and Esteban, (2013) and Selwyn, (2007) whose conclusions were that social media undoubtedly generate new opportunities to engage students in higher education as they are remarkably effective at connecting people and facilitating the exchange of information. It is clear and indisputable from these studies that social media usage in the educational sector cannot be underestimated since its introduction.

2.13   Social Media Addiction among Pupils'

Traditionally, the concept of addiction is based on a medical model, and it expresses extreme physical or psychological desire and commitment to a physical object. However, researchers argue that addiction should be addressed to cover a broader behavioral domain including social and psychological behaviors. In this context, Griffiths (2013) proposed the concept of technology addiction. He has defined technology addiction as the actions which are non-chemical but behavioral, and involve extreme human-machine interaction. Also, technology addiction is portrayed as a passive behavior like watching TV, playing a video game, and chatting online.

Internet addiction is a special type of technology addiction. The term "Internet addiction" was defined for the first time by Ivan Goldberg in 1995 as a psychological illness (cited in Kim, 2009). Different conceptualizations were used for abusing Internet. Young (2012) named it as "internet addiction", Morahan-Martin and Schumacher (2000) used the term "pathological internet use", Davis, Flett and Besser (2002) labelled it as "problematic internet use"

Young (2012) suggests five types of Internet addiction: (a) cyber sexual addiction, (b) cyber relationship addiction to online friendships or affairs, (c) net compulsions to online gambling, auctions or obsessive trading, (d) information overload to compulsive web surfing or databases searches, and (e) computer addiction to game playing or programming. When properly used, Internet is an important technology that provides people with vital skills for the 21st century such as information access, problem solving, and self-directed learning. However, when Internet is used unconsciously, it can cause anxiety or fear and negatively affect personal development (Colwell & Kato, 2003; Kerberg, 2005). In addition, excessive use of Internet may have detrimental effects on biological, physiological, psychological and social development of the user (Caplan, 2002). In this context, Internet addiction has gradually become a serious problem. Thus, although it was not mentioned in the previous editions, American Psychiatric Association (APA) has added Internet addiction, with a particular reference to online gambling, as a mental illness to the fifth edition of the Handbook of Diagnostic and Statistical Manual of Mental Disorders.

In many areas of behavioral addiction, it has been debated that whether some extreme behaviors can really be regarded as addiction or not. Social media addiction, as a special type of Internet addiction, has been discussed in this context. Griffiths

(2013) made an important contribution to this discussion by suggesting six essential components to describe a behavior as addiction. These six components are salience, tolerance, mood modification, relapse, withdrawal, and conflict (Griffiths, 2013, p.121). He states that a behavior can be defined as addiction if it has these six components. Then, the critical question becomes what does each of these six components mean? To make the subject or issue more understandable, Griffiths (2013) explains these six components as follows:

- *Salience:* This occurs when social networking becomes the single most important activity in a person's life and dominates his or her thinking, feelings, and behavior. For instance, even if people are not actually engaged in social networking, they will be constantly thinking about the next time that they will be.

- *Mood modification:* This refers to the subjective experiences that people report as a consequence of social networking and can be seen as a coping strategy (i.e., they experience an arousing "buzz" or a "high" or, paradoxically, a tranquilizing feeling of "escape" or "numbing").

- *Tolerance:* This is the process whereby increasing amounts of social networking activity are required to achieve the former mood-modifying effects. This basically means that for people engaged in social networking, they gradually build up the amount of the time they spend social networking every day.

- *Withdrawal symptoms:* These are the unpleasant feeling states and/or physical effects (e.g., the shakes, moodiness, irritability) that occur when

people are unable to engage in social networking because they are ill, on vacation, prohibited etc.

- *Conflict:* This refers to the conflicts between a person and those around that person (interpersonal), conflicts with other activities (social life, hobbies, and interests), or from within the individual himself or herself (intrapsychic conflict and/or subjective feelings of loss of control) that are concerned with spending too much time on social networking.

- *Relapse:* This is the tendency or desire for repeated reversions to earlier patterns of excessive social networking to recur and for even the most extreme patterns typical of the height of excessive social networking to be quickly restored after periods of personal control.

Around the world, a number of studies have been conducted on whether the Internet and its applications are addictive or not. For example, in a study conducted in China which was attended by 2,620 students, it was identified that 24% of the participants were addicted to social media. One of the notable points here is that students who have developed high scores on addiction have got low scores on time management. In addition, internet-addicted adolescents provided meaningful results in emotional symptoms, problem management, hyperactivity situations and lower social behavior scores (Cao et al, 2007).

Social network sites are virtual communities where users can create individual or public profiles, interact with friends in real life, and come together with other people based on common interests (Kuss & Griffiths, 2011, p.3529). When considering the history of social networking sites, the first social networking example

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– Six Degrees - was published in 1997 on a basis that would allow everyone to connect via six-degree distance. In 2004, Facebook was established, which is now considered as the most successful social networking site. The site has expanded very quickly and has become a global network with more than 2.3 billion users as of January 2019 (wearesocial.org), with more than half of the users logging every day. Social networks are predominantly used for social purposes and for the continuation as well as the development of individuals' offline connections (Kuss & Griffiths, 2011, p.3528).

Nowadays, intensive use of social media applications by ordinary users has increased; and this has raised the concerns for addiction. Surveys consistently show that young people and students benefit most from social networks in the general population (Kuss & Griffiths, 2011). The rapid increase in the use of online networks -mainly on the basis of time spent- has led some researchers to argue that excessive social networking can lead to addiction in individuals (Griffiths & Pontes, 2014, p.120; Sussman et al., 2011). From time to time, individuals can have a variety of actions that are potentially addictive, such as using social networks extensively. These behaviors do not always have to be addictive, sometimes they are just behaviors which lead to addiction.

Studies on social media addiction levels have produced inconclusive results because some are concerned about negative consequences of intensive use, while others have focused on gains through the use of social media. However, the latest research showed that greater access to social media brings greater concerns. For many institutions, social media addiction has become a major concern since the beginning years of social networks. For example, Davies and Cranston (2008) found that participants (120 managers and practitioners working on youth) were afraid that

online social networking would replace other activities and face-to-face social interaction among people. When participants were asked to identify the risks associated with online social networks, 23% reported addiction as a source of concern and the others reported exposure to bullying (53%), disclosure of personal information (35%), and sexual assault (22%).

Koc and Gulyagci (2013) found that Facebook addiction was related to factors such as usage time, social motivations, depression, anxiety, and insomnia. However, they did not find any significant relationships regarding demographic factors. In several studies, researchers found that frequent access to Facebook is associated with clinical manifestations of psychiatric disorders (Rosen et al., 2013), the excessive use of social media can disrupt interpersonal relationships by jeopardizing the quality of relationships people develop with others (Tokunaga, 2011), and it might reduce self-esteem (Peter & Valkenburg, 2006).

There are a number of social and psychological factors that affect social media addiction. The role of parents is particularly emphasized by researchers. It has been reported that while the lack of family love (Huang & Leung, 2009) and the conflict between parents and children may lead to dependent behaviors; supportive parental supervision (Lin, Ko, & Wu, 2009) decreases the impact on dependent behaviors. Many other variables, such as the need to establish a close relationship, narcissistic behavior, excess of leisure time, and the limitations of the social environment may be determinants of social media addiction. At the same time, negative effects on adolescents, who are practically students, can sometimes be reflected in academic performance and social capital.

In short, social media addiction is an ever-increasing problem in the 21st century. For this reason, a number of studies were conducted in various countries on

this subject. Each study presents a new outcome, explains reasons and effects of the social media addiction, and presents new ways of solutions. However, the problem is getting bigger and becoming more prevalent every day and public authorities, educators, and parents know neither the scope nor the extent of this challenge. Ghana is no exception as a country that ranks among the top countries in the world when it comes to the use of social media. Considering that the possible actions against addictive uses of social networking sites depend largely on understanding the seriousness of the problem, this study may shed some light on the current situation among particularly young users in Turkey. This rationale sets the need for the current study.

2.14   Counsellors' Ways of Preventing Social Media Addiction of Students:

The key tool counsellors used to prevent students who bare much into social media is psychotherapy. Ben and Abudu (2004) indicated in their study that, through psychotherapy, counsellors take their clients (students) to do the following;

Delete social media apps from your smartphone. While you can still access them from your personal computer, keeping them off your phone may help decrease the amount of time spent on social media overall.

Turn off your personal phone during work, as well as during school, meals, and recreational activities. You can also adjust the setting on each social media app so you can turn off certain notifications.

Set aside a certain amount of time dedicated to social media per day. Turn on a timer to help keep you accountable. Leave your phone, tablet, and computer out of your bedroom. Take up a new hobby that's not technology-related. Examples include sports, art, cooking classes, and more. Make it a point to see your friends and family

in person when possible. It's also important to take regular breaks from social media altogether to help find some real-life grounding.

2.15   Summary of Literature Review

There are many issues that are confronted by junior high pupils' the Bawku Municipality on social media usage that are unfriendly to their academic progress. On one hand, there may be benefits for students who use these sites properly and appropriately. Other research suggests that there are clear risks involved when students become too consumed with the Internet and social networking websites. It was discovered that social networking sites are the most common used social media networks among students and also Wikipedia has the main resort point for students for research purposes. Students engage themselves with one activity or the other on the various social media on day to day activities. However, Undergraduates spend more time on Facebook,

Twitter and other social media through smartphones that are now in abundance among these youths. Many students cannot go for two-three hours without checking and updating their profiles on these social networks even at the detriment of other activities such as educational and career pursuit. Smart phones, android phones as well as tablets were seen to be the major ways through which students gain easy access to the internet to be on the various social media network platforms.

Again, this chapter discussed the age usage as well as the gender usage of social media websites. According to most research done on the topic, the number of teenage girls and boys who communicate on these social media networks are equally divided. Majority of students in Ghana visit at least one

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social networking site approximately twenty times each day. Cell phones have been banned from classroom and schools have blocked many popular social media websites due to the repercussion the social media might have on the academic performance of students. Hence, for the purposes of this research project, the researcher will examine the level of student addictiveness to social media, how often they use them, how they use them, and how this is affecting their academic studies. A comparison will also be made between male students and female students, since much research has shown a difference in social networking service participation based on gender as well as in age. At the conclusion of this research project, there will be a better understanding regarding the effect of social media on final year Pupils' at the Presbyterian JHS in the Bawku Municipality.

CHAPTER THREE

METHODOLOGY

3.0   Introduction

The purpose of this study was to ascertain the effect of social media on Junior High Schools (JHSs) final year Students Academic performance in the Bawku Municipality. This chapter described the methodological issues in the study, which are relevant to the proposed study area. It also elaborated on the proposed study design, population, sampling procedure, as well as the proposed data collection instrument and how the validity and reliability of the instrument were ensured. Furthermore, data collection procedures, as well as data processing and analysis, were discussed.

3.1   Research Design

Descriptive survey was the research design employed for the study. This involved collecting data in order to test hypothesis or answer question. This enabled the researchers to generalize from the sample so that inferences could be made about some characteristics, attitudes or behaviours of the target population toward their experience of stress (Babbie, 1990). Descriptive data are usually collected through questionnaires, interviews or observation. Advantages of the descriptive survey are that the questions to be answered using this design are clear and not misleading because survey can vary significantly because of the exact wording of questions. It determines and reports the way things are. According to Gay (1987) a descriptive survey method is useful for investigating a variety of educational problems including assessment of attitudes, opinions, demographic information, conditions and procedures. According to Polit and Hungler (1995) descriptive survey aims at

primarily describing, observing, and documenting aspects of situation as it naturally occurs rather than explaining them. This design helps to produce a good number of responses from a wide range of people. Surveys provide a high level of general capability in representing a large population. Due to the usual huge number of people who answer survey, the data being gathered possess a better description of the relative characteristics of the general population involved in the study (Sincero, 2012). Again, survey provides good statistical significance. As a result of the high representativeness brought about by the survey method, it is often easier to find statistically significant results than other data gathering methods (Sincero, 2012). Survey can be administered remotely via online, mobile devices, mail, email or telephone (DeFranzo, 2012). Furthermore, a broad range of data can be collected (e.g., attitudes, opinions, beliefs, values, behaviors) (DeFranzo, 2012).

Descriptive survey has some limitations as well. DeFranzo (2012) highlighted the following as some weaknesses of descriptive survey. First, respondents may not feel encouraged to provide accurate, honest answers on the questionnaire. Secondly, respondents may not feel comfortable providing answers that present themselves in unfavorable manner. Descriptive survey may produce untrustworthy results because they delve into private matters that people may not be willing to talk about. Also, data errors due to question non-responses may exist. The number of respondents who choose to respond to a survey question may be different from those who chose not to respond, thus creating bias. Although there are weaknesses with this method, descriptive survey was more suitable for this study as it sought to find out the effect of social media on Junior High Schools (JHSs) final year Students Academic performance in the Bawku Municipality.

3.2   Profile of the Study Area

Bawku Municipal is located in the Upper East Region. According to the Population and Housing Census District Analysis Report by Ghana statistical Service (2021), the population of Bawku Municipality is 80,533. In terms of gender, males are Thirty-Eight Thousand, Seven Hundred and Sixty-Nine (38,769) representing 48.1% and females are 41,764 representing 51.9%. Further on age distribution, 0-29 years are (55,675) representing 69.1%. Gbewaa College of Education and Naa Gbewaa's Shrine are landmarks located in the Municipality. The occupation of the indigenes of Bawku and its surroundings are farming and trading because of its proximity to border towns of Togo and Burkina Faso. It is predominantly a Muslim society.

3.3   Population

Population, according to Punch (2005) is the total target group who would in ideal world be the subject of the researcher and about whom one is trying to say something. The target population for the study included all second-year students in all the three senior high schools in the Bawku Municipality. The target population are all JHS Three Students in Daduri JHS, Presby JHS and Manga JHS all in Bawku municipality which is Six Hundred and Thirty-Eight (638). The distribution of students into the various schools were as follows: Daduri junior high (214), Presbyterian junior high (222), and Manga junior high (202), were randomly selected by the researcher.

Table 1: Total population

Name of JHSs	Number of JHS year Students
Daduri junior high	214
Presbyterian junior high	222
Manga junior high	202
Total	**866**

Table 2: Assessable population

School	Number of second year students
Presbyterian JHS	320
Total	**320**

Source: Field survey (2022)

The Presbyterian junior high school was select leaving the other two JHS because it is outskirt of the Bawku township which is a war zone. This selection was done in other not to put the researcher life at a risk and besides the Presbyterian junior high school possess the characteristics of the all JHSs Students in the Bawku Municipality.

3.4   Sample Size and Sampling Procedure

The researcher sampled 100 respondents for the study. This was drawn from the final year students of the Presby JHS. A simple random sampling procedure was used to select the respondents. It is a method involving an unpredictable component. In random sampling, each element of the population has an equal chance of being chosen at each draw. A sample is random if the method for obtaining the sample meets the criterion of randomness. It could also be referred to as taking a number of independent observations from the same probability distributed. This would allow for equal representation and check biases in the generalization of the findings.

The researcher used the lottery approach to select the hundred respondents for the study. Three hundred and thirty-four (222) pieces of papers were cut by the researchers. One hundred of them were labelled "IN" meaning include in the research. The rest (122) were labelled "EX" meaning exclude from the research. All the papers

were folded and put in a bag and reshuffled thoroughly. All final-year students in the Presbyterian was made to pick a paper at random from the bag without placing it back into the bag. Those students who picked "IN" became the sample of respondents.

The purposive sampling technique was used to select the Presbyterian junior high school. This is a more accessible part of the population to the researchers for the study because researchers upon interview found out the school has a majority students using social media. There were 222 final year students in the school. The researchers selected final year students of the Presby JHS because upon our interrogation, found that the final year students are those that are majorly into social media. The Purposive sampling is a non-probability sampling procedure in which the judgment of the researchers is used to select the cases that make up the sample (Saunders et al., 2009).

3.5   Research Instrument

The instrument used was questionnaire. The questionnaire dealt with issues relating to influences of social media on Students' academic performance of Junior high school Students in the Effutu Municipality particularly the Presby Junior high school, required respondent's opinion and perception about it. The questionnaire included both closed and open-ended items. The open-ended questions required respondent to complete questions in their own words while the closed-ended items required respondent to tick response that they thought would be appropriate to answer a question. The questionnaire solicited from the students, their clear objectives and divergent opinions pertaining to the issue under study. All the respondents responded to questions involving four sections. The questionnaire was made up of four (4) different sections; A, B, C, and D. Section A contained demographic data, section B contains type of social media platforms used by JHS Students, section C sought for

the effect of social media used by Students on their academic performance and section D contained the coping mechanism deployed by final year Junior High school Pupils to manage social media addict.

3.6   Validity and Reliability

In quantitative research, reliability and validity of the instrument are very important for decreasing errors that might arise from measurement problems in the research study. Reliability refers to the accuracy and precision of a measurement procedure (Thorndike, 1997). The stability or test-retest reliability of the survey instrument was obtained through the pilot testing of the instrument. Test-retest reliability shows if the same results are obtained with repeated administering of the same survey to the similar study participants. Results of the actual survey was then compared and correlated with the initial results in the pilot study and expressed by the "Pearson r coefficient" (Dudgeon, 2018).

Internal consistency reliability analysis of the items measured on the Likert-type scale also was conducted on the results of the pilot study. This provides comprehensive assess on how well the various items in a measure appear to reflect the attribute. Inter-item correlation was examined on the basis of the correlation matrix of all items on the scale, corrected item-total correlation, and alpha if an item is deleted. The analysis provided information on which items needed rewording or even need removal from the scale.

Validity refers to the degree to which a study accurately reflects or assesses the specific concept or construct that the researcher is attempting to measure (Thorndike, 1997). Content, criterion-related, and construct validity of the survey instrument was established. Content validity showed the extent to which the survey

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items and the scores from these questions are representative of all the possible questions about the role of guidance and counselling in suicide prevention. The wording of the survey items was given to experts in measurement and evaluation in the department of Educational Studies to assess whether the survey questions seem relevant to the subject it is aimed to measure, if it is a reasonable way to gain the needed information, and if it is well-designed.

Criterion-related validity also referred to as instrumental or predictive validity is used to demonstrate the accuracy of a measure or procedure by comparing it with another measure or procedure, which has been demonstrated to be valid (Mudgeson, 2018). For this purpose, the self-designed survey questionnaire for this study was compared on the consistency of the results with existing instruments, measuring the same construct, the influence of social media usage on Students academic performance in the Junior High level. Continued efforts were made to learn if one or more instruments are available. At this date nothing has been located.

Construct validity seeks agreement between a theoretical concept and a specific measuring device or procedure. To achieve construct validity, factor analysis of the Likert type survey items was performed, both after the pilot and the main study (Mudgeson, 2018).

3.7   Data Collection Procedures

The questionnaire was self- administered by the researchers to the respondents in school to make it easy and convenient to them. The researchers initially introduced themselves and they sought the informed consent from the respondents. According to Armiger (1997), informed consent means that a person knowingly, voluntarily, intelligently and in a clear and manifest way gives his consent. The researchers

briefed the respondents on the purpose of the research and the need for their maximum cooperation and allowed them to willingly volunteer to respond to the questionnaire. Though the introduction of the questionnaire captured areas such as confidentiality and anonymity of the respondents and how the information would be used, the researchers still assured the respondents of their confidentiality and anonymity as much as possible. Furthermore, in the case of anonymity and confidentiality, the researchers informed the respondents not to indicate their identity (name) on the questionnaire and the information they provided was to be used solely for the purpose of the research and not to be disclosed to other people without their consent.

The respondents were also informed about their right of free exit. Also, the researchers upheld the ethic of non-maleficence. This means that the respondents were not harmed in the form of psychological, emotional and social after responding to the questionnaire. More so, the researchers avoided plagiarism by citing and referencing other people's works used in the study.

The researchers further explained to the respondents how the results of the study would be published, reported or used. After the respondents had given their consent to participate in the study, the researchers gave some minutes to each of them to complete the items in the questionnaire. This duration was to allow the respondents some comfort to respond accurately to the items in the questionnaire.

3.8   Data Analysis

The items were edited after collection to ensure that all the sections had been covered and that duplications and omissions were eliminated. The questionnaire was grouped according to age, sex, student's residence, student's religion and program of students

for the analysis to be made. The analysis of the data was done using the simple frequencies and percentages.

3.9   Ethical Consideration

Ethical issues were addressed at each phase in the study. In compliance with the regulations of graduate school, the permission for conducting the research was obtained from the Department of Educational Foundations.

Application for research permission contained the description of the research and its significance, methods and procedures, participants, and research status. This project was accorded an expedited-middle status, since the interviews with the participants will be audio taped, though the study was conducted in a normal social setting, its topic does not fall in the sensitive category, and the subject population is over nineteen and finally, the anonymity of participants was protected by numerically coding each returned questionnaire and keeping the responses confidential.
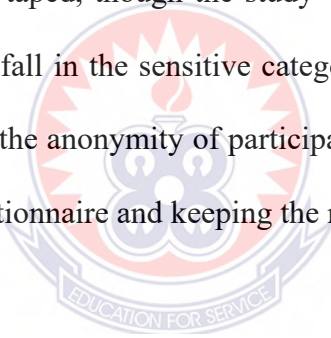
CHAPTER FOUR

RESULTS AND DISCUSSION

4.0   Introduction

This section dealt with the analysis of the main data of the questionnaire which consists of statements of type of social media platforms, effects of social media, and role of guidance and counselling. This consists of tables of figures of field findings and the analysis of figures.

4.1   Demographic Characteristics of Participants

The participants were asked to answer questions related to their background, such as their age, sex and religion of participants. Questionnaires were used to solicit data on demographic characteristics of participants. The characteristics of the sample drawn are presented Table 3.

The sex distribution of respondents is shown in Table 3

Table 3: Sex Distribution of Respondents

Gender	Frequency	Percentage (%)
Male	55	55
Female	45	45
Total	**100**	**100**

Source: Field work (2022)

As indicated in Table 3, out of the 100 respondents, 55 of them were males representing 55% and 45 of them were females representing 45%.

The age distribution of respondents is shown in Table 3

44

Table 4: Age Distribution of Respondents

Age	Frequency	Percentage (%)
Below 15	45	45
Between 15-20	47	47
Above 21	8	8
Total	**100**	**100**

Source: Field work (2022)

From Table 4, out of the 100 respondents, 45 of them were below age 15 which represents 45% , 47 of them were between the ages of 15 and 20 which represents 47% and 8 of them were above age 21 which also represents 8%.

The distribution of religion of respondents is shown in Table 5

Table 5: Distribution of religion of Respondents

Residential status	Frequency	Percent (%)
Christian	6	6
Muslims	92	92
Traditionalist	1	1
No religion	1	1
Total	**100**	**100**

Source: Field work (2022)

From Table 5, out of 100 respondents, 6 of them were Christians which represent 6%, 92 of the respondents were Muslims representing 92% , one of them was a traditionalist which 1% and one of them indicated that he / she has no religion which also represents1%.

45

4.2   Research Question 1:

What are the types of social media platforms used by final year Junior High school Pupils in the Bawku Municipality?

Research question one sought to find out from respondents on the type of social media platforms used by final year Junior High school Pupils' in the Bawku Municipality. Respondents were made to answer seven (7) items in line with the research question.

The distribution of the type of social media platforms used by respondents is shown in Table 6.

Table 6: Distribution of Preferable Social Media Platforms Used by Respondents

Statements	Frequency and percentages.	
	Yes	No
I prefer using Facebook	70 (70%)	30 (30%)
I am always on Tiktok	65 (65%)	35 (35%)
I have a YouTube account	27 (27%)	73 (73%)
Am on Instagram	54 (54%)	46 (46%)
I like chatting on WhatsApp	84 (84%)	16 (16%)
Twitter is my best media platform	31 (31%)	69 (69%)
I use snapchat	38 (38%)	62 (62%)

Source: Field work (2022)

The result in Table 6 shows that, 70% of 100 respondents indicated that they are using Facebook whilst 30% of 100 respondents indicated that they are not on Facebook. Also 65% of 100 respondents indicated they have Tiktok accounts whilst 35% of 100 respondents indicated that they do not have. Also 27 % out of the 100 respondents indicated of always going to YouTube whilst 73% of 100 respondents

indicated that they are not used to social media. Out of a total of 100 respondents, (54%) affirmed to the fact that they have Instagram accounts and the remaining 46 respondents being 46% disagreed.

There are larger number of the respondents representing 84% out of the 100 respondents indicating they are using what sup, whilst 16% of 100 respondents indicated of not using what sup. Thirty- one percent out of the 100 responses indicated that of having twitter accounts whilst 69% of 100 respondents indicated of not having. And lastly, the data showed that 38% out of the 100 responses indicated that they have snapchat accounts whilst 62% of 100 respondents indicated of not having. However, the above data confirmed the fact that in Ghana, like other countries, students are among the highest group of users of social media (Author's Interviews, 2017). Despite evidence that social media is beneficial to students because it gives them the platform to link up with one another to share information, ideas, and strategies for solving problems, including school and homework, there are concerns that it negatively impacts their lives, especially their academic work. This study therefore tried to confirm the veracity or otherwise of these concerns.

Records indicate that by September 2016, there were over 1.79 billion monthly active Facebook users worldwide, with 1.18 billion people logging onto the site daily, while there were 1.66 billion mobile active users (SBT, 2016). A total of 510 comments are posted, 293,000 statuses updated, and 136,000 photos uploaded every minute, and 300 million photos uploaded every day on Facebook (Gizmodo, 2012). Additionally, WhatsApp had 500 million, Twitter, 284 million, and Instagram, 200 million monthly active users. More than 1.1 billion people use Facebook on a mobile device monthly. An amazing revelation is that 50 per cent of 18 to 24-year-olds go to Facebook straight away after waking up (zephoria.com, 2016).

4.3 Research Questions 2: What are the effect of social media usage by final year Junior High school Pupils on their academic performance in the Bawku Municipality?

Research question two was to seek respondents view on the effect of social media usage by final year Junior High school Pupils on their academic performance in the Bawku Municipality. Respondents were made to answer Eight (8) items in line with the research question. The social media usage distribution of respondents is shown in Table 7:

Table 7: Distribution of Effects of Social Media of Respondents

Statements	Frequency and percentage			
	SA	**A**	**D**	**SD**
It Provide learning platform	55 (55%)	23 (23%)	17 (17%)	5 (5%)
It access to academic information	31 (31%)	31 (31%)	24 (24%)	14 (14%)
It is a medium of communication	46 (46%)	29 (29%)	16 (16%)	9 (9%)
Boost online learning	49 (49%)	44 (34%)	11 (11%)	6 (6%)
Makes learning easy	34 (34%)	35 (35%)	17 (17%)	14 (14%)
Causes of distractions	47 (47%)	35 (35%)	12 (12%)	6 (6%)
Increase cyber bulling	34 (34%)	41 (41%)	21 (21%)	4 (4%)
Reduce learning and research	32 (32%)	35 (35%)	22 (22%)	11 (11%)

Source: Field work (2022)

The result in Table 7 shows that, 55% of 100 respondents strongly agreed, 23% of them agreed, 17% of them disagreed and 5% of them strongly disagreed that social media provide learning platforms to Pupils'. As indicated in the table, 31% of 100 respondents strongly agreed, 31% of them agreed, 24% of them disagreed and 14% of strongly disagreed that social media help pupils to get access to academic information. Also as indicated in the table 46% of 100 respondents strongly agreed,

29% of them agreed, 16% of them disagreed, and 9% strongly disagreed that social media is served as a medium of communication to Pupils. From the table, 49% of 100 respondents strongly agreed, 34% of them agreed, 11% of them disagreed, and 6% strongly disagreed that social media boost online learning. Again, in the table, 34% of 100 respondents strongly agreed, 35% of them agreed, 17% of them disagreed and 24% of them strongly disagreed, that social media makes Pupils' learning easy. This confirm the study by Wheeler, Yeomans and Wheeler, (2008); Rifkin, Longnecker, Leach and Ortia, (2009). In their study, they recognized four (4) major advantages of social media usage by students in higher education which included; enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities. Indeed, social media has contributed greatly to facilitating learning in the 21st century. On the aspect of the negative effect, the table indicated that, 47% of 100 respondents strongly agreed, 35% of them agreed, 12% of then disagreed and 6% of them strongly disagreed that social media causes distraction pupils'.

From the Table 7, 34% of 100 respondents strongly agreed, 41% of them agreed, 21% of them disagreed and 4% of them strongly disagreed that social media creates avenue for Pupils to engage in cyber bulling. And lastly the table indicated that, 32% of 100 respondents strongly agreed, 35% of them agreed, 22% of them disagreed and 11% of them strongly disagreed that social media reduce Pupils' learning and research. And this also confirm the study by Davies and Cranston (2008), enumerated some of the risks associated with social media which included criminal activities such as identity theft and fake contacts which is prevalent today, sexual abuse or harassment and unsuitable advertising. On the same subject O'keeffe and Clakepearson (2011), also mentioned cyberbullying, online harassment, sexting,

distraction, and privacy concerns as some of the challenges associated with social networking.

3.4 Research Question 3: What are the coping mechanism deployed by final year Junior High school Pupils to manage social media addict?

This Research question was designed to solicit responds from participants on their views on the coping mechanism deployed by final year Junior High school Pupils to manage social media addict. Respondents were made to answer seven (7) items in line with the research question. The distribution of coping mechanism of respondents is shown in Table 8:

Table 8: Distribution of Coping Mechanism of Respondents

Statements	Frequency And percentages			
	Not at All	Sometimes	Most of the Times	Always
I seek God's help	32 (32%)	25 (25%)	11 (11%)	32 (32%)
I turned off my phone when reading	25 (25%)	32 (32%)	25 (25%)	18 (18%)
I talk to counselors	45 (45%)	22 (22%)	19 (19%)	14 (14%)
I delete all social media apps from my phone	50 (50%)	15 (15%)	9 (9%)	26 (26%)
I learn to leave my phone at home when going to school	26 (26%)	31 (31%)	23 (23%)	20 (20%)
I set aside some time daily for social media	57 (57%)	13 (13%)	12 (12%)	18 (18%)
I turn off my phone notification when reading	39 (39%)	29 (29%)	17 (17%)	15 (15%)

Source: Field work (2022)

The result in Table 8 showed that, 32% of 100 respondents indicated " Not at all", 25% of them indicated sometimes, 11% indicated 'Most of the times' and 32% of them indicated 'Always ' that they seek God's help when they are

addicted to social media. From the table 25% of 100 respondents indicated not at all, 32% of them indicated sometimes, 25% indicated most of the times and 18% of them indicated always, that they switch off their phone when reading. From the table. 45% of 100 respondents indicated ' Not at all' 22% of them indicated sometimes, 19% indicated 'most of the times' and 14% of them indicated 'Always ' that they talk to counselors when am too use to my phone. again, from the table, 57% of 100 respondents indicated 'Not at all', 13% of them indicated 'sometimes, 12% indicated 'most of the times' and 18% of them indicated 'always' that they delete social media apps from their phone. the Table shows that 39% of 100 respondents indicated 'not at all', 29% indicated sometimes, 17% indicated 'most of the times' and 15% of them indicated 'Always' that they leave their phones at home when going to school. From the table 38% of 100 indicated not at all and 37% of them indicated 'sometimes, 21% indicated most of the times and 14% indicated 'always' that they resort to set some time aside for social media daily. From the table, 59% of 100 respondents indicated 'Not at all', 23% of them indicated ' sometimes ', 13% indicated 'most of the time' and 13% of them indicated always that they turn off their phone notification. This however confirm by the study of Ben and Abudu (2004) indicated in their study that in other to do away with social media addiction, delete your social media apps from your smartphone. While you can still access them from your personal computer, keeping them off your phone may help decrease the amount of time spent on social media overall.

Turn off your personal phone during work, as well as during school, meals, and recreational activities. You can also adjust the setting on each social media app so you can turn off certain notifications.

Set aside a certain amount of time dedicated to social media per day. Turn on a timer to help keep you accountable. Leave your phone, tablet, and computer out of your bedroom. Take up a new hobby that's not technology-related. Examples include sports, art, cooking classes, and more. Make it a point to see your friends and family in person when possible. It's also important to take regular breaks from social media altogether to help find some real-life grounding.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0   Introduction

The study sought to investigate the effect of social media on Junior High Final Year Pupils' academic performance in the Bawku municipality in the Upper East region. A descriptive survey was adopted as the design for the conduct of the study which was administered to 100 respondents made up of 55 males and 45 females. The study used simple random technique to select the respondent**s** from the Presbyterian Junior High. It and a sampling procedure in which the respondents in the study were picked at random. The sample was chosen at random to help   check   biases   in   the generalization of the findings

The main research instrument used was   the   questionnaire   which   was made up of items seeking demographic data such as age, sex, and religion. The analysis of data was done based on the research questions stated. The statistical tool used for the analysis was the simple frequency and percentage distribution which was ran using the Predictive Analytic Software (PASW).

The study was guided by the following research questions;

1. What are the type of social media platforms used by final year Junior High school Pupils in the Bawku Municipality?

2. What are the effect of social media usage by final year Junior High school Pupils on their academic performance in the Bawku Municipality?

3. What are the role of counselling in helping final year Junior High school Pupils 'to manage social media addict?

From the study,

1.   majority of the students (92%) agreed that what sup and Facebook are the major type of social media platform used by Pupils'

2.   Fifty-five percent (55%) of the students testified to provision of learning platform as the effect of social media on final year Pupils' academic performance.

3.   Majority of the students alluded to the fact that, they always   seek counselors   help as their coping mechanism.

5.1   Findings

The findings of the study revealed that face book and WhatsApp are the mostly used social media by final year Pupils of the Presbyterian Junior High School. The study revealed that the majority of the Pupils' get much attention to social media than the books. Also, the findings indicated that, the majority of the pupils' see social media as a distractor to their studies. The majority of the students saw cyber bulling as an effect of social media. The study finds out that most Pupils always seek counselling from the school counselling coordinator as coping mechanism for social media addiction.

5.2   Conclusions

The study concluded that many final year Pupils of the Junior High School that WhatsApp and Facebook are the type of social media they use majorly and it has effect on their academic performance. This effect could be positive there by providing the learning platforms, encourage online learning and accessibility to academic information. The negative effect of it is that it brings about to them by distraction and cyber bulling. The predominant coping strategies used by Pupils were seeking counseling, switching off phone and deleting social media apps from their phones.

5.3   Recommendations

Based on the results obtained from the study, it is recommended that the school administration in collaboration with the school's Counselling Centre and school counsellor organize programs such as workshops, lectures and seminars occasionally for Pupils' so that they can be equipped with the positive and negative aspect of social media on their academic life.

Again, orientation programs organized for all Pupils by the school authorities must be improved and must be done a way that would help them to know how too much use of social media could ruin the academic life.

I also recommend that the (online) parents should not allow their children who are in the final year in Junior High Schools to be using phone.

Finally, the school authorities, Ghana Education Service and the government to enforce the law that do not allow Junior High Pupils' from using mobile phone in schools.
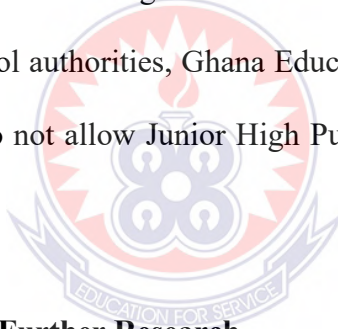
5.4   Suggestions for Further Research

Even though the majorly concern of the study has been dealt with, in view of the delimited scope of this study, it is recommended that future research investigate the following areas:

1.   This study should be extended to examine relevant of social media on Pupils' academic performance.

2.   Effect of social media on JHS Pupils at all class.

3.   Whether social media improves Pupils' academic performance.

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APPENDIX

QUESTIONNAIRE FOR JUNIOR HIGH SCHOOL STUDENTS

UNIVERSITY OF EDUCATION, WINNEBA

EFFECT OF SOCIAL MEDIA USAGE ON JUNIOR HIGH SCHOOL FINAL
YEAR PUPILS' ACADEMIC PERFORMANCE

My name is Mr. Abdul Rahman Abdul Razack. I am pursuing post graduate diploma in education at the University of Education, Winneba. The purpose of this survey is to gather data for my dissertation as part of the programme requirements. I would be grateful if you could respond to the questionnaire to enable me write my dissertation. I would like to stress that this exercise is purely for academic purpose and respondents' confidentiality would be highly assured. Kindly check the correct response by a tick (√) to each item in the appropriate box. Where additional information is required, please supply it in the space provided.
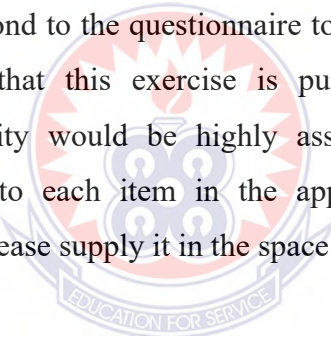
SECTION A: BACKGROUND INFORMATION OF RESPONDENTS

1. Sex: A. Male ☐   B. Female ☐

2. Age: A. below 15 ☐   B. 15-20 years ☐   C. above 20 years ☐

3. Religion   A. Christian ☐   B. Muslim ☐   C. Tradition ☐
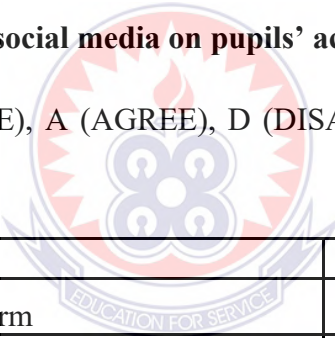
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SECTION B: Preferable Social Media Platforms Used by Respondents

SA (STRONGLY AGREE), A (AGREE), D (DISAGREE) AND SD (STRONGLY DISAGREE)

Statement	SA	A	D	SD
I prefer using Facebook				
I am always on Tiktok				
I have a YouTube account				
Am on Instagram				
I have what sup account				
I use twitter as well				
Am on Snapchat				

SECTION C: Effects of social media on pupils' academic live

SA (STRONGLY AGREE), A (AGREE), D (DISAGREE) AND SD (STRONGLY DISAGREE)

Statement	SA	A	D	SD
It Provide learning platform				
It helps access to academic information				
It is a medium of communication				
Boost online learning				
Makes learning easy				
Causes of distractions				
Increase cyber bulling				
Reduce learning and research				

SECTION D: Coping Mechanism of Respondents

SA (STRONGLY AGREE), A (AGREE), D (DISAGREE) AND SD (STRONGLY DISAGREE)

Statement	SA	A	D	SD
I seek God's help				
I turned off my phone when reading				
I talk to counselors				
I delete all social media apps from my phone				
I learned to leave my phone at home when going to school				
I set aside some time daily for social media				
I turn off my phone notification when reading				