

UNIVERSITY OF CAPE COAST

EFFECTS OF SOCIAL MEDIA ON THE ACADEMIC PERFORMANCE  
OF STUDENTS IN SELECTED SENIOR HIGH SCHOOLS IN THE EFUTU  
MUNICIPALITY

GODWIN SODE

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MUNICIPALITY

BY

GODWIN SODE

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of Education degree in Information Technology

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## DECLARATION

### Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ..... Date: .....

Godwin Sode

### Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature: ..... Date: .....

Dr. Simon-Peter Kafui Aheto

## ABSTRACT

The study explored the effect of social media on students' academic performance in Senior High Schools in the Efutu Municipality. The study specifically, looked at the frequently utilised social media platforms and how social media exposure, addiction, and usage influences the students' academic performance. Additionally, the study investigated gender and age difference that exist of social media usage. A descriptive cross-sectional survey was used. The study covered four Senior High Schools in the Efutu Municipality. Student respondents were selected from various programmes and classes based on a multi-stage sampling procedure. Questionnaire was the main instrument for the collection of data and administered to 86 students. Throughout the conduct of the study, ethical issues were not overlooked. Mean and Standard Deviation were employed for the analysis of the information gathered to answer the research questions. The mostly used social media platform was Facebook, followed by WhatsApp and thirdly, Instagram. Other social media platforms used by the students were YouTube, SnapChat, and Imo. Social media addiction was negatively associated to students' academic performance. The findings of the study revealed that exposure and usage to social media positively influenced the students' academic performance. The study revealed that gender and age differences exist in the utilisation of social media platforms among the respondents. It is recommended that school counsellors together with management of Senior High Schools in Efutu Municipality should map out strategies to reduce students' addiction to social media platforms.

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**DEDICATION**

To my family

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## CHAPTER ONE

### INTRODUCTION

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 like two sides of a coin, bring with it both negative and positive sides. It helps people to be better informed, enlightened, and keeping abreast with world developments.

Technology exposes mankind to a better way of doing things. Social networking sites include: Twitter, Facebook Messenger, and WhatsApp messenger, and Google Messenger. 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 into the use of technology as the best medium to explore the wide area of knowledge. In current times, students have also jumped to the utilisation of social media in their academic and everyday life (Ahmed & Qazi, 2011). This study seeks to examine how the utilisation of social affects their academic performance.

#### **Background to the Study**

We find ourselves in a technological universe in this 21<sup>st</sup> century, with a click of a button and you will have large chunk of information in your hands. Social media systems seem to be the most widely used among the youth especially among the teens in the second cycle institutions (Gao, Luo, & Zhang, 2012). According to Boyd (2014) what has now become a way of life and a

social norm for many people across the world began as a hobby by some computer geeks. People of all ages especially teenage students are now caught up in this social media fever such that a chunk of their time is spent on either *Facebooking, Tweeting or WhatsApping*.

The teens have gladly welcomed this medium of communication and use the several social media platforms to disseminate information and unveil their social lives (Boyd, 2007). An increase in sophisticated technology is what is being observed in this current dispensation. The increase in technology has been the communication base in today's world as it gets huge popularity through the internet, social networking cannot be carried out without the utilisation of internet, social media platforms like *Facebook, WhatsApp, Tweeter, and Instagram* among others can be made easily available through the internet (Cole, Shahzad, & Alim, 2008).

One would wonder why some social media users would disclose their real identity, share their pictures and videos and even their location as well as their political and religious affiliation on the internet via the social media and put their lives on the line. There are exchange of sensitive information and interest among social media users. Discussions of various topics, comments, likes or dislikes of information shared by others. Such are the features or the characteristics of these social media platforms (examples: *Instagram, WhatsApp, Twitter, and Facebook*).

Whiles the older folks (over 40 years) use means like radio, television and newspaper to gather information, the younger generation (below 40 years) especially student prefer to utilise social media to assemble reading materials and for most of their daily activities (Lewis, Kaufman, Gonzalez, Wimmer, &

Christakis, 2008). In the United State of America, about 90 percent of its adolescents directly accessed the internet systems, of which 75 percent used the internet twice or more in a day (Kist, 2008).

Ghana is among the earliest Africa nations to attain the connectivity to the World Wide Web. In addition, Ghana has the fourth largest internet connectivity on the African landmass and the 87<sup>th</sup> largest internet connection globally. In the year 2010, there were 165 certified providers of internet service in Ghana. Internet usage in Ghana was, however, not prevalent till in 2011 when the internet subscription in Ghana increased abruptly (Ghana Social Media report, 2016).

According to Calandro, Stork, and Gillwald (2012), the use of internet in Ghana was 5.6 percent whereas the frequency of daily internet use was at 32 percent at 2008, and this figure increased to 43 percent as at the end of 2012. In their study, Calandro et al. (2012) questioned some selected Africans on which medium they used the internet in the past one year. The results revealed that 61 percent accessed internet through mobile phones, 35 percent accessed internet at workplace, 51 percent stated that they accessed internet at educational centres, whereas 58 percent noted internet cafes. Interestingly, larger proportion of the respondents (81%) had registered one or more social media networks.

Statistics have revealed that there are presently over 3,424,971,237 global internet users with an internet penetration rate of 46% of the worldwide populace, a growing discrepancy of 3 percent from past 6 years (Buhari, Ahmad, & Ashara, 2014). Reports from *Facebook*, which is the largest social media platform, in 2016 indicated that its active user base per month was almost 1.8 billion with most users active on mobile, making *Facebook* the largest and

active social media platform. For every three people met, one to two of them were found browsing on *Facebook* on their phones, probably. In Ghana, the trend is not different as about 28.4% of the populace are found online every minute (Calandro, Stork, & Gillwald, 2012). It appears that social media usage is on the upsurge in Ghana with a social media penetration level of 40% in 2016 such that each online mobile user found have registered social media accounts like *Twitter*, *Facebook*, *WhatsApp* (Ghana Social Media report, 2016).

The academic performance of learners is largely predisposed positively or negatively by the utilisation of the internet. Mehmood and Taswir (2013) are of the view that students who use the internet are much affected by the social media network they use. In other words, the students will be positively affected if the internet is used wisely, that is to say if it is used for dissemination of information and discussion of educational topics rather than for recreation or fun. Oskouei (2010), asserts that if the internet is used for knowledge acquisition then it will be of benefit to both the teacher and the student (Ahmed & Qazi, 2011).

In the opinion of Kuppaswamy and Shankar (2010), the attention of students is grabbed and diverted by social media concerning non-educational and inappropriate activities which includes worthless chatting. From a different perspective, Liccardi, Ounnas, Massey, Kinnuner, Midy and Sakar (2007) appraised that day-to-day experiences of learning and discussions on quite a lot of topics are done by students via sharing on social media.

Whether these very sites used by students are harmful or helpful to their academic performance is yet to be known. Not much is known about the purpose for use, the extent of use and even how these sites are used and regulated (Miah,

Omar & Golding, 2012). It is against this backdrop that this study sought to explore the effect of social media on students' academic performance.

### **Statement of the Problem**

According to research, students spend about 30 minutes or more throughout the day on social media sites as part of their day-to-day routine lifestyle. This gives a vivid picture of how students are patronizing these social media platforms and the effects it's likely to have as far as academic performance is concerned (Nicole, Charles, & Cliff, 2007). Again, in a new research published by the American Psychological Association has found out that the number of teenagers reading is dropping at an alarming rate, as young people shun their books, newspapers in favour of social media. According to lead researcher, Jean M. Twenge PhD, a professor of Psychology at San Diego State University, 12<sup>th</sup> graders spends two hours per day on the internet during their spare time. Consequently, it becomes significant to explore into pressing topics of social media on students' academic performance. Students across all levels of our education have their attention glued to the so-called opportunities offered by social media. The puzzle to be solved is whether these opportunities facilitate learning or studies.

In the current changing digital age, universities and colleges are adapting to using technology in their systems thus relying heavily on these mechanisms to enhance students' lives. For instance, the technology is being used to provide students with useful information create and connect learning groups in order to create a convenient learning environment. Through these platforms, students can share and interact with their colleagues, benefit from tutorials and connect with experts on various topics via the internet (Al-Khalifa



& Garcia, 2013). Students can follow the experts and be able to ask questions as well as obtain useful content from them. Such institutions can connect with students by the use of sites such as YouTube, Google Plus groups, Twitter as well as Facebook. Institutions also are using social media to market their courses, make an announcement and interact with their students (Porter, 2004). The platforms are proving to be useful in research process especially in the extraction of data and obtaining expert feedback on a particular topic.

The worry is whether the social media is a valuable teaching tool or a source of distraction. For instance, instructors are making use of the platforms to share content and create online discussion groups. Tertiary institutions use social media in the distance learning model which has gotten ahead of the campus-based model (Aragon, 2003). The online learning is making use of the technological trends and advances to communicate and to enhance the learning experience. Several studies have explored how social media affects students' academic performance (Al-Qoot & Abu-Jado, 2016; Camilia, Ibrahim, & Dalhatu, 2013; Junco, Heiberger, & Loken, 2011; Ravizza, Hambrick, & Fenn, 2014). While there were some studies showed positive impact on students' academics, others reported evidences that there were either negative or no effects on their academic performance. Most studies, however, recommended that more studies are needed to investigate this issue. Therefore, this study explores the effect of social media on students' academic performance in Senior High Schools in the Efutu Municipality.

### **Purpose of the Study**

The primary purpose of this study was to ascertain the effect of social media on students' academic performance in the Senior High School in the Efutu Municipality.

### **Research Objectives**

To find out the:

1. social media platforms used by SHS students
2. extent of influence of social media addictiveness on academic performance
3. extent of effect of students' exposure to social media on their academic performance
4. influence of social media usage on academic performance
5. differences in social media usage between male and female students
6. difference in social media usage with respect to age

### **Research Questions**

To address the earlier stated objectives, six research questions were posed to direct the conduct of the study:

1. What social media platforms are frequently used by SHS students?
2. To what extent does social media addictiveness influence SHS students' academic performance?
3. To what extent is the effect of students' exposure to social media on the academic performance of SHS students?
4. What influence does social media usage have on SHS students' academic performance?
5. What gender differences exist in social media usage of SHS students?

6. What age differences exist in social media usage of SHS students?

### **Significance of the Study**

This study will be beneficial and significant to the respondents in this study, and other students, this is because it will prompt them to be conscious of the negative effect of unwarranted utilisation of social media sites on their health and educational performance. The schools where the data was collected will also benefit greatly. It will grant them insight their wards utilisation of social media and its impact on their academic performance and as a result device strategies to deal with it. This study will also be of great significant to government policy makers, this is because this study will provide an indepth knowledge and information on the relationship between social media utilisation and students' academic performance.

In a classic example, the government of Canada banned employees from visiting *Facebook* networking site (Benzie, 2007). Similarly, Boyd and Ellison (2007) reiterated that the United States Congress also proposed legislation to prohibit the youth from visiting social media websites in educational institutions and libraries in the country. Hence, the information gathered in this study will help the policy makers and educational institutions to come out with clear cut policies that will help curb the usage of social media. Researchers who want to research into similar topic will have much information from this study because of the number of schools used as the sample and the area used. It will give them broad understanding of the influence of social media on students' academic performance.

The results of this research will inform parents' understanding of the effect of social media on their wards, in order to function as watch-dogs to their

wards on the use of social media. The findings of this research will make teachers aware on the effect of social media utilisation on students' academic performance. Their knowledge of the influence on the students will help them to strategize to inform and build awareness among the student on the likely effects of social media utilisation on them.

### **Delimitation of the Study**

This study delimits itself in the choice of the study area, thus Efutu Municipality. It is further delimited by the choice of the problem, in that there were numerous research areas but the researcher opted to research on the impact of social media on students' academic performance. The study looked at all forms of social media. Four Senior High Schools were sampled in Efutu Municipality and not Basic Schools or even the University, thus the study delimit itself in respect to the educational level of the sampled students. Students rather than teachers were the sole respondents of the study.

### **Limitations of the Study**

Unpreparedness on the part of the Headmasters and Headmistresses to aid the researcher collect the data, and unresponsiveness of respondents. These contributed to the sampling of small number of students for the study. Again, the self-response nature of the questionnaire prone the study to respondents providing false information. This study could have been done purely based on analytics. These issues might affect the generalizability of the study.

### **Definition of Terms**

The following meanings are provided as the words utilised as planned to be understood for the purpose of this research as words may have different meaning in different context.

**Social Media:** They are types of automated communiqué systems which ease interaction based on specific interests. Social media comprise mobile and web technological systems.

**Social Networking Sites:** This is a platform where individuals post information about themselves for others to view.

**Social Networking:** The usage of internet messaging system to sort data about oneself accessible to other individuals particularly individuals you share common interest with.

**Media:** They are all those technological mediums which are envisioned to be accessible to larger users by mass communiqué. “These are communications via mass medium to a vast number of users.

### **Organisation of the Rest of the Study**

This dissertation report is organised into five chapters. Chapter Two provided information on relevant and related literature in the area of assessment practices. The literature review included the theory underlying the study, the conceptual base of the study and the empirical review. Chapter Three focused on the following areas: research design, study area, population, sampling procedure, data collection instrument, data collection procedures and data processing and analysis.

Chapter Four dealt with how the gathered information was analysed, as well as the interpretation of the results, thereof. The findings were also discussed. Chapter Five brought the entire study to an end by making summaries, conclusions and recommendations as well as identifying areas for further studies.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

The study sought to explore the effect of social media on the academic performance of the Senior High School students in the Efutu Municipality. A selective approach was adopted a selective approach which focused on journals and articles of specific relevance to this research work. Searches were conducted via electronic database including Google Scholar, journal searches, Web of Science (WoS), bibliographies, and web searches. I used several searchers which included phrases and terms like ‘social media’, ‘social media usage’, ‘social media addiction’, ‘students’ social media usage’, ‘social media and academic performance, ‘social media usage and students’ academic performance, ‘social media addiction and academic performance, among others.

Several documents were downloaded which were read. Only the relevant documents were maintained. The results were particularly refined to contemporary and relevant issues, and subject area about the topic. Although the initial search was detailed and general rather than specific, reading the abstract assisted to obtain the significance of the literature to the review parameters and ensured that the review was as all-inclusive as possible. References and citations were reviewed for potential papers that might be overlooked/skipped. This resulted to a broad base of reading which was organised into the following areas to be considered:

1. Theoretical review
2. Explanations of key concepts
3. Social Media Usage

4. Addiction to social media
5. Exposure to social media
6. Addiction to social media and academic performance
7. Use of social media and academic performance
8. Gender and use of social media
9. Age and use of social media

## **Theoretical Review**

### **Utilisations and Gratification Theory**

The utilisation and gratification theory was initially announced by Elihu Katz. Elihu Katz in 1959 previously described the utilisations and Gratification approach in an article in which he responded to the case made by Berelson (1959). Katz revealed that the field that was dying was the investigation of mass correspondence as influence (Severin & Tankard, 2001).

Katz expressed that most correspondence/media explore up to that time focused on what the media do to individuals or the effects the media have on groups of onlookers. Katz proposed that the mass correspondence field may spare itself by focusing on what individuals do with the media. In its initial years, the utilisations and Gratification hypothesis was utilised to think about cleanser musical dramas, papers and TV projects and Katz (1959) made reference to a portion of these examinations in his contention.

The primary investigation was cited by Berelson (1965) titled "What Missing the Newspaper Means". This examination was led in 1949 and it included interviewing individuals about what they missed among a paper strike. When distribution employees went on strike for about fourteen days, most booklovers were compelled to discover different sources of news, which is the

thing that they said they missed the most. The investigation found that most read because they thought it was the socially satisfactory activity, and some felt that the paper helped them to think about world events. Others likewise looked for excitement, escapade, and relaxation. There were other people who looked for social distinction because they perceived that consciousness of public affairs was incentive for discussions. It was likewise discovered that some perused the papers to get help in the regions of climate figures, style tips, formulas and other valuable data.

### **Standards or Principles of UG Theory**

The main supposition is that individuals are motivated and purposive in their correspondence conduct. This implies individuals purposively select correspondence channels dependent on their inspirations. Some ongoing examinations have discovered that youngsters join social media platforms in light of the fact that their companions propose to them and a few people join internet based life stages since, they help them stay in contact with companions (Karimi, Khodabandelou, Ehsani & Ahmad 2014)

The second supposition is that individuals effectively select and use media to fulfil felt need(s). Contingent upon one's needs, one media structure might be favoured over another. The third suspicion is that individuals are affected by social and mental factors when choosing among correspondence options. Contingent upon the perspective of individuals, just as the environment, they may choose one correspondence channel over another.

The fourth supposition says that the media need to contend with different types of correspondence for consideration, choice, and use.



The fifth supposition is that individuals can express their explanations behind utilising media. This implies individuals can say different reasons behind utilising the media. In an examination by Garcia-Martin and Garcia-Sanchez (2015), they found that youthful Spanish individuals enjoyed utilising Tuenti as a result of simple use, and they preferred utilising *Facebook* on the grounds that it is chic.

### **Reactions of the UG Theory**

One criticism of this methodology is that it is non-hypothetical and unclear in clarifying a few ideas, for example, "needs". It has likewise been scrutinised as being simply an information gathering procedure (Severin & Tankard, 2001). Elliot (1974) criticised the theory, saying it concentrates a lot on the person. As indicated by White (1974), authors worried about the issue of media authority have criticised the utilisations and delights point of view, saying it goes excessively far in guaranteeing that individuals are allowed to pick the media fare and the elucidations that they need.

Boyd (2014) additionally criticised this hypothesis saying there is a presumption of a functioning group of onlookers, however as indicated by Dunne, Lawlor and Rowley (2010), the web discredits this analysis. Dunne et al. (2010) make explicit reference to long range interpersonal communication destinations, saying that for one to utilise any of these locales, they should be dynamic to sign on to the site, look for data, post pictures/recordings/remarks and associate with companions.

### **Innovative Determinism Theory**

The innovative determinism theory reveals that improving the media affects how we as people in a population act, feel, think, and how the general

populace fills in as we move onto the next beginning from one mechanic age. It was in 1962 that Marshall McLuhan made this claim. The theory elucidates that individuals acquire knowledge and accept and figure the manner in which people do as a result of the information people get from the existing advancement that is offered (Markwei & Appiah, 2016). The radio which was the model utilised anticipated that individuals should adjust and construct a sentiment of hearing. TV connects with both visuals and hearing faculties. Then those formed faculties are traded into normal every day presences and we have to use them afresh (Tete & Abe, 2017). The channel of communication is then the message. Internet systems administration achieved by creating innovative anticipates that people should tune in and associate normally. People by then make an interpretation of the information directed to them from internet organising in their ordinary daily life (Mazman & Usluel, 2011).

People don't have much unrestrained choice by any means. Whatever general public overall is utilising to convey, they also will use to impart. In this manner they will adjust to the medium they are utilising with the goal that they can get information/messages and send them like every other person. People understand that there is only one fact by witnessing what has occurred after some time. The society's strategy varies as the medium for conveying information changes (McLuhan, 1962).

Individuals can simply utilise the mechanism or component for which it was made (telephone for chatting over lines or automated mailing systems for sending info through PC). If the platform is detached (telephone) then the information likewise is predictable (Sorav, 2010). This speculation is neutral such that all individuals would feel and act the same, paying little mind to the

channel of communication being used given that they are utilising a comparable platforms. Characteristics are excluded since evidence is observed completely via observation (Mcluhan, 1962).

The theory describes that when novel development systems are crafted, the lifestyle or society is instantaneously transformed to mirror the resources expected to use the new development. The speculation forecasts that with each novel game plan of media development, society will transform and conform to that advancement. It clarifies that there is a direct conditions and consistent outcomes examination between the introduction of new development and the alterations in the general perspective, feeling, acting, or tolerating.

### **Explanation of Key Concept**

#### **Social Media Concept**

From Kietzmann's (2012) view, social media implies utilising manageable and on-line revolution to sort incredibly instinctive ranges through which humans and network share, examine, co-create and alters customer created content. Online networking is a form of communication being hurled everywhere in a remarkable dealings. It is a domain that provides people with facts as well as cooperate with users even as providing you with records. It is a collection of internet related totally software that allows the formation and trade of contents of customers. It is whatever but challenging to fault social media for social news due to the fact we regularly refer to people from the news as the media.

Kuss and Griffiths, (2011) define internet based life as the techniques for connection among people wherein they provide, make, change and remark of themselves in diverse systems. Andreas and Michael (2012) postulated that

social media is a collection of net that functions with reverence to the philosophical status quo and lets in the establishment and alternate of customers – fashioned content.

Web-based totally social networking are varieties of electronic communication that inspire intelligence base on unique interests. Internet-based lifestyles encompass net and convenient innovation. Hausman (2012) explains on-line networking as an assembly of Internet put together applications that work in line with the mechanical and ideological establishments of Web, and permit the advent and trade of purchaser produced content.

Basically, social media are characterised as types of digital communication as web sites for longer range casual communiqué and micro-blogging thru which customers make on-line networks to share thoughts, information, messages, and different stuffs, perhaps, video. In other phrases, those social media are viewed as the logical hardware that individuals utilize to communicate and accomplice with one another by using markings, sharing and remarking among each other in diverse systems.

### **Social Networking Sites or Informal Communication Sites**

It is applied to describe any website online that authorizes customers to develop open profiles within that website online and restructure relationship with exclusive customers of a comparable web page who access their accounts. It is used to depict on-line communicate dialogue, community base website, visit rooms as well as other social area on the internet. Normally, the statement "interpersonal interplay locales" is employed as a sunshade time period for each single social medium and computers interceded communiqué, comprising but no longer restricted to *LinkedIn*, *Myspace*, *Twitter* and *Facebook*, simply

because the individual to man communication locations of Cyworld, Bebo and Friendster (Asemah & Edegog, 2012).

Social network website is an electronic managements that permit humans to create accounts, display patron relations, and seek and traverse within that list of connections (Boyd & Ellison, 2007). Social networking platforms are online management or stages that emphasises on inspiring the operating of interpersonal enterprise among individuals who disseminate activities, interest and background on true associations. It is a website that permits customers to share facts internal a chose amassing. It is a credible technique to remain related and a helpful method to disseminate pictures from excursions (Awake, 2012). It includes a portrayal of each client (profiles), social contacts and a collection of extra administrations.

### **Forms of Social Network Sites**

#### ***WhatsApp Messenger***

A *WhatsApp Messenger* is a restrictive cross-stage texting club management for phones and carefully chosen highlight phones that utilizes the internet for communiqué. Customers, notwithstanding content material informing, can send/transfer one of a kind video, sound media messages and images just as their place making use of coordinated mapping highlights (Rapacki, 2007).

#### ***Facebook***

*Facebook* allows any man or woman who admits to be no less than thirteen years of old to end up a recruited patron of the website. According to Roblyer (2010), patrons must enrol before using the web page, after which they

may make a profile, add one of a kind clients as acquaintances, alternate messages, and get programmed warnings after they refresh their profile.

Also, patrons can also join normal intrigue gatherings, composed by aid of working environment, college or one of a kind characteristics, and sort their partners into records, for instance, "People from Workplace" or "Dear Families" as noted by Rapacki (2007). *Facebook* is the most prominent person to person communication, particularly among understudies. It empowers its clients with sharing photographs, profile making, videos, and staying in contact with companions, family and partners.

### ***Twitter***

*Twitter* is a web social networking platform that empowers its clients to read texts and posts sent by others and also send and communicates up to one hundred and forty characters normally called "tweets". According to Sorav (2010), clients can likewise pursue the updates of people they "follow" and message them, freely answers people's messages, or put up questions or comments as their present status. From different viewpoints, this social web site (*Twitter*) affords social community to interact with people at all ages. *Twitter* assumes a function in communication all through this globe through provision of online service to share info to different humans and associate with by the creation of an account which can encompass a person blog and page. According to Jonah (2013), *Twitter* influences behaviour by causing psychological confusion through reliance on the access of the social network. Similarly, *Twitter* affects behaviour in view that the site is accessible to everyone (Jaclyn, 2011).

## Social Media Usage

Asare-Donkoh (2018) assessed the impact of social media on secondary school understudies in Ghana and uncovered that social utilisation was predominant among SHS students. All students who participated in the examination attested the utilisation of one web-based social networking stage. It was stated that student accessed social media sites on their telephones, PCs and work stations. *Facebook* was the social media which was most used, trailed by *WhatsApp*, *YouTube* and *Instagram*. It was discovered that social media was utilised for 3-4 days in a week.

Duggan and Brenner (2013) uncovered that that *Facebook* is the most favoured online networking stage of youngsters in terms of the numbers of enrolled clients. As indicated by the creators, 71% of U.S. teenagers' ages between 13 -17 utilised *Facebook*. Additional social media destinations utilised by this statistic gather were Tumbler (4%), Vine (24%), *Twitter* (33%), Google+ (33%), and *Instagram* (52%) It was additionally discovered that most of U.S. adolescents (92%) present their genuine names on their profile of heir *Facebook* account, trailed by posting of their interests (84%), date of birth (82%), status of their relationship (62%), and recordings of themselves (24%).

Markwei and Appiah (2016) researched the degree of utilisation of social media and the motives, right of entry, and difficulties of its usage by using the youngsters of Nima and Maamobi, rural areas of Accra, Ghana. One hundred fifty (150) young people with ages 11– 19 and 5 mature Internet café assistants took parts in the research. The discoveries uncovered examples of children' social media utilised to be consistent with similar investigations of teenagers in

exceptional international locations, with excessive use the various adolescent in those two financially and instructively hindered networks.

Frimpong (2015) investigated the patterns and encounters of students in higher education. The idea of the study was to compare the existing Internet patterns and involvement in Ghana, to other countries in the world. The examination logic relied on the subjectivist interpretation making use of the positivism theory. The study employed the survey technique, by using an on-line questionnaire. The respondents of the research were from one of the colleges of the University of Education, Winneba – Ghana. It was discovered that the greater part of the respondents were *Facebook* users. 74 out of the ninety-two respondents (80%) stated that they use *Facebook*. They proceeded to confirm that it was their main online life stage. The study showed that 71 percent of the respondents argued they visited interpersonal organizations a few times each day. 10 percent said once per day, 12 percent visited a few times every week, at the same time as 1 percent stated once each week.

Tezci and İçen (2017) analysed behaviours of social media usage among secondary school students. The study participants included 853 college students (419 girls and 434 boys). In the study, “Frequency of social media Instruments Usage Scale” was used for quantifying utilisation incidence of 10 diverse social media platforms, and to decide the motives of these platform use- Reasons of Social Media Usage Scale- comprising 20 items are utilised for collecting records. The scales are likewise appraised on 5-point Likert scale. Tezci and İçen (2017) found out that the most often utilised online networking among the various students participating in the questionnaire is "*YouTube*", trailed by "*Facebook*". "*MySpace*" as well as "*LinkedIn*" are the least utilised social media



sites. Top reasons of the respondent's net-based social networking use includes sharing archive, facts and sentiment, and diversion. It was found that learners don't make use of social media tool for introducing oneself by utilising other individual profiles excessively. Sexual orientation contrasts importantly affects social media usage. It was found that it was through their cell telephones that students access and utilize social media. Students go through between 1-3 hours each day through web-based networking media.

In a Nigerian Polytechnic, Buhari, Ahmad, and Ashara (2014) explored using social media amongst students. A descriptive survey design was embraced. Nine hundred and thirty-two Students of Kaduna Polytechnic were subjectively chosen for the investigation. Questionnaire was adapted as a tool for gathering information. Discoveries uncovered that the respondents' utilised social media to share messages, talk and connect with companions. Correspondingly, they go through over five hours utilising social media. Discoveries of the examination demonstrate that utilising social media has emphatically affected their ways of life and significantly helped them to accomplish scholarly greatness.

Maqableh, Rajab, Quteshat, Masa'deh, Khatib, and Karajeh (2015) researched how and to what degree the utilisation of social media networking sites influences the understudies' scholarly execution. The ebb and flow research's information was directed by utilising drop and gather surveys on a substantial populace from the University of Jordan. 366 college students addressed the survey from various resources at the college. So as to consider the effect of social media networking sites on students' scholarly execution, the

exploration speculations was tried by utilising graphic examination, T-test and ANOVA.

Maqableh et al.'s (2015) results validated that there has been a noteworthy outcome of social media networking website on students' scholarly performance. Likewise, there has been a huge effect of social media networking website online usage every week on the overall performance of students. Though no difference is found in the impact of utilisation of social media networking sites on educational performance because of age, scholastic accomplishment, and use every day to most utilised locales. The discoveries of this exploration may be applied to recommend future processes in upgrading understudy's mindfulness in proficient time the executives and better performing various tasks which can set off improving examination exercise and scholarly accomplishments.

### **Addiction of Social Media**

"Addictive conduct" (e.g., smoking, eating, betting, connections, and so forth.) is characterized as follows: "a monotonous propensity design that increases the risk of disease as well as related individual and social issues" or "the conduct keeps on happening in spite of volitional endeavours to go without or reasonable usage" (Marlatt, Baer, Donovan, & Divlahan, 1988). In the course of the most recent period, other addictive practices now form part of day-today living, for instance, internet obsession, intemperate usage of the net, websites, long range casual conversation locales or microblogs. Taking all matters collectively, lengthy variety informal conversation destinations is the utmost extensively used net-based social networking channel and the concept of addiction of social networking platforms come to distinction. Terms, for

instance, "over the pinnacle use," "addiction," "reliance," and "risky use" have frequently been utilised reciprocally to denote the terrible or undesirable features of social media networking website online use. Specifically, social media networking web site habit alludes to devoting an unwarranted degree of strength in social media networking web sites. According to Choi and Lim (2016), this is analysed as enslavement on the grounds that it's characterised as cyber- relationship habit.

Assessments of social media networking web site use depend on the events one makes use of. Few investigations have firmly classified the behaviour fashions of social media networking site habits, example, the folks who use social media networking web site four (4) times each day and or the folks who uses it for more than 5 hours a day or the persons who use it for more than 60 minutes every day (Hong, Huang, Chiu, & Lin, 2014). Social media networking web site compulsion (otherwise referred to as social media networking website interruption) is characterised as inordinate association to social media networking website events and is a usual motive for difficulties in regular social operating according to Elphinston and Noller (2011). It is equally characterised by means of some of the characteristics usually determined in some cases of addiction, for instance, removal, resilience, backslide and so forth. (Andreassen, Torsheim, Brunborg, & Pallesen, 2012).

Kuss and Griffiths (2011) indicated that on the net, college students partake in a selection of events which is probably possibly addictive. The bulk intrigue of net-based social networking at the internet can be a purpose for concern, mainly while looking after the step by step expanding measure of time students devote to internet. Schoolchildren invest greater energy in *Twitter*,

*Instagram, Facebook* and other social media through cell phones which presently is in bounty amongst those young humans.

It is hard for many students to do without looking at and refresh their profiles on these informal groups for 2-3 hours even on the detriment of various undertakings, for instance, instructive and career awareness. Morahan-Martin, and Schumacher, (2000) describes addiction in social media as the intense consumption of the net and the incapacity to regulate this usage which sincerely damages people's lifestyle.

Gao, Luo and Zhang (2012) argued that there seem to be a demanding level of extended casual communiqué addiction of college students nowadays; an arrangement which probably affect their scholarly and social living adversely if not reasonably regulated. Several disturbed caretakers have showed great worry that they could hardly be given attention of their wards, as they seem to have been deviated by the fascinating ecosphere of interactive organisation. Only a small number of adolescents are public freaks that they have today created their own world of hallucination and imagination for disengaged from the actual globe.

Bello (2012) believes that if the unsafe pattern of addiction of on-line networking device is allowed and unrestrained could additionally influence an education system that is failing already in Nigeria. The cause for poor performance of students in college nowadays probable might not be unrealistic. While poor teaching method has been faulted for this, one might imagine extra diligently if the statement "*Facebook* free for all" is not recognized. It is an ordinary picture to observe a youth chatting in organised spots like mosque, church and lecture avenues. The adolescents are so into this form of

communication that whilst they may be on foot alongside the highways, they continue chatting. Attention is shifted from seen to unseen pals, although significant undertakings like learning and writing are influenced within the processes.

In a research of 884 college students of diverse schools in Nigeria, it was demonstrated that Nigerians student are spending excess of strength in interpersonal interaction sites at the impairment of different essential matters, for instance, their studies (Olowu & Seri 2012). They revealed that Youths' usage of those person to person communication locales even points closer to addiction. The young individuals now make social media as their greatest important need and keep on demanding more consumption so as to feel fulfilled.

In Olubiyi's (2012) study, it was indicated that the main conflict of the online networking is the addicted behaviour of Nigerian young people towards its usage. The author stated that the time of the students is squandered through inactive visits and other indecent activities. The social media networks fascinate the students so much that they're very nearly 24 hours on the web. Certainly, even at lectures, it has been seen that some college students are constantly stuck up with *2going*, *Facebooking* or *pinging*, even as lectures are in section. The final result is that, fine duration that have to be consumed on scholarly studies and other profitable structures administration is lost.

Kirik, Arslan, Çetinkaya and Gül (2015) determined the dimensions of online networking addiction among the Turkish youth, and to create proposals on the avoidance of the compulsion whereas expressing the contemporary studies done regarding the problem in Turkey. The survey research design was utilised for the investigation, and online networking compulsion is analysed top

to bottom to decide the reasons for the compulsion amongst children. In this exam, the compulsion element of the social networking state inventory is utilised as an information gathering device to gauge social media habit among youngsters. The scale has 3 variables which include compulsion, morals and assembly, and it is dependable and substantial scale, because the validity as well as reliability have been tried. The research used 271 students within the ages of 13 to 19 years.

In their study, Kirik et al. (2015) discovered that gender has no significant effect in online addiction however there is significant difference in addiction stage of age, time spent each day on the net and everyday recurrence of visiting social media profiles. The outcomes have confirmed that low level of addiction of 14-year group will increase with aging as much as 17 years, and the extent decreases in 18-12 year group. Addiction level of social media demonstrates an emotional increment additionally as a consequence of each day time spent at the Internet increments. More common day by day utilisation of social media accounts increases the addiction too.

### **Exposure to Social Media**

It has been viewed lately that students have unfathomable accessibility to the internet similarly as the online networking. Students partner with personal computers to distribute information and as well retrieve information's wherever in the world (Olowu & Seri, 2012). The accumulation and circulation of comparably advanced phones has obfuscated the condition, as schoolchildren on no occasion again desire to go to internet cafe prior to sending and receiving posts. A few schools are prepared to the point that there is web affiliation prepared and accessible inside the school places similarly as in the public

library. Blogs and virtual Wikipedia are the fundamental assets places for schoolchildren as consideration have been moved from researching in the public library to by and large reliance on postulations social platforms. It is an average thing to observe a student perusing in the public library and placing the materials away from hearing the ping sound on the phone (Gao et al., 2012).

Antiri (2016) inspected the effect of online life on University of Cape Coast Psychology students' academic performance. Descriptive study and helpful inspecting were the exploration plan and testing procedure utilised separately. The sample size of the examination was two hundred (200) psychology students of the university of Cape Coast. The findings demonstrated that a more prominent number of psychology students in the college had access to the web. Again, according to Antiri (2016), a greater number of psychology students are addicted to social networking sites utilisation.

### **Addiction to Social Media and Academic Performance**

Tete and Abe (2017) investigated how social media networking sites influences academic performance of social studies students in Rivers State. The study was guided by two formulated hypotheses from three research question and tested at a significance level of 0.05. The study utilised the descriptive survey as well as a sample of 50 taken from a population of 460 students of social studies background, by the use of the simple random sampling technique. A questionnaire that is well-structured was utilised for gathering the data from the participants. The reliability coefficient of the instrument was 0.78 chosen through split-half procedure. Mean, standard deviation and the fundamental rate were employed to dissect the data and t-test were utilised to test the educated guesses stated. Examination of information gathered discovered that a

respectable quantity of learners were addicted to electronic systems based media use.

Waqas, Afzal, Zaman and Sabir (2016) studied social media networking sites influenced university academic performance of Lahore students in Pakistan. Using a cross-sectional design with quantitative approach, 260 students were conveniently sampled and questionnaires were administered to them. It was revealed that students' addiction to social media significantly and negatively influence the academic performance of students to the extent that these networking sites caused distraction to learning and so much was spent on the media instead of learning.

Mingle and Adams (2015) aimed at exploring web-based life participation and scholarly performance in Senior High School in Ghana, using mixed approach as well as student from 4 senior secondary schools and interviews of leaders of the four schools. The examination discovered that larger part of participants utilised *Facebook* and *WhatsApp* for making friends and visiting. Besides, larger portion of respondents witness negative effects, for instance, bad spelling and language, less examination time, late submission of assignment, and poor academic performance as a result of the media system. Additionally, there was a great consumption level of social media utilisation among students. By and by, there were situations where others encountered improvement in their readings abilities because of cooperation via web-based networking media systems.

### **Use of Social Media and Academic Performance**

During library and lecture periods at University of Salford, Ijeoma and Burke (2013) analysed the degree of utilisation and attitude towards online



networking sites by graduate understudies. The study employed both the qualitative, i.e. oral interview as well as quantitative technique, i.e. questionnaire in collecting the data. The Likert scale was utilised in light of eighteen – items statements were administered to 120 randomly chosen graduate students who have online networking accounts. Another six sets of students selected were interviewed. The data procured was explored using Statistical Package for Social Sciences (SPSS). The findings uncovered that various understudies use online networking particularly Myspace, *Twitter* and *Facebook* throughout educational classes. Discoveries of this examination furthermore propose that online networking sites adversely influence understudies' scholarly accomplishment and that planed off programming should be introduced in the classes.

Sonsona (2017) examined the entwining intensity of media in the present adolescence and the innovative developments that have gained a specialty in their lives. Even more thusly, the social effect of media and the ramifications for their scholarly accomplishment has not been thought out and out. This study was coordinated among the students of Communication Studies in Cagayan de Oro City, Philippines. The research utilised a descriptive design utilising questionnaires to become familiar with their broad communication introduction. It is against this background they are presented to media contemplates and that they as needs be are at advantage in examining and understanding media impacts.

Sonsona (2017) after their examination discovered that a larger percentage of the participants daily spend about 1 to 3 hours with the communication media (example: radio, and Television) as well as Internet.

Home was seen as the spot appropriate for perusing hard copies whereas the coffee bar was the preeminent spot for jumping on the web. Likewise, the internet has been found to be strongly related to participants' media introduction and scholarly performance. The coordination of their introduction can support their scholarly work if suitable hours of study are given enough thought. Hours of studying moreover discovered a positive connection to their academic accomplishment.

Using a conceptual methodology, Salvation and Adzharuddin (2014) examined how the performance of students in Malaysia has been influenced by social media. The study uncovered that the larger proportion of students are inclined toward the utilisation of *Twitter* and *Facebook* in academically linked discussion in enhancing schoolroom instructing as well as their studying process. Consequently, it is essential that tutors and academicians ought to realize the use of these applications in improving scholarly brilliance. Concerning benefits organized relationship, for instance, PDAs, bookshops and advanced cell, merchants can improve their items through these applications and attract students to purchase it, by mean for them having appreciated that various students like and utilisation of *Twitter*, *Facebook* and Google.

Munkaila and Iddrisu (2015) explored how the social media usage influences students' performance in tertiary schools. It considered social media sites and gadgets usage, using 600 participants sampled from about 6000 population in three notable polytechnics. A total of 558 of the surveys were recouped which reflect a response rate of 93.0%. It was found that most of the students utilised advanced mobile phones, trailed by PDA's and laptops. For the use of web-based social networking sites, clearly, large proportions of students

utilised *Facebook*, trailed by Google as well as *WhatsApp*. About whether online networking sites help improve scholarly performance, 64.6% showed that social media improves students scholarly work. The examination also revealed that there is no association between students' performance and utilisation of online networking. In similar way, the year groups, there is no connection between year cohorts and utilisation of social media.

Akanbi and Anyio (2014) examined the effect of web-based life use on self-image and academic performance. The investigation utilised ex-post facto structure. Purposive as well as simple random samplings were utilised to choose the participants. The study comprised of 4 secondary schools in Ilorin-West Local Government, Kwara State, with a populace of 1,660 was used for the study. Sample size of 310 students were selected and utilised for the examination. Two set of questionnaires: English Language and Mathematics Test (EMT) as well as Social Media, Self-Image Questionnaire (SMSQ) were used. Three hypotheses were formulated and tried. The study utilised the t-test and Pearson r for the analysis. The outcome demonstrates that there is a direct correlation between self-image and usage of social media. The discovering appears that there is no connection between academic performance and utilisation of web based social networking. Also, the findings demonstrate that there is significant difference in internet utilisation among men and women.

In their study conducted in Ghana at Koforidua Technical University, Owusu-Acheaw and Larson (2015) evaluated students' utilisation of social media and its effects on academic performance of tertiary organizations students'. The authors using the survey technique discovered that a larger percentage of the participants had cell phones which can access the net and also,

they were aware of the presence of several social media platforms. The investigation additionally established that it is through mobile phones that most of the participants visit their online networking destinations and can spend about 30 minutes to 3 hours daily. Moreover, the study found that the performances of the respondents are influenced significantly by social media utilisation and that there exist positive association between the social media sites utilisation and academic performance.

### **Gender and Use of Social Media**

Mixed results have been found for literature review conducted on the relation between gender and adolescent, regarding which group spend more time on the net through the use of online networking spot (Lin & Subrahmanyam, 2007). Studies have established that young men spend more time online than young ladies in the past because of earlier types of invention, for instance, video or PC recreations (Lin & Subrahmanyam, 2007).

Mazman and Usluel (2011) determined people's usage motives for social networks with an emphasis on the conceivable contrasts among boys and girls. *Facebooking*, being one the most mainstream and generally utilised social media, is researched by the authors. The sample comprised of 870 *Facebookers* who responded to an online questionnaire developed by the authors. Analysis of the outcomes demonstrated that reasons for using the sites can be grouped into four classes, to be specific: creating new relationships, maintaining existing associates, following some specific programme and academic purposes usage. The difference between men and women in the use of social media was significant. While the difference on creating new relationship was in favour of

males, the difference on the other three purpose of clients' usage was supporting females.

Young ladies, according to Giles and Price (2008) revealed that they used social media for downloading music and conversation. Along these lines, one can speculate that young women will be bound to be dragged in to social media sites as well as different online media platforms (Alexander & Salas, 2008). As indicated by Bonds-Raacke and Raacke (2008), the number of adolescent young ladies and young men who convey on these online life systems are divided equally.

Bonds-Raacke and Raacke, (2008) has showed that although young boys and young girls are all prone to have an online networking site account, the reasons behind their usage can be different dependent on gender. For the females, social networking spots are predominantly put to strengthen prior companionships; for males on the other hand, the sites in addition provide opportunity for chat up and creation of new companions (Bonds-Raacke & Raacke, 2008). Males are less probable to discuss sex actions and post pictures in open gatherings compared to females (Rafferty, 2009). Bonds-Raacke and Raacke, (2008) argued that be that as it may, young men are bound to make a record just on the grounds that they endeavour to meet significant others, or based on the fact that they are dating someone who has demanded for them to join.

According to Merten and Williams (2009), young boys are less likely to disseminate personal information about their daily living. Results of an ongoing study involving MySpace, Xanga and *Facebook* revealed that several adolescent aged 13 to 17 years used these sites for fun and constructive reason,

55 percent of young ladies disseminated any information, when they are nervous, and their relationship issues (Merten & Williams, 2009). Only 15 percent of the young boys shared any close to home information other than their pastimes, interests, and kinships (Merten & Williams, 2009). This examination additionally revealed that adolescents use social media networking site when managing a death of a companion, and use discussions and part profiles to support their lamenting procedure (Merten & Williams, 2009).

It has been discovered that males seem to profit from social media usage and communiqué innovation more than females do according Peter and Valkenburg (2009). Peter and Valkenburg, (2009) speculated this on the grounds that females will in general have less distress communicating their observations and emotions up close and personal with others compared with men. As argued earlier, the beginning years of social networking involved web technology, which aided people in “chatting” with others on the computers instead of in person (Peter & Valkenburg, 2009). The total of male and female, taking an interest on social media sites is amazing, and this can clarify why some issues emerge from those sites that have turned into a noteworthy issue in the present society.

### **Age and Use of Social Media**

From Alexander and Salas’ (2008) view, social media websites in the early years of computers and accessing the internet were used mainly to research and seek information. However, these past years, individuals within different age categories have been using the Internet for communication, and now their primary entertainment source (Alexander & Salas, 2008). The authors also highlighted that, in high school and colleges as well, the internet is now the tool

that helps students irrespective of their age to do every project or in writing any paper. Lin and Subrahmanyam (2007) have shown that students in tertiary schools are the largest users of the internet, predominantly for social connections. Social media sites, instantaneous messages, emailing, blogging, as well as online papers have completely reformed the manner that the youth narrate and collect data (Bonds-Raacke & Raacke, 2008).

Adolescents have turned out to be familiar with this way of life substantially more than older generation, as long as they are aware of only this lifestyle (Lewis, 2008). According to Lewis (2008), youngsters presently utilize the online networking sites for utmost of their daily events and data gathering, contrasting of older people who used possessions like the TV or paper. Kist (2012) confirmed that about 90 percent of adolescents in US have access to internet, and around 70 percent of those adolescents utilises the online networking sites several times every day. The study furthermore revealed that about half of the youth can visit the internet, and individual accounts with networking sites (Kist, 2012).

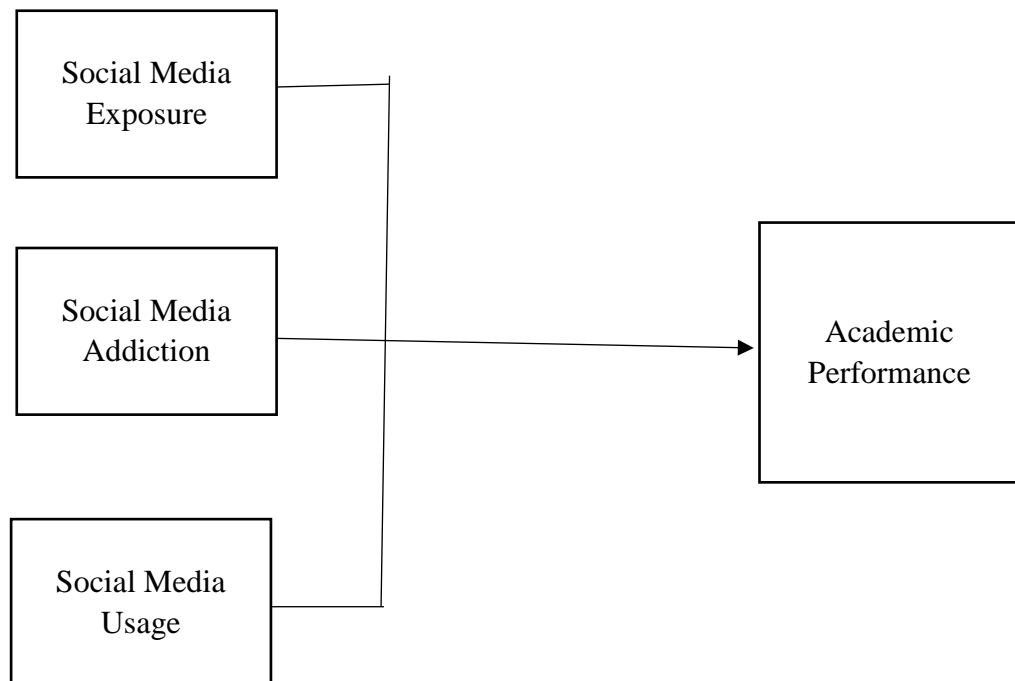
As a specialist voiced, Adolescents use the online networking as an intensification of their self, to indicate to their peers – and the universe – their identity, what they care for, and to create connections with other equally invested persons (Goodman, 2008). It is assessed that by far greater percentage of the Nigerian youth visit not less than one social media platforms roughly multiple times daily (Peter & Valkenburg, 2009).

### **Conceptual Framework**

This section of the review focused on conceptualising the variables in the study. Particularly, the conceptual framework in this study shows how the

variables of the study are related. This framework was drawn after a thorough review of the literature.

As shown in Figure 1, social media generally influence the academic performance of students. The review makes it clear that students' addiction to social media, social media usage, and social media exposure together influences students' academic performance of. These predictor variables are also likely to independently affect students' academic performance.



*Figure 1-* Adapted Conceptual framework



## CHAPTER THREE

### RESEARCH METHODS

The study sought to explore the effect of social media on students' academic performance in four selected Senior High Schools in the Efutu Municipality. This chapter provides information on the research methods utilised in the conduct of this study. The chapter, specifically, presents a step by step procedure in gathering valid and reliable information as well as how the data is analysed with the aim of addressing the purpose of the study. The chapter is organised into the following sections: research design, study area, population, sampling procedure, data collection instrument, data collection procedures, data processing and analysis and chapter summary.

#### **Research Design**

Every research necessitates a research design which is carefully planned to meet the exact demands of the study (Bless & Higson-Smith, 2000). This study adopted a non-experimental design, this is because conditions were not different among participants and variable(s) were not manipulated in conducting the study and it did not intend to assume cause-and-effect of variables (Creswell, 2012). The descriptive survey design, in particular, was employed for this research. Cohen, Manion, and Morrison (2007, p. 169), from their view, stated that descriptive research is concerned with:

“Situations or associations that are present; perspectives of people, beliefs, attitudes people hold; practices that prevail; processes which are on-going; effects that are being felt; or developing patterns. In some cases, descriptive research concerns with how what is or what exists is

connected to some preceding event that has influenced or affected a present condition or event”.

This study explored the effect of social media on the students’ academic performance for the four selected Senior High Schools in the Efutu Municipality and thus, fits well in the description given by Cohen et al. (2007). In using the survey design, information was gathered on social media usage, addiction and exposure, by asking the students a number of questions and quantifying their responses to address the overall objective of the study. The ultimate goal, however, was to learn about the views of the entire student population through charting a sample of the population and studying them (Leedy & Ormrod, 2010). This is because the entire SHS student population was very large and as a result, could not be studied accurately due to difficult accessibility to all respondents within the duration of the research and also limited resources in reaching out all the respondents (Neuman, 2007).

The cross-sectional type of survey was employed in the collection of data. Information was gathered from the students at one point in time (Cohen et al., 2007; Leedy & Ormrod, 2010; Neuman, 2007). The cross-sectional survey has the advantage, over other survey designs, of measuring current practices and helps obtain information from respondents in a short period of time (Creswell, 2012). Hence, the study best fits the use of a cross-sectional design.

Additionally, quantitative approach was utilised in the study. Though qualitative approach offers comprehensive and detailed explanation of phenomenon, the quantitative approach was utilised to numerically examine the effect of social media on students’ academic performance in the selected Senior High School in the Efutu Municipality by means of some standardised

procedures. The purpose, thus, was to make a statement about the findings obtained from the sample to the entire students' population (Creswell, 2014).

Survey design was employed in this study because of its simplicity - a number of statements were given to student respondents, summarised their answers with percentages, frequency counts, and more sophisticated statistical tools; and then drew implications about the entire (student) population from the data of the sample (Leedy & Ormrod, 2010). Again, survey design was preferred because high reliability was achieved by giving all the students a standardised instrument and this, to a greater extent, reduced subjectivity in the process of data gathering (Cohen et al., 2007).

However, using a survey research only gives account of a fleeting moment in a specific time, just like camera takes a photograph of an on-going event. By drawing inferences from one fleeting collected data, one might generalise on the current state of affairs over a long time period (Leedy & Ormrod, 2010). Because this study gathered data on students at a particular point in time, 2017/2018 academic year, conclusions drawn from this study could be misleading as time passes. To explain further, students' social media usage, addiction and exposure and how they affect their academic performance might change in some years' time due to a lot of factors. This makes finding from survey research less valid as time passes by.

### **Study Area**

The Effutu Municipality is among the Two Hundred and sixteen Governmental Districts in Ghana. The Effutu Municipality is also one of the twenty districts in the Central Region. There municipal assembly has 4 Zonal Councils which include: South-West Winneba Zone, Nsuekyir/Gyihadze Zone,

South-East Winneba Zone and Kojo-Beedu North/Low Cost Zone. In 2007, The Local Government Act (Act 462) established the assembly in 2007. The Capital of the Municipal Assembly is Winneba. The Municipal Assembly consist of 28 Assembly persons and this is made up of the eighteen persons elected, a Member of Parliament, Municipal Chief Executive, and eight Government Appointed members.

The Efutu Municipality has a number of educational institutions. The Municipality has a University of Education, Seven SHSs, thirty-two Junior High Schools, fifty-two Primary Schools (i.e., twenty-four Public and twenty-eight Private) and sixty Kindergarten. The Municipality have a total population of 68,597 comprising 35,802 females (52%), and 32,795 males (48%).

### **Population**

The population comprised SHS students in the Efutu Municipality. The Municipality has seven Senior High Schools. The students were the sampling elements and formed the sampling frame. Four SHS served as the target population. For reason of anonymity, the schools were assigned to pseudonyms (School A, School B, School C and School D). This was because these were the top schools within the municipality in performance terms. The number of students in the four schools were 2,930 (Table 1). The SHS 1 students 956, SHS 2 were 959, and SHS 3 were 983.

Table 1-*Proportion of Students Sampled*

Schools	SHS 1	SHS 2	SHS 3	TOTAL
A	80	145	230	454
B	841	695	557	2126
C	20	62	106	188
D	15	57	90	162
TOTAL	956	959	983	2,930

### Sampling Procedure

The sample size for this research was 86 SHS students in the Efutu Municipality. The decision to use 86 students was based on a number of factors considered by the researcher (Creswell, 2012). These factors were:

1. the duration for the study was short,
2. limited resources and time,
3. no inferential analysis was done.

According to Creswell (2012), the researcher has the liberty, based on his/her experience, to decide on the sample size after considering these factors. Creswell went further to state, however, that sample size of above 80 is sufficient enough if there will be no inferential analysis and there are limited time and resources.

A two-stage sampling procedure was used to sample the 86 respondents. Specifically, a disproportionate stratified sampling technique and systematic sampling technique were used. Again, for reasons of anonymity, the schools were assigned to pseudonyms (school A, school B, school C, and school D). First, the four schools were used as strata and consequently, samples of students were taken from each stratum. For school A, 16 students were sampled, 17 from

school B, 23 from school C, and 30 from school D. In each school, the systematic sampling technique was used to roll-in the participants. This was done by obtaining the list of students in each school, intervals were estimated and the sampling followed. In each school, students were selected proportionally from programmes and class.

### **Data Collection Instrument**

The main data collection instrument is questionnaire. Questionnaire was preferred because it is less costly and can be administered to a large number of people within the shortest possible time (Creswell, 2012; Neuman, 2007). In using questionnaire, the researcher does not necessarily need to be present during data collection but can train other people to do the questionnaire administration (Leedy & Ormrod, 2010). In this study, four colleagues were recruited and oriented to help in the administration of the questionnaire.

The self-report nature of questionnaire increases the risks of respondents giving false information which in turn affects the validity of the findings (Leedy & Ormrod, 2010). Nevertheless, the respondents were assured of confidentiality, volition, and anonymity of data gathered, and sought for their consent, even though participation was voluntary. The respondents were made to understand that pseudonyms will be given to their schools for the sake of anonymity, and also their names will not be required in the questionnaire. Further, the respondents were assured that the data were going to be saved in a computer software with password protection. By ensuring that, it was expected that respondents would, at best, provide accurate responses to the items on the questionnaire (Neuman, 2007).

The instrument was developed by the researcher based on previous literature and theories in the area of social media. The questionnaire had two sections- A and B. The first section comprised demographic characteristics of participants which included gender, age, class, parent's level of education and occupation and social media platform. The second section comprise sub-sections:

1. addictiveness of students to social media,
2. students' exposure to social media,
3. social media usage,
4. differences in the use of social media by male and female, and
5. differences in age of social media usage.

The content and construct validity was established by experts and a copy of the instrument sent to the supervisor. Corrections and modifications made by the experts were effected. A pilot test was also conducted to check for the respondents' understanding of the items and also to resolve all ambiguities in the questions. A reliability estimate of .658 was achieved which was satisfactory (Pallant, 2010).

### **Data Collection Procedure**

An official letter was sent to the various sampled schools for permission to be sought. This was necessary to make sure that the headteachers and the teachers were pre-informed about the data collection. A follow-up was done to arrange for time and date which were convenient for the data to be collected as well take opportunity to explain to the Headteachers and the teachers what the study sought to achieve and the need for the study. The date and time were

arranged and data collection commenced. The data was gathered in the classrooms for the various schools for a period of one months.

In each school, an opportunity was taken to explain to the class the purpose of the study as well as the need to carry out such a study (Creswell, 2012). However, it was made clear to the students that, partaking in the study was voluntary (Neuman, 2007) and thus, they were encouraged to provide accurate and honest information if they were willing to participate. I clarified to the respondents that they had the freedom not to involve themselves in the study at any point in time (Creswell, 2012). Student-respondents were made aware that the study was free from any psychological or physical harm (Neuman, 2007). They were also assured of confidentiality. At this stage, the sampling was done.

The respondents were told that they were not required to provide names or index numbers. The questionnaires were collected in a random manner such that responses provided could not be traced to any specific individual. This ensured anonymity (Leedy & Ormrod, 2010). Consent of the student-respondents were sought through oral means. Respondents who were less than 18 years were not allowed to give consent. This was done by announcing to the class that those who were below 18 years are not eligible to participate in the study. However, these minors were allowed to take assent from their parents before they were allowed to respond to the questionnaire. This was done by sending letters to the respondents parents (either the mother or the father or guardian) to ask them whether their child was in the position to participate in the study. Before the parents gave the assent, the objectives of the study were made known to them.



It is important to emphasise that, in each class, the teacher excused the class during the data collection. This was because the presence of the teacher was likely to indirectly coerce some students to participate in the study unwillingly. This might end up in participants providing false information. Therefore, the absence of the teacher was to protect vulnerable respondents (Creswell, 2012).

Four people were trained on the form of the work and how the data gathering would be done. The questionnaires were retrieved immediately. This increased the return rate of the questionnaires administered. Four weeks were used to assemble the data from the selected schools. Since the study covered four schools, the total duration for the data collection was four weeks. A 100% return rate was achieved.

### **Data Processing and Analysis**

The assembled data were cross-checked one after the other to ensure it completeness. The questionnaires were then numbered from one to the last number. The data was coded and entered into a passworded computer with programming software called Statistical Product for Service Solution. The data was screened for entry errors and outliers. The analyses of the data were reported in the form of bar charts, percentages, means and Standard Deviation to answer the research questions. Data for research question one was analysed using frequencies and percentages. Research questions 2 to 6 were analysed using means and standard deviation.

For items meant to provide data for research questions, responses were measured on a 5-point Liker Scale. The respondents rated their level of agreement to a number of statements using a 5-point Likert Scale. Means and

Standard deviations were used to analyse the data. A mid-point of 3 was used as the baseline for comparison. That is, mean value above 3 indicated that most of the participants were in agreement to the statement. Conversely, a mean value less than 3 showed that most of the respondents were in disagreement to the statement. However, a mean of 3 depicted that the greater proportion of the respondents were neutral about the statement.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

The purpose of this research was to explore the effect of social media on Senior High School students' academic performance in the Efutu Municipality. Previous chapter dealt with the methodology employed in the conduct of the study. A descriptive cross-sectional survey was used. The study covered four Senior High Schools in the Efutu Municipality. Students were selected from various programmes and class employing a multi-stage sampling procedure. Questionnaire was the main tool for data gathering and later administered to 86 students. Throughout the conduct of the study ethical issues were not overlooked.

This chapter, thus, presents the analysis of the results and followed by the discussion. It must be indicated that 100% return rate was achieved. This chapter is categorised into two parts: demographic characteristics of respondents, the main data analysis in relation to the research objectives.

#### **Demographic Characteristics of Respondents**

The demographic information of the respondents were highlighted. This covers three areas: the personal information of the student, school information and parents' information of the students.

##### *Students Data*

The main information about the students comprised their gender and age. Table 2 presents the details of the information. The data revealed that there were equivalent number of males and female students.

*Table 2- Students Data*

Information	Frequency	Percentage
<b>Gender</b>		
Male	42	48.8
Female	42	48.8
No response	2	2.3
<b>Age-range</b>		
12-14 years	2	2.3
15-17 years	46	53.5
18-20 years	26	30.2
21-23 years	11	12.8
24 years and above	1	1.2

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Source: Field survey (2019)

A greater percentage of the respondents were between the ages of 15-17 years (53.5%), followed by age range of 18-20 years (30.2%). About 13% of the students were between the ages of 21-23 years. It appears that few respondents were between 12-14 years (2.3%). Similarly, those above 24 years were very few (1.2%). The data revealed that greater proportion of the students were in their adolescence stage. In relation to social media, students within these groups are more probable to be fan of social media since the stage they find themselves makes them more curious (Boyd, 2014).

#### *School Information of the Respondents*

The study also surveyed some information from the schools sampled. These characteristics of the respondents in relation to the schools include the school type, programmes, and class. Table 3 presents the details on respondents' school information.

Table 3- *School Information of the Students*

School Information	Frequency	Percentage
<b>School Type</b>		
Private	69	80.2
Public	17	19.8
<b>Housing</b>		
Boarding	20	23.3
Day	49	57.0
Hostel	9	10.5
No response	8	9.3
<b>Programme</b>		
General Arts	45	52.3
General Science	22	25.6
Visual Arts	5	5.8
Home Economics	4	4.7
Business	9	10.5
No response	1	1.2
<b>Form</b>		
SHS 1	15	17.4
SHS 2	41	47.7
SHS 3	30	34.9

Source: Field survey (2019)

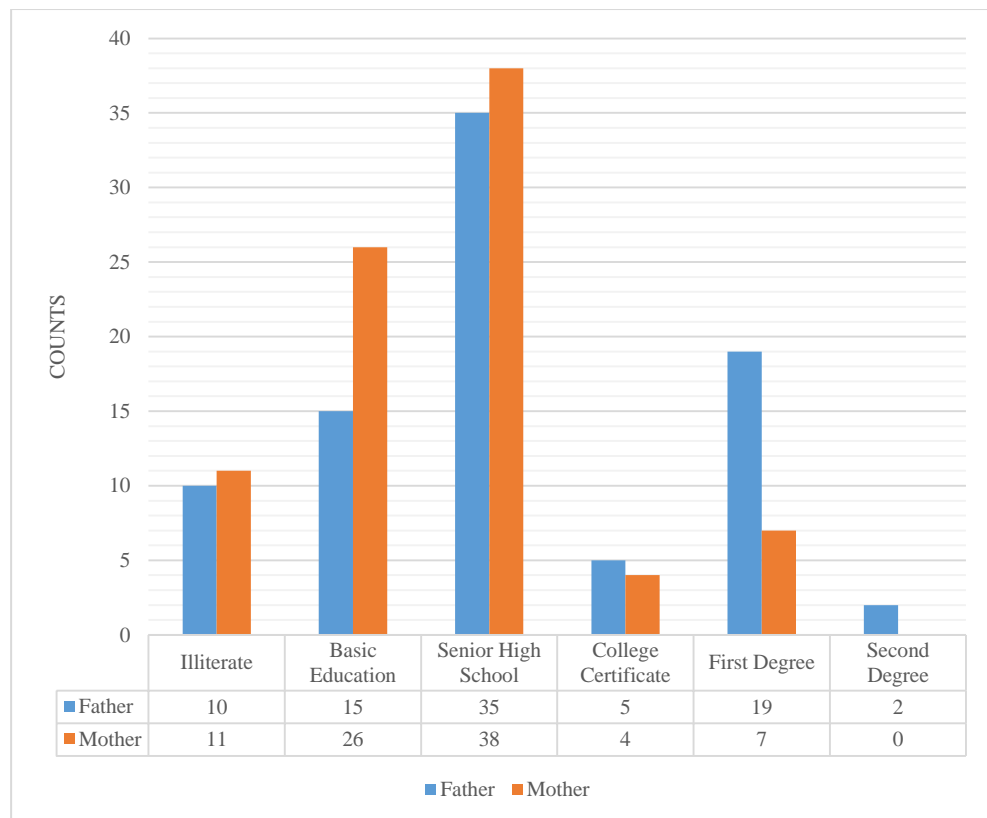
The analysis, as shown in Table 3, reveals that the larger proportion of the participants were in private schools, 69(80.2%) whereas 17(19.8%) of the respondents were in public schools. Again, over 50% of the students were day students (57%), 23.3% were boarding students and 10.5% were in hostels. Most of the respondents were General Arts students (52.3%), 25.6% are General Science students, and 10.5% of them were Business students. Only few respondents were Visual Arts (5.8%) and Home Economics (4.7%). A greater

proportion of the respondents were in SHS 2 (47.7%), 34.7% were in SHS 3, and few were in SHS 1 (17.4%).

*Parents' Information of the Students*

The study also solicited for parents' information of the students. This section was limited to the educational background of the respondents' parents.

Figure 2 gives a visual representation of the level of education of respondents' parents.



*Figure 2- Mother's and Father's Level of Education*

The data revealed that the majority of the respondents' mother (n=38) and father (n=35) had the highest educational qualification to be Senior High School. More respondents had their fathers (n=19) than their mothers (n=7) having first degree. More of the mothers (n=26) than the fathers (n=15) had

basic education. Generally, it appeared that the fathers had higher educational qualification than the mothers.

### **Analysis of the Main Data**

This section provides the highlights of analysis of the main data. Specifically, the section provided the findings of the research based on the research objectives. This part of the report follows the following objectives:

1. To examine social media platforms used by SHS students
2. To examine the extent of influence of social media addictiveness on academic performance
3. To investigate the extent of effect of students' exposure to social media on their academic performance
4. To examine the influence of social media usage on academic performance
5. To explore differences in social media usage between male and female students
6. To explore difference in social media usage with respect to age

### **Mostly Used Social Media Platforms by Students**

This aspect of the report concentrated on examining the social media platforms mostly utilised by the respondents. This was done in line with the first research objective. The respondents were required to rate in descending order the mostly used social media platform. Table 4 presents the social media platforms used by respondents.

Table 4- *Mostly Used Social Media Platform*

Social Media Platform	Responses		Percentage of cases	Rank
	N	%		
Facebook	80	38.6	95.2	1 <sup>st</sup>
WhatsApp	60	29.0	71.4	2 <sup>nd</sup>
Instagram	28	13.5	33.3	3 <sup>rd</sup>
Twitter	17	8.2	20.2	4 <sup>th</sup>
YouTube	11	5.3	13.1	5 <sup>th</sup>
SnapChat	6	2.9	7.1	6 <sup>th</sup>
Imo	5	2.4	6.0	7 <sup>th</sup>

Source: Field Survey (2019)

Table 4 presents results on the social media platforms mostly used by SHS students. The results revealed that *Facebook* (95.2%) was the topmost used social media platform by the respondents. This was followed by *WhatsApp* (71.4%) which was rated the second frequently used social media platform. *Instagram* (33.3%) was the third utmost and extensively used social media in this study. It was found that *Imo* was not commonly used by the SHS students in this study. The results were also shown in diagrammatical form in Figure 3. The graph clearly displays that there is a wide gap between the most two used social media platforms and the others.

It is obvious that *Facebook* is the utmost extensively used social media platform. It can also be implied that *Facebook* is the utmost widely held social media site and it is the platform most SHS students are aware of. The findings of this study corroborates with a survey conducted by Ghana Social Media Group (2016) which indicated that *Facebook* is the largest and active social



media platform such that for every three people met, one to two of them were found browsing on *Facebook* on their phones, probably.

Several other findings of studies conducted in Ghana are consistent with the findings of this study. In Asare-Donkoh's (2018) study, *Facebook* was found as the most extensively used social media platform by SHS students, followed by *WhatsApp*, *YouTube* and *Instagram*. In this study, however, *Facebook* was first, followed by *WhatsApp* and then *Instagram*. The consistency of findings can be explained as a result of the fact they all Ghanaian-based study and were as well conducted among SHS students.

Just like the findings of this study, Duggan and Brenner (2013) uncovered that *Facebook* is the most favoured online networking stage of youngsters in terms of the numbers of enrolled clients. Although Duggan and Brenner's study was carried out in the United States, their result reflects that of this present study. Taking a critical look at Duggan and Brenner's study, the greater proportion of the respondents were teens between 13-17 years. This appears to be the case of this study where the larger percentage of respondents were between the ages 12-17 years.

In Ghana, specifically, at the University of Education, Winneba, Frimpong (2015) also found there was a wide use of *Facebook* among the university students. This is consistent with the results of this present study. Although the findings of this study were limited to SHS students, the same behaviour was found among university students. This speaks to the fact that university students in Ghana also use *Facebook*. This behaviour I believe is taken from the SHS level to the university level.

Tezci and İçen (2017) reported something which seemed different from the findings of the study. Tezci and İçen (2017) revealed that the most usually utilised online networking as indicated by the respondents was "YouTube", and "Facebook" followed second. *YouTube* was widely used by the secondary school students than *Facebook*; this was not the case of this present study. The disparities in the findings, probably, might be as result of the differences in the setting which the study was conducted.

### **Influence of Social Media Addictiveness on Academic Performance**

This section of the report presents the influence of social media addiction on academic performance. The analysis provides much information to address research objective two. Table 5 provides the details of the results.

Table 5- *Influence of Social Media Addictiveness on Academic Performance*

<b>Statements</b>	<b>Mean</b>	<b>Standard Deviation</b>
Social media addiction is a problematic matter that influences my academic work	3.33	1.47
I am distracted from my studies by online social networks	3.13	1.44
Time spent surfing the internet cannot be compared to the hours spent reading my books	3.47	1.56
There is no progress in my academics since I became engaged to social media	2.44	1.46
Social media provides me with more information on my course	4.07	1.19
Means of Means	3.29	1.42

Source: Field Survey (2019)

Table 5 presents responses on the effect of social media addictiveness on students' academic performance. Social media addiction was found to negatively influence on students' academic performance (M=3.29, SD=1.42). It was shown that social media addiction impacted on the academic life of students

and served as distraction to studies ( $M=3.13$ ,  $SD=1.44$ ). More time were spent on social media than reading of books ( $M=3.47$ ,  $SD=1.56$ ). However, social media provided students more information on their courses ( $M=4.07$ ,  $SD=1.19$ ).

The findings of the study corroborates with that of Gao, Luo and Zhang (2012) who found an alarming frequency of long ranged casual communication addiction of contemporary students; a phenomenon which probably could influence their social and scholarly lives adversely if uncontrolled reasonably. This was also reflected in the findings of Choi and Lim (2016) that addiction has become part of young men and women globally. Many students failed to go for 2 to 3 hours without refreshing and reading through their accounts on these informal communities at the disadvantage of other events, for instance, profession and instructive concentration. Morahan-Martin and Schumacher (2000) explained that addiction of social media as the extreme usage of internet related activities and the incapacity to regulate this utilisation which accurately hurts an individual's life.

Another study by Kirik, Arslan, Çetinkaya and Gül (2015) determined the dimension of online networking addiction in youngsters in Turkey, and to make proposals on the avoidance of the compulsion among adolescents in Turkey. The findings of Kirik et al. (2015) disagrees with the results of this study. In their study, they found low addiction level but more common everyday visits to social media amplified addiction.

### **Effect of Students' Exposure to Social Media on their Academic Performance**

This section of the analysis surveyed the effect of students' exposure to social media on their academic performance. The analysis of the responses was

done to address research objective three. Table 6 presents the effect of students' exposure to social media on academic performance.

Table 6- *Effect of Students' Exposure to Social Media on Academic Performance*

<b>Statements</b>	<b>Mean</b>	<b>Standard Deviation</b>
I usually access <i>Facebook</i> and this has negatively affected my academics.	2.70	1.44
I participate in scholarly dialogs on <i>WhatsApp</i> and this has enhanced my academic work.	3.85	1.25
I utilise <i>WhatsApp</i> to publicize knowledge	3.70	1.27
I only depend on materials obtained from online to carry out my assignment without referring to other materials	2.85	1.44
I use video tutorials of social media to enhance my understanding on my program of study	3.71	1.36
Means of Means	3.36	1.35

Source: Field Survey (2019)

Table 6 presents the analysis of data on the effect of students' exposure to social media on academic performance. The study revealed that exposure to social media positively affect the students' academic performance (M=3.36, SD=1.35). The students reported that they have free accessibility to *Facebook* and this has positively impacted their academic performance (M=2.70, SD=1.44). The participants claimed that they utilised social media for academic discussion, information dissemination (M=3.85, SD=1.25), assignments and enhancing the understanding their programme (M=3.71, SD=1.36).

In effect, this study makes it clear that students are easily visible to social media because of the technological advancement era. This is seen in the unlimited access to the internet just as the online networking. In recent times,

phones and laptops are common to students and the introduction of ICT in schools have also increased students' exposure to social media.

The findings of this corroborates that of Antiri (2016) who found that a greater proportion of university students were heavily dependent on social media. Although this study was conducted in SHS, the results pattern shows clear congruence with that of Antiri. This suggests that students, in general, are exposed to social media platforms in diverse ways.

The conclusion is that students have high exposure to social media platforms. This exposure have been found to influence the academic performance of students. Although this influence can either be positive or negative, student-respondents in this study were positively impacted by the exposure of the social media.

### **Influence of Social Media Usage on Academic Performance**

This aspect of the research report examined the influence of social media usage on academic performance. This analysis was done to address research objective four. The analysis is shown in Table 7.

Table 7- *Influence of Social Media Usage on Academic Performance*

<b>Statements</b>	<b>Mean</b>	<b>SD</b>
The usage of Wikipedia for study has improved my academics	3.67	1.28
Participation in academic media on yahoo diminishes my understanding	2.56	1.26
I use materials retrieved from social media to supplement what is taught in school	3.70	1.30
I will not do well in school even when I stop visiting social media platforms	2.00	1.39
I use social media to appraise my knowledge on academic issues	3.92	1.25
Means of Means	3.17	1.30

Source: Field Survey (2019)

It was discovered that social media usage positively affects the academic performance of students ( $M=3.17$ ,  $SD=1.25$ ). It was reported that the usage of Wikipedia for study has facilitated the improvement in their grades ( $M=3.67$ ,  $SD=1.28$ ). It was found that social media usage helped improved their understanding of academic issues ( $M=2.56$ ,  $SD=1.26$ ) and as well provided an avenue for their knowledge to be updated ( $M=3.92$ ,  $SD=1.25$ ).

The results of this study seem to indicate that social media usage influence the academic performance of learners. This supports several other findings by previous studies that social media usage influences academic performance, however, many of these studies found an undesirable effect of social media usage on academic performance. Ijeoma and Burke (2013), for example, analysed the attitude of graduate understudies and degree of utilisation of social media post and how this usage affects academic performance. Ijeoma and Burke (2013) discovered that utilisation of social media adversely influences the academic performance of students and thus, planned off programming ought to be introduced in the classes. This contradicts the results of this study where students were fond of using social media for academic course appropriately.

Sonsona (2017) analysed the entwining intensity of media in today's adolescence and the innovative developments that acquired a specialty in their lives. Sonsona (2017) after their investigation uncovered that the amalgamation of students' exposure could help improve their academic performance if proper search can be offered adequate consideration. Indeed, this assertion was also confirmed by this study where social media usage positively affected their academic performance.

The findings of Munkaila and Iddrisu's (2015) study were consistent with the findings of this study. Munkaila and Iddrisu's (2015) examined social media usage and its impact on students' academic work in tertiary establishments. In their study, they discovered no association between students' academic performance and utilisation of social media. Similarly, Akanbi and Anyio (2014), who studied the effect of social media utilisation on SHS students' academic performance in Ilorin-West Local Government, Kwara State, also revealed no connection between the use level of social media and academic work of students.

In the Ghanaian context, Owusu-Acheaw and Larson (2015) evaluated students' utilisation of social media and its effect on students' academic performance in Koforidua Polytechnic University. The authors found the usage rate of social media spots had impacted the academic performance of the participants adversely and consequently found immediate connection between social media usage and academic performance. In contrast to this present study, social media utilisation was found to have a direct impact on the academic performance of SHS students.

### **Gender Differences in Social Media Usage**

This study also examined gender discrepancies in social media usage. This was done to address research question five. The respondents were required to indicate whether difference exist in the social media usage of male and female students. Table 8 shows the details of the analysis.

Table 8- *Gender Differences in Social Media Usage*

<b>Statements</b>	<b>Mean</b>	<b>Standard Deviation</b>
Male and female pupils differently use social media in different times	4.07	1.27
Females use social media more to increase social contacts	4.00	1.17
Gender influences the level of usage of social media	3.78	1.17
Males are more efficient at social media usage for non-academic reasons	3.47	1.52
Females use social media for group work more than their male counterparts.	3.21	1.51
Means of Means	3.71	1.33

Source: Field Survey (2019)

Analysis on the gender differences in social media usage are presented in Table 8. The findings showed that gender differences exist in the usage of social media platforms (M=1.33, SD=1.33). It was reported that female and male pupils differently used social media in different times (M=4.07, SD=1.27). Females were discovered to use social media more than male students (M=4.00 SD=1.17). It was found that gender shows the rate of social media utilisation (M=3.78, SD=1.17). Males are more efficient at using social media for non-academic purpose (M=3.47, SD=1.52). The study discovered that females use social media for group work more than their male counterpart (M=3.21, SD=1.51).

The results of this research is consistent with what was done by Mazman and Usluel (2011). Their study determined peoples' motive for using for social networks with an emphasis on the conceivable contrasts among females and males. Significant differences were discovered between men and women in the utilisation of social media. While the difference on creation of new contacts was



supportive of males, the difference on the other three client reasons for existing were in favour of females. Other studies, which are consistent with other researchers have established that young men have been online more than young ladies for the reason that they are predisposed to earlier types of innovation, for example, video or PC recreations (Lin & Subrahmanyam, 2007).

Several other studies have informed findings congruent with the results of this study. Rafferty (2009), for instance found that females are also more probable than males to send photographs of themselves, and to debate on sexual action in open gatherings. For young ladies, social networking sites are predominantly put to strengthen prior fellowships; for young men, the systems moreover give probabilities for flirting and creating new companions (BondsRaacke & Raacke, 2008)

Just like this study, Merten and Williams (2009) found that females are more likely than males in sharing individual information about their daily lives. Prior studies have nevertheless, revealed that many adolescents aged 13-17 used these sites for entertainment and constructive reason, 55% of young ladies shared any private information, apprehension, and issues of relationship (Merten & Williams, 2009). Contrary to this, although gender differences were found, these differences were found with regards to using social media for academic purposes.

### **Age Difference in Social Media Usage**

This study also examined age differences in social media usage. This was done to address research question six. The respondents were required to indicate whether difference exist in the social media usage with regards to age group.

Table 9- *Age Differences in Social Media Usage*

<b>Statements</b>	<b>Mean</b>	<b>Standard Deviation</b>
Age has influence on social media usage	3.23	1.52
Social media become boring as I grow older	2.83	1.56
Social media is not important to students	2.05	1.41
Students are the most active users of social media	4.29	1.18
The old use of social media to monitor the young ones	2.65	1.43
Means of Means	3.01	1.42

Source: Field Survey (2019)

Table 9 presents results on the age differences in social media usage. The study revealed age differences in the use of social media (M=3.01, SD=1.42). Specifically, it was reported that age has influence on the use of social media (M=3.23, SD=1.52). The respondents disagreed that social media becomes boring as they grow (M=2.83, SD=1.56). It was also believed that young students are frequently and actively used social media (M=4.29, SD=1.18). The students also disagreed that the old use of social media to monitor the youngest ones (M=2.65, SD=1.43).

It appears, from the results, that the utilisation of social media was found high throughout the school-going age; however, this trend changes when growing old. This reflects the observation of Goodman (2008) who indicated that adolescences utilize the online networking as an augmentation of their identity, to demonstrate to their friends – and the universe – their identity, what they care about, and to develop links with other similarly invested individuals.

Just like the findings of this study, Lewis (2008) expressed that teenagers have turned out to be familiar with this way of life substantially more

than older generation. It appears youngsters presently utilise the social media for most of their everyday events and data assembling, opposed of elderly people who utilised assets like the TV or paper.

From Lewis' (2008) perspective, a continuing overview established that about 90 percent of young people in the US have internet accessibility, and about 75 percent of these young people consume social media on more than one occasion daily (Kist, 2008). This is congruent with the results of this present research. This examination additionally demonstrated that most of the young people who have internet accessibility are also the same people on social networking sites (Kist, 2008).

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The earlier chapter presented the results from the analysis followed by the discussions. This chapter presents the summary, conclusions and recommendations of the study.

#### Overview of the Study

The study seeks to explore the effect of social media on Senior High School students' academic performance using the Efutu Municipality as a case. The study specifically, sought to explore the most used social media platforms and as how social media exposure, addiction, and usage influences the academic performance of students. Additionally, the study examined whether age and gender difference exist in the usage of social media. A descriptive cross-sectional survey was used. The study covered four Senior High Schools in the Efutu Municipality. Students were selected from various programmes and class employing a two-stage sampling procedure. Questionnaire was the main tool for data gathering and later administered to 86 students. Throughout the conduct of the study ethical issues were not overlooked. Mean and standard deviation were used to analyse the gathered information to answer the research questions.

#### Key Findings

The following were the findings of the study:

1. The mostly used social media platform was *Facebook*, followed by *WhatsApp* and thirdly, *Instagram*. Other social media platforms used were *YouTube*, *SnapChat*, and *Imo*.
2. Social media addiction was discovered to have negative influence on academic performance of students. It was again shown that social media

addiction affected the academic life of students and served as distraction to studies. More hours were spent on social media than reading of books. However, social media provided students more information on their courses.

3. The study discovered that exposure to social media positively influenced the academic performance of students. The students claimed that they used social media for academic discussion, information dissemination, assignments and enhancing the understanding of students about their programme.
4. It was discovered that social media usage positively affects the academic performance of students. It was argued that social media utilisation helped improved their understanding of academic issues and as well provided an avenue for their knowledge to be updated.
5. The findings showed that gender differences exist in the usage of social media platforms. Females were found to utilise social media more than male students.
6. The study revealed age differences in the use of social media. The use of social media was found high during the school-going age; however, this trend changes when growing old.

### **Conclusions**

It can be said that *Facebook* and *WhatsApp* top the several social media available in terms of usage. Virtually, these two apps can be found on any Android phones which has become a common gadget for SHS students. This means that if there is addiction, then students would be addicted to the use of *Facebook* and *WhatsApp*. *Facebook* and *WhatsApp* were mostly used probably

not because they are the best social media platforms but because of their popularity.

It can be concluded that social media utilisation can positively or negatively influence on students' academic performance. Whereas some of the effects of social media improves academic performance, others served as obstacle for performance. It is obvious that social media addiction led to poor performance while social media exposure and usage did not happen so. The inference is that the exposure and usage of social media platform do not result in poor performance. Thus, if learners devote so much hours on social media platform and as well become obsessed of their use, it becomes different for students to concentrate on their academic life. Nevertheless, the exposure and use can positively result in better academic performance when used wisely.

It can also be concluded that male and female students use social media platforms in diverse levels in different ways. I believe that because females are more sociable than males, this have resulted in female students having higher levels of social media utilisation. The differences in age in social media usage tends to be complex. From childhood to adolescents, the connection between social media utilisation and age is positive. From late adolescence to late adulthood, the connection between social media utilisation and age changes to be inverse.

### **Recommendations**

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

1. Since *Facebook*, *WhatsApp*, and *Instagram* were the predominately used social media platforms, the managers of these applications are advised and encouraged to incorporate educative activities in the applications.

This should be done such that even if students become addicted to their usage, it will rather improve their academic performance.

2. The management of Senior High Schools in Efutu Municipality should map out strategies to reduce students' addiction to social media platforms. These strategies should include programmes where students will be taught on how to effectively use social media platforms to improve academic performance.
3. Stakeholders in education should encourage students and teachers to make use of social media platforms to; disseminate educational information, explore pertinent information in their area of study, and improve their understanding of issues.
4. School counsellors in the Senior High Schools in Efutu Municipality should frequently organise programmes for students to orient them on the appropriate use of social media platforms.
5. Parents should keenly monitor their children in the Senior High Schools in their use of social media platforms.
6. Headteachers and teachers should put in place strategies for students to integrate the use of social media in their learning instead of using these platforms for non-academic purposes.

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APPENDIX A

QUESTIONNAIRE

QUESTIONNAIRE FOR SENIOR HIGH SCHOOL STUDENTS

UNIVERSITY OF CAPE COAST  
COLLEGE OF DISTANCE EDUCATION  
SCHOOL OF GRADUATE STUDIES  
EFFECTS OF SOCIAL MEDIA ON THE ACADEMIC

PERFORMANCE OF STUDENTS IN SELECTED SENIOR HIGH  
SCHOOL IN THE  
EFUTU MUNICIPAL ASSEMBLY

Dear respondent,

The intent of this study is to explore the effects of social media on the academic performance of students in selected schools in the Efutu Municipal Assembly?

Please read carefully and tick (✓) the appropriate column for each statement as quickly as possible. All information gathered shall be used purely for research purpose and shall be treated with confidentiality.

Thank you,

SECTION A (DEMOGRAPHIC DATA)

School:.....

Programme:.....

Gender: Female [ ] Male [ ]

Age: 12-14 [ ] 15-17[ ] 18-20 [ ] 21-23 [ ] Above 24 [ ]

Form: SHS1 [ ] SHS2 [ ] SHS3 [ ]

Hometown:.....

Housing: Boarding [ ] Hostel [ ] Day [ ]

When school vacates, where do you spend your vacations?.....

Which three social media platforms do you use most 1<sup>st</sup>.....;

2<sup>nd</sup>.....; 3<sup>rd</sup>.....

Whom do you live with? Both parents ( ) Father ( ) Mother ( ) Guardian

(specify) ( )

Father's occupation:.....

Father's Level of education:.....

Mother's occupation: .....

Mother's Level of education: .....

**SECTION B**

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

S/N	ITEMS	SA	A	N	D	SD
		5	4	3	2	1
	<b>STUDENTS ADDICTIVENESS TO SOCIAL MEDIA AND ACADEMIC PERFORMANCE</b>					
1	Addiction to social media networks is a problematic issue that affects my academic life.					
2	Online social networks distract me from my					
3	Hours spent online can never be compared to the number of hours I spend reading.					
4	There is no improvement in my grades since I became engaged into social media.					
5	Social media provides me with more information on my course.					
	<b>EXPOSURE OF STUDENTS TO SOCIAL MEDIA AND THEIR ACADEMIC PERFORMANCE</b>					
6	I usually have free access to <i>Facebook</i> and this has affected my academic performance					
7	I engage in academic discussions on <i>WhatsApp</i> and this has improved my academic performance					
8	I make use of <i>WhatsApp</i> to disseminate knowledge to my class mate.					
9	I only rely on information gotten from <i>Wikipedia</i> to do my assignments without consulting other					
10	I use video tutorials of social media to enhance my understanding on my program of study					

<b>USE OF SOCIAL MEDIA AND STUDENTS' ACADEMIC PERFORMANCE</b>							
11	The usage of <i>Wikipedia</i> for study has helped improve my grades.						
12	Engaging in academic media on yahoo reduces my rate of understanding.						
13	I use materials gotten from social media to complement what I have been taught in class.						
14	I will not perform well in my academics even if I stop using social media						
15	I use social media to update my knowledge on academic issues.						
<b>GENDER USAGE OF SOCIAL MEDIA</b>							
16	Females and Males students use social media differently in different times						
17	Female and males use social media more to increase social contacts.						
18	Females and males determines the level of social media usage						
19	Male are more effective at using social media for nonacademic purposes.						
20	Female use social media for group work more than their Male counterparts.						
<b>AGE USAGE OF SOCIAL MEDIA</b>							
21	Age has influence on the use of social media						
22	Social media become boring as I grow older						
23	Social media is not important to students						
24	Students are the most active users of social media.						
25	The old use social media to monitor the young ones.						

Any other comments?

.....

.....

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.....

.....

**Thank you for your corporation**

APPENDIX B

LETTER OF INTRODUCTION

UNIVERSITY OF CAPE COAST  
COLLEGE OF EDUCATION STUDIES  
DEPARTMENT OF MATHEMATICS AND ICT EDUCATION

Telephone: 033209651

Telex: 2552, UCC, GH

Telegrams & Cables: University, Cape Coast

Your Ref.:

Our Ref: DSME/

University Post Office  
Cape Coast, Ghana



10<sup>th</sup> October, 2018

TO WHOM IT MAY CONCERN

This is to certify that MR. GODWIN SODE who is a bonafide student of this university with the registration number, ED/ITP/16/0008 is pursuing a Master of Education (Information Technology) Degree at the University of Cape Coast.

He is conducting a research in partial fulfilment of the requirements for award of his degree. The purpose of his research is to explore to find out the *"Effects of Social Media on the Academic Performance of Students in Selected Senior High School in the Afutu Municipal Assembly."*

We would be most grateful if you could extend any courtesies he requires to assist him in his research work. In case of any questions about the research, you may want to contact me via e-mail [saheto@ucc.edu.gh](mailto:saheto@ucc.edu.gh) or telephone at 0244222904.

Thank you.

Yours Sincerely,

A handwritten signature in black ink, appearing to read 'Simon-Peter Kafui Aheto'.

Dr. Simon-Peter Kafui Aheto

**Supervisor/ Lecturer** (*Educational & Information Technologist*)  
*Department of Mathematics & ICT Education*  
*Faculty of Science & Technology Education*  
*College of Education*  
*University of Cape Coast*  
*Cape Coast*  
*Ghana*

*Email: [saheto@ucc.edu.gh](mailto:saheto@ucc.edu.gh)*  
*Tel/WhatsApp: +233(0)244222904*  
*Skype: Kafuiaheto*

## APPENDIX C

### PARENTS CONSENT FORM

#### UNIVERSITY OF CAPE COAST CONSENT TO PARTICIPATE IN RESEARCH

#### EFFECTS OF SOCIAL MEDIA ON THE ACADEMIC PERFORMANCE OF STUDENTS IN SELECTED SENIOR HIGH SCHOOLS IN THE EFUTU MUNICIPAL ASSEMBLY.

#### Parent/Guardian Consent Form

This is a dissertation conducted by Godwin Sode. I am studying on the effect of social media on the academic performance of students. Your child will be asked to answer few questions on social media usage.

There is no risk involved in partaking in this questionnaire.

The data collected in this research project will be kept confidential. Your child's name will not be stored with the data, and this consent form will be stored separately from your child's data. Reports of this study will not include individual data in a form by which your child could be identified. Data from this study will be stored using a password protected computer software. No identifiable information (e.g., your child's name, contact information, recordings, photographs) will be taken.

If successful, this study may contribute to our understanding of effects of social media on the academic performance of students in selected Senior High Schools in the Efutu Municipal Assembly. This study will also be beneficial and significant to the students, this is because it will prompt them to be conscious of the negative effect of unwarranted utilisation of social media sites on their health and educational performance.

Your child's participation in this study is entirely voluntary. Your child may refuse to answer individual questions or to engage in individual activities. Your child may also discontinue all participation in this study at any time. You will not be provided information as to your child's performance on any of the study tasks. Teachers, school staff, etc. will or will not have access to their child's data.

I will be glad to answer any questions about the procedures of this study. Answers to questions on topics that might influence the outcome of the study may be deferred until the end of the session. I can be contacted at [glowin28nov@gmail.com](mailto:glowin28nov@gmail.com).



Concerns about any aspect of this study may be referred to Dr. Simon-Peter Kafui Aheto, dissertation supervisor, *saheto@ucc.edu.gh*.

I voluntarily consent for my child to participate in this study.

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Signature of Parent/Legal Guardian

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Date

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Name of Child