

UNIVERSITY OF CAPE COAST

SOCIAL MEDIA NETWORK PARTICIPATION AND ITS EFFECTS ON
ACADEMIC PERFORMANCE IN SENIOR HIGH SCHOOLS IN
KOMENDA-EDINA-EGUAFO-ABREM DISTRICT

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KOMENDA-EDINA-EGUAFO-ABREM DISTRICT

BY

DENNISON CURTIS OKYERE

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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:.....

Name: Dennison Curtis Okyere

Supervisor's Declaration

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

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

Name: Prof. Isaac Galyuon

ABSTRACT

Social network sites (SNS) have become an interesting part of student life as a result of their features and medium of usage. It is against this premises that this study sought to examine the view of students on how social media social network participation could impact their academic performance. The study employed the cross-sectional survey design with a sample size of 200 SHS students from KEEA District. The instrument used in data collection was the questionnaire. The results were presented using percentages and frequencies in addition to means and standard deviations. The study found that majority of respondents use Facebook, WhatsApp, Twitter, YouTube, Instagram, Google + and Messenger. The study again revealed that SHS students use social media network sites (SMNS) to a large extent for exchanging educational information, sharing study materials, for communication and entertainment purposes. In addition, many students were of the view that SMNS had negative effect on their academic performance as it distracted them from their studies since they became addicted to it. A greater number also indicated that they had a drop in their performance as they spend more time on SMNS. Lastly the study discovered that SMNS can be used to enhance students' performance in diverse ways. It concluded from the study that usage of SMNS among SHS students have more negative effects than that of the positive. Based on the findings, it was recommended that there should be a strict enforcement of rules in SHS with regard to the use of SMNS and there should be counseling for addicted students. Again, there should be the promotion of the SMNS usage by both teachers and students for academic purposes.

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DEDICATION

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TABLE OF CONTENT

CONTENT	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGMENTS	iv
DEDICATION	v
TABLE OF CONTENT	vi
LIST OF TABLES	ix
CHAPTER ONE: INTRODUCTION	1
Background to the Study	1
Statement of the Problem	4
Purpose of the Study	5
Research Questions	6
Significance of the Study	6
Delimitation of the Study	7
Limitations of the Study	7
Operational Definition of Terms	7
Organisation of the Study	8
CHAPTER TWO: LITERATURE REVIEW	10
Introduction	10
Theoretical Review	10
Social Networking Defined	11
History of Social Networking Technology	12
Social Network Sites	13
Educational Use of Social Networks	17

Influence of Social Media Network on Student Academic Performance	19
Gender Usage Of social Media	20
Effects of Social Networks on Academic Performance	22
Advantages of Social Network (SN)	24
The Disadvantages of Social Network (SN)	25
Benefits of Social Networking	27
Chapter Summary	28
CHAPTER THREE: RESEARCH METHOD	29
Introduction	29
Research Design	29
Population	30
Sampling Procedure	31
Data Collection Instrument	33
Validity of the Instrument	34
Reliability of the Instrument	35
Piloting of the Instrument	35
Data Collection Procedure	36
Data Processing and Analysis	36
Ethical Issues	37
Chapter Summary	38
CHAPTER FOUR: RESULTS AND DISCUSSION	39
Introduction	39
Biographic Data of Respondents	39
Social Network Sites that are Available for use by SHS Students in KEEA Municipality	41

The extent to which SHS students of KEEA Municipality use social media	43
Views of SHS students on the effects of social media on their academic performance	50
How Social Media Network Can Be Used to Enhance Students' Performance	57
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	60
Introduction	60
Summary	60
Key findings	61
Conclusions	62
Recommendations	63
Suggestions for Further Research	64
REFERENCES	65
APPENDIX I	77
APPENDIX II	85

LIST OF TABLES

Table	Page
Table 1: Population Distribution of Respondents according to School and Class	31
Table 2: Sample Distribution of Respondents according to School and Class	33
Table 3: Name of Schools of Respondents	39
Table 4: Gender of respondents	40
Table 5: Age Category of Respondents	40
Table 6: Level of Education of Respondents.	41
Table 7: Social network sites available for use by SHS Students	42
Table 8: Duration of time spent on some activities using Facebook	44
Table 9: Duration of time spent on some activities using WhatsApp	46
Table 10: Duration of time spent on some activities using Twitter	48
Table 11: Students Addictiveness to Social Media Network and Academic Performance	51
Table 12: Exposure of students to social network and their academic performance	53
Table 13: Use of Social Network and students' Academic Performance	54
Table 14: How Social Media Network Enhances Students' Performance	58

CHAPTER ONE

Background to the Study

The Internet revolution changed the information world with regard to sharing, speed storage and retrieval of information in whatever form regardless of the person's location. Through the Internet a number of web technologies emerged. One technology, which is making waves with regard to information sharing and communication, is social media technology. The evolution of social media had cut across all facets of society with its positive and negative impacts. Social media has impacted on communication, learning, research and education in general. Among the vast variety of online tools available for communication, social networking sites have become the modern and attractive tools for connecting people throughout the world (Aghazamani, 2010).

Davis, Canche, Deil-Amen, and Rois-Agular (2012) defined social media technology (SMT) as “web-based and mobile applications that allow individuals and organizations to create, engage and share new user-generated or existing content, in digital environments through mobile applications and smart application and smart phones making it very accessible and easy to use”. Through this platform, individuals and organizations create profiles, share and exchange information on various activities and interests. An interesting aspect of social media is that, it is not limited to desktop or laptop computers but could be accessed through mobile applications and smart phones making it very accessible and easy to use. A report by mobile networking statistics 2016 indicated that Web-based social networks being extended for mobile access through mobile services and smartphones. Example of these social media

platforms on both the web and mobile applications include Facebook, Twitter, YouTube, Whatsapp, Instagram and blogs. According to Boyd and Ellison (2007), “Social networking sites are web-based services that allow individuals to construct a public or semi-public profile within a system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system”(page 8). These sites are used to interact with friends, peers, and others found in groups in these sites. Sharing of information ranges from news, debates, gossips, feelings and statement of mind, opinions, research among others.

According to Internet usage statistics for the world, there were 3,035,749,340 estimated Internet users with a penetration rate of 42.3% as at June 2014. Also, the estimated population of Africa in 2014 was 1,025,721,038 of which 297,885,928 were Internet users. In Ghana, the number of Internet users as at June 2014 was 5,171,993 with 20% Internet penetration. Out of the total Internet users in Ghana, 1,630,420 users were on Facebook (Internet World Statistics, 2015).

A report by the National Communication Authority (NCA) of Ghana indicated that mobile data subscribers in the country have increased exponentially with a penetration rate of 90.78%. As at the end of May, 2018, mobile data subscriber base had increased to 17,106,218 (NCA, 2018). The statistics indicate that as more people subscribe to the Internet and mobile phone, the more the increase in data subscriptions. This data subscription is used to access the Internet, which in effect is used more to participate on social networks. People using social media will still keep on increasing since the data are in usage.

Numerous studies have been carried out on the impact of social media on academic performance among students. According to Ito et al. (2009), teenagers use these technologies for a number of positive activities, which involve going deeper into interest-driven communities and participating in various activities. Ahn (2011) adds “Social Network Sites (SNS) provide a platform for the youth to participate in communities that help them to learn, and practice skills within particular knowledge area”. The same way, a study by Fishman et al. (2005) also indicated that college students produce a tremendous volume of writing through various social media tools, such as blogs, emails and other social media environments. Conversely, Banquil et al. (2009), found a continuing drop in grades among students who use social networking site. This was supported by Kirschner and Karpinski (2010), who found a significant negative relationship between Facebook use and academic performance. They concluded that students who use Facebook spend fewer hours per week studying on an average than Facebook non users and this resulted in lower mean grade point averages (GPAs). Junco (2012), examined the relationship between numerous measures of frequency of Facebook use with time spent preparing for class and overall GPAs. Hierarchical linear regression analysis from the study by Junco (2012), indicated that time spent on Facebook was strongly and significantly correlated with overall GPA.

Social media like Facebook, Twitter, Instagram, WhatsApp and the Internet are used by students at the tertiary and the secondary levels for both educational and entertainment purposes.

Secondary education in Ghana, since the year 2000, has gone through a number of changes, previously from secondary school to senior high school (SHS). It was later changed from three years to four years duration and now back to three years duration. These were made by various governments, which in their opinion would help in raising the standards and quality of students who graduate from SHS. A number of factors, such as the duration of education, and quality of teaching methods, were seen as factors that might be affecting performance of students negatively in examinations.

Statement of the Problem

There have been a lot of debates on various platforms and media where as to the impact that social media has on society and, specifically, its effect on education. Some of these studies found a drop in students' grades and academic performance, and lack of time for studies as consequences of social media network participation (Banquil et al., 2009; Kirschner & Karpinski, 2010; Ndaku, 2013). However, Pasek et al. (2006) have argued that a site-specific culture can both positively and negatively affect the building capital and that Facebook usage is not positively associated with the lower grades of students; rather Facebook users scored higher grades. Kolek and Saunders (2008) did not find any correlation between GPAs of student-users and social network participation, such as Facebook. Indeed, social network sites (SNS) promote interactions among students and teachers (Ahmed & Qazi, 2011), which should lead to improve grades.

Preliminary investigations and interviews by the researcher with some teachers and students of Edinaman SHS have revealed a number of challenges

in relation to students' participation in social media networks. These include a high addiction rate among students, which affects their time of study, the wrong usage of grammar and spelling in social discourse as well as distraction of students from their studies (Ndaku, 2013).

A number of studies in relation to social media have been conducted in Ghana. These, however, have centred on social media use in basic schools (Amofah-Serwah & Dadzie, 2015) and social media usage in the tertiary level (Apeanti & Danso, 2014). Since these studies have been conducted on the basic and tertiary levels, it is necessary to conduct such studies at the secondary level also. Hence, this study sought to assess the effects of social network participation on the performance of students in Senior High Schools in the Komenda-Edina-Eguafo-Abrem Municipality. The researcher believed this would add a new dimension and also fill the research gap between basic and tertiary institutions in terms of the effects of social media participation on students' academic performance.

Purpose of the Study

This study is attempting to examine the views of SHS students' on the effects of social media participation on their academic performance in the KEEA Municipality. Specifically, the study seeks to:

1. identify social network sites and their usage among students.
2. assess the extent to which students in SHS use social media
3. examine the views of students on the effects of social media participation on their academic performance

4. find out whether social media network enhances students' performance.

Research Questions

In addressing the problem, the following research questions guided the study:

1. What social network sites are available for use by SHS students?
2. To what extent do students in SHS use social media?
3. What are the views of students on the effects of social media participation on their academic performance?
4. How do social media enhance students' performance?

Significance of the Study

This study examines the views of SHS students on the effects of social media participation on their academic performance in the KEEA Municipality. This study is significant to teachers, parents and students. Specifically, this study would help teachers of the Edinaman SHS to know the influence that social media has on their students, so as to assist them to enlighten them and create awareness in the students on the possible effects it will have on them. Similarly, parents would know the possible effects these social media usage has on their children, so as to serve as a watch-dog to their children on the usage of the social networking site. The findings of the study will enable SHS students be aware of the benefits and dangers of social networking sites. It would also assist students to understand the diversity of social media. The findings of this study would fill the gap on the effects of social media among SHS students and inform policy makers (Ministry of Education, Ghana Education Service, Teachers and Parents) in decision taking.

Delimitation of the Study

Although there are mirage of issues that could be studied in relation to SHS students, this study is restricted to only the views of SHS students on the effects of social media participation on their academic performance in the KEEA Municipality. Other issues outside social media participation were not considered. In terms of scope, only four Senior High Schools were used to enable the researcher have control over the study.

Limitations of the Study

The use of questionnaire as data collection tool has its own limitations. For example, items on the may have different interpretation to different students and this might make them response to the items differently. To minimise this error, the researcher designed the items on the questionnaire to be very simple to understand and straight forward. In addition, it may be possible that the respondents did provide responses that may not reflect what they actually do with social media networking. To overcome this challenge, the researcher develops rapport with the students so as to enable them provide accurate responses to the items in the questionnaire. Generalization of the findings of the study to the entire Central Region may not be possible as the data was collected from only four Senior High Schools in KEEA district.

Operational Definition of Terms

As words may mean differently in different contexts, the following definitions are given as the words used as intended to be understood for the purpose of this study:

Social Media: They are forms of electronic communication, which facilitate interactions based on certain interests. Social media include web and mobile technology.

Social Networking Sites: A website where people put information about themselves and can send to others.

Social Networking: The use of the Internet to make information about oneself available to other people, especially people one shares an interest with to send messages to them.

Media: Are all those media technologies that are intended to reach a large audience by mass communication. They are messages communicated through a mass medium to a number of people.

Academic: It is concerned with studying from books as opposed by a practical work.

Students: Someone who is studying at a university or school. Someone who is very interested in a particular subject.

Computer: A computer is an electronic machine that receives or stores or processes data quickly according to a stored programme or software.

Tweets: Short messages posted on Twitter (a micro blog).

Organisation of the Study

This thesis is organized into five chapters. Chapter one presents the introduction and provides a background to the study and then discusses key

research issues such as statement of the problem, research objectives, research questions, significance of the study, and the definitions of the operational terms as well as the organization of the study chapters. Chapter two is the review of literature. This will be done in three sections that is the theoretical framework, the conceptual framework and the review of related empirical literature. In Chapter three, the research methods are described including the research design, sampling techniques and procedures, population definition and instrumentation. It also describes the data sources and methods of data collection, and ethical concerns. Chapter four is the data analysis and discussion, and finally in the last chapter, a summary of findings, conclusions and recommendations are presented.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews literature that is related to the effects of social media network participation on students' academic performance. The review comprises of theoretical, conceptual and empirical review. The theoretical review looked at Bandura's Social Learning Theory (SLT) whilst the conceptual review looked at the concept of social media network sites. The empirical review was done in line with the research objectives formulated for the students.

Theoretical Review

This study adopted Bandura's Social Learning Theory (SLT) as well as that of Gratification theory. The two theories answered two aspects of the study, that is, academic performance (learning outcomes) and competition (social media and academic work). According to the SLT, three elements, that is, individual learners, peers, and situations, potentially affect individuals' learning outcomes (Bandura, 1997). Ainin et al. (2015) stated that the Social Learning theory basically explains how the environmental and cognitive components collaborate to affect an individual's learning and behaviour pattern. Social learning theory views learning as a social process that individuals will self-initiate, regulate learning and actively construct knowledge by acquiring, generating, and structuring information (Yu et al., 2010).

In relation to the SLT as stated by Bandura (1997), the use of social networks (by the individual or student) with friends (peers) on various social

network platforms (situations) affects his or her academic performance (learning outcomes). This is supported by Ainin et al (2015), who emphasized that individuals' cognition and behaviour are influenced through observation and interacting with peers and the situations (e.g., learning the environmental norms, cultures and policies).

It is the individuals' interaction with the environment that causes their behavioural consequences. Therefore, individual interaction with peers, social support from peers and their understanding of situations are important factors which affect individual learning outcome (DeAndrea, Ellison, LaRose, Steinfield, & Fiore, 2012). Therefore, when students interact with peers on social media platforms through observations, interactions and other activities, these may result in a behavioural outcome which might affect the academic performance positively or negatively. Also, the gratification theory which answered the second part of the study holds that people are responsible for choosing a particular media to meet their needs. That media in turn compete with other information sources for viewers' gratification (Katz et al., 1974). Therefore, the academic performance of student's maybe a result of the competition between social media network participation and academic work. This implies that the amount of time invested participating on social media could affect the time allocated for studies by students and this could affect their learning outcome as a result.

Social Networking Defined

The idea of “Social Networking” has existed for several decades as a way for people to communicate in society and build relationships with others (Coyle & Vaughn, 2008). With the high increase of technology used for

communicating with others and the popularity of the Internet, “Social Networking” has become an activity that is done primarily on the Internet, with sites like MySpace, Facebook, Bebo, Friendster, and Xanga (Coyle & Vaughn, 2008). Social networking sites (SNS) may be defined as: Web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system (Boyd & Ellison, 2007).

History of Social Networking Technology

In the early 1990’s, online communication technologies were introduced to the public in forms such as email and chat rooms (Peter & Valkenburg, 2009). Many authors, such as Dr. Norman Nie of Stanford University, predicted that these forms of technology would negatively affect young teenagers’ social lives, and reduce their sense of well-being (Peter & Valkenburg, 2009). At that time, many teenage researchers thought that on-line relationships would be superficial or meaningless. It was also predicted that these teenagers and students would use the Internet for purposes of meeting strangers instead of building on established relationships and their academics (Peter & Valkenburg, 2009). It was also assumed by some professionals that students who spend too much time on computers are at risk since this would negatively affect their “real- life”, academic and social life with others (Peter & Valkenburg, 2009). While several authors during the early 2000’s hypothesized that children and teenagers would become less

social or perform poorly with on-line participation, proving this was difficult, as many homes still did not have Internet access. In 1995, it was estimated that only 11% of American teenagers were actively participating on social networking websites (Peter & Valkenburg, 2009).

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

Social Network Sites

According to Boyd and Ellison (2007), "Social networking sites are web-based services that allow individuals to construct a public profile within a bounded system, which help a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system": Helou and Rahim (2010) also defined online social network(OSNs') as "virtual communities which allow people to connect and interact with each other on a particular network, helping to just "hang out" together online". Social media sites around the globe provide users with a

number of options to interact with each other through entertainment, chats, gossips, and games”, (Helou & Rahim, 2010). Through those social network platforms students are able to meet to interact with each other on various topics and interests.

Davis et al. (2012) referred to social media technology (SMT) as “web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated or existing content in digital environments through multi-way communication”. Popular social network platforms on mobile and web applications include Facebook, Twitter, YouTube, WhatsApp, Instagram, Snap Chat, Google Plus etc. These platforms have specific roles, functions and modes of communication, although their functions are mostly related. Kplan and Haenlein (2010), also defined social media as “a group of internet-based applications that build on the ideological and technological foundations of web 2.0, and that allow the creation and exchange of user-generated content”. Ayiah and Kumah (2011), summed up the definitions of social network as a web platform where people from different settings can connect and interact with each other.

Social Networking Sites (SNS) have been popular since the year 2002 and have attracted and fascinated tens of millions of Internet users (Boyd & Ellison, 2007). Though only a few have gained worldwide publicity and attention, the Federal Bureau of Investigation estimated that there are over 200 different sites that are used for social networking (Duvan & Timm, 2008). Most people who are members of these sites, such as Facebook (over 400 million users) and MySpace (over 100 million users) participate in them on a daily basis (Duvan & Timm, 2008). Each person who becomes a

member of a SNS has the opportunity to create his or her own webpage or “profile” which is supposed to be seen as a reflection of that person’s personality (Tufekci, 2008). By using this personal profile, one can build an entire social network based on his or her own personal preferences (Boyd & Ellison, 2007).

The idea behind most of this phenomenon, as with many websites, is to help people feel socially connected and part of a community, even though they may be sitting home alone at their computer (Coyle & Vaughn, 2008). Participants may connect with other people they know through school, work, or an organization, or they may meet complete strangers from all over the world (Coyle & Vaughn, 2008). They do this by searching for people and adding them as “friends” so that they may share information with them and other networks that those people may be a part of (Boyd & Ellison, 2007). Being “friends” in the SNS world simply means that two profiles have been linked together (Tufekci, 2008). This, in turn, expands a person’s network greatly, so that they may meet and share information with even more members (Coyle & Vaughn, 2008). In addition, being “friends” with someone on a SNS allows a person to communicate in a variety of ways such as sending private and public messages, participating in on-line games, commenting on photos that have been posted, sharing music or movie preferences, responding to journal entries, and much more (Livingstone, 2008).

In one author's opinion, "Creating and networking online content is becoming an integral means of managing one's identity, lifestyle and social relations" (Livingstone, 2008, 3(5) 394). A click at a button may mean the loss or gain of a friendship, and a friendship on a SNS may be with someone who is not a friend in "real life" (Livingstone, 2008).

Though there are several options for "privacy" on these sites, research has shown that the public aspect of sharing information is what draws many to join and participate (Duven & Timm, 2008). Privacy has a new definition when referring to Social networking sites, since just becoming a member requires a person to give certain personal information (Duven & Timm, 2008). Some sites, like Facebook, started as a way for college students to connect and having an "education" email address was required for signing up (Tufekci, 2008). Now, this site is open for all users, which also increases the amount of people who may have two accounts: one for private use, and one for business or school use (Tufekci, 2008).

When conceptualizing why these sites appeal to so many people, it is significant to note that each SNS focuses on the presentation of self and social status (Tufekci, 2008). Each person who joins a SNS must choose a picture to post on their personal profile, which is the picture that will be used as a representation of themselves (Barker, 2009). Some people use a recent picture of their face or a photo of a group of friends, while others choose a different image that they want to represent them or their values (Barker, 2009). Either way, this picture is significant when looking at a SNS because

it shows how each individual would like to be seen by others (Barker, 2009). Social status is also a very important part of SNSs because it plays a role in how each individual is viewed on their profile by others (Tufekci, 2008). Most SNSs will show how many “friends” a person has, as well as how many people have written to that person lately (Tufekci, 2008). Because of this, many SNS members will seek out people to connect with, even though they may not personally want to be linked with specific people (Tufekci, 2008). Adolescents and college-aged individuals are especially interested in having a lot of friends, because many worry what others will think if they do not have as many friends as their peers (Barker, 2009). Not only does joining a SNS help gain and preserve popularity, but selecting the perfect pictures to post are also very important aspects of the experience (Siibak, 2009). According to a recent study by Siibak (2009) on visual impression management and social networking sites, revealed that approximately 60% of adolescents will spend more time selecting which pictures to post on their profile than actually communicating with others. This shows that these SNSs are not just for keeping in touch with classmates and meeting new people; they are also used to build adolescent identities (Siibak, 2009).

Educational Use of Social Networks

Social networks have become an integral part of student life (Tavares, 2013). These networks have become important as they serve as platforms for users to interact and relate with their peers. Social networks are now being seen as learning platforms or communities that could be utilized to enhance student engagement and performance.

There are a lot of benefits associated with the use of social media network sites. For example, a study by Tiene (2000) has shown that written communication on cyberspace enables students to take part in discussions at a time convenient to them and articulate their ideas in more carefully thought-out and structured ways. Web-based discussions can contribute to the development of students' reflective ability and critical thinking skills (Deng & Tavares, 2013). Compared to face-to-face interaction, students are more willing to voice their views or even disagree and are more attuned to others' opinions in online discussions". According to Apeni and Danso (2014), students believe that it will be good for their lecturers to use social media to deliver lectures. Also, their grades would be better if they could contact lecturers through social media and also lecturers should hold lectures on social media.

A number of researchers have outlined a number of student benefits in the use of social media networks for lectures. Yunus et al. (2012) designated that students gain more vocabulary and improve their writing skills as a result of their participations on social networks such as Facebook and Twitter. Social network platforms enable students to exchange assignments, resources and discuss academic work and other issues among themselves.

According to Salvation and Adzharuddin (2014), students are able to articulate group discussions, to exchange ideas, and communicate to their teachers as well as appeal to their friends about assignments on SNSs. They indicated that teachers share course-related materials with their students and create groups to collaborate on projects and communicate with their fellow lecturers from other universities through SNSs. This facilitates teaching and

learning processes and enhances academic performance. English and Duncun-Howell (2008) also used Facebook as a tool to enhance peer support among business education students during their training programme and detected that students' exchanges were mostly of affective type facilitating group cohesiveness through encouragement and support.

Influence of Social Media Network on Student Academic Performance

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

The top academic areas that many school professionals are concerned about are English (ELA) and advanced literacy (Williams, 2008). The current generations of teens across the globe live in a fast-paced technological world with many different types of communication happening all at the same time. For example, he or she may be on the computer on a SNS, while also talking on the phone, sending instant messages to a friend, and emailing someone else

all at the same time (Williams, 2008). While there may be some advantages to this, such as the teen learning how to type faster and multi-task many things at once, there may also be a breakdown in much of that communication (Williams, 2008).

Literacy has also taken a dive among students in the past decade, which has caused many educators to question what can be done to help students improve their reading, writing, speaking, and thinking- all of the most basic skills for a successful future (Wise, 2009). As one researcher stated, “Literacy is, in reality, the cornerstone of student achievement, for any student, in any grade” (Wise, 2009, *11(4)*)373). The question that many school professionals have with regards to communication is whether or not a tertiary institution student is able to follow school curriculum in courses like English or Language Arts (Williams, 2008). Also, it will be possible to teach them without the use of multi-tasking and using new forms of technology.

Gender Usage Of social Media

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

teenage girls and boys who communicate on these social media networks are equally divided (Bonds-Raacke & Raacke, 2008).

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

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

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

Effects of Social Networks on Academic Performance

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

A study conducted by Roberts and Foehr (2008) in the United States about students extracurricular activity, rather suggested that new media, such as Facebook, Twitter etc. replace or improve other leisure activities, but do not take away time from the youth. In other words, the time spent on social network sites is the time that is normally used for extracurricular activities and, therefore, does not affect their productive time for studies. Negussie and Ketema's (2014) study in Ethiopia also indicated that there is no significant relationship between times spent on social networks, such as Facebook, and students' grade point average (GPA). This agree with a study by Ahmed and Qazi (2011), whose study in Pakistan among six universities did not find much relationship between times spent on social media networks and students' academic performance.

Conversely, a number of researchers and studies have also found a negative effect that social network participation has on students' academic performance. Kirschner and Karpinski's (2010), they found a "significant negative relationship between Facebook use and academic performance. Facebook users reported lower mean GPAs and also reported spending fewer hours per week studying on average than Facebook non-users. Majority of students claimed to use Facebook accounts at least once a day. Malaney (2005), found that 8.9% of students in 2000, and 4.4% in 2003, reported that their grades had suffered as a result of too much time spent on the Internet as well as on social media networks.

Advantages of Social Network (SN)

Research highlighted the importance of social networks in influencing young people. A study by Abu-Shanab and Frehat (2015) utilized 302 responses of young people in Jordan and investigated the influence of social networks on social reform through a conceptual model with five analysts of intention to use social networks: satisfaction, isolation, trust, social participation and intensity of SN use. Results indicated a significant prediction of intensity and separation only.

Information and communication technologies (ICTs) are becoming important tools for educational support. Computers and the Internet are becoming more and more important in the learning and teaching processes. With the advent of mobile phones, especially smart phones, it is becoming easier to reach students and even utilize the capabilities of technology. A study utilized three groups of students, where the assignments and interactions were conducted with three levels: 1) traditional methods, 2) fair use of phones, and 3) extensive use of smart phones in working on mathematical assignments for school students (Nasser, 2014). The sample included 58 secondary students in Qatar. Results indicated a higher performance of the smart phone group compared to the other two groups. Facebook resulted in a significant improvement in students' performance in universities. A study in a Vietnamese university concluded that students using Facebook as a social media has improved substantially with respect to their grades (Tuan & Tu, 2013). The same study also concluded that the enhancements and value of social network sites was not related to the academic performance but also to the adaptation to the social environment of school. The same argument

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

The Disadvantages of Social Network (SN)

The negative influences of SN on students' performance are reported in research, where a study by Haq and Chand (2012) utilized a sample of 384 students and concluded that Facebook use has an adverse influence on student academic performance. The study noticed that males and females spent equal time on the Internet where females used Facebook more, but males had more friends than females. The important difference was that Facebook use had an adverse influence on males' performance than females. The authors accounted such adverse performance because males spent more time on sports and games activities than females, which caused a loss of time and a bad influence on performance.

It is authoritative to realize that time spent on social activities (using Facebook or other social media) will be on the account of academic performance. This judgment is essential regardless of the positive side we see in SNs. A study that utilized students in a US university concluded that there was a negative relationship between time spent by students on online social networks and their academic performance (Paul et al., 2012). The authors

pointed to the importance of consideration span devoted to multiple sources of attractions. Such result indicates the importance of using Facebook and other social media tools wisely and towards a productive time in class rooms and back home. The same study mentioned in the previous section, regarding the improvement of social absorption and academic achievement (Gafni & Deri, 2012), concluded that using Facebook by students consumes times and thus negatively influenced academic performance. Using mobile phones for texting and social network access also was explored to see if it is related to the engagement level in classrooms, where research showed that engagement is closely related to teacher's style and control. The conclusion was that, the use of social networks and mobile texting was not related to lower performance results (Paul & Gelish, 2011). Such issue emphasizes the distraction that social media cause, but not to the extent of risking academic performance.

A study by Burak (2012) that focused on the issue of multitasking in classrooms concluded that students who used ICT and involved in multitasking (examples like: text messaging, Facebook, Internet searching, emailing, and instant messaging) would have lower GPA, which means lower academic performance based on their behavior (Burak, 2012). The conclusion for study came up that inappropriate use of ICT and multitasking can result in Lower GPA of the students. The study also related risk taking behavior to such use of ICT, and concluded that multitasking would result in a higher risk taking behavior.

Social network use is related to personality of students, where some students are influenced more than others depending on their personality. A study of Swedish university students by Rouis et al. (2011) utilized 239

undergraduate students filling a survey related to their Facebook use (Rouis et al., 2011). Results indicated that the extensive use of Facebook by students with extraverted personalities would lead to poor academic performance. The authors concluded also that self-regulation and goal orientation (related to performance) characterized the students who were more in control of this social activity, and this better academic performance.

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

Benefits of Social Networking

Though many arguments can be made about the possible risks of adolescent social networking, it is important to point out the benefits of these websites as well. Many schools have started to use these sites to promote education, keep students up to date with assignments, and offer help to those in need (Boyd, 2007). In general, the Internet and social networking sites can be a positive influence on adolescents. Social networking sites provide an outlet for teens to express themselves in their own exclusive ways (Boyd, 2007). In addition, they serve both as a meeting place for teens to interact with other compatible people and as showplaces for a teen's artistic and musical abilities (Boyd, 2007). Finally, high school students use these sites as tools to obtain information and resources for graduation preparation and future planning. For example, students applying for college visit profiles of

that college's students to view pictures and read blogs of past students to decide whether the college would be a good fit (Boyd & Ellison, 2007).

Chapter Summary

This Chapter revealed issues in line with the general aim of the study which is the effects of social media networks on students' academic performance. The chapter indicated that there are a number of factors that either help improve individual's performance or hinders it. Thus, the social media, the learning environment, resources, students focus in the right use of resources among others contribute to academic performance. Again, the chapter also showed that emerging social media became more prominent since the year 2002. And this has exposed students and teachers to some positive habit of teaching and learning like group discussion, lecture delivery, exchange of assignment, sharing of information, and surfing the internet for definition, explanation and detailed meaning of difficult items. These habit which definitely leads to influence educational performance positively. Notwithstanding most students rather use these emerging technologies for entertainment and too much socialization which adversely affect their academic performance. The literature also reviewed the gender use of the social media and the benefit outcomes of the social media. Lastly new threat such as addition to new development of applications or social media and development of habitual pattern in the use of emerging social media is a major factor that needs to be observed for good academic performance.

CHAPTER THREE

RESEARCH METHOD

Introduction

This study used the cross-sectional survey method to find out how social network participation affects academic performance of students in SHS. A survey design provides a quantitative description of some fraction of the population that is sampled through the data collection process (Frankel & Wallen, 1995). The study also employed the questionnaire as the data collection instrument for the study

Research Design

To achieve the aim of the study, this researcher used the quantitative research design. The descriptive study was used to conduct the research. According to Berg (2004), descriptive research design is the type that helps researchers to explain natural occurrences of events. This method was used by this researcher because it gave the respondents the ability to respond to the items presented. Concomitantly, Cohen, Manion and Morrison (2007) opined that this type of research design help to collect data at a given time frame with the purpose of describing the nature of prevailing status and/or finding the values against which variables can be compared to. The researcher may depend on this to compare test results and make inferences from it which is also in line with a statement by Creswell (2003).

Further, the quantitative research design helped the researcher to collect data quickly to meet the duration stipulated for the study. According to Yauch and Steudel (2003), a quantitative study enables the researcher to

collect data produce results out of it since there is little demand on the time spends collecting data.

Population

Defining the population of the study was another important criterion that needed to be looked at critically. A wrongful definition of a population can render an entire study useless if the right respondents are not selected. Amedahe (2002) stated that population is the mass of cases that adequately meet a designated set of criteria. In support, Castillo (2009) also added that a population is a large assemblage of individuals that develop the key focus of a scientific enquiry. For this reason, and for the purpose of the study, the target population of the study students studying Science and General Art in third year and second year in Edinaman Senior High, Eguafo Senior High, Peter Hold Brook Senior High and Komenda Senior Technical Institute. These target populations were selected for the study because they fitted the criterion for the study and from whom information was obtained to test the research hypotheses formulated for this study.

Table 1: Population Distribution of Respondents according to School and Class

School	Form 2	Form 3	Total
Edinaman Senior High	300	400	700
Eguafo-Abrem Senior Highs	200	300	500
Komenda Senior High Tech, Sch.	235	205	440
Peter HoldBrook Senior High	160	200	360
Total	895	1105	2000

Source: Field Data (Dennison, 2018)

Sampling Procedure

Sampling procedure is also another technical area in a research that needs careful consideration. It is important to choose the right sampling technique that helps produce results based on the objectives of the study. Therefore, to provide solutions for the effects of emerging technologies on academic achievement, the researcher used the stratified sampling technique.

Four Senior Secondary Schools were selected for the study. These were Edinaman Senior High School, Eguafo Senior High, Komenda Senior High Tech, School and Peter Holdbrook Senior High School. Edinaman SHS, Eguafo SHS and Komenda Senior High Technical School are public schools while Peter Holdbrook Senior High School is a private school. Also, these schools are mixed schools with both day and boarding. These provided a level of ground for comparison in terms of how males and females participate on social networks and how it impacts their academic performance. Peter

Holdbrook Senior High School provided the study with more understanding of this subject as they both admit students who were not able to pass the SHS certificate examination (WASSCE).

The total population that was used for the study was two thousand (2000). According to Gay (1996), a sample of 10-20% of the population is sufficient for reliable findings. The researcher has therefore applied a 10% rate on the total population of 2000 which gave us a sample size of 200. Out of the total sample size of 200, ninety (90) were obtained in SHS 2 and 110 were in SHS 3. In relation to the schools, Edinaman SHS obtained a sample size of 30 and 50 for SHS 2 and SHS 3 respectively. Also Eguafu SHS will obtain a sample size of 20 for SHS 2 and 20 for SHS 3. Komenda Senior High Tech School will obtain a sample size of 20 for SHS 2 and 20 for SHS 3.

The stratified sampling method was adopted for the study. This was considered as the appropriate method since it focused on selecting special characteristic groups that provided the required information for the study. According to Walker (2014), stratified sampling give room for systematic selection of populations which may give you differences in response. In support, Crossman (2017) positioned that using a stratified sample will always achieve precision than a simple random sample, provided that the strata have been chosen so that members of the same stratum are as similar as possible in terms of the characteristic of interest. The stratified sampling approach is a sampling type under the probability sampling method where the population is divided into strata. The stratified sampling method was used to divide the population into non-overlapping sub-groups called strata (Tagoe, 2009). Sample from each Senior High school, were divided into two strata, namely,

form 2 and form 3. Only the form 2 students and form 3 students were selected because they had written senior high school exams as compared to the form 1s who are yet to write their terminal examination.

Table 2: Sample Distribution of Respondents according to School and Class

School	Form 2	Form 3	Total
Edinaman Senior High	30	40	70
Egaufo-Abrem-Senior-Highs	20	30	50
Komenda Senior High Tech, Sch.	20	20	40
Peter HoldBrook Senior High	20	20	40
Total	90	110	200

Source: Field Data (Dennison,2018)

Data Collection Instrument

To collect the data for the study, the researcher made use of a research questionnaire. This instrument was used because it helped to collect accurate and quality data within a short period of time. Moreover, it helped the researcher to frame closed ended items to cater for the research design. Alongside, it is known that questionnaire is quite valid and reliable if well structured (Sarantakos, 2005). The questionnaire was developed by the researcher to account for all the research hypotheses guiding the study and to provide quantitative data needed for the study. The questionnaire was divided into five sections; section A for Obtaining bio data, and section B to E for Obtaining information to test research hypotheses 1 to 4 respectively.

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

Validity

Validity is the ability of the instrument to measure the required information. As defined by Wood, Ross-Kerr and Brink (2006), validity of an instrument is the ability of the instrument to measure what it is supposed to measure. Simply put, all factors under consideration must be catered for by the instrument used. For this reason, this researcher employed the services of people knowledgeable in the study area to give their professional touch to it. The instrument was shown to at least three different lecturers in the University of Cape Coast to critique positively. When this was done judiciously, it kept the instrument in a better position to measure what it is designed to measure. Further, the instrument was constructed in simple and clear language to avoid any form of ambiguity.

In addition, the researcher, with suggestions from lecturers in University of Cape Coast restructured the questionnaire by rewording items that were ambiguous to them. This was in line with Creswell (2008) statement that, it is critical and imperative to ensure clarity of questions and ability of the instruments to measure and answer the research questions/hypotheses of a study. Thus, by doing so, the items were comprehensive with regards to the study variables.

Reliability of the Instrument

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

Piloting of the Instrument

A pilot-test of the instrument was conducted to ascertain any need for revisions. Piloting of the instruments was carried out on 40 pupils from two (2) Public SHS from Cape Coast Metropolis. The schools were University Practice Senior High School and Academy of Christ the King SHS. The aim of the pilot testing was to improve the validity and reliability of the instruments. The respondents were given draft copies of the questionnaire. The participants of the pilot test were asked to complete the questionnaires and to provide comments or suggestions for revising any ambiguous items. They were also told to discuss frankly with the researcher any ambiguity, incoherence or incomprehension that they experienced about any aspect of the draft questionnaire. The final instruments for the study were produced after

subsequent revisions in the wording of a few items. The necessary corrections were effected after the pilot testing.

Data Collection Procedure

In order to successfully collect data for the study, an introductory letter was obtained from the Department of Master of Education (Information Technology), introducing the researcher and the purpose of the research to the various head masters of the selected institutions. The letter was forwarded to the head masters of the selected schools personally. This was done after ethical clearance had been obtained from the Institutional Review Board of the University of Cape Coast. The data was collected over three weeks. The researcher went to school by school for the data collection. The sample group for each school is kept in one class during the long break section. A brief introduction is given to the respondents and awareness is being made to them that information being provided will be treated with high level of confidentiality. The questionnaire is distributed to the respondent for answering. Each respondent is given a minimum amount of 30 minutes to finish answering the test items. The questionnaire is collected by the researcher for quick cross check to limit numerous errors. In situation respondents don't answer most items or answer items out of misunderstanding, he or she is prompted to the do the right thing.

Data Processing and Analysis

The data collected for the study was organized and arranged in an orderly manner to ensure clarity and consistency. The researcher, entered all the data into the IBM SPSS Statistics tool; a tool formerly known as Statistical Package for Social Sciences, Version 21. This software was used because it is

specially designed to analyse quantitative data. As noted by Gravetter and Wallau (2004), SPSS is the most suitable package for analyzing quantitative data. Therefore, the researcher considered this software for data analysis.

The type of data analysis is determined by the objectives of the study and the research design. The survey method was used and data was collected by means of questionnaire.

The Statistical Package for Social Science (SPSS) was used to analyze the data collected. The descriptive analysis tools in the SPSS were employed to develop tables and frequencies which were constructively analyzed. The researcher adopted Kendall's coefficient of concordance and factor analysis as analytical tools for the study. However Pearson Correlation was used to analyze hypothesis one while independent sample t-test was used to analyze hypothesis two.

Ethical Issues

For ethical issues, the researcher requested for introductory letter and ethical clearance from the College of Distance Education and Institutional Review board of the University of Cape Coast respectively. These were served as the basis on which the researcher conducted the study at the University. Further, the researcher introduced himself to the respondents and assured them of their anonymity. That is, the respondents were not requested to write their names on the instrument given to them. However, respondents were informed that partaking in the study was not compulsory and would not be used against them in any form: either academically or in future.

Chapter Summary

This chapter presented the methods involved in carrying out the study. The mixed methods approach was adopted for the study. A sample of 200 students was selected for the study through purposive, stratified sampling procedures and simple random sampling method.. The data was collected using a closed-ended questionnaire for the students. Data collected was analyzed according to the research questions and hypotheses for the study using the IBM SPSS Statistics software. Results obtained from the analysis and discussion will be presented in chapter four.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results followed by the discussion of the findings. The chapter is divided into two major sections, namely Section A and Section B. Section A presents results and discussion of the demographic data of the respondents. Section B presents and discusses the main results based on the research questions. The data obtained from the study were converted into frequency tables and percentages, mean (M) and standard deviation (SD).

Biographic Data of Respondents

Demographic variables, such as gender, age, name of school and level of education, are shown in Table 3, 4, and 6.

Table 3: Name of Schools of Respondents

Name of school	Frequency	Percentage
Edinaman SHS	71	35.5
Eguafo SHS	50	25.0
Komenda SHS	40	20.0
Peter HoldBrook SHS	39	19.5
Total	200	100

Source: Field Data (Dennison, 2018)

The respondents were selected from Edinaman Senior High had 71 (59.5%), Eguafo Senior High School 50 (35.5%), Komenda Senior High School 40 (19.5%) and Peter Holdbrook Senior High 39 (19.5%) in the Komenda-Edina-Eguafo-Abrem (KEEA) District. All the 200 students responded to the questionnaire and the researcher collected them.

Table 4: Gender of respondents

Gender	Frequency	Percentage
Male	110	55.0
Female	90	45.0
Total	200	100

Source: Field Data (Dennison, 2018)

The numbers of males were greater than that of the females. The males constituted 55.0% of the respondents whilst the females were 45%.

Table 5: Age Category of Respondents

Age levels	Frequency	Percentage
Below 17	71	35.5
18-20 years	122	61.0
21 years above	7	3.5
Total	200	100

Source: Field Data (Dennison, 2018)

Majority of the respondents were in age groups below 17 to 20 years, with as high as 61% in the 18-20 years group and only 3.5% of them above 20 years.

Table 6: Level of Education of Respondents

Levels of Education	Frequency	Percentage
SSS 2	81	40.5
SSS 3	119	59.5
Total	200	100

Source: Source: Field Data (Dennison,2018)

Most of the respondents were at the SHS 3 level (59.5%) followed by SHS 2 (40.5).

Social Network Sites that are Available for use by SHS Students in KEEA Municipality

Research Question One: What social network sites are available for use by the senior high students in Komenda-Edina-Eguafo-Abrem (KEEA) Municipality?

The intent of this research question was to find out social network sites that are available for use by the senior high students in KEEA District. In doing that, items 4 to 15 of the questionnaire provided a list of some common emerging social media from which respondents were required to tick the ones that they were familiar with. The outcome of this research question is presented in Table 7.

Table 7: Social network sites available for use by SHS Students

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

Source: Field Data, ((*Dennison,2018*))

As indicated in Table 7, the kind of social media that were used by majority of the students were Facebook and WhatsApp. Almost all students (99.5%) used Facebook and only 3.5% of them did not use WhatsApp. The other highly patronised social media were Google+ (89.4%), Twitter (84.3%), Youtube (82.3%) and Instagram (81.8%). More than 70% also patronised Messenger (76.3%) and Snapchat (74.7%). Below 50% used Viber (47.5%),

WeChat (40.4%) Vine (23.7%) and Reddit (18.2) – the least patronised social media. Therefore, the students were familiar with many social media sites.

The findings confirm that most students use mobile devices in schools and homes in accessing several social media sites for learning and entertainment. Indeed, Boyd and Ellison (2007) have noted that Social Networking Sites (SNS) have been popular since the year 2002 and have attracted and fascinated tens of millions of Internet users. The Federal Bureau of Investigation has estimated that there are 200 different sites used for social networking (Duven & Timm, 2008). Most people who are members of these sites, such as Facebook and MySpace participate on a daily basis (Duven & Timm, 2008). It can be seen from the current study (Table 7) that most of the students had used more than one social media site probably on a daily basis, which will either have a positive or negative effect on their academic performance.

The extent to which SHS students of KEEA Municipality use social media

Research Question 2: To what extent do senior high school students in Komenda-Edina-Eguafo-Abrem Municipality use social media?

This research question sought to find out the extent to which students in KEEA Municipality use social media. Respondents were given some statements to indicate the time they spent on the use of this social media. The different kinds of social media that were presented to students were Facebook, WhatsApp, Twitter, Vine, Google +, Snapchat, Messenger, Viber, WeChat and Reddit as these were the common networks used by the vast majority of the respondents. Frequency (counts) and percentages were used in analysing the data obtained from this portion of the questionnaire. The results are shown in Tables 8, 9 and 10.

Table 8: Duration of time spent on some activities using *Facebook*

	Always online	3 Hrs.	2 Hrs.	1Hr	0.5Hr
	N (%)	N (%)	N (%)	N(%)	N(%)
How often do I open Facebook account?	37(18.5)	26(13.0)	25(12.5)	53(26.5)	59(29.5)
How long do I use Facebook to receive educational information from friends?	19(9.5)	21(10.5)	39(19.5)	67(33.0)	54(27)
How often do I take part in Educational group and forums on Facebook?	16(8.0)	28(14.0)	28(14.0)	63(31.5)	65(32.5)

Source: Field Data (Dennison,2018)

Most people (81.5%) spent half an hour to three hours on Facebook and 18.5% were always online (Table 8). Only 9.5% were always online to receive education material from friends, whereas the majority spent one hour. A greater proportion (33%) of them used hour for this activity compared to the others. Similarly, very few of them (16 or 8.0%) took part in educational groups and forums online always. Most of them (64%) spent either 30 or 60 minutes for this activity daily.

This finding is in line with a study conducted by Roberts and Foehr (2008) in the united States which suggests that most students spend between two to three hours on social media network sites such as Facebook, Twitter etc. This shows that they may not have enough time to learn their books, research but they rather entertain themselves.

Table 9: Duration of time spent on some activities using WhatsApp

	Always online N(%)	3 Hrs. daily N(%)	2 Hrs. daily N(%)	1Hr daily N(%)	30mins daily N(%)
It is my routine habit to use WhatsApp	51(25.5)	29(14.5)	20(10.0)	47(23.5)	53(26.5)
Usage of WhatsApp sites in my routine life provide me with current information	43(21.5)	24(12.0)	27(13.5)	55(27.5)	51(25.5)
I share study material on WhatsApp that help in studies to improve performance	44(22.0)	29(14.5)	41(20.5)	54(27.0)	32(16.0)
I prefer to share educational information and questions on WhatsApp	42(21.0)	34(17.0)	30(15.0)	57(28.5)	37(28.5)
My membership on WhatsApp put me on the stand to share and receive information in group WhatsApp.	46(23.0)	23(11.5)	28(14.0)	55(27.5)	48(24.0)

Source: Field Data (*Dennison, 2018*)

Table 9 displays findings on how students use WhatsApp. A proportion (78.5%) of the students reported that it was their routine habit to use WhatsApp between 30 minutes and 3 hours daily as it provides them with current information. This indicates that students spend more time on Internet connecting with others, using WhatsApp. In a similar study, Rithika and Selvaraj (2013) posited that students who spend more time on social media may have difficulty balancing online activities and their academic preparation. Again, 22% were always online to share study material on WhatsApp that helped their studies to improve performance, whereas the majority used one hour. Very few students (23) of them used 3 hours for this activity. More than 75% also spend half an hour to 3 hours of their time on WhatsApp to share educational information and questions (Table 9). Interestingly, 21% of the respondents were always online looking for and sharing relevant education information. This reveals that most students were interested in sharing and receiving likely educational information and questions from their friends. This activity might be mostly predominant during examination periods and assignments. It was also observed that more than three-quarters of respondents (77%) made mention that their membership on WhatsApp put them on the stand to share and receive information more than 30 minutes daily. This implies that those that were not on WhatsApp are not likely to share and receive information and that could cause them to miss vital information that could help them improve their academic performance.

Table 10: Duration of time spent on some activities using Twitter

Extent of Twitter Usage	Always online N(%)	3 Hrs. N(%)	2 Hrs. N(%)	1Hr N(%)	30mins N(%)
I do utilize educational messages pasted on my walls and pages.	31(15.5)	28(14.0)	25(12.5)	46(23.3)	70(35.0)
Most of my followers share educational information.	33(16.5)	25(12.5)	22(11.0)	54(27.0)	66(33.0)
I spend time on educational groups that I follow on Twitter.	26(13.0)	20(10)	28(14.0)	58(29.0)	68(34.0)
How often I utilize the information that I receive on Twitter.	26(13.0)	17(8.5)	20(10.0)	65(32.5)	72(36.00)

Source: Field Data (Dennison,2018)

With Twitter usage, 70 respondents (35%) spent only 30 min online every day to utilize educational messages posted on their walls and pages. Majority of the students (49.9%) spent 1 to 3 hours for this activity daily, while only 15.5% were always online. Only a few students spent 30 min sharing education information, whereas the most of them (50.5%) spent an hour to three hours sharing education information daily. As high as 15% of the students spent the whole day doing this activity. However, compared to WhatsApp, fewer student students spent the whole day on this activity. This indicates that Twitter is less popular among students compared to WhatApp and Facebook. This could also mean that they have fewer friends on Twitter compared to WhatsApp and thus spent shorter times sharing educational information with them.

Rithika and Selvaraj (2013) have indicated that there is a significant negative impact of social network participation on students' performance through the use of mobile technologies as this increase the frequency and flexibility of visits to these sites. Indeed, they found that most of the students' 72 (71.5%) submitted their assignments late due to the use of social media. Majority (59%) of the students in Rithika and Selvaraj study indicated that the low academic performance was due to the distraction caused by social media and which, in turn, made them to procrastinate on their assignments. The low academic performance could also be due to psychological dependence and academic impairment caused by the use of the Internet and social media (Kubey, Lavin, & Barrows, 2001).

The participation in social networks takes away the time of students and tends to lead to procrastination of school academic works (Yeboah &

Ewur, 2014). Hence, the participation of the students in social media networks could be negatively affected, particularly among those who spent hours daily on these media.

Yeboah and Ewur (2014), have reported how distractive social media networks are on academic performance of students. They indicated that social media networks, such as WhatsApp and Twitter, in particular, distract students' academic life and affect their concentration during classes. The findings from this study confirmed the findings by Yeboah and Ewur (2014) that although most students participate on social networks during schools, the majority spend less time for education purposes. That is, most students did not use social media network sites to enhance their academic performance but rather for social connection. A study by Wade and Renata (2011) in Utah also found that about two-thirds of the students in the study reported using social media. They argued that multitasking is likely to increase distraction among students, and this has been shown to be detrimental to student performance as revealed by earlier studies. Therefore, the time spent by students on social media sites in the current study, if not directed to educational agenda and materials.

Views of SHS students on the effects of social media on their academic performance

Research Question Three: What are the views of students on the effects of social media on their academic performance? This question intended to examine the views of students on how the use of social media could impact their academic performance. In attempt to do that, the students were asked series of questions. These questions range from students addictiveness,

exposure and use of social media. The responses were based on a four-point Likert scale with the scale notation being disagree = 1, strongly disagree = 2, agree = 3 and strongly agree = 4. For the sake of this discussion, responses which are between the mean of 0 – 2.4 disagree and 2.5 – 4.0 agreed. Again, a standard deviation which is below 1 indicates homogenous responses whereas a standard deviation which is also above 1 implies a heterogeneous response. The outcome is presented in Table 11

Table 11: Students Addictiveness to Social Media Network and Academic Performance

Statements	Mean	Std. Dev.
1. Addictive to online social networks is a problematic issue that affects my academic life.	2.59	1.00
2. Online social network distract me from my studies.	2.68	0.99
3. Hours spent online can never be compared to the number of hours I spend reading.	2.81	1.00
4. There is no improvement in my grades since I became engaged in these social networking sites.	2.89	0.80

Source: Field Data (Dennison, 2018)

From Table 11, it can be notice that addiction to online social networks is a problematic issue that affects majority of the students’ academic life (M = 2.59, SD = 1.00). The responses indicate that social media addictiveness was

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

Apart from the items presented in Table 11, the researcher also sought to examine how students' exposure to Social Network sites has effect on their academic performance. Results obtained from the students with regard to these items were presented in Table 12.

Table 12: Exposure of students to social network and their academic performance

Statements	Mean	Std. Dev.
1. I usually have unlimited access to Facebook and this had affected my academic performance negatively.	3.18	1.07
2. I engage in academic discussions on twitter and this has improved my academic performance.	1.74	1.01
3. I make use of WhatsApp to disseminate knowledge to my class mates.	1.72	0.99
4. I solely rely on information gotten from Wikipedia to do my assignments without consulting other sources.	3.18	1.07

Source: Field Data (Dennison,2018)

From Table 12, it can be noted that Facebook had affected students academic performance negatively as many have unlimited access (M = 2.59, SD = 1.00). Moreover, most respondents did not engage in academic discussions on twitter. This means that they only engaged in discussions that were not related to their academic work or, even if they did, it was very little. This also suggests that they mostly talked about irrelevant issues such as relationships, football matches, politics, among others, instead of probably talking about subjects they were studying in school. It was surprising to know that almost all of the respondents did not make use of WhatsApp to

disseminate knowledge to their classmates. This was a clear indication that most of the things they did on some of these social media sites had nothing to do with their educational life.

Table 13: Use of Social Network and students' Academic Performance

Statements	Mean	Std. Dev.
Comparing my grades before and after participating on social media networks, I experienced drop in my academic performance.	2.52	0.99
The usage of Wikipedia for research has helped improve my grades.	2.99	0.91
Social network sites are personal /social and cannot be used for educational purposes.	1.90	0.98
I receive examination questions and papers through social media.	2.59	1.03
I do examination discussion with my friends on social media.	2.87	0.93
Social media participation affects my English Language (spelling, Grammar and Pronunciation.	2.33	1.112
I use material gotten from blogging sites to comment what I have been taught in class.	2.27	0.93
During vacation I spend a lot of time participating on social media than reading my books (Use).	2.68	1.06
My grades will improve if I stop participating on social networks	3.90	0.98

Source: Field Data (Dennison,2018)

As shown in Table 13, there was a drop in academic performance when respondents compared their grades before and after they started participating on social networks sites. Similarly, the use of social media during vacation also affected performance, which suggests that majority of the respondents spend most of their time during vacation participating in social media discussions rather than for educational purposes or reading their books (Table 13).

This indicates that participation on social networking sites affected their academic performance negatively because they were distracted from their studies.

Social media also negatively affected the grammar and spelling as well as the pronunciation of students as indicated by a high mean score of 2.68. Thus, most respondents confirmed that their spelling of words had been negatively affected as a result of their participation on social media networks. Majority ($M = 2.87$, $SD = 0.93$) of the respondents shared examination questions using social media networks (Table 13). Therefore, social networks have become one of the main channels through which respondents shared questions on examinations with their peers in other schools. It is interesting to note that a greater number of the respondents indicated that their grades would improve if they stopped participating on social media networks as indicated by a mean of 3.90 (Table 13). Thus, the students are aware of the negative implications of participation in social networks and that if they reduce or stop participation, their grades will improve. A little education or counselling could assist them use social networks for the right purposes to improve their academic performances.

Mehmood & Tawir (2013) have remarked that the use of technologies, such as social media networks and the Internet is one of the most important factors that can influence educational performance of students positively or adversely. The adverse effects of participation in social networks on students' academic performance have been highlighted by a number of researchers. For instance, in the study of Kirschner and Karpinski (2010), there was a significant negative relationship between Facebook use and academic performance. They found that Facebook users reported achieving lower mean GPAs, which could be due to the averagely fewer hours per week they spent studying compared to non-Facebook users. Majority of these students claimed they used Facebook accounts at least once a day (Kirschner and Karpinski, 2010). Similarly, Malaney (2005) reported that 8.9% of students in 2000 and 4.4% in 2003 indicated that their grades had suffered as a result of too much time spent on the Internet as well as on social media networks. In addition, a related study that utilized students in a US university concluded to a negative relationship between time spent by students on online social networks and their academic performance (Paul et al., 2012). Another study that focused on the issue of multitasking in classrooms concluded to the fact that students who use ICT and involve in multitasking (text messaging, Facebook, Internet searching, emailing, and instant messaging) obtain lower grade point average (GPA), which means lower academic performance based on their behaviour (Burak, 2012).

However, some earlier studies have found no correlation between social media network use and students' academic performance. Notable among such studies is the one by Negussie and Ketema (2014) in Ethiopia,

whose findings indicate that there is no significant relationship between times spent on social networks, such as Facebook, and students' GPA. This is in congruent with a study by Ahmed and Qazi (2011), which conducted a study in Pakistan among six universities and found not much relationship between times spent on social media networks and students' academic performance. These may arise because of differences in student geographical settings and educational level. University students could be more focussed and use social media and Internet for educational purposes. Hence, these activities would have less negative impact on academic performance unlike SHS students who are comparatively younger and easily distracted.

How Social Media Network Can Be Used to Enhance Students' Performance

Research Question Four: How can social media are used to enhance students' performance? This is an overview of the results obtained from respondents on how social media can be useful to students in enhancing their academic performance. The results obtained from respondents are shown in Table14.

Table 14: How Social Media Network Enhances Students’ Performance

Statements	Mean	Std. Dev.
The faster rate of online chats with social media has brought about easy access to communication on online education.	3.14	0.88
Online social networks enable learners and instructors to present themselves socially in an online environment and connect with one another.	3.96	0.78
Media websites provide a possibility to create a sense of presence, community-building, and learner participation in interactive discussions.	3.03	0.80
Social media tools make the learning environment more dynamic by supporting new features and characteristics.	3.97	0.80
Social networking sites provide an outlet for teens to express themselves in their own exclusive ways.	3.68	0.89
They serve both as a meeting place for teens to interact with other compatible people and as showplaces for a teen’s artistic and musical abilities.	3.93	0.82
Senior High school students use these sites as tools to obtain information and resources for graduation preparation and future planning.	3.11	0.82

Source: Field Data (Dennison, 2018)

A greater number of the respondents ($M = 3.96$, $SD = 0.78$) indicated that online social networks enable both learners and instructors to present themselves socially in an online environment and connect with one another. In addition, majority of the respondents also strongly agreed ($M = 3.98$, $SD =$

0.83) that social media websites provide a possibility to create a sense of presence, community-building, and learner participation in interactive discussions. Majority of the students ($M = 3.97$, $SD = 0.80$) also agreed that social media tools make the learning environment more dynamic by supporting new features and characteristics. Moreover, it was brought to light that social networking sites provide an outlet for teens to express themselves in their own exclusive ways ($M = 3.68$, $SD = 0.89$). More importantly, senior high school students used these sites as tools to obtain information and resources in preparation for graduation and future planning ($M = 3.11$, $SD = 0.82$). The study further found that social media sites served as both a meeting place for teens to interact with other compatible people and showplaces for a teen's artistic and musical abilities ($M = 3.94$, $SD = 0.82$). These findings are in agreement with those of Lee and McLoughlin (2010) that online social networks enable students and teachers to present them socially in an online environment and connect with one another and this enables learners to participate in a group learning process. The current findings are also similar to the findings of Greenhow and Robelia (2009), who report that social media websites provide a possibility to create a sense of presence, community-building, and learner participation in interactive discussions. Furthermore, Rahimi, Berg and Veen (2013) also note that social media network sites bring with them the freedom for learners to connect and collaborate outside of institutional boundaries, as well as to gain practical experience for the workforce.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

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

Summary

This study examined the views of SHS students in the KEEA Municipality on social media network participation on their academic performance. The quantitative descriptive research design was employed for the study. Four main research questions were formulated to guide the study. The research questions were:

1. What social network sites are available for use by SHS students?
2. To what extent do students in SHS use social media?
3. What are the views of SHS students on the effects of social media networks on their' academic performance?
4. How can social media be used to enhance students' performance?

These research questions were answered with the help of a questionnaire made up of four sections. Section A captured the bio-data while the rest of the sections were based on the research objectives formulated for the study. The questionnaire was made up of 43 items. In all, 200 questionnaires were completed and returned for analysis.

Key findings

The key findings of the study are indicated below.

1. The findings of the study brought to light that Facebook, WhatsApp, Twitter, YouTube, Instagram, Google + and Messenger among others were the social network sites that were used by SHS students in the KEEA Municipality.
2. With regard to the extent to which SHS students used social media networks, it was found that students used them to a large extent. They were used notably for exchanging educational information, sharing study materials, communication purposes and entertainment purposes.
3. For the views of SHS students on the effects of social media network participation on their academic performance, the study found that a greater number of them agreed that online social networks distract them from their studies. The students also indicated that they spent more time on social media than on their books. Furthermore, a number of students attested to the fact they experienced a drop in their academic performance when they compared their grades before and after participating on social media networks. Some students were of the view that they became addicted to online social networks, which is a problematic issue that negatively affected their academic performance.

Notwithstanding the negative effects of participation in social media networks, a number of them were of the view that they engaged in academic discussions on social media, such as Twitter, and this had improved their academic performance. Others indicated that they made

use of social media, such as WhatsApp, to disseminate knowledge to their classmates and quite a number of them also confirmed they received examination questions and discussions through social media networks.

4. Lastly, the study found that social media network enhanced students' performance in diverse ways. Notable among them were:
 - a. Enabling teens to express themselves.
 - b. Serving as a meeting place for teens to interact with each other.
 - c. Acting as a tool for getting information and resources.
 - d. Creates a sense of presence, community-building, and learner participation in interactive discussions.

Conclusions

It can be concluded based on these findings of the study that there are a lot of social media networks sites that are available for use by SHS students. SHS students used social media networks to a large extent. Therefore, if these media are used well by the students for educational purposes, such as exchanging of study materials, for research, reading and writing, then it is likely to have a positive effect or improvement on their academic performance. However, if students only used it for entertainment without restriction and monitoring, the use of social media would equally negatively affect their studies resulting in poor or lower grades. Furthermore, views from the students on the effects of social media on their academic performance indicated that social media usage among students had both positive and negative effects on their academic performance. A critical look at their views seems to suggest that there are more adverse effects of social media network

participation on academic performance than the positive effects. Overall, it can be concluded that social media network sites can serve as a useful medium for enhancing students' academic performance, if properly used. Therefore, SHS students should be guided to use social media properly to enhance their academic performance.

Recommendations

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

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

well as the dangers of improper use on their academic performance and social well-being.

Suggestions for Further Research

This study examined the views of SHS students on the effects of social media network participation on their academic performance in the KEEA Municipality. The researcher recommends further studies be carried out in other regions with larger sample sizes.

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APPENDICES

APPENDIX I
UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
MASTER OF EDUCATION (INFORMATION TECHNOLOGY)
QUESTIONNAIRE ON SOCIAL MEDIA NETWORK
PARTICIPATION AND ITS EFFECTS ON ACADEMIC
PERFORMANCE

I am a Master of Education (Information Technology), college of Distance Education, University of Cape Coast; I am conducting a research on the topic **“Social Media Network Participation and its Effects on Academic Performance in Senior High Schools in K.E.E.A District”**. You have been selected to take part in this study by providing your responses to the items in this questionnaire.

Note: Please note that the information provided on this item will be treated with high level of confidentiality. No information provided in this questionnaire will affect your academic performance or any future endeavor but for the purpose of this study only. Moreover, you can decide not to take part in this study. By responding to this questionnaire, it means you have agreed that you responded to it whole heartedly.

Please tick (✓) the option the best fits your opinion.

SECTION A

Please kindly answer the questions below by ticking (✓) the one that is applicable.

Background or Demographic Data

1. Gender :

Male []

Female []

2. Age:
- Below 17 []
- 18 – 20 years []
- 21 years above []

3. Level of Education
- SSS1 []
- SSS2 []
- SSS3 []

4. What is the name of your school?

SECTION B: Social Network Sites available

5. Tick all the social media networks that you have heard of or used.
- a) Facebook []
- b) Twitter []
- c) Instagram []
- d) WhatsApp []
- e) You Tube []
- f) Vine []
- g) Google + []
- h) Snapchat []
- i) Messenger []
- j) Viber []
- k) WeChat []
- l) Reddit []
6. Do you use any of these social media listed in item (5) when learning?
- a) Yes []
- b) No []
7. In your view, tick () the emerging social media that can facilitate teaching and learning.
- a) Facebook []
- b) Twitter []
- c) Instagram []

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

SECTION C : Extent Student Use Social Media

Select by using a tick (√)

(3 hours Each Day = 3Hrs, 2 Hours Each Day = 2Hrs, 1 Hour Each Day =1Hr, 30Mins Each Day =30Min, Always Online A

Sr.	Questions	3Hrs	2hrs	1Hr	30Mins	A
Facebook						
1.	How often do I open my Facebook account?					
2.	How long do I use Facebook to receive educational information from friends?					
3.	How often do I take part in Educational groups and forums on Facebook?					
4.	I do exchange questions of Facebook.					
WhatsApp						
5.	It's my routine habit to use WhatsApp.					
6.	Usage of WhatsApp sites in my routine life provide me with current information.					
7.	Students share study materials on WhatsApp that help in Studies to improve performance.					
8.	I prefer to share educational					

Sr.	Questions	3Hrs	2hrs	1Hr	30Mins	A
	information and questions on WhatsApp.					
9.	My membership on WhatsApp put me on the stand to share and receive information in group WhatsApp.					
Twitter						
10.	I do Utilize education message pasted on my walls and pages.					
11.	Most of my followers share educational information.					
12.	I spend time on educational groups I follow on Twitter.					
13.	How often do I Utilize the information that I receive on Twitter?					

Please tick(√) the correct response.

14. I often use social media during school time.

- a) Yes []
- b) No []
- c) Sometimes []

15. I often use Social Media during break time in school

- a) Yes []
- b) No []
- c) Sometimes []

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

- a) Yes []
- b) No []
- c) Sometimes []

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

- a) Yes []
- b) No []
- c) Sometimes []

SECTION D

View of Students on Effects of Social Media on Students’ Academic Performance

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

S/N	ITEMS	SA	A	D	SD
	STUDENTS ADDICTIVENESS TO SOCIAL NETWORK AND ACADEMIC PERFORMANCE				
18	Addiction to online social network is problematic issue that affects my academic life.				
19	Online social networks distract me from my studies.				
20	Hours spent online can never be compared to the number of hours I spend reading.				
21	There is no improvement in my grades since I became engaged in these Social networking sites.				
	EXPOSURE OF STUDENTS TO SOCIAL MEDIA NETWORK AND THEIR ACADEMIC PERFORMANCE				
22	I usually have unlimited access to Facebook and this had affected my academic performance negatively.				
23	I engage in academic discussions on Twitter and this has improved my academic performance.				
24	I make use of WhatsApp to Disseminate knowledge to my class mates				
25	I solely rely on information gotten from Wikipedia to do my assignment without consulting other sources.				

S/N	ITEMS	SA	A	D	SD
	USE OF SOCIAL MEDIA AND STUDENTS ACADEMIC PERFORMANCE				
26	Comparing my grades before and after participating on social media networks, I experienced drop in my academic performance.				
27	The usage of Wikipedia for research has helped improve my grades				
28	Social network sites are personal/social and cannot be used for educational purposes.				
29	I receive examination questions and papers through social media				
30	I do examination discussion with my friends on social media.				
31	Social media participation affects my English Language usage (Spelling and Grammar and Pronunciation).				
32	I use materials gotten from blogging sites to complement what I have been taught in class.				
33	During Vacation I spend a lot of time participating on social media than reading my books.				
34	My grades will improve if I stop participating on social network.				

SECTION E

How Social Media can Enhance Students' Performance

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

Statement	SA	A	D	SD
Comparing my grades before and after participating on social media networks, I experienced drop in my academic performance.				
The usage of Wikipedia for research has helped improve my grades				
Social network sites are personal /social and cannot be used for educational purposes.				
I receive examination questions and papers through social media				
I do examination discussion with my friends on social media.				
Social media participation affects my English Language (spelling, Grammar and Pronunciation).				

Statement	SA	A	D	SD
I use material gotten from blogging sites to comment what I have been taught in class.				
During vacation I spend a lot of time participating on social media than reading my books (Use).				
My grades will improve if I stop participating on social networks.				

APPENDIX II

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University Post Office
Cape Coast

Our Ref. No: CCE/MED/17/Vol.1/076

11th April, 2018

Your Ref. No:

TO WHOM IT MAY CONCERN

This is to certify that **Mr. Dennison Curtis Okyere** with registration number **EDMIT/16/0001** is pursuing a two year Master of Education Degree in Information Technology at the University of Cape Coast.

He is conducting a research on the topic **“SOCIAL MEDIA NETWORK PARTICIPATION AND ITS EFFECTS ON ACADEMIC PERFORMANCE IN SENIOR HIGH SCHOOLS IN KEEA MUNICIPALITY.”**

We will strongly appreciate any courtesy extended to him.

Thank you.

A handwritten signature in black ink, appearing to read 'P. Nyagorme'.

Paul Nyagorme (PhD)
Coordinator, M.Ed IT Unit