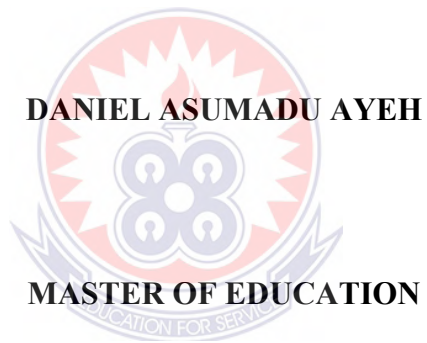


UNIVERSITY OF EDUCATION, WINNEBA

**EXAMINING THE EFFECTS OF SOCIAL MEDIA ON THE TEACHING
AND LEARNING OF SOCIAL STUDIES IN THE APEDWA SDA JHS IN THE
ABUAKWA SOUTH MUNICIPALITY**



2022

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ABUAKWA SOUTH MUNICIPALITY**

**DANIEL ASUMADU AYEH
(220002267)**



**A dissertation in the Department of Social Studies Education,
Faculty of Social Science Education, submitted to the School of
Graduate Studies in partial fulfillment
of the requirements for the award of the degree of
Master of Education
(Social Studies Education)
in the University of Education, Winneba**

DECEMBER, 2022

DECLARATION

Student's Declaration

I, Daniel Asumadu Ayeh, hereby declare that, this dissertation with the quotations and references contained in published works which have all been identified and dully acknowledged, is entirely my own original work, and it has not been submitted either in part or whole, for another degree elsewhere.

Signature:

Date:

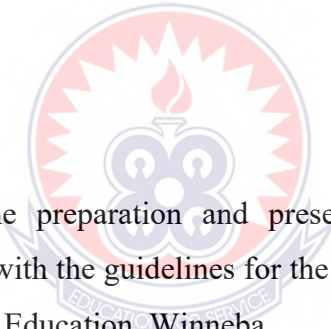
Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation was supervised in accordance with the guidelines for the supervision of dissertation as laid down by the University of Education, Winneba.

Dr. Anthony Bendorh (Supervisor)

Signature:

Date:



DEDICATION

This dissertation is dedicated to my late father, Mr Isaac Annom Ayeh and my lovely unborn child Animwaa Asumadu-Ayeh.



ACKNOWLEDGMENTS

I would like to thank my Lord and personal saviour Jesus Christ for this dissertation, for every good gift comes from above. A great deal of hard work went into making this dissertation complete and I wish to render my sincere gratitude to all who in diverse ways offered me assistance to achieve this success.

I would like to thank the following people, without whom I would not have made it through my Masters degree. The lecturers in the Department of Social Studies at the University of Education Winneba, especially to my patient and supportive supervisor, Dr Anthony Bendorh, whose insight and knowledge into the subject matter steered me through this research. He always gave me extra courage to carry on when I started to lose hope about my study. He allocated his most valuable resource thus, time, to ensure that I complete my study in record time. His support will always be missed in whatever project I get involved in henceforth.

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I would also like to thank my staff members and pupils of Apedwa SDA Junior High School for supporting me during the data collection of this dissertation. Finally, I wish to acknowledge the various authors whose books and publications, I used as references for the dissertation.

TABLE OF CONTENTS

Content	Page
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGMENTS	v
TABLE OF CONTENTS	vi
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	5
1.4 Research Objectives	6
1.5 Research Questions	6
1.6 Significance of the Study	7
1.7 Delimitation	7
1.8 Definition of Key Concepts	7
1.9 Organisation of the Study	8
CHAPTER TWO: LITERATURE REVIEW	9
2.0 Introduction	9
2.1 Theoretical Framework	9
2.2 Empirical Review	13
2.2.1 The Historical Development of Social Media	13
2.2.2 Social Media in Africa	14
2.2.3 Social Media in Ghana	14



2.2.4 The Concept of Social Media	16
2.2.5 Types of Social Media	17
2.2.6 Some Commonly Used Social Media Platforms	22
2.2.7 The Importance of Social Media in Education	33
2.2.9 Social Studies as a Subject	38
2.2.10 The Use of Social Media in Social Studies Lessons	39
CHAPTER THREE: METHODOLOGY	45
3.0 Introduction	45
3.1 Research Paradigm	45
3.2 Research Approach	46
3.3 Research Design	47
3.4 Population	48
3.5 Sample and Sampling Technique	49
3.6 Source of Data	50
3.7 Data Collection Methods	50
3.8 Instrumentation	51
3.9 Data Analysis	52
3.10 Trustworthiness	53
3.11 Ethical Consideration	54
CHAPTER FOUR: FINDINGS AND DISCUSSIONS	56
4.0 Introduction	56
4.1 Knowledge Base of Pupils on the use of Social Media in Social Studies Lessons	56
4.2 Forms of Social Media Platforms for Social Studies Lessons	59



4.3 Relevance of Social Media in Social Studies Lessons	63
4.3.1 Supplementary to Classroom Lessons	63
4.3.2 Independent Learning	68
4.3.3 Learning ahead of the Teacher	71
4.3.4 Effects of Social Media on the Teaching and Learning of Social Studies	71
CHPATER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	81
5.0 Introduction	81
5.1 Summary	81
5.2 Major Findings	83
5.3 Conclusions	84
5.4 Recommendations	85
5.5 Suggestions for Further Research	85
REFERENCES	87
APPENDIX A	99
APPENDIX B	100
APPENDIX C	101



ABSTRACT

The research sought to explore the effects of social media on the teaching and learning of Social amongst the JHS pupils in the Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality. The objectives of the study were to examine the knowledge base of pupil on the use of social media in Social Studies amongst the pupils, to determine the forms of social media platforms that pupils used in Social Studies; to examine the relevance of the use of social media in Social Studies to pupils; and to ascertain how the use of social media affects the teaching and learning of Social Studies. The study aligned itself to the qualitative research approach with a case study design. A sample of the study was determined by data saturation. Convenience sampling was used to select participants for the study. The data was gathered directly from the participants using semi-structured interview guide and observation checklist. Data was analysed qualitative using the thematic approach. The study found that students have knowledge about social media use in Social Studies It was also realized that students use Facebook, Whatsapp, Youtube and Telegram as forms of social, the study also found that social media has both positive and negative effects on the teaching and learning of Social Studies amongst JHS pupils. The study recommended that students should be given some form of orientation or seminar on how well to use social media as students in order to enjoy the full academic benefit from it.



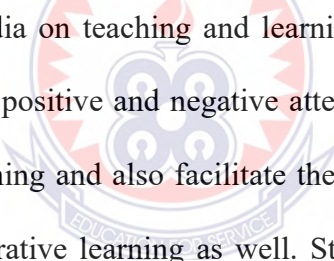
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The advent of globalisation has seen the emergence of many innovations for the sustenance and development of human beings. One of such innovations is the birth of sophisticated machines and technology which led to the advent of smart phone, social media and other relevant social networks, social media which is the focus of this study has become a technological tool on which most people leverage for an easy and comfortable living. Tenopir, Volentine and King (2013) opine that the term “social media” include the specific tools and applications that facilitate the sharing and receiving of information from all walks of life. Some social media platforms include Twitter, Facebook, Instagram, Zoom, LinkedIn and other blogs, social networks or sites and many online electronic tools. Mangold and Faulds (2009: 57) assert “the concept of social media encompasses the usage of internet based applications and services for purposes such as communication, creation and exchange of content by users and collaboration”. The internet has created a platform for millions of computers at numerous sites in various countries, belonging to thousands of businesses, governments, research institutions, educational institutions and other organisations to link up with one another. Social media creates a platform for collaborative interaction among individuals and computers without regards to geographical limitation of space (Ugwulebo & Okoro, 2016). The outbreak of the novel COVID-19 pandemic has opened the eyes of many to the importance of social media, many people now rely on social media tools and platforms such as the Zoom, Facebook and YouTube, amongst others, to hold meetings and also share contents that are of immense benefits to their consumers and the public at large.

Academic performance remains a benchmark used to measure the success or failure of a students' academic pursuit. Kyoshaba (2009) indicates that academic performance helps to determine one's ability to pursue higher education and also secure placement in an educational institution of higher pedigree. The academic performance also serves as an indicator which is used to ascertain the ability of an individual's employability and otherwise in a field of work. It is important to note that there is a relationship between the use of social media and the academic performance of student. Studies have revealed that the use of social media among student is spreading prodigiously as the use of social media in these contemporary times makes it extremely easy for individuals to become well aware of the happenings around the world.

The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst or starburst design in red and white. Below the sunburst, there are three stylized human figures in blue and white, representing a group or community. The entire emblem is set against a red background with a white border. The text 'UNIVERSITY OF EDUCATION' is written in a semi-circle above the emblem, and 'WINNEBA' is written below it. A banner at the bottom of the emblem contains the motto 'EDUCATION SERVICE' in white text on a blue background.

The impact of social media on teaching and learning is multifaceted; it is a double edge saw which has both positive and negative attending effects. Social media helps to improve students' learning and also facilitate their acquisition of online materials, and enhance their co-operative learning as well. Students get socially engaged with each other in order to share their daily learning experiences; they exchange notes and hold discussions via various social media platforms (Liccardi et al, 2007). It cannot also be overemphasised, the damaging effects of social media on students' academic performance. Oskouei (2010) states that the use of the internet and social media can help improve the academic performance of students when it is used wisely to serve academic purposes. Raganta, Vargas and Raganta (2020) mention some negative repercussion of the use of social media by students. These effects include fake contacts and identity theft, unsuitable advertising, sexual harassment and abuses. There are also a number of social media contents that drive students away from their academic commitment. Example is the spending of so much time of fun-based and

recreational programmes that are not relevant to their academic pursuit. Mehmood & Taswir (2013) opine that the failure of most students in their academic pursuit can be laid largely of the corridors of their constant use of social media.

Olubiyi (2012) opines that in current times, students are so engrossed in social media to the extent that some of them spend all their time on the internet and other social media platforms. It has also become a practice that students are in the use of various social media platforms even during instructional periods when lessons are in session. Periods earmarked for teaching and learning have been stolen by the desire to use the internet and social media to meet new friends online, follow trends and most times, get into heated discussions and debates on trivial issues. Hence, most students' academics suffer shrinks as a result of distraction from the incessant use of social media (Osharive, 2015). According to Kuppuswamy and Shankar (2010), social media grab students' attention and then divert it towards non-educational and inappropriate actions including useless chatting.

The effects of social media on the teaching and learning of Social Studies have become a major issue of research. As many researchers are attempting to ascertain how good or bad social media has been to academic performance, so it is on the side of this researcher as he deemed it important to investigate the effects of social media vis-à-vis the teaching and teaching of Social Studies in the Apedwa SDA JHS in the Abuakwa South Municipality.

1.2 Statement of the Problem

Formal education has its paramount objective of equipping pupil or students with the pre-requisite skills, attitudes and competencies that are required to make meaningful contributions to national development. The introduction of technology in education is

to help argument the effort of both teachers and students, giving each of them the opportunity to leverage on such technological tools to effective teaching and learning being mindful of their positive outcomes. The role of social media as a technological tool in education cannot be over emphasised. The proliferation of mobile phones and the advancement of media technology has had a great influence on the way people now communicate on a daily basis. The use of the social media among the youth of today is growing exponentially and gaining more and more popularity among students. Academic performance or achievement is the outcome of education, the extent to which a student, teacher or institution has achieved its educational goals (Osharive, 2015). Notwithstanding the social and economic gains of social media, in the educational setting, it is used to facilitate effective teaching and learning. It plays an important role in improving the academic performance of students in diverse ways; it helps both teachers and students to access course materials and interact with each other, using the internet and other social media platforms. For instance, the Zoom creates a platform for an online engagement amongst teachers and students with the aim of facilitating academic work. Al-Khalifa and Garcia (2013) assert that, students rely on social media platforms to seek expert guidance and also get tutorials on course content.

It is, therefore, pertinent to note that despite the positive contribution of the social media in education, there is litany of its attending effects to the educational sector. Many students get addicted to the use of social media site as they continue to engage in one activity or another on the social media sites very often. Due to this increased popularity, there are growing concerns over the possible influences the use of the social media could have on students' academic performances (Uche & Nonyelum, 2018). Many students use the social media solely for social networking, chatting and

just whiling away their time. These waste their study time and makes it impossible for the students to be up to speed with various projects and assignments they were given in school and also make them unable to make some extra them to study and prepare themselves for their next lessons.

A review of related literature has brought to bear that, the attention on the implications of the social media on teaching and learning has much been tilted towards studying the situation in universities and other tertiary institutions, with few studies done in the second cycle schools. The researcher has noticed that little attempt has been made to explore the situation in junior high schools (Osharive, 2015; Borgohain, 2020; Owusu-Acheaw & Larson, 2015). For this reason, the researcher deemed it important to explore the effects of social media on teaching and learning of Social Studies within the scope of junior high schools. The researcher also observed the dominance of the quantitative approach in the study of the phenomenon (Osharive, 2015; Borgohain, 2020; Owusu-Acheaw & Larson, 2015). There has been scanty literature on the exploration of the phenomenon using the qualitative research approach. In this light, the researcher designed this study to fill the methodological gap by studying the situation, using the qualitative research approach to study the effects of social media on teaching and learning of Social Studies in the Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality.

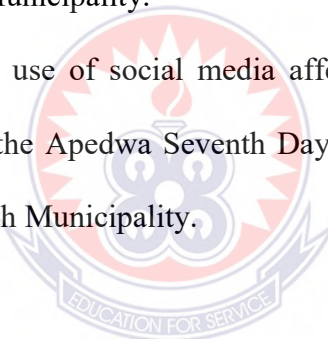
1.3 Purpose of the Study

The purpose of the study was to explore the effects of social media on teaching and learning of Social Studies lessons in the Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality

1.4 Research Objectives

The research objectives of the study were to:

1. examine the knowledge base of pupil on the use of the social media in Social Studies at the Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality.
2. determine the forms of the social media platforms that pupil use in Social Studies lessons at the Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality
3. examine the relevance of the use of the social media in Social Studies lessons to pupils of Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality.
4. ascertain how the use of social media affects the teaching and learning of Social Studies at the Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality.



1.5 Research Questions

The following research questions were formulated to guide the study:

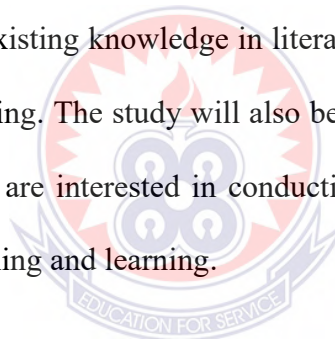
1. What is the knowledge base of pupil on the use of the social media in Social Studies at the Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality?
2. What forms of the social media platforms do the pupils use in Social Studies lessons at the Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality?
3. How relevant is the use of the social media to pupils in Social Studies lessons at the Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality?

4. How does the use of the social media affect the teaching and learning of Social Studies lessons at the Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality?

1.6 Significance of the Study

The study will be use of policy makers such as the Ministry of Education and the Ghana Education Service of how to manage and regulate the use of the social media. It will also be helpful to universities, colleges and schools as it would expose Social Studies teachers or tutors and the students to the advantages and disadvantages of the social media on education and how well they can leverage on its benefit to improve students' teaching and learning of Social Studies.

It would also add up to existing knowledge in literature on the effects of social media on the teaching and learning. The study will also be a guide and a source of reference to other researchers who are interested in conducting research into use of the social media and students' teaching and learning.



1.7 Delimitation

The study was delimited to explore the effects of teaching and learning of Social Studies. The study was also delimited to the junior high school pupils of the Apedwa SDA JHS in the Abuakwa South Municipality. The study rely primarily on data gathered from JHS pupils.

1.8 Definition of Key Concepts

Academic Performance: it refers to the academic state of a student in term of achievement. It is dependent on the learning outcome of the student. It could be poor or good.

Social media: It is a group of internet- based applications that build on the ideological and technological foundations of Web 2.0 and allow the creation and exchange of user-generated content it is any online platform that facilitates communication among a ground of people.

1.9 Organisation of the Study

This research work was organized under five chapters. Chapter One gives an introduction to the entire study, and discussed the background to the study, statement of the problem, purpose of the study, research objectives and questions. It also contains the significance of the study, delimitation of the study amongst others. Chapter Two reviewed relevant literature related to the study. Chapter Three presents the methodology that was used for the study; it discusses the research paradigm, the research approach and design, the sample and sampling techniques, instrumentation, method of data analysis, etc. Chapter Four presented and analyses data collected for the study and a discussion of it. Chapter Five gives the summary, conclusion and recommendation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of related literature under two (2) segments. The first discusses the theoretical framework, explaining how the *Uses and Gratification Theory* guided the study. The second section reviews empirical literature related to the study. The empirical literature was reviewed under the following themes; the concept of social media, importance of social media to education as well as are the influence of social media on teaching and learning of Social Studies lessons.

2.1 Theoretical Framework

The study adopted the Uses and Gratification Theory which was developed from the Utilisations and Gratification Approach by Elihu Katz in 1959. The principal argument of the theory is that the user of media stands to enjoy some form of benefit from the medium through which they communicate and once their purpose and reason for using the medium is not achieved, it is said to be of no use. According to Vinney (2022), the Uses and Gratifications Theory (UGT) proposes that people choose to consume certain kinds of media because they expect to obtain specific gratifications as a result of those selections. Clearly, the ability of social media to be of benefit to the user determines the fascination in its use, it is of no use when the intended purpose is not realised or achieved. McQuail (2010) posits that the theory revolves around the question of “Why people use the media?” and “what do they use them for?” This is to ascertain whether they gain the satisfaction from the use of the media. Rubin (1993) outlines five assumptions under the Uses and Gratification Theory and they are, media use for its motivation and goal orientation; the satisfaction of peculiar needs and wants, the use of media on social and psychological ground, and media messages

do not exert, especially strong effects on people and social networking. Learners will also choose a particular media with the assumption that it will be beneficial to their academic pursuit, if such purpose is not realised, then, the relevance of the media used by students ought to be subjected to questions. Korgaonkar and Wolin (1999), the Papacharissi and Rubin (2000) and the Ko and Chung (2014) frameworks were selected because they looked at the uses and gratifications with respect to the internet. Review of the four previously mentioned frameworks and scales revealed the following common themes.

- (i) Social interaction;
- (ii) Information seeking;
- (iii) Pass time;
- (iv) Entertainment;
- (v) Relaxation;
- (vi) Communicatory utility; and
- (vii) Convenience utility.



2.1.1 Social Interaction: Relying on uses and gratifications literature, this usage theme is defined as using social media to communicate and interact with others. The title of this theme comes from Ko et al.'s (2014) research on social interaction motivation and web site duration. Their scale items included “meet people with my interests” and “keep up with what is going on”. Other uses and gratifications researchers have also had a category similar to social interaction. Similar constructs in the literature are social motivation (Korgaonkar & Wolin, 1999), inter-personal utility (Papacharissi & Rubin, 2000), and companionship (Palmgreen & Rayburn, 1979). After reviewing the literature, the term social interaction was preferred because it was narrower than interpersonal utility but broader than companionship.

2.1.2 Information seeking: This theme implies seeking out information or to self-educate. The title of this theme is derived from a research on information and internet usage by Papacharissi and Rubin (2000) research on information seeking and internet usage. Similarly, Korgaonkar and Wolin (1999) also had an analogous concept christened information motivation which they defined as how consumers use the web for self-education and information. This study's categorisation of this theme encapsulates both information seeking and self- education.

2.1.3 Pass time: This uses and gratifications theme is defined as using social media to occupy time and relieve boredom. This theme comes from Palmgreen and Rayburn's (1979) research on uses and gratifications for television viewing. Papacharissi and Rubin (2000) also had a construct called pass time which they used when investigating internet motives. Items in their scale included statements such as "use the internet when I have nothing better to do" and "to occupy my time".

2.1.4 Entertainment: This category of social media usage is described as using social media to provide enjoyment or entertainment. Both Palmgreen and Rayburn (1979) and Papacharissi and Rubin (2000) had an entertainment dimension in their scales. Korgaonkar and Wolin (1999) also had a related factor for internet use which they called escapism. They defined escapism as pleasurable, fun, and enjoyable.

2.1.5 Relaxation: This social media usage category is defined as using social media to relieve day-to-day stress. Palmgreen and Rayburn (1979) include this dimension in their uses and gratifications of television viewing. Korgaonkar and Wolin (1999) also include relaxation in their dimension of entertainment. Based on the uses and gratifications scale development by Palmgreen and Rayburn (1979), it can be noted

that entertainment and relaxation are two separate constructs. Relaxation provides relief from stress, while entertainment focuses on enjoyment.

2.1.6 Communicatory utility: This category of social media use is defined as communication facilitation and providing information to share with others. This form of usage was investigated by Palmgreen and Rayburn (1979) with television viewing. Korgaonkar and Wolin (1999) also had a similar construct labelled socialisation motivation for using the internet. They describe their construct as a facilitator of interpersonal communication and actions and its usefulness in terms of conversational value. This construct is different from the previously discussed social interaction construct. Communicatory utility helps facilitate communication instead of providing social interaction.

2.1.7 Convenience utility: This category of social media usage is defined as providing convenience or usefulness to individuals. Papacharissi and Rubin (2000) had a construct called convenience for internet uses and Ko et al. (2014) had a convenience motivation factor for interactive advertising. Korgaonkar and Wolin (1999) also had the word convenience in some of their scale items such as “enjoy the convenience of shopping on the web”

The Uses and Gratification Theory justifies the need for this study because it helped to know the satisfaction that the pupils in the Apedwa SDA JHS derived from the social media platforms that they used and the ways in which the usage of these social media platforms affect the teaching and learning of Social Studies.

2.2 Empirical Review

Empirical literature was also reviewed under the following sub-themes;

- (i) The concept of Social Media
- (ii) Forms of Social Media Platforms
- (iii) The concept of Academic Performance
- (iv) The Importance of Social Media in Education
- (v) The implication of Social Media of the Academic Performance of Pupils

2.2.1 The Historical Development of Social Media

The traditional form of social gathering has been clubs, gardens and pubs, durbars and carnivals, where people meet to interact with each other. The advent of technology and the spate of globalisation have brought a shift from the traditional form to a technology based virtual social platforms, that enable people to interact with each other via the internet (Ahmed, 2011). During the 1960s, the public saw the advent of email (Borders, 2010). Notwithstanding, the internet was not available to the public until 1991. Email was originally a method to exchange messages from one computer to another, but both computers were required to be online. Today, email servers will accept and store messages which allow recipients to access the email at their convenience. In the year 1979, Tom Truscott and Jim Ellis invented a computer based worldwide distributed discussion system called Usenet. As a result, sites such as Myspace and Facebook were created in 2003 and 2004 respectively, and this led to the creation of the name ‘social media’ as it is used in contemporary times.

Also, communication across great distances has been accomplished since antiquity through everything from smoke signals to the written word. This changed very little until the advent of the telegraph in 1792. Also, 1985 saw the introduction of The Well

and GENie. GENie (General Electric Network for Information Exchange) was an online service created for GE. This was a critical moment in the history of social media, in business and in general, believe it or not, GENie was still used well into the late 1990s. In the year 1998, Moveon.org opened for business. It was initially formed as an email group and began life passing around petitions opposing the impeachment of Bill Clinton. It later went on to promote general internet activism, such as opposing US military actions abroad, and supporting democratic candidates in the U.S., as well as fundraising. Whatever one's political views and criticisms of the site's motives, it was a forerunner of the plethora of similar social media campaigns all across the political spectrum seen today. It was noted that the advent of social media is routed into the 18th century through to the birth of current social media communication platforms such as Whatsapp, Zoom, Facebook, Instagram, Snapchat, etc.

2.2.2 Social Media in Africa

According to Deloitte and Touche (2012) social media usage was in Africa indicated as the second largest mobile phone market after Asia was Africa with over 700 million mobile connections. With an annual compounded growth rate of about 30 percent, the number of mobile connection was expected to rise to 1 billion by 2016. According to the same research, mobile data usage in Africa constituted 14.85 percent of the total internet traffic; ranking the continent as number one in the world. Facebook was the most visited website in Africa, and Ghana was ranked as the 8th country with the most members (Deloitte & Touche, 2012).

2.2.3 Social Media in Ghana

Even though social media is relatively a new platform in Ghana, a number of research has been carried out on it. A study by Boateng (2016) shows that quite a number of

companies in Ghana are making use of social media in dealing with their customers. Furthermore, the findings of Boaten and Okoe (2015) showed that a positive relationship exists between consumers and social media advertising and consumers hold the reputations of companies that used social media advertising in high esteem.

In addition, research findings by Stats Monkey (2019) revealed that Facebook was the most used social media tool in Ghana. A report by Global Digital Agencies (2019) indicates that, that an excess of 10 million Ghanaians are using the internet. This figure shows 35 percent of the total population then of about 30 million and an increase of 2 million on the statistics recorded in January 2017. According to the same report, the country currently has 5.6 million active social media users, 19.53 million mobile phone users, and 4.90 million active social media users an increase of 22 percent (one million) on the January 2017 figure. It also showed that Ghana has 9.28 million active mobile internet users representing 32 percent of the total population. It is said that the rising number of Ghanaian using social media is largely due the fact that smart-phone and other electronic gadget that can be used to access social media are not too expensive beyond affording.

In Ghana, the use of Facebook and WhatsApp are the two most dominant mechanisms of social media platforms, essentially among the elites of society. An annual report released by Internet World Stats, which is an International website that features current Internet Market Research Data, has revealed that 11,737,818 Ghanaians are using the internet. The figure represents 35 percent of the total 29,150,000 population of the West African country and is an increase of two million on the figure recorded in January 2018. The rise of Ghanaian internet users was replicated across the continent, with Africa recording the fastest growth rates in Internet penetration, with

the number of internet users across the continent increasing by more than 20 percent compared to 2017. A 2018 report by *Digital* shows that over half of the world's population are now online (4.021 billion), with the latest data showing that nearly a quarter of a billion new users came online for the first time in 2017. According to the report, Ghana currently has 5.6 million active social media users, 19.53 million mobile users and 4.90 active social media users - an increase of 22 percent (one million) on the January 2017 figure. It also revealed that Ghana has 9.28 million active mobile internet users representing 32 percent of the total population. This implies that, out of about 30 million, there are about 9.2 million internet users. Furthermore, Internet World Stat (2019), research revealed that there are 4,900,000 users of Facebook in Ghana.

2.2.4 The Concept of Social Media

Social Media has no universally accepted definition, Borgan (2010) posits that social media is an online content which is developed by a variety of people who have access to the internet which has the ability to shift of people's attention to the online platforms where information is shared and knowledge is gained. Social media create the platform that allows users to create and share contents. Dollarhide (2021) states:

Social media refers to a computer-based technology that facilitates the sharing of ideas, thoughts, and information through virtual networks and communities. Social media is internet-based and gives users quick electronic communication of content, such as personal information, documents, videos, and photos. Users engage with social media via a computer, tablet, or smartphone via web-based software or applications.

Kaplan and Haenlein (2010) also define social media as a group of internet- based applications that build on the ideological and technological foundations of Web 2.0, and allow the creation and exchange of user-generated content. In agreement, Punie, et al (2009) state that social media is a broad term that includes well-known tools that help consumers engage in socially-based activities such as the sharing of information, pictures and videos, networking within the social context and engage in both blogging and micro-blogging. Several definitions of social media have been given by different writers. According to Junco et al. (2010), social media is a collection of internet websites, services, and practices that support collaboration, community building, participation, and sharing.

2.2.5 Types of Social Media

Different authors classify social media differently according to types; however, Kakkar (2018) indicates that there are eight basic types of social media. These include social networks, media sharing networks, discussion forums, book marking and content curation networks, consumer review networks and blogging or publishing networks, social shopping networks, interest based network. These types are discussed below:

- (i) **Social Networks:** Social networks are associated with individual using the internet to create social awareness, transact businesses, build relationships and also lead generations. They help individuals to interact online and share contents with each other. These platforms help people and organisations to connect online to share information and ideas, these channels provide the place to answer questions. Some of the social network platforms include Facebook, LinkedIn and Twitter.

- (ii) Media Sharing Networks: This is the type of social media that is used to share photographs, live videos and all other forms of media on the internet. These types of social media help to execute well-planned campaigns to generate leads and widen one's audience or viewership. Examples of the media sharing networks include Instagram, Snachap and Youtube.
- (iii) Discussion Forums: This type of social media create platform for sharing, finding and discussing opinions and views on specific subject matters. People use the discussion forums to share information on their challenging thoughts on academic related concept and business and are able to know answers through the ideas and views shared by others. Examples of the discussion forums include Quora, Digg, Reddit, amongst other. These platforms allow students to share collective knowledge on their various fields of study.
- (iv) Book Marking and Content Curation Networks: This type of social media helps to run campaigns and also help one finds out, share, discuss and save a variety of contents and media that are trending as well. These networks are hotbed of creativity and inspritation for people seeking information and ideas making them significant to social media marketing broad awareness and engaging with your audience and customers. Some of the Book Marking and Content Curation Network are Pinterest and Flipboard.
- (v) Consumer Review Networks: This type of social media helps to find, share and review information on variety of products, service and various brands. The reviewing of products helps to influence a number of new buyers to attempt various products and services. This type of social media gives customers the opportunity to share their views on various products. Examples of the consumer review networks are; Yelp, Zomato, TripAdvisor. The

consumer review networks are also used to search for local businesses and for further building of networks around the review and building values for products they produce.

(vi) Blogging or Publishing Networks: This type of social media help in publishing, discovering and commenting on articles and related content via the internet. It also helps in online marketing campaigns that play the most important role in conversion funnels of Digital Marketing campaigns. Examples include; WordPress, Tumblr, Medium.

(vii) Social Shopping Networks: creating brand awareness, boosting engagement and selling products on some new and effective platforms. These channels transform e-commerce by making them more engaging via some interesting social elements. This social media also helps to integrates shopping experience with social experience. It also helps small businesses and startups to sell their products without any land-based office or store. Examples include; Polyvore, Etsy, Fancy.

According to Usman Tahir (2013) there are seven broad categories or classifications which are explained below:

(i) Social Networking sites: It is a platform where people manage their social circle and interact with each other. The most popular examples of these categories are Facebook and LinkedIn

(ii) Blogging: It is a platform in which discussion revolves around one topic and that is getting very popular lately. For better understanding this is further sub-divided into the following:

a. *Bloggging*: It is an online initiative where different persons exchange their comments in an in-depth article individually. This can take a

shape of forums or blogosphere where all blogs are interconnected.

Famous examples of this classification are wordpress and blogger.

- b. *Micro-blogging*: It is a broadcasting medium which has small blogs and ideas that are in minimum words that is how one can convey complete expression. Twitter has introduced this concept and leading by far in broadcasting.

(iii)Media sharing: Media sharing is becoming a necessity of the recent times where people need to exchange videos, audios or pictures. It is classified further into following;

- a. Video Sharing (*AKA* Video Hosting Service): There are several websites who accept videos from their users and offer them free services to unicast them to the users who requests for it. Major players of this domain are Youtube and Vimeo
- b. Audio Sharing: This is the service to share audios with one's pals, fans or colleagues. Music bands, usually use this service to reach out to their fans. Soundcloud is a name which comes to mind when one talks about audio/sound sharing online services. These services can also be integrated into Social Networking Websites.
- c. Photo Sharing: Picture speaks louder than words and it is true in some aspects, through photo sharing services you share your pictures among your social circles and Flickr is getting famous in this category.
- d. Podcast: It is believed by some that Podcast will replace traditional electronic medium of TV in times to come. This is a broadcasting medium to share videos, audios and files. Livestream and many more are notable examples of this class.

- (iv) Voice over IP Software Application: This category is the pioneer of the recent change of popularity of social media. People are using this software to communicate with their loved ones or working partners since couple of decades now. This category although is losing popularity as all collaborative and interactive tools are being incorporated in Social Networking Platforms, nevertheless, applications such as skype and yahoo messenger are the main brands of the classification.
- (v) Document Sharing: This is the platform from where one shares one's documents such as Presentations, word processing, spreadsheets or other files with other users. Important websites are *Slideshare* and *Google Drive*.
- (vi) Social News: This is the platform where one finds all the news related to *social media*. An important reference website is the Digg.
- (vii) Social Bookmarking: The management of bookmarks and then voting for them is interesting aspect of social bookmarking.

Interest-Based Networks: This type of social media helps to connect with other people who have the same sort of hobbies or interests. It also helps to focus solely on a single product or service related to any particular subject, for instance, home décor, Digital Marketing Training, Music, Books, etc. Examples include Goodreads, Houzz and Last.fm.

Also, Shayne (2021) has identified some thirteen types of social media platforms and they are as follows:

- (i) Social Network: Connect with people;
- (ii) Messaging Apps: Message privately;
- (iii) Photo/Media Sharing: Share photos, videos and more;
- (iv) Blogging and Publishing Networks: Long format content;

- (v) Interactive Apps: Connect, create and share content;
- (vi) Discussion Forum: Share knowledge, news and ideas;
- (vii) Bookmaking and Content Curation: Discover, save and share content;
- (viii) Review Network: View and Publish reviews;
- (ix) Social Shopping Networks: Shop online;
- (x) Interest Based Networks: Explore hobbies and interests;
- (xi) Sharing economy network: Trade goods and services;
- (xii) Audio only Apps: Join discussions, share ideas and knowledge on audio;
- (xiii) Anonymous Social Networks: Post anonymously;

2.2.6 Some Commonly Used Social Media Platforms

There are varieties of the social media platforms, some of these are discussed below.

2.2.6.1 Facebook

Facebook is noted as the most famous social networking site, in terms of most visited website (Alexa, 2016). Facebook started its operations in 2006 by Mark Zuckerberg, with the primary aim of helping students with their academics. The application makes it possible for users to share information and pictures in a framework that is structured (Rasmussen, 2017). With over 2.4 billion monthly active users, Facebook is the most popular social network worldwide. With an audience of this scale, it is no surprise that the vast majority of Facebook's revenue is generated through advertising. As of January 2019, it was found that 96 percent of active Facebook user accounts accessed the platform via mobile devices. Facebook is the most widely used social media in the world. But, apparently it developed into an extensively network and can be used for various things, including teaching and learning. Facebook can be used as an alternative in controlling and delivering material in distance learning (Fewkes M.

&McCabe, 2012; Kirschner, 2015) Nuraini, Cholifah, Putra, Surahman, Gunawan, Dewantoro & Arif (2020: 266) states “some features on Facebook can be used as a learning medium, including Facebook groups, to create special groups for learning; Facebook quiz, for evaluation of learning through interactive online quizzes; Facebook share, this feature can be used to share material (short posts, links, images, videos, etc.)”

2.2.6.2 Youtube

According to Kaplan and Haenlein, (2010) Youtube is a community where created content includes a social integration concept which helps to rate and comment on videos in order to increase their popularity. Due to the nature of YouTube, it has now become one of the platforms with a high demand for videos. This is due to the fact that YouTube offers an opportunity for subscribers to generate and disseminate content created by them in order to strengthen business opportunities (Ahn, Han, Kwak, Moon & Jeong, 2007). One important feature of YouTube is that it allows for the creation of strategies that will aid marketing activities as well as branding (Mills, 2012). With its inception in 2005, this platform is used to educate, entertain, share thoughts and inspire people. YouTube, with 1 billion registered users at which videos are viewed 4 billion times per day is largest media sharing site in the world (SEOPressor, 2012).

2.2.6.3 Instagram

Instagram is also a social media platform that allows users to upload videos and photos. Users can browse other users' contents by tags and locations, and view trending contents. Users can ‘like’ photos, and ‘follow’ other users to add their contents to a feed (Instagram, 2019). In a study by Pew (2015), Instagram was found

to be the most growing major social network platform with active users of over 400 million and almost 80 million pictures are shared on a daily basis in the United States. Lee, Lee, Moon and Sung, (2015) also opine that Instagram as a social media platform allows users to snap pictures and make improvements through the application of technology. This is a social media platform launched in 2010, and it is used for sharing videos and photos. Users can also make comments or 'like' the pictures of other users. Instagram possesses a rare characteristic that allows users to create high quality pictures. Ridgway and Clayton (2016) are of the view that "the reason behind the creation of Instagram is to provide users with the opportunity to share their life stories through pictures. Previous studies have suggested that the interaction between individuals is one of the main motivations for the usage of the Instagram platform. Pittman and Reich (2016) corroborated Ridgway and Clayton, (2016) by indicating that a more positive attitude towards Instagram will lessen the possibility of feeling lonely. As at September 2019, there were 1,393 700 Instagram users in Ghana which accounted for 4.5 percent of its entire population. The majority of them were men accounting for 63.1 percent. People aged 25 to 34 were the largest user group (520 000) (Instagram, 2019).

2.2.6.4 Twitter

According to Bruns and Burgess, (2012) "Twitter has globally been established as a public communication platform, as well as a micro-blogging service". Twitter is regarded as a social network and a platform for information-sharing which provides real time news on a wide range of issues. Its users can post messages of 140 characters or less at a time. Its' users can also share ideas and link with one another as such, it affords an excellent chance to organisations to market their brand.

Twitter is a social networking service on which users share and interact with messages known as "tweets". Registered users can 'post', 'like', and 'retweet', but unregistered users can only read information shared by users. Organisations on Twitter also create their unique profile. Companies can also create their profiles on Twitter in order to get in touch with the audience (Thomases, 2010). Twitter has, therefore, increased opportunities available for undertaking scholarly research and as a result, has become a source of increased attention in recent years. As at December 2019, Twitter had 330 million monthly active users and 134 million daily active users. Sixty-three percent of all Twitter users worldwide are between 35 years and 65 years (Twitter, 2019). In a study by Marwick and Boyd (2011), the researchers stated that Twitter has five functions which are 'tweets', 'hashtags', '@-messages', 'retweets', and 'follower relations'. A Tweeter subscriber can *tweet* and *follow* tweets of other users as well. This establishes a social network of twitters where follower relationship and direct friendship exist. This system varies from other social media sites such as Facebook which are undirected models. Daily chatter, news reporting and conversations are the key forms of interaction which is available to Twitter users (Finin & Tseng, 2007).

Anderson and Philips (2011), Anderson and Reinie (2012) contend that the general benefits typically associated with the use of social media includes encouraging greater social interaction via electronic medium, providing greater access to information, encouraging creativity between individuals and groups. It is also to help in reducing the barriers to group interaction and communication such as distance and socio-economic status and increasing the technological competency level of frequent users.

2.2.6.5 LinkedIn

LinkedIn is also a social media platform which was founded in the year 2003 for professionals to connect, share and learn (Nations, 2020). It is also the world's largest professional network which has about 850 million members (LinkedIn, 2022). LinkedIn serves a variety of purposes, Nations (2020) states that LinkedIn is extremely significant for the following services:

- (i) Getting back in touch with old colleagues: One can use the *My Network* section to find old colleagues, teachers, people one went to school with and anyone else you might think is worth having in one's professional network. Just enter or connect your email to sync one's contacts with LinkedIn.
- (ii) Using your profile as your resume: One's LinkedIn profile basically represents a more complete (and interactive) resume. One can include it as a link perhaps in an email or one's cover letter when one apply to jobs. Some websites that allow one to apply for jobs will even allow one to connect to one's LinkedIn profile to import all one's information. If you needs to build a resume outside of LinkedIn, there are apps for that.
- (iii) Finding and applying to jobs: Remember that LinkedIn is one of the best places to look for job postings online. One will always get recommendations from LinkedIn about jobs one may be interested in, but one can always use the search bar to look for specific positions too.
- (iv) Finding and connecting with new professionals: It's great to get back in touch with old colleagues and connect with everyone at one's current workplace who may also be on LinkedIn, but what's even better is that one has the opportunity to discover new professionals, either locally or

internationally that may be able to help out with one's professional endeavors.

- (v) Participating in relevant groups: A great way to meet new professionals to connect with is to join groups based on one's interests or current profession and start participating. Other group members may like what they see and want to connect with one.
- (vi) Blogging about what you know: LinkedIn's very own publishing platform allows users to publish blog posts and get the opportunity to have their content read by thousands. Published posts will also show up on one's profile, which will increase one's credibility in related fields that are relevant to one's professional experience.

LinkedIn (2022) states that LinkedIn is primarily, a platform that is earmarked to help in finding the right job or internship, connect and strengthen professional relationships, and learn the skills one needs to succeed in one's career. Gregersen (2022) also asserts that, unlike Facebook which is purposed for recreation, LinkedIn allows users to further their careers by searching for jobs, finding connections (even at third hand) at a particular company, and receiving recommendations from other users. It is imperative to know that LinkedIn has a component that is dedicated for learning. Tan (2013) opines that LinkedIn as a social media platform has benefits that can be alluded to improve the performance of both educators (teachers) and their learners. Tan (2013) states that how it helps in learning about the different career options that are out there, it also helps learners to read up about companies operating in their field of study, potential employers, their background and history and helps to study the details of job specification, role requirement for vacancies for the type of skills the industry is looking for.

Pappas (2014) posits that LinkedIn gives online learners the ability to benefit from the experience and knowledge base of their peers and other top professionals, which can significantly increase the effectiveness of the eLearning courses. Pappas (2014) states that LinkedIn share its networking benefits of with learners. It is vital that learners are not only aware of the benefits associated with social learning settings in LinkedIn, but also of the importance of building a network online. There are a variety of groups on LinkedIn where members share news, articles and other important pieces of information that provide learners with an educational advantage. Building a strong network will also allow them to gain better insight into the field and to start getting recommendations. It creates assignments that utilise LinkedIn as a research tool. One of the best ways to put LinkedIn to good use in the virtual classroom is to develop assignments and projects that utilise LinkedIn as a research tool. There are a variety of groups and communities on the site that pertain to specific topics or niches. For instance, there are groups that consist of sales and marketing specialists, while another might be made up of professionals who know a great deal about marine biology. As such, one can ask one's learners to seek experts in the field to find out more about a particular concept or topic. This gives them the opportunity to benefit from the years of experience that the expert or professional possesses, while developing their research and communication skills. LinkedIn site gives them the option to search by keyword, making it easy and quick for them to find the groups they are looking for, and get the information they need. It develops a LinkedIn group to keep learners up-to-date and connected. This allows learners can receive the latest updates, stay in touch with their peers, and get more information about a subject. One's learners can offer feedback, answer questions, and even reach out to other learners all within the LinkedIn platform. Long after they have completed the eLearning course or ended

their online training, they can log into the group page to communicate with their peers and continue their education through independent social learning.

2.2.6.6 Snapchat

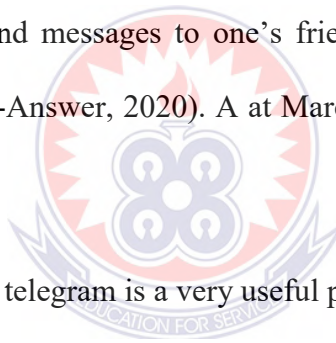
Moreau (2020) posits that Snapchat is both a messaging platform and a social network. It cannot be used from one's desktop and exists only as a mobile app that can be used download on iPhone or Android smartphones and other smart devices. Snapchat was created by Evan Spiegel, Bobby Murphy and Reggie Brown, former students at Stanford University. Snapchat has become known for representing a new, mobile-first direction for social media, and places significant emphasis on users interacting with virtual stickers and augmented reality objects (Gillette, 2014). Snapchat was also identified as a useful social media platform that can contribute immensely to students' learning and academic performances.

Addyson-Zhang (2018) posit that, there are a number of ways through which Snapchat could be used in engaging active learning in students. One propound way is the use of Snapchat Question and Answer (Q&A) to engage the students. For example, snapchat groups can be created to response to students' question of their areas of study. The Snapchat Q&A approach works particularly well when students are already have a better connection. Sometimes, a simple question and answer can lead to an insightful discussion about a class topic or career related issues. This medium is very important as is supplement the traditional classroom teaching and learning process. The "face-to-face" and one-on-one communication via Snapchat allows both students and teachers to transmit what would be lost by using emails. Addyson-Zhang (2018) opines that teachers can take advantage of this by using the platform to coach and mentor students, especially on topics that they might feel otherwise uncomfortable to disclose. The

author adds that there are some students who may find it discomforting to visit their teachers in their office to ask questions and seek clarifications of subjects areas that they think are challenging. Social media platforms such as the Snapchat give the opportunity to such students to feel at home and engage their teachers via these platforms where the latter can afford in-depth explanations of concepts and topics taught in class in order to ensure that all students grasp their lessons.

2.2.6.7 Telegram

Telegram came into being in the year 2013, and was designed by two brothers, Nikolai and Pavel Durov. Telegrams is “an online messaging app that works just like popular messaging apps WhatsApp and Facebook Messenger. This means that one can use it to send messages to one’s friends when connected to Wi-Fi or one’s mobile data” (Sage-Answer, 2020). As at March 2022, telegram had a user base of over 700 million.



Anand (2022) asserts that telegram is a very useful platform that teachers can leverage on to promote effective teaching and learning through the following ways:

- (i) Telegram can be used as a mode of communication between the teacher and student. Telegram makes it easy to post a message on one’s telegram class group. Through telegram, one can easily announce the dates of study, schedules, conferences, and seminars as well as dates for the start and end of lessons with the students.
- (ii) One can easily send assignments and tasks to students and they can share the completed assignment back on telegram. One can also provide e-content for the topic which has been taught in class. One can send or receive any type of file as downloading only requires a small space.

- (iii) There are times when the parents want to communicate with the teacher about their child, but are not able to contact them and vice-versa. For this purpose, one can have a separate group with the parents of one's students where one can constantly post their level of education and the parent can also solve their queries.
- (iv) One can use a pre-learning technique that triggers and reactivates the schema, that is, existing knowledge of students which, therefore, increases their interest and awareness to make them ready for a face-to-face online meeting. For example, before the lecture starts, one can post something for them to read so that the students can prepare themselves mentally and emotionally for the selected topic.
- (v) In telegram, it is possible to make groups for each class, each stage and each course, so that one can divide the students into groups within the program if the learning is within the framework of an experimental study. One can also communicate with students from different schools.
- (vi) After finishing a topic, a teacher can organise fun quizzes and tests to check the progress of one's students. Quizzes and tests can be multiple choice questions as students usually do not prefer long answers.
- (vii) Telegram can also be used for whole-class discussions and PowerPoint presentations. One can also send the audio of the feedback one wants to provide to any student or a voice note to clarify the doubt of a student. One can also organise a problem-solving activity and it can also be used for speaking, writing, pronunciation and listening practices, amongst others.

2.2.6.8 WhatsApp

WhatsApp is a social media messaging platform that was developed by Brian Acton and Jan Koum, who were former employees of Yahoo in the year 2004 (Cuofano, 2022). Dove, Udavant and Mehra (2022) posit that WhatsApp is a messaging app that gives the platform to its users to make video and voice call and also share text and pictures with each other. It is said to be used by over 2 billions of people across 180 countries, with more than 100 billion messages sent by users in a day (Dove, Udavant & Mehra, 2022).

WhatsApp has also been noticed for its tremendous contributions towards the advancement of education. Khan (2021) states that WhatsApp contributes in knowledge sharing among students themselves, and among students and their teachers. A study conducted by Preston, Philips, Gosper, McNeill, Woo & Green (2010) shows that approximately 70 percent of students are able to rely on WhatsApp for online learning and other academic engagements since it is a user-friendly social media platform.

Khan (2021) adds that WhatsApp encourages collaborative learning amongst students. With the use of WhatsApp, there is free exchange of course materials and relevant contents among students and their teachers. There is also the free transmission of audio and video lessons, the sharing of power point and other ebooks needed to enhance effective academic work. Jassova (2022) states that WhatsApp plays some crucial role in the education section. Some of the benefits of WhatsApp include the following:

- (i) Enables seamless, instant communication between students/parents and teachers/educational organizations;
- (ii) Performs great in bad-coverage areas;
- (iii) Offers a low-cost solution for schools and areas with limited resources;

- (iv) Inspires a dynamic learning environment and encourages interactions and learning outside classroom; and
- (v) Provides a familiar interface that both students and staff feel comfortable using.

2.2.6.9 TikTok

TikTok is a social media platform that was created by Chinese technology giant, ByteDance in 2016 with the name, Douyin and was later changed to TikTok as a videosharing platform for users. Dean (2022) states that TikTok operates with 39 different languages across 141 countries. Out of the population of about 4.48 billion users of social media, it was said that 22.32 percent of these are active users of TikTok (Dean, 2022). TikTok like more other social media, serves some educational purposes. Edwards (2022) opine that TikTok allows students to complete their projects and assignments as they are motivated and encouraged to get fair understanding of concepts that they are being taught. TikTok also fosters collaborative learning and unity among learners as students are also able to engage in and beyond the classroom as TikTok makes it possible for them to make sure videos about topics and lessons they are learning. The use of tantalising video clips help students to be able to retain what they have learnt, and teachers can also leverage on TikTok to create video that will enhance students' understanding of concepts they are being taught (Edwards, 2022).

2.2.7 The Importance of Social Media in Education

Social media has been acknowledged for the important role that it plays in the education sector. A study conducted by Salvation and Adzharuddin (2014) revealed that a chunk of students are rely on the utilisation of social media platforms such as

Twitter and Facebook in their academic endeavours, discussions and personal studies in line with academic activities and studying purposes. The study also shared that the use of social media helps to improve academic brilliance, and also facilitates effective learning through research via social media platforms. It was also uncovered that there is a positive relationship between the social media and education. (Owusu-Acheaw & Larson, 2015). Nasta (2019) opines:

The LMS system strengthens student participation and makes team projects easy to collaborate. This system exists to tackle student and learning related issues to improve educational schemes. It is beneficial for institutions to use popular learning management systems with social media integration to have the best reach and effect through the system. Other social learning benefits are live conferencing systems, webinar capability, sharing group reviews, and blogs among others.

Social media remains a source of credible and relevant information that are useful to students. Sharna (2019) indicates that social media gives an opportunity of engaging with specialists to find assistance to topics that one may need assistance. Social media is very advantageous to students as it helps them to share information among each other through various smart gadgets such as mobile phones and laptops. Also, educational institutions leverage on social media platforms to share educational information with their students. It provides the platform for the discussion of student related issues and also in the dissemination of schools news (Sharna, 2019). Wade (n.d) posits that social media has played a tremendous role in education; it has empowered, students, teachers and even parents to easily share educational related information. It also allows for easy access to information in ensuring effective teaching and learning. It aids students gather, access, and share information with ease

and speed. It also allows students to get quick access to information writing services, essays or research papers.

Social media allows students to easily connect and establish relationship with their teachers, thus social media bridges the gap between students and teachers through interaction and other academic activities. Teachers are able to easily hold discussion with their students and students are able to freely to talk to their instructors on an online platform. Social media is beneficial as it help to facilitate distance learning using electronic platforms. Social media gives the platform to teachers who have a large class to teach students through an online classroom. Teaching can be done by sending voice notes on WhatsApp, video classes on Skype, Zoom, and organizing meetings online (Socialnomic Trends, 2020). Social media gives principals or school administrators the exposure to new ways to integrate social media, thus sharing school news via social networks, holding an online meeting with the parents, amongst others (Nasta, 2019).



According to Socialnomic Trends (2020), social media aids in research, hence it provides platforms where researchers get useful and verified information on their research work. Social media also allows individuals to search for discussions and allows one to find incredible answers in a split second. Social media helps students to compile content for research. It allows students working on their assignments, projects learning on a subject to get information that best fits their work (Nasta, 2019). The use of social media helps to make homework and solve puzzles easily. Many students rely on the Internet for their assignments, as they find ways to interact with colleagues and online writing services. Social media is a source of information,

education, and fun for students. Hence, it is a needed tool in education, and one of the top means of solving learning-related issues.

Pappas (2013) opines that social media is basically a structure that consists of individuals, communities, companies or organisations with similar interests, attitudes, values, lifestyles, visions and friendships and in the field of eLearning this structure can be used in various ways and through a number of tools as discussed below:

- (i) Facebook: The instructor can effortlessly create a close or an open group, to share information, ideas, quizzes, questionnaires, materials, pictures, or even an entire page on a specific course or module. Students can freely talk about various course-related issues, questions they might have, post mutually interesting information and generally things they want to share. For more info please see the use of Facebook for social learning.
- (ii) Twitter: In e-Learning it can be used as a backchannel to connect learning communities or smaller classrooms over a specific topic or event, to share highlights, make statements, upload pictures, etc. All instructors have to do is to create an account and communicate its #hashtag to their students/followers. Twitter is heavily used for social learning.
- (iii) LinkedIn: This is a purely professional, yet a social network, which has proven to be extremely useful in eLearning. Currently, there are thousands of discussions and groups in various languages, where instructors, educators and influencers share their views, problems, developments and how-to tips. LinkedIn has an even higher value compared to the previous social platforms, since students or participants can actually see everyone's professional profile and accomplishments, something that usually determines the status of the discussion leader, organiser, or expert. If you are

interested in eLearning and Instructional Design I highly encourage you to join the Instructional Design & E-Learning Professionals' LinkedIn Group.

(iv) GooglePlus: Google plus is an upraising star for social learning. Several eLearning professionals including believe that Google Plus is going to be the most popular social media that is used as a learning platform. Google plus communities have been used heavily as learning platforms and one of the major reasons is that both learners and facilitators are getting less distracted versus Facebook and Twitter. It was stated that students don't like to use their social networks for their studies. They want to keep their private life and faculty life separated. Last but not least, I very much agree with Steve Rayson who said: "The ability of G+ to host communities with video embeds, comments plus Google hangouts surely makes it the strongest social media platform for social learning". For more valuable comments concerning eLearning and Instructional Design such as the comment above, students are encouraged to join Instructional Design & e-Learning Professionals Google Plus community!

(v) YouTube: An excellent resource for eLearning. It is free and can be used to support a class, while viewers can also rate the video's content and quality, as well as comment. These videos can be part of a course, but instructors can also use it to broadcast entire tutorials or just teasers to attract the audience they want.

Rifkin, Longnecker, Leach and Ortia (2009) state that there are four key advantages students gain from the use of social media and these include improving learning enthusiasm, enhancing social relationships, offering tailored course materials, and developing collaborative abilities.

2.2.9 Social Studies as a Subject

Social studies is said to have been introduced in the United States of America, Africa and Europe in a conference held in Nigeria in the early 1970s where the Social Studies curriculum was designed with the prime rationale of citizenship education (ClassNotes.ng, 2020).

Dawson (1982) states that Social Studies was designed In British Columbia Department of Education in 1927 to replace History and Geography in the curriculum of the newly established junior high schools. During the depression the new curriculum introduced Social Studies as a discipline in the public school curriculum. Though the content of the Social Studies remained primarily History, with some Geography in the elementary schools, the change of name to Social Studies allowed the goals to be oriented around behaviour rather than content. Through the goals of social studies, the concept of the socialisation of the individual was introduced into the public school system. The objectives were to ensure the development of the ability of learners to adapt to the ever changing environment, to also equip them with the skills needed to national consciousness and national unity and also to help the citizens to make meaning contributions towards national development (ClassNotes.ng, 2020).

In Africa, Social Studies was birthed by the Traditional African Education which was predominantly about teaching generations the societal values and what are expected of all persons in the quest for harmonious living and national growth and development. The conference for the National Council of Social Studies (NSCC) in the 70s has called for the rebirth of the subject to contemporary Social Studies. The subject also was introduced into the curriculum of the teacher training colleges in

Ghana as far back as the 1940s (Tamakloe, 1988; Kankam, 2004). The teaching of Social Studies during this period was experimented at the Presbyterian Training College (Akropong), Wesley College (Kumasi) and Achimota Training College (Accra). It was officially introduced in Ghana after the Mombasa Conference held in Winneba in 1969 (Njoroge, Makewa & Allida, 2017).

2.2.10 The Use of Social Media in Social Studies Lessons

Social studies as a subject is generally tagged as boring and not sustaining the attention span of pupils for a long instructional period (KNILT, 2020). The integration of social media in Social Studies lessons help to present a more concrete thought and ideas for easy comprehension by the learners. Connected classrooms can reach beyond physical barriers to create conversations with people from other classrooms, cultures and communities (Crowley, 2015). Social media is valuable resources that help to supplement the instructions of teachers and also help them to engage their learners beyond the Social Studies classrooms and also prepare the learners for learning and living in the 21st Century (KNILT, 2020).

The National Council for Social Studies (2009) has appreciated the need to embrace social media in Social Studies lessons as social media platforms helps “students to deepen their questioning of the relationship between information, knowledge and power” (p. 188). Krutka and Carpenter (2016) opine that the use of social media creates the exposition to many social events and other interesting issues that impact Social Studies and strengthens democratic activities. Howard (2008) also agreed that citizen engagement with each other on social media with regards to civic issues add more understanding of Social Studies as the subject is about preparing citizens to make meaningful contributions towards societal and national development. Krutka

(2014) mentions that, Social Studies teachers can make use of the social media especially twitter to enhance teaching in three ways. These include professional development, communication and class activities. Social studies teachers can also leverage on social media to share relevant materials and information on course content for effective teaching and learning of social studies. Carpenter and Krutka, (2014) add that social media can enable Social Studies teachers or facilitators to create twitter class accounts that will aid them in interacting amongst themselves, with their learners and their parents as well as the entire school community. Social media usage in Social Studies lesson is very significant as it will expose learners to participatory and co-operative learning, and also help in shaping the learner to better appreciate the meaning of many principles of citizenship, especially deliberation, participation and political campaigns, among others.

Mason et al. (2018) maintain that Social Studies is about educating the individual to become well informed in order to be engaged in social discourse that is geared towards the growth and well-being of communities and the nation as a whole. The integration of social media into the teaching and learning of Social Studies will equip the learners with the prerequisite skills that they required to essentially gather and make reasoned decisions of relevant social issues of their country. Middaugh (2018) reaffirms that the use of social media is very pertinent to creating a healthy democracy and ensuring that young people are civically engaged in the contemporary socio-political climate.

Middaugh, Lee and Feezell (2011) opine that it seems quite possible that when the youth are given structures opportunities to develop online skills and enact desired practices, they may become more likely to do these things on their own. This implies

that learners will be able to excel in their social studies lesson when they are given the opportunity to explore social media and gather relevant facts and important information that are being taught by their teachers. When Social Studies teachers introduce learners to the social media and other online platforms, the latter are able to acquire the requisite skills they need to navigate in the contemporary information landscape (Manfra & Holmes, 2016).

2.2.11 The Implications of Social Media on the Teaching and Learning

The implications of social media to academic performance are double-edge saw, as it has both positive and negative implications; it may help improve the academic performance of students or may contribute to their academic failure. For instance, Englander, Terregrossa and Wang (2010), record that the social media is negatively correlated to academic performance of students than its advantages. Salo, Pirkkalainen and Koskelainen (2019), in their study realised that the use of the social media among university students open them to receiving unnecessary information, recurrent e-mails, and social request which make them vie off the academic purposes for which they intend to use the social media. Obi, Bulus, Adamu and Sala'at (2012), in their article "The need for safety consciousness among Youths on Social Networking Sites" indicated that social media affects students use of English. The student use of short-handwriting when chatting with friends also destroys their ability to writing good English and paying attention to how the words are spelt, these errors that they committee especially during examination contribute to their poor academic performance. Kolhar, Kazi, and Alameen (2021) also add that the students' development much interest in social media use for non-academic purposes, addiction of social media usage disrupts students from their academic goals. It was also identified that addiction has led lack of sleep, this has negatively affect students in the

achievement of high academic scores. Negatively social media affect learning in several ways. Thus; it reduces study time, contributed to late submissions and issues on spelling and grammar mistakes (Mingle, 2015).

The use of the social media has also reduced pace at which student learn and conduct research as they spend most of their study time using social media for stuffs that do not pertain to their academic work, some other negative effects of the use of social media include reduction in real human contact, time wastage, resulting in low grade scores (Creighton, Foster, Klingsmith &, Withey, 2013). Many students become addicted to the use of the social media and this pose a great threat to their academic fortunes (Ndubuaku, Inim, Ndudi, Samuel & Prince, 2020). A study by Kuppuswamy and Shankar (2010) revealed that the social media becomes an impediment of students' academic performance. To them, students' active participation in social networks creates attention deficit and less concentration towards learning as they spend so much time engaging their colleagues in social activities that are not germane to their academic activities, this adverse effect translates in the poor academic performance. This agrees with Wodzicki, Schwammlein and Maskaliuk (2012) who maintain that students spend an average of 7- 8 hours each day using the social media but only 11 percent of them indicated they use social networking sites for academic purposes. Jacobsen and Forste (2011) mention that text messaging, email, social networking sites, cell phone communication, video or movie viewing, and video or online gaming culminated in lower academic performance.

Contrary, Owusu-Acheaw (2015) also contend that the use of technology such as the social media is one of the vital factors that can affect the educational performance of students positively. Abdulkareem, Mishkhal, Saleh and Alqayyar (2020) add that the social media platforms that students use helps them to get an understanding of some

problematic subjects and content in line with the courses that they are pursuing. It was also revealed that the social media platforms have educational tools that impact positively on the academic performance of students. It was found from the study conducted by Roblyer, McDaniel, Webb, Herman and Witty, (2010) that, social networking sites provide a rich platform where teachers interact with their students. It was also revealed in a study conducted by Lau (2017) that the social media is suitable in facilitation of academic collaborations between teachers and students as well as ensures professional development and academic research. O'keeffe and Clake-pearson (2011), in their study also showed that the social media benefits students by linking them to one another on assignments and class projects.

Onuoha and Shaeed (2011), in their study, "Perceived influence of online social networks on academic performance: a study of undergraduates in selected universities in Ogun State, Nigeria", revealed that majority of the respondents made use of online social networks even though motivation for use is more for social interaction than academic purposes. It was also agreed among the respondents that the use of online social networks have positive influence on their academic performance. Bhandarkar, Pandey, Nayak, Pujary and Kumar, (2021) concur that social media creates the platform that assembles information needed for learning and research and share general ideas on specific contents.

The use of social media is said to have academic significance, first, it offers students with the opportunity to do their group discussions and group work, and also helps them to do their independent learning. It is imperative to note that, social media helps students in other diverse ways, including becoming the platform that most students use to reach out to their lecturers and supervisors and also help them to hold

discussions that bother on their academic activities and successes (Creighton, Foster, Klingsmith & Withey, 2013). Akram & Kumar (2017) assert that social media positively affects education through socialising, sharing knowledge and ideas, learning from various sources and preparing learning activities, among others. Creighton, Foster, Klingsmith and Withey (2013) opine that the social media makes it possible for learners to social network, thus they are able to interact with their colleagues and their teachers on their academic progress and this has the potency of making significant impact towards the success of their academic work. Yunus and Salehi (2012) state that despite the pitfalls of social media use to students' academic performance, the relevance of social media cannot be over emphasised, social media contributes to improve students' spellings and improving their academic performance. Thus, through the use of the social media, students are able to learn more vocabularies and are also able to limit their spelling mistakes and other related issues with grammar. Arquero and Esteban (2013) and Selwyn (2007) opine that social media creates the platform that exposes students to new opportunities to engage each other in academic activities as they are easily connected to exchange information needed for their academic progress. The social media also promotes the use of hybrid mode of teaching. It thus, affords them the opportunity to use e-learning platforms to supplement the face-to-face traditional teaching mode (Pappas, 2013).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology which was adopted for the study. It discusses the research paradigm, research approach and design, population, sample and sampling technique. The chapter also presents the sources of data, instrumentation, trustworthiness, data analysis methods, as well as the ethical issues relating to the study.

3.1 Research Paradigm

The philosophical paradigm refers to the framework which serves as a premise for which knowledge is filtered (Lincoln, Lynham & Guba, 2011). The choice of a research paradigm is largely informed by a researcher's ontological and epistemological beliefs that are akin to the methodological approach and the belief system (axiology) which the researcher deems appropriate to be used for a study. Johnson and Clark (2006) posit that researchers should be extremely attentive to the philosophy that underpins their study since it serves as a guide that informs how the entire research is to be conducted. The researcher therefore adopted the interpretive paradigm for the study. Hesse-Biber and Leavy (2011) assert that this philosophical belief system was developed in a disciplinary context in the social sciences and emphasises people's subjective experiences, which are grounded in social-historical contexts. Greener (2008) contends that the interpretivist philosophy allows the researcher to have multiple views and to also see the world through the eyes of the participants. According to Cohen, Manion and Morrison (2007), the interpretive paradigm is characterised by a concern for the individual and the central endeavour in the context of the interpretive paradigm is to understand the subjective world of

human experience as the paradigm attempts efforts to get inside the person and to understand from within. Interpretive researchers believe that the reality consists of people's subjective experiences of the external world, thus, they adopt an inter-subjective epistemology and the ontological belief that reality is socially constructed. Interpretivist research "is guided by the researcher's set of beliefs and feelings about the world and how it should be understood and studied" (Denzin & Lincoln, 2005, p. 22) Interpretivists accept multiple meanings and ways of knowing, and acknowledge "objective reality can never be captured." (Denzin & Lincoln, 2005, p. 5) The interpretive paradigm focuses primarily on recognising and narrating the meaning of human experiences and actions (Fossey et al., 2002). The study adopted the interpretivist philosophical assumption to better understand the phenomenon in the perspectives of the research participants.

3.2 Research Approach

Research approach refers to the overall steps that are employed to unravel a phenomenon which a research wants to explore or investigate. Bhandari (2020) posits that the qualitative research approach is an approach which is earmarked for the collection and analysis of non-numerical data in a form of text, video, or audio to help understand concepts, opinions or experiences of issues under investigation. Creswell (2014) states that research approach provides the means of strategies and methods that the research adopts using thorough methods of data gathering and reasoning in the study of a phenomenon. The study adopted the qualitative research approach which provides a guide to the researcher on how to describe and interpret human behaviours and phenomenon primarily through words in order to offer an in-depth understanding about social realities (Adzalie-Mensah, 2017). Researchers who employ the qualitative approach conduct the study in the natural setting of the participants with

data primarily collected through the interview process (Creswell, 2012). In the view of William (2007), qualitative research involves describing, explaining, and interpreting collected data in a purposeful manner using a variety of instruments to understand a phenomenon other than a statistical survey. The study adopted the qualitative approach in order to have a deeper exploration of the impact of social media on the teaching and learning of Social Studies at the Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality.

3.3 Research Design

Different scholars have given various definitions of research design. Creswell (2009), for example defines it as “a plan and process used to undertake a research which is based on decisions from wide assumptions to comprehensive approaches of gathering data and analysing in achieving research objectives and answering research questions”. However it has been argued by Cooper and Schindler (2008) that there is no single definition for research design, but defines it as the blueprint for obtaining study objectives and answering research questions. A research design is the set of methods and procedures used in collecting and analysing measures of the variables specified in the research problem. It specifies details of the procedures necessary for obtaining the knowledge needed to structure or solve research problems.

The study adopted the case study design. Cooney (2010) defines case study as an in-depth, detailed study of an individual or a small group of individuals resulting in a narrative description of behaviour or experience. Similarly, Yin (2017) emphasised that a case study focuses on individual or small group. This enables the researcher to conduct a comprehensive analysis from a comparison of cases. Baskarada (2014) affirms that the case study design is the most widely used method in academia for

researchers who are interested in qualitative research. The study employed the qualitative research approach and as such, the case study research design. Yin (2017) states that, case study focuses on individual or small group. The case study design is an in-depth investigation of one particular individual, group or event.

The case study design is less expensive and cost effective; it allows the researcher to use a smaller number of research participants to retrieve an in-depth information on the phenomenon that is being studied. The case study is also comprehensive, as it allows the researcher to make use of variety of tools or techniques aiding the development of a more detailed understanding of the topic of study. Gaille (2018) states that the use of the case study design affords the researcher the opportunity to turn the observation of participants into a verifiable data as the researcher picks clues from observing the research participant. It also becomes a means by which the researcher checks credibility using the triangulation of data. The researcher used the case study in order to explore the views of small group of participants in the study area which was of interest to the researcher and deeply understanding the impact of social media on the teaching and learning of Social Studies in a peculiar case at the Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality.

3.4 Population

Seidu (2006), posits that population is any collection of a specified group of human beings or no human entities such as objects, educational institutions, time, units and geographical areas. Kumeckpor (2002), also defines population as the total number of units of the phenomenon to be investigated that exists in the area of investigation. Target population could be defined as the section of population which is

relevant to a study. It encompasses the section which the researcher deems appropriate to have rich information from that can give answers to the problem that the research seeks to find solution to. It is the large group of several cases from which a researcher draws a sample and to which results from the sample are generalised (Neuman, 2014). The target population for the study reflects the objective to be achieved. The target population was therefore the pupils of the Apedwa SDA JHS in the Abuakwa South Municipality.

3.5 Sample and Sampling Technique

Sample is the proportion of the population from which the researcher generalises the findings from the research sample to the population as a whole. Sample could also mean the specific group of individuals that researcher collects data from (McCombes, 2021). According to Bryman (2012), qualitative sampling makes use of small sampling unit with the idea of studying the unit in-depth. The sample size for the qualitative phase is also determined by the gold standard which is the saturation point. It is accepted by scholars that in a qualitative study, the sample size could be determine when the responses from participants are the same, and there is no difference opinion or theme to be drawn out of the interview (Nsfconsulting, 2021). Qualitative research does not require any hard rules for the number of units to be includes as a research sample (Lichtman, 2010). The researcher also used the convenient sampling for the non-probability sampling technique. The convenient sampling technique is the non-probability sampling method which allows respondents or participants to be selected because of their convenient accessibility and proximity to the researcher (Explorable, 2009). The researcher also employed the convenient sampling technique, as this technique allows the researcher to easily choose participants who are conveniently at his or her reach for the study (McCombes 2021).

To select the sample size for the student, the researcher followed some processes. First, he went to the Municipal Director of Education of the Abuakwa South Municipality with an introductory letter which was obtained from the Department of Social Studies Education and a proof of studentship of the researcher, and the confirmation that the research was solely for academic purpose. The researcher, therefore, sought permission from the Director. The permission was sent to the Head teacher of the Apedwa SDA JHS who assisted the researcher to select samples who were be part of the interview session of the study.

3.6 Source of Data

Data source is where data is obtained, in an academic research, the researcher is exposed to the use of two sources of data, thus, the primary and secondary sources. The research gathered data from both sources, Primary data is the data that is gathered from a primary source, thus a firsthand data which is collected from interviews, questionnaire, observations, survey and other raw sources. The researcher gathered data primarily using interviews.

3.7 Data Collection Methods

The researcher used interview guide and observation checklist as data collection techniques for the qualitative phase of the study. In-depth interviewing involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, programmes, or situation (Boyce and Palena, 2006:21). The face-to-face interview required of the researcher to meet and interview the research participants in-person. The researcher used the interviews to generate indepth response from the participants on the various objectives of the study. Kumar (2020) posits that observation require the method to observe and describe the

behaviour of a subject in a research. The observation offers the researcher the opportunity to establish a link and also immerse himself in to the research through a thorough observation of gestures, behaviour and demeanour of the participants. It requires record keeping and note making what is being observed.

3.8 Instrumentation

Instrumentation refers to the construction of research instrument which is to be used primarily as a data collection tool (Scribd, 2014). The researcher designed semi-structure interview guide as the instrument for data collection. A semi-structured interview guide is a meeting in which the interviewer does not strictly follow a formalised list of questions, rather more open-ended questions which allow a discussion with the interviewee with the straightforward question and answer format. Under this study, semi-structured interview guide was used to gather additional information from the respondent. It has been stated by Dunn (2000) that an interview is a data-gathering technique used in the acquisition of information that yields data in quantity quickly. The researcher also resorted to the semi-structured interview guide because the participants felt more comfortable expanding on techniques and experiences that highlighted the traits that made them a fit to be sampled for the study. The semi-structured interview guide allowed the researcher and the participants to have a comprehensive discussion on the research problem that needed to be addressed by the interviews. Also an observation checklist was designed by the researcher to gather information on what had been observed of the participant about the phenomenon that the researcher is studying. Observation checklist is that instrument that has a list of question that the research use to gather information whilst observing the research participant. Observation checklist is a useful tool in the sense that it summarises and interprets results in short period and its very convenient (Niketa, n.d).

Having gotten the instruments for data collection ready, the researcher took an introductory letter from the Department of Social Studies Education as an authority and a proof that the student is purely for academic purposes. The research there therefore met with the gate keepers and other necessary stakeholder needed for the study to state the purpose for which the study was be conducted. After an approval for the gate keepers, the researcher proceeded and met the respondents or the participant to familiarise with them and also explained the purpose of the student and asked for their cooperation. The researcher, then arrange with the participants on when to meet, where to meet and any other important arrange for the smooth conduct of the exercise at the convenience of the respondents or the participants. The researcher after all these assured the respondents of confidentiality and anonymity in participating in the exercise and administered the questionnaire and also conducts the interviews.

3.9 Data Analysis

The analysis of data in this study employed the thematic data analysis procedure to present the qualitative aspect of the data. King (2004) concurs that thematic analysis is also useful as it helps the researcher to summarise key features of a large data set, as it forces the researcher to take a well-structured approach to handling data, helping to produce a clear and organised final report. Gay, Mills and Airasian (2009) posit that every researcher resorting to the use of thematic method for data analysis has to follow some stages for an effective analysis. These stages include, the organisation or the preparation of data, transcription of data, immersing of the researcher into the data, generation of themes of categories, coding of the data, and the description of the data, and this should be done in consonance with the sub-theme themes and the research objectives as well as questions guiding the study.

3.10 Trustworthiness

Trustworthiness refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Connelly, 2016). Trustworthiness is a way researchers can persuade themselves and readers that their research findings are worthy of trust. Lincoln and Guba (1985) posit that trustworthiness in research can be measured by four criteria, and they are; confirmability, transferability, dependability and credibility.

3.10.1 Credibility

Guba and Lincoln (1981) argue that ensuring credibility is one of most important factors in establishing trustworthiness. To ensure credibility of the study, the researcher subjected the instrument to peer review. Colleagues who have vast knowledge in research were given the opportunity to review the instrument and also made their contributions to it. Also the instrument was given to the supervisor of this study to assess, review and approve before the researcher went to the field to collect data for the study. The credibility was also ensured as the instrument was assessed to ascertain whether it had covered all the research objectives and questions that the study sought to answer.

3.10.2 Dependability

Polit and Beck (2012) opine that dependability measures how consistent data can be employed for a similar condition under which this study was conducted. That is, when readers are able to examine the research process, they are better able to judge the dependability of the research (Lincoln & Guba, 1985). In ensuring dependability, the researcher used the audit trail, this speaks to the methodology as well as the

procedures that guide the research on conducting a study (Merriam, 2014). The findings of the study as well as the research methodology were given to colleagues with expertise knowledge to authenticate the finding with the objectives which guided the study.

3.10.3 Transferability

Transferability refers to the extent to which the findings of the study can be generalised, it is to determine the extent to which the study can be applied in other similar situations for which the study was carried out (Bitsch, 2015; Merriam, 2014). It also explains the level to which the results of this study can be transferred and replicated to other contexts or settings with other respondents. To ensure transferability of the study, the researcher indicated that the study could be conducted in a setting which shares similar context and characteristics of the Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality.

3.10.4 Confirmability

Confirmability is the neutrality or the degree to which the findings are consistent and could be repeated. It also focuses on the researcher's ability to show that data collected and analysed for the study are from the narratives and viewpoints of the participants without bias (Connelly, 2016; Polit & Beck, 2014). In an attempt to ensure conformability, the researcher reported the findings directly as they came from the participants, using quotations to prove that the narratives were not of the researcher's own.

3.11 Ethical Consideration

Babbie (2010) defines ethical issues as the general agreements, shared by researchers about what is proper and improper in the conduct of scientific inquiry. As a way of

assuring that ethical issues were observed, the researcher adopted the ones outlined by Strydom (2011) and Punch (2009) which include on informed consent, seeking permission, voluntary participation, no harm to participants, anonymity and confidentiality. These ethical issues guided the researcher at the various stages of the research process.



CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the analysis of the data collected on the field. The data was analysed in line with the research questions that the study sought to answer. The research questions were as follows: What is the knowledge base of pupil on the use of social media in Social Studies lessons at the Apedwa Seventh Day Adventist Junior High School? What forms of social media platforms do pupils use for the Social Studies lessons at the Apedwa Seventh Day Adventist Junior High School? How relevant is the use of social media to pupils in Social Studies lessons at the Apedwa Seventh Day Adventist Junior High School? And How does the use of social media affect the teaching and learning of Social Studies at the Apedwa Seventh Day Adventist Junior High School?

4.1 Knowledge Base of Pupils on the use of Social Media in Social Studies

Lessons

This section of the analysis presents a discussion on the views of participants regarding the knowledge base of pupils on the use of social media in Social Studies lesson. A participant mentioned;

“Social media is virtual platform that allows users to share their views and opinions of each other on lessons in Social Studies, using the internet.”

Another participant indicated,

“Opinions are like noses and everyone has one so the social media platforms provide means where I can get access to other people’s opinions on various topic in Social Studies.”

It could be deduced from the above that social media provides online platforms that allow users to create useful contents, and also share also share ideas on specific topics regarding Social Studies as a subject. Inference could also be drawn from the above comments that social media really share with the statement that no one person is the repository or the reservoir of knowledge, so it makes it possible for pupils to generate diverse views on various topics in Social Studies, they share their views and learn new things to argument what they already learnt during their Social Studies instructional periods. It could also be said that social media afford user the opportunity to create groups and blogs on which they leverage to engage themselves in academic discussions for their academic progress and achievements. This agrees with the views of Abdulkareem, Mishkhal, Saleh and Alqayyar (2020), who state that the social media platforms that students use helps them to get an understanding content in line with the courses that they are pursuing, and also have educational tools that positively impact on their learning and their academic performance.

Another participant also stated,

“I join groups and clubs on social media platforms that are educative and can help in my learning Social Studies.”

One of the participants said,

“With social media platforms you can create learning groups where you share ideas with your friends and other students including your teachers.”

A participant mentioned,

“I subscribe to Youtube channels where I get added ideas and information on lessons taught in the Social Studies class.”

It could be noted from the comments above that students had some knowledge on the use of social media for the learning of Social Studies as a subject. It was also observed that students were aware that the social media could help them create a

common platform where they could converge virtually and share ideas and opinions on topics that seem easily not understandable to them. So with the use of social media they discuss among themselves for better understanding of the concepts that they were taught during the regular class section. This also confirms the study by Rifkin, Longnecker, Leach and Ortia (2009), who acknowledged four key advantages students in higher education derive from social media usage; improving learning enthusiasm; enhancing social relationships; offering tailored course materials; and developing collaborative abilities.

One of the participants also stated,

“There is a saying that if you watch or see something there is the possibility that you can easily recall such a thing easily than when you are just told. So watching video on social media concerning Social Studies topics makes it easy for me to understand the concepts that are been taught.”

It could be revealed that from the comment above that, the social media presents lessons in audio-visual forms for learners. It gives explanations to learners in a video form, for instance, students who want to learn about democracy can easily get video footages of parliamentary proceedings and appreciate how debates are done in Parliament. This helps the learners to better understand democratic practices. Also, like all aspects of Social Studies that have to do with geography on topics such as climate, weather and rainfall among others, learners could easily resort to the use of various social media platforms to have access to videos that give vivid account and understanding of these topics. This agrees with Arshavskiy (2021) who posits that most social media platforms allow for the creation of high-quality videos and share them with the learners quickly on their lessons. They also allow for the sharing of supplementary video contents which help to boost learners’ understanding of concepts that are taught by their teachers.

Another participant stated,

“Social media is an internet based platform that helps member to research and get access relevant information as they interact with each other.” Another participant stated, *“For educational purposes, I know social media platforms are used for learning and research.”*

The comments above also give credence to the fact that the learners are well aware of the usage of social media for research and academic purposes as they rely on the various platforms to retrieve additional information that are necessary or relevant for their academic work. To the learners, the social media helps them to engage peers for extra learning and discussion of the various topics that they were taught and will be taught in the class. It was also observed that not only do learners engage each other in such educational discussion, but also they interact with their teachers for extra tuition and understanding of various topics. This assertion corroborates with Owusu-Acheaw and Larson (2015) that the use of social media helps to improve academic brilliance and also facilitates effective learning as the pupils make research via social media platforms. It was also uncovered that there was a positive relationship between the social media and education.

4.2 Forms of Social Media Platforms for Social Studies Lessons

The social media platforms identified by the learners include; Facebook, WhatsApp, Youtube and Telegram. These are discussed below;

4.2.1 Facebook

It was revealed from the interviews that the learners used Facebook as one of the social media platforms for their Social Studies lessons. One of the participants mentioned,

“Me, I mostly use facebook for my studies, all I do is to use the search tool to search for the groups or the blogs that contain what I want to learn for the needed information I am searching for.”

Another participant stated:

“I use facebook to learn something, I also following Parliamentary discussion and that was useful when we were learning democracy and nation building as a topic in Social Studies.”

It could be noted from the comments above that facebook is one of the social media platforms that serve learners' educational purposes. Thus, facebook helps students to make research and also access relevant information for their studies. In addition facebook makes it possible for the learners to create groups or blog and also hold video sessions and discussions that are geared towards their academic progress. This agrees with Pappas (2013) who mentions that students can easily use facebook to freely talk about various course-related issues, ask questions they might have, post mutually interesting information and generally things they want to share and also share information, ideas, quizzes, materials, pictures and video, or even an entire page on a specific course.

It was observed that Facebook has indeed provided the platform for holding many education relative activities which include; live lesson streaming, discussion of lesson, sharing lesson contents of audio-visual forms etc., this also conforms with Nuraini, Cholifah, Putra, Surahman, Gunawan, Dewantoro & Arif (2020: 266) who states that “some features on Facebook can be used as a learning medium, including Facebook groups, to create special groups for learning; Facebook quiz, for evaluation of learning through interactive online quizzes; Facebook share, this feature can be used to share material (short posts, links, images, videos, etc.)”

4.2.2 WhatsApp

It was also revealed from the interviews that the learners used WhatsApp as a social media platform to aid their education. One of the participants mentioned,

“Teachers create whatsApp groups to teach us and the learners also create ours to also hold discussions among ourselves of topics that are been taught in during the instructional periods”. One participant also stated, “I use WhatsApp to learn, I remember during the COVID19 lockdown, my teachers created groups on whatsApp that were used to learn”.

It could be deduced from the comment above that, learners and their teachers can easily create groups on WhatsApp which they can easily leverage on for their studies. WhatsApp gives opportunity for teachers to engage their learners and also give them extra support that is required for their academic progress and success. It could also be deduced that the use of WhatsApp can be a supplementary platform where students can discuss topics among themselves, and also ask for some form of clarification or further explanation from their teachers. This also supports the position of Preston and Colleagues (2010) and Khan (2021) who in their study show that approximately 70 percent of students are able to rely on WhatsApp for their online learning and other academic engagement since it is a user-friendly social media platform that encourages collaborative learning amongst students. Another participant also remarked,

“I use WhatsApp to share videos and other reading materials with by classmates and have video calls anything we want to hold a visual discussion”.

It could be deduced from the above comment that, learners are able to hold in-person virtual discussion which feels like the classroom experience on WhatsApp. WhatsApp as a social media platform also allow learners to easily share materials among themselves, including audio-visuals. This is in line with the view of Khan (2021), who opines that WhatsApp contributes to knowledge sharing among students themselves,

and between students and their teachers as it allows for free transmission of audio and video lessons, the sharing of slides and other ebooks needed to enhance effective academic work.

4.2.3 Youtube

Youtube was also identified by the participants as one of the social media platforms that serve their educational needs.

A participant mentioned,

“Youtube is one of the useful social media platforms for education. I subscribe to Youtube channels where I get relevant video of some topics in Social Studies”.

Another participant also stated,

“The Youtube has been a very useful platform to me, on a topic such as the formation of rainfall, I only search youtube, for the necessary information and it was very easy to understand. The teacher is very good and now I have enough knowledge on the formation of rainfall.”

This explains from the comments that the Youtube contributes immensely to improve learning and academic performance of the learners, since the concepts taught are presented in a more concrete terms devoid of abstract presentation of information. One other advantage is that the learner can revisit these videos or even download them to watch over and over and grasps the concepts that are taught.

From the researcher’s observation, it could be deduced that the Youtube has proven to be a very educative social media platform as it assists teachers to create videos contents and share with their learners quickly and easily. This agrees with Arshavskiy (2021), who expounds that the Youtube gives teachers the opportunity to share extensive course videos and supplementary video contents with learners.

4.2.4 Telegram

Telegram has also been identified as one of the social media platforms that students leverage on for their academic success. A participant stated:

I use the telegram for my studies; there are a lot of groups created on the telegram to help students with their academic work. One thing too is that the telegram can take many participants so one is able to join a lot of people sharing their views on topics there. I go there for my research and also to learn and support what I already know. (Field Data, 2022).

It could be deduced from the comment that teachers create groups on the telegram that they use to teach their learners. The Telegram allows learners to interact with their teachers, they ask questions which are always answered by colleague pupils and the teacher as well as. Through the telegram, the learners are exposed to variety of views which they can use to enrich their knowledge on a particular topic. Telegram also helps to share videos and other learning materials. This agrees with Anand (2022), who stressed that, the telegram can be used as a mode of communication between the teachers and students and also makes it easy to post a message to class groups, as well as share e-content on the topics which have been taught in the class.

4.3 Relevance of Social Media in Social Studies Lessons

Some of the relevance of social media to Social Studies lessons, as presented by the respondents include; supplementary to classroom lessons, independent learning and learning ahead of teachers.

4.3.1 Supplementary to Classroom Lessons

The study found that the social media was very relevant and essential to the learning of Social Studies by the students as it serves as a platform that supplements what students were taught in the classroom.

One of the participants mentioned:

Youtube as a social media is very useful to me in my studies. After I was taught the formation of rain, I logged on to Youtube and watched videos on formation of cyclonical, relief and conventional rainfall. (Field data, 2022)

Another participant confirms,

“Social Studies is general, it talks about the environment, politics, among others. The use of the social media is mostly about social issues so, the social media helps in getting more ideas about many topics in Social Studies.”

It could be noted from the comments stated above that, social media provides a supplementary means of study to learners. After all is done by the teachers, social media makes it possible for the learners to get access to extra information and explanations of concepts that are been taught. This gives students added ideas and opinions, and the understanding of various topics in Social Studies lessons. For instance, as rightly indicated in one of the comments above, learners subscribe to Youtube channels that do not also only explain the concept that they have learnt in class, but also give a visual interpretation and explanation to such concepts. This position also confirms what Pappas (2013) postulates that social media also promote the use of hybrid mode of teaching. It affords the opportunity to use e-learning platforms to supplement the face-to-face traditional teaching mode.

With a topic such as formation of rain, students or learners are able to see how the various forms or types of rainfall are formed as shown on the Youtube channel and other social media platforms for learners to see or observe and better appreciate how they are formed as well as have an in-depth understanding on the formation of various forms or types of rainfall. This explanation gives support to the findings of National Council for the Social Studies (2009) who emphasised the need to embrace social

media in Social Studies lessons as the social media platforms helps students to deepen their questioning of the relationship between information, knowledge and power.

Another participant also mentioned:

Sometimes, explanations given in the textbook are not well understood by we the students. But, with social media we are able to get things explained to us by our colleagues and the teachers. (Field data, 2022)

It could also be appreciated from the above comment that social media is indeed supplementary to all the classroom instructional activities. Learners use the social media as a platform for additional knowledge, thus students use the social media platform to conduct further and thorough research on what they had been taught in class during the Social Studies instructional period, the advance of using this social media platforms is that information on such platforms helps to broaden students knowledge on various topics in Social Studies and also helps to improve their academic person in the learning of Social Studies as a subject. This confirms KNILT, (2020) that social media is valuable resource that helps to supplement the instructions of teachers and also help teachers to engage their learner beyond the social studies classrooms and also prepare the learners for learning and living in the 21st Century

Another participant also stated:

Sometimes, we easily resort to the use of the audio mode on WhatsApp for our discussions on topics taught by our Social Studies teacher (Field data, 2022).

The comment above also suggests that, students are able to create groups and channels and blogs that they use to hold discussions of lessons that they were taught in class. Some of the convenient social media platforms that the learner use for their learning is the WhatsApp social media platform, which they easily use for their

discussion. This helps to advance their knowledge in the lessons they were taught in class since they share their understanding of the concepts with one another.

One of the participants also stated

Social media, social Studies there is that link and most social issues are directly talked about on these social media platforms so I learn on social studies as a subject on Social media. (Field data, 2022)

The comment above also suggests that the social media and Social Studies as a subject are quite linked together. As the name Social Studies connotes, it is concerned about issues that are centred on the social life of humans and the social media happens to be the platform where this social life events are mostly kept. It was observed that the use of social media exposes the students to these social life issues, and it also affords them with the opportunity to learn about them to deepen their knowledge on them. This is in agreement with what Krutka and Carpenter (2016) opine that, the use of the social media creates the exposition to many social events and other interesting issues that impact of social studies and strengthens democratic activities. Some of these social issues include politics and governance, marriage, family life and reproductive health, among others. Getting access to information on all these makes it possible for students to get supplementary information on what they were taught in the classroom. This opinion also supports Krutka and Carpenter (2016), who opine that, the use of the social media creates the exposition to many social events and other interesting issues that impact of social studies and strengthens democratic activities.

Also a participant added,

“My teacher has also create a blog of facebook that we for our studies, it has been extremely useful.”

The comment above also suggests that teachers use social media to support the in-class teaching of Social Studies. Thus, after a lesson is taught on a particular topic in

Social Studies, the teacher has an extra engagement with the learners via these social media platforms, the Social Studies teachers, and even the students create blogs for tutorials. The idea, therefore, is to help these learners to discuss lesson taught among themselves, and also help the teacher to reengage the learners for discussion and further explanation of the difficulties of the concepts taught.

It was also observed that use of social media also makes it possible for the learners to organise a question and answer session, where they engage each other to discuss and understand various topics in Social Studies. This is also confirmed by Carpenter and Krutka, (2014) that social media can enable Social Studies teachers or facilitators to create twitter class accounts that will aid them in interacting among themselves, with their learners and their parents as well as the entire school community. Social media usage in Social Studies lesson is very significant as it will expose learners to participatory and co-operative learning and also help in shaping the learner to better appreciate the meaning of many principles of citizenship especially, deliberation, participation, political campaigns, etc.

A participant also added:

When I came to this school, the Social Studies teacher taught a topic called Mapping our environment and I found it difficult to understand the concept. I used Youtube and it was very easy to understand, the tutor on the Youtube was very good and now I have enough knowledge on mapping. (Field Data, 2022) Another participant corroborated, “It helps me to know more about things I don’t understand.”

The comment above shows that the social media is an auxiliary to the teaching and learning that happens in the classroom. It could also be deduced from the comment that social media indeed gives more clarification to and advanced understanding of various topics that are treated or taught in the Social Studies classroom. It is also in

place that some of the concepts seem too abstract for the learners to grasp, and therefore, the use of social media helps to see and better explain the concepts that they are taught. This agrees with the position shared by KNILT (2020) that, Social studies as a subject, is generally tagged as boring and not sustaining the attention span of pupils for a long instructional period, as social.

It was observed that, the integration of social media in Social Studies lessons helps to present a more concrete thought and ideas for easy comprehension of the learners. Social media is a platform where people share their views on a particular topic and so, using social media to learn helps one to have a pool of views that one can synthesise and use to vivid explain various topics that you are learning or is been taught by the teacher.

4.3.2 Independent Learning

It was evidenced from the narratives of the participants that the social media provides the platform that gives learners the opportunity to study on their own. This helps most of the learners to task themselves and study to give answer to concepts that they found to be difficult and challenging. One of the participants stated

Social media helps me to answer questions on my own; it helps me to do my independent learning in social Studies lesson. Sorry to say that most of my family members are not highly educated and so, they are unable to contribute in assisting me do my Social Studies assignments or homework.
(Field data, 2022)

Another participant also corroborates,

“Social media is the only means through I am able to do my assignments and also learn Social Studies topics on my own.”

From the comments above, it could be deduced that students or learners who use social media are able to learn on their own. Learners are able to make use of available answers on social media platforms to answer their questions in Social Studies lessons. It could also be seen from the comments that the use of the social media makes it also possible for learners whose family members do not have higher education to also leverage on the social media platforms as a means of assistance in their studies. This is in line with the view of Sharna (2019), who espouses that, the social media gives an opportunity of engaging with specialists to get knowledge of topics that one may need assistance.” Social media is very advantageous to students as it helps them to share information among and between each other through various gadgets such as mobile phones and laptops.

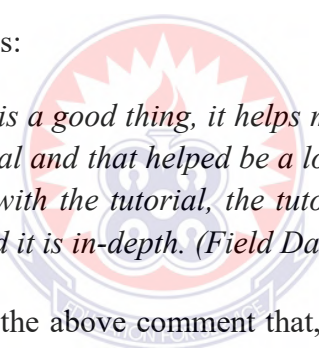
It was also observed that, as far as learners may not have family members who could assist them with some form of tutorials, social media becomes as alternative means of assistance to such learners as they are able to easily get access to relevant information that they need on various Social Studies topics on the various social media platforms that they have on their smart gadgets or devices such as smart phones, tablets and laptops. This assertion is solidified by the position of Wade (n.d) who mentions that the social media allows for easy access to information in ensuring effective teaching and learning. It aids students gather, access, and share information with ease and speed. It also allows students to get quick access to information, writing services, essays or research papers.

A participant stated,

“Some social media platforms educate learners about the past history. So it affords me the opportunity to learn about many things, including the bond of 1844.”

The comment above shows that social media has made a significant contribution in making students or learners read on their own, and better understand the things taught in the Social Studies class. As rightly noted, the social media platforms provide information of historical antecedents and other occurrences, and learners go on to these platforms to acquire knowledge in the various topics that they wish to learn in Social Studies. This submission is also affirmed by Nasta, (2019) that, social media also allows individuals to search for discussions on various topics on some social media platforms, and one will find incredible answers in a split of a second. The social media help students compile content for research. It allows students working on their assignments, projects to get information that best fits for their work.

One of the participant states:



Social media is a good thing, it helps me to learn on my own, I watch tutorial and that helped be a lot in my study of Social Studies, and with the tutorial, the tutors on social media go into detail and it is in-depth. (Field Data, 2022)

It could be deduced from the above comment that, the use of social media promotes self tuition or training. The learners use this opportunity to learn how to research into the various topics in Social Studies. It was observed that, not only does the social media allow students to work on their own, but it also makes it possible for them to have deeper understanding of the concepts or the topics they are learning. This point also agrees with Salvation and Adzharuddin (2014) and Owusu-Acheaw and Larson (2015), who reveal that a many of students rely on social media platforms such as Twitter and Facebook for their academic work, they hold discussions and also hold personal studies in line with academic activities and studying purposes. The study also showed that the use of the social media helps to improve academic brilliance and also facilitates effective learning via the social media platforms.

4.3.3 Learning ahead of the Teacher

It also emerged from the study that, through the social media platforms able learners to study ahead, and even attempt to read about topics that are yet to be taught by their teachers.

A participant states:

The use of social media also helps me to learn ahead of my teacher, and I am better able to express my understanding of what I learnt on the social media when the teacher gives me the platform to do that. (Field data, 2022)

It could also be understood from the comment above that, the use of the social media makes is easy and possible for learners to learn topic that they were not even taught in the Social Studies class. The advantage is that they acquire this knowledge in advance and are also ahead of the teacher. When the teacher gets to such topic, these learners see it very easy to grasp the concepts to be taught. This can also afford such students the opportunity to engage in peer teaching, how to organise and teach their peers those particular topics. This agrees with Nasta (2019) that the social media help students to compile content for their research. It allows students to work on their assignments, projects and also learn on a subject to get information that best fits their work. It also affords the learners the opportunity to read or learn ahead of their teachers.

4.3.4 Effects of Social Media on the Teaching and Learning of Social Studies

It was revealed from the study that the effects of social media on the teaching and learning of Social Studies are not only positive, but there are some negative ones. These are discussed below:

4.3.4.1 Positive Effects of Social Media on the Teaching and Learning of Social Studies

The social media is said to have some advantages or positive effects on the teaching and learning of Social Studies as a subject. Some of these positive effects include conducting research and academic discussions. The views of the participants are shared and analysed below;

Research

The study reveals that social media afford learners the opportunity to make research into various Social Studies topics and concepts.

A participant mentioned,

“It makes a research sense, as it makes it possible for learners to make research on various Social Studies topics.”

The comment above suggests that social media platforms help learners to conduct research. Research in this context is primarily searching to get enough information needs for much insight and understanding. The social media is being a platform where a host of people share their views or opinions on various contents or topics, and many people attempt to share their thoughts through this outlet and these have become a conduit through which students are able to get enough answers, explanation and clarifications to various Social Studies topics that seem difficult or ambiguous for them to understand. This is in conformity with Socialnomics Trends (2020) that social media aids in research, provides platforms where researchers get useful and verified information on their research work. It also allows individuals to search for discussions about relevant topics on some social media platforms, and one will find incredible answers in a split second. This also confirms that postulations of the Uses and Gratification Theory (UGT) which guided the study and whose principal argument is

that the user of media stands to enjoy some form of benefits from the medium through which they communicate and one of the reasons for using the medium is not achieved it is said to be of no use. This implies that some students get the academic benefit from the use of social media for Social Studies lessons.

It was observed, that the use of the social media helps students to make thorough research through the various social media platforms, including Facebook, Twitter and WhatsApp. This agrees with Nasta (2019) that the social media helps students to obtain information for their research. It allows students to work on their assignments, projects and also get the needed information for their studies.

Academic Discussions

The study found that the social media makes it possible for learning to hold discussions which are related and relevant to their Social Studies lesson, and this contribute positively to improving their academic performance in Social Studies

A participant also mentioned,

“Social media provides the platform to interact with others who are ready to share their opinions on a specific Social Studies topic.”

Another participant stated:

It makes learning easier. We the final year students of this school have created a common WhatsApp platform where we learn and share ideas and I can say that it helps us to get better understand of various topics in Social Studies as we prepare for our final exam (BECE) (Field Data, 2022).

It would be revealed from these comments above that social media helps students to engage in academic discussions. It also affords the learners with the opportunity to engage each other in discussion pertaining to topics that they are learning in Social Studies. This conforms to a study conducted by Roblyer, McDaniel, Webb, Herman

and Witty (2010) that, the social networking sites provide a rich platform where teachers interact with their students.

It was observed that, during these engagements or discussions, students or learners were able to explain concepts to their colleagues and these explanations helped them enrich each other's views and the effect is that it translates into good academic performance where they are assessed both formatively and summatively on those concepts or topics on which they held their social media discussions. This conforms with the view of Creighton, Foster, Klingsmith and Withey (2013), who opine that the social media makes it possible for learners to network, thus they are able to interact with their colleagues and teachers on their academic progress, and this has the potency of making significant effect on their academic work.

Also in could be indicated from the comments that the learners were able to share teaching and learning materials among themselves, as revealed by one of the participants, they also share past questions on their social media platforms, and they are able to solve them together and also help other who are not too good to catch up with their colleague in promoting their academic performance in Social Studies as a subject. It is also imperative to note that not only were learners able to hold discussions among themselves on the social media, the learners are also invited by their teachers onto social media so that the latter can give some form of tutorials which will inure to an improvement in the academic performance of the learners. This is also in line with Arquero and Esteban, (2013) and Selwyn (2007) who opine that the social media creates the platform that exposes students to new opportunities to engage each other in academic activities as they are easily connected to exchanging information needed for their academic progress.

A participant stated:

A first, I had a problem with Social Studies. For example I had to revise severally before I could understand the topic but now with the help of social media I easily grasp the concept and this has contributed immensely in improving my academic performance in Social Studies. (Field Data, 2022)

It could be deduced from the above comment that, the social media provides a means for the learner to find easy to grasp concepts and also get access to information that really explains the concepts or topics they find difficult to understand. In effect, topics that seem difficult for the students to comprehend are often made easier to understand when learnt using the social media platforms. This could be because, most social media lessons or tutorial are made practical and easy to understand. This is supported by Abdulkareem, Mishkhal, Saleh, and Alqayyar (2020) who postulates that the social media platforms that students use help them to get the understanding of some problematic subjects and contents in line with the courses that they are pursuing. It was also revealed that the social media platforms have educational tools that had a great effect academic performance.

4.3.4.2 Negative Effects of Social Media on the Teaching and Learning of Social Studies

Some negative effects which were identified by the study suggested that the use of the social media is distractive to learner's academic work. That is, the learners become addicted to it use, and it also comes with some health hazards to the learners. The above views are discussed below:

Distraction

The study revealed that the use of social media distracts students from focusing on their academic as they received distractive messages, adverts and other contents from

their friends and through the internet. A participant stated, “*Sometimes the adverts that appear when one is learning using the social media are the major distracters because they take the attention of the students away from the studies.*” Another participant stated:

On social media, especially facebook, you easily get to see nude pictures which entice most learners into early sexual activities which contributed to reducing their academic output due to the exposure to pornographic contents which takes much of my time. (Field Data, 2022) Another participant corroborated:

One thing about social media is that when one are learning with it, one sometimes sees some funny things and this takes one away from the purpose for which I am using the social media which is to learn. (Field Data, 2022)

The above comments support the fact that there are a lot of distractors on these social media platforms that take students away from the educational purposes for which they are using the social media. Such distractions, including advertisement are mostly about fun, entertainment such as games, music and videos (movies) which easily lure the youth, so as learners are using the social media to learn, they easily fall for these adverts and derail them from the academic purpose of using the social media. The rippling effects manifest in poor academic performance in Social Studies by students who follow these advertisement. This is in conformity with Salo, Pirkkalainen and Koskelainen (2019), who in their study realised that the use of social media among university students open them to receiving unnecessary information, re-current e-mails, and social request which make them move away the academic purposes for which they intend to use the social media. It also confirms Jacobsen and Forste’s (2011) findings that text messaging, email, social networking sites, cell phone communication, video or movie viewing, and video or online gaming influence students’ lower academic performance.

It was observed that, one of the things or contents that entice learners most and take away their attention is nude pictures and videos. Most learners when they find these illicit contents forget their main purpose of using the social media. They keep following and subscribing to these nude pages and groups at the expense of their studies. The result is their poor academic performance in Social Studies since these nude pictures steal a lot of their time with less time spent on their studies. This also disapproves the Uses and Gratification Theory (UGT) which says that user of social media turns to enjoy great benefit from it use. The finds of the study defeats the position of the theory as some of the learners did not get the academic benefit of use social media. A participant also stated:

When I am using WhatsApp to learn, I receive a lot of private messages which I am sometimes lured to respond to them. In an attempt to respond to them, I always forget the academic purpose for which I was using the WhatsApp. (Field Data, 2022)

The above comments also suggest that learners sometimes engage themselves in discussions or conversations that are unrelated to their studies. The learners say things which are not related to their education or academics which may not be the problem, however, the problem might come from the long hours they spend talking about themselves rather than using social media for academic purposes. This agrees with Wodzicki, Schwammlein and Maskaliuk (2012) who assert that students spend an average of 7-8 hours each day, using the social media but only 11 percent of them indicated they used the social networking sites for academic purposes.

Thus, some learners visit these social media platform with a pre-determine purpose, that is, to learner, however, some messages that they receive from their peers become

a substitute as they swap their studies with their pleasure. This also causes poor academic performance among these learners or pupils.

Addiction

The study found that the use of the social media makes the learners to become addicted to it with the effect that the use of the social media takes away the time that the learners have to invest into learning. One of the participants stated,

“The use of social media makes me addicted to the use of the smart phones and other electronic gadgets.” Another participant mentioned also mentioned, *“I become addicted to the facebook, I like watching funny videos and also have unnecessary chats with my peers who are my facebook friends.”*

It could be noticed from the comments above that many learners have the pleasure to get on to social media to have fun than for their studies. Learners spend a lot of time moving from one social media platform to the other. The learners fancy spending enough time watching funny movies, listening to music and even watching pornography on these social media platforms than spending enough time studying on social media. This is in line with the study by Kuppuswamy and Shankar (2010) who believe that active participation on social networks creates attention deficit and less concentration of students towards learning as they spend so much time engaging their colleagues in social activities that are not germane to their academic activities. The adverse effect translates into the poor academic performance they put up.

As young people, they get glued and engrossed to thing that give them the immediate pleasure and so there is the propensity that they would prefer to visit the social media not for studies, but for the fun of it. The effect is that this affects the academic performance of the learners in Social Studies. This also agrees with Kolhar, Kazi and

Alameen (2021), who maintained that, the students' develop much interest in the social media use for non-academic purposes, and their addiction to the social media usage disrupts students from their academic goals.

Exposure to Health Hazard

It is also revealed from the findings of the study that the use of social media exposes the learners to some health hazards which are associated with the use of ICT tools such as the computer and other smart devices such as the tablet and smart phones. A participant commented,

“The use of social media has exposed many of us to some health hazards or injures. Most amongst them is eye problem or challenge with the sight.”

The above comment suggests that not only do learners get distracted or become addicted when using the social media, but also the prolonged use of it exposes learners to some form of health hazards. Most of the learners who use the social media develop sight problems due to the radiation that is emitted from the screen of the devices that they use.

4.4 Summary

This chapter provided an analysis of data on the the effects of social media on the teaching and learning of Social Studies at the Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality. The chapter explored the knowledge based of learners on the use of the social media in Social Studies and found that learners used the social media to create groups where they discussed topics on their academic success and also for research. The study also found and discussed Facebook, WhatsApp, Youtube and Telegram as the form of social media platforms which were used by the learners to support Social Studies lessons. On the relevance of

social media to the study of Social Studies, it emerged from the study that the social media serves as a means of supplementary learning for students aside from the classroom instructional delivery, to do independent learning and also learn ahead of their teachers. The study also found that the social media has both positive and negative implications on the teaching and learning of Social Studies. The positive effects identified include conducting of research and holding academic discussion. The negative effects are distraction to academic lessons, addiction and health hazards.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter presents summary, conclusions and recommendations to the study. The chapter outlines the processes which the researcher undertook in achieving the research objective as well as answering the research question that the study sought to answer.

5.1 Summary

The Chapter One states the purpose for which the study was conducted, thus; to explore the impact of social media on the academic performance of JHS pupil in Social Studies lessons in the Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality. In line with the research purpose and the objectives of the study, the research designed four (4) research questions to help achieve the pupil, the research questions include; What is the knowledge base of pupil on the use of social media in Social Studies amongst the pupils of Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality, What forms of social media platforms that pupil use in Social Studies lessons in Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality?, How relevant in the use of social media to pupils in Social Studies lessons in the Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality? and How does the use of social media affect the academic performance of pupils in Social Studies lessons in the Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality?

The Chapter Two of the study presented a review of related literature to the study. The literature review was in two phases, the first phase was dedicated to present a theoretical framework which was used to explain the phenomenon under study. The second phase of the study presents an empirical review on the impact of social media on the academic performance of pupil in Social Studies lessons. The Uses and Gratification Theory (UGT) was the theory used for the study. This theory came from the Utilizations and Gratification Approach and as postulated by Elihu Katz in 1959. The principal argument of the theory is that the user of media stands to enjoy some for on benefit from the medium through which they communicate and once their purpose and reason for using the medium is not achieve it is said to be of no use, this theory was used to ascertain the impart of social media on the academic performance of pupils in Social Studies lesson. The second phase which was about empirical literature was reviews under the following themes; Social Media, Knowledge on Social Media, Forms of Social Media, The Importance of Social Media, The concept of Academic Performance and The implication of Social Media of the Academic Performance of Pupils.

The chapter three highlighted the methodological processes of the study. The study adopted the interpretivist's philosophical assumption; the study was also guided by the qualitative research approach and the case study research design. The population of the study focused on the pupils of the Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality. The sample of the study was based on the golden principle which is known as the data saturation to gather data that provided answers to the research questions through the use of semi-structured interview guide and observation techniques that covers all the research objectives and research questions. The data for the study was analyzed using the thematic method of data

analysis. The chapter three also stated some of the ethical issues that were observed in the study.

The chapter four of the study presented analysis on the data collected for the study. Here are some of the highlights of key findings and analysis of the study. The analysis was done in line with the research objectives of the study as highlighted below:

5.2 Major Findings

The following are the major findings of the study:

1. The study found that students had some knowledge of the use of social media for Social Studies lessons. It emerged that students knew that the social media could be used to create study blogs and ground where they could hold some discussions on the various topics that they were taught or those they wish to learn of their own. It was found that the learners knew that social media as an avenue to generate a pool of opinions or views of topics that they learn in social studies. The study also found that the learners are aware that learning materials or resources are shared on social media to aid learning of Social Studies.
2. The forms of social media used for Social Studies that emerged from the study included Facebook, WhatsApp, Youtube and Telegram, as each of them plays a significant role in improving the academic performance of the learners since they used these platforms to create study groups, hold discussions as well as share teaching and learning materials or resources.
3. The study also unveil that social media has some relevance in Social Studies lessons. It emerged from the study that, social media has been very relevant to the learners as it was identify that social media serves as a supplementary

learning platform to the learners as they leverage on it you get further explanation to what they have learnt in the classroom. Social media also helps the learners to do their individual studies and also makes it possible for the learners to even learn ahead of their teachers.

4. The study also found that social media has both positive and negative impact on Social Studies lessons. In terms of the positive impacts, it emerged from the study that social media helps the learners to conduct research and also hold academic discussion on various Social Studies and these are geared towards improving their academic performance in Social Studies. The negative impacts that emerged from the study included; distractions, addictions to social media usage and eye problem which also contributed to poor academic performance of some of the learners in Social Studies lessons.

5.3 Conclusions

In line with the objective and major findings of the study, the following conclusions are drawn;

1. It could be concluded from the findings that the learners have in-depth knowledge of the use of social media for Social Studies lessons as it was specially identified to be used to create groups and for discussion.
2. It could also be concluded that the learners made use of many commonly used social media platforms to facilitate their learning of Social Studies, including Facebook, WhatsApp, Youtube and Telegram.
3. Conclusion could be drawn that social media has been on great relevance to the learners in Social Studies lessons as most of them use it to hold group discussions and also share learning materials amongst themselves.

4. It could be concluded that social media has impacted both positively and negatively on the teaching and learning of Social Studies as it has aided learners in research and discussion and also gravely contributed to lowering their academic performance as some of them have been distracted from their academic goals and also addicted to the use of social media.

5.4 Recommendations

Based on the findings and conclusions of the study the following recommendations are made:

1. Students should be given some form of orientation or seminar on how well to use social media in order to enjoy the full academic benefit from it.
2. The learners should also be motivated to use social media as research as a supplementary avenue to gain enough information related to their studies.
3. Learners should also be encouraged to appreciate the positives of social media and leverage on them for their academic success. Thus, attempts should be made to talk to the learners to minimise if not stop giving attention to distracters that take them away from the academic purposes for which they are using the social media.
4. The learners should be encouraged not to spend too much time chatting with their colleagues, social media use should be used primarily for academic purposes.

5.5 Suggestions for Further Research

1. I suggest that this study should be replicated in other parts of the country to also explore the effects of social media usage on the teaching and learning of Social Studies lessons since this study was only carried out among pupils in the

Apedwa Seventh Day Adventist Junior High School in the Abuakwa South Municipality.

2. This study employed the qualitative research method; I suggest that other studies should employ either quantitative or the mixed method to explore the effects of social media usage on the teaching and learning of Social Studies.



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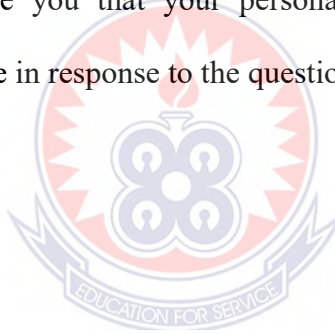
APPENDIX A

INFORMED CONSENT

Dear Respondent,

I am Daniel Ayeh Asumadu, a final year student of the University of Education, Winneba, reading Master of Education in Social Studies Education. This interview guide was designed to elicit information on the influence of social media on pupils' academic performance in Social Studies lesson in Apedwa Sda JHS in the Abuakwa South Municipality. The participants in this study are pupils of Apedwa Sda JHS in the Abuakwa South Municipality. The interview guide is strictly for academic purposes and each participant in this session has the right to willing participant or decline. I wish to assure you that your personal information and any sensitive information you will share in response to the questions will be held confidential.

Thank you



APPENDIX B

INTERVIEW GUIDE

Examining the Impact OF Social Media on the Teaching and Learning of Social Studies in Apedwa SDA JHS in the Abuakwa South Municipality

This interview guide is divided into two (2) sections; the first section is to help the researcher elicit responses on the demographic characteristics of the research respondents whereas the second section seeks to gather data from the respondents on the influence of social media usage on teaching and learning of Social Studies.

SECTION A: INFLUENCE OF SOCIAL MEDIA ON THE TEACHING AND LEARNING OF SOCIAL STUDIES

1. How can social media be used in the Social Studies lessons?
2. What forms of social media do you use in your social Studies lessons?
3. Has the use of social media made any positive impact in my Social Studies lesson? If Yes how?
4. How does the use of social media affect the teaching and learning of Social Studies?

APPENDIX C

OBSERVATION CHECKLIST

USAGE OF SOCIAL MEDIA AND INFLUENCE ON TEACHING AND LEARNING OF SOCIAL STUDIE

The table below provides statements which require some form of response based on the observation of the research on Social media usages and its impact on the teaching and learning of Social Studies.

Responses are being given by tick one of the three (3) assigned corresponding options to each of the items. The three (3) options for response are Yes, No and Uncertain

ITEMS		Yes	No	Uncertain
1	Pupils' Social Media usage has helped in improving the teaching and learning of Social Studies			
2	Engaging in academic forums in Social Studies on social media has improved the understanding of pupils.			
3	Pupils' usage of materials gotten from blogging sites to complement what I have been taught in class in Social Studies which has improved the teaching and learning of Social Studies			
4	Social media has contributed to improving the teaching and learning of Social Studies of pupils in Social Studies lessons.			