

UNIVERSITY OF EDUCATION, WINNEBA

IMPLICATIONS OF SOCIAL MEDIA USE ON THE SOCIALISATION AND SOCIAL BEHAVIOUR OF ADOLESCENTS IN SOMANYA



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IMPLICATIONS OF SOCIAL MEDIA USE ON THE SOCIALISATION AND SOCIAL BEHAVIOUR OF ADOLESCENTS IN SOMANYA



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APRIL, 2022

DECLARATION

Student's Declaration

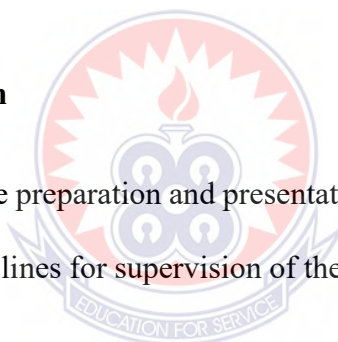
I, Cynthia Fofu Dsane declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted either in part or whole for another degree elsewhere.

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Date

Supervisors' Declaration

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



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Name of co-supervisor:

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DEDICATION

To Mary and Aidan.



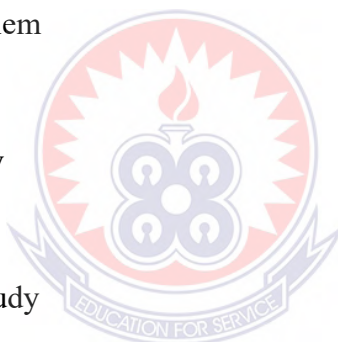
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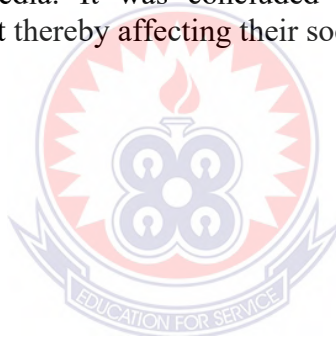
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ABSTRACT

This study investigated the implications of social media usage on socialisation and social behaviour of adolescents in Somanya in the Yilo Krobo District of the Eastern Region of Ghana. The objectives of the study were to: identify the common types of social media used by adolescents, examine the factors that account for the choice of social media types among adolescents, ascertain the experiences of adolescents on social media, assess the effects of social media usage on socialisation of adolescents, analyse the effects of social media usage on social behaviour of adolescents and analyse the effects of social media usage on social interaction of adolescents. Qualitative approach and case study design were adopted for the study. The sample size was twenty adolescents selected through the convenience sampling technique. One-on-one interviews and focus group discussions were conducted to collect data. The major findings from the study were that adolescents used Social Network Sites such as Facebook, WhatsApp and Twitter. The main reasons for using social media included peer influence and connection with people. The effect of social media usage on socialisation of adolescents were; decrease in offline social activities and exposure to online activities which led to social media socialisation. Effect on social behaviour of adolescents showed they were addicted to social media. It recommends that parents socialise adolescents to conform with contemporary social interaction patterns to aid proper use of social media. It was concluded that social media usage affects socialisation of adolescent thereby affecting their social behaviour.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Communication in past times used to be a long process from sending messages across to others through other people to writing and posting of letters and telegram. As a way of interaction, communication involved sending and receiving messages for social relation purposes, sometimes without the guarantee of messages reaching their destinations timely (Baruah, 2012). However, communication in recent times has experienced improvement in terms of technological advancement. Improvement in technology has introduced new ways of communication and has changed all aspects of life.

There has been tremendous change in communication through technology. The production of telecommunication tools such as smart phones, iPods and laptops have enhanced social interaction through digital means and improved dissemination of information set-up around the world (Kim, 2017). Digital communication has improved social relations considering its efficacy in linking people everywhere (Ocansey Ametepe & Oduro, 2016). Socially, relating with others is no longer limited to proximity and time; instead, people can get in touch with others everywhere and anytime (Frimpong, & Veccari, 2015). The means of contacting other people which was limited to face-to-face has now improved to wireless telephones and social platforms on social media through the internet. These changes, to some extent, have brought about satisfaction in goods and services as well information circulation sources. Sending and receiving of messages have improved compared to the days when messages were sent through postal services.

Digital communication is the use of communication gadgets which are not limited by distance (Ellison & Boyd, 2007). It involves the sending and receiving of messages digitally via the internet online. The creation of the internet is an important technological invention which introduced the fastest way of communication. The internet allows sending of messages through electronic mails and communication websites. This digital transformation has altered communication patterns in the world (Allen, 2009). In recent times, messages can reach audiences and target groups in real time and they can generate changes and tendencies. The digital communication trend hastened the process of modern communication by upgrading speed, reliability and shortening distances between people. This makes the use of the internet for communication exciting and attractive.

The internet originated communication websites that aid the spreading of information locally and globally. Social networking sites have evolved as a result of people's urge to communicate in groups and with individuals. These network sites also promote private activities of individuals. Micro blogs are also created to enhance and develop ideas of people. Micro blogs and social networking sites form the social media. Social media are the group of websites and applications that are used for interactional purposes for receiving and sharing information in various forms (Ellison & Boyd, 2013). These various forms support online social interaction.

Social media are networking sites that promote communication. They are mainly used for interaction among people. They interact because it gives the chance for people to express themselves at the same time allow others to comment on what is being discussed without hindrances. These sites can be accessed through the internet and the sending of messages is instant. Users are allowed to create profiles which introduce individuals to the community of friends. By this way, online community of friends are

created and people can chat and send information across the world. The various online communities are the platforms and their features are not so different.

Chan-Olmsted, Cho and Lee (2013), explained that social media are used to create network of online friends and group memberships to stay in contact with current, reconnect with old friends and make new friends. It also allows people to create new friends through similar interest groups. Bryant (2018) emphasised one characteristic of social media as supporting individuals to share their interests with likeminded people. Photos and videos are shared on group pages between individual users. One new addition to social media is the use of video calls and which allow people to stalk others online. These fascinating features and more attract people with knowledge about the internet to opt for this communication system.

This communication system can be used by all people and research has shown that adolescents across the world are not left out (Zeitel-Bank & Tat, 2014). Asare-Donkoh (2018) has reported the presence of adolescents on social media. They mentioned connectivity, communication and educational purpose as some of the ways adolescents use it. Predominantly, social media support many forms of communication and as such promote online social activities. Since it fosters easy communication, it has been accepted by families as an easy way of reaching people in contemporary societies. However, how adolescents use social media cannot be interpreted because of its many functions. It is difficult to ascertain and monitor what adolescents do on social media.

Mass media as an agent of socialisation include television, radio, newspaper and the internet. The internet opens into a broad way of communication with little supervision and easy access. Social media can be accessed on the internet through the use of smartphones. It has been discussed that the effects social media has on users is

both negative and positive (Frimpong & Veccari, 2015). Genner and Süss (2016) suggest that information from the electronic media trigger discussion among family members that enhance bonding. This is not the same with social media since discussions on it are limited to users on the same platform.

Adolescents have online conversations with many people both known and unknown. Manning (2014) however, emphasised that adolescents are selective on information on social media because of their aims and needs which drive them. In this way online activities expose them to many things that cannot be controlled by parents and guardians. The issue of socialisation and how it occurs online has not been dealt with critically. Most of the literature reviewed on social media had discussed the effects; both negative and positive on education, health and wellbeing of adolescents (Petraki et al., 2013; Uzniene, 2014; Genner, & Süss, 2016; Zeitel-Bank & Tat, 2014). Markwei and Appiah (2016) studied the effects of social media on the youth of Maamobi and Nima. In their study, they involved people between the ages of 13 and 25 years. Their findings reported on how the youth accessed social media but did not dwell on its effects on socialisation. Other researchers had studied social media effect on children and not on adolescents and socialisation (Zeitel-Bank & Tat, 2014). Ocansey, Ametepe and Oduro (2016) concluded from their study that the use of social media is affecting communication of the youth but did not extend it to social behaviour. It has become imperative for society to understand how social media socialisation occurs on the virtual world to ascertain its effect on traditional socialisation and social behaviour. Socialisation occurs through online interaction with people and everything they come across. Tartari (2015) explained that this process uses observational, information processing and cognitive skills of the adolescent to develop digital skills.

However, behaviour change may not be an indication of what has been possibly acquired through the use of this media.

The visit of social media sites by adolescents cannot be denied. Their pictures and profiles on social networking sites tell of their presence (Khurana, 2015). This proves their use of social media and it is common knowledge that adolescents interact with many people across the world through these sites. Interaction is bedrock of socialisation and these activities are indicative of online social relations.

There are some changes in behaviour that may point to media socialisation among users. However, how this is affecting traditional socialisation and social behaviour needs to be authenticated. Okafor and Malizu (2013) established that, television which is an electronic media communicate with people in several ways. But its understanding and how people react to it determines how they are affected. The media through dissemination of information communicates different things which form the underlying catalyst for social relations and behavioural patterns. Uzniene, (2014) noted that contact with media activates interaction both consciously and unconsciously. The youth which includes adolescent have been noted to be the vast majority that uses digital and electronic media (Joo & Teng, 2018).

Prior to the use of social media, adolescents in Ghana used television as means of entertainment and other social activities. Much of television programmes are devoted to promoting socio-cultural activities of the Ghanaian society. The news as well as other entertainment programmes are casted in local languages there are other educational programmes that are telecasted and geared towards training adolescents to function well in their local communities and also promote their well-being. Discussions among

adolescents were sometimes based on these television programmes. They mimed and mimicked adverts and other programmes shown on television.

Adolescents in Somanya have been known to watch television which is a popular source of entertainment in Ghana. This assertion points to the fact that adolescents were previously limited within the confines of socialisation within their localities due to the availability of the media which is television. Although programmes telecasted on television has expanded to cover several aspects of society's way of living, its effect on socialisation is limited to the type of interaction it provides.

Television is an electronic media that allows for one-to-many type of interaction (Thompson, 1995). In the first place, television is viewed by the whole family and so what adolescents are watching could be monitored. Secondly, its programme line up are pre-telecasted so parents and other family members know what to expect at certain times of the day. Thirdly, many things such as advertisements, church programmes and children programmes are all telecasted by television. In this dispensation, adolescents could be monitored and even corrected when they show some copied behaviour from television viewing. Also, some types of behaviours could easily be alluded to this type of media because it is used by all. Television viewing is a social behaviour among adolescents because its use is influenced by the social environment. It offers chances for conversation, social interaction, and exchanging of common experiences. Movies, TV shows, and commercials frequently influence cultural discourse. Using references to well-known TV shows or catchy commercials might help people connect and share experiences in interactions with others. According to Okafor and Malizu (2013) said, television viewing transforms the way people interact with others in the social environment. Adolescents in Somanya are not exempted from watching television. They watch television because it is a common type of electronic media used everywhere

in Ghana by most families. How television socialise people is easy to assess as compared to other forms such as social media which are not open and easily assessable by others.

Before the advent of social media, youth in Somanya engaged in a variety of activities, such as open-air play, peer conversations, debating and arguing among other social group activities. These social behaviours among adolescents have reduced over time. Nonetheless, these social behaviours of adolescents are very known actions and activities that do not threaten the existence of the Krobo communities but rather promoted socialisation in context. Adolescents socialised with others within their local communities because they did not easily have access to other people outside of their domain.

In order to see socialisation through the prism of modernity, empirical research on how social media affects traditional socialisation which results in changes in social behaviour is essential. In light of this discussion, this research seeks to examine the issues of social media use and how it is affecting socialisation and social behaviour of adolescents in Somanya.

1.2 Statement of the Problem

A few studies have highlighted how social media use affects societies and the youth in Ghana. However, studies on how social media use affects socialisation and social behaviour of adolescents in Ghana are fewer. The issue of social media usage and its consequences is now being debated in the media. Generally, many studies have reported effects of social media use on health and education (Ameyaw, 2021; Pierri & Ceri, 2019).

Social media connects individuals from various cultures worldwide through the internet. Social media platforms showcase many views and behaviours from different people across the world. So, social media users interact with many people and see many activities from people with different backgrounds. Social media users are not restricted to any particular online behaviour norm. There are no limitations to what users can say, do or post on social media. Due to this people post and display anything and everything on these platforms. People publish whatever they think appropriate for a variety of purposes, including advertisements, informational posts, attention-seeking requests, and even self-promotion. Users share their ideals, ideas, and opinions without necessarily considering what the majority of internet users think about it. They also interact with different contents posted on social media. It is up to the users to evaluate and accept what is beneficial or detrimental to them.

Adolescents are a group consisting of individuals who are in their physical and emotional development stages. Consequently, in order for them to fit into the society, they must be guided in terms of what is good for their growth and approved by their community. As a way of social training, adolescents in Somanya are socialised to learn the ways of their society. When adolescents socialise with others, they learn from each other and this learning leads to acquisition of information which subsequently leads to changes in social behaviour. There has been changes in the way adolescents in Somanya socialise and behave in current times which has called for concern. This paper contends that the use of social media is causing changes in socialisation of which are also leading to change in social behaviour among adolescents of Somanya which are not consistent with the behavioural pattern of the people. It is of utmost importance to note that if this phenomenon is not corrected future generations would be handed a socialisation that is devoid of the culture and the ways of the people of Somanya. This would change the

trend of socialisation among the people and with time novel generations would be used to what was handed over to them thereby killing the traditional socialisation of the people and consequently leading to social behaviours that are inconsistent with the ways of the Krobos.

It is also imperative to mention that the effects of social media use on adolescent's lives are also consequential. O'Keefe et. al. (2011) concluded in their study that the use of social media affects the sleep of adolescents, make them lose concentration in class and therefore affect their well-being. Asare-Donkoh (2018) mentioned that social media use affects the academic performance of students. Markwei and Appiah (2011) concluded from their study that the use of social media promotes social vices such as internet fraud among the youth in Nima and Maamobi. Akubugwo and Burke (2013) stated that social media use is affecting the social behaviour of adolescents as they use it to mobilise themselves for mob action on school campuses. However, Bernard and Dzandza (2018) said students use social media for communication and research purposes but causes distraction in the education of students. Although these studies concluded on the effects of social media use, researchers did not address how it affects traditional socialisation and social behaviour of adolescents in particular. All these studies used quantitative methods to make their conclusions. It is critical to understand the underlying causes of adolescents' use of social media.

Asare-Donkoh (2018) and Markwei and Appiah (2016) conducted studies on social media but limited it to Central and Greater Accra regions of Ghana. Ocansey, Ametepe and Oduro (2016) conducted their studies in five regions of Ghana which included Central, Western, Ashanti, Volta, and Northern regions of Ghana. Thus far, there are few studies on social media conducted in Eastern region and particularly

Somanya leaving a gap in geographical location of the problem. Studies on effects of social media use on adolescents in Somanya are very few. There are gaps in knowledge and location in the area of social media use and socialisation that needs to be filled. This study will focus on social media use and its effects on socialisation and social behaviour of adolescents in Somanya.

In Ghana, most available studies in the country focused more on the general effects of social media use on the youth leaving out a gap to further explore how the use of this media affects adolescents in particular. There have been few studies on how the different types of social media affect traditional socialisation and social behaviour of adolescents (Asare-Donkoh, 2018; Amankwa, 2021; Frimpong & Vecaari, 2015; Dapaah, 2015). There are equally limited studies that have concluded on the effects of social media use on social behaviour, and even less studies on socialisation and social media use, leaving a knowledge gap. This gap must be filled in order to offer appropriate recommendations for resolving this situation.

Somanya is a town in the Yilo Krobo District located in the Eastern Region of Ghana. The town has two Senior High Schools, a College of Education and many basic schools. There are many adolescents in this community and because of the presence of schools most of them can read and write. Certain activities and attitudes are deemed appropriate in Somanya, and hence appreciated. This behaviour pattern is largely effectuated by the family, peers and mass media as they are closer. Traditional socialisation among Somanya people originates from their way of life and how they pass on their culture to their children. Traditional socialisation is also mostly transmitted through the values and beliefs system of the people which are enshrined in their societal norms. Living together, respecting and obeying parents and elders, performing house chores, attending errands for the family and fully partaking in family

activities are some of the norms appreciated and used to teach adolescents to fit into the society.

Adolescence is considered an important and crucial stage of social development for the people in Somanya. They train their adolescents to be serious minded people, pay attention to happenings in their communities and consider the importance of promoting good psychological well-being. Customs and traditions are still adhered to in Somanya so adolescents are trained to partake in social activities by special roles assigned to them.

Previously, adolescents played outside with their friends in their communities. There were many local games that engaged adolescents mostly after school. These were traditional games that fostered learning of social norms and other aspects of the traditions of the people. In current times adolescents do not spend much time playing outside with their peers. Mingling and associating with others in the society among people within the adolescent age bracket is becoming an uncommon phenomenon in Somanya. Formation of social groups within the community that promoted communal labour, upkeep and the protection of the Krobo culture is reducing recently. The absence of such social behaviour is promoting a different form of interaction among the youth and thus reducing physical socialisation.

Recently, adolescents have been observed acting in ways that defy social conventions. Frequent use of phones to take pictures and make videos of events is not the normal activities of the people. The use of social media to record customary rituals and other important cultural events for dissemination in Somanya township was not in existence prior to the advent of social media. The debate over the recording of such events for dissemination have brought a wide awakening of the cultural deviation

among the people and its negative effect on the Krobos. They exhibit signs of divided attention which shows in their social activities. Sometimes during church services and other formal activities, adolescents are seen taking photos of themselves and others even while the service is ongoing. It is equally common to observe them loitering around and disturbing occasions just to take pictures and videos to post on social media. Sometimes, such behaviour distracts the occasions and take away people's attention. They are mostly interested in making videos of events and social activities to post them online. The frequency with which they do these and other things to support social media activities are on the rise. These are social behaviour which were absent prior to the advent of social media.

There seems to be some effects of social media use on socialisation of adolescents in Somanya which is consequently leading to changes in their social behaviour that is undermining the socio-cultural setting of the people. It is against this backdrop that this study seeks to examine how social media usage affect the socialisation and social behaviour of adolescents in Somanya.

1.3 Purpose of the Study

The purpose of this study was to investigate how the use of social media affects socialisation and social behaviour of adolescents in Somanya.

1.4 Objective of the Study

Objectives of the study were to:

1. identify the common types of social media used by adolescents.
2. examine the factors that account for the choice of social media types among adolescents.

3. ascertain the experiences of adolescents on social media.
4. assess the effects of social media usage on socialisation of adolescents.
5. analyse the effects of social media usage on social behaviour of adolescents.
6. analyse the effects of social media usage on social interaction of adolescents.

1.4 Research Questions

1. What are the common types of social media used by adolescents?
2. Which reasons account for the choice of social media types by adolescents?
3. What are the experiences of adolescents on social media?
4. How does the use of social media affect the socialisation of adolescents?
5. How does the use of social media affect the social behaviour of adolescents?
6. How does the use of social media affect social interaction of adolescents?

1.5 Significance of the Study

This study is significant because it will provide an understanding of how adolescents use social media. It is anticipated that the findings of this study would give adequate information on the effects of social media on adolescents and behaviour change. Even if social media use is partially beneficial in promoting social connection with others, the study will result in a paper that will help people understand how continuous use of social media hinders the development of adolescents' social interaction skills in various ways.

With the majority of adolescents using several types of social media it is critical to understand the disparate effects social media usage can have on traditional

socialisation in order to identify needed interventions that pertain to individual social media platforms, especially the platforms that adolescents use the most. Generation of relevant content which focuses on Ghanaian culture and traditions onto websites accessed by adolescents will promote socialisation in context. Hence, this study would be beneficial to content developers on social media.

Social institutions such as churches and NGO's can organise talks, discussions and workshops on the use of social media for parents as a way of enhancing understanding of its usage. Parents would therefore aid their adolescents to acquire knowledge on use the use of social media through the information provided by this work. They would see the need to check and guide their children who use the social media as it may affect their development both positively and negatively during their formative years. Parents would instruct their adolescents on how and when to use social media in a safe manner. They may feel the need to explain the sites to visit and the reasons why they should not visit other sites, and they may decide to limit their children's access to the internet to times when they can supervise it.

Stake holders and members of the society would gain from knowledge provided by the study as it would help them sensitize families in their control of what children do with the social media. In view of this, the Ministry of Gender and Social Protection, Ministry of Education, Department of Social Welfare, and other state institutions that work towards the social development of children would benefit from the study as it would provide very important information to enable greater efficiency in the discharge of their responsibilities.

This study would be important in helping parents, caregivers, teachers and the older generation since the findings would elaborate on the effects the use of social

media has on adolescents during their formative years. This would serve as a guide as much as possible to help control what children look out for when they are using social media and also give people knowledge about the good aspect of using the social media.

Future researchers who get access to this report can use it as basis for further studies into other aspects of social media usage. Additionally, by incorporating measures that would restrict how adolescents could use social media, the authors of social media software would make room for adolescents when developing new software or updating the old one. Lastly, it would make a contribution to the corpus of knowledge on how social media affect the socialisation of adolescents.

1.6 Delimitation of Study

The study was conducted at Somanya in the Yilo Krobo Municipality of the Eastern Region of Ghana. Adolescents from the Yilo Krobo Senior high schools were involved in the study. Most of these children fall within the age limit of the study (13-19 years). These adolescents have access to mobile phones when they are on vacation and so were able to give much information about the topic under study. The study is limited to finding the effects of social media use on socialisation and social behaviour of adolescents. It focuses on using a qualitative approach to investigate the phenomenon among adolescents in Somanya.

1.7 Definition of Terms

Adolescents: are all people within the ages of 13 to 19 years who are in the senior high school.

Emojis: these are the pictorial representation of facial and bodily expressions of social media users.

Online: it is the situation where people are browsing on the internet or using social media.

Offline: it is the situation where people are not using social media or not browsing on the internet.

Social media: refers to online applications that highlights communication through the use of internet and promotes interaction and collaboration among users.

1.8 Organisation of the Study

This report consists of six chapters. Chapter One provides an introduction to the study by outlining the background to the study, statement of the problems, purpose of the study, objectives of the study, research question, the significance of the study and scope of the study. Chapter Two reviews related literature on the issues being studied. The review was broadly done under the themes of social media, premise of adolescent development, social behaviour and social interaction. This chapter also covered the theories that underpinned the study. Chapter Three presents the methodology that was employed in the study. It describes the study area, research design, population for the study, sample and sampling techniques, and research instruments used to gather data for the study. It also explains how the data was gathered. Chapter Four covers the presentation, of the data gathered through the administration of the research instruments whilst Chapter Five discusses and analyses the data collected. The final chapter which is Chapter Six presents the summary of findings from the study, conclusions made based on the findings and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the related literature on how adolescents use social media. Its aim was to examine the available literature on social media, adolescents, socialisation social behaviour and social interaction. The core emphasis was identifying the effects of social media use on the social development of adolescents by reviewing the social factors that contribute to communication and information processes on social media. The chapter is congregated into introduction, theoretical perspective, and developmental premise of adolescents and concept of social media. It also considers the effects of social media use on socialisation, social interaction and social behaviour of adolescents.

2.1 Theoretical Perspective

Social media can be studied from three different perspectives. The ontological position argues that content created on social media is from a social perspective and can be explained based on such social realities. Its epistemological position is to find information in the social environment from the users of social media who are adolescents. Thus, the review of theories (socialisation, symbolic interaction, uses and gratification theory) is of relevance to exploring how social media usage is affecting adolescent's socialisation and social behaviour. Such a review of social theories is critical to formulating a scaffold upon which this phenomenon can be studied and grounded. The theoretical framework addresses all the five objectives and the five research questions posed in the first chapter of the study.

2.1.1 Societal foundation of the study

The 21st century society is characterised by developing and altering technological and cultural situations. Technological devices such as computers, cell phones, tablets and iPod are no longer considered frivolous but a necessity which keeps people on pace with the emerging changing situations. These technological devices have also introduced access to new ways of communicating tools. Social media is an innovative way of communication among the different categories of people; children, adolescents, young adults and adults all over the world.

Dapaah (2015), Markwei and Appiah (2016) and Asare-Donkoh (2018) established the presence of adolescents in Ghana on social media platforms. These studies have elaborated on how adolescents are using social media. Research spanning 2015 to 2019 shows the use of social media by adolescents for various reasons, in order to satisfy their communication needs, educational purposes, entertainment and fashion, search for information, societal and integrative needs (Markwei & Appiah, 2016). The Ministry of Information (2017) identified smartphones, personal computers and tablets as devices used by adolescents to access social media. According to the report, adolescents within the ages of 11 to 19 years are using the social media because it has become common in the society. Markwei and Appiah (2016) and the Ministry of Information (2017) found that adolescents within the ages of 13 to 19 years in Ghana are using social media. Asare-Donkoh (2018) also sampled and collected data on adolescents between 15-17 years old who are users of social media.

Society's integration of social media for communication has brought changes in the culture of Ghanaians and affected many aspects of their lives. Asare-Donkoh (2018) noted in their study that adolescents no longer come out to play outside with other children, which used to be the norm in previous times. Instead, they stay indoors

and interact with friends on social media. The report from the Ministry of Information (2017) concluded that adolescents in major cities and towns in Ghana are now using social media. The study described how adolescent use of social media has an influence on societal norms, culture, and traditions, which serve as the foundation for socialisation. These studies, however, mentioned how adolescents are using different types of social media but did not elaborate on how it is affecting them in several ways, such as in behavioural terms. On the other hand, the overview provided by these studies failed to draw a line between social media and social networking sites; the two terms have been used to substitute each other, making it look as if they are the same. The discussion so far has established the use of social media by adolescents in Ghana.

2.1.2 Socialisation

Socialisation is used in this study as a framework to interpret traditional socialisation processes individuals go through and to ascertain how the agency of social media impacts on face-to-face interaction. It is used based on the chances it affords people in interaction. Accordingly social interaction as means of socialisation is considered in communication terms. Online interactions socialise adolescents in many ways because of the occurrences of human relations there (Saber majidi, Valaei, Balaji, & Goh, 2019). However, traditional socialisation occurs face to face where people see each other and talk. This type of socialisation includes communication, but fewer options as compared to social media communication. Human relations result from social interaction which lead to learning of behaviours (Saber majidi et al, 2019).

Social media socialisation, which is indefinite or nonconcrete, occurs on the internet and so its effects on traditional socialisation is difficult to ascertain. For the reason of this study, socialisation is used to describe how individuals learn to conduct

activities on social media, learn from other users, acquire the necessary skills to fit into social media platforms and how this learning process monitored affect the traditional socialisation of adolescents. It is the aim of this study to use this as a framework to help explain the differences between social media socialisation and traditional (physical) socialisation. It is also pertinent to ascertain how social media socialisation affects traditional socialisation of adolescents. The need to understand how individuals' process information in relation to the meaning and importance attached to this social media is looked at in the lens of socialisation.

Socialisation is an important part of human social development. All individuals go through the socialisation process in order to fit in to society. Thus, socialisation is the process through which the individual attains values, norms, and relevant behaviour and learns traits, characteristics and ideas about their culture (Hakim, Bhat & Hakeem, 2014). The usefulness of socialisation is seen in the complete blending of the individual into the society; consequently, the individual is able to fit into the society. Socialisation is a process that an individual undergoes once there is an interactional environment. According to Giddens (2006), socialisation is the process of attaining self-awareness, becoming knowledgeable and acquiring skills in the way of the culture the individual is born into to conform to the norms of that society. Consequently, a socialised individual must know the norms of his or her society and hence live to its demands. To this extent, it has been identified that there are types of socialisations that occur within the different stages of the individual; primary socialisation is the type that fosters intimacy among people and starts very early in the life of the individual (Giddens, 2006).

Primary socialisation starts and occurs from the early years of the individual. It is the inception of values, norms, beliefs and other traits intended to be part of the

individual. According to Shabnoor and Tajinder (2016), although these have effects on the life of the individual, it is not the end of the process because people learn new things and adapt to situations at different stages of their lives. The early stages of socialisation are characterized by observation, and imitating others. In different ways, individuals learn the ways of society through interacting with symbols and situations in the social environment. As time goes on, they dominate the ways of society and it becomes the foundation upon which they play various roles in society.

Anticipatory socialisation occurs at a later time in the socialisation process. At this time, the individual has matured enough to exhibit a full grasp of the primary socialisation which has become the basis of social relations in later life. The individual learns about social roles at this stage of the socialisation process (Shabnoor & Tajinder, 2016). It is at this time that the individual uses the skills and knowledge that was acquired in earlier years. This implies that the complexity of applying the different skills of socialisation acquired is applied. Adolescents are a group of persons who have passed the early stages of socialisation and have acquired knowledge and skills that can aid them to socialise. They may not have grown into full adults but they have also passed the earlier years. Hakim, Bhat and Hakeem (2014) opined that the socialisation of adolescents continues at the stage where there is now conscious interaction between the environment and its structures. The socialisation environment includes where the adolescent lives and all other available resources with which they interact.

Abrantes (2013), Grenner and Süß (2017) explained that socialisation is achieved through agents and agencies. The process of socialisation starts with agents who catalyse the practice and culminates in producing an individual who fits into the society (Bryant, 2018). Different agents play different functions, but they all focus on the socialisation process. All of these agents mould the individual in terms of the

society's requirements. Hence, the demands of a particular society determine how the individual is socialised by the agencies. The interconnectedness of the agencies is important in producing an individual who internalizes the norms of society. It forms the foundation of socialisation in context. The role of the agents of socialisation and the environment in which socialisation is occurring are very important (Tartari, 2015).

The family is the first agent that helps the child to familiarise with the environment. In traditional African societies and Ghana, for that matter, families live together. People who live in the same household and are bound by blood ties are considered to be family. Most things that the individual needs to know at the early stages of life are taught at the home by parents and caregivers who are the primary transmitters of the culture of the home. As a result, engagement with close associates is usually where socialisation begins. However, this is done in accordance with the family's customs and the culture of the society. The child learns the norms and values of society from the family. Socialisation of individuals may differ depending on the tribe and culture of the social environment. There are roles and responsibilities in the family system for all members. However, one thing that binds the family and keeps it going is communication.

Families normally gather to evaluate the activities of the day and talk about all sorts of captivating topics (Ahmad, 2011). Participation in such gatherings is encouraged for all members as that show togetherness and mutuality. Communication occurs in the society and people are taught how to communicate with each other in ways that would bring harmony. Adolescents are also introduced to different communication patterns; listening and talking to people, communication with symbols and the use of language to interact in the society (Carter & Fuller, 2015). People are socialised to interact with other people. They use significant symbols and language to interact. The

individual's ability to interact actively in the society shapes his/ her idea about the society. This type of interaction is characterized by factors including the importance the person attaches to the object of interaction, content and context. It is also determined by the family's orientations of such interactions.

Other agencies of socialisation are the school, the neighbourhood and the peer group. The school, neighbourhood and peer groups can all be classified as one entity and assessed from different dimensions because these agencies influence the individual in similar ways in terms of roles, language, and norm acquisition. The peer group, neighbourhood and school interrelate with each other in terms of teaching social relations to adolescents (Sabermajidi et al., 2019). First and foremost, the school is located in the neighbourhood where the individual resides, and the school contains peer groups. Due to the relationship between these agencies, the individual learns many things from different perspectives. The individual is thus affected in many ways as he or she relates with these agencies. The mass media socialise adolescents but from a different angle. The mass media includes newspapers, the radio and, until recently, social media. According to Okafor and Malizu (2013), the television is common media used in the homes of many families. It has been used to broadcast news and show various videos for entertainment. It also provides programmes that are suitable for children and adolescent and can be regulated by parents and other adults (Okafor & Malizu, 2013).

However, in recent times the introduction of social media has created a digital and a nonconcrete world which has no boundaries (Boyd & Ellison, 2013). Its boundaries are blurred as its demarcations cannot be ascertained. McIntyre (2014) explained that the boundaries of social media are being discussed in terms of how it presents different cultures and societies to its users without any restrictions. Information

from all societies and groups across the world is presented on the social media and participants are given access to it (Sabermaajidi, Valaei, Balaji, & Goh, 2019). Not only are the boundaries of the social media blur, but the number of participants who access them are also not restricted at all. People all over the world use it in as much as they can have access and afford.

Research has reported that the use of social media can be linked to the culture of the family and the society (Grenner & Süss, 2017). In totality the interaction between the social media as part of the mass media in socialisation cannot be overlooked. It has become important that its role in socialising adolescents is examined. The influence of social media has been discussed by Grenner and Süss (2017) when they talked about how individuals are affected in various ways. People observe, copy and imitate many activities that occur on the social media (Ibanez-Cubillas, Diaz-Martin and Perez-Torregrosa, 2016). The use of social media is clear in empirical research. There is the consensus that contemporary adolescent use social media (Markwei & Appiah, 2016) and it is affecting social behaviour (Grenner & Süss, 2017; Uznniene 2014). There is the need to consider how important adolescents consider social media. This can be examined in terms of the roles the social media perform in the socialisation processes of adolescents. Consequently, how the socialisation of adolescents is affected by this media needs to be envisaged.

2.1.3 Role of social media in socialisation

The mass media has been identified as an agency of socialisation which is playing several roles. Giddens (2006) mentioned newspapers, television and the internet as some of the mass media. Social media had evolved from advancement of the internet and is used for social interaction (Ackland & Tanaka, 2015). The media as a

socialisation agent has been established empirically and it is obvious how it contributes to socialisation in people. McQuail as cited in Giddens (2006) identified the provision of information, correlation, continuity, entertainment and mobilisation as the social functions of the mass media. Studying these functions critically reveals that social media also performs similar social interaction functions but through online. According to McQuail in Giddens (2006), mobilisation is using the media to gather people to achieve some particular objectives. Akwubugo and Burke (2013) reported that students in their study used social media to mobilise themselves to express discontent on how school authorities were treating them. Social media has the tendency to send the same message to many people within a short time (Ellison & Boyd, 2013).

Although social media has made strides in recent times towards child socialisation due to its interactive nature, studies have only confirmed their presence (Asare-Donkoh, 2018). Mingle and Adams (2015) mentioned that social media has effect on academic performance of adolescents in Ghana. Recently, the internet has developed social media to foster social interaction among people and communication systems (Giddens, 2006). Social interaction has gone beyond face-to-face and reached the level where people get the chance to communicate with others beyond their immediate society through the use of social media (Ellison & Boyd, 2013). Several studies have elaborated on the dynamism and the integrative nature of the digital media effect on users. For instance, Ellison and Boyd (2013) mentioned that social network sites integrate social media platforms that use audio, visuals and audio-visuals to communicate. Giddens (2006) emphasised that messages represent people and their identity on the internet. Social media cannot authenticate the identity of its users and this may affect identity formation among adolescent users. It is imperative that timely

studies are conducted on this pervasive media to aid in verifying the nature of effect it has on its users.

As people acquire opinions about themselves and they build their own opinions, the individual's sense of identity grows stronger during adolescence. Social media offers the formation of friendship and intimate bonds among adolescents and people around them. This form of media has become a common household gadget and it has been stipulated that about 90% of the youth in second cycle schools and tertiary institutions in Ghana use mobile gadgets to access the social media (Frimpong & Veccari, 2015). According to Mead, identity development is shaped by how people interact with other socialisation agents (Potts, 2015). Subsequently, the identity of the adolescents who use social media may be shaped through their interaction with others on this media. This may lead to their social development and help them to generalise how others see them. They develop the self and hence their identities based on the feedback they get from the various interactions on social media. In this way, social media may socialise adolescents in multi-cultural environments with unfamiliar cultures. However, these situations promote continuity of cultures and forging of social developments among people.

Social media has been known to host various characters that play roles identical to the abilities of adolescents (Joo & Teng, 2018). Sometimes, individuals are attached to characters they meet on social media (Tartari, 2015). Identity formation has been explained by Genner and Süß (2016) as a concept of self which covers gender and sexual roles, ethnic and cultural values as well as social belonging. It also has to do with the comparison of individual's abilities and skills in development. It is a psychological process that ushers adolescents into adulthood by forming an identity. It has to do with adolescents behaving in mature ways, applying abstract thinking,

adjusting to mature bodies and taking up the roles of adults. Adolescents are likely to learn from such characters as proven by Abrantes (2013). Accordingly, they process information on social media to suit their developmental demands.

Digital media offers large variation of information and exposure to unlimited experiences which explain the importance attached to its use (Genner & Süß 2016). Social media provides continues flow of information from around the world (Owusu-Acheaw & Larson, 2015). It is easy to access information on social media through these handy tools. They further explained that mobile phones, computers, television and game consoles have become part of the everyday lives of adolescents and youths in their household. The youth and adolescent are getting addicted to these mobile devices (Kaya & Bicen, 2016).

Currently, the internet has developed social media with its characteristics and it is being used for social interaction among other purposes. It gives individuals a lot of options for interacting with others from different cultural backgrounds and horizon. According to Giddens (2006), social media can either augment or enhance face-to-face engagement. These two ideas are positively inclined because particular situations such as distances between people may call for social media being used as a supplement for face-to-face interaction. On the other hand, the use of visuals (photos and videos) on social media may help to emphasise self-expression. These features of social media however, present challenges and threats on physical social interactions and socialisation because the media combine and enhance all the types of interaction.

Thompson (1995) identified three types of interaction among people and predicted the functions of mass media for social interaction. The first was face-to-face interaction, the second was mediated interaction and the third was quasi-mediated

interaction. Giddens (2006) explained that face-to-face interaction deals with people talking to each other in social setting or real situations within specific physical boundary and time frame. In such interactions people see each other, can touch each other and even see facial expressions during conversations, for instance people talking at a funeral. Mediated social interaction involved the use of media technology such as electronic connections and impulses. They are boundless in time and space. It takes place between individuals in direct ways e.g., telephone conversations. It is a dialogue form of interaction. The third type of interaction which is mediated quasi-interaction is a mono dialogical type of interaction. It is boundless with time, space and distance. It combines audio and visuals for communication, for instance television. All three types of interaction are characterised by space and time, range of symbolic cues, action oriented (audience or recipients) and whether it is communication between two or more people. Table 1 elaborates the types of social interaction according to Thompson (1995).

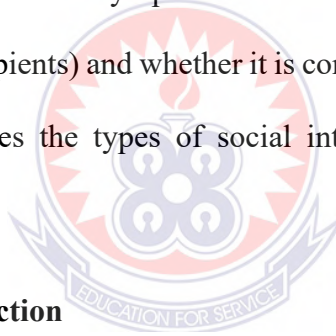


Table 1: Types of interaction

Types of interaction			
Interactional characteristics	Face-to-Face interaction	Mediated interaction	Mediated-quasi interaction
Space – time constitution	Context of co-presence; shared spatial-temporal extended availability in reference system	Separation of contexts; extended availability in time and space	Separation of contexts; extended availability in time and space
Range of symbolic cues Action oriented	Multiplicity of symbolic cues towards specific	Narrowing of the range of symbolic cues Oriented towards specific others	Narrowing of the range of symbolic cues Oriented towards an indefinite range of potential recipients
Dialogical/ Monological	Dialogical	Dialogical	Monological/ Dialogical

Source: Thompson, 1995.

Table 1 elaborates the types of interaction posited by Thompson in 1995 and depicts communication within its time frame. It gives an overview of the various media and how they support interaction. Print media, telephone and television dominate these media with face-to-face giving direct contact within specific space and time. Face-to-face being the traditional social interaction mode uses more symbolic cues than the rest but it's limited by time and space. So, the use of other mass media is relevant to provide social interaction beyond face-to-face communication. Mediated and mediated-quasi interaction shows that interaction can be from one source yet it is targeted towards many recipients. Looking at the presentation the types of interaction inter mingle with each other. Specifically in current discourse social media combines all the types in communication and serves all the functions of mass media.

According to Ellison and Boyd (2013), social media integrates both electronic and non-electronic media to disseminate information and entertain users. Social media is an improvement of all three types of social interaction since it integrates the means of communication into one platform. It is likely that the users of social media would get more in terms of communication than choosing just one of the types of social interaction presented by Thompson.

Relatively, Ackland and Tanaka (2015) explained that social media is faster in sending information compared to other types of media. The integrative nature of social media is likely to support socialisation among adolescents considering how it combines the different types of interaction. The ideas presented by Thompson (1995) displays the extent to which social media supports of all forms interaction whether physical or online. The combination touches on contact with people who may be far apart from each other or close by. Social media has the ability to combine all the types of interaction including the ability to overcome time and distance as limitations to

communication. Its interactional roles can be ascertained based on the presentation of Thompson's proposal.

2.1.4 Social Cognitive Theory

This theory is intended to explain how adolescents adopt different behaviours through the use of social media. The study aimed to look at how the usage of social media affects the socialisation and social behaviour of adolescents. Social media socialisation of adolescents may be affecting their social behaviour. The social media impacts the way that adolescents are acting and what characteristics they are developing. Social cognitive theory shows that it is common for children to adapt specific traits from characters they see in the media. Thus, the social cognitive theory is used in this study to explain how adolescents are regulating their behaviour through reinforcement and control. The development of behaviour is characterized by imitation resulting from observation which incorporates attention and retention using the neurological systems of the brain.

The social cognitive theory proposes that people can witness and observe behaviour of others and then move ahead to reproduce those very actions; when the behaviour is reinforced overtime, it is maintained. This theory posits that cognitive functioning involves knowledge and skills which depend on how specialized the person is in using their cognitive skills and the level of knowledge to operate things in the environment (Bandura, 1989). Guided instruction and modelling in the social environment convey abstract rules of reasoning and this regulates behavioural patterns. Social learning is affected by reciprocal causation knowledge, environment, capabilities, cognitive, behavioural and environmental factors (Bandura, 1989). This theory explains that people can behave in ways that they observe others do as a result

of experience. Repeated observation over time would increase production of that behaviour. Observation overtime influences behaviour pattern.

Learning takes the form of imitating new behaviour patterns, judgmental standards and is enforced by cognitive competences and generative rules which produce new forms of behaviour. It is guided by the level of attention which determines what people observe and the information they extract from it — modelling and imitation. It is important that the individual pays attention in order to learn the observed behaviour. For actions or learned behaviour to be remembered, it must be performed, invented or represented frequently.

Another aspect of the social cognitive theory is the use of symbolic notions which are committed into memory by the individual learning the behaviour. Appropriate courses of action in modelling behavioural induction process are converted into symbolic notions. The behavioural enactments are modified until they match the internal conception of the activity (Bandura, 1989). People are more likely to imitate behaviour depending on how it suits them. The performance of modelled behaviour is motivated by direct, incentive, vicarious and self-produced. In this sense, adolescents are influenced by what they observe on the social media over time because they have seen it repeated many times. But practicing acquired behaviour depends on the values outcomes; that is whether it is rewarding or not. When individuals are affected adversely by copying behaviour, they are discouraged from repeating such behaviour. Social behaviour, however, is behaviour that occurs among many people within a specific duration. Therefore, repeated actions of people on social media observed by others can affect their behaviour.

This social cognitive theory was a traditional theory which was limited to television in its era of social interaction. However, changes in times have seen advancement in technology which has incited the need to apply this theory to social media. Social media has introduced a fast and reliable way of online interaction which includes platforms such as YouTube and other forms of videos that people watch. The video system has become a dominant illustrative means of communicating within societies. The interaction process on social media is continuous and rapid. Previously, people were largely confined to the behaviour patterns exhibited within the immediate environment, but the advent of social media has expanded the range of models. The pursuit of social media competence is motivated by cognitive perspective, social factors and an influential role in cognitive development. Valuable knowledge is however imported socially.

Social cognitive theory explains that when people consume media, they are likely to start modelling their own behaviour after what they observe from specific characters they identify with. The development of children has changed enormously throughout the years due to the vast changes in media consumption. Through watching television and consuming some other interactional types of media, children can start to conform to the actions they see. People see others doing a specific thing and think it is normal to do that same thing. People are conforming to the media and this can become controlling if not done correctly.

Within specific platforms there are traits that adolescents would accept to be more like those that they are interacting with. At this age, they are influential and are more likely to do things they see their peers doing. Social cognitive theory can be used to explain how social media impacts adolescents because it uses similar features such as videos and other means of interacting. Change in behaviour can be a consequence of

imitation as a result of long periods of contact with other users on social media (Aksan et al., 2009). It is common to find adolescents behaving in similar ways to activities on social media sites. This might be due to prolonged contact with such activities. Observation and imitation can be both conscious and unconscious. Unconsciously, adolescents could imitate behaviours that they like unknowingly.

Akubugwo and Burke (2013) established in their study that youths are imitating behaviours on the social media which are influencing their lifestyle. Adolescents in Nima were noted to be developing interest in the use of social media and it is affecting their behaviour (Markwei & Appiah, 2016). The use of mobile phones to access social media is a social behaviour among adolescents in recent times (Dapaah, 2015). Adolescents are imitating what they see in the communities by visiting virtual sites where they can find friends and link up with old friends, they have lost contact with. Since this is an acceptable practice in society, adolescents who are not using social media are likely to think they are losing since they do not get the information that their peers are getting.

Adolescents imitate others in the environment and in the digital world as well. Many of the imitations on the social media occur in the virtual world where adolescents do not meet with people physically but connect with them virtually (Akubugwo & Burke, 2013). Research has shown that adolescent' social behaviours have been affected by social media in terms of rowdiness and gathering for various activities. Styles of communication are also changing from what is known. For instance, adolescents have developed styles of mentioning words and saying things in different ways from what is accepted based on what they copied from the social media.

Finally, with reinforcement adolescent may model what they observe on social media in terms of behaviour, ways of communication and other activities that go on there. Also, when they get satisfaction from the relations and bonds that they form on the social media, they may use it repeatedly in order to satisfy themselves. This may lead to copying, imitating and exhibiting some unacceptable social behaviour in their societies. The theory is applied to this research to form the bases of observing the communication processes of adolescent on social media and how they successfully engage others.

How adolescents develop skills in using social media in the society, their ability to process the information presented to them on this media to continuously communicate, and how they relate to processes in their environment is important to this study as this is the foundation to behavioural change. This research therefore aims to study how adolescents are acquiring the necessary skills needed to use social media in addition to how they are forming their own views on occurrences on this media to determine whether it is resulting in the change in behaviour. The societal norms would serve as the base for determining this behaviour changes.

2.1.5 Symbolic interaction

Communication on social media is a form of human interaction. It is more virtual than face-to-face because it uses technology that implicates indirect interaction between people. Studies have shown that social media is affecting adolescent social development because they spend more time on these platforms (Asad, Anam & Iqbal 2016; Christofferson, 2016). Although these studies have mentioned effects on social development, the effect on social interaction has not been clearly concluded on. Christofferson (2016) mentioned that social media has become a major mode through

which adolescents interact. The findings focused on identity development and not how social interaction on the social media is affected. There is interaction among adolescents on social media, as posited by Ellison and Boyd (2013). They further pointed out the importance of social media for adolescents in terms of communication. It is symbolically used by adolescents because of the purpose it is serving in their communication. There is the need for the use of symbolic interaction in this study as an interaction theory.

The choice of the symbolic interaction theory is to explain the basis of social interaction on social media; how social interactions on social media affect traditional (face to face) interaction and how social interaction is occurring on social media. Social interaction among humans involves communication which is normally physical and the meaning attached to such communication is easily understandable (Potts, 2015). Virtual communication, on the other hand involves complex interpretations between communicators in an abstract space and this is void of physical barriers (Asad, Anam & Iqbal, 2016; Christofferson, 2016). The meaning and importance attached to this form of communication is seen in its symbolical use by people.

Symbolic interaction (SI) is a theory that focuses on the social interaction of humans and how these interactions shape communication behaviour (Aksan et al., 2009). It was propounded by Herbert George Blumer and it centers on social interaction between humans and how it shapes behaviour. It talks about the meaning people attach to communication using symbols for meaningful interpretations. People assign meaning to communication processes and thus behave towards those they are interacting with in contextual meanings. Symbolically, individuals attach importance not just to communication, but also to what they interact with and why (Hewitt, 2002). Thus,

individuals would attach meaning to who they are interacting with and then behave accordingly in a similar manner.

The tenets of symbolic interaction are placed within the context of social relations. According to this theory, communication could be in the form of language or signs while interaction involves language, signs and association with things and the environment. Humans interact with each other, and with objects, based on meanings and perceptions derived from the interaction (Hewitt, 2002). The actions in the social environment are all a result of some sort of interaction which produces satisfaction in one way or the other or ends some sort of result that affect the social environment. The meaning of an object cannot be measured unless they are acted upon by some social factors (Hewitt, 2002). The object is the symbol of interaction at which an action can be directed. The symbols of interaction can be an object, event or a phenomenon and the meaning attributed to these are how they are perceived by the individual (Hewitt, 2002). The understandings of these symbols are featured in the level of representation of interaction within the meaning constructed. The symbolic meaning is controlled by people and its relationship is in what it represents, how it has been created and shared among people (Hewitt, 2002).

Social media is a communication tool created and used for interaction by people with a common purpose. Its main purpose of creation was to create and share information with the users on the internet (Boyd & Ellison, 2013). These and some other activities draw people to gather on this virtual platform to make meaning of events. Symbolically, the interaction on the social media is a phenomenon in which people participate due to the meaning ascribe to it. The symbolism of the use of social media for interaction is in its contents. People interpret the contents of social media (videos, pictures. messages etc.) with the meaning they have attached to online

communication (Christofferson, 2016). Characteristically, social media promotes personal and trustworthy communication among people. Content shared on it is mostly private and is delivered on time without many interruptions. Gradually, online interaction has come to add up to face-to-face communication which has made social media important in human interaction. Adolescents attach importance to social media and are interacting on platforms because of its importance in their interaction and the role it performs (Ellison & Boyd, 2013).

The proposition of symbolic interaction applied in this study is to examine how mediated interaction on the social media affects the traditional (face to face) interaction and consequently socialisation. The focus of investigation is on how social media foster social interaction through technology (Aksan et., 2009). Adolescent's interaction on the social media is leading to some sort of socialisation which cannot be defined within the context of its usage because of its virtual nature. Interaction in the social environment is pointing to changes in forms of communication. Patterns of communication are emerging through the help of improved technology. People are now communicating with many people through social media. There have been changes in behaviour among adolescents who use social media. This can be drawn from the vast participants that social media presents for interaction.

Nevertheless, the interaction that is going on between adolescents and social media is explaining that some kind of socialisation is going on because of online social interaction. There is a cycle of interaction between the users and the interface itself. This interaction, although not physical creates a connection between the users and the social media which creates a boundless social relationship. The determinants of symbolic interaction can be seen in how adolescents perceive social media. Cues

generated during this interaction and meaning attached to it would determine why and how adolescents use it.

How social media interaction affects the physical interaction of adolescents cannot be concluded off hand, but it is clear in the data that its users make available (Aksan et., 2009). This can also be explained in terms of why adolescents use social media. Apart from the intended use of the media, people use it depending on the way that they want it to function for them (Hewitt, 2002). The satisfaction that is gained out of this interaction is in the meaning that is attributed to it. It is based on personal perceptions of users; whether it enhances better communication or not; that conclusion can only be made by the users. So, the meanings that is derived from its usage is determined by the users, affected by the social interaction. Thus, the results from the usage come from how it has been interacted with.

Interaction on social media creates a social world in which relations take place through some formulated activities (Ellison & Boyd, 2013). This interaction leads to actions that affect the social interaction process. Physically, social interaction occurs within a specific space between people. As such, this location is within the confines of the acceptable activities which are negotiated on the checks and balances of the accepted norms. Physical communication is mainly face to face which involves movement of a person from one place to the communication point if they want meet face-to-face. People meet others and discuss whatever that has brought them together. The introduction of social media is gradually replacing face to face interaction as it is prompt and void of human interruptions because it is now serving that purpose. Akubugwo and Burke (2013) found in their study that messages were broadcast simply and fast among students who wanted to send information across to many people. This resulted in a quick reaction among students. It is easy to mobilize people and form

groups on social media; many people can interact with themselves within a short time, making communication simple and fast.

Although social media is meant for communication how people interact with it is determined by the meaning, they ascribe to it. This implies that its use cannot be really controlled in conformity to societal and cultural demands or the satisfaction meant to be derived from it. The individual purpose of its usage ranges from the user's communication demands to the functions of the virtual platform and even its ability of satisfaction. However, it is a virtual space that is used for sharing activities of interest with people who have a common purpose and to make friends. Interaction with social media is symbolic because it is recognized by adolescents who are using it for social interaction. This is the part of social development which helps the adolescent to develop the skills for interaction. However, since its social space is virtual, the sort of interaction is limited to its users who are introduced to vast social and cultural activities that cannot be controlled. This communication type is likely to be decreasing face to face interaction which promotes movement (Bibi et al., 2018). Also, it may affect communication skills among adolescents since it uses different features from that of physical interaction and different modes of communication (Wang, Chen & Liang, 2011). The issue of why adolescents choose particular types of social media when they can use all also present another argument.

2.1.6 Uses and Gratification Theory

The uses and gratification theory is a communication theory which was proposed by Elihu Katz and Jay Blumler in 1974. It was proposed to explain the reasons why people use different forms of media. The duo shifted their attention to media audiences at a time when much research was focused on media content. It is a theory which

proposes that media audiences make their choices depending on their needs, satisfaction and motives. Media users in these instances were considered to be active participants rather than passive (Musa, Azmi & Ismail, 2015). Katz and Blumler further categorized their proposals for the uses and gratification theory under reasons and satisfaction. Thus, they further clarified the reasons behind people's use of the media. Musa, Azmi and Ismail (2015) explained that Blumler mentioned diversion and escapism, companionship and development of personal relationships, value reinforcement and exploring personal identity as the categories of needs and satisfaction demand for people to use of various forms of media. Katz, on the other hand, identified cognitive needs, affective needs and social integrative needs as being the motive for people's use of different media.

Uses and gratifications also seek to explain that the needs of media users are satisfied by the combination of attributes of contents of different media. Different media compromise a wide range of characteristic content (topics), modes of transmission (print versus broadcasting), and place of coverage (at home, out of home, with or without others, etc.) for the audience to interpret, consequently, leading to a need for media to offer as much fulfilment to the public as possible. Karimi et al, (2014) found in their study that the use of the uses and gratification theory was useful in identifying what motivated students in higher institutions to use social media. They found in their study that social integration, passing of time, making new friends and information seeking were prominent in the gratification that students sought in using social network sites. Whether users choose to consume media as a distraction from normal life, to share the experience with other participants, or to find information about the world, users would repeatedly and subconsciously make use of the messages they personally choose. Instead of interpreting media messages in passive ways, the uses and

gratification theory clarifies how listeners and viewers of the media seek to satisfy their needs through the media they intentionally expose themselves to. The uses and gratification approach highlights the relationship between the sender and the message and how purposes and gratifications drive people's activities in relation to the media.

The uses and gratification theory tries to understand what people do with media channels and the aims behind their choices and actions. Katz and Blumler (1973) describe the concept as, "the social and psychological origins of needs which generate expectations of the mass media and other sources which lead to differential patterns of media exposure (or engagement in other activities) resulting in need gratification and other consequences, perhaps mostly unintended ones" (Katz, Blumler, & Gurevitch, 1973). It is the role of adolescents to choose social media which provides content that satisfies the needs and requirements of the user. In this case, the use of social media depends on the personality and the interpretation of the content provision of the media. It is worthy to note that there are many forms of media that adolescents have to choose from and so their choice of a particular medium must be backed by reasons that satisfy their needs. Among the many reasons why adolescents may choose the media, some of them may be for pleasure, self-identity, companionship and other developmental needs (Musa, Azmi & Imail, 2015). The impact of social media on the socialisation of adolescents can be explained based on the socialisation processes of social media and this may affect their social behaviour. The uses and gratification theory can explain this impact by determining the requirements and the reasons behind the choices. These requirements are underlined by the information processes, social interaction requirements and the cognitive processes needed for using social media.

The assumptions of this theory are that people's choices of media are to meet some particular needs and wants in their lives. Users of media are active participants

and not passive. The impact of media use on behaviour depends on the culture, personality, interpretation the individual assigned to the use of that media (Karimi et al., 2014). All these reasons guide the choice of media based on satisfaction. With adolescents, it is important to know that their choice of media has to do with their peculiar stage in life, their developmental and social needs. The availability and the ease with which the media satisfies them is a factor that cannot be overlooked. Social media is easily accessible on most phones and computers, so its use must be appealing to adolescents. It is also easy to use everywhere irrespective of the time (day or night). The content of the media is also always readily available without much hindrance.

The uses and gratification theory explains why adolescents choose social media, how they interpret messages on that media, how they are being socialised on it and how interaction on social media is affecting their socialisation. The perspectives of the theories discussed are based on the objectives of the study. Nevertheless, the discussion on what social media is and who adolescents are in this research needs to be ascertained to make the discussion clearer. Subsequently, it is imperative to explain why adolescents use some types of social media. This is needed to ascertain whether their selection satisfy their social developmental needs or other reasons relating to the use of this media in the society.

2.1.7 Relevance of the theories to the study

Uses and gratification theory shows that people select media for some specific purposes and needs (Musa et al., 2015). Accordingly, adolescents are likely to choose types of social media to satisfy some of communication needs and purpose. This theory has been chosen as a theoretical guide to study why adolescents choose a particular media for some purposes. Symbolic interaction explains the meaning and importance

that people attach to social interaction. Basically, social media advances social interaction virtually and adolescents have been known to like interacting with themselves (Steinberg, 2015).

The choice of social media types by adolescents is a necessity to aid their interaction with others. The significance of the theories selected is to look at options that adolescents are likely to choose from and to establish how their social developments are affected. Uses and Gratification theory gives insight into the needs that drives adolescents into using social media whilst symbolic interaction highlights the importance that adolescents attach to the use of social media. These two theories, however, do not highlight the effect that adolescents are likely to face out of the needs and importance they attach to the usage. Musa et al. (2015) concluded in their study that uses and gratification theory actually proved why individuals use particular type of social media. Their study highlights the importance leaving out the effect of choosing the types.

Social cognitive theory provides the social perspective of studying online relations and how adolescents use the information they gain to effect behaviour change. Socialisation on the other hand is the framework on which this study is conducted in terms of finding out how and what adolescents are learning on the social media to determine socialisation processes online and its effect on physical social relations. It is assumed that adolescents are conforming to the activities of social media and these two theories would give insight into behaviour formation and change as a result to social media usage. Shrum (2007) asserted that social cognitive theory explains information processing among people and gives social perspective of psychological processes. Thus, behaviour change results from a combination of social activities, information processes and social skills. However, studying behaviour on the virtual world has not

been clearly stipulated within the confines of these theories. It is important that these theories are tested using some studies to expand its parameters.

2.2 The Concept of Social Studies

Social Studies is an academic discipline that encompasses the study of various aspects of human society and its interactions. It is an interdisciplinary field that draws knowledge and methodologies from various social sciences and humanities, such as history, geography, anthropology, sociology, economics, political science, and cultural studies. Social Studies seeks to help students understand the world around them, the diversity of human cultures, and the social, political, economic, and historical forces that shape societies. According to Quartey (1984) social studies is the subject that equips the learner with the necessary skills to solve human and societal problems. Social Studies fosters problem-solving skills, encouraging students to explore solutions to real-world issues and challenges.

The philosophy of Social Studies in Ghana is developing individuals who can solve personal and societal problems (Quartey, 1984). Social Studies is typically taught in Ghanaian schools as part of the curriculum at various grade levels, aiming to equip students with relevant knowledge and skills that would help them become informed and active participants in society (Common Core Programme Curriculum, 2020). It provides a foundation for understanding social dynamics, historical contexts, and contemporary issues, preparing individuals to be responsible and engaged citizens in an ever-changing world.

Contemporary social issues are one of the learning areas in Social Studies (Ayaaba, 2011). Topics such as environmental issues and socialisation are taught in this area. Such topics are hinged on the philosophy of social studies which is problem

solving. Thus, the subject is used as an educational tool to develop individuals who can solve personal and societal problems (Quartey, 1984). In accordance with this, Okunloye (2006) described social studies as an integrated academic discipline that focuses on the investigation of human-environmental interactions in order to promote civic education. According to his opinion, Social Studies is a subject taught in schools that helps students become responsible citizens who will blend in with society by carrying out civic duties to advance environmental development. The purpose of the subject can be achieved through the teaching and learning of problem solving and so investigating into how to solve societal issues is one of the ways of achieving the social studies philosophy.

2.2.1 The Role of Social Studies in solving Contemporary Social Issues

Social Studies play a crucial role in addressing contemporary problems by providing a framework for understanding complex social, political, economic, and cultural issues (Olokooba, 2020). It equips individuals with knowledge, critical thinking skills, and a global perspective that can lead to informed decision-making and active engagement in finding solutions. It enables humans the ability to reflect or contemplate, as well as the cognitive, affective, and social abilities that will allow them to comprehend societal issues and logically solve or plan coping mechanisms for the obstacles of effective life in society (Olokooba, 2020).

Social Studies develops problem-solving skills, allowing individuals to analyse complex issues and propose solutions (CCPC, 2020). Students learn to weigh multiple factors, consider different viewpoints, and anticipate potential consequences. Social Studies encourages civic engagement and community involvement. By understanding societal issues, individuals are motivated to participate in community projects, research

into such issues, volunteer work, and advocacy efforts. The subject explores ethical dilemmas and moral issues faced by societies. This helps individuals develop ethical decision-making skills, ensuring that their actions align with ethical principles. A topic such as socialisation learned in social studies promotes social integration of students into their respective societies.

While Social Studies alone may not solve contemporary social problems, it provides the groundwork for informed, empathetic, and responsible citizens who are better equipped to contribute to positive change. By promoting critical thinking, cultural understanding, and a sense of social responsibility, Social Studies plays a vital role in nurturing an engaged and proactive citizenry that actively seeks solutions to the challenges of our time.

Social Studies plays a multifaceted role in addressing contemporary social issues by providing knowledge, skills, and perspectives that empower individuals and communities to tackle complex challenges effectively. Social Studies focuses on environmental issues, fostering a sense of environmental stewardship and responsibility. It educates individuals about sustainable practices and the importance of maintaining human societies.

Social Studies highlights the significance of preserving cultural heritage and traditions, encouraging efforts to protect cultural diversity and promote intercultural understanding. Through its diverse content and interdisciplinary approach, Social Studies offers a comprehensive understanding of contemporary issues and encourages action-oriented thinking. By promoting active citizenship, critical analysis, and empathy, Social Studies fosters a sense of responsibility among individuals and inspires collective efforts to solve the complex problems facing our world. Moreover, by

integrating the study of socialisation in societies, Social Studies equips individuals with the importance of training younger ones that can inform current decision-making and future planning for a more sustainable and just world.

2.2.2 Social Studies and the Learning of Socialisation

Socialisation is a crucial topic in Social Studies. Learners of Social Studies are taught socialisation as a means of studying the processes by which individuals become members of society and acquire the knowledge, beliefs, values, and behaviours that are essential for effective social interaction. The subject's inclusion in the curriculum makes it easier for students to learn socialisation. The Social Studies curriculum includes instruction on cultural practises, societal standards, and values. Students gain knowledge of the social norms and approved practises through the study of these topics, which aids them in internalising and adjusting to societal expectations. Social Studies teaches socialisation through various educational approaches and strategies that help students to develop an understanding of society, culture, and their role as active members of the community.

Group activities, conversations, debating, and simulations are frequently used in social studies classes to promote student interaction. These group projects support students in building social abilities like communication, compromise, and teamwork. Social Studies exposes students to real-world social issues and current events. Students become more aware of societal issues by debating and dissecting these subjects in the classroom, and they develop the ability to think critically about alternative solutions.

Lessons in social studies may concentrate on the many agents of socialisation namely; institutions and people, who have an impact on the socialisation process. Family, friends, schools, the media, religious institutions, and the larger community are

some of these agents. Students can discover how each of these forces influences how people think and act.

Social Studies discusses the role of media in socialisation, stressing on how mass media can influence attitudes, values, and behaviours. With focus on globalisation, students can explore how cultural debate and interaction with diverse societies impact socialisation processes worldwide. Through the study of these numerous themes and issues, students can gain a comprehensive grasp of socialisation, its role in society, and the forces that influence both individual and societal behaviour. Additionally, the subject seeks to develop critical thinking, empathy, and cultural understanding in students, preparing them to be knowledgeable, accountable, and engaged citizens of the world.

Students obtain a thorough grasp of the intricate processes that mould people's behaviour, attitudes, and identities within the larger societal context by studying socialisation in Social Studies. This knowledge equips them to become informed, responsible, and active participants in their communities and the world at large. It is crucial to note that socialisation research would help to demonstrate how effectively social issues may be resolved, which could previously have impeded people's ability to advance socially.

2.3 Developmental Premise of Adolescence

Adolescence has been described as the period between childhood and adulthood; it is a developmental phase that commences around the onset of puberty and concludes with the adoption of adult social roles (Smetana, Robinson & Rote 2014). This significant stage of every human being is marked by changes and challenges associated with physical, emotional, cognitive and social developments. The maturity

of the individual is increased in terms of skills, emotions and behaviour which enforce the understanding of their environment and enhance responsible personal relations in planning and decision-making (Smetana, Robinson & Rote 2014).

This period is marked by significant changes in the body and the brain. Cohen (1984) mentioned that physical, social/emotional and cognitive developments are some evolving processes that adolescents go through. Physically, there is the appearance of secondary sexual features and the ability to reproduce; these features raise concern in the minds of adolescents such that psychologically they are burdened with what others think about them. Hormonal changes that occur during puberty are the catalyst of outwardly observable physical maturation, which as a result of biological events of puberty also triggers neurological development in three major areas of the adolescent brain: the reward system, the regulatory system, and the relationship system Steinberg (2015). Changes to the limbic system (the neural structures associated with reward-related activities) outpace development of the prefrontal cortex (the brain's regulatory system), which functionally facilitates impulse control (American Psychological Association, 2002).

The adolescence period is marked by complex and interrelated sexual development which is manifested in the physical and emotional dimensions of their lives. Sexual maturation at this stage is undeveloped and procedural and so understanding of changes occurring in the body and the brain is limited. For instance, sexual exploration, development of sexual identity, self-esteem and sexual responsibility are some psychological issues that come with these changes. The building of self-image cannot be left out as adolescents desire to develop their own style to enable them to flow with the group they identify with. Both boys and girls consider their physical development, although girls spend more time on it than boys.

Adolescence is therefore characterized by delicate emotional responses alongside inchoate neural architecture to support self-regulation. Steinberg (2015) summarised that, during this time, teenagers become more emotional, more sensitive to the opinions and evaluations of others, especially peers, and more determined to have exciting and intense experiences.

However, they are also affected psychologically when they are not accepted by others they are expecting. Their feelings are easily disturbed when negative comments are made about their physical features and looks. These bring up issues of identity, autonomy, intimacy and sexuality (Smetana, Robinson & Rote, 2014). The blending of these issues to result in a better person depends on how much time the adolescent spends with his parents, siblings and peers.

The development of cognitive skills is an incident which concurrently occurs with the development of thinking capacity. A higher level of thinking allows them to develop high concentration span which enable them to consider issues about the future, assess situations and even set goals for themselves. Progression from abstract thinking to a more concrete and rational level of situation analysis, as well as the ability to analyse and measure them is achieved. These major changes are said to have their origins in the adolescent's brain function. Steinberg (2015) explained that during adolescence the brain also grows rapidly to usher the adolescent into that stage of adulthood gradually. They demonstrated that the extraordinary development of cognitive abilities is due to a shift in the adolescent's brain development.

Cognitive development aids in the transition to adulthood and the formation of a realistic sense of self (American Psychological Association, 2002). For instance, at this stage they consider alternatives, think about the future, assess situations and think

and act in responsible ways. They progressed from abstract thinking to a more concrete and rational level of situation analysis, as well as the ability to analyse and measure them. These major changes are said to have their origins in the adolescent's brain function. Steinberg (2015) explained that during adolescence the brain also grows rapidly to usher the adolescent into that stage of adulthood gradually. They demonstrated that the extraordinary development of cognitive abilities is due to a shift in the adolescent's brain development.

According to Steinberg (2015), adolescence is also marked by a growing maturation brain phase. Particular brain regions and systems responsible for behaviour, emotions, perception and evaluation of risk and reward have been observed to be developing rapidly during this time. Changes in arousal and motivation occur before the skill to control emotions (Steinberg, 2015). This stage is marked by improvement in reasoning, information processing and expertise. Thus, although skills for self-control improve later in the life of the adolescent, reasoning and information processing skills are developed to enhance thinking abilities. For instance, at this stage, curiosity increases and the urge to find things out and experiment is high. Experimentation at this stage brings about exploration which informs the adolescent on domains that they perform well.

Emotional development also occurs during the adolescence period and this is related to social maturity. Emotional development is a biological process which is physically and cognitively motivated and is influenced by context and environment Steinberg (2015). This has to do with adolescent's relationships with other people, their emotions and management of life issues. Social and emotional maturity is related, as previously stated. As a result, adolescents are emotionally mature, and so are their relationships with their peers, as they become more insecure and passionately familiar

with one another. This increased vulnerability and familiarity necessitates greater peer confidence. Thus, during adolescence, worried teenagers turn to peers rather than their families for support. This increased dependency on friendships is another way that teenagers demonstrate the increasing reliance on acquaintances.

2.3.1 Adolescents and peer groups

Giddens (2006) categorised peers as individuals within similar age group and elaborated that they have impact on childhood and beyond. Therefore, peer groups consist of individuals of a similar age group. Generally, people within similar age group maintain close and friendly connections (Giddens, 2006). The importance of the family in socialisation of children is apparent. The family is the closest and regular people who adolescents interact with. This agency of socialisation is the first group that trains adolescents in terms of accepted norms and behaviour. However, relationships with peers of adolescents become closer; they attach importance to such relations as they tend to feel comfortable around individuals within a particular age group (Smetana et al., 2014).

Socially and emotionally, adolescents tend to look for peers that share the same beliefs and values as they do and even have similar behaviour as theirs (Cohen, 1984). But since adolescents feel comfortable with their peers, they tend to be in their company more than other groups of people. They also tend to go to their peers for help because they seem to understand them easily (Lehmkuhl et al., 2008). Emotionally, adolescents identify themselves with peers who understand their emotions are willing to help them. A new friendship is created for adolescents when there is unsteadiness between peer pressure and family expectation (Lehmkuhl et al., 2008). This is often due to the influences from both parties; the values of the family may be contrary to the values of

the peer's due to environmental factors. The unsteadiness from family and peer pressure create problem when they are making independent decisions. As they try to be self-sufficient while being dependent, they may be understandably indecisive about replacing other relationships with their family's comfort. But largely adolescents tend to listen to their friends for acceptance (Lehmkuhl et al., 2008).

The existence of peers has different implications for actions during adolescence compared to other periods of life. Peer groups serve a variety of purposes in the lives of adolescents. It is important for teenagers to orient themselves with their peers as they grow to be autonomous, according to the American Psychological Association (2002). This helps them understand and see themselves in ways that are different in the opinion of the family. For instance, peers help adolescents to develop identity, a sense of morality and also see the different ways in which they are different from their parents. Peer groups support popularity, prestige, status and acceptance. Adolescents may enjoy peer groups in order to acquire experiences that are different from what they have previously had.

Peer acceptance is important as it has psychological implications in the adult life of the individual. For instance, according to the American Psychological Association (2002), adolescents who are accepted by their peers tend to make friends easily, do well in school, have better self-image and adjust better socially than those who are not accepted. Such adolescents work cooperatively with, display tact against, and compromise with other children, showing a willingness to put others before themselves by changing their attitudes and beliefs in the interests of others. Peer groups provide adolescents with sources of information about acceptance guides from the groups.

The importance of peer groups in providing a sense of belonging to adolescents is highlighted during adolescence (American Psychological Association 2002). Socially, adolescents have been known to make friends and the number of friends made at a time depends on their characteristics, whether introverts or extroverts. They also identify with the opposite sexes, i.e.; boys are attracted to girls while girls are attracted to boys. The boys are activity oriented while the girls like talking to themselves. However, the criterion for friendship selection is the same for both sexes; ties, faithfulness, trustworthy among other good characters are consistent. (American Psychological Association, 2002). Nonetheless, not all adolescents are able to make and maintain friendships, some are rejected by their peers and this tends to have negative effects on them (American Psychological Association, 2002). Identity formation is a significant occurrence during adolescence. The modification of their speech, dressing, behaviour and choices they make are examples of these changes.

The development of identity unfolds itself in two ways; development of self and self-esteem. The development of the self has to do with how adolescents see themselves, their features, appearance, roles and goals, intelligence, values, interests and beliefs. It also includes what they want to achieve in terms of their skills. Adolescent's perception of themselves is foundation of the formation of their self-esteem. Self-esteem is the value orientation towards the overall evaluation of one's worth. Adolescents may have low self-esteem because they do not like certain parts of their bodies; that is their looks. According to the American Psychological Association (2002), self-esteem may be developing throughout the adolescence period. How low or high adolescent esteem themselves also depends on the self-identity they develop at this stage and it may be stable or steadily improve or worsen. Self-identity is affected by factors such as physical appearance. At this stage physical appearance becomes

important for adolescents, especially girls. How they look is of importance to them to the extent that comments from other people may bother them and move them to act in certain ways.

The self is affected by the advancement of cognitive skills. Adolescents at this level are able to think in broad terms and generalized abstractions. They have the ability to comprehend facts. Comments from others, especially close relatives such as parents and friends, have an impact on their emotions. Experimenting with their appearance and behaviour demonstrates their willingness to take risks in order to develop. Experimentation with self is good for the formation of identity, which aids in the development of the adolescent. The implication of these developments in adolescents lies in their ability to cope, adjust and respond well to the situations in the social environment. This would affect other aspects of their lives and aid future development. Their ability to develop well would help in making relevant decisions about their lives.

2.4 Concept of social media

The use of social media in contemporary times is on the rise and it is now known that people have integrated it in their daily activities. Adolescents have incorporated social media into their daily activities such that their day starts and ends with social media (Markwei & Appiah, 2016). Adolescents have been fascinated by the characteristics of social media, although other writers have attributed its usage to the purpose it serves in society (Zeitler-Bank & Tat, 2014). Many people are logging on to social media sites to connect with others. There are many types of social media but its usage is determined by the level of importance and the competence of the user. Among the many types, adolescents are used to ones which use more pictures than texts (Ellison & Boyd, 2013). The generation of content also determines the users as explained by

(Zeitel-Bank & Tat, 2014). It is imperative to conceptualize this media in order to determine its usefulness and its socialisation ability for the socialisation of adolescents.

Social media is an internet-based tool used by online participants for communication purposes. These communication patterns are seen in the conversational nature of the tool, creating and sharing of audio-visual information and web-content. There seems to be signals of socialisation features among users. However, these factors are not so clear as there are complex connections of activities among users online. There are definitions that point to these media as developed for social purposes, but the indicators are not clear. This section of the literature review looks at various aspects of social media and how it enhances the social activities of users that promote socialisation.

Social media has been defined in many ways. Chan-Olmsted, Cho and Lee (2013) explicated social media as a group of applications with common features and contents which were developed through the internet to be used online. According to Taprial and Kanwar (2012), social media is an online technology that involves the sharing of content among users. It is described as a collection of digital platforms that promote social relations among people through online interactions. Manning (2014) elaborated that social media is a web-based platform on which people interact. Ackland and Tanaka (2015) defined it as web platforms that promote communication by generating and sharing content, ideas and information among users on the internet through the use of computers. The implication of these definitions for the current study is the social use of the platform rather than its technological aspect. The technological aspect seems to be a means of transmission through which the interface works. This can be deduced from the definition of Taprial and Kanwar (2012) when they described it as an application which enhances the creation and sharing of content among online

users. This assertion had been supported by Kietzmann, Hermkens, McCarthy and Silvestre (2011), who explained that the functions of social media, among other things, include linking and connecting people as well as providing information for users. These functions of the social media facilitate the creation of online social networks which are likely to have originated from physical social networks. It was also described as the web-based platform. Wolf, Sims and Yang (2018), observed that social media uses both applications and websites. The web is defined as a network platform spanning all connected devices for consumption and remixing of data from multiple choices (O'Reilly, 2005).

Social media are all media that is digitally created using the Web 2.0 technology for social and human purposes. It is rich in media content and uses notifications in disseminating information. Notifications from sites can be accessed on both mobile phones and desktop computers. So, social media is a digital interaction tool which complements the characteristics of face-to-face interaction which is socially motivated. As an interactive medium, social media refers to the various ways in which people process and exchange knowledge over the internet. It is designed to communicate and connect with users in a way that non-interactive media cannot.

Zeitel-Bank and Tat (2014) expatiated on other basics that define social media. According to him, social media includes interaction among people where exchanges, sharing and creating of content occur on virtual platforms. The interaction on social media goes beyond the one-to-one type of communicating but expands on one to one, one to many and many to many types of communication. Meaning that many people could be reached and decision made within a short time. Social media has emerged as a subset of the information technology in a way that increased the circulation of information. Information technology has impacted the communication of the

individual, organizations and even societies. These impacts have driven the direction of rendering of services, receipt of information and societal interaction and it is rigorous.

Social media is used in social terms to explain its sociability purposes. That is to say that it is used for the sake of sociability purposes. Promoting mutual interactions among many people and setting them up for a common purpose in an unintentional manner. This can be seen in the distinct features of social media tools. First, many types have been revealed, including Social Networking Sites (SNS) which include Facebook, Twitter, Pinterest, MySpace, Snap Chat etc. Emails, Texts, Blogs, connection sites and others were stated by Boyd and Ellison (2007). Owusu-Acheaw and Larson (2015) mentioned Facebook, WhatsApp, Twitter, MySpace and Yahoo Messenger as the favourite types used among students in Ghana. One common feature of the cited types is that they allow for two-way communications; that is sending and receiving messages. This attribute of social media distinguishes it from the traditional type of media that could either use one to many or many to one communication style.

Social media is a virtual platform that is used for communication and enhanced by the internet for social connections and the generation of content for sharing is enabled. It is an interactional system with different names that share some common characteristics (Chan-Olmsted, Cho & Lee, 2013). But common among these characteristics is its interaction ability and adolescents may have been drawn to it because of the very nature of human's desire to interact with others. The characteristic of social media is that it sometimes provides links for users to invite other users or join voluntarily.

2.4.1 Characteristics of social media

Manning (2014) characterized social media utilizing these two highlights; participation and interaction, while Ellison and Boyd (2007) examined the physical qualities that it provides for users. Manning (2014) distinguished two characteristics of social media and represented them by the highlights proposed by Ellison and Boyd (2007) since among the numerous types cited, the common ones used by adolescents in Ghana (Markwei & Appiah, 2016) falls under the categories mentioned by the two authors; these are interactive and the informative media.

In terms of participation, Manning (2014) explained that passiveness is not allowed on social media because users somehow view what others are posting as in the case of Facebook. One determinant of social media is for users to create visible profiles of themselves (Ellison & Boyd, 2007). These profiles may demand pictures of the individual, identification and a short message to other participants which may be the opening identification of the user. The creation of profiles is a form of participation that demands collaboration among people with common interests online (Dewing, 2012; O'Keefe, 2011). The basis of these collaborations is the common goal of making and keeping the virtual platform active for participants. People with similar or reciprocated purposes find each other in this medium to start social relationships. These collaborations cannot work out without mutual participation.

Participation also comes in the form of commenting and likes on the posts on the virtual world. People have to reply to messages and also share their views in order to keep relationships and the platform active. This demands the use of messaging and texting. Texting involves the use of text while, messaging may include pictures, videos as well as texts. The participatory nature of social media can be seen in the way interested parties are given the chance to partake in online activities by encouraging

feedback and contributions from all interested parties; for instance, comment and ‘following’ tweets of others. People are also engaged in conversations, as well as sharing with others contents from other outlets of the media. Chan-Olmsted, Cho and Lee (2013) elaborated that participation is the situation where senders and receivers of content are actively involved in the interaction, although some passiveness has been observed on some networks. It somehow eliminates idle observation, one-way communication and passiveness. Users participate through the creation and sharing of content, however, there are other users who do not create content (Manning, 2014). The frequency of visits to sites, engagement of users in interaction activities, length of stay and contributions is the dimension of participation. However, some users just visit sites to scan through messages without necessarily commenting or posting anything. These are termed passive participants.

Social media involves interaction on digital platforms using mobile, computer mediated or static tools such as phones and laptops (Manning, 2014; Ellison and Boyd, 2007). In recent times, the invention of the Android mobile phone and other phones has aided access to the internet (Ocansey, Ametepe & Oduro, 2016). The mobile phone is a communication tool which is handy and easy to carry along anywhere and it is mostly used to access social media. This implies that social media is available everywhere at any time. In the opinion of Guy (2012), social media are applications that allow interactions with group members. In other words, social media allows for grouping of individuals; planned or arbitrary. These groupings and individuals become the users who give and receive information in order to express opinions and listen to what others have to say. Communities of friends where users have common interests are created.

Social media also allows for the generation of content by users (Ellison & Boyd, 2007). Consumers of the media are the same people who produce the content posted on

social media sites. What makes this media social is the interaction of humans among themselves through the use of this system. In the words of Trottier and Fuchs (2014), systems that store and transmit human knowledge that initiates social relations in society are social media. For them, whereas computer systems are created for dissemination of information, it would be impossible for them to work in the absence of the storage of human knowledge, and so the objective of the media was geared towards interpersonal associations. Social media are applications which are interactive in terms of creation of profiles, connection of people and allowing people to create content for users and by users through internet connectivity.

The interactive nature of social media shows its relational attributes between human beings (Dewing, 2012). Practically, this media enhances the social relationships of people and bridges gaps in communication that existed prior to its invention (Tufekci, 2012). Comparatively, traditional media is one-way communication, but social media is a two-way conversation transmission (Ellison & Boyd, 2013). It distributes information to people and allows feedback from recipients. The internet enhances the speed and capacity of the content, making the dialogue faster (Ackland & Tanaka, 2015). This keeps conversations active and central to social media. Conversation in this context is amongst participants and the media makes the process behaviour oriented. Participation varies by the type of social media being used. For instance, WhatsApp is conversational in nature, allowing people to express themselves and listen and comment on what others have to say.

Social media promote creativity in the usage of some of its features, for instance, the use of profiles to enhance connection allows people to display their best profiles (Ellison & Boyd, 2013). This demands participation from users. Nevertheless, it enables individuals to develop the social interaction skill that inspires good

communication relations. The ability to formulate decent messages that are inspirational and attract attention is envisaged in the involvement of activities on the social media (Tufekci, 2012). The participatory and interactional nature of social media is intertwined such that one action cannot be performed without the other. Ahmad (2011) summarized the characteristics of social media as: means of socialisation and forming relationships, use of personal profiles to enhance interest, public discussion of issues, personal and private interaction and communication between people and communication gadgets.

The importance of social media in this study must be underlined because its characteristics have been observed in its use. For adolescents to be able to make and keep friends, their presence on social media platforms is important (Özgül, & Mucan, 2013). The platforms create an active virtual community which does not sleep as long as there are participants. The social relations it creates are not limited in time and allow all manner of users. The expanse of information posted on this media is also not limited in ways that real society shares information. For instance, this media uses video applications for video calls, which allow the parties involved to see each other. This virtual society is handy for adolescents as it seems to have opened up a box of opportunities to learn and unlearn some social behaviour, for instance, the use of videos for chatting with others who are not close.

2.4.2 Types of social media

Different types of social media are used all over the world. Its selection for use has been affected by the satisfaction needed by the user and what it offers. Some common and popular forms of social media have been identified by Manning (2014),

but these types are not popular in Ghana (Owusu-Acheaw & Larson, 2015). The types have been categorised based on how it is used.

Manning (2014) identified blogs as social media which are very common in the Western world. They are also common in Ghana and used for discussing issues related to politics, entertainment, fashion and sports (Owusu-Acheaw & Larson, 2015). Blogs are designed by creative writers who use it to disseminate information on many topics. Entertainment news discusses artists, actors, actresses, musicians and fashion designers. It is a web page created by individuals and sometimes groups to share information with many people over the internet ranging from political to fashion and even entertainment. People who create blogs are sometimes called bloggers. A blogger makes and posts ideas on a particular chosen topic with intention of sharing it with other people who are interested. Blogs are updated frequently with latest or current information. The post then generates interaction among participants and the blogger. Feedback is received on a forum among all interested parties and discussions are opened on the topic. Some stories on blogs can lead to serious debate and so sometimes to limit participants and also to protect the information and for the sake of identification some blog sites demand log on account. Presentations on the blogs come from many parts of the world and its accessibility is not limited to any specific region. Bloggers from different parts of the world are able to post things on their sites which are made available on the internet.

Social Networking Sites (SNS) are websites and applications which are actively interactional in nature (Ellison & Boyd, 2013). It communicates with people through the internet and with the help of mobile phones and computers. It normally has a profile, a connection list (friends, family relations, known and unknown people) and functional abilities to traverse connections (Ellison & Boyd, 2013). The common social networks

used by people are Facebook, LinkedIn, Twitter, YouTube, MySpace, Friendster, Hi 5 and others, Ahmad (2011). However, Markwei and Appiah (2016) found from their research that Facebook, WhatsApp, LinkedIn and Twitter are the common social media used by young people in Ghana. Whereas Ocansey, Ametepe and Oduro (2016) mentioned Facebook, WhatsApp, Skype, Instagram, Snap chat, Google+ and Twitter as the common social networking site used among students. Markwei and Appiah (2016) identified WhatsApp as the popular social network sites used by the adolescents in their study. Designation of a profile is a shared feature of social networking sites; which is the creation of a digital identity which is used to identify members. A unique identity is created by the user with some demographic information for easy identification. Information provided by users may be true or not and all depends on the individual. Since there are many users, people are influenced by what others do. In recent times technology has advanced to the level where profiles can be updated as much as the user wants. Markwei and Appiah (2016); Ocansey, Ametepe and Oduro (2016) found from their research that adolescents between the ages of 12-19 years are using social networking sites and that 78% to 90% of this group own some sort of profile on the SNS. Facebook and WhatsApp seem to be the most popular used, among others like Twitter, MySpace, YouTube, Instagram, Skype, Snap Chat and Yahoo Messenger.

Electronic mail is which is e-mail is a social media type that is used for sending and receiving messages by logging onto an account. They are available on the World Wide Web (WWW) and are also provided by internet service providers. Emails to a large extent have replaced the system of posting letters through the post office. Organizations use it as an official means of communication within staff. Individuals can also create email accounts to receive and send information. E-mails are used for

sending and receiving messages. Just like a letter it is used on personal level, only the owner can see the contents. But group forum for discussion is allowed. Addresses of owners are categorised and saved for future use. This medium has not been identified in most of the literature as being used by adolescents in Ghana. However, it has been identified as one of the requirements for creating accounts on the SNS's.

2.4.3 Functionalities of social media

The functions of social media are expatiated from its total use in the digital world. As a form of media, it is distinct in the way users perceive it and hence how it functions within the environment of usage. Social media is serving many functions especially in terms of communication. The realisation of the importance of this media is recognised in the improvement in communication in the social environment (Tufekci, 2012). For instance, the use of WhatsApp video call serves as a means of connecting with other members of the family who are overseas or not around.

Social media functions as a virtual community, a tool that enhances participation among members and promotes interaction (Manning, 2014; Boyd & Ellison, 2013). Interaction among users is the main activity on the sites. Communication protocols are established to regulate activities on the platforms. Following these protocols brings about the smooth running of the media and sanity among members within the virtual community. There cannot be interaction on social media without participation because users need to perform some activities to show they are either responding or demanding response from other users. In light of this, the activities that users participate in determine the function of social media at that moment. Ellison and Boyd (2013) opined that the creation of profiles, self-expression,

relationships and the connections that create interrelationships shows how adolescents are affected by the social media.

One of the processes of socialisation is social integration, which is shaped by society through interaction with others (Tartari, 2015). The process of social integration involves one becoming conscious of themselves and developing the skills for social interaction. These processes occur unconsciously in the social media through the necessities requested by this media. It is required by Facebook and WhatsApp that users post pictures, messages and other identification information about themselves (Ellison & Boyd, 2013). This activity is used to identify users on these platforms. These posts normally attract comment and likes from other users to the poster (Manning 2014). Somehow it affects users as they receive both positive and negative comments from other users. It leads to identity formation problems as they may be affected negatively by how others see them (Christofferson, 2016). Also, the number of 'likes' as in the case of Facebook increase or lift up the self of the poster especially in the case of personal pictures.

According to Ellison and Boyd (2013), constant communication through postage of pictures and other information increases self-attractiveness of adolescents which also lift their self-image overtime. In view of this people tend to create their identity based on the way they see themselves and how they want others to see them. Adolescents create their identity the best way that they want others to see them on social media (Christofferson, 2016). Sometimes, fake identities are created to match up with how people want to be seen by others. Identity creations coupled with self-expression are behaviour-oriented activities on social media.

Another function of social media is the creation of content by users and for users which is shared on this virtually created platform (Ellison & Boyd, 2013). People share and seek information on social media (Manning, 2014). All types of information, including political, health and social issues, are all on social media. Information about friends, both new and old, can also be located (Christofferson, 2016). People use social media as a source of uploading information for the consumption of other users (Karampela, Lacka & McLean, 2020). For instance, YouTube and other multimedia are used to upload videos about many things, including information on education, music videos, cooking, sports, research, health and many other things. Bloggers post information about social issues, about themselves, education, fashion etc. (McIntyre, 2014). Social media promotes work functions such as advertising jobs, teaching some careers social media. This is truer for people like bloggers, event managers who work through a large circle of networks, researchers, people who use multimedia to circulate information and to promote events and services. Advertisements for various jobs, its description and how it could be used to help the society are all posted on the social media (Calefato, Lanubile & Novielli, 2015).

Social media creates a virtual community with blurred boundaries where participants converge to interact socially (Boyd & Ellison, 2013). This virtual community thrives on the social media platform and social networks in the real world where social activities are transferred on to the social network system without any restrictions. Social relationships are also created and maintained. For instance, Collin et al. (2011) concluded from their review that social media functions as the community where adolescents make new friends and strengthen old ones. In their report, they mentioned that the use of emails and social networks fosters the bond between adolescents since they get to stay in touch despite the issue of distance. They also get

to maintain positive social relationships. Social groups are easily formed on social media easily which goes a long way to support adolescents in many ways. They get to meet with their peers without travelling any distance at all. Formation of social supporting groups beat barriers such as distance, physical space and other arrangements which hitherto would have impeded such meetings.

Some level of creativity is needed on the platforms in order to flow with other users which develop information processing and cognitive abilities (Collin et al., 2011). The creation of profiles, messages, and other content for social media has turned users into producers of content. To produce such content, the skills for writing and posting information are needed. Also, initiating the appropriate content for the right group at the correct time also calls for competency which adolescents develop overtime from the participation in social media. These activities put together gradually and unconsciously unearth the creativity abilities of adolescents.

The creation of social media was aimed at using it for communication purposes, as was the case of Facebook (Collin et al, 2011). In light of this, social media acts as a bridge that links many people to the virtual communities. Communication has become much easier with the help of social media. Its ability to be updated has nurtured its improvement in various ways that has improved communication dramatically (Collin et al, 2011). This source of communication has few limitations and has been improved to suit people of all levels across the world. It has created complex interrelated communities that have affected different aspects of life, but for adolescents, its ability to send and receive messages has given real meaning to communication in their lives (Markwei & Appiah, 2016). The functions of social media lie in its interactional activities which create interrelationships and relationships between people in the social environment.

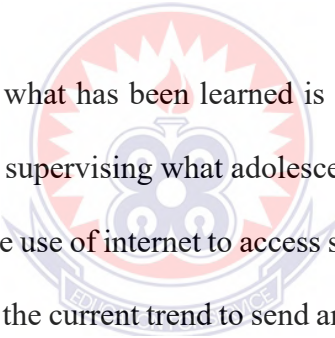
2.4.4 Trends in social media

Trends in communication are changing from traditional analogue to digital. Currently, there is change in ways of communication when the 'post office' and telegram days are compared to current times. Communication has become faster and accurate in terms of reaching its defined destination timely (Frimpong & Veccari, 2015). The social media has warmed its way into the social activities such that it is becoming difficult to live without it. One simple broadcast on social media and the information would get to many people and sometimes even to those that it was not intended for. It has become very important for people to get means of getting access to social media and staying there in order not to be out of touch.

Hootsutes (2017), a digital company based in America, researched in the trends of social media and how it would determine its usage in 2018 and came up with reports on how the internet is being used to promote social interaction on social media. The report has been used in the discussions here to support some claims made. Trends in research on social media are exploring its effect on various aspects of the lives of people; education and health (O'Keefe et al., 2011; Ibanez-Cubillas, Diaz-Martin & Perez-Torregrosa, 2016; Chan-Olmsted, Cho & Lee, 2013). Demographically, most of this research studied adolescents on social media at different levels of its usage. There is not enough research on children and adolescents on social media. Elaborative studies on the effects of social media on the health of adolescents have been done by (O'Keefe et al., 2011).

The annual report of Hootsutes (2017) explained that there is an increase in the trust between peers rather than institutions due to failure to honour what it advertised. The report says that 50% of global respondents believe in a company's social media page than its adverts. As trust declines in institutions, peer to peer trust is on the

increase and individuals are shifting to recommendations of people rather than advertisement. For instance, the use of micro-influencers is becoming popular now. Micro-influencers are people who have a large circle of followers. Using such people helps in reaching customer communities due to better relations with other users. This means expansion for brands but a socialisation pattern that would put adolescents at the risk of making decisions based on recommendations of peers because people easily listen to their peers. The more groups are created on social media, the more interaction levels rise and affect what is acquired from these sites. How to choose who to socialise with coupled with what to accept and what not is an issue that has called for concern. People can test products and discard them anytime if they are not pleased with the quality.



However, how to unlearn what has been learned is an issue. Although these findings are from across the world, supervising what adolescents do with social media could be difficult. In recent times the use of internet to access social media has become common. Internet communication is the current trend to send and receive information. According to Hootsuits (2017) almost all internet users across the world use one social media or the other. The research showed that people between the ages of 16-64 used social media. The youth used it to search for information while the older people used it to access news item mostly. Although this research was done for business purposes it explained that the uses of social media for business affect social relations.

Now people can access the internet on digital devices such as mobile phones and personal computers. Frimpong and Veccari (2015) in their study on internet trends found out that about 85% of their participants who are university students use mobile phones to access social media. Ahmad, (2011), also explained that over 33million people from the age of 15 and above use SNS in India. Khurana (2015) pointed out that

55.4% of the total population used in the study between the age group of 15 – 25 years uses networking sites. The use of mobile phones has made it more comfortable to access social media and adolescents have been attracted to using mobile phones as a way of reaching people far and near and keeping in touch.

Although Guy (2012), summarized that Facebook and YouTube are the most commonly used social media, Ahmad (2011) asserted that Facebook, YouTube and Twitter are commonly used in India. None of these two studies mentioned WhatsApp, but Ocansey, Ametepe and Oduro (2016), explained that in Ghana the most common social media used are WhatsApp, Facebook, YouTube, Twitter, Skype, Instagram, Snap Chat and Google+. Nevertheless, WhatsApp is the most popular followed by Facebook, then YouTube and Instagram. These are interactive communication sites that take feedback from participants and allow them to contribute. They also maintained that desktop computers smartphones, laptops and tablets are devices used to access social media, with smartphones being the more common devices. The make-up of smartphones also promotes the use of social media as they are readily available on such phones by default.

Passive behaviour according to Hootsuites (2017) is when people use social media when they are searching for anything in particular. Another explanation in this regard is that people visit some sites with the intention of whiling away time; thus, searching for news and entertainment on mobile phones have increased. Advertisers, realizing this, now place videos at vantage points on the social media to catch the attention of users and to market products at the same time without enforcing their will on users. This trend is reducing the time spent on television and radio programmes since individuals can now get what they want from broadcasting on the social media. Hence advertisers are now encouraging videos and also infusing television programmes on

mobile phones in order to get audience. This development would make social media more attractive and easier to use, besides availability of information would also be easy. As this is good for business, it may disrupt adolescents as viewing of these programmes may not be limited to their age. It also means more information and spending more time on social media as there is no need to watch television before getting programmes being broadcasted. But as to whether the types of information broadcast are what they are looking for, there is another question of what they intend to look for on the social media.

The introduction of social media into society has brought a revolutionary change in information communication technology systems; it has brought change in the lives of people (Perez, 2014). It is obvious now that adolescents use social media sites for communication and its interactive nature makes it exciting (O’Keeffe et al., 2011). Searching for information for school work and other problems can now be done using the mobile phone or contacting friends on social media sites for help. Maintaining relationships can now be done without necessarily meeting anywhere, and creating new ones is equally easy because of social media (Ocansey, Ametepe & Oduro, 2016). With all these networks of interactions on social media, there is bound to be some sort of transfer of reception of new things from peers. All these factors are of interest to adolescents because of their active lifestyle.

The use of mobile phones to access broadcasting media such as television is on the increase. Blending social media and television has changed viewing preferences. People can now watch television anywhere. Social media behaviour is changing; people are shifting to using social media to search for information instead of search engines Hootsuites (2017). They explained that in Africa, 60% of their respondents used search engines as compared to 64% who use social media. These two trends suggest the extent to which mobile phones are used to access social media. Mobile phones are handy and

easy to use at any place and all the time. The use of social media means increases in the time of use and an increase in the achievement of what it is intended to be used for.

2.4.5 Reasons for using social media

People choose social media types according to their communication needs. For instance, Ellison and Boyd (2013) explained that younger people such as adolescents use social networking sites for interaction while older adults use blogs due to their intellectual and interactional functions. Social network sites such as Facebook do well in group chats, individual chats and upload of videos and its feedback attracts a certain group of people.

Adolescents have also been found to use music sites and pictures more, since, they are entertained there (Manning, 2014). However, these findings are from the developed societies where digital development is very rampant. The choice of social media types by adolescents may not necessarily be the same in Ghana due to the differences in what is available. The level of digital development and how it is being used in the Western world where most of this research is conducted is different. This research would consider the types mentioned above in order to establish how their usage is socialising and affecting the social behaviour of adolescents.

Utz (2014) mentioned that adolescents use social media for the sake of friendships. They maintained that online friendships reflect on offline friendship. In their study they explained that social media friendships for adolescent developmental tasks such as identity formation, peer commitment, looking for intimacy and self-sufficiency among others. The mention of the developmental tasks shows the support that adolescents acquire from friendship online. Lenhart et al (2015) also expatiated that friendships are started on social media to create bonds among adolescents. The

outset of friendship on social media can be easily done since adolescents spend time online. Uhls et al (2017) opined that users of social media follow profiles of people to make friends with them. They explained that some of these friends lasts life-time.

2.5 Effects of Social Media Usage on Adolescents

The use of social media has had some effects on the lives of users. Adolescents have been affected by the use of social media in all aspects of their lives. Empirical research has established some effects of social media on adolescents. This section discusses the effects on the areas of education, health and behaviour.

The education of adolescents consists of learning and academic performance as established in some studies (Ali, Iqbal & Iqbal, 2016; Siddiqui & Singh, 2016; Owusu-Acheaw & Larson, 2015). The effect of the use of social media on education has been captured to be both positive and negative. Adolescents use the social media to discuss assignments with friends on the social media (Al-Tarawneh, 2014). They share ideas, educational information, and other things that have to do with their studies. Owusu-Acheaw and Larson (2015) ascertained that adolescent use the social media to search for information and sometimes further explanations from educational sites. This leads to better performance academically and enables students get good grades. The use of social media to search for information equip adolescent with skill that enable them to look for relevant information to solve academic problems. This activates their problem-solving skills overtime (Undiyaundeye, 2014). The ability of adolescents to find information prior to lessons increases their participation level which improves their performance academically. Nevertheless, its use also comes with some negative situations. Chatting with friends, posting pictures and other information that is not educational, distract the attention of adolescents from concentrating on learning.

Therefore, combining some other activities with learning divides their attention. Owusu-Acheaw and Larson, (2015) argued that adolescents frequent and consistent online visits took their concentration from other things. They are sometimes distracted from educational activities when they are online. The issue of multitasking was raised and explained as the situation whereby adolescents do other things online instead of paying attention during classes (Al-Tarawneh, 2014). This distracts them from participating in class and eventually they lack concentration (Asare-Donkoh, 2018). Social media also distracts attention not from learning alone but from doing assignments and homework which forms part of educational activities. It also consumes time when adolescents stay long hours on social media sites ignoring their academic activities (Al-Tarawneh, 2014). This also affects their sleep time which in the long run, affects their academic performance.

In terms of behaviour, research has found areas in which social media affect behaviour. Asare-Donkoh (2018) elaborated how social media usage makes adolescents exhibit some anti-social behaviours. Adolescents tend to be individualistic when they hook on to social media sites where they find information that they need. They usually do not want to share with other people information that is relevant because they want to be the first to have had it. They also tend to be by themselves because of their attention on the social media (Ibáñez-Cubillas, Díaz-Martín, & Pérez-Torregrosa, 2017). Social media affects the social behaviour of adolescents in various ways. Bibi et al. (2018) indicated from their study on adolescent students that the continuous use of social media brings addiction. Other issues that have been raised on the impacts of social media socially are the learning of bad slangs as result of connecting with deviants, irresponsible or disrespectful behaviour towards others and copying of cultures that are foreign to their social environment (Akubugwo & Burke, 2013). This

leads to anti-social behaviour in the environment, which raises eyebrows. Although there are reports on the impact of social media on social behaviour, this area of research has not been extensively done. There are few studies on the effects of social media on social behaviour and also there are few research that use qualitative methods of inquiry. For instance, most studies mentioned in this review used quantitative methods and so participants were not able to give in-depth information as to the reason why they behaved in a particular way (Asare-Donkoh, 2018; Cubillas, Diaz-Martin & Torregrosa, 2017; Akubugwo & Burke, 2013; Chan-Olmsted, Cho & Lee, 2013). There are reports of violent behaviour among adolescents who use social media.

Adolescents tend to develop aggressive behaviour towards others due to some information and videos that they watch on social media sites. This was classified under anti-social behaviour in the study of Siddiqui and Singh (2016), when he studied Senior High Students use of social media. Students were found to gather quickly to react to situations they disliked as soon as the information is put on the social media.

Cyber bullying is a common experience among users which was reported by most the studies reviewed (Ali, Iqbal & Iqbal, 2016; Tartari, 2015; Mehraj, Bhat & Mehraj, 2014). In recent times, most adolescents have been drawn to social media such as Instagram, Snap chat, and Twitter and video-sharing sites such as YouTube (Khurana, 2015). This trend has led to increased reports of cyber bullying occurring in those environments. Voice chat, textual chat, and texting via phones or tablets can also provide an environment in which hate and harm is expressed. It also happens with portable gaming devices, in 3-D virtual worlds and social gaming sites (Hinduja & Patchin, 2013). Cyber bullying is when threat is issued against a user, made fun of online or picked on by sending unfriendly messages and disliked by the other person (Undiyaundeye, 2014). Cyber bullies take advantage of the features of social media that

sometimes allow for anonymity, e.g., creating a fake account in victim's name, usurping profiles and using fake numbers to make contact.

Cyber bullying shames people because information posted are made public. Since social media make public post of some things, when harmful information is posted about people it disgraces them (Tartari, 2015). This means bullying can be on going. Karampela, Lacka and Maclean (2020) outlined forms of cyber bullying that affect adolescents; the sending of nasty videos to humiliate victims, profane messages, texts and posts, prank phone calls which are repeated over time, using other people's profile and setting up fake accounts and identities to harass victims, hacking other people's account, sending private information about other people to others, including videos, emails, posting of comments that are nasty and degrading, sending sexually explicit messages and intentionally excluding others from an online group or chat.

Sharing too much and false information about others is improper and unapproved. Social media expose people to fraudsters and others who take advantage of their vulnerability (O'Keeffe et al., 2011). The scenarios mentioned above have several repercussions on the social and well-being on the adolescent. Khurana (2015) explained that cyber bullying affect adolescents emotionally; for instance, adolescents experienced emotional distress and mental health conditions which sometimes lead to self-isolation, change in mood, demeanour and behaviour. Ali, Iqbal and Iqbal (2016) studied the impacts of social media on adolescents and reported that cyber bullying sometimes leads to depression. Adolescents become depressed out of the emotions that they feel from being bullied by cyber bullies.

The social media environment permits frequent and intense interaction among users. These interactions lead to experiences that form the core of the existence of this

environment. Some online experiences have been identified as causing health problems among adolescents who use social media (Nesi, 2020). Some health issues identified are self-harm, suicidal behaviour, depression, negative self-view, physical health and mental health.

The health conditions mentioned are consequential experiences on social media. There are reports that cyber victimization by peers online has led to various health risk factors such as depression and other mental issues (Litt et al., 2020). Peer influence is also heightened especially in group platforms (Pew research, 2012). Some adolescents are showing disturbing behaviour such as self-separation from others. Adolescents are exposed to social media content such as alcohol and other substance use. This exposure is likely to influence adolescents.

Potential risk factors also include cyber ostracisation which leads to social exclusion and online conflicts are also likely to lead to mental problems that emanate from worry and depression (Ali, Iqbal & Iqbal, 2016). Lack of close friends and rejection sometimes leads adolescents to social media where they search for friends and other companions they can relate with. However, when this action does not meet their needs, it leads to depression (Nesi, 2020). The use of social media has been depicted as exciting to adolescents by their peers, so they are of the view that it would make them happy and content with their relationships. However, there are reports that adolescents who use social media heavily are found to be sober, unhappy and not satisfied with their relationships (Tartari, 2015).

Bryant (2018) explains some physical development problems faced by adolescents on social media. Physical development includes how a person looks or appears in the environment. The increase in discussions on the approved look physically

on the sites makes some adolescents who do not have that body type feel shy and dissatisfied with their bodies. This has led to body shaming and eating disorders in order to maintain some people's shape to conform to the online group. Body shaming has been related to movies on social media which show the appropriate look of a beautiful woman. It is reported that body shaming affects adolescent girls more than boys. Bryant (2018) reported that such adolescents take drugs and develop eating disorders out of dieting and keeping away from certain foods.

2.5.1 Experiences of adolescents on social media

People who use social media experience many things online. The experiences of adolescents on the social media have been reported in various researches. Most studies have explained the experiences of the activities that adolescents engage in on various social media platforms (Ali, Iqbal & Iqbal, 2016; Markwei & Appiah, 2016; Khurana, 2015; Al-Tarawneh, 2014; Brandt, 2012; Ahmad, 2011). The results had shown both negative and positive experiences. The use of social media has been noted for causing sleeplessness, lack of concentration, less time for school work, less time with family and cyber bullying, and among children and adolescents who use it (Ibanez-Cubillas, Diaz-Martin & Perez-Torregrosa, 2016). The use of social media requires time and attention from users. Adolescents who use social media give it all their attention spending much time to partake in the numerous activities available on those sites. Sometimes adolescents go deep into the night on media sites doing whatever they think is necessary. This eats into their sleeping time and so they have less time to sleep.

Haddon (2015) reported that adolescents who spend time on social networks do not get to spend much time on family relations. He explained that the time spent with friends on social networks makes it impossible for adolescents to have time for home

and family activities. O’Keeffe et al., (2011) explained that adolescents elucidated how they received profane messages inviting them to have sex with strangers. Sexting is the posting of nude and semi-nude pictures, videos and photos of people to arouse others sexually. They explained that this online activity is done through the use of mobile phones or other digital devices and it is popular among teens. Adolescents do these activities to retaliate and also due to peer pressure. Perez (2014) use the information adolescents have posted on social media platforms to track them and invade their privacy. This situation was described as disturbing to the victims. The experiences of adolescents on social media point to how they are affected, different experiences affect various people inversely. For instance, adolescents face rejection which affects their emotions; others are confronted with verbal and emotional abuses which affect their self-esteem (Bryant, 2018).

However, social media serves the purpose of communication very well since most research reported that social media was used by adolescents to connect with friends and relatives; also, the sharing and seeking of information (Genner & Süss 2016; Haddon, 2015; Mehraj, Bhat & Meraj, 2014 and Uzniene, 2014). Adolescents use social networks to create network of friends (Uzniene, 2014). This aids them in the sharing of information, connecting with peers, forming relationships and interrelating with others on different platforms of the media. People create and share content to others who share the same interest. Keeping in touch also refreshes friendship and updates information about friends. The effects are however discussed below.

2.6 Social Media Socialisation

Studies on social media socialisation are few with fewer papers indicating the processes of socialisation on social media. There is much literature on the media as a

socialisation agent in general. For instance, there has been research on how television as a media socialise children (Okafor & Malizu, 2013). Although the two share some basic characteristics, they are not the same. So, they may not socialise in same ways. Different media socialise adolescents in different ways because of their peculiar features.

Connecting with people happen to be a common reason why adolescents visit social media sites (Markwei & Appiah, 2016). Most of the papers reviewed mention connectedness as the main reason for the use of social media (Saleh & Rawas, 2015; Ibanez-Cubillas, Diaz-Martin & Perez-Torregrosa, 2016; Hakim, Akthar & Hakeem, 2014). Connecting with friends is an important activity on the social media (Saleh & El Rawas, 2015). Connection with friends on the social media marks the beginning of communication. It is during communication that people develop and keep friends. There are features that are required for people to interact. However, these activities do not expose the link between social media use and socialisation of adolescents. Boyd and Ellison (2013) discussed some of the features as creation of accounts, personal profile for identification, which include uploading of profile pictures and creation of password for easy accessibility. The uploading of profile picture in a way allows others to identify people by face therefore making connection easy. With so many people on a digital platform, a virtual community is created, which is an indication for the beginning of socialisation. As to whether the processes of traditional socialisation are the same as virtual socialisation the papers reviewed did not indicate making it difficult to explain the relationship between the two ideas.

Nevertheless, some studies indicate that communication on social media sites is the bedrock of maintenance of relationships (Neelamar & Chitra, 2009; Perez 2014). When people hook onto the social media, they communicate through the sharing of

information, ideas, and feelings. This is done without the consideration of its appropriateness, whether negative or positive, relevant or irrelevant. Neelamar and Chitra (2009) ascertained that these activities are performed through the use of audio and visual tools. Somehow, participants view videos and listen to audio, makes them socialise in some ways by learning from other people. Giving responses and replying chats also lead to communication which is not face to face.

Although many studies have been covered on television and other media in terms of socialisation, there are other areas of the media that have not been covered much, such as the newspaper and social media. Social media has been described as the new media because of the use of the internet for accessibility (Ellison & Boyd, 2013). The newspaper contains information and announcements for the public, but it looks like it fits older adolescents than adolescents because they enjoy reading. Social media on the hand has been considered as a communication tool which reaches many people within minutes. The target group for participation in social media cuts across people from regions and borders all over the world. This removes boundaries as a limitation to interaction, thereby allowing people from all over the world to interact with each other. There have been proof however that socialisation is on-going on social media due to some indicators. Some of the indicators identified are connectedness, communication, creation of profiles, posting of information, pictures and videos, formation of groups on the virtual sites and chatting (Ellison & Boyd, 2013; Perez 2014; Siddiqui & Singh, 2016). These form the basis for the formulation of activities that transpire on the social media sites and promote interaction. The interaction on social media is indirect, abstract and virtual rather than direct, concrete and real since there is no physical contact with the participants. Although Ellison and Boyd (2013) mentioned that interaction is

occurring on social networks, this does not show how social media use is affecting socialisation.

Communication is also done through praise and criticisms of what others have posted. Individuals meet other people on the social media and create friendships that may not have any link with real friends offline. Adolescents monitor the proceedings on social media and learn to do the same. As they observe the way information is posted, they study how information is posted and, through this and many other activities, as these they become part of the group in this virtual world. Siddiqui and Singh (2016) opined that adolescent stay connected by joining social media sites. They also exchange information with others. There are times that they look for help and advice and search for answers on issues that they cannot easily understand. These are indications that social media socialisation is going on.

Individuals converge on the social media to interact and form social relationships. The maintenance of social liaisons indicates that socialisation on social media occurs with other people. That is, the presence of other people is needed in order to socialise (Roberts, 2022). Social affairs occur by making new friends and meeting old ones. Some sites are purpose for dating and finding spouses. Sending messages, self-expression, chatting and video calling are all for keeping social relationships (Ahn, 2011).

2. 7 Concepts of Social Behaviour and Socialisation

Owusu-Acheaw and Larson (2015), restricted the impact of social media use to academic concerns. Ahn (2011) did note, however, that as a result of social media use, adolescents are retreating from some family activities. These research all suggest the interactions between adolescents and social media as well as some consequences related

to its use. But these studies ended at looking at how adolescents relate to social media to determine its effect on their lives. To comprehend how social media use affects these two concepts in the current discourse, it is critical to ascertain how socialisation influences social behaviour. The discussions that follow have taken into account the concepts of social behaviour and socialisation.

Social behaviour describes how adolescents interact with one another and act in social settings (Oliveira & Bshary, 2021). It includes a broad range of behaviours and reactions, such as verbal and nonverbal communication, alliances, rivalries, altruism, empathy, and violence. Social behaviour includes communicating ideas, feelings, and emotions with others through spoken and written words as well as nonverbal signs like body language and facial expressions. According to (Boyd & Richerson, 2020) social behaviour is affected by culture and tradition. These play an important role in how one reacts to social conditions. Social behaviour influences culture as it sums up behavioural patterns shared in a society and this is underlined by socialisation (Rogers, 2020). Social behaviour refers to the range of actions, interactions, and patterns of relationships exhibited by individuals within a society or a group (Dunbar, 2012). For the sake of this study, social behaviour is defined as the behaviours that people display in society as a result of socialisation, including their actions, reactions, and behavioural patterns.

On the other hand, socialisation is the process through which people absorb and internalise the values, norms, beliefs, rituals, and behaviours of their culture or society, often beginning in early childhood but continuing throughout life (Roberts, 2022). It is a fundamental aspect of human development and plays a vital role in shaping an individual's personality, identity, and social behaviour. Socialisation is essential for forming social behaviour because it teaches adolescents how to connect, communicate,

and behave appropriately within their particular social and cultural context. Socialisation is also aided by media such as television, movies, social media, and the internet (Tarabini, 2022). Adolescents opinions, values, and perspectives on the world can be shaped by the media, which can also have an impact on their behaviour and social interactions.

Social behaviour, as mentioned earlier, refers to the actions and interactions that individuals exhibit within a social context. The process of socialisation guides individuals to conform to societal norms and expectations, enabling smooth integration into the social fabric. As an illustration, socialisation teaches adolescents how to greet others politely, respect peers and elders, value other people's perspectives, and participate in cooperative activities.

Although socialisation and social behaviour are not the same, they are related. These two ideas have a significant impact on one another. Socialisation significantly influences the social behaviour of people through the adoption of norms. During the process of socialisation, individuals learn and internalise the values, norms, beliefs, customs, and behavioural patterns of their culture or society (Giddens, 2006). This learned behaviour shapes how individuals interact with others, form relationships, and navigate social situations.

According to Affolter (2022) socialisation introduces individuals to the prevailing social norms—the unwritten rules that dictate acceptable behaviour in different situations. People learn what is considered appropriate or inappropriate conduct within their society. Through this process adolescents adopt social norms of their society which shapes their social behaviour.

Socialisation plays a significant part in the development of roles and expectations (Rogers, 2020). Individuals learn about what behaviours and roles are considered appropriate for families, children, males and females within their society. Through socialisation adolescents learn their roles in the society and directs them to the behaviour that is expected of them. The cultural and social milieu that people are exposed to throughout socialisation shapes their values and views. These values influence their attitudes and actions towards various issues and individuals. Individuals develop peer groups with others they have similar interests, attitudes, and opinions as they go through the socialisation process. Peer groups help foster social identity and reinforce social behaviours.

2.7.1 Effect of social media usage on social behaviour of adolescents

Behaviour is the activities of the individual which can be observed directly or indirectly. It involves all substantial actions, verbal behaviour, facial and bodily gestures as well as mental processes such as thinking, retrieving and processing information. Behaviour is determined through the biological make-up of the individual, social environment, physical environment and the culture of a group of people (Bergener, 2010). However, the situation and the social context of occurrence are not autonomous of that behaviour. The situation of the occurrence and the biological make-up of the individual would determine how the individual behaves in certain situations. For the purposes of this study, the social environment, biological make-up and the culture of the individual would be the basis of discussion. The behaviour of adolescents in this discussion is measured from the point of view of the culture of their social environment and the social norm which is derived from the culture of that group and transmitted through socialisation.

Culture is considered as the transmission of values and ideas that are created by the abstractions and experiences of a group of people (Bergner, 2010). Culture involves all the activities of a group of people; it encompasses the traditions the group. It is learned when people come into contact with it, thus it is passed on to others through its custodians. Through learning, culture shapes the behaviour of people. As culture shapes the behaviour of a group through learning, it is not the ultimate determiner of behaviour the social environment and the bio social contributes to how an individual behaves at a particular time (Bergner, 2010).

Behaviour is mostly bidirectional in nature as individuals reacts to situations in the social environment. As such changes in the social environment have affected culture in several ways. These changes are mostly spearheaded by the people. For instance, the introduction of the internet led to the creation of communication sites that are used for interaction (Ellison & Boyd, 2013). Social media is a system of networked communication sites that has changed social interaction patterns across the world (Ellison & Boyd, 2013). Previously the internet was accessed using internet cafes, but this has changed with the inception of the smartphone (Markwei & Appiah, 2016). This change in events made the interaction between people easy and increased participants on the internet. The functions of social media have broadened the communication pattern in business, medical and social fields. The use of social media has affected communication in the social environment among people. Adolescents have been known to use social media frequently in these times (Khoo, 2014). Due to the features and functions of social media, they are attracted to it in several ways. Nevertheless, its usage for social interaction has recorded some issues that have affected their behaviour negatively and positively because of their stage in life.

In recent times adolescents use of social media has raised many concerns as there has been change in social behaviour across the nation, for example the spreading of rumour on social media sites (Dapaah, 2015). Reports on socialisation are indicating that contemporary Ghanaian adolescent is being exposed to foreign culture that is affecting their lives. This is likely to be contributing to their behaviour that are not consistent with societal dictates; typical example is online money laundering known in local parlance as *sakawa* (Markwei & Appiah, 2016). Dapaah (2015) reported that students in Ghana spend more time on social media, which is confirmed by Ocansey, Ametepe and Oduro (2016). They also added that social media is responsible for absent mindedness of people participating in social activities.

Adolescents have displayed all manner of behaviour in recent times such as change in dressing and some new ways of dancing as well as new ways of pronouncing words (Akakandalwa & Walubita, 2017). This concern had been raised on other media because such behaviour is inconsistent with the accepted cultural norms of the society. However, the discourse on change in behaviour has been more public than empirical. This has called for the attention of the society to probing into the cause and effect of this behaviour on social life. People have attributed the change in the behaviour of adolescents in the society to the use of social media. For instance, some particular ways of dressing are alien to the cultures of many societies across Ghana and so people think their inception lies in the use of social media by adolescents. Saleh and El-Rawas (2015) reported that 37% of participants spent time watching online movies while Markwei and Appiah (2016) detailed that 38.6% of the participants from Nima in their research spent time watching online videos on social media sites. Although they did not indicate the types of movies that these adolescents watch, the laxity in control in terms of what people post as content on these sites can be relevant or irrelevant. These practices

expose adolescents in Ghana to many foreign cultures which affect their behaviour in one way or the other. Peicheva and Marinov (2018) reported that the posting of nude and semi-nude pictures on the social media has led to online sexual harassment on the part of the posters and the other participants, which in other ways have affected the physical appearance of adolescents. Thus, posters of these pictures are harassed online based on the messages that such exposures send to other users who might take it differently from the intention of the poster. Social media activities have resulted in individual and group social behaviour which has been translated into real life situation.

Social behaviour is all the behaviour that is displayed when individuals interact with one another to communicate and relate in a group or pairs (Akubugwo & Burke, 2013). It is the behaviour that is influenced and influences other individuals and by the environment (Kollmuss, & Agyeman, 2002). Social behaviour occurs among individuals who affect each other. It can be described, observed and even recorded by others or the individuals involved in the behaviour (Khoo, 2014). For instance, adolescents conversing, using some language, shyness, etc., are examples of social behaviour (Joo & Teng, 2017). It can also be overt or covert and it is affected by the individual and the environment. While covert behaviour cannot be observed, overt behaviour can be observed. The overt behaviour includes physical actions such as dancing, walking, speaking to others, conforming, tolerance etc. The physical activities of the group are guided by the acceptable norm of that group. Many of their activities are related to experiences in the social environment and these experiences are within the scope of the social norms of the society.

Changes in social behaviour are clearly detected and discussed in society, be it good or bad. They are an interrelated set of behaviour that occurs between individuals in an environment. According to Akubugwo and Burke (2013), social behaviour is

human activities (social thoughts and actions) which affect the activity of another individual. It is a response to stimulations from the society and as such it is channelled to the society through people. The underlying factors are dependent on the cultural, social norms and social influence from primary groups and the environmental influence on the social environment of the individuals. These behaviour patterns affect society in several ways because they act as a stimulation mechanism which requires a response through behaviour. Social behaviour can be looked at in the point of view of the society where the culture of the group determines the social norm. Social behaviour has characteristically been seen as changing behaviours of users of social media, namely, online and offline behaviour (Akubugwo & Burke, 2013). A link between offline and online behaviours has been identified in a study by Peicheva and Marinov (2018) which indicated that people who use social media have exhibited different behaviour in different situations on social media. Social media presents a platform of solicited and unsolicited information from different cultures and communities across the world (Siddiqui & Singh, 2016).

The use of social media has exposed people to situations that they may have not been familiar with in everyday life. Its introduction as communication media has brought social changes across societies in the world both directly and indirectly in the lives of people, including adolescents. Situations and information presented through social media has formed online social interactions that are completely new to people. Bargh and Mackenna (2004) opined that the use of social media has eliminated distance as a barrier in social interaction such that people have been afforded the chance to create close relationships with other people across the world online. Social media allows many people to share content (Ellison & Boyd, 2013). This has presented a huge source of information for its users which has affected all aspects of the lives of individuals in

every part of the world. Social interaction has expanded from face to face to the virtual world and removed geographical boundaries, which have made it easier for individuals to learn from different cultures.

The behaviour of participants on social media can be active or passive (Manning, 2014). Active participants post, comment and share information on the platform while the passive participants observe and sometimes internalized behaviour. Nevertheless, the presence of these two groups of participants on the platform keeps the virtual community going because they all in one way or the other contribute directly or indirectly to its existence. Patterns of communication are generated on the platforms based on how people are reacting. Akubugwo and Burke (2013) said that users copy things on social media through observation. According to Mehraj, Bhat and Mehraj (2014) adolescents visit social media sites more than ten times in a day. They mentioned that, participants used social media for the purposes of looking for information on current issues, sending and receiving messages, playing games online, sending and reading emails, watching videos, television shows, sports and others. The activities mentioned keep adolescents on social media sites for many hours (Ocansey, Ametepe & Oduro, 2015). The time spent on social media sites is long enough for adolescents to observe activities on these platforms and imitate them offline.

The use of social media is known to affect social behaviour both negatively and positively (Akubugwo & Burke, 2013). Peicheva and Marinov (2018) reported that social behaviour is linked to social media socialisation among students and explained that this generation of internet users are living their social lives on social media which is offering them opportunities to learn new behaviour. They explained that people copy and observe social media activities which they exhibit in the real world. For instance, people observed and copied contents of pictures and videos that were posted. Language

content such as slangs was copied; videos and posting of pictures were observed and reposted. Sometimes, the social media was used to send messages to gather people to cause chaos and riots (Akubugwo & Burke, 2013). These are activities that can lead to changes in social behaviour among adolescents.

Umar and Iddris (2018) conducted research in Batagarawa in Katsina state, Nigeria on the effect of social media and psychosocial behaviour among Senior High School students and found that the use of social media influences the social behaviour of adolescents among other things. They established that the use of social media influences the social life of adolescents because they spend more of their time on social media leaving them with little time to do other things in the real world. For instance, the need to look perfect and have the perfect body shape is translated from the social media to the real world leading to unhealthy behaviour like eating disorders and taking of dieting medicines advertised on the social media in order to keep up with other people who have the perfect shape. According to Siddiqui and Singh (2016) social media promote the meeting of people from different societies; brings positive change by uniting people, reduces the limitation on distance communication and connects people with different communication needs. Siddiqui and Singh (2016) further stated that it invades the privacy of people, weaken social and family ties, and have negative effect on adolescents due to the presentation of contents that contain violent and profane things. These activities negatively affect the society when adolescents begin to exhibit such behaviour. Ahn (2011) explained that the attention of people is divided because of multitasking in social media usage.

Several writers have established the effect of social media on social behaviour. This had shown in the behaviour of contemporary adolescents in the social environment from the reports of the writers. This effect has resulted from online social interaction

(Khoo, 2014). Social interaction is a social skill that adolescents need to develop in order to fit into the society (Siddiqui & Singh, 2016). But social media usage affects the development of social skills among adolescent users of this media (Siddiqui & Singh, 2016). It displays the pattern of interaction among people in the social environment which is an important aspect of social life. The acceptability of cultural norms embedded in social norms is measured within the activities of the social environment of current times. This is important because the behaviour of adolescents must be considered in terms of the accepted contemporary cultural norms of their social environment.

2.8 Effects of Social Media Usage on Social Interaction

Human interactions are in different forms depending on the situation and the environment. One of such interaction is social interaction which occurs between people. Social interaction draws on the social influences on individuals and groups to generate activities to keep the society alive. It is the reciprocal influence that occurs between two or more people in any social encounter (Barkan, 2012). Social interaction is usually face-to-face encounter which engages social exchanges in all situations. Barkan (2012) argued that the social life of a group of people is dependent on their interaction ability; that is how they interact and the reason for such interaction.

Social interaction is determined by power dynamics, social structure, group dynamics, social status, social roles and institutions (Hakim, Bhat & Hakeem, 2016). Among these factors the group dynamics is important for studying adolescent social interaction on the social media as it ascertains their social behaviour. Group interaction engages two or more people with an underlying set of norms and these forms the bases for social networks in the social environment (Litt et al., 2020). Proximity and interest

determine how individuals interact. This however, is not limited to other activities that demand for the audience of other people within the vicinity.

Adolescents relate socially with peers in the social environment. In their relationship, group activities are common practice since they relate based on interest and acceptance (Saleh & El-Rawas, 2015). Social interaction is imperative for socialisation because adolescents learn and develop social skills through it. It helps adolescents to develop socially by learning the skills that enable them to interact with others in society. Social interaction occurs among all members of society as they relate with each other.

In this current discourse, it is important to ascertain whether social interaction is occurring on social media. This issue brings controversies when looked at in terms of traditional social interaction that occurs in the social environment. Traditional social interaction is physical connection and face-to-face. People interact in business, health and educational terms in the social environment. Also, the times of contact in traditional social interaction is limited due to proximity and means of movement from one place to another. But social media offers connections throughout the day and night. The rate at which people visit social media sites to connect with others supposed that they attend to important matters. However, Owusu-Acheaw and Larson (2015) argued that sometimes they log on to sites without any particular agenda.

Social interaction on social media can be seen through the posting and sharing of content by participants (Ellison & Boyd, 2013). Social media content are the events and things that participants symbolically attach to depending on their perception. People react to things on social media depending on the way they see them and the effect it has on them. Some reasons that account for interaction may include

advertisements, the need to share status and the urge to create content to keep the platform active (Ellison & Boyd, 2013). The content shared depends on the messages that the sender wants to send across. They are normally solicited or unsolicited. The posting of these contents opens the way for interaction to begin. Social media systems support forms of interaction depending on the content generated and shared. The types of relationships formed on social media sites affect the users, and they in turn determine the form of interaction that occurs on that site (Bryant, 2018). Kaya and Bicen (2016) established that the type of interaction on social media is different from that of the real world.

Social media has developed an interactional role in virtual communities and it promotes social interaction. It engages adolescents in the virtual world for many purposes; communication, social development, communication skills and others. There are many reasons why adolescents use the social media. For instance, Kumari and Verma (2015) mentioned that students use it to maintain social relationships. In their research they studied students between the ages of 17years and 23years in Jaipur in India and found that 65% of the participants use social media to connect with their families, friends and teachers. The participants explained that the media help them to keep in touch with their family although they are far from home. This shows how social interaction goes on despite the long distance between family members with the help of social media. The study also mentioned the creation of groups on social media by students as a way of interacting. By this activity many intertwined interpersonal relationships are created when people belong to more than one social media group. Ahn (2012) argued that adolescents are communicating with people they do not know through online interaction. Social networks sites create community of participants who share common interest. It connects many people on a single platform thereby giving

them the chance to interact with so many people that they would not have had the chance to interact with in the traditional social interaction or in face-to-face situation. Some adolescents who use social media sometimes belong to such multi-communities on the social network sites (Kaya & Bicen, 2016).

The social media is collection of computerized interactional platforms that relate in social and technological space (Ellison & Boyd, 2013). Redondo (2015) explained that the online community is a created web platform where a social group interacts over a period of time. He further explained this web platform comprise of “social networking sites, blogs, podcasts, wikis, massively multiplayer online role-playing games, photo and video sharing, online stores and auction houses, simulated 3-D virtual worlds, and wiki collaborations”. This web platform has been developed over the years to suit online communication. Social network sites such as WhatsApp and Facebook are very popular with adolescent and have software that allow for text messaging, group chats, calls and online face-to-face interaction like video calling (Kumari & Verma, 2015). Video calling is a virtual connection that uses audio and visuals at the same time, so people see each other when they call.

Interaction on the social media is characterized by these four elements; the group of people that share the platform, the time frame of their interaction, the formation of relationships and the rules that governs the online interaction (Redondo, 2015). The online social interaction can be said to have been formed based on the traditional interaction in the society because, groups are formed on the social media based on shared interest and objectives. Thus, adolescents join online groups because of the common interest that they share with other online members. It is on this premise that social relations are formed virtually. In their opinion Ellison and Boyd (2013) agreed that users of social media present themselves for relational purposes through the

use of public profiles. Thus, relationships are created intentionally on the social media through friend request on Facebook and the conscious transfer of friendship onto the social media. These interactions happen over a period of time. Adolescents interact online over a period of time because of the demands of the platform and the situation in which the interaction is occurring. There are set rules which governed by the set norms and the roles of the group members. These underlying factors are not determined by the online community but rather the interaction that occurs in the society.

Drago (2015) concluded in their study that social media is reducing face-to-face interaction among adolescents. This implies a reduction in physical contact in the social environment. Social media has created a communication platform on the internet which connects people from across the globe in many ways such as; calls, video calls, texting, skypeing and others (Ellison & Boyd, 2013). It is developed to such an extent that adolescents can interact in ways that are similar to physical interaction although they are many miles apart. It has become a common communication media and popular among the youth and adolescents (Dapaah, 2015).

Kumari and Verma (2015) also argued that social media has affected the traditional social interaction because of the formation of social relationships on the virtual world. They explained that social media served as a platform through which adolescents reconnected with their old friends and made new friends as well. Due to this they may be interacting online more than face-to-face. These interactions have promoted online social interaction in ways that are faster to contact others but at the same time, there is reciprocal influence on people. People visit social media sites very often; they post content and communicate to attract the attention of other users. Social interaction on the social media is active. Adolescents are interacting with many people across the world, and they are offered the chance to develop their communication skills.

However, it is also obvious that adolescents are learning many things positive and negative on this interactive media.

2. 9 Empirical Review

Communication is now simpler and easier with the emergence of social media. Adolescents' use of social media to share their views and opinions and stay in touch with friends and family has made it a crucial part of their lives in the digital age. Several studies are showing that effect of social media use on adolescents are both positive and negative (Markwei & Appiah 2016, Ocansey, Ametepe & Oduro 2016; Okeefe, et. al., 2011; Ameyaw, 2021). Some studies indicated that the advent of social media has increased fraudulent activities (Sakawa in Ghanaian parlance) amongst the youth in Nima and Maamobi (Makwei & Appiah, 2016). Also, the youth waste time and engage in irrelevant activities on social media (Ocansey, Ametepe & Oduro, 2016). Bernard and Dzandza (2018) sampled 200 out of 3,800 students in the University of Ghana, Legon to study how they use social media. They came to the conclusion that although students use social media for research and conversations, it is also a source of distraction from their academic work. They found that 82% of the participants mainly use social media for chatting and downloading pictures and videos whilst 17.5% used social media for educational purposes. Ameyaw (2021) concluded that social media use has made communication and the sharing of new ideas easy among the youth.

Despite increasing media consumption among adolescents, to date, comparatively little research has focused on the effect of social media use on social behaviour among adolescents specifically. A larger body of empirical work has focused on clarifying the effects of social media use on adolescents' health, well-being and education (O'Keefe et.al., 2011; Ameyaw, 2021; Dapaah, 2015). Walton and Rizzolo

(2022) concluded in their study that social media is affecting mental health of adolescents. However, other research has also validated the importance of social media exposure as a risk factor for adolescents' general well-being and further substantiated these consequences in terms of adolescent mental and physical health. The foregoing focused mainly on the impact of social media on health and education of adolescents.

Although these studies, bring into focus the impact of social media, they do not unravel the positive or negative consequences of social media use on socialisation and social behaviour of adolescents in Somanya. Since the consistent use of social media impacts on adolescents' socialisation and social behaviour, it is imperative we get a comprehensive understanding of social media usage.

Generally, social media, has been found to have both negative and positive effects on youth and society (Mehraj, Bhat & Mehraj, 2014). Most of the studies reviewed mentioned types of social media used by adolescents. However, these studies did not show how these types are affecting the traditional socialisation of adolescents. There are still ideas that could be explored in terms of the types of social media used by adolescents in Ghana. For instance, ideas about the types of social media used in Ghana could be explored, as well as how these types affect adolescents traditional socialisation can be looked at. The need to look at social media in social terms has surfaced since most studies are pointing to its digital functions more than how it socially affects adolescents.

Ameyaw (2021) and Benard and Dzandza (2018) employed quantitative methods to report the effect of social media use among adolescents in Accra and concluded that social media affected the education of its users. Elsayed (2021) conducted a study on the effect of social media use on the social identity of adolescents

aged between 15 and 18 years at Ajman in the United Arab Emirates. The study employed quantitative methods and sampled 200 students. It concluded that social media usage has negative effects on the social identity of adolescents. These studies did not examine the mechanisms underlying the impacts; instead, they focused on the proportion of adolescents affected by social media use.

Among the studies reviewed some of the recommendations are based on psychological science and education disciplines. O’Keefe (2011) mentioned that sleeplessness among adolescents caused by social media use poses a threat to their well-being therefore adolescents should do away with it. However, the recommendation of Asare-Donkoh (2018) aligned positively to its acceptance when they said schools should adopt the use of social media as aid for teaching and learning. Antiri (2016) recommended that e-learning should be inculcated into the curriculum to check students’ use of social media. All of these contradictory proposals provide different solutions to the problem of social media usage. However, because social media use is now deeply ingrained in culture and society, it must be examined from a societal perspective.

The majority of studies carried out in Ghana are region-specific. Ocansey, Ametepe and Oduro (2018) conducted their study in areas such as Central, Western, Ashanti, Volta, and Northern. Mingle and Adams (2015), Bernard and Dzandza (2018), and Markwei and Appiah conducted their study in Greater Accra. These and many other similar studies were limited to those six regions in the country. A few studies have been conducted in the Eastern Region, especially in Somanya on the effect of social media use on adolescents. In spite of these efforts there is an overwhelming need to analyse the variations in how the usage of social media affects teenagers in various regions of Ghana.

The extant literature derived from empirical research shows that use of social media is associated with both negative and positive effects on various aspects of children and young people's lives. While the use of different types may be differently associated with well-being, different types of use may also yield different consequential effects.

2.10 Summary

Studies have determined that adolescents within the age range of 13 and 19 years in Ghana are using social media and their presence has been established on all the social media platforms. The types of social media identified include Facebook, WhatsApp, Instagram, Snap chat and LinkedIn; with WhatsApp and Facebook being mostly used. The use of social media for communication enhances development of social skills of adolescents and improves their academic performance. There is evidence from the review that social media socialisation is occurring through the generation of content and other online activities. However, these studies have failed to show how social media is affecting the traditional socialisation of adolescents as well as how this socialisation is affecting the social behaviour and social interaction of adolescents. This study continued with the methods of gathering data to achieve the objectives set at the beginning. The next chapter discusses how the study was conducted in details.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the methods adopted by this research. The processes involved have been discussed under the following sub-headings including research approach and design, population, sampling and sampling techniques, data collection tools, trustworthiness, data analysis and ethical considerations of the study.

3.1 Philosophical Assumption

The fundamental set of expectations that guide research is a philosophical assumption (Creswell & Poth, 2018). The philosophical assumptions build the relationship between nature of reality, how the researcher relates to the study environment and the research process (Creswell & Poth, 2018). These relationships are, however, based on the credence of the researcher and what is considered as truth. The philosophical assumption is the guiding principles of methodology in understanding of truth and it is underpinned by the knowledge about social problems and the value their solution brings to society. The meanings that individuals assign to knowledge and how that knowledge claims are justified are core to the uncovering and illuminating societal problems (Creswell, 2014). Thus, the construction of social realities is found in the natural setting of the problem and hence uncovered through the use of interaction. The best way to understand a phenomenon is by talking to people.

The epistemological basis of the approach is social constructivism. The social constructivist is of the view that people seek understanding in the social environment they live in (Creswell, 2014). Thus, meanings are developed from the subjective experiences presented. The knowledge being searched for is the meaning directed

towards things and objects. This leads to searching for the complexities of categories of views. Instead of narrowing ideas into a few categories, it is important that ideas and meaning are focused on multiple intricacies. The ontological perspective of the approach explains the nature of realities from a different perspective of knowledge which stems from social relations. According to Creswell (2014) information can be explained from the views of the study participants as well as the context of the study. Therefore, the realities of this study are created from the views and the context of the samples. The views of adolescents created multiple realities in the themes projected by the data. These are in context and socially relative and so many realities were created simultaneously. This confirms the assertion of Creswell (2014) that the knowledge of people is derived from the perspective of social interactions and relationships.

Participants were questioned in order to construct meanings out of situations. Open-ended questions were used to draw information from people in the process, such that the researcher focused attention on making meaning out of what was said. The interaction process formulated the subjective meanings that were handled by the researcher in line with the socio-cultural background of the participants. The process of interaction was important to this study as it brought out the social realities behind adolescents use of social media. The interpretation of these facts was subjective to critical analyses and meanings were made out of what participants said.

The presence of numerous realities in this study was constructed through interaction between the researcher and the participants. There were the multiple social realities of adolescents traditional socialisation and virtual socialisation through the use of social media. Through the information given by the participants, realities were studied. A discourse between the researcher and participants in this study created new realities after interpreting and analysing the data collected. There was the need to

capture the experiences of virtual socialisation which has resulted from the use of social media.

It is important to point out that people can be understood when they are allowed to talk about their situation. In this regard, those who are directly affected by the situation are the best people to be talked to. They were in a better position to describe what was happening. The issue of virtual socialisation is a phenomenon that could best be described by those who use social media. What goes on in the virtual world cannot be easily explained by some basic assumptions. It is a complex reality that has been created by factors that have been affected by demands of the society, hence its effect on adolescents. The assumption that the use of social media is affecting adolescents is shallow and needs empirical evidence to substantiate the claim. Further, the aspects of life of adolescents that are being affected by social media need to be looked into because when people are socialised parallel to the norms of their society, it brings an imbalance in associations in society. Therefore, it is important to examine the socialisation that is occurring on social media.

The data collected was analysed and interpreted in the context of the views of the participants. The concepts of the phenomenon under study were explained by breaking down the responses into logical facts. The interpretation of the data was done by considering the social features of the environment and views of the participants in the context of the study, which is the natural setting of occurrence of the phenomenon.

3.2 Research Approach

The qualitative research approach was adopted for this study. Qualitative approach consists of processes of research which involve strategies and procedures. This approach inculcates broad assumptions, detailed methods of data collection,

analysis and interpretation (Creswell, 2012). The researcher through exploration learns from participants in their natural environment, thereby offering the chance to see issues from the view of participants rather than from the view of the researcher (Creswell, 2012). This is very important because it reduces manipulation of the natural setting, there is no control of behaviour and there is no imposition on the participants. In this instance, the study of the effect of adolescent social media use on socialisation can best be studied in the social environment where traditional socialisation occurs. In order to ascertain the processes of virtual socialisation, it was imperative to study how adolescents use social media. This environment offered the study the chance to ascertain how adolescents use of social media sites is affecting their socialisation and social behaviour.

The focus of this research is to explore the complexity of the phenomenon of the effect of social media use on traditional socialisation that creates multiple realities from the different perceptions of participants. There is the need to understand how social media socialisation is affecting socialisation. The best way to do this is to use approaches that offer people the chance to explain their experiences. This approach elaborates how people make meaning out of their interaction with the world and how they explain this interaction (Creswell, 2012). The easy way to get to understand how people make meaning out of interaction with the world is to talk with them so that they can explain their interaction with the world. One important characteristic of qualitative research is the view of participants because assumptions are not considered valid, but rather, the findings are based on the reports of participants (Cohen, Manion & Morrison, 2007).

It is also essential that the effects of external influences are reduced so that there is no manipulation of what is studied (Cohen, Manion & Morrison, 2007). Creswell

(2012) postulated that qualitative research is undertaken in the natural environment. The natural setting is the best place to study behaviour and understand perceptions because there is no imposition and the data collected cannot be influenced. Participants were studied in their environment where their behaviour could be assessed conveniently. The experiences of adolescents have been gathered from this environment and so talking about it with them would come naturally. This design offers the researcher the chance to gather primary data from the sources who are the participants.

Creswell (2012) argued that a qualitative approach is a process of conducting research in a natural environment that does not use instruments that collect words and pictures as data only, but also focuses on the meaning of the participants and uses language to express the process persuasively. The main focus of the study is on how social media usage affects socialisation and social behaviour of adolescents so the research approach endowed the study with data collection instruments that enabled appropriate language to describe and narrate the phenomenon adequately.

3.3 Research Design

Research designs are the detailed processes that capture the research process (Creswell, 2012). It consists of the processes that inform the research procedure. It is the framework of the study that directs the collection and analysis of data (Pandey and Pandey, 2015). The research design is the logical structure of inquiry, which is the plan by which the whole research is carried out (Creswell, 2012). This includes all the processes that the study went through to answer the research questions to come up with the findings. It is a logical sequence that connects the empirical data to the procedural research strategies (Yin, 2014).

This study employed case study design to explore how social media usage is affecting traditional socialisation and social behaviour of adolescents in Somanya. The case study investigates contemporary phenomena in actual contextual circumstances with indistinct distinctions between the situation and the context in which it occurs. (Yin, 2014). This strategy was used to cover real-life situations in its natural setting to find results. Hence, the appropriate method to employ is to use methods that generate in-depth responses. In view of this, participants were asked questions to probe into the situations in order to get their opinions. Since the case study focuses on some specifications, this study aims to explain how the use of social media is affecting the socialisation of adolescents in Somanya. The setting of the study, which is Somanya, is not the main focus of interest. Yin (2014) identified the study questions, the propositions of the study and the unit of analysis of the components of case study design. The propositions of the study are the choices of assumptions that affect the unit of analysis. The unit of analysis of the study are adolescents and the social media phenomena. Thus, the study intends to find out how the use of social media affect socialisation and social behaviour of adolescents in Somanya. However, Bryant (2018) postulated that the case to be studied could be a program, event or activities of individuals. It is also bound by time and place. The case to be explored in this study is how adolescents' use of social media affects their ability to socialise in their environments. Therefore, the ability of the study to gather relevant and representative data depends on the opinions of adolescents who are using social media.

3.4 Setting of the Study

Somanya is the capital town of Yilo Krobo Municipal in the Eastern Region of Ghana which was created on 6th February, 2012 (Population and Housing Census, 2021). The population of Yilo Krobo Municipal according to the 2021 Population and

Housing Census is 122,705, representing 3.3% of the total Eastern Region population. Males constitute 59,656 and females represent 63,049. From 2013, Somanya had a settlement population of 20,596 people. The name Somanya is used to encompass a collection of smaller communities around a bigger one because the town is surrounded by a number of farming communities to the north of it. For the purpose of this study, areas from Trom to Sawyer have been considered. Out of the total population of this area children from the ages of 12 years representing 43.5% use mobile phones (housing census 2020). There are two Senior High Schools in Somanya; namely; Yilo Krobo Senior High School and Somanya Secondary Technical High School. To study the effects of social media use on social behaviour of adolescents in Somanya, there is the need to understand their cultural practices. Somanya populace offers an environment where it is easy to observe the traditional socialisation of the people and understand how the effects of social media use on adolescents are emerging. Also, the availability of adolescents that could be accessed easily and interviewed formed a basis for the study to be conducted in this area.



Figure 1: Map of Somanya

Source: GSS, 2020

3.5 Population and Sample

A group of individuals or all the members that meet or conform to a set of specifications are the population (Cohen, Manion & Morrison, 2007). The population of the study was adolescents who are students in Somanya. There are two Senior High Schools in Somanya namely; Somanya Technical School and Yilo Krobo senior high school. The total population of students of the two schools are 2,150. There are 2,000 students in Yilo Krobo Senior High School and 150 students in Somanya Technical School. The target population refers to the specific group of individuals or elements that a researcher is interested in studying and drawing conclusions about (Babbie, 2016). It is the group that the researcher wants to make inferences about based on the data collected from a sample of that population. Students from Somanya Technical Senior High and Yilo Krobo Senior High Schools were the target population. This population consisted of adolescents who use social media and are from Somanya.

The accessible population consists of individuals or elements from the larger target population that can be easily reached, contacted and included in the study (Babbie, 2016). It is the group from which the researcher can realistically draw a sample for their research study. Practically, students from Yilo Krobo Senior High School made up the study's sample since it might not be feasible to include everyone from the target population due to time constraints and other logistical challenges. Adolescents from this school are representative of the accessible population and by extension the target population. This research set out to study the effects of social media use on the socialisation and social behaviour of adolescents in Somanya. Thus, the focus of the study was on the adolescents from that area, hence the choice of students from Yilo Krobo Senior High school. The characteristics that identified the population included adolescents who use social media frequently through mobile phones, personal

computers, commercial internet access shops and are students in these two schools. The accessible population was the third-year students which included both males and females. The sample for this study was conveniently chosen from the third-year students. Third year students were intentionally selected because they all use social media for various reasons. The sample was selected from among students because majority of them fall within the age bracket stipulated in the research and because they are residents of the setting of the study. Twenty students out of the total population were selected for the study. The sample included 11 girls and 9 boys.

3.6 Sampling Techniques

The convenience sampling technique was used to select the sample for the study. This is a non-probability sampling technique which involves the selection of participants based on their possession of the characteristics that the study looks out for (Babbie, 2016). Neuman (2013) explained that it is a convenient way to gather data for research. This sampling technique involves participants who are available and willing to partake in the research. The sampling technique was appropriate for this study due to geographical proximity of participants, availability at the time of the study and willingness to participate in the research.

The participants were sampled from students at Yilo Krobo High School form 3 class due to geographical proximity. As of the time of data collection the students were in school so they were available for the study. Also, they were willing to participate in the study when the researcher approached them. These students have been using social media and subsequently they socialise online. In addition to these motives, the students are people from Somanya who has gone through traditional socialisation from childhood so they know the norms of this society.

Many of these students who use social media can provide the in-depth knowledge and experience needed to answer the research questions. Twenty students were selected out of the 2150 adolescents. The 20 students were selected to participate in the study because they were available, willing and had enough time to partake in the study. Since the selection was mostly done on the school premises, the 20 students who were readily available as of the time of data collection were selected. The researcher avoided participants who were not willing to partake because the population was homogeneous so any of the students qualified to be selected.

Although the sample was selected from the school the interview sessions were normally done after class hours. Out of the 20 participants selected, 17 were boarders and 3 were day students. Only 3 of the day students were selected because the day students approached declined to partake in the study and so the number who were willing were involved. The boarders were interviewed on the school premises while the day students were interviewed at their various homes. The boarders were involved in the study because they use social media when they go home. These are the students that could give the information needed because they use social media most when at home and they are not concerned with school work. All the 20 participants were interviewed and issues that needed further discussions were noted down for the focus group discussion.

Five of the students were selected for the focused group discussion. The intention of this study was to interview participants with diverse background and since focus group discussion brings more participants together, it provided the opportunity to gather participants with multiple perspectives on the topic. The 5 participants provided multiple realities from diverse background at the same time which fostered discussions. During the one-on-one interview the researcher observed and noticed participants who

were eloquent in explaining the issues being discussed. These participants went out of their way to bring some issues to fore, which were later discussed in the focus group. The focus group was selected from this group of participants. The 5 participants selected had different experiences, knowledge, and attitudes, which led to a more comprehensive understanding of the research subject. They had used social media for a longer time and they gave the exact information that was needed. This helped to identify common themes, variations, and contradictions among participants' views. The focus group discussion was mainly on the effect of social media use on socialisation, social interaction and social behaviour of the participants.

The researcher contacted one of the teachers to assist her to get the students after obtaining permission from the school authorities. The students were informed about the study by one of the teachers. The criteria for selection of the students were explained to the students. The selection of the participants then began with the first student who was available and unwilling to be involved in the study. All the students who were willing to partake in the study were interviewed. The interview stopped at saturation when the researcher noticed that the subsequent information given by the participants were repeating what had been said already.

3.7 Data Collection Instruments

The data collection instruments used in this study were interview guides used for one-on-one interview and focus group discussions. Two different interview guides were prepared for the one-on-one interviews and the focus group discussions. Considering the research questions of this study, gathering qualitative data was suitable to find answers for the study. As a result, it was appropriate that face-to-face interviews be used to gather data to get in-depth information. This method gives quality data since

the participants gave first-hand information. Focus group discussions were also done and participants were at ease, and felt relaxed discussing issues with their mates.

3.7.1 Interview

Interviews are the conversation between the researcher and the participants (Creswell, 2012). One on one interview was used to collect data for the study. An interview guide was prepared to guide the data collection. The interview guide contained 47 questions which were put under themes corresponding to the objectives of the study. The interview was used because it provided a platform for participants to express themselves in their own words, enabling a deeper examination of the complex topics under discussion. By engaging in direct conversations, the researcher created a comfortable environment for participants to share their thoughts openly, leading to more authentic and insightful responses. Also, the interview was used because it allowed the researcher to capture the participant's perspective directly, giving them a voice in the research process. The interview provided an opportunity for the researcher to clarify participants' responses, seek additional information and explore any ambiguities. The researcher asked follow-up questions to ensure a thorough understanding of participants' viewpoints and experiences.

All the questions were open ended questions which allowed participants to express themselves freely. The interview allowed the researcher to capture the participant's perspective directly which gave them the ability to speak in the research process. Participants answered open ended questions during the interviews. Open-ended questions were very appropriate in situations where the researcher does not have the chance to directly observe participants to collect data (Creswell, 2012). Besides that, cues were taken from the way participants were responding to the questions in terms of

excitement, surprise, shock and manner of responding to the questions. Adolescents were permitted to answer open-ended questions by giving vivid descriptions of personal information. Both specific and general questions were asked and participants were allowed to express themselves and give in-depth information about their experiences on how socialisation occurs on the social media.

The interview started with questions read by the researcher and the responses were recorded. However, the use of the recorder disrupted the interviewing process at the beginning of the interview as participants wanted to know what gadget it was. It was explained to them that it was for recording their responses. Participants were made aware that their responses were recorded in order to get accurate information. The participants were interviewed one on one.

During the face-to-face interview, each of the participants was interviewed at their convenience. They were granted permission to use Ghanaian language in the course of the interview to express some scenarios distinctly. A form of participant observation was done during the interview. This was done to confirm some of the claims participants made during the interview. The participants especially the day students were made to demonstrate how they generated contents for social media as well as how they posted these contents on social media. This was done to demonstrate adolescents skills in posting and generating contents on social media. It was a short observation.

3.7.2 Focus group discussion

Focus group discussion was used as another instrument for collecting data for the study. A focus group discussion is an interview process that gathers five to six participants to share their views on a given topic of a study (Creswell, 2012). Focus

groups discussions delves into the underlying factors that affect underlying motivations and behaviours. Five out of the 20 participants were selected for the focus group discussion. The five-member group comprised of 3 day students and 2 boarders. According to Barbour (2007), researchers frequently select individuals from various categories for focus group discussions in order to ensure diversity of viewpoints and to gather a wider variety of insights relevant to their research topic. The choice of 3 day students and 2 boarders were to have a fair representation of the sample so that the study would not conclude solely on the findings of the boarders and also to avoid overlooking aspects of the research. Also, it was appropriate that individuals from the two categories of the sample were selected for assortment of viewpoints. In view of this both boarders and day students were involved in the study. This study needed to explore differences in opinions and experiences between the subgroups within the larger population, hence the decision to select both boarders and day students for the group discussion. The focus group was used to generate new ideas and delve deeply into how social media use affected socialisation and social behaviour of adolescents in the study. To study the effect of social media use on socialisation and social behaviour there was the need to talk to its users since it is not easy to keep track of how adolescents are using it.

After the one-on-one interview, a day was set aside to do the focus group discussion. On an appointed day the five members met in a garden on the school premises to start the group discussion. The researcher was the moderator of the group discussion. A digital audio recorder was used to record the responses of the participants in addition to the field notes that was written to complement the audio recordings. The researcher tabled topics that had emerged from the one-on-one interviews for discussions. Much information was elicited from the responses of the participants due to their number. The discussion was mainly on how social media affected traditional

socialisation and social behaviour of participants. It was easy to manage the group's discussion because of the number. The participants involved in the focus group were adolescents with diverse background. The discussion took participants through brainstorming sessions that led to innovative suggestions, creative solutions, and fresh perspectives. In view of this the focus group discussion looked into socialisation which resulted from the use of social media. It also probed into how social media use affected social behaviours of participants. By discussing their experiences, the researcher gained a deeper understanding of how participants perceived social media which has subsequently led to its use.

At the beginning of the discussion, the participants were reluctant to talk because they did not know who was to start first. The question about the link between social media and social behaviour sparked some debate among them and they started defending why they think there is a link between the two or otherwise. Whenever a question was asked, all the participants were allowed to give their views one after the other. This process consumed time because it took several minutes for all the participants to give their views on a peculiar issue. Sometimes, some of the issues generated debate which called for those who have shared their views already to come in again. Member check was done after the interviews and focus group sessions. This was the process of playing the recordings for participants to confirm their responses.

3.8 Trustworthiness

Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study. In each study, researchers should establish the protocols and procedures necessary for a study to be considered worthy of consideration by readers (Amankwaa, 2016). Many qualitative

researchers accept the criteria established by Lincoln and Guba (1985). These criteria include credibility, dependability, confirmability, and transferability. To increase the trustworthiness of the study's findings, the researcher employed strategies suggested by Lincoln and Guba (1985). These criteria include credibility, dependability, confirmability, and transferability.

Credibility of the study is the confidence in the truth of the study. It is a crucial criterion since it deals with the certainty and authenticity of a qualitative study's findings, interpretations, and conclusions (Polit & Beck, 2014). This concept is analogous to internal validity in quantitative research. This involves using multiple data sources, methods, or researchers to examine the research topic from different perspectives. By triangulating data, researchers can liken and contrast information to enhance the credibility of their findings. Interview guide and focus group discussion guide were employed to gather the data. This the researcher did to decreased threats to credibility by triangulating data. Marshall and Rossman (1989) noted that searching for instances of the phenomenon, checking and rechecking data enhance triangulation. Triangulation of data is of critical importance to the trustworthiness of qualitative studies. As the study unfolded and particular pieces of information became known, steps were taken to authenticate each information item against at least one other source (e.g., a member check) and another method (e.g., focus group discussion, an interview and using the same interview guide to interview all the participants) (Lincoln & Guba, 1985). Focus group discussions were also conducted to dig deeper into the effects of social media use on social behaviour of adolescents. Using a second source or a second method can produce more accurate, comprehensive, and objective findings (Bryant, 2018). For this study, member checks were done to ensure trustworthiness. This was done by playing the recorded interview for participants to listen and confirm the

information they gave. The recorded interview was played again to ensure that what participants said had been recorded accurately. To ensure trustworthiness, the study used an interview guide which was written in consistent to the research objectives. This guided the various questions asked based on its importance to the collection of the appropriate data.

Dependability refers to the constancy of the data over time and over the conditions of the study. It refers to the stability, consistency, and reliability of the research process and findings. It is important that researchers provide a rich and thorough account of the research process, including the steps taken from data collection to analysis and interpretation (Lincoln & Guba, 1985). This transparency allows others to understand and potentially replicate the study, promoting dependability. To increase dependability, the researcher provided an audit track by describing in detail how data was collected, how categories were derived, and how decisions were made throughout the inquiry (Creswell, 2012). Consistency in data collection and analysis is essential for dependability. According to Lincoln and Guba (1985) researchers should set up and adhere to clear and standardised processes throughout the study. This includes using consistent interview protocols and coding schemes to ensure that data is collected and analysed consistently. The researcher used good rich, thick description of the study procedure thus enabling other researchers to make decisions about transferability. Polit and Beck (2014) said maintaining an audit trail allows researchers to trace their steps, provides transparency, and enable others to follow the decision-making process enhancing dependability. This involves documenting decisions, actions, and changes made during the research process. This documentation includes field notes, interview transcripts, coding decisions, and analytical memos. The researcher documented the

research process by keeping field notes, recorded audio of interviews, transcribing audios and going through vigorous coding processes.

Confirmability refers to the neutrality or the extent to which findings are consistent and could be repeated. This is comparable to objectivity in quantitative research (Polit & Beck, 2014). Similar to triangulation for credibility, researchers can use data triangulation to gather multiple data sources or perspectives. By comparing and contrasting different data sources, researchers can confirm or challenge their initial findings. The researcher controlled biases by constantly comparing data, searching the literature for examples of the phenomenon, obtaining multiple viewpoints to ground the findings in the data (Cohen, Mannion & Morrison, 2007).

Transferability is the extent to which findings are useful to persons in other settings. Transferability in qualitative research refers to the extent to which the findings of a study can be generalised or applied to other contexts or populations beyond the specific research setting. It focuses on the potential for the findings to be relevant and meaningful in settings or with participants different from those involved in the original study (Cohen, Mannion & Morrison, 2007). Researchers should carefully consider their sampling strategy to ensure that participants represent a range of perspectives and experiences. The study's findings are more likely to be relevant and applicable to a larger population because it included a varied group of participants (Lincoln & Guba 1985). The researcher sampled participants who have experiences and even continue to use social media to conduct the study. The participants were homogeneous group of adolescents. Cohen, Mannion and Morrison, (2007) suggested that researchers should keep a detailed record of their research process, including data collection procedures, coding schemes, and decision-making processes. This audit trail allows others to review and verify the researcher's interpretations and conclusions. This study has provided

vivid explanations of the research process and documented procedures of data collection and coding processes for easy confirmation of conclusions.

3.9 Positionality

Researchers must take into account the effect of their identity on the research process and findings in order to evaluate the impact of the identity they choose for the research study (Savin-Baden & Major, 2013). The standard method for determining positionality is to situate the researcher's position in respect to three different factors: the study topic, the research participants, and the research design, context, and procedure (Holmes, 2020). Positionality is the social and political environment that shapes a researcher's identity in terms of class, gender, and ability status. It also explains how a researcher's identity may affect and even be biased in how they perceive the world and how they understand it (Chhabra, 2020).

I am an experienced teacher working on a PhD on how adolescents in Somanya are socialised by social media. Regarding child development and socialisation, I already have opinions and experience. I have a strong interest in child development including adolescents and believe that Social Studies education can be used in solving societal and developmental problems of children and adolescents. I think that studying these topics will help to influence and educate society about factors that affect children's development in general. I am resident in Somanya so I know their cultural values and their socialisation patterns. My observation on adolescents use of mobile phones in Somanya has guided the choice of my research topic and research question. I have consistently observed how adolescents in my area focus on their phones most times. They are not able to attend to people who need their attention. You basically noticed that when you were interacting with them, they were primarily focused on their mobile

phones and their attention were on what they were doing on the phone at the time. Due to their inability to focus, they may occasionally give you wrong responses and even fail to pay attention to you. I extended this observation to other parts of Somanya and observed in those areas as well. My observation revealed that adolescents seem to be enjoying something good enough on their phones to keep their attention in that manner because they also exhibited similar behaviour. I started a conversation with a few of them in the hopes of learning what keeps them glued to their phones, but they just cited online activities. They did not talk so much about what they do online and they were not able to explain what social media is. I talked to my colleague teachers about social media but they had a different perspective about social media. With time I became curious with what I perceived as inadequate information on why adolescents enjoy using their phones and make them behave the way they do. I pursued a PhD to explore this topic with the aim of unearthing how the use of social media is affecting socialisation and social behaviour of adolescents in Somanya. My teaching background has continued to shape the research I have undertaken as part of my PhD. Specifically, it has informed my qualitative interview guide, leading focus group discussion, interview technique, sample selection and data analysis due to having an in-depth personal understanding of the contextual elements mentioned by participants who are students. I was familiar with the school system and relating with students. I am familiar with how to control students and relate with them in ways that made them discussed even some intimate information that would have been difficult to get if I was not a teacher. My familiarity with the school system allowed me to know my way around in terms of who to contact, who to talk to and when and when not to go the school. Although I was introduced as a researcher the students comported themselves because of my background as a teacher. It also made them talk freely due to the way I explained

the research to them. They also willingly related to me very well because they were comfortable with me being a teacher-researcher. This also allowed me to plan for the study, what questions to ask the participants and how to go about the various discussion we had. Without this knowledge I may not have recognised the need for strategising how to approach the adolescents to get the right information to ensure that my research findings influence society and the learning of Social Studies.

3.10 Data Collection Procedure

When it was time for collection of the empirical data, the researcher went to Yilo Krobo Senior High School with an introductory letter from University of Education, Winneba. A teacher from the school introduced the researcher to the officer in charge. After a brief discussion on the mission and how the data would be collected, the researcher was permitted to involve the students for the study. One of the teachers was nominated to guide the process in terms of locating the students and formally introducing the researcher. The students were organised and their permission was sought for the study and date to start the interview was fixed.

Students who were available, willing, use mobile phones and other digital gadgets to access social media were selected and a date was scheduled to start the interviews. The interviews began on the expected date after classes. All the interview sessions were after classes. On the first day, two students were interviewed because it started after classes and it was almost time for supper. The interview continued until all the students had their sessions on the agreed dates. In all, the interview lasted for one month. The last three students were interviewed at their homes because they were day students. This gave the researcher the chance to observe how they used social media during the time of the interview. The researcher wanted to know what adolescents used

social media for, the types they used and how they use it, so she requested some of them to demonstrate how they use social media through the types they accessed and how they did it via the internet.

The focus group discussion was arranged and the participants were informed. The focus group discussion was done to seek the views of participants on the effect of social media on social behaviour. It was done the week after the individual interviews. The focus group discussion was held in a day. The process which lasted for five hours was successful. The researcher took comprehensive notes during both the one-on-one interviews and the focus group discussions to supplement the recorded data.

3.11 Data Analysis

The data was audio taped and needed to be transcribed into written text. The interviews were recorded using a digital recorder for the sake of consistency in analysing the data. Recordings from the participants generated a large amount of text. On completing the interview of participants, the data was transcribed.

A careful process of analysis was started. The first phase of the analysis started with the transcription of the audio recorded. Transcription is the conversion of audio to text. It involves listening to the Express Scribe Software. The software converted the audio into written words with some mistakes because of the pronunciation of words by some participants (Ghanaian English). The researcher used the field notes to correct the mistakes. The transcription took about four weeks to complete.

The second phase of the analysis had to do with the thorough and consistent reading of the text generated out of the audio in order for the researcher to familiarise herself with the content. This was done by reading each participants responses to the various questions asked in order to make meaning and also to be sure that no

information was missing. It was important that meaning was made out of the text to explain what happened during each recorded interview. The transcription was carefully done to ensure that the information gathered was available to develop an appropriate mode of analysis.

Coding of the data comprised the third phase of the analysis process. According to Saldana (2016), coding is the assignment of a collective, outstanding, core-capturing and or expressive trait for a section of language-based or visual data. It is described as the process of dividing data into meaningful bits and naming it for further explanation (Creswell, 2014). This was done by grouping the data in terms of the questions asked and making meaning out of the responses to create further division for easy pattern identification. Coding guide the generation of patterns in qualitative data (Saldana 2016). Patterns were identified in the data using the similar words which were the codes. The patterns naturally organised the information from the data into categories. Categories are the classified information which is identified in the patterns of the data. The patterns were categorised through the application and reapplication of the codes to develop themes (Grbich, 2013 in Saldana, 2016). The classified patterns in the data were organised into themes. A theme is a phrase or a sentence that gives deeper meaning and implicitly describes the data (Saldana, 2016).

The participants were given pseudo names for the sake of anonymity. However, their responses were attached to their pseudo names for easy referral to information. The data was analysed from the different responses of participants to create multiple realities from the themes generated and interpreted in the context of the views of the participants. This was done based on the interview and the focus group discussions. The responses were broken down into logical facts which explained the concepts of the phenomenon understudy. The interpretation of the data was done considering the

environment of the study, which is the natural setting of the occurrence of the phenomenon. The analysis was done using Weft QDA version 1.0.1(2017). The software assisted in terms of coding, identification of patterns, generation of categories and created themes out of the data. This was the final phase of the data analysis.

3.12 Ethical Considerations

In order to keep to ethical considerations governing the study, some research protocols were adhered to so that the rights of the participants were not violated in any way and the participants were protected as well (Creswell, 2014). The researcher sought permission from the school authority using the introductory letter from University of Education, Winneba. One female teacher from the school was assigned to the researcher by the assistant headmaster who helped her to talk to the students about the research. Through her help the researcher talked to the students and sought their consent to involve them in the study.

The researcher introduced herself to every participant she interviewed and showed them her letter of introduction from the University of Education, Winneba. To put them at ease, the objectives of the study were also communicated to them and their permission was sought to include them in the study. All the participants were given the option to opt out of the study anytime they wanted to do so. The role of participants in the study was explained to them before they were interviewed. They were told about the topics for discussion. The participants were allowed to make their intentions clear in terms of partaking in the interview. The participants were promised that their rights would be protected throughout the processes of the research.

None of the participants was forced to participate in the study. During the interview sessions, the participants were allowed to select their time and a convenient

place for interview and those who wanted to be interviewed later at home were attended to as expected.

3.13 Summary

Qualitative approach and case study design work with data that gives in depth information. The information was gathered through the use of interviews, focus group discussions and observation. Since meaning is constructed in the social world, the data collection for this study was done by asking people questions so that they could bring out the realities in the social environment. The findings that emerged from the study are presented in the next chapter.



CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

The primary purpose of this study was to explore the implications of social media use on the socialisation and social behaviour of adolescents in Somanya. Participants' responses and feedback from the interviews gave valuable insights into the guiding questions of the study. Careful analysis of adolescent's activities on social media provided relevant information on how adolescents are socialising on social media and how this phenomenon is affecting their social development. The data provided valuable information about the use of social media as a communicating tool for social interaction.

In this chapter the findings from the data collected is presented with supporting evidence including quotations and feedback from participants. The findings of the study are presented in line with the research questions that guided the collection of the data, as such the data presentation falls under the same pattern. The presentation is done under themes derived from the data and put into sub-themes for easy discussion and understanding. The results have been presented based on the themes that emerged. Quotes from students were included to illustrate examples of their views about the themes.

4.1. Demographic Characteristics of Study Participants

This research focused on the effect of social media use on adolescent's socialisation and social behaviour. It was important that a category of adolescents was selected for the study. In the selection of participants, the factors considered included

their sex, age and the device used to access social media; all of these together constituted the study's demographic factors.

Table 4.1: Background Data of Study Participants

Variable	Category	Frequency	Percentage (%)
Sex	M	9	45
	F	11	55
Age	15	2	10
	16	2	10
	17	8	40
	18	6	30
	19	2	10
Total		20	100

Source: Field Data, 2020

In all, 20 students representing 100% were selected for the study. Nine of them were males representing 45% of the participants whilst 11 females represented 55%. Their ages ranged from 15 to 19 years. Two participants each represented the ages, 15, 16 and 19 which is 10% of the total participants. Eight out of the 20 were 17 years old and three were 18 years old the sum of which adds up to 20 participants. The age range of the participants depicted adolescents of school going ages who use social media.

The device used by participants to access the social media was also considered as this determined the frequency of usage of the media. Nineteen of the participants reported that they use mobile phones to access social media whilst 1 reported using laptop and mobile phone. This means that all the participants used their personal mobile phones to access social media; this represented 100% of the study participants. This

finding is consistent with that of Ocansey, Ametepe and Oduro (2016), whose study found that 72% of their participants who were students in the senior high schools and universities used smartphone to access the social media and 56% also used laptops to access social media.

All the 20 (100%) participants were involved in the face-to-face interview whilst 5 participants were selected out of the 20 for focus group discussion. Eleven females and 9(45%) males were interviewed face to face and 3(15%) males and 2(10%) females constituted the focus group. This selection was based on willingness of students to participate in the study and their frequency and consistency in the usage of social media.

Research Questions

Five research questions guided the study and they are:

1. What are the common types of social media used by adolescents in Somanya?
2. What factors account for the choice of types of social media by adolescents?
3. What are the experiences of adolescents on social media?
4. How does the use of social media affect the socialisation of adolescents in Somanya?
5. How does the use of social media affect the social behaviour of adolescents in Somanya?
6. How does the use of social media affect social interaction of adolescents?

Five discrete themes emerged from the research data. The following are the major themes that emerged out of the data:

1. Social media types and activities
2. Reasons that account for the choice of social media types
3. Experiences of adolescents on social media
4. Effect of social media usage on socialisation
5. Effect of social media usage on social behaviour
6. Social media and social interaction

These themes have been divided into sub-themes for easy discussion.

Theme one answered the first research question which is about the common types of social media used by adolescents. Theme two responded to the second research question which is the reasons that accounted for the choice of social media types used by adolescents. Theme three answered the third research question, the fourth theme addressed research question four, theme five answered research questions five and theme six responded to research question six. The themes have been discussed.

4.2. Social Media Types and Activities

One of the objectives of this study was to identify the types of social media used by adolescents in Somanya. To achieve this objective there was the need to ascertain the activities that occurred on social media as this determined the types of social media. Hitherto, the activities on social media were identified through the varieties used by adolescents. The activities that went on, on the social media were grouped into sub-themes, which are discussed further. The factors underlying activities on social media include types of social media, social media contents, creation and sharing of content, types of communication, communication patterns and communication protocols. The

information below described the various types of social media that support ongoing online activities.

Participants were asked about the types of social media that they used and the responses indicated that 6 out of the 20 participants use WhatsApp and Facebook. Seven of them use WhatsApp, Facebook, YouTube and Instagram. Two use WhatsApp, Facebook and Twitter and YouTube, four indicated they used WhatsApp, Facebook Twitter, YouTube, Snap Chat and Instagram whilst one uses WhatsApp, Facebook, Instagram, Twitter, LinkedIn and Tinder. Participants were asked about how the types chosen determined their usage of social media for communication. The responses have been classified based on the types of social media participants mentioned and how they explained its usage. The report showed that participants used Facebook, WhatsApp, Twitter, Instagram, Snap Chat and YouTube. Below were their responses:

Facebook

Participant K (female; age, 18) said: With my account on Facebook, I send and receive friend requests, post videos, photos, comments, questions and answers. I also post stories of myself and others share blogs of interest. I can do many things on Facebook; instant and private messaging. I connect with friends from my past and even day by day friends. I also use it to post locations, suggest friends and share photos. There are some adverts on Facebook so marketing activities go on there. I have purchased items through Facebook advert before and it was easy.”

Participant L (female; age 17) also corroborated: Yes, I ‘like’ the pictures of my friends, my own pictures, and ‘share’ other content related information on Facebook. I also comment on what people post on their walls. I also joined groups that are related to my niche and this help me to interact with others and new followers.

When asked about what ‘like’, ‘share’ and ‘comment’ means on this type of media, these are some of the explanations they gave:

Participant M (female; age 17) said: Like is clicking on the thumbs up icon, whilst share is clicking on the share button. With comments, you write your opinion in the comment space.

Participants L (female; age 17) further explained that the 'likes' are the thumbs-up emoji on Facebook that is used to show whether a person like something there or not. So, you have to click on that emoji for your view to count.

You can share information by clicking on the share button and choosing the location you want to share to. As for commenting you write your views in the comment space and post it for the public to read. This happens on Facebook, Twitter and Instagram.

WhatsApp

WhatsApp was also mentioned by all the participants and some of the participants explained how they use it.

Participant R (female; age, 17) explained how she uses it: I use WhatsApp for sending instant messages and voice messaging. WhatsApp is for video calls, photo and video sharing. It promotes group formation and I can chat with anybody anywhere across the country and the world. I am on many group chats on WhatsApp. It uses less data and allow for multiple chats among my friends and I. WhatsApp is fast and easy to use.

Participant J (female; age 17) had this to say: I use WhatsApp for messaging, video calls... and share photos and videos to my contacts.

Participant T (male; age 17) said: I do multiple chats on WhatsApp by chatting with many friends at the same time. WhatsApp for me is mainly to chat and post status of myself because it uses less data and works at places where network is not even good.

Twitter

Twitter and Instagram were also cited by participants. Seven participants said they use Twitter while eight of them also said they use Instagram. In their description of these types of social media they expressed their views on how they are used.

Participant T (male; age 17) said: With Instagram I post stories using videos and photos. I have created highlights of my education on Instagram which is like a diary in a way. I also follow, comment and share other users' information.

Participant S (male; age 17) expressed his view on Twitter and stated: I send short posts and I receive some as well and follow people on Twitter.

YouTube

This is what some of the participants have to say about YouTube.

Participant P (female; age 17) explained that: YouTube is for watching videos. Everything that I want to learn about has videos available on YouTube. YouTube uses only videos for various reasons including teaching and learning. I watch videos on YouTube to learn many things.

Participant Q (female; age 18) also said: YouTube uses videos to disseminate information on social media. I visit YouTube to search for videos on cooking, so that I can learn how to cook. There are times that I need information on some issues I want to learn about so I go there to search for videos that can answer my questions. I also watch movies and music videos there to entertain myself.

Snap chat

Participant N (female; age, 17) explained that: Snap chat comes with filters that apply make-ups to your face. These filters include eye lashes, eye brows flowers, crowns, spectacles wigs and others. When you log onto the platform it loads the filters, then you choose your desired filter and take your pictures, like 'selfies' and group pictures. Same thing applies for videos too. Maybe if you want a song, you can add it while taking the video. So, while the music is playing you can record whatever you want to video. Snap chat is popular among us adolescents because of the photos and videos which we use to communicate.

Tinder

Participant E (male; age, 18) explicated that: Well, on Tinder you create a profile; you connect with others and share various information and visuals. Tinder is used to find and engage with other people that share similar interests and are located in the same region as you are. You can filter people by age, gender, and location. In using Tinder just hook up with random users you are interested and start a conversation. The whole application is designed for one-on-one conversations. You are shown a picture of a random person. If you would like to start a conversation with him/her, you just swipe the picture to the right. If no, then swipe left and look for another picture. If both, you and the person on the other side of a screen swipe to the right, then you have a match and can start a conversation.

4.2.1. Generation of social media contents

The contents of social media are the means through which messages are circulated on the social media. These contents are generated for communication among users and by users. Social media combines verbal, non-verbal and face-to-face communication virtually. The participants hinted that they have all shared and received contents on social media. They were asked about the content that they had generated. All the participants mentioned chats, videos and pictures as the contents that circulate on the social media. Five participants (I, T, M, Q and F) cited audios and seven (Q, R, P, O, N, J, K) participants also revealed the posting of Bible and motivational quotations as contents generated in addition to the previous types mentioned. These contents are circulated in ways that define activities on social media. The participants mentioned ways through which they generate the contents for communication. Participant K mentioned taking of pictures, records of personal and social videos as well as recording audios for transmission. Fifteen out of the twenty participants mentioned taking of pictures and recording videos and five mentioned that they prefer to send more audios during chats for better clarification especially when they cannot express themselves in the English language. Social media contents are created and shared by users (Ellison & Boyd, 2013). Participants explained further how they go about these activities and these are some of their responses:

Participant J (female; age 17) explained that: I get some of the videos from other platforms and I save them. Sometimes I create my own videos and take 'selfies' of myself to post on WhatsApp.

Participant I (female; age 17) asserted that: I create my own social media contents. I take lots of pictures just in case I need to post some. I also record videos of events and sometimes everything that interests me.

The participants explained some of the ways that they use these contents: commenting, sharing, liking, messaging and tweeting. All the participants indicated they perform one

or more of these activities in the use of contents. Fifteen of the participants said they commented, like and share posts, sent messages and watch videos on WhatsApp, Facebook, YouTube and Instagram. Whilst five participants hinted that they like tweeting in addition to the above-mentioned activities. Social media contents are shared, sent and posted using photos, videos and audios. The messages that are communicated on this media are sent across using photos and videos. Social media activities are characterised by communication through the creation and sharing of contents among users (Ellison & Boyd 2013). But the different types of social media used determined the content generated.

4.2.2. Communication patterns

Social media communication is not face-to-face as it is in real life. It however, inculcates aspect of real-life conversation through the use of video calls, howbeit; it is heavily limited to messaging and chatting through a transmission interface on the internet. The social media has generated virtual group of conversers who spend time online discussing and relating with themselves in several ways. It was mentioned that they connect, link and interact with other users online, as explained by participant F who said: To connect with friends who are not so close I use WhatsApp... Participant J asserted that:

Conversation is one of the common activities that I and my friends in Somanya engage in on the social media.

Participant S said:

We send messages and receive replies instantly through WhatsApp and sometimes Facebook.

They explained how they engage each other in this activity online.

Participant A (female; age 15) said: I spend time chatting with my friends online. Sometimes I video call those people that I miss.

Participant H (male; age 18) said that: I connect with friends who are not so close by using WhatsApp. The reply to messages on WhatsApp is prompt and does not delay unless there are issues with the network.

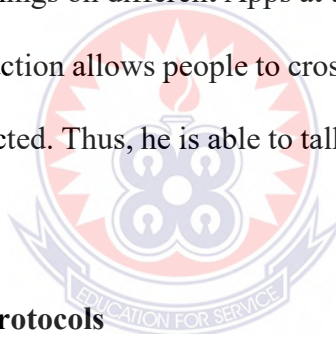
Participant I (female; age 17) said: I message people on Facebook using Facebook messenger but with this one the messages are replied when people come online to link up with old friends and find new friends.

Participant N (female; age 17) said: I use WhatsApp to connect with friends and to check on other people. I discuss so many things; things that my friends bring up during our chats, things that I've seen around or even some news about other friends are discussed online. Instead of calling I chat with my friends online, it is cheaper and you can also send pictures and videos to elaborate your point.

Conversations on the social media is characterised by using videos, pictures, messaging and calls to talk. These are not normal communication means but it is peculiar to social media because this process is supported by technology that has created an interface for online social interaction. This finding is consistent with the finding of Auckland and Tanaka (2015) who found in their study that the social media had been created using a technology that fosters interaction among many people creating social communities virtually. This communication pattern uses symbols that are normal with the users of a particular social media. Its effect can be seen in how the content is generated; that is preparation towards content generation. The symbolism in this communication is in the meaning attached to the symbols (photos and videos) of interaction. For instance, participant P explained that stories are told on Instagram using only photos. The arrangement of the photos explains it all. Selected photos are used to create videos which are played to tell stories.

4.2.2.1. Virtual interaction

All the participants indicated the use of combinations of social media particularly the use of WhatsApp and Facebook. They combined the use of WhatsApp and Facebook with either Instagram, or Snap chat or YouTube or Twitter. All the adolescents interviewed hinted that they use the social media for chatting, receiving and sending messages. Participants (B, S, T, E and M) mentioned that they send messages to many people at the same time and are able to receive many messages from many people at once. They also mentioned that they are able to use the different Apps on social media at the same time. Participant B (male; age,19) reiterated that he can use WhatsApp, Facebook and Twitter concurrently because he switches in between the Apps and does different things on different Apps at the same time. Participant S (male; age, 17) said virtual interaction allows people to cross boundary and creates interaction patterns that are not restricted. Thus, he is able to talk to many people in any part of the world.



4.2.3. Communication Protocols

Participants indicated that Social Network Sites (SNS) have atypical rules of engagement that allow people to use them. One necessity for accessing social media, according to participant (D), is the construction of profiles for user identification by users and the interface. As a result, all users of this media were required to create profiles before being authorized to use it. Participants explained what profile creation entails.

Participant E (male; age 18) explained that: You would be demanded to upload a photo, write your username and password where necessary. With Facebook you need all these things but with Twitter all you need is profile photo, your name and phone number or e-mail address.

Participants also discussed the ethics on social media as a protocol. Participant B mentioned that face-to-face interaction demands some kind of courtesies that pave way for outset of communications. As such, participants were required to explain how they approached people on social media for conversations (conversation protocols). Participants (H, E and G) gave their views on this topic.

Participant H (male; 18) explained: communication protocols are the code of ethics binding rapport among members of the same media platform.

Participant E (male; age 18) believed it is the starting point of conversation, he said: It is the process of initiating conversations with people online.

Participant G (male; age 18) said the protocols for conversation on social media involves the means of starting a chat with someone online; for instance, you can start by using polite words such as please, hello, hi, hey; and other statement to introduce yourself and start conversations.

The participants reported on their adherence to the protocols they talked about. Participant B disclosed that he did not really invade the privacy of other users but when he urgently needed to talk to someone, he breaks the protocol. He said it was only on few occasions that he did that. Participant D adduced that he does not barge into people on social media; he normally sends greetings first and depending on the response from the other party he would either continue with the chat or stop.

Participant E (male; age, 18) said: I chat with people whether they are ready or not because there are some people who would never give you the audience that you require. Sometimes when the people I want to chat with are older than me I just leave a message so that I would not offend the person, but as for my mate I 'hi' them until they reply my message.

Participant F (female; age, 16) said: Well, I don't force myself on people on WhatsApp; I wait till they are ready to talk to me by sending polite words and greetings.

4.3. Reasons that Account for the Choice of Social Media Types

The responses from the participants on reasons for choosing types of social media have been put into sub-groups which include: peer influence, connecting with people, communication, educational and research purposes, and group activities.

4.3.1 Peer Influence

Most of the participants indicated that their friends have been using WhatsApp and it is popular in Somanya. They indicated that they keep in touch with their friends through such media. Participants explained their grounds for choice of social media types.

Participant R (female; age, 17) said WhatsApp is very popular in Somanya and all my friends are using it, so I like it. If I don't use it, I would not be able to connect with my friends. I use it to get into contact with my friends.

Participant J (female; age 17) explained WhatsApp is commonly used among people in Somanya. All my friends who use social media use WhatsApp. If you don't use WhatsApp, it would be difficult to get people to chat with and you won't know the fun of using social media. All my friends in Somanya and elsewhere use WhatsApp.

Participant T (male; age 17) corroborated that: I am on different group chats on WhatsApp because many of my friends are using it too. Sometimes I use video calls when I want to talk face-to-face to some of my people. You can't do that unless you all are using the same App.

Participant N (female; age, 17) I feel am creative when I use snap chat, because I am able to take beautiful pictures and videos of myself. But I also need my friends to see how creative I am with my photos and videos. I use it because most of my friends are using it too and it gives me current photos of my friends.

4.3.2. Connecting with People

Participants explained that one of the reasons why they use social media is to connect with other people online. Online connections support interaction with others without necessarily talking with them. Connectivity, to them is accessing the social media to know what is going on with other people.

Participant C (female; age 18) said: I don't meet my friends face to face. Also, I barely socialize with others outside our home because am not allowed to go out. So, the easy way out for me is to connect with my friends so that I can interact with them online.

Participant H (male; age 18) I connect with others to answer and send messages many times in the day. Connecting with people online puts me on the internet where I get to know what is going on with others. I can also do many things with other users including sharing of information. Sometimes you might not know what the other person has for you or the reason your attention is needed. It might be an emergency; you can never tell until you connect to check your messages. You are eager to know what has happened, what is happening and what is going to happen.

Other participants gave their justification for using the various types of social media and these are some of their responses:

Participant D (male; age 19) said the reason why he selected those types is: to connect with other people, to make friends and to search for information.

Participant R (male; age, 16) I like Facebook and WhatsApp because I can say anything and reach anybody anytime. For instance, on Facebook, I can send a message to important people by saying what is on my mind; I can contribute to on-going discussions say my mind and even ask questions. This would not have been possible without Facebook. WhatsApp makes discussions easy for me.

4.3.3 Friendships

The participants were asked to explain their motives for the types of social media they chose. Adolescents in this research expressed their opinion about why they used a particular social media. Popular among the reasons is friendship. The adolescents interviewed mentioned that they make new friends and keep old ones on the social media. They also explained that it keeps friendship going so that they do not lose contact. The importance of maintaining friendships for longer times was among the various reasons mentioned, but all these happen when they are able to connect with their friends. Their views have been reiterated below:

Participant A (female; age 15) said that: I am able to keep my online friends and check on them all the time and anytime whether day or night. I make friends easily which is something I wouldn't have been able to do in real life. We are constantly in touch with each other and I think we would be in touch for long time.

Participant F (male; age 19) hinted that: I can chat with my friends long hours online without interruption. My friends and I have meetings and discuss group activities and individual concerns online. So, because of that I have many friends and multiple chats.

Other issues that were raised about friendship as the reason for adolescents use of social media included the need to share content in order to keep the friendship and other relationships going to avoid boredom. In this sense, participants posted pictures, videos and messages as means of keeping their platforms active. All the twenty participants mentioned the need to maintain friendship as the reason for using social media.

4.3.4. Communication demands

Some of the participants explained that they selected some types of social media because they are easy, convenient and safe to use for communication. Social media makes communication engaging and interesting.

Participant C (female; age 18) explained her reasons for her type of choice as: For easy communication. When I send messages to my friends it is not intercepted by other people, it reaches them on time and it is not distorted. It is fast and easier in terms of communication.

Participant (male; age 18) said: It is easy to communicate with, you can chat anywhere, you don't need to look for place to meet or any nice clothes before communicating or meeting people you want to talk to.

Participant E (male; age 18) said I use Instagram, Facebook, WhatsApp, LinkedIn, Twitter because I get to see photos of my friends. Communicating with my friends on social media is easy and convenient. You can say all that you want to say to your friends on social media. Sometimes you can even talk to people you feel shy of on WhatsApp and express yourself without feeling anything.

4.3.4.1 Convenient communication

The participants explained that social media is convenient for communication when it comes to sending messages. Participants clarified that messages sent to other people get to them without anybody intercepting them or even seeing them. In this way they are rest assured that their partners would get their messages. Another issue has to do with how fast messages sent on social media travel and the fact that messages can be conveniently sent anytime and anywhere.

Participant G (male; age, 18) explained it this way: It makes sending of messages easier and fast, because you can leave a message anytime and it would be delivered.

Participant S (male; age, 17) said: WhatsApp, Instagram and Facebook are all convenient to me depending on how I want to use them. I can share a post on Facebook, reply to posts on Instagram and send messages on WhatsApp. I also follow people and like posts and events on Instagram. I don't need to watch television to meet my favourite artists; I can follow them on Instagram and get closer.

Participants T mentioned that he was excited about how fast messages travel on social media. Participant O agreed that he gets news faster and it keeps him current on trending issues within the country and around the world.

Participant J (male; age, 18) stated that: I get to know what is happening around me; sometimes news travel faster on social media than other media such as television and this keeps me current than most people.

Participant O (male; age, 15) Communication on social media is secured in the sense that it is private. Messages that are sent and received are encrypted so it does not leak into the public domain or get into the hands of wrong people.

Participant (T) explained that whatever goes on, on the social media is kept safe on their mobile phones because their phones are locked.

Participant T (male; age 17) explained that: Well, I lock my phone and so nobody can open it without my approval. Everything I do on social media is private and safe so nobody can know what I'm doing. The types I have selected do not give me problems at all.

Participants (E, G, K and M) elaborated that the use of social media is a better way of communicating with people. People do not intrude on communication and sent messages are delivered safely.

4.3.4.2 Forms of communication

Participants explained that social media is an important communicating tool for them. They were therefore asked to rationalise its importance. Participant B explained that the use of videos and photos gives better clarification of the message being sent to him. Participant D added that using other forms of communication (photos, audios and videos) on social media offers alternatives for language usage for those who are not well vexed in writing. Some of the participants expatiated on the effect of the use of audio, video and photos on meaning in communication on social media.

Participant H (male; age, 18) noted: Texts are not the only means of communicating on this media; messages are sent in different formats such as videos, pictures and recorded audios. These forms of communicating with others make social media important in my life. It has made communication easy.

Participant A (female; age, 15) narrated the importance of social media interaction: the use of photos and audios makes sending of messages easy for me. It is faster and it makes me happy because there are many entertainment features on social media and many ways of sending messages. I contact my friends easily and quickly and also speak in languages that I feel comfortable with. I also feel comfortable with the means through which they send messages to me.

4.3.5. Research purposes

Some participants expressed how they used social media for searching for information for educational purposes among other reasons such as searching for information in general.

Participant H (male; age 18) said: I use it to get information about things we don't understand in life. We also use it to search for educational information. We learn spelling, meaning of words and other language

stuffs on Facebook. We also used it for online classes during the lockdown.

One participant also explained that her reason for choosing social media type was educationally motivated.

Participant N (female; age 17) explained: ... Sometimes, I use it to search for information for school assignments. I used social media during online classes and we are able to discuss things we don't understand on our group pages.

4.3.6. Online social groups

The basis for using some social media types can be found in the group activities of participants. Participants elaborated how they used social media to form online social groups for various purposes. The groups have their origins from church members, class mates and even people living in the same areas. Participants explained what online groups are and they mentioned the groups they belong to in online social groups.

Participant R (male; age, 16) said Chat groups are groups that are formed on social media for people with common interest. For instance, on WhatsApp one person would create a group and add other people. On Facebook groups are created and advertised for people to join. I have joined as many groups.

Participant Q (female; age, 18) said: They are groups formed on Facebook and WhatsApp by other people. They consist of many members, but the membership depends on the App and the common interest of the group members. The group is created for a reason so sometimes when I can't tell the reason for the creation of a group I am added to, I exit.

Participant G also explained that online groups are formed because they are easy to communicate with; for instance, you can send a single information and many people in the group would receive it at the same time. He added that it makes group discussion very easy. Participant S explained that group activities make acting on projects and decision making easy because people do not need to travel to meet others before they can act on decisions or meet face to face to take a decision.

4.4. Experiences of Adolescents on social media

In order to ascertain the effect of social media use on adolescents, it was imperative that the effect of online practices on their lives is established. Their experiences through encounters with other users online were recorded. The data is used to explain the effects of social media use on the lives of adolescents.

The experiences of adolescents on social media have been categorised into negative and positive practices. The negative practices included hacking of accounts, exposure to sexual advances, disrespect and receipt of disturbing messages whilst the positive has to do with the acquisition of learning skills. They shared their experiences by explaining some events that happened online. Participants (C, P, I, J, and L) reported that they received messages inviting them for sexual activities. The statements below echoed some of their negative experiences.

Participant P (female; age 17) said: I have received proposals for sexual relationships, people have sent provoking pictures to me so that they can woo me into having sex with them. This happened when I accepted a friend request from someone I didn't know personally on Facebook. At another time, I joined a group WhatsApp page and one member from this group started sending me messages that suggest that he is interested in me. I didn't reply his messages and when it continued, I blocked him. Some people try to chat with me and when I refuse to reply they send many messages that infuriate me.

Participant D hinted that his online account had been hacked two times and so he needed to open new accounts in order to access his information. While participant O said he had had disturbing messages that affected him so he had to close that account and opened a new one later.

Other participants also talked about invasion of privacy and how disrespectful people are on social media.

Participant R (male; age, 16) explained that: People are disrespectful on social media because they just say anything they want to say without considering how others would feel about it especially on Facebook. Some people start sending you messages (when they see you online) whether you are ready to chat with them or not. They tend to invade your privacy and sometimes these things cause strains in relationships.

Some of the participants explained that they had positive experiences on social media.

Participant N (female; age 17) explained her experiences: My experiences on social media are positive because it helps to answer questions about issues of life. I have learnt how to type without going to typing school and I can do it fast too. I have developed interest in searching for information about things that I don't understand. For example, I log on to YouTube to learn about pregnancy and delivery. Am curious about it and I can't discuss it with my mum or big sister so I go to YouTube to search for videos that can answer my questions.

Participant Q elaborated on the positive encounters and explained that he had been reading a lot ever since he started using social media because it presents him with that chance.

4.4.1 Information flow

The participants explained the common occurrences on social media based on their experiences. They mentioned the speed with which news is shared as an interesting experience which keep them online for long. Participant A hinted that dissemination of news is faster on social media than any media because it does not need trained reporters to report on occurrences. Participant T mentioned circulation of rumours; especially things that have to do with celebrities and uncommon occurrences in the country and other parts of the world that make news. Participant R indicated that people take advantage of the speed of dissemination of information on social media to post fake news, create confusion about happenings and spread private videos of people. They noted that information flow on social media is so regular and active such that without

social media the world would be dull, because people would not know what is happening elsewhere.

4.5. Effect of Social Media usage on Socialisation

This theme answers the research question on how social media is affecting the socialisation of adolescents. Participants responses regarding socialisation online and its effect on traditional socialisation were discussed. The discussions on this theme focused on how social media socialise adolescents, how adolescents relate with other people on social media and how these developments affect their conventional socialisation. This section is broken into three sub-themes namely; a) social media socialisation b) socialisation on social media and c) effect of social media socialisation on traditional socialisation.

4.5.1. Social media socialisation

Evidence of social media socialisation was reported in the data gathered by majority of the participants. Five participants explained that it takes time to get used to the activities on social media as a new user. They indicated that apart from signing in onto the platforms there is the need to learn about the activities on it. For instance, participant F said the need to fit in and use Twitter and Instagram like other users led her to learn from her friends how to perform activities on these sites. To establish how social media is socialising adolescents, they were asked to explain the activities they performed online and the reasons that accounted for their actions.

Participant M (female; age 17) said: I have been posting funny videos and I have learnt how to download things and type faster. I had to learn the process of downloading so that I can download my videos and posts.

Participant O (male; age 15) explained what he does on social media and how he manages to fit in: Listening to music, watching videos, posting photos, following and contributing to trending issues about artists and playing games. When I joined Facebook, I didn't know what

to do but I observed overtime that people posted photos, wrote on their timelines and that of others and commented on what others are doing. So, with time I learnt what goes on there and I started doing same. I was even fascinated by the photos over there and so I started posting mine. The thought of my photo being on the internet makes me happy.

This participant was asked again if he sought the assistance of other users and he (Participant O) explained that he asked some of his friends to teach him how to go about activities on social media. Participant R reported that he does what other people do on social media and through that he is able to fuse with other users. Other participants (Q, S, and T) reported how difficult it was for them to assimilate into online groups because they were not able to perform some actions such as uploading videos and audios on Facebook and Twitter when they joined at first. These were the views they expressed.

Participant Q recounted her difficulty: It took me a while to start uploading videos on Twitter because I did not know how to do it. So, I called one of my school mates who took me through the process until I was able to do it. Even, after he had taught me, I practiced on my own for some time to master the process.

Participant S (male; age 17) talked about how to post things from one App to another and how he learnt how to do it: Sometimes I pick videos from WhatsApp and post it on Facebook. I asked my friends to teach me; I have done that many times and I benefited from what my friends taught me. I learnt how to upload videos onto Facebook through a friend. I observed how he picked videos from Tik-Tok and uploaded it onto Facebook and did same. After that I was able to upload many videos on social media.

Participant T (male; 17) recounted how happy he was when he learnt to use Twitter: When I downloaded the Twitter App at first all I use to hear was the notification sound (piim) which caught my attention but I didn't know how to post texts and follow people and upload videos. I searched the internet to learn how to use it, and then I started following the process. After some few hours I learnt how to use Twitter and I was so happy.

4.5.2 Digital skills

In addition to mentioning how social media activities are performed and the reasons for performance, interviewees also mentioned the relationship between online activities and the skills needed to perform these activities. Participants were asked to

mention the skills needed to perform online activities on social media. At first, they were not clear about the question on the skills, so they were asked to discuss how they learnt to use social media and partake in the activities. Participant B noted that he learnt to perform social media activities by asking his friends about it and copying what other users were doing at the outset of its usage. Participant G repeated what Participant B said but in addition hinted that he sometimes practised how to go about some of the activities such as using photos to tell a story in video form.

Five participants (T, S, Q, R and P) from the study, said they observed, copied, studied the App they are using and repeated activities of others which led to acquiring digital skills to perform the online activities. When asked about how they did it they explained that they normally followed what other users do. These were their responses.

Participant R (male; age, 16) said: I followed the trend of activities on social media. You know that there are different types of Apps so when I joined, I followed how people are using the App and I do same. I also fidgeted with the App and discovered some features. Sometimes I discovered some features and even used it and this makes my post different from what others are doing. But as soon as the feature becomes common then you see that everybody is using it. So mostly it is by learning about the features of the App and how people are using that type of social media.

Participant Q (female; age, 18) also said: Using social media is the order of the day and these are the things that go on there. On social media I look at other people's post and I post. I study what they are doing with a particular feature and I do the same. Sometimes the App itself would show you what you can do with some features." ...I discovered the status feature on WhatsApp when I updated it sometime ago. I didn't understand how to use it so I experimented with it until I knew what to do with it. I even called my friends to show them how to use the status feature.

Participant S (male; age 17) narrated why he participated in the activities on social media. That is what everybody does on social media. For you to be able to operate on social media you must know how to do something like posting of pictures and videos. Sometimes, other Apps introduce how to do some of these things so you can pick videos from Tik-Tok and post it on WhatsApp. Sometimes you can pick from WhatsApp and post it on Facebook. You can also ask your friends to

teach you; I have done that many times and I benefited from what my friends taught me.

Participants also discussed how they integrated into the social media communities and learnt to overcome some of the problems. To Participant C, starting to use social media was difficult but exciting so she had to stay online for long hours to try to grasp the processes of using the Apps and sought the help of friends at the same time. She further explained that she would not have been able to use the Apps because there were times that some members mistakenly posted the wrong things on group chats because they did not know how to select what they intended to post.

4.5.3. Socialising on social media

Socialising on social media explains the indicators that points to human relations and online social interactions that are promoted by the communication technology (social media). It shows how adolescents interact with other people on social media. It is also the events that show human social interaction online. Socialising on social media looks into how physical social interaction is transferred onto social media virtually. It is discussed under four sub-themes. These are dialogues and formation of online social groups, attention seeking consistency of connection and d) networks of friends.

4.5.3.1. Dialogues and formation of online social groups

All the twenty participants reported that they socialise on social media somehow. They linked up with friends, found new friends and maintained the old ones.

Participant Y (male; age 19) recounted:

Social media is more enjoyable than face-to-face interaction with other people who frequently ask questions... Despite the fact that I have several friends nearby, we don't typically speak face to face; instead, we communicate frequently over WhatsApp.

Participant F revealed that she checked on her friends regularly on social media. Participant E indicated that he constantly communicated on social media. The participants revealed that they discuss private issues with friends, church meetings and having academic classes on social media. Participant D further explained that the meetings were normally with groups on social media.

Participant B shared his experience and said he related socially on social media through group formation: I link up with my friends through chats, mostly, on online groups. I am on 3 groups on WhatsApp and we organise prayer service on one of the platforms. Teaching and learning also takes place there; I am currently taking some online courses on WhatsApp. We hold social activities such as church, social and group meetings on social media.

Participant C also confirmed the presence of group chat by saying that: I do multiple chats on WhatsApp by chatting with many friends at the same time, even sometimes group chats.

4.5.3.2 Seeking of attention

Adolescents reported that they socialised using some social media to seek the attention of other users since it excites them to know that people are giving them attention by reading their statuses and pages. Participant G said he posts texts, quotes and photos on Facebook to increase 'likes' and 'comments' he receives in a day. For participant F it gives her an idea about the number of people who reads and looks at her photos. Participant D said he becomes satisfied based on the comments that people give and Participant J recounted that:

It makes me happy to know that people are following me.

Another participant explained that it is to have the attention of some specific people.

Participant S (male; age 17) explained: I expect people to read or look at what I have posted. That encourages me to post something all the time. It is also a way of communicating to people. Sometimes I post things on my status as a way of communicating with some particular people or persons. So, when I see that they have read my posts it makes me happy. For instance, my mother like hymns, so I post hymns on my status for her in particular.

4.5.3.3. Consistency of connection

The participants explained how often they connected on social media. All the participants were not able to count the number of times they connect online. However, they narrated the factors that motivated their constant connection to social media. Participants mentioned the need to share information, messages to friends, posts, and boredom as the reasons why they are always on social media. All the participants answered a question on the frequency of their visit to social media. These are their responses.

Participant H (male; age 18) said: I cannot count, especially with WhatsApp. I connect with others to answer and send messages many times in the day. Connecting with people on social media puts me on the internet where I can do many things with other users including sharing posts and other stuff.

Four of the participants (M, N, T, A) responded that they visited social media sites 24/7.

They explained why they do that and said:

Participant T (male; 17) hinted: Because I become bored when I don't hear from my friends and it makes me think something is happening whilst I am not online. It's only when I am about to sleep that I go offline.

Participant A (female; age, 15) confirmed this when she said: Very often. The only time I don't visit social media is when I'm asleep, during weekends, when I go to school or when I'm doing something else.

Participant B (male; age 19) stated: I am always on social media except when I have something to do and I switch my data off. Before I came here, I was on WhatsApp, and then I went to Twitter. I am sure that if data bundle was free, I would have always been on social media. But because of these barriers I try to conserve myself. But I would say I spend about 8hours out of the 24hours in a day on social media.

Five of the participants (C, K, L, P, and R) hinted that they visited social media every time their mobile phones are with them.

Participant C (female; age 18) acknowledged that: I visit social media morning, afternoon and evening as long as my phone is with me.

Participant K said since her mobile phone is always with her when she's not in school, she is tempted to visit social media frequently. Participants L and P said for them they visited social media sites uncountable times during the day and participant R reiterated that visiting social media is a regular activity for him every time of the day and every day of the week.

4.5.3.4. Decrease in social activities

Participants of the focus group discussion mentioned how social media use decreased their social activities such as going out to play and discuss with their families. Participant Y (male; age 19) explained that he comes out when he is on errands for his parents. Further enquiry showed that his activities on social media keeps him to himself indoors. Participant V (male; age 18) made a hint that he only meets up with his buddies when it is really required, unless they call him out for a conversation or debate outside. Participants (Y, V, and W) indicated that using social media allows them to interact with others and accomplish their goals more easily than going out to meet people. They said that since they could see their mates at school, a later gathering was not necessary.

Participant X (female; age, 17) said she doesn't mingle with people within her neighbourhood. She elaborated that: I avoid it because it is unusual to see people playing about and chit-chatting in my neighbourhood. I spend the most of my time indoors with my internet buddies and get to see whatever I want to see.

Participant V explained how social media use sometimes keeps his family from talking to one another.

V (male; age, 18) said sometimes in the evening when we are sitting in the parlour, I realise that all of us are paying attention to social media on our phones instead of watching the television. It so happens that when one of us starts a conversation it is difficult to get the attention of the rest.

Participants W also mentioned that he avoids family sittings because he prefers to be on social media.

Participant W (male; age, 18) explained that: For me I don't have time to sit and chat with my mom because I have my phone and I can go online. The things I want to discuss may not be of interest to my mom. Things such as school life, events that happens on the way when I am returning from school and other stuffs like sports, soccer, UEFA and the rest.

4.5.4 Effect on traditional socialisation

The findings presented on the effects of social media use on traditional socialisation are based on the data collected from the focus group discussions. In addition to mentioning how social media socialisation and socialisation on social media occur, interviewees revealed how these activities affect traditional (face-to-face) socialisation. The theme traditional socialisation is described considering the effect of adolescents social media usage on face-to-face socialisation under the sub-themes including perception of social media, time spent and developments on social media.

4.5.4.1 Adolescents perception of social media

The participants of the focus group discussion confirmed that they prefer social media to face to face interaction. Participants interviewed were asked about their thoughts on how they perceived social media. They indicated that they have fun, make new friends, meet people from different places and contact many people at the same time on social media. One of the participants elaborated on her perception of social media.

Participant U (female; age, 17) said: it's a fun place to be, getting to make new discoveries of new things, getting detailed information and understanding of things you can't know without social media. On Facebook for instance, I get to read about celebrities, watch videos about their day's activities and look at trending pictures. I share my view in the form of a reply to some posts.

Another adolescent commented on how easy it is to socialise with many people online than in real life.

Participant V (male; age, 18) recounted: social media is a social place because there are so many people there and although it is electronic, it is a place to socialise. I feel I am in the midst of many people although in reality I maybe alone in my room. I feel I can go anywhere I want to once I am on social media because I get to meet many people from different places in the world. There is this video of amazing places on Facebook which I like watching a lot. It makes me know things that are happening elsewhere in the world.

Participant W (male; age, 18) elucidated how he perceives social media. He said that: I see social media as a technology that allows people to relate with each other online. Many people gather on social media at the same time. Although nobody calls for a meeting you would always see people on Facebook and even on WhatsApp. You can leave messages of different form and people would still reply. I always post on our group chat because I know it would be read. It is better than visiting people you are likely not to meet at home and save you from having problems with your parents because they won't allow you to go out.

Participant X (female; age, 17) explained that she considers social media to be a place of fun and discovery and also explained how it provides her with trending news. She conceded:

I consider social media to be an entertaining place that make me happy. It's a place to have fun, to be happy and make other people happy. There are things I see on social media that I don't see on television or anywhere. It is a place where anything can happen because of what people post there. There are people you won't hear of them or know what is going on in their lives if not for social media. I see videos of the day activities of people, if not for social media I wouldn't have gotten to know that some people's lives are planned like that.

4.5.4.2 Issues on time spent

Participants reported that social media usage affected their time spent socialising in real life. They discussed why they do not have time to socialise in the real world. Participants talked about the length of time they spent socialising on social media as compared to traditional (face-to-face) socialisation. These are some of the responses from participants.

Y (male; age, 19) said: I spend 5 hours and more socialising with my friends on Facebook, WhatsApp and Twitter. This leaves me with little time to do other things such as visiting my friends. Sometimes, I visit my friends but we mostly socialise on social media.

Participant X and U talked about how usage of social media affects socialising in the real world.

X (female; age, 17) said: Well, it takes me about 4 hours to talk to my friends and search for information on social media if nothing disrupts me. But this affects me and my friends because there are things we cannot do on social media, especially, when we have to meet for rehearsals. And even when we meet, we are still interrupted by the use of social media, because we are mostly glued to our mobile phones. Social media makes socialising easy and comfortable and I spend much of my time there.

U (female; age, 17) explained: I think 7 hours is enough for me to do many things and socialise with my friends on Twitter, WhatsApp and snap chat. But I normally spend more time than that because I take breaks intermittently to attend to things that I cannot do alongside browsing on social media like attending to people who need my attention.

Participants V and W also added they spend much time on social media. This is their responses on the time they spend.

V (male; age, 18) conceded that: I take about 5 hours or more to socialise on social media but I take breaks. I do many things online so I spend much time there. I do other things but I consistently socialise on social media than in real life. Even when I meet my friends I still chat on social media.

W (male; age, 18) explicated: I spend 7 hours out of the day doing things on social media but this greatly depends on what I am doing there. Socialising in the real world is limited to meetings and maybe school, because the real deal is happening on social media.

4.5.4.3 Developments on social media

The participants explained how incidents on social media are affecting traditional socialisation (face to face). They mentioned that it was interesting meeting people from different cultures and learning from them. This made them to talk to people who were unfamiliar to them, so they enjoyed socialising on social media more than face to face.

Participant U (female; age 17) said: I think we are meeting different people and seeing different types of the same thing and thus giving us a wide range of experiences. For instance, I read about some Russians posting things about their research work on Facebook and it makes me wonder why anybody would be interested in researching on weapons. This type of information offers me a wide range of events around the world.

Participant X (female; age 17) said she sees amazing things such as videos of strange places in the world on Facebook.

Participant (V) narrated how he is learning from others on Facebook whilst, Participant (W) pointed that he socialises with many people online comparatively. These are their views:

Participant V (male; age 18) As we all come online to read each other's posts, compare diverse things we come across on these various platforms, I think we are learning from each other. We are getting knowledge of what is happening to other people in different parts of the world and it is interesting.

Participant W (male; age, 19) explained: I think many people are intentionally sharing the information they have online for others to have encounters with them and I don't think I can get that vast information when I socialise with others face to face in my environment...you cannot compare the number of people you meet online in a day to those you meet in your physical environment in a day.

4.5.4.4 Effects on physical and social relationship

Some of the interviewees (U, W, V, X and Y) explained that their use of social media over time has affected their physical relationship and social relations with their families.

Participants lamented on how the use of social media has affected their relationship with their parents due to the time they spend online.

U (female; age, 17) For me, I spend much time on social media because I don't talk much with my mom and dad face to face. I feel shy of them and they are mostly not at home; especially my father. So, the times we talk are when I need something from them or when my mom is around. When my parents are not around, I spend my time on social media and even when they come home, we don't talk much because I feel there's

nothing much to discuss apart from the few questions that they ask me about the events of the day.

Participant X (female; age, 17) also expressed how social media is affecting her relationship with her family.

She said: I feel shy to ask my mom for some things, but for money I can tell her. I feel am isolated from my parents because of the consistency in my use of social media. I mostly stay in my room socialising with my friends and because of that I don't come out to help with the family chores or even talk with my parents. So, when I need something from them, I am afraid to ask them because I feel they won't give it to me.

Participant V (male, 18) explained how he separates himself from his family to get time to use social media.

When I didn't have smart phone, I used to watch television, but now that I have smart phone I prefer to stay indoors and chat with my friends online. I don't pay attention to my family because they would send me on errands or let me do something that would put me away from my phone, especially my sisters... For me not to be called to do anything I lock myself in my room and stay quiet, so they think I'm not at home. When that happens, I stay for so many hours chatting with my friends online.

Another issue that the participants mentioned which is affecting physical relationship is how social media disrupted their attention.

W (male, 17) At first, I wasn't using WhatsApp and others so I didn't have this problem with her. ...But since I started using social media, I have realised I can't cooperate fully in performing family chores. So anytime it's time to do the household chores my mom would seize my phone and when she sends me outside the home too, she would seize the phone because she said I'm not concentrating on anything. I started having problems with my mom because she said I don't focus on anything except my phone. I hardly come out to even eat or run errands for her. She has been complaining about this to my father. Sometimes she even seizes phone anytime she sees me holding my phone because she thinks I am connected on social media.

4.6 Effects of Social Media Use on Social Behaviour

Another theme that emerged from the study participants touched on conventions on social media. Specifically, participants discussed their conduct and actions on social media which have led to behavioural changes in their daily activities. The data on this theme was collected from the focus group discussions. These have been captured under the broader idea of 'social media conventions.' Evidence of accepted ways of dealings on social media was reported to have affected offline social actions of majority of participants. Sub-themes organised under this theme are reactive practices, behaviour, persistent communication, concentration insufficiency, addiction and feedback.

4.6.1 Reactive practices

The participants indicated that users of social media are responsive to events and occurrences that happen on social media. They mentioned that stories spread fast on social media so they easily get some information. The following are some of the views expressed by the participants.

Participant Y (male; age, 19) said: News and information travel fast on social media. When one person receives information, he would send it to other people. Since some of us are on group chats, information sent on to group platforms go to many people at the same time.

Participant V said they reply to posts that they receive promptly and send posts that they receive to others irrespective of its necessity to the receiver.

Participant W (male; age, 18) said: We have been discussing trending posts on our group chats. We send and resend posts, videos and audios without necessarily checking its authenticity because it is difficult to find sources of the information. In any case I think the purpose of social media is to send information to those who have not heard.

Participant V said although he does not believe everything he reads, sees or watches on social media, he relates it to rumour in real life and sends it to other platforms, especially stories from Ghana.

Participant X (female; age, 17) recounted a bad experience sending the news of the death of a friend which turned out to be a lie.

She said: I remember one time that I received a message from a friend that, one of our friends is dead. I felt so sad that I forgot to ask her if she had called the number and I also sent it to a friend. After some few minutes my friend called to inform me that she was alive and I was so ashamed. Since then, I have been careful in sending posts, especially, posts that I cannot confirm easily.

Some participants agreed that people are quick to send posts they receive online, rather than making enquiries about the source and the truth in the whole post and that this can account for the reason why events spread fast around town. The participants concluded that social media is like that, people send things anyhow without considering anything.

4.6.2 Behaviour

Participant revealed that social media has affected their behaviour. They search for all sorts of information on social media and learn about new things such as entertainment. I spend time on social media chatting with friends. They copy things on social media, but they choose the right thing. They also do what their peers are doing. Their dressing and the way they talk has been affected because they do what they learn from the social media. According to them, sometimes, it is not intentional. Some things such as the use of some words, some ways of behaving and other stuffs have become normal among them. Some of the participants talked about their behaviour.

Participant V (male; age, 18) talked about changes in his behaviour due to the use of social media;

It has changed my way of dressing, it has affected the way I perceive things and issues, my interest in sports has increased, I search for information, my friends and I have learnt some languages, styles of dressing, appearance and other things. I follow the trend of the day.

Participant W (male; age, 18) happily expressed how his life has been easy with social media. He said:

It makes things easy for me, I can communicate anywhere with anyone, I don't need any nice clothes before communicating or meeting with people I want to talk to.

Participant Y (male; age, 19) expressed how social media has affected his behaviour. He said:

I have copied dance styles, how to behave in public, dressing styles and fashion. It has shrouded my intimate relationship from the public because nobody knows my movement. It has also opened my eyes to new ways of living and solving problems and relating with other people. My way of talking has changed.

One of the participants described how social media has replaced physical contact between her friends

Participant X (female; age, 17) said: I used to visit my friends when I was not using social media, but now I don't visit them anymore because we can chat online. Socially, there are things that I don't enjoy doing anymore such as standing by the road side with my friends and talking and sending messages through others. I now have means of reaching them; we have been chatting online.

4.6.3 Persistent communication

Social media afford people to reach others easily; this phenomenon has advanced sending of many messages. Persistent communication is evident in the reports of participants as they send messages to get the attention of others. Persistent communication was reported by interviewees as conducts of individuals on social media which invades the privacy of others. This is the view of a participant interviewed.

Participant V (male; age, 18) spoke on the issue: People try to make friends by force and invade the privacy of others. They do this by reading your profile, since they gather information from the profiles displayed. Sometimes, they can take your contact from someone and start chatting with you against your wish. It is the use of social media that has given some people the opportunity to keep on sending messages

to others. Without social media it would not be easy to send multiple messages to one person over a short time.

One participant elaborated on persistent communication on social media.

Participant Y (male, 19) said: Some people continue sending you messages although you ignore them. In real life because you can easily avoid them, they tend to shy away quickly. But on social media because of easy accessibility to contacts, people tend to insist on disturbing you with messages and other posts even when they know you don't like that. This really bores me sometimes.

Another participant commented on how social media has stimulated perseverance in communication for her.

Participant X (female; age, 17) social media make it easy for me to persevere in communicating with those I want to; when I want to talk to people, I persist till they reply my messages. There are no regulations on how social media should be used in terms of number of messages, so I can send one person as many messages as you want.

Some of the participants talked about other aspect of persistent communication as a means of settling issues among friends, especially when one party decides to ignore others. Participant U (female; age, 17) commented that persistent communication on social media forms the bases for his use since he is able to get the attention of people easily when he persists.

4.6.4 Insufficient concentration

The effect of social media usage on adolescents can be seen in how they pay attention in offline situations in the social environment. Among the effects that participants mentioned is how to control the use of social media which has resulted in their lack of attention.

Participants indicated that social media takes away their concentration from people. It divides their attention when conversing face to face with people. They do not listen when conversing because their attention may be on what they are doing on social media.

Sometimes it is offensive when people feel ignored, thereby affecting our relationship. It is a general thing that happens all the time. Their attention is always divided and they are distracted by messages on their phones. Social media is affecting the level of respect people have for others.

Participants elaborated on how this is affecting their social behaviour. Participants X and U lamented on their unintentional behaviour due to distraction from social media.

Participant X (female; age, 17) said sometimes you are interrupted by social media when doing your chores. I burnt my food because I was on social media. I cannot also concentrate fully on activities at home because my attention is divided; half for social media and half for my chores. It is not as if it is intentional but, social media calls for my attention every time and I have to respond promptly.

Participant U (female; age, 17) said: My father once got bored because I was not listening to him whilst he was talking and wanted to seize my phone. He complained that I didn't show respect to him.

Another participant spoke on the distraction of social media which is affecting their behaviour.

Participant V (male; age, 18) said It interrupts my chores; my mum ignores me to do her chores at home because I would be busy on social media. Sometimes I would burn the food am cooking because my attention would be on chatting with my friends online.

A participant also commented on the issue of social media distraction on activities at home.

Participant W (male; age, 18) I use it at home all the time. It has affected my activities at home. Sometimes I forget to eat because am online, other times I don't feel hungry at all because I'm busy online. I don't also rest from using social media.

This participant stated factually how she is distracted by social media usage.

Participant Y (male; age, 19) stated: My attention is always divided because I may be doing my chores then I would receive a message which would take me away from my work. I normally leave what I am doing to reply the message or maybe watch something online. Due to this I spend so much time when I'm performing my chores and it delays me.

4.6.5 Social media addiction

In addition to distraction participants also discussed how they feel when they are not using social media. They responded to the question of how they feel when they are offline. The participants indicated that they cannot stay without social media, especially for long. They are eager to know what is happening online or the person who has sent them the message. They reported that sometimes they feel there might be an emergency so they are not at ease until they check their messages. They are eager to know what has happened, what is happening and what is going to happen.

Participant X believed it was difficult for her to stay offline for long and this is her opinion:

Participant X (female; age 17) explained: Well, it is difficult for me to stay without checking on my messages. Sometimes I feel like I am missing some information when I don't go online for a while. Social media has become a part of me so I can't stay without it. There are some people that I must talk to at all cost. So, I have to go online to talk to them and wait for their replies.

Participant U (female; age, 17) said she feels she is missing something when she is offline this is her narration:

When I'm alone at home I connect with my friends on social media. Sometimes during the day, when I'm working, I sneak out to check and reply my messages, visit Facebook and Instagram to know what is happening around the world. I feel I have messages online, so I feel the urge to answer. I go online whether I'm free or not. Somehow when I don't go online for a while, I feel I'm losing something

Other participants like W said he has become lazy at home, because he is always on his phone or laptop socializing with friends, talking to them and exchanging posts because he does not want to lose any information. Participant U mentioned that she is a shy person so using social media is easier for her to communicate with others since she does not need to face them. Similarly, participant Y also said due to shyness, he would rather

text messages to people rather than face them because he feels comfortable with that. Participant V explained that it is easy for people to express themselves on social media, than in real life and this is why he cannot do without social media. And the other participants agreed that they make contributions online during discussions than in face-to-face setting because in addition to being a shy person, they are afraid to make mistakes whilst talking. They also settled on the point that it makes other people to be reserved in real life despite the fact that its use enables the shy type to contribute to discussion online. The participants indicated that they are mostly indoors because they need to concentrate on social media and that this has reduced their physical activities. Participant U (female; age, 17) reported that the fastest way to see the world is through social media since she has few friends in her neighbourhood and she does not go out often to see them. She added that social media keeps her indoors most times. Participant V (male; age, 18) complained that he has realised he is becoming reserved because he does not talk much with his family and mostly prefer to be in his room where he can watch television and use social media.

4.7.6 Responses to social media activities

The participants indicated that they also find ways of monitoring events on social media especially events that involve them. It was revealed that they expect feedback from friends when they post things because they like to get comments and suggestions that may help them to solve some issues. However, when the feedback is negative, they get bored and sad especially when the feedback is a call. They lamented that it is embarrassing. When it is positive, they feel very happy. Sometimes, it takes time for them to forget about it.

The feedback that participants receive is important to them, one of the participants stated how he considers feedback on social media

Participant V (male; age, 18) stated that: I get both negative and positive feedbacks. It makes me happy when it is positive. Sometimes, I feel bad when it doesn't go the way I want it. But the way people react on my post is important to me.

Another participant elaborated on how she feels about feedbacks.

Participant X (female; age, 17) explained that: It depends; sometimes it makes me happy and other times too it makes me sad. When the feedback is good it encourages me to post more pictures and other stuffs. Feedbacks are one of the ways I monitor activities on social media because even when I'm not online and something is posted, the feedback prompts me on what had been posted.

The participants indicated that they use feedback to check how other users feel about their posts. They said they do this by checking messages that relate to their posts. But they concluded, complained that both positive and negative feedbacks affect their day.

4.6.7 Social media exposure

Participants discussed what they are exposed to online. They indicated that when they go online, they are able to chat with anybody and make friends with people easily. For instance, they may chat with girls online pretending to be adults. There are some girls online who invite people for sex, so they send videos and pictures of themselves, so they chat with them. But when they start asking for money, we end the chat. They pretend to be adults with fake profile pictures, increase their ages, post pictures of elderly men and chat with the ladies. According to them it is fun because it's not easy to find ladies to chat with.

Participant V (male; age, 18) detailed that: We are exposed to many things on social media. I am not interested in women or girls, but some woman is frustrating me on Facebook because she thinks am grown-up. She has been sending me pictures of herself, sometimes naked, but I don't care. I have been chatting with her on Facebook messenger for

some time now. I am not interested in her but I like how she relates with me although I don't take her serious.

Participant X (female; age, 17) talked about the vulnerable situations that social media expose girls to.

My problem is how some men take advantage of girls on social media. One day a certain man started chatting with me and when I told him to send me his photo, he sent me a picture of his penis. I was so afraid that I deleted his number but he continued chatting me and sending me more of such pictures. He tried to woo me with sweet words and even sent me some money and his location. Although I didn't go it was very frustrating.

4.7 Effects of Social Media usage on Social Interaction

In this final section participants responses on how social media affect their social interaction are discussed. This section is broken into three sub-themes namely; physical interaction, societal demand and social media and social interaction.

4.7.1 Physical interaction

The overall perception of adolescents interviewed for this study on social interaction is that it is face to face interaction and difficult for them as compared to social media. The responses from the participants show how social media usage by adolescents is affecting physical interaction (social interaction). Participants interviewed talked about how physical interaction is reducing among adolescents. They revealed that in terms of communication, physical contact is reducing because they tend to discuss more on social media than face to face. This is because almost everything that they can do face to face in terms of communication can also be done on social media. They are able to contact and check on their friends frequently, easily and promptly on social media. Also, in terms of giving attention to others, they are able to do that more on social media than face to face. They further revealed that social media has made it easy for them to contact their friends, especially when it comes to the

opposite sex. This is because they can book appointments on social media and arrange meetings there too without the knowledge of anyone.

Participant J (female; age, 17) elucidated why she does not like physical interaction.

She said:

No, I don't like face to face interaction because when we meet face to face, we are not able to talk. I don't enjoy face to face interaction because online relations do not demand some level of respect, but face to face does. You cannot relate to people the same way you relate with them online. Even expressing how you feel in real life is very difficult but easy on social media. In this era, it is easy for a girl to tell a boy that she likes him on social media, but in real life you can't say it; you would feel shy. In face-to-face situation I would pretend and not even do anything for the person to know how I feel, but on social media I can say it.

Participants (K and B) discussed the way social media affect physical interaction among adolescents of the study.

Participant K (female; age, 18) indicated: I am not able to interact with people physically but I can chat with them online. I prefer to text rather than to talk. Chatting on social media is easier and faster. On social media you can talk about everything and anything. When you meet with someone you may not be able to tell the person your feelings, but on social media you can express yourself well because you won't see the face of the person. I don't like visiting my friends anymore because we can communicate online.

Participant B (male; age, 19) denoted: I prefer social media because with face to face there could be conflict. But with social media you can say anything you want to say and nothing would happen to you. People may complain but they cannot do much about the situation. On social media the person cannot see you, so whether what you are saying is true or not you don't mind because when you meet the person you may not talk about it anyway. Engaging someone in a face-to-face conversation is difficult, so we talk less, we text more.

However, one of the participants had a different view about physical interaction.

Participant T (male; age, 17) noted: I prefer physical interaction because people fake their identity on social media. They may provide wrong information on their profile or even another person's photo. Sometimes, the issue to be discussed would not go on well on social media. Sometimes you can send audio but that one too may not be like if the

person is standing in front of you. There are things that you may want to say that you cannot write. You can see the facial expression of the person when it is face-to-face.

4.7.2 Societal demand

The participants talked about the societal aspect of social media usage and revealed that the environment influences the youth to use social media and so they behave accordingly. Improvement in communication technology has made society to use social media and adolescents cannot be left out. Adolescents have learned to use the social media and it has become part of them now.

Participant B (male; age, 19) said: I got my first smart phone when I was in SHS1 and my sister who is JHS1 has a smart phone now. I can't come to school and not use a phone when my friends are using it, I would pressure my parents to get one for me. So, it's the environment that has brought us into this situation.

Participant D (male; age 19) focused on societal trends of using social media.

It connects the family and friends so that your family would hear from you even when you are away. I am able to keep my online friends and check on them all the time. I am able to make friends easily which I wouldn't have been able to do in real life. It is now the communication channel in the society. When you meet people, they ask you for your contact so that they can communicate with you. Nowadays, you don't need to stand for long talking with someone; you just take the contact and do the needful later. Communicating on social media is the new way now.

Participant R (male; age 16) described how society is using social media to communicate and said:

Usually, I don't like social gatherings because events are streamed live on social media so I don't need to attend some functions physically. For those that are not streamed live, they are recorded and sent to our various platforms. Since most of my friends and family use social media my relationship is active, I get time for my friends and my family. I am able to contact my mother for things that I need.

4.7.3 Social media and social interaction

Participants interviewed expressed their views on how simple it is to use social media for communication. They revealed that it was simple to get in touch with people and maintain friendships. They added that they can always check on people who are important to them no matter how busy they may be. They mentioned that messages can be left on the pages of users without third party interference and that the receiver can keep it as long as they want. Participant F said social media is easy to communicate with because they do not need to go through any complex processes; all that is needed is data and good network. Participant H talked about how easy it is to find new friends and locate old ones on social media. He further said that friendships are not lost easily with this type of communication; whilst participant I said it opens interaction for people who are far and near and it is even cheaper than other communication channels. Participant J noted that social media can be used to send message to many people within a short time. He added that messages always get to their intended destinations. Participant L said it was simple in talking with the use of video calls, especially when you want to see the faces of people and know their locations.

4.8 Summary

This chapter presented the results from interviews of 20 adolescents and 5 members of focused group discussion who have been using social media for at least a year. Findings were presented in six sections that corresponded with the primary themes that emerged from the results. Categories within each theme helped to support and provide insight into the themes.

Adolescents from Somanya who use social media were in a better position to share the experiences they had on social media and the effect its usage has had on their

socialisation and social behaviour. Participants in this study clearly believed that social media is good for communication because it reduced their movement in the community and helped to locate their friends easily. Participants discussed activities on social media as well as the trending communication patterns. Participants talked about how they socialised and gave reasons why they use social media.

Feedback from participants also supported the notion that social media usage had emanated from societal demands so it was difficult to live without its usage. The use of social media has helped them to keep and maintain friendships easily, it has improved their relations with people who are not near and it has made them discover new ways of living from around the world. However, it has affected their social interaction and physical wellbeing because of the way they use them.

The chapter also presented findings that those adolescents who use social media are exposed to many things and somehow vulnerable because of the diverse background of people that they come across. The effect on social media usage highlighted social media addiction, concentration insufficiency, persistent communication and reactive practices that promoted the sending of messages without any control.

Finally, participants in the study addressed the importance of the use of social media. Adolescents involved in the study reported that social media is easy when used for communication because it serves many purposes, such as, video calls, sending and receiving messages, relaying message to many people and communication with people from different cultural background. Overall, participants believed that social media has bridged the communication gap between people from all over the world.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

The findings presented would be discussed and analysed in this chapter. It delved into the meaning and the relevance of the results presented and focused on explaining and evaluating the data gathered. The data gathered has been analysed and discussed based on the objectives and the research questions of the study. The study sought to answer the following research questions: What are the common types of social media used by adolescents in Somanya? What reasons account for the choice of social media types by the adolescents in Somanya? How does the use of social media affect the socialisation of adolescents in Somanya? How does the use of social media affect the social behaviour of adolescents in Somanya? How does the use of social media affect social interaction of adolescents?

Highlights of the major findings are as follows: the study found that adolescents in Somanya used Facebook, WhatsApp, Twitter, YouTube, Snap chat and Tinder. However, the commonly used types are Facebook and WhatsApp. These types determined the activities and communication patterns on social media. The study revealed that the major reasons why adolescents selected types of social media were peer influence, education and research, friendship, convenience and communication. The study also showed that socialisation of adolescents was affected by social media usage due to long hours spent online. Adolescents from the study showed signs of social media addiction, effects on dressing and talking. Finally, the study revealed that social media interaction reduced face-to-face interaction.

5.1 Types of Social Media used by Adolescents

This section of the report answers the question on the types of social media used by adolescents. In the first chapter, the research question was to categorise the types of social media used by adolescents in Somanya. The categories were identified and analysed based on the information provided by the participants. Though the study set out to find categories of social media, it turned out that it could not be identified easily without ascertaining its types. The types were identified through the online activities performed by adolescents. The study revealed that online activities performed determined the type of social media to be used. The types determined the communication protocol and online contents generated which also revealed the communication pattern and all these led to virtual interaction. Thus, the types of social media showed the categories which were mostly preferred by adolescents.

5.1.1 Types of social media

The purpose for creating social media was mainly for social communication. This type of communication has been technologically designed to resemble social interaction in the real world (Ackland & Tanaka, 2015). However, social media has been classified into many types based on their various purposes of use (Ellison & Boyd, 2013). The activities on social media are particularly geared towards interaction through sharing information. This is accomplished through the use of photographs, films, texts, and audios. Generally, utilizing the right Apps for such posts enhances the sharing and posts of such messages. One of the determinants of activities on social media is the types used.

The study found that adolescents in Somanya used Facebook, WhatsApp, Twitter, Instagram, Snap Chat, YouTube, LinkedIn and Tinder. Six of the twenty

participants use WhatsApp and Facebook. Seven of them use WhatsApp, Facebook, YouTube and Instagram. Two use WhatsApp, Facebook, Twitter and YouTube; four indicated the use of WhatsApp, Facebook, Twitter, YouTube and Instagram whilst one uses WhatsApp, Facebook, Instagram, Twitter, LinkedIn and Tinder. This finding is showing that adolescents in this study use more than one type of social media. This shows that they do multiple online activities when they use social media and they shuffle in between the Apps to share contents. This situation has been termed as multi-tasking: it is the situation whereby adolescents combine online and offline activities as well as shuffle in between social media Apps.

The types of social media used by adolescents in this study are predominantly Social Network Sites (SNS). This finding is consistent with the findings of Ellison and Boyd (2013) and that of Ocansey, Ametepe and Oduro (2016) who found that most of the adolescents from their study used Social Network Sites. They named these Apps Social Network Sites because they support online social interaction similar to that of face-to-face. These types of social media use photos, videos and audios to share information. WhatsApp is a messaging App but combines photos, videos and audios to share information. Whilst Facebook and Instagram use photo, videos and text, messages for information sharing. Snap chat and YouTube use videos whereas Twitter and LinkedIn combine photos and text messages to interact. These apps have been categorised into interactive, combinative and webbing Apps in this study.

This study also found that among all the twenty participants none used only one type of social media. However, all the twenty participants used Facebook and WhatsApp in addition to other social media types. The results revealed that Facebook and WhatsApp are common among adolescents. This analysis confirms the conclusion of Ametepe, Ocansey and Oduro (2016); Markwei and Appiah (2016) that Facebook

and WhatsApp are popular social media types used by adolescents in Ghana. This result has confirmed the presence of adolescents on social media by Dapaah (2015) in addition to the types and how they use them. The results also showed that the online activities mostly performed by adolescents were posting of pictures, sharing of videos and messaging indicating social interaction. The data suggests that adolescents used the interactive social media types and it is evident that they prefer the interactive types of social media because of the contents they share.

5.1.2. Communication protocols

The results from the participants showed that there are communication protocols which check the activities of users. Participants explained that communication protocols are the rules governing interaction on social media. Media ethics and some required processes such as profile creation fall under these protocols. This finding confirms the results of Ocansey, Ametepe and Oduro (2016) who found in their study that adolescents in Ghana have profiles on social media. However, this study has shown that the creation of profiles is part of online protocols. This finding is inconsistent with the finding of Ellison and Boyd (2013) that discovered that social media profiles are used for identification purposes. The finding of this study is different due to the constant changing and additions to social media constantly. Explanations of protocols also extend to how adolescents decently start conversations and discussions. For social interaction it is a way of getting the attention of other users when an individual wants to engage others in conversation. This study however, found in addition to this information that users have to conform to media ethics. Although most people do not check this, the various types of social media provide ways for users to enforce the ethics.

The results from this study indicated that some adolescents are not following online communication etiquette by requesting permission from other social media users to communicate with them. Invariably, because of the features of social media, people tend to communicate anyhow, whether their counterparts are ready or not. This situation is sometimes considered to be disrespectful considering the social norms of the Ghanaian society. This finding is suggesting that because social media interaction is not face to face, it is possible for users to break communication ethics thereby offending other users in the process.

The results from the data are indicating that the activities on social media are determined by its users based on the types of social media used. The type used determines the type of posts. WhatsApp and Facebook are commonly used for sending texts, audio and media such as photos and videos. Snap chat and Instagram operate using photos and videos only, whilst Twitter and Tinder combine texts and photos. Social media usage introduced participants to boundless interaction on media which has no boundaries, thereby opening communication with countless people. Participants reported that they sometimes break the communication ethics by invading the privacy of other users. Some of the activities on social media revealed in this study are sending of messages, posting and sharing of information, photos, videos and texts. This study found that adolescents are active in online activities. They performed activities such as sharing of photos, videos and posting of pictures. This finding means that adolescents are active online members; they contribute to the activities online. The finding is in line with the finding of Manning (2014) who said that there are active and passive users of social media. This finding is important in determining how adolescents use social media and the type of content they create on it. The activities on social media show that this media is combining two types of interactions which is; mediated and mediated-quasi

interaction. Thompson (1995) explained that mediated and mediated-quasi interaction uses limited symbolic cues and available in time and space. But it can be oriented towards specific others and indefinite range of people. This finding is supported by this contention because social media activities are devoid of symbolic cues and messages can be sent from one person to many people as well as one on one basis.

5.2.3 Social media contents

Social media has been described as a place for sharing contents. Taprial and Kanwar (2012) said it is an application which enhances the sharing of content online. This study found that social media contents are the things posted and shared among users online. The results are showing that adolescents posted pictures of themselves and others, videos, texts and audios on for informational, recreational, business and social purposes on social media. This result suggests that adolescents use social media for other purposes aside interaction and it confirms the findings of Kietzmann, et al. (2011) who mentioned in their study that social media is used for business, sending information and social interaction. These tools serve as the supporting system upon which the social media activities are distributed. Ellison and Boyd (2013) explained that adolescents prefer social media types that use pictures because these types are easy to use and they serve their purposes. The social media contents seen in this study include videos, photos, audios and text messages.

The result is showing that participants needed to get pictures and videos that they can post on social media. The participants showed frequency in taking pictures and finding relevant videos that can be shared. Fifteen out of the twenty participants mentioned taking of pictures frequently and recording videos and five mentioned that they prefer to send more audios during chats for better clarification especially when

they cannot express themselves well in the English language. This means that adolescents are developing some behaviours that are consistent with the demands of content creation on social media. Implicitly, they have attached importance to social media interaction. It is evident that adolescents are mostly ready to take pictures and videos anytime as much as they can so that they can post it online anytime. Implication on their social development is that social media gives them the chance to be creative in online interaction and also suffice their psychological need of satisfying physical appearance. This finding is in line with the conclusion of Steinberg (2005) when he stated that the physical outlook of adolescents is important to them so they pay attention to their physical appearance. This situation of social media content generation gives adolescents reasons to take care of their physical appearance. This data has not just shown the presence of adolescents on social media as presented by Asare-Donkoh (2018), Markwei and Appiah (2016) and the Ministry of Information (2017) but has established how they are using the different types to interact online.

5.1.4 Communication Patterns

The communication patterns on social media are in the form of one to many, many to one, many to many and one to one connection. It also uses visuals such as videos, recorded audios and photos of users which are disseminated on the internet through technological devices such as mobile phones. This finding expatiates on the types of interactions identified by Thompson (1995). Although social media does not fall under any of the types of social interaction cited it integrates face-to-face interaction, mediated interaction and mediated-quasi interaction considering their characteristics. The data gathered is showing that social media is not bound by time and distance; it can use multiple symbolic cues in terms of sending videos and pictures and it is conversational. Thus, messages can be sent from one person to many people and

many people can send a reply of that message to the one person using a combination of texts, photos and videos. Social media use multi symbolic cues due to the form of communication pattern it inculcates. The presence of certain words (chat, send, receive) has been identified to be used repeatedly among adolescents interviewed and this is indicative of intention and focus on communication that does not involve face-to-face encounter. Ellison and Boyd (2013) mentioned that users of social media needed to create profiles in order to join the platform.

The results are showing that social media uses symbols in online social interaction. Social media is made up of communication patterns that do not conform to physical communication. The communication pattern on social media is not physically represented (Ahn, 2011). Its reality is seen in the symbolic created contents that are used to share information and messages among users. It is interactive in nature yet it is invisible. People cannot see the other partner one may be communicating with. It uses nonphysical meeting on platforms that are supported by technology. Many people can meet at a time without moving physically and this has been advanced by the use of social media.

All the participants mentioned photos, videos and audios as contents they generated to share on the social media. This finding is consistent with the findings of Ahn (2011) who elaborated that social media circulates contents such as graphics and motion pictures to disseminate information. From this finding, the communication patterns on social media have been stimulated through the use of pictures, videos, texts and audios which are sent via technological platforms. This finding is also showing that communication on social media removed the limitation of distance among users; thus, participants needed not to travel to interact with others. Another pattern of communication found in this study has to do with attaching meaning to photos and

videos (symbols) without words. Thus, the use of symbols in communication is seen on this media. This finding confirms the assertion of Thompson (1995) and further explains that social media is a mediated-quasi interaction type which uses symbolic cues to narrow the distance between users. Participants understood the meanings of videos and photos shared and reacted appropriately. For instance, Participant P explained that stories are told on Instagram using only photos. The arrangement of the photos explains it all. Selected photos are used to create videos which are played to tell stories.”

This brings to fore the reality in symbolic interaction where communication is based on the meanings attached to signals in communication and hence brings out the importance attached to the means of communication (Aksan, 2006). Although the symbolic interaction theory focused on face-to-face interaction among people, the inception of social media has added other means of interaction among people without physical meeting. Symbolically, the communication means (videos and pictures) are used on social media to disseminate information that can reach many people at a time and carry the messages intended to the right source. At the same time, they create interactive platform for communication. It also fosters one-to-one communication which is protected on this media. For adolescents in Somanya this means of interaction is faster and better because their messages get to the right people. This study has brought an extension to the communication symbols to include the meanings attached online interaction. This study found that users of social media use symbols to make online communication interactive and realistic. Relatively, adolescents attached meaning to online communication symbols (photos and videos) and this made it important communication pattern.

5.1.5 Virtual interaction

This study is showing that participants interacted with people from far and near and this was as a result of virtual interaction. This type of communication allowed adolescents to interact with many people at the same time online. Participants (B, S, T, E and M) mentioned that they send messages to many people at the same time and are able to receive many messages from many people at once. Participant B (male; age,19) hinted that he can use WhatsApp, Facebook and Twitter concurrently because he switches in between the Apps and does different things on different Apps at the same time. These situations have been made possible due to the invisible platforms of social media which has no boundaries. The relational level that is allowed on social media is boundless; there are no fixed rules in terms of the number of people that an individual can interact with at a time. Implication of this finding is that adolescents cannot be monitored by anyone especially while they are online. Who they interact with on social media would not be clear and so it would be difficult to correct any interactional anomaly. Coupled with this is the multi-purpose use of social media Apps which may take their attention from activities in the real world. Virtual interaction occurs online.

5.2 Factors that Accounted for the Choice of Social Media Types by Adolescents

This section of the report answers the factors that account for the selection of social media types among adolescent. The study question, as stated in the first chapter, is to determine the reasons that contributed to the choice of social media types by adolescents. The reasons have been examined on the basis of the emergent themes shown by the data. Several reasons were discovered in the data that contributed to adolescent social media preferences. Prominent among them is peer influence; the others are connection with people, group activities, communication, educational purposes and research. This portion of the report delves into these issues.

5.2.1 Peer influence

The result from the data showed that adolescents in Somanya selected some social media types because their peers were using it. This is seen in the data as adolescents mentioned that they use social media because their friends are using it. Some responses from the participants showed that social media such as WhatsApp is popular in Somanya. Others also mentioned that since their friends are using it, they have to use it in order to connect with their friends. The responses indicated that adolescents from this study preferred a particular type of social media because they need to connect with their friends and chat with them. This result suggests that adolescents want to be in touch with their friends. American Psychological Association (2002) said peer groups provide a sense of belonging to adolescents and this was indicative in the data because adolescents mention the need to be with their friends and this shows the need to belong. Giddens (2006) mentioned that adolescents listen to their friends and this can be deduced from the data. The result is indicative of the fact that adolescent choice of social media is influenced by their peers. The need to be with their friends and hear from them contributed to their choice of media type. This is showing that decision to use a particular media is influenced by the choice of their friends.

The American Psychological Association (2002) emphasised that adolescents have been known to like making friends at this stage of their lives because it gives them a sense of belonging which lift their image. The need to belong to a group and the satisfaction of knowing that they are backed and liked by their friends push them to listen to their friends. Adolescents from this study chose media types so that they can maintain their friendships online to build a closer relationship. Smetna et al. (2014) maintained that adolescents become closer to their peers during this stage. The implication of this finding on their social development is that they socialise using this

media. This finding is confirmed by the American Psychological Association (2002) who stated that adolescent learn to socialise with others when they chat and share with their peers.

The results also revealed that adolescents in Somanya chose WhatsApp because it is common among their friends and popular in that area. This finding is in line with Markwei and Appiah, (2016); Ocansey, Ametepe and Oduro (2016) who found that one of the commonly used social media in Ghana is WhatsApp. But apart from its availability it also satisfies the need of adolescent's communication. Musa, Azmi and Ismail (2015) noted that users of media actively chose the types that gratified their media use. The uses and gratification theory proposed that reasons such as companionship and development of personal relationships account for the use of social media (Musa, Azmi & Ismail, 2015). The data support the theory that choice of media by adolescent depend on the gratification of their interaction need for social integration, development and maintenance of personal relationships. Thus, peer choices influenced their choice of social media types.

5.2.2 Connectivity

The data analysed is showing that adolescents chose social media types to connect with their friends. They mentioned that connecting with their friends is fast and easy on social media. This finding is in line with that of Saleh and Rawas (2015). They found in their study that people use social media as means of connecting to others. The results indicated that adolescents chose WhatsApp and Facebook because it connects them to their friends easily and fast. When they connect, they are able to do what they want and chat with their friends without interruptions. Connection on social media

makes their communication secure and they are able to maintain connections and talk to more than one person at a time.

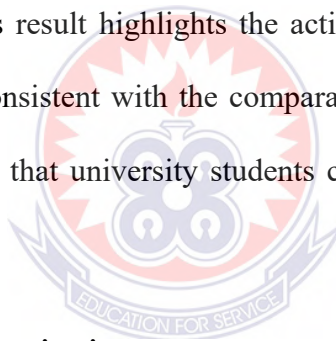
Connecting on social media with their friends is constant because they can reach them anytime and everywhere. In addition, connecting with their friends meant they can leave any message if they so wish and it would be intact until the other party at the other side get it. Connecting with their friends on social media is an option they chose over going over to their homes to visit them. One of the reasons why adolescents use social media is to connect with their friends. Adolescents from this study are connecting with their friends regularly on social media instead of contacting them physically.

5.2.3. Communication demands

The results showed that adolescents prefer social media for communication rather than other communication options such as face-to-face. They explained the reason for their preference of social media to face-to-face in terms of distance, time and other psychological dispositions that hinder them from facing people. The data revealed that adolescents use social network sites which are mostly interaction applications and combine the use of pictures, videos texts and audios for communication. They indicated that face-to-face communication demand physical and psychological preparation whereas social media can be used anywhere and anytime. They do not need to dress well or look good before using social media. SNS's satisfy their communication by sending what they intend to send and also reaching the right people without any distortion. This finding is consistent with the results of Collin et al. (2011) when they reported that adolescents meet and interact with their peers on social media without travelling. By implication social media shortens the distance between people and makes communication easy.

Ellison and Boyd (2013) said adolescents and younger children choose social network sites due to their communication needs. The use of SNS for communicating allow them to say what they want to without feeling shy and this satisfy their psychological needs. Steinberg (2014) said the emotional development of adolescents is motivated by context and environment. This study is showing that social media is an environment that can foster emotional development of adolescents. They are able to relate better with others on social media rather than face-to-face.

This part of the report confirms the uses and gratification theory as it applies to the selection of media by users. Participants from this study selected SNSs to satisfy and gratify their communication needs through a media that sends their messages securely and timely. This result highlights the active participation of adolescents in selecting media and is consistent with the comparative study of Ahmad et al (2014) who found in their study that university students chose SNS because it serves their communication needs.



5.2.3.1 Convenient communication

The result from this study showed that adolescents liked faster, easier and reliable means of sending messages so they chose WhatsApp, Instagram and Facebook to communicate. This data showed that adolescents use social media for convenient communication. Ahmad et al. (2014) applied the uses and gratification theory to study why university students use SNS and found that some students used it because it was convenient.

The convenience of social media use for communication is evident in the data, this is one of the reasons adolescents choose to use social media because it makes

communication easy for them. Considering the devices used to access social media by adolescents its convenient is in how they deliver messages and receive replies.

This finding supports the uses and gratification theory in the selection of media for communication (Aksan et al., 2009). Thus, adolescents desire ways of sending messages without others knowing about it. This is achieved when they use social media hence their responses and their needs for communication are met. They also talked about privacy which social media serves as well as how fast the messages are sent. Other activities such as following and liking things on pages are also offered by social media which keeps them abreast with events and stories of people around them. Adolescents from this study indicated that choosing media for communication have to be backed by reasons. Their reason for choosing social media is that it is convenient. Karimi et al. (2014) found in their study that students use SNS because it is convenient. The convenience, privacy, fastness and other features of social media informed its selection for communication.

5.2.3.2 Forms of communication

The participants explained that social media is important for them when it comes to communication. They indicated that different forms of communication are accommodated by social network sites. The results from the study showed that adolescents liked to use social media because of the different forms of communication that it offers. They mentioned that the use of pictures, audio and video recordings are important to them as it helps them to say exactly what they mean at a time. This result suggests the ease in using these forms of communication because it is faster to use. This finding is in line with the result of Ellison and Boyd (2013) which indicated that adolescents chose social media because of the use of visuals.

It is confirmed in this study that the use of visuals makes social network sites important communication tool for adolescents and their friends. The importance attached to this media is in the features that it incorporates in interactional communication (Ellison & Boyd, 2013). Adolescents from this study has attached importance to social media and so have symbolised its usage in communication. This would make it difficult for them to stop using it easily. This finding is consistent with Christofferson (2016) who found that social media is major mode through which adolescents communicate. Asad et al. (2016) also found that adolescents spend more time on social media platforms because of the use of visuals. The implication of this on social behaviour of adolescents is that they would use this media very often and stay online for long hours they socialise with others which may cause change in behaviour.

5.2.4. Research purposes

Although social media is used for sending and receiving messages in terms of communication, the results of this study demonstrate its use for education and research purposes. The finding showed that adolescents use social media for educational purposes apart from communication. It was found that adolescents use social media to search for information for educational purposes. They also mentioned that they use it for classes. Their teachers engage them on these platforms for teaching and learning reasons; especially during the COVID 19 pandemic. The finding suggests that adolescents use social media for educational purposes. This finding confirms the results of Akubugwo and Burke (2013) that showed in their study that adolescents use social media for educational purposes. This means that the use of social media may be instrumental in educational activities and so adolescents who are interested in learning would use it frequently.

5.2.5. Online social groups

Online social groups were identified by Guy (2012) as a means of group activities for social interaction online. This occurrence is a result of translating physical social interaction online due to the availability of social media. The findings showed that adolescents chat and exchange information with others of common interests. They did this through the creation of online social groups. This study found that adolescents used social media to create online social groups to foster group activities. By implication these groups would support information dissemination, performance of group projects, assignments and group discussions. The study also showed that offline social groups were also translated onto social media thereby forming online social groups. Guy (2012) mentioned that social media platforms are used for social interaction when groupings of individuals with common interest are created online. This phenomenon may increase the time adolescents spend online interacting with their friends. It may increase their interest since they can interact with many of their friends at the same time.

5.2.6 Friendships

The findings revealed that friendship is one of the reasons adolescents use social media. The results indicated that adolescents use social media to gratify their desire to make and maintain friendships. Karimi et al. (2014) disclosed in their study that one of the gratifications that people seek in media is to make and maintain friendships. The responses from participants are evidenced on this issue. This finding confirms the results of Uhls et al. (2017) who explained that adolescents start friendships on social media.

The findings revealed that adolescents like to make new friends and maintain old ones on social media. They indicated that social media affords the access to friends regularly. The American Psychology Association (2002) showed that adolescents enjoy the friendships of their peers at this stage. This opinion explains adolescents reason for using social media in Somanya. They are motivated by their need to meet their friends online. This finding backs the gratification of adolescents need to communicate with others to some level. However, this finding opposes some part of the uses and gratification theory because the gratifications for media use identified in this study goes to the extent of psychological satisfaction. Making friends, keeping and having fun with friends, identity formation, peer commitment, looking for intimacy and self-sufficiency on social media satisfies the developmental tasks of adolescent. Forming intimate ties and bonds also satisfy the communication needs of adolescents. This finding is in line with Uls et al. (2017) who found that developmental tasks are some of the reasons adolescents use social media. Lenhart et al. (2015) explained that adolescents make friends to create bond among themselves on social media. Since social media offer easy and convenient communication adolescents spend long hours online.

The desire for friendship gives them the time to observe many things which attract them. In the end they may want to practice such things in real life because repeated observation leads to practice (Aksan et al., 2009). This also denotes socialisation on social media; adolescents are socialising on social media and this is a way for them to meet many people and learn things. This process of observing and learning through socialisation is an indication on their behaviour and that of other users. Personal relationships which lead to friendship are part of adolescent social development (Steinberg, 2005). On the other hand, adolescents attach importance to

friendship with their peers (Smetana, Robinson & Rote, 2014). One of the reasons adolescents use social media is to make friends.

5.3 Experiences of Adolescents on Social Media

The study revealed that the effects of social media use on adolescents are both negative and positive. The data showed that social media accounts of adolescents were hacked, some of them were bullied online (cyber bullying), while others had hostile relations were disrespected by other users. The data also revealed that the use of social media made adolescents vulnerable to adults who wanted to take advantage of them. There were cases where girls were invited for sexual relations by some adults. Okeefee et al. (2011) said in their study that some adolescents who use social media had invitation to have sex with other users. This means that adolescents are not protected when they are online; instead, they are exposed to all manner of people who may want to take advantage of them. The study also revealed that adolescents received unwanted messages although they did not chat with such people. Even though they did not reply the unwanted messages they kept coming. The nature of social media is that of open access interaction where people can easily relate. Thus, the presence of adolescents online gives chance to people who want to take advantage of them. Adolescence is the stage where the brain of humans is well formed but not fully developed (Gardener & Steinberg, 2014). They are not able to understand the complexities of social interaction due to this gradual development of their brains. Hence, it is important that they are guided in their choices of friendship and protected from compromising characters. But this becomes difficult due to the nature of social interaction on social media.

This study also revealed that adolescents experienced invasion of their privacy with unwanted attention given them at odd times which disturb them. Disrespectful

behaviours were revealed in the data. The finding showed that people disrespected their opinions and others made fun of them. This affected them psychologically as it did not make them feel good. This situation is so because social media comprise of people from all over the world (Manning, 2014). It has no boundaries and limitations so people come on board with different cultures, religions, views and behaviours. Bryant (2018) concluded from their study that when adolescents are confronted with verbal and emotional abuse on social media it affects their self-esteem. People do not really care about the feelings of others in online situations. The situation can also result from lack of regulation in terms of blocking perpetrators. More so there are no means of stopping improper messages in the system. However, most mobile phones have options where users can block people who disturb them. With these online situations adolescents may not be partaking in such activities but may observe them as passive users. This is likely to affect their behaviour since observation of behaviour can lead to imitation (Bandura, 1989).

The study showed that the positive effects of social media included learning of vocabulary and spelling, knowledge on school assignments and development of typing skills. This finding would promote skills and creativity among adolescents. Also, it would improve their retention ability in information processing.

The study revealed that information flow on social media is active. People share, post, repost, and comment on information posted. Information on social media travel fast because it is supported by message processing technology which disseminate messages fast. The data depicted the flow of fake news on social media. The nature of social media allows people to post things which are not true. The speed of sending messages and security in receiving message makes it easy for people to misuse it to do

many things. This is likely to make it attractive to users who are always online for news and other information.

5.4 Effects of Social Media usage on the Socialisation of Adolescents

The research question on how social media affect socialisation is discussed and analysed in this section of the study. The results have been categorised and discussed under the following headings: how socialisation is occurring on social media, how social media is socialising adolescents to socialise online and how these two activities are affecting the socialisation of adolescents. This segment of the results also discussed online and offline socialisation processes as well as their effects on adolescent socialisation.

5.4.1 Social media socialisation

This section of the report provided answers to how adolescents are socialised on social media and how this phenomenon affects their traditional socialisation. The finding showed that adolescents were socialised by social media through observation and learning how activities were performed online. The data showed that adolescents performed online activities such as posting personal, funny and other videos. Adolescents also posts photos and texts. They explained that they learned the processes to download and upload videos and other posts. They indicated that they also created their own videos and take photos purposely to post online. The data showed the online activities as: listening to music, watching videos, posting photos, following and contributing to trending issues about artists and playing games. This finding is showing that adolescents acquired digital skills in order to fit into the online community. Performing these activities is procedural, so adolescents must learn how to do these. For instance, taking of videos and pictures demands creativity and posting

them equally demands some skills. The activities on social media are different from face-to-face communication activities and these differences demanded that adolescents learn the ways of social media. In learning the ways of social media, they ended up being socialised by this media because the technological processes on social media are not common to everyone especially new users. Also, the data showed that activities on social media are targeted toward some audience. Adolescents indicated that they perform these activities for some particular users to view. Social media socialises its members to become online citizens by teaching them the necessary digital socialisation processes. This determines users' ability to become members of online communities.

The use of social media unconsciously modifies the digital behaviour of users as they desire to become participants. Adolescents involved in this study unconsciously learned the ways of online communities through the use of technology. Sabermajidi et al. (2019) said socialisation results from human social interaction, however, the findings from this study are showing that interaction with technology can result in socialisation. Although users of social media actively interact with its platforms, they are unconsciously but wilfully digitised to become online members. The context of social media socialisation is different from traditional socialisation because traditional socialisation occurs through interaction with people whilst social media socialisation occurs through interaction with technology. Nevertheless, the end product of the former is similar to the latter in that it produces an individual who fits into the online community. Socialisation in both contexts starts unconsciously. Social media socialisation determines how adolescents relate with others in the physical world. It is clear that adolescents learn to socialise on social media through the communication system of social media.

5.4.2.1 Social media socialisation processes

From this study, one of the processes to be socialised successfully by social media is the acquisition of digital skills. This is the skills that users need to acquire in order to function properly in this 21st century. The results indicated that adolescents first identified the Apps on social media that supported communication and interaction, then identified the activities that these types of social media supported, learnt about the features of the Apps and then learnt how to use the features of the App for interaction on social media. The data showed that adolescents learned online processes by observing how other users performed online activities.

The implications of these processes are that adolescents learned about the digital communication and at the same time interacted among themselves. They acquired the social skills to socialise online in order to use the different types of social media. The process of social media socialisation enabled adolescents from this study to socialise with others on social media. The process of digital skills achievement is embedded in social media socialisation. For people to communicate effectively on social media, they need to know the norms of social media and how to follow these norms. Social media socialisation encompasses a learning process. Using the social cognitive theory to explain this situation, adolescents from this study acquired digital skills by observing other users, repeating the actions they observed and learning through the processing of the information they acquired which enabled them to follow the online norms. Onat (2021) found in his study that people studied the pattern of information sharing on social media and followed suit. Karimi et al. (2014) also mentioned that students processed information by social learning online to partake in social media activities. This study is showing that for people to be socialised online, they need to do

more than partaking in online activities but rather go through a complete process of online socialisation.

The processes that supported social media socialisation included identification of features on Apps, Apps that support online activities and how the features could be manipulated for effective functioning on social media. The guiding principles of social media socialisation are: knowledge about the Apps that support social media interaction, acquisition of digital skills, integration onto social media communities and performance of social media activities.

5.4.3 Socialising on social media

This finding explained how adolescents socialise on social media in order to determine its effect on traditional socialisation. The data explained what adolescents do online and how they go about it. It showed how adolescents related with other users on social media through the activities that are supported on this media and also how socialising on social media decreased social activities of adolescents.

5.4.3.1. Formation of online social groups

Socialisation is the training of an individual to conform to the culture, religion and norms of the society (Giddens, 2006). But socialisation can occur when people interact with others, things and the environment (Bronfenbrenner & Morris, 2006). Grenner and Süß (2017) reported that socialisation is achieved through interaction with agents and agencies. Dapaah (2015) found that adolescents in Ghana are interacting on social media and described it as a fulfilment to societal demands. The use of social media is as a result of societal change. Findings of this study showed that adolescents socialise on social media with other people through the social media Apps. The data showed that adolescents related with their friends and other people by checking up on

them. They also mentioned that they used the Apps to search for their old friends and made new ones. Other activities such as discussions of issues, friendly chats and relationships on group chats platforms, church service, class and online social meetings were identified in the data. The results show transfer of offline social groups activities onto social media. Adolescents involved in this study socialise by transferring offline social groupings onto social media. This finding confirms the finding of Dapaah (2015) and Markwei and Appiah (2016) who concluded that adolescent use social media for social group purposes in Ghana.

Accordingly, all the activities mentioned by the participants are showing social interactions which are also pointing to socialisation. Adolescents are performing social group activities on social media. These activities were done in ways that are similar to physical social group relations. They formed social groups online but were not affected by proximity and reciprocity because social media closed the distance between group members. Formation of online social groups would affect offline social groups because interactions that are supposed to occur offline would occur online thereby inhibiting traditional socialisation.

Socialising on social media is showing that adolescents come into contact with people who may share different views, cultures and religious beliefs and but at the same time come into contact with people who are sharing similar beliefs and values. What this means is that participants are likely to develop attitudes, behaviours and ways of social integration, something which should have occurred in traditional socialisation (physically) but is occurring through social media. Online socialisation may affect the values, ways and behaviours of adolescents considering the expanse of activities occurring. The implication of this finding for this study is that adolescents are substituting social media with physical social interaction to socialise online instead of

doing these things physically. Social media reduced physical social interaction among adolescents. This finding confirms the assertion of Bibi et al (2018) that the use of social media is gradually reducing physical interaction among adolescents. Social media promotes socialisation through the creation of online social groups.

5.4.3.2 Attention seeking

One of the activities that make social media active is the responses and comments that people give to show their participation. Manning (2014) indicated that there are two types of participants on social media namely; active and passive participants. The active participants are those who react to posts and shared information whilst the passive participants are those who watch what is going on without contributing anything. Responses from participants are showing that they are active participants on social media. Adolescents mentioned that they post messages on their status on WhatsApp, upload audios, videos and photos on Facebook. This indicates that they are not just passive partakers on social media but they contribute to activities. The data showed that adolescents perform online activities to seek the attention of other users. They indicated that they did this through the posts that they shared and they did this as a way of checking on whether other users are reading their posts.

This phenomenon supports the theory that people tend to keep behaviours that get positive reinforcement. One of the premises of the social cognitive theory is that behaviour is repeated when it is reinforced (Bandura, 1989). When adolescents realised that people related to their posts positively, they were encouraged to do it again. This is how adolescents seek attention of other users on social media. The data showed that adolescents' posts were directed to some particular people and when those particular people read it, they were happy. Responses such as 'comments' 'Likes' and 'shares'

from other users motivated this attention seeking behaviour. This gives them the idea that people are following them and they do it more. Attention seeking is a way of socialising on social media but it is also a social behaviour that is not exhibited easily in face-to-face interaction because they are normally not oriented towards many people (Giddens, 2006). Indirectly, there is human relationship going on social media. Its effect in real life socialisation is that posts are not used to interact in real life and so this difference may shift the attention of adolescents to socialise more on social media. Social media communication gives much attention to its users.

5.5.3.3. Consistency of connection

The data revealed that adolescents consistently used social media. They are very consistent with their visits to social media. The data showed consistency in visiting social media during the day and even at night. Regular visit to social media indicated regular socialisation because participants had mentioned previously that they posted and shared content on social media. Continuous visits to social media sites also depict continuous relations with friends and other users; this also points to socialisation on social media. Socialisation occurs when people come into constant contact with people and things (Abrantes, 2013). Although this assertion is not indicative of place and space within which the socialisation occurs. It is evident from this study that constant contact with people on social media resulted in online socialisation.

The data also revealed that adolescents have many friends online because they made many friends and this had developed into network of friends. This finding is in line with the explanation of Ahn (2011) who explained that adolescents make friends from far and near and create network of friends. It is a network of friends because their friendships encompass people from all over the world both far and near. This gives

credence to the fact that social media provides avenue for adolescents to establish and maintain social relations with people from many places. Having many friends means getting in touch with many people over time which would require much attention, thereby demanding constant connection. Constant connection also means constant attention on online activities which would draw attention from offline activities. In the end physical social relations is affected because time spent online cannot be gained to spend offline.

To sum up the findings from the socialisation theme, social media socialisation socialised adolescents on how to effectively partake in activities on social media. Adolescents from this study learnt to acquire digital skills. These digital skills aided adolescents to use social media to perform online actions. Through this adolescent were able to join social media platforms. Subsequently adolescents learned the norms of social media and integrated into its online social platforms. Socialising on social media included the sharing of videos, photos, audios and text messages posted to friends and other users. Consequently, adolescents developed online behaviours such as attention seeking and dialoguing. They also formed social groups on social media which aided their group activities and bonded their friendships. Social media affect traditional socialisation because it takes away their attention from offline activities and makes them modify their behaviour to suit social media activities. The next sub-theme discusses how these activities are affecting socialisation in physical terms.

5. 4. 3. 4 Adolescents perception of social media

Data on adolescent perception of social media showed that many adolescents preferred social media use to face-to-face interaction. This phenomenon had resulted from adolescent perception of social media. Adolescents perceive social media to be a

place to have fun, to meet many people at once and a place to create relationships. Ellison and Boyd (2013) opined that the use of social media by adolescents have been motivated by their perception of what it is. The finding also showed that adolescents perceive social media to be a place for new discoveries, getting information and understanding of some things. This result is pointing to the fact that social media interaction is better in terms of what it provides for their use. These perceptions can explain why adolescents prefer social media to face to face interaction. The result indicated many things that adolescents can use social media for aside communication. Perez (2014) explained that the features of social media are updated frequently with more new features. Social media provide options that are interesting and readily available for socialisation and interaction. The options that social media offers make it attractive and an active platform that can always perform some activities once they go online. The data is also signifying that adolescents perceive social media a better communication and socialisation option as compared to face-to-face.

5.4.3.4.1 Issues on time spent

The data is showing that adolescents spend at least more than two hours in a day to socialise on social media. Some of them spend from 4hours to 7hours in a day on social media. This is an indication that adolescents are investing much of their time to do other activities on social media which would make them lose the time in doing other things.

From the findings face to face socialisation is affected by social media usage because adolescents are not able to attend to or visit their friends at their homes. The data is showing that adolescents are spending much of their time online such that they are ignoring other aspect of their social development. By implication, the use of social

media creates social relations online which fosters social interaction. These social relations teach people through interaction and people acquire the basic norm. This finding is in line with the findings of Sabermajidi, et al, (2019) when they concluded from their study that social media teaches social relations. However, online social relations affected offline social relations due to the long hours adolescents spend online. The more adolescents spend time socialising on social media the more they created social relations of online. Results from this study revealed that traditional socialisation decreased because adolescents had less time for other things in their vicinity when they spent long hours online.

5.4.3.4 Developments on social media

The activities of adolescents online contribute to the developments on social media. It also determines how the former affected face-to-face socialisation. The developments on social media are the occurrences and activities happening online. The study revealed that adolescents held social gatherings online. They met with known and unknown people from different places. Other developments included sharing information with other users, 'comment', 'like' and 'share' and share posts especially on Facebook. The meaning of this is that although social interaction is occurring, the activities online are different from that of physical interaction. Communication in face-to-face interaction involves talking with people one-on-one whereas online interaction involved commenting on posts, 'like' and forwarding to many other people. Social media interaction gives people the chance to comment on what others have said.

The data also revealed that social media afforded adolescents the opportunity to meet many people from diverse background at a time. The implication of this finding to the study is that adolescents interact with many people within a short time online

than offline. They were exposed to many people and things such as social activities, new cultures and other events. They also made more friends online than offline. The indication of this is that adolescents were engaged in social activities online than offline. Kim (2017) analysed activities on Facebook and concluded that social media has changed the meaning of words to suit its activities. These developments online lead to social relations and eventually socialise adolescents. Since adolescents meet many people online than they meet in real life, they are likely to make more friends online. Another issue is that adolescents learn from the events and people they interact with online and this also opens new discoveries different from what they know. Consequently, online engagements reduce offline socialisation since adolescents were more involved with social media activities than activities in their social environment. The effect of this is that adolescents would like to do more new things online and leave the normal things that they know because they are curious by nature. This shapes their understanding of the world and lead to the acquisition of knowledge that may lead them to become aware of themselves. According to Giddens (2006) when people become aware of themselves, knowledgeable and acquire the skills of the culture of their people they are socialised. Relatively when adolescents acquire the skills and culture of social media, they are socialised by it. Social media socialisation is affecting traditional socialisation of adolescents.

Social media is granting adolescents the processes of socialisation faster with more attractive and multicultural activities than traditional socialisation. Although traditional socialisation is face to face and considers more concrete and practical activities, social media is socialising adolescents in a nonconcrete way encompassing wide range of attractive activities that largely involves the mind and emotions. This situation is so because adolescents are unconsciously learning on social media more

than what they are seeing in face-to-face situations because of the time they spend there. This finding backs the theory that people learn from others they frequently interact with (Bandura 1989).

5.4.3.5 Effect of social media use on physical and social relationship

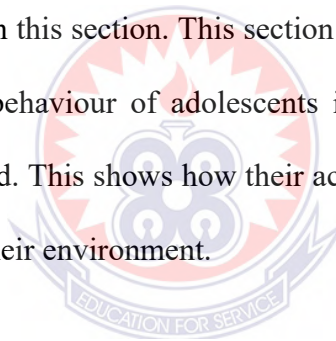
The results revealed that social media is affecting human relationships. According to Ahn (2011), adolescents do not attend social and family gatherings because of the use of social media. This situation is affecting how adolescents are being socialised. The findings from this study showed that adolescents isolate themselves from others to get time to use social media. They preferred to be indoors rather than helping with the family chores, they skipped domestic chores; they do not want to be sent or asked to do something around the house because it would interrupt with their activities on social media. They isolated themselves from others to get time to use social media. This finding confirms the finding of Ibáñez-Cubillas et al. (2016) when they concluded that self-isolation is one of the side effects among adolescent users of social media.

The data showed that parents of the adolescents were not happy with their children. This was evident in the data through the seizure of mobile phones of adolescents to get their attention. This means social media usage is affecting the relationship between adolescents and their parents. Parents are not happy with their children and this is likely to lead to strained relationships. Invariably, adolescents from the study are portraying different ways of living rather than what their parents may have taught them at home. The effect of this is seen in how adolescents are relating with their families which is seen in their inability to learn from their culture. Social media usage affected domestic activities of adolescents.

Physically, they are distancing themselves from their family and socially limiting the social interaction among them. From this study the use of social media affected how adolescents socialise with their families. Adolescents are becoming comfortable alone rather than relating with people. They are not able to conform to the ways of their people. Adolescents are giving all their attention to social media and ignoring their domestic responsibilities. This makes their parents unhappy when they do not behave in ways expected of them. However, adolescents are happy when they spend much time on social media.

5.5 Effects of Social Media Use on Social Behaviour of Adolescents

The research question on how social media affect social behaviour of adolescents is answered in this section. This section of the report discusses how social media affect the social behaviour of adolescents in terms of how they respond to situations in the real world. This shows how their actions are influenced by this media and how they influence their environment.



5.5.1 Reactive practices

It is evident from the data that users of social media react quickly to news. Social media is a media that disseminate information from one person to many people within a short time. This finding confirms that social media is a mediated-quasi type of interaction with orientation targeted toward many people according to Thompson (1995).

The data showed that users of social media react to messages by circulating that information as much as they can. The finding also revealed that adolescents did not check the sources of information before posting it to others because it is difficult to do so. The data also indicated that it is difficult to check the reality of news on social media.

In this fashion, when people receive information, they just send it. The data showed that adolescent users of social media are reactive because they forward information that they receive without checking its source. Reaction to social media messages is quick. The finding of this study is in line with the finding of Dapaah (2015) when he concluded that rumours are easily spread on social media. Social media technology supports the sending and receiving of rumours effectively.

Social behaviour is the behaviour that results from the interaction between people and it is influenced by the environment (Akubugwo & Burke, 2013). This behaviour is mostly a reaction to stimuli from the society or other people (Kollmuss & Agyeman, 2002). The observed actions of adolescents on social media are their reactions towards the actions of others. They send messages they receive from others and react in accordance with the post which is the stimuli. Adolescents from this study are informed, enabled and guided by the knowledge they get through the use of this media. The use of social media for communication informs, motivates and guides users. When used for social purposes, it links and creates networks. Nonetheless, they are influenced by the way information is disseminated on these platforms. This has resulted in the behaviour of spreading rumours which they learnt from this media. The social cognitive theory proposes that social behaviour is learned when people observe and imitate the behaviour of others (Bandura, 1989). The motivation in exhibiting this behaviour is seen in the way people react to messages, rumours and information posted on social media. The data showed that users of social media forwarded information they received quickly.

5.5.2 Department

The use of social media exposes users the courtesies and attitudes on this media (Kim, 2017). Kollmuss and Agyeman (2002) reported that the effect of use of social media on the social behaviour of adolescents is seen in their outward behaviour. The finding depicts that outward behaviour of adolescents such as physical appearance, and interest in social activities is changing. Adolescents are copying dressing styles, ways of talking as well as how to relate with others in public on social media. Bergener (2010) explained that attitudes are part of human behaviour which shows how they respond to the environment. Adolescents behaviour online is affecting their offline behaviour. Aspects of their lives such as talking, dressing and social interaction has been shaped by social media. This behaviour can be explained using the theory that social behaviour is learned by observing and copying the behaviour of others (Bandura, 1989). It is likely that adolescents are showing this behaviour due to what they observed and copied on social media. The finding from this study indicates that adolescents learned new ways of talking, dressing and relating with people on social media through the constant use of this media. Adolescents from this study are showing behavioural changes which result from interaction with other people on social media. The data revealed that adolescents seldom visit their friends because they can connect with them on social media.

This behaviour has reduced the physical contacts between adolescents and their friends. It is easy to relate with people on social media than in face-to-face situations. The implication of this behaviour is that adolescents would prefer using social media than meeting with friends and this would reduce socialisation between people.

5.5.3 Persistent communication

The findings depicted that some adolescents persisted in communication on social media. This behaviour had resulted from adolescent taking advantage of the technology to insist on chatting with people without their consent. This behaviour is likely to undermine respect among people and promote invasion of privacy among users. Invasion of privacy caused strained relationship in offline situation.

The data showed that adolescents copied different ways of relating with others because the technology of social media supports such situations. The respect among people which is cherished in the Ghanaian society is diminishing due to this insistent behaviour among adolescent users of social media. This finding shows that the use of social media affects the social behaviour of adolescent and it is in line with the finding of Akubugwo and Burke (2013) who established that some adolescents who use social media invaded the privacy of other users. They established that adolescents who use social media imitate the lifestyle of other users. This finding also goes to confirm aspect of the social cognitive theory which explains that consistent observations of others lead to imitation of behaviours (Bandura, 1989).

5.5.4 Insufficient concentration

According to the findings of this study, using social media distracts adolescents which cause them to lose concentration. The finding depicted lack of concentration on the part of adolescents due to the use of social media. It distracts their attention from social relations, divides their attention and sometimes affects their family relationship. The effect of the use of social media is seen in this result in the way adolescents conducted themselves at home. Adolescents from this study are not able to concentrate on one thing due to distraction from social media. This behaviour had resulted from the

much attention they give to social media. They pay attention to activities on social media rather than concentrating on what they do offline. Online activities are affecting offline activities of adolescents. Asare-Donkoh (2018) opined that social media usage by adolescents affect concentration in academic work. However, this study discovered that lack of concentration caused by social media use extends to adolescent housework and other offline activities.

5.5.5 Social media addiction

The findings from the study show that adolescents are addicted to social media. They cannot stay for few hours without visiting social media sites. Kollmuss and Agyeman (2002) explained that social behaviour results from interaction between people and the environment. Situations that the environment presents influence how people react towards it.

Adolescents check social media sites frequently to know what is happening around them and the world and to find out if they have messages. They constantly give attention to social media than other activities in their lives. Some adolescents have developed the habit of constantly checking social media for information and messages. They desire to be online almost every time. Adolescents from this study are influenced by social media so they have become dependent on it. This finding shows that adolescents practically live on social media considering the length of time they spend on social media in a day. Umar and Iddris (2018) highlighted that adolescents are controlled by social media due to the time they spend on it. The implication of this for this study is that adolescents may develop habits that would sustain the dependency on social media usage. These habits may eventually develop into addictive behaviours as found in this study.

In the case of this study, adolescents need to know all that is happening on social media hence their desire to spend much time accessing it frequently in a day. Consequently, they have become addicted to it. Adolescent's addiction to social media could be explained appropriately by uses and gratification theory when considered in terms of satisfaction. Karimi et al. (2014) said that purposes and gratification drive the activities of people on social media. Adolescents attain satisfaction from the services of social media and so they constantly depend on it at all times to get what they want. However, this finding opposes part of the theory in the sense that even though it supports the satisfaction gained from using such media, it does not state the likely effect such as addiction from the satisfaction gained from using the media. Symbolically, the meaning attached to the use of social media lies in the importance attached to its effective delivering of messages to other users (Christofferson, 2016). Due to this social media has become an important communicating tool in the hands of adolescents which they cannot live without.

5.5.5.1 Effect on social skills development

The data showed that adolescents who used social media were shy, reserved, lazy and lacked the ability to express themselves in face-to-face situations. Relating face-to-face with people has become difficult because of other communication means that social media offers. These assertions are pointing to behavioural problems among adolescents who use social media. According to Siddiqui and Singh (2016) the use of social media affects the development of social skills among users. The finding from this study is showing that social interaction skills of adolescents are affected because they cannot talk to people face-to-face. They prefer to send text messages stay alone to chat with friends and online and they have become lazy because they procrastinate in

doing other activities aside performing social media activities. This finding explains how adolescents developed some of the behaviour they exhibited.

5.6 Effects of Social Media Use on Social Interaction of Adolescents

The final objective of this study was to establish the effect of social media usage on adolescent's social interaction. This section of the report discusses how social media impacts on social interaction.

5.6.1 Effect of social media usage on physical interaction of adolescents

Physical interaction is also termed face to face interaction (Mcquail cited in Giddens, 2006). According to McQuail (2000), physical interaction is the traditional social interaction among people. One of the objectives of this study was to explain the effect of social media usage on social interaction of adolescents.

Data from the study show that adolescents can do more on social media than face-to-face interaction. The finding indicated that adolescents give attention to social media more than face-to-face interaction. It also exposed adolescents preference to text messaging than talking face to face because that is easy. Invariably, adolescents are able to give their attention to social media, easily check on their friends, relate better and express themselves easily on social media. The study portrays that face-to-face interaction demands some symbolic cues such as respect whereas social media interaction use less symbolic cues. Social media is offering more communication opportunities to adolescents than face to face interaction. This has reduced physical interactions among adolescents. The reduction in physical interaction also means reduction in face-to-face interaction among adolescents in the society. Social media usage is reducing face to face interaction among adolescent users. This finding is in line

with Drago (2015) when he concluded from his study that social media usage reduced face to face interaction.

However, when face-to-face interaction reduces it would affect the development of social interaction skills of adolescents because the data is showing that adolescents are not able to face people and the development of physical social interaction skills is vital for adolescent's socialisation. Adolescents are developing behaviours that are not consistent with the norms of the Somanya society. Social media is likely to reduce physical interaction among adolescents.

5.6.2 Societal demand

Social interaction is the means through which people communicate. Social media supports social interaction through the use of platforms such as WhatsApp and Facebook (Appiah & Markwei 2016; Frimpong & Veccari 2016; Dapaah, 2018). Social media has become a common means of interaction among people in recent times (Ellison & Boyd, 2013). The data is showing that adolescents are responding to the social environment demands for communication. Social media use is a societal communication demand which cannot be refuted. It is the new type of communication in the society. From the finding it is evident that parents buy mobile phones for their children. This outcome confirms the finding of Musa, Azmi and Ismail (2015) who found in their study that parents buy mobile phones for their children to connect with them. This trend can be explained by the uses and gratification theory in the sense that parents buy phones for their children in order to hear from them. This societal demand is impacting on the social interaction of the society. It seems the use of social media is social trend therefore its effect on face-to-face interaction can be attributed to what the society is demanding. Invariably society is calling for the reduction of physical social

interaction by accepting the use of social media. By implication, adolescents cannot stop using social media hence the consequences of this change on communication. In other developments this societal trend is difficult to compete against because it has become the order of the day.

5.6.3 Social media and communication

The study show that adolescents used social media mainly for communication because it is easy to connect with people, make new friends and check on old ones, cheaper, prompt, reliable and secured. Thus, the advantages of using social media for communication outweigh that of face-to-face interaction and because of that they largely prefer that. Although social media is used for other purposes adolescents use it more for communication. This places a great demand on it to function as expected. Since social media functioning as a means of communication would make it difficult for other modes of communication to overtake it. One of the premises of the uses and gratification theory is that users of media actively choose their means of communicating from other options (Musa, Azmi & Ismail, 2015). These findings support the theory that preference of media type is based on active choices of people.

5.7 Conclusions

This study discussed findings pertaining to the use of social media by adolescents in Somanya. It has dealt with the implication of social media usage on the socialisation and social behaviour of adolescents. Social media usage affected the traditional socialisation of adolescents in terms of how they related with their family and friends. The emotions of adolescents were affected when they received negative feedbacks from other users. The traditional social interaction of adolescents has been affected because they have become used to virtual communication than meeting people

physically. Adolescents use of social media made them prefer online communication to face-to-face communication since they liked to send audios videos and photos of themselves to their friends. Adolescents constantly connected with their friends on social media.

The use of social media by adolescents has affected their development of social skills such that they have become shy, reserved, and disrespectful. They also copied several behaviours from other users online. Their styles of dressing, talking and etiquette towards other people have been affected because they learnt new ways of interacting with people inline.

The socialisation of adolescents was affected in terms of how they related with their family. Adolescents preferred to be indoors so that they would not be disturbed by their parents and other members of their family. They defied the orders of their parents when they constantly used social media alongside their housework. This brought about tensions between some of them and their parents. Adolescents involved in the study lacked concentration in doing things and they were mostly absent minded to their environment due to the use of social media.

Social media integrates traditional social interaction although it is not limited by space and time. It characterised by peculiar communication features such as videos, photos and texts which all appropriately send messages to others. The features of social media are attractive so adolescents preferred its usage for communication.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter begins with the summary of the major findings; followed with conclusions, recommendations, contribution to knowledge, research limitations, and ends with suggestion for further studies. The research questions focused on identifying the common types of social media used by adolescents, examine the factors that account for their choices of types of social media and ascertain the effect of its usage on the socialisation, social behaviour and social interaction of adolescents. This study was conducted at Somanya, a town in the Yilo Krobo District of the Eastern Region of Ghana where adolescents use their mobile phones to access social media. Data were gathered on how adolescents accessed social media, the types of social media used and how its usage socialised them, affected their traditional socialisation, social behaviour and social interaction. Twenty participants were selected through the convenience sampling technique for the study. Interview and focus group discussion were the methods of data collection. The data was analysed through thematic procedure.

6.1 Summary of Major Findings

6.1.1 Types of social media used by adolescents

The types of social media selected by adolescents were mainly Social Networks Sites. This study found that adolescents used Facebook, WhatsApp, Twitter, YouTube, and Snap chat, Instagram, LinkedIn and Tinder. However, all the participants from the study used Facebook, WhatsApp and any other type. All the participants used three types or more of social media. Facebook and WhatsApp are the most popular among the different types. This study revealed that content generated on social media depended

on the type used. Adolescents selected the types based on the content they wanted to generate. Also, different communication pattern was identified due to the format of messages posted and shared. This was also dependent on the types chosen. This study discovered that the format of messages posted included text messages, photos, videos and audios and these determined the interaction patterns online. An abstract system of social interaction has been created by the types of social media.

6.1.2 Reasons that account for the choice of social media types

This study established that the selection of some types of social media by adolescents was influenced by the choices of their peers. Factors such as peer influence, friendships, convenience, connectivity, communication, education and research purposes informed the choices of adolescents. It was clear that adolescents needed to connect and communicate with their friends. Subsequently, their choices hinged on the types their friends chose. This study found that the main reason why adolescents used social media was to connect with their friends. Adolescents also selected social media types that supported group activities. It was found that adolescents chose some types of social media because it was fast, easy and convenient in terms of communication. Social media afforded them the type of interaction they wanted.

6.1.3 Experiences of adolescents on social media

The study revealed that adolescents experienced both positive and negative relations on social media. Positively, they learnt how to type and develop other digital skills such as how to process virtual information. However, they were negatively affected by some comments from other user they related with. Their emotions were also affected by the way some users reacted to their posts.

6.1.4 Effect of social media usage on socialisation

The study revealed that social media usage socialised adolescents to become online citizens. It led to online social relations which affected traditional socialisation of adolescents. It was found that adolescents were socialised by the different types of social media to acquire digital skills and subsequently integrated onto the social media societies to become online citizens. The effect of this process is seen in how adolescents observed, copied, studied and learnt how to perform activities on these online communities. Consequently, occurrences on social media affected how they related with others offline. They learnt to draw attention to themselves online but are finding it difficult to cope with offline interaction because online interaction processes are not the same as offline procedures. Hence, they were not getting the same attention offline and this has created gap in offline interaction. Adolescents consistently spend many hours online thereby investing their time on social media so they are not able to socialise with others in the social environment. They communicate with many people from diverse background and cultures. Due to this they have developed network of friends who constantly demand their attention. They also perceive social media as a place of fun so they are always online to have fun with other users. This has shifted their focus from the real world and relationships with people around them. This has affected their work, how they learn and generally relate with others.

6.1.5 Effects of social media usage on social behaviour

Adolescents who use social media have developed reactive behaviour. This behaviour promotes the sharing and posting of anything that they see on social media because they believe it is true. Invariably, they spread messages without confirming their sources and validity. Social media has become the means through which rumours are spread because adolescents do not check the sources of information. This study

revealed that adolescents have become disrespectful because they do not adhere to online etiquettes; they have become reserved because they are avoiding interruption from people. Their ways of dressing, talking and demeanour reflected what they copied from this media. They behave the way social media teaches them. Adolescents in this study have cultivated the habit of consistent communication online and addiction to this media. They cannot live for few hours without going online. Some of the adolescents are practically living most of their lives online, thereby becoming snobbish, rude and disrespectful to people who call for their attention. Lack of concentration and inattentiveness is affecting their social relations, housework and attitudes toward developments in the social environment. These effects are showing on the development of their social interaction skills. Social media usage makes adolescents vulnerable as it exposes them to people who want to sexually take advantage of them.

6.1.5 Effects of social media usage on social interaction

The study established that social media usage affected the face-to-face interaction of adolescents. Societal demand for its usage has made it popular among adolescents; hitherto they have shifted from face-to-face communication to online communication. The preference for social media for communication is increasing whilst preference for face-to-face communication is decreasing. This study has also showed that adolescents attached importance to social media as a communicating tool which supports sending of photos, videos and texts for interaction. This has affected traditional social interaction which uses multiple symbolic cues but one pattern of communication which is talking.

6.2 Conclusions

This study found that adolescents in Somanya use different types of social media which included WhatsApp, Facebook, Twitter, Instagram, Snap chat, YouTube LinkedIn and Tinder. These types were selected based on their activities on social media. The types of social media determined the pattern of communication and the symbols used for communication. The use of social media led to social media socialisation. Peer influence, connectivity, communication, group activities, education and research purposes are the reasons adolescents use social media. The study established that friendship is the major reason why adolescents use social media. Adolescents value friendship and so they accepted the suggestions of their friends to use social media.

The use of social media affected the socialisation and social behaviour of adolescents in Somanya. Virtual communities created on social media supports online socialisation which affects offline interactions and social relations. Social media usage leads to social media socialisation which is unconscious learning of new things that shape the mind and behaviour of users. The use of social media by adolescents inculcates the cognitive and social abilities of adolescents to process online information and as such make decisions on them. Social media socialise adolescents online through its activities. Social media socialisation is needed to develop the online social interaction skills of adolescents in order for them to become online citizens. Online social relations use different communication patterns different from traditional social interaction. Activities on social media are determined by the types selected and used by adolescents.

The use of social media enhances observation and imitation of behaviour of other users by adolescents which motivates some behaviour patterns that are not

consistent with the culture of their society. Social behaviour of adolescents depicted actions that they had learnt on social media. There is a shift from the accepted norm of the society to the norms of social media. The social developments of adolescents are affected by social media usage and this is seen in their inability to talk to people face to face. Also, adolescents are isolating themselves from others due to the use of social media.

Constant connection on social media is drawing the attention of adolescents from their physical environment thereby making them shun face-to-face interaction in the community. This is affecting family relations to the extent that adolescents are not able to mix with other members in the home. It is imperative to note that when the traditional socialisation process breaks down traditional social interaction is affected and it is consequently observed in the social behaviour of adolescents. The use of social media is affecting physical social interaction. Adolescents prefer to use social media in communication more than physical social interaction.

The use of different social media types has enhanced the development of digital skills among adolescents of the study. Through the use of social media adolescents have enhanced their digital skills which they can apply in other digital situations such as the use of similar Apps on computers because the mobile phone is a mini-computer. The development of digital skills is a required 21st Century skills which adolescents need to fit into the 21st Century society.

Although the types of social media used by adolescents present different format of social interaction, it still permits adolescents to improve their lives in terms of how to maintain themselves. Also, adolescents are learning how to cope with the changing

environment and adapt to the complexities of a society which is evolving in tune to the ways of social media.

6.3 Recommendations

It is important that members (parents, pastors, Imams and teachers) of the society consider social development of adolescents paramount in socialising them. In view of this, adolescents need to be counselled on what social media is and how it can be used properly. Teachers should educate adolescents on the implication of using social media wrongly and its effects on their social development. This would guide them to make informed decisions on how to use this media.

Parents should socialise adolescents in ways that can help them to meaningfully integrate social media as means of communication into their lives. There is the need for churches and schools to organise talks on the effect of social media use on adolescents development. This would inform them on how social media use affect adolescents so that they can their children to use social media meaningfully. The use of mobile phones by adolescents should be monitored by their parents in order to check their behaviours at home so that they can be encouraged to do what is right.

For adolescents to develop interest in physical social interaction the use of social media for communication should be minimised. Alternative means of allowing them to socialise with people within their communities should be looked at by families, religious bodies and society as a whole. This would minimise the effect of social media on their social lives. Encouraging adolescents to join social groups in communities, churches and other places can help to promote social relations among their peers and other people.

The use of social media types should be included in the social studies curriculum as this would enable adolescents to know how to use them. For instance, social media types such as YouTube can be used for learning in schools. This would have positive effect on their learning experiences.

6.5 Research Limitations

The study was conducted in Somanya involving adolescents from that area. One problem faced by the study was accessibility to participants. Since the participants were students, there was a need to seek permission from the school authorities. The researcher had to go the school several times before meeting the officer in charge to grant permission for the study to be conducted. This delayed the work while the researcher was waiting for approval.

Secondly, most of the students selected for the research work declined, so the selection had to be done over and over again. Since the study employed convenience sampling selecting the participants was based on students who were available and willing. However, most of the day students available were not willing to participate in the study when they were approached. Again, among the boarders, some of them declined to participate because they thought the school authorities had initiated the research to identify students who used mobile phones on campus. The researcher gradually and vividly explained the terms of the research to them and some of them agreed to partake; some however, still refused to take part.

As the interview proceeded, 3 of the participants opted out because they complained the interview sessions took too long and it wasted their time. Other students who were available and willing were sampled to replace those that opted out. But this delayed the data collection process.

The study faced the problem of frequent technological innovations. The study was narrowed by consistent updating of existing Apps of social media. Some types of social media such as WhatsApp had updated their features and so affected the data collected already because such features were not available when the interview was conducted. Also, as of the time of the interview, App such as Tik-Tok was not popular among the adolescents involved in the study so it was not mentioned as a social type they used. But somewhere along the line it became popular so it was included in their explanation of shuffling between Apps but not as a type of social media they use. This occurrence was due to the many days used to collect data. Although the research faced challenges, they were addressed properly in ways that did not affect the study.

6.4 Contribution to Knowledge

This section of the study discusses the contribution of this work to existing knowledge and literature to fill identified gaps as a role of academic research. The reviewed literature did not give adequate explanations of how social media socialised adolescents online and how this phenomenon affected socialisation and social behaviour of adolescents. The findings of this research have filled the gaps identified.

First of all, this study has been able to develop guiding principle on how social media types are socialising adolescents in Somanya. For adolescents to become online citizens on social media they needed to identify the types of social media to use, acquire the necessary digital skills, learn to perform activities with the acquired skills and integrate onto the platform to perform online activities. This gives a clear picture of how social media socialised adolescents in Somanya. This study has also revealed that Facebook and WhatsApp are social media types that do not have control features to

check how it is used by adolescents. This information would help other users to consider adolescents in terms of what they post online.

Also, this study has revealed the reasons why adolescents in Somanya use social media. This information is significant for parents and teachers to understand the trend of social media usage by adolescents in Somanya as it would keep them informed about what their adolescents do on social media to check and correct their activities. This study revealed that social media is affecting traditional socialisation of adolescents in Somanya. This research has shown how social media is affecting social relations among adolescents in Somanya. This discovery would be a guide on how to make informed choices in ways to socialise contemporary adolescents in recent times.

Furthermore, this study has shown that some social behaviour shown by adolescents in Somanya is as a result of using social media. The significance of this information is that people in the Somanya community can address their behaviour properly by teaching them the accepted norms for them to conform to them.

Finally, the study revealed that adolescents prefer social media communication to face-to-face communication. This information would guide parents on how to guide their children on the need to socialise with others in the community. It would also promote traditional socialisation.

6.7 Suggestions for Further Studies

Establishing the effects of social media usage on traditional socialisation and social behaviour of adolescents is important. However, this study has not covered all the aspects of the social life of adolescents. With this work focusing on socialisation and social behaviour, further studies could focus on:

Digital behaviour of adolescents in Somanya: Implication on their choices in the social environment. The effect of social media advertisement on the choice of response to media content among adolescents.



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APPENDIX

APPENDIX 1

Interview guide

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF SOCIAL SCIENCES
SOCIAL STUDIES DEPARTMENT
INTERVIEW GUIDE

I am a PhD student of the University of Education, Winneba offering doctorate programme in Social Studies Education, faculty of Social Science Education. I am conducting research on the implications of social media use on the socialisation and social behaviour of adolescents in Somanya in the Yilo Krobo District. I am here to conduct an interview in order to gather data for this research work. I crave your indulgence to help me by granting me interview. Your responses would be recorded for documentation's sake. I assure you that the responses you have given would be used for research purposes and treated with all the confidentiality it deserves. Also, I promise you that your identity would be kept anonymous and not disclosed to anyone. Only your responses would be used for this research. You are free to opt out of this interview if you want to do so.

Description of procedure

If you agree to participate, you would be interviewed for about 45 minutes. The full interview would be recorded. You would be identified by a pseudonym for the study and your information would be protected before, during, and after this research project. During the interview process, you may skip any questions that you do not wish to answer. After the interview, the audio recording would be played for you to listen so that you can confirm your responses. Thank you.

PRELIMINARY INFORMATION

1. Name [Pseudonym]
2. Sex
3. Age
4. Educational qualification
5. How do you perceive social media?
6. How many types of social media do you know?
7. Describe the types of social media you use
8. How do you use these types?
9. How do you use social media to communicate?
10. What are the communication protocols on social media?
11. In what ways are the communication protocols on social media violated?
12. Why do you use social media?

SOCIAL MEDIA AND SOCIAL BEHAVIOUR

13. How do social media affect your home activities?
14. How do social media affect your family relations?
15. In what ways has social media affected your physical relationships with your friends and close relations?
16. What are some of the things you post on social media?
17. Why do you post those things on social media?

18. What are some of the activities on social media that you see happening in real life?
19. What areas of your life has social media affected?
20. Tell me about some of the trends on social media?
21. Describe how some trends in the environment are related to social media usage?
22. How long do you use social media?
23. Why do you stay that long?
24. Can you stay without visiting social media in a day? Why?
25. How do you think this would affect your offline activities?

SOCIAL MEDIA AND SOCIALISATION

26. How has social media use affected your social life?
27. How has the use of social media affected your friendship in real life?
28. How often do you participate in social activities in real life?
29. What are the differences between social media friendship and physical friendship?
30. Why do you think these differences exist?
31. What meanings do you attach to social media relationships and how do they affect your interactions in real life?
32. How has social media affected communication patterns in your family, among your friends and your close relations?
33. How do you think social media is affecting what is happening in the society?

34. What are the reasons accounting for the effect of regular use of social media?
35. How do you think social media is affecting the way you have been trained at home?
36. What are some of your experiences on the social media?
37. What are the effects of the experiences on social media on your behaviour?
38. How would you describe the effect of frequent use of social media on you and your peers?

SOCIAL MEDIA AND SOCIAL INTERACTION

39. How do you think social media affect you when you are offline?
40. How do social media affect your friendship offline?
41. What are some of the effects of social media usage on your face-to-face interaction?
42. What is the importance of social media for communication to you?
43. Tell me about some interaction skills that you have learned on social media that has improved your social interaction.
44. What is the effect of social media usage on your communication with people in your vicinity?
45. Why do you think social media is important?
46. Explain whether, the importance of social media to you informs your choice of types.
47. How does the communication on social media differ from face-to-face communication?