

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI

**COLLEGE OF SCIENCE
DEPARTMENT OF COMPUTER SCIENCE**

**ADAPTATION AND EFFECTS OF SOCIAL MEDIA IN TEACHING AND LEARNING AT
THE SECOND CYCLE INSTITUTION LEVEL IN GHANA**

By

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FULFILMENT OF THE REQUIREMENT OF THE DEGREE OF MASTER OF SCIENCE IN
INFORMATION TECHNOLOGY**

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DECLARATION

I hereby declare that this thesis consists entirely of my own research work and true findings from the research conducted under supervision and that no part of it, to the best of my knowledge has been published or presented for another degree elsewhere, except for the permissible excerpts or references from sources which have been duly acknowledged.

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DEDICATION

I dedicate this thesis to my father, Rev. Hanson Kwami Gbotsyo, who taught me '*festina lante*', that is, to make haste slowly.

Also to my Godfather, Mr. G. O. Agyedu for his love, care and support.



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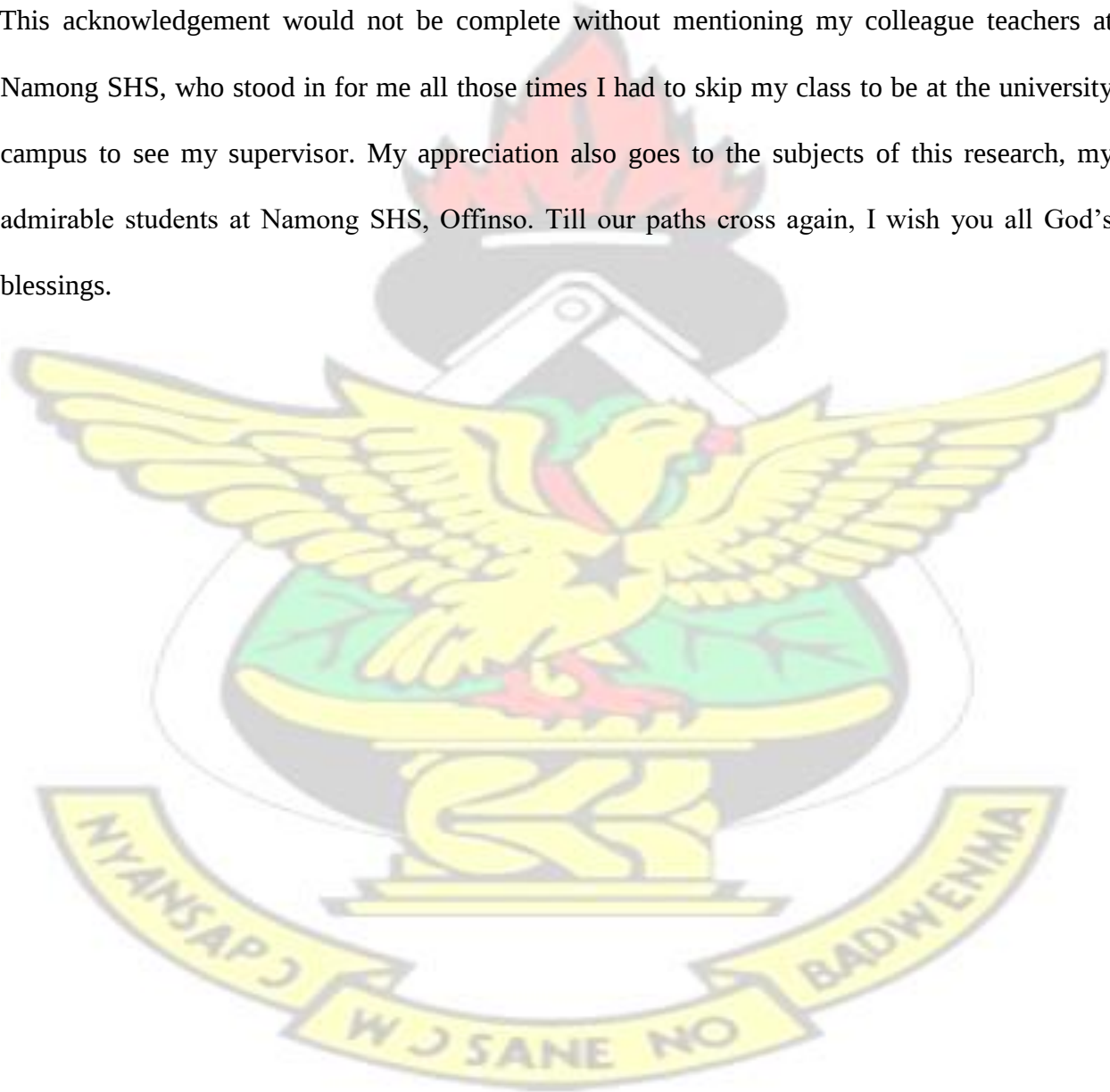


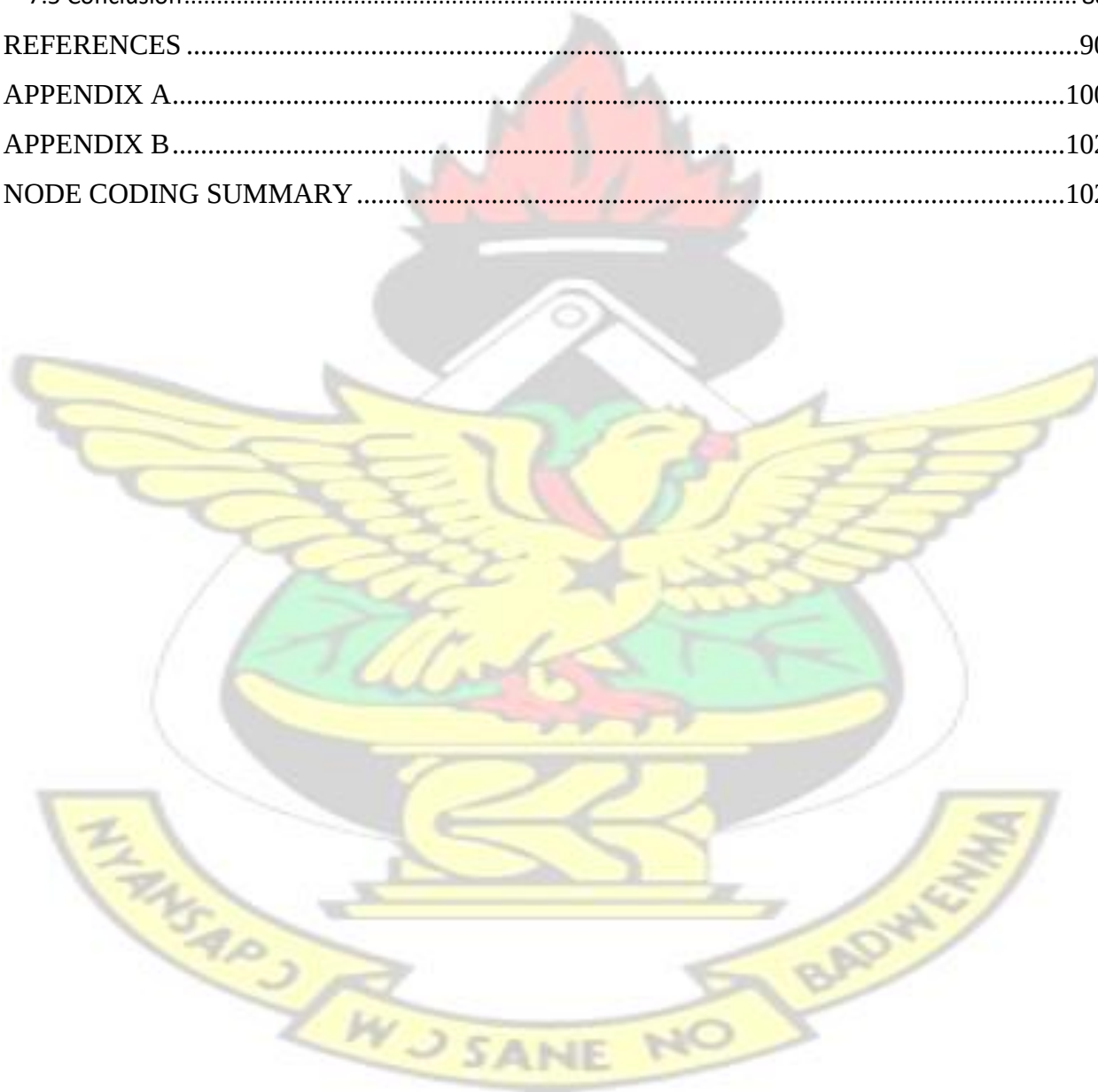
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ABSTRACT

The proliferation of social media platforms freely accessible online using cell mobile devices, PCs and the immense interest of this generation of students in such platforms to the detriment of their studies has cause for concern. As it is almost impossible to block students from engaging on these platforms, it therefore becomes imperative to find a way to make them use the social media for useful purposes. The primary reason for this study is to determine the feasibility of adapting the use of social media in teaching and learning; and to assess the effectiveness and efficiency of these media for instructional engagement by instructors and learners at the second cycle institution level in Ghana. In the course of the study, Facebook© and WhatsApp© were used to supplement traditional classroom instruction and the impacts on students' motivation, learning experience and performance were assessed. Qualitative Case Study research method was used for this study. Interviews conducted were transcribed and composed into three phases of sorting out subjective information as suggested by Strauss and Corbin (1998). The results of the study demonstrate positive results in the use of the social media (Facebook and WhatsApp) to augment classroom teaching and learning with respect to students' motivation, learning experience and performance suggesting effectiveness and efficiency of the instructional blend. Implication of the results is that the findings can be utilized as a reference for educators and curriculum designers to find meaningful use of social media for teaching and learning in second cycle institutions in Ghana. The study however reveals some challenges such as affordance, access to mobiles devices and irregular power supply that need to be addressed in order not exacerbate the problem of digital divide.

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CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Technology mediated teaching and learning process at all levels of educational framework is getting expanding consideration by educational modules designers. Technology is considered to be a major impetus in the monetary improvement of every country. Any country that tries to position itself to confront the difficulties of this 21st Century and years to come; have to give high importance to educating and learning with technology. In this modern and innovation way of doing things with technology, furnishing citizenry with IT and innovative abilities should not be a debate to deliberate on. Its presentation in the early phases of our educational institutions will help learners to gain the important aptitudes and uncover abilities that will help to face the difficulties yet to come.

The Government has recognized the requirement for ICT skills training and instruction in schools, colleges and universities and the enhancement of the education training framework at large. The organization of ICT into Education will bring about the production of new conceivable outcomes for learners and instructors to participate in better approaches for acquiring information and information analysis. ICT will upgrade access to instruction and advance the quality of education delivery on reasonable basis.

It is the desire of every government to have the deployment of ICT in education, the way of life and routine of customary memory-based learning will be changed to training that fortifies intuition and imagination important to meet the difficulties of this 21st Century and beyond.

ICTs do not involuntarily add quality to educating and learning process. The utilization of value delivery technique for instructing is a noteworthy sympathy toward a fruitful use of ICT tools in educating and learning. This study is purpose to explore how the incorporation of social media into ‘traditional’ pedagogies will affect the teaching and learning at the second cycle schools.

With the appearance of online networking technologies, educational leaders and teachers are tested with propelling, utilizing, and instructing an assortment of computerized tools across over different digital platforms. The previous five years have seen more than 50 distributed pieces on the significance of specialized communicators' utilizing online networking sites, for example, text messaging, instant messaging, micro blogging, image-sharing, and different mobile applications (Abel, 2011; Baehr and Henschel, 2013; Barton and Heiman, 2012).

A careful survey revealed dozens of research studies in which social media applications like wikis, YouTube, Facebook, Twitter, and LinkedIn played a significant role in gathering, measuring, and/or distributing information among technical and professional communicators (Ball, 2012; Ding, 2009; Frost, 2013; Graham & Whalen, 2008). Taken together, the articles cited above argue that technical and professional communicators have the potential to act as key decision-makers as organizations adapt to social media use as part of their daily communications routines (Hockenhull, Martin, Mayhall, & Stude, 2013).

Also, the deployment of socially-networked tools across a multitude of digital spaces tends to cause users to assume that like magic, social media will augment classroom time, help spread the messages of the program, and increase reach. Unfortunately, these deployments can be met with resistance from teachers and administrators. Such resistance is often tied to assumptions about digital literacy, privacy, and usefulness. There is a perspective that online networking can be

utilized, approved, and executed best when its champions are discerning deliberately, not simply strategically. It is certain that these procedures ought to be founded on practical assumptions about what learners and clients can add to educational programs that incorporates social media instruments.

This study seeks to offer concrete ideas that are informed by research on literacy, learning, and digital technologies and grounded in theory and some best practices in using social media tools and technologies to augment classroom pedagogies. In this perspective, this research aims to investigate the utilization of social media platform to augment instructing and learning in second cycle schools in Ghana.

1.2 Motivation of Study

Utilizing social media in the instructing and learning process guarantees incredible outcomes. Though, the level of such triumphs is generally obscure. This study seeks to explore the impacts of incorporating social media into the educating and learning procedure furthermore to quantify the level of accomplishment that can be attained when satisfactory infrastructure is accessible and open.

Research has demonstrated that depending on a single hypothesis of learning may not be a perfect methodology (Sarfo, 2007). This require the need to augment the conventional methods for educating and learning in our second cycle institutions with the utilization of cutting edge instructional media to raise learners' enthusiasm in learning and to give them chance to develop their insight at their own particular pace. Many students out of shyness find it difficult to ask questions and contribute in classroom lessons. The advent of new correspondence digital tools or social media offer both the educator and learner the opportunity to seek for rich contents and also

collaborate positively and continuously from various locations devoid of intimidation or any inhibition. However, the exploration of such tools have not been well research in the Ghanaian context hence the motivation to undertake this study to ascertain the impact of adapting the social media in teaching and learning at the second cycle institution level.

1.3 Purpose of the study

The core aim of this research is to examine the effectiveness and efficiency of utilizing the social media by teachers and learners at the second cycle institution level. In the course of the study multiple social media are to be used to augment traditional teaching and learning to determine the impact and implication on students' performance.

The specific objectives of the research are:

- ☐ To augment the social media with the traditional classroom teaching and learning in second cycle institutions.
- ☐ To determine the effectiveness and efficiency of social media usage in raising motivation and learning experience amongst second cycle institution level students.
- ☐ To find out the benefits of social media in teaching and learning; and its implication on students' performance at SHS level.

1.4 Research Questions

Based on above stated purpose the resulting research questions are framed:

- ☐ How can social media be used to enhance teaching and learning in second cycle institutions?

- ☐ How does the social media usage in teaching and learning impact on motivation and learning experience of learners at the SHS level?
- ☐ How does the usage of social media affect learners' performance at the SHS level?

1.5 Organization of Thesis

This thesis is structured into seven chapters. Chapter one gives introduction to the study which include background of the study and motivation of study. It elaborates on the study objectives and put forward the research questions.

Chapter two details the review of relevant literature on the subject of study. It mostly concentrates on concepts of integrating social media in teaching and learning process, the prospects and advantages of adapting mobile and web based technologies as an e-learning tool.

Chapter three elaborates on the research methodology explaining various research paradigms and appropriate cases in which they are used. Choice of research method made for this study was made and justified.

Chapter four detailed the process undertaken for the implementation of the research giving details of the research environment, description of participants, data gathering and analysis process and concludes with description of actual implementation of the research study using Facebook and WhatsApp.

Chapter five presents details of process of the data analysis and presents findings that is categorized using the themes generated from raw data.

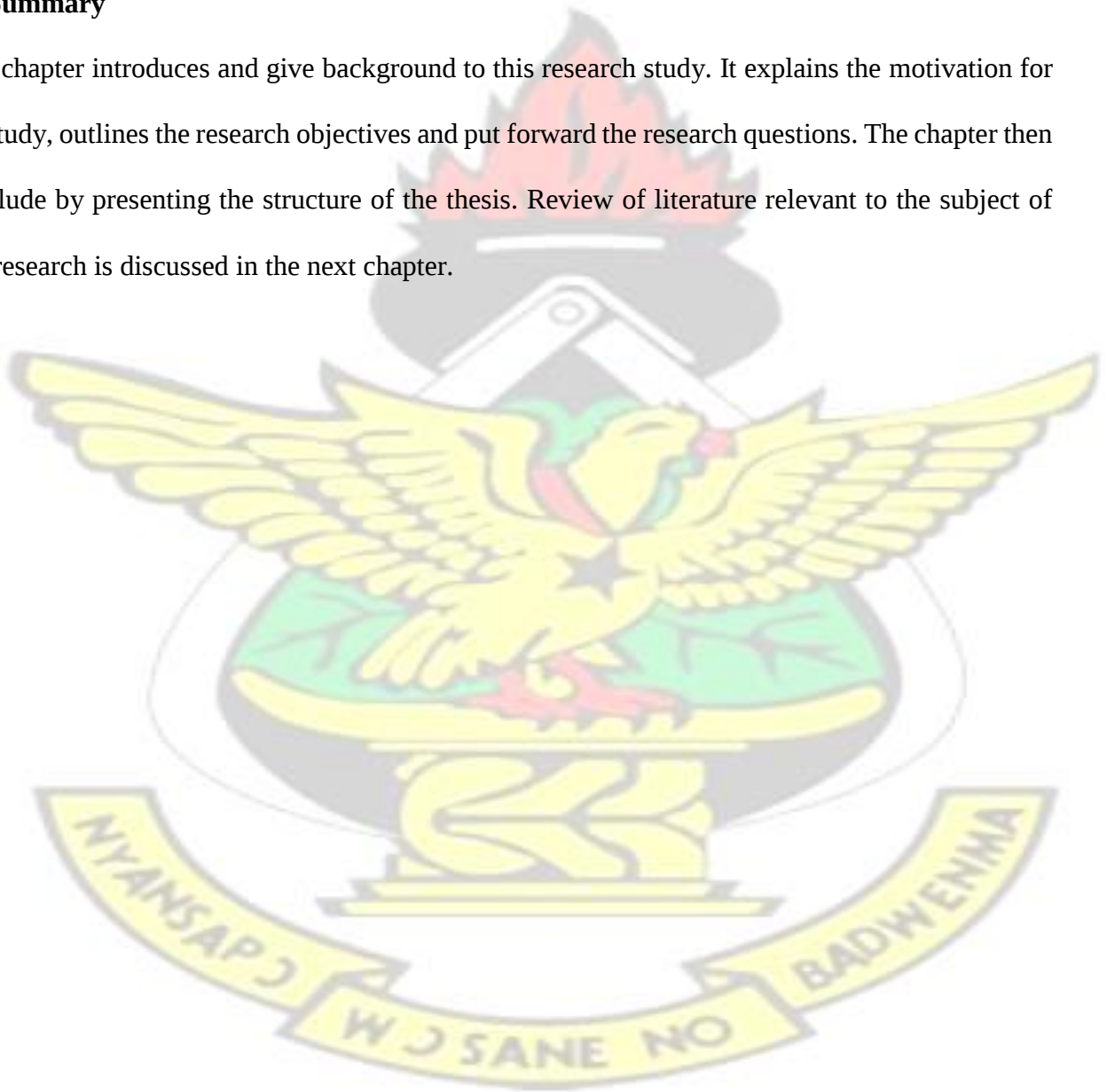
Chapter six discusses the findings with respect to literature in the light of social media and learner dimension, student preparedness for learning with the social media and impact of the social media on

learning. The chapter then conclude with discussing the impact of social media on student performance.

Chapter seven presents summary of findings, conclusion, recommendation(s) and suggestions for further research.

1.6 Summary

This chapter introduces and give background to this research study. It explains the motivation for the study, outlines the research objectives and put forward the research questions. The chapter then conclude by presenting the structure of the thesis. Review of literature relevant to the subject of this research is discussed in the next chapter.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter assesses available works on social media in teaching and learning process of students in second cycle institutions, its perceptions, effects on academic performance, its advantages and disadvantages in teaching and learning.

2.2 Technology in Education

Education is at the focal point of a country's improvement; through training individuals are enabled both scholastically and acquiring skills. Studies have additionally uncovered that a country that has a solid steady and effective instructive framework perpetually has not just the effective instrument to battle and dispose of hardship but it additionally has a strong basis to establish a viable economy (Oluwalanu et al., 2014).

An effective educational framework is essential to accomplishing progress, from individual to the general public within the economy. The human capital of a nation is judged by number of capable people living in it. This is to say that preparation of students is a verifiable prerequisite if a nation tries to achieve improvement and headway and fundamentally to sustain it (Licuanan, 2003).

Considering the above statement, education can be classified into two points of view - technical and broad viewpoints. In the wider view, education can be taken a gander at as any demonstration or experience that formatively affects the brain, character, or physical capacity of a person. For this situation, the way of life of people, the convictions and high-held qualities gets acquainted by the people as they interact with the environment (Oluwalanu et al., 2014).

By specialized idea, education is perceived as the procedure by which society intentionally transmits its gathered learning, qualities, and abilities starting with one era then onto the next through organizations. In such manner, instruction here basically alludes to tutoring, that is a formal teaching gained in an accepted establishment. The target of training can be attributed to bringing change in the mental and conduct of an individual (Licuanan, 2003).

Also, as people endeavors to redesign their learning through obtaining of formal education, current innovation has made it much practical for them to look past the in-class learning course of action to modernize, extend and test what he definitely knows. Today, the improvement and presentation of new correspondence advancements offers both the learner and the teacher chance to hunt down rich resourceful educational materials and in addition to interact decidedly and continuously from various locations (Oluwalanu et al., 2014).

Technology can have a proportional association with education. The development of new innovations pushes teachers to appreciating and utilizing these digital tools for classroom use; in the meantime, the basic process of executing these digital tools in the classroom can specifically affect how these technologies keep on taking shape (Klopfer et al., 2009). While numerous new innovations have developed all through history, so is the call for teachers to discover important approaches to consolidate these advances into the classroom teaching; be it the , the TV, the number crunch, or the PC keeping in mind some expert instructors may have gotten to be numb to this firm "call" and in light of current circumstances it is essential to consider that the energy over diversions and informal communication is not simply business and industry "falsely sounding the alarm." Indeed, those past technologies have an intense spot in education and the classroom; yet without them, tough lessons and learning targets can in any case be accomplished (Klopfer et al., 2009).

Considering these later advances, we think instructors ought to accept the call, regardless of the possibility that it is on a trial premise. Innovation, and more particularly online networking, has incredible ramifications for the field of youth advancement. The utilization of innovation impacts the four essential areas of positive youth advancement: social, mental, physical, and academic progress (Allen and Nelson, 2013). Besides, it likewise affects how youth improvement experts can offer administrations intended for most extreme effect in every domain. For this research, online networking is characterized as electronic advancements that advance the creation and sharing of client created content (DeBell and Chapman, 2006; Greenhow, 2011). Likewise, these advancements can be further sorted as content creation and sharing platforms, for example, WhatsApp and Flickr; social bookmarking instruments, for example, GooglePlus and Pinterest; collaborative distributed apparatuses, for example, wikis, websites, and microblogs; or long range interpersonal communication platforms, for example, Facebook, WhatsApp, and Twitter, (Greenhow, 2011a).

Advanced education teaching practices have developed in the course of the most recent years, with more prominence on learner focused instructional method. There is an expanded desire set onto the part that innovation can play to tackle successful learning. In any case, one may contend that there remains disengage between our desire for collaborative learning through innovation and its practice realities (Roblyer et al, 2010).

This study investigates the idea of intuitive learning concentrating on a particular utilization of a social media and portable technological devices. The part of online networking may offer another concept to improve the knowledge acquisition experience. Greenhow and Gleason (2012) investigate the utilization of Twitter as alternative literacy proficiency exercise. They propose that when utilized as a part of advanced education, it might result in prolonged engagement and better cooperation amongst understudies and educators. This viewpoint is furthermore shared by (Fusch,

2011), who contends that the tools of the business are as vital as the learning goals, and that instruments are required which advance social nearness, make a more intuitive learning environment and foster cooperative study.

Dunn (2012) explains that more attention should be set on learning with technology. The most common setting now for some instructors is on instructing with technology. The two points of view, it can make different experiences for learners, if not integrated well. Laird & Kuhn (2005) support this contention. They contend that dynamic learning and profound cooperation amongst learners and their educators requires a broadened level of innovative engagement.

How the technology is utilized and how it is incorporated into the learning procedure is critical. Zepke & Leach (2010) recommend that inspiration and learners dispositions will impact their capacity to take part in collaborative learning, where the line between internet learning and socialization is getting to be obscured.

Youth relationship is being affected by technology. From numerous points of view, youth today are more occupied with their interpersonal associations than any other time in recent years, and subsequently, they frequently have more extensive and more profound friendship systems (Rolfe & Gilbert, 2006). These connections are basic to their advancement and are frequently upheld through investment in long range interpersonal communication with various platforms, for example, Facebook or WhatsApp.

In spite of the fact that the computerized techniques youth use to draw in with each other may not appear to be perfect or even commonplace to grown-ups in their lives, today's students are building and extending associations with their companions through interactional digital tools, for example, texting, instant messaging, and frequently through long range informal social media applications (DeGennaro, 2008). Truth be told, it is evaluated that young ages 18-24 send and get more than 100 messages every day, or around 3,200 every month (Smith, 2011), indicating confirmation of

engagement with their associates in a way that is new to numerous grown-ups. Innovation additionally affects how a youngster learns. Youth today are profoundly drawn in and frequently learn freely or in a joint effort with their companions by means of innovation (Tapscott, 2002). Notwithstanding utilizing online networking for speaking with companions, youth are utilizing their interactional digital tools and online networking sites to accumulate data and help in basic leadership. These advances are extending the universes of today's childhood in ways that have yet to be completely accepted (Mesch, 2012). Research demonstrates that adolescent adapts distinctively with social networking and online digital social media platforms, and therefore, the requirement for more adaptable instruction and online collaboration has gotten to be inevitable (DeGennaro, 2008; Ghorbani and Heidari, 2011).

2.2.1 Definition of Social Media

Social Media is very common nowadays have increased in popularity in recent times. It is extending exponentially, associating increasingly individuals together from everywhere throughout the world. Online networking can be characterized as "intuitive web stages through which people and groups offer, co-make, examine, and user created content" (Kietzmann, Hermkens, McCarthy and Silvestre, 2011).

Online networking is characterized as media that are utilized for social connection, utilizing profoundly available and versatile correspondence methods. Online networking describes as "a gathering of Internet-construct applications that works in light of the ideological and innovative establishments of Web 2.0, which permits the creation and trade of client generated content" (Oluwalanu et al., 2014).

The term web 2.0 is connected with web applications that encourage collaborative information dissemination, interoperability, client focused configuration, and cooperation on the World Wide

Web. While not planned particularly for instructive purposes, Web 2.0 applications, online networking specifically have various useful features that make them helpful in educational settings and learning situations and are established in solid pedagogical reinforcements of constructivism (Ferdig, 2007). The undeniably omnipresent access, usability, usefulness, and adaptability of rising Web 2.0 advances have made them a great deal additionally engaging as instructional devices (Boulos et al, 2006; Chen et al, 2005).

At the end of the day, online networking is social instrument of correspondence where clients look for vital facts as well as associate with friends. The participation being shown here is the ability to give minute contribution to term of reaction to the subject in forum dialogue, which the standard media – radio, TV, day by day paper and magazine – cannot give. Owing to this exceptional limit, online networking has come to be seen as a two-way correspondence channel as against the confined correspondence channel of the three customary media indicated earlier. These channels, of cause, are typically interpersonal interaction platforms like WhatsApp, YouTube, LinkedIn, Twitter, and Facebook and so on., which Boyd & Ellison (2007) depicted as: Web-based platforms that permit people to (1) develop an open or semi-open profile inside a limited framework, (2) express a rundown of different clients with whom they have a relationship, and (3) view and cross their rundown of associations and those made by others on the platform.

Boyd & Ellison (2008) describe social media platforms as electronic services that allow individuals to create an open or semi-open profile with limited framework, online group of peers with whom they share an association and ideas on the platform. The nature and vocabulary of these associations may differ from site to site. Normally, on the grounds that some of these locales join new data and specialized instruments, for example, portable availability, blogging, and photograph/video-sharing, they have come to be alluded to as electronic and versatile technologies that take into account intuitive exchange among clients inside a system that rises above space and

time. In spite of the fact that there is diverse online networking, running from those that give social sharing, to those that give informal communities to experts inside same field, or to interface with different experts in different fields, the system however obliges clients to join, make a profile, and start sending short messages about what they are doing and considering, or their comprehension of the course work. Accordingly, web organizing enables customers to send and get current events via email, Instant Message, and because of adaptable cellular phones. The principle issue here is that customers can get to more data wherever, regardless and at whatever point they require it and on the double they require it without missing any progression of the discussion or learning process.

The need of Social Media in Formal Education

Formal instruction then again involves the way toward preparing and building individuals in skills, knowledge, brain, and character in an organized and ensured program in a government accepted institution. It is referred as the procedure by which society intentionally transmits its values, aggregated learning, and abilities starting with one era then onto the next through establishments. In such manner, formal learning alludes to training obtained in a standard institution and in an organized and customized way inside a predetermined period.

Considering this, one can say consequently that the target of previous learning/training is to realize change in the mental, and conduct of an individual. Once more, the advantage of training to the individual and the country in general, is that: "it gives options, answers, perspectives and directions in a situation of grievances and blame. The point here is to utilize the use the texts and contexts of our students and provide diverse ways of interpreting and shaping the history, geography and politics around them" (Brabazon, 2007:149).

However, critics of the organized school learning have contended for a more adaptable approach to pass information from teacher to learners at the learners' comfort. What this infers that learners are required to have a decision in the learning environment of where, when and how learning ought to occur. This is referred by authorities as adaptable learning or customized learning. The Macquarie College in Australia characterizes adaptable learning as the one which, "plans to address singular issues by giving decisions that permit learners to meet their own instructive prerequisites in ways suiting their individual style" (Barbazon, 2007: p.80).

Flexible studies as utilized as a part of the perspective of this research is worried with furnishing learners with expanded decision, personalization and convenience that suit every learner. It must be noticed that adaptable learning as utilized here does not make a difference to undertaking a course of study without attending addresses on grounds or in an assigned area. Subsequently, flexible learning as utilized as a part of this connection and as material to the Ghanaian setting infers discovering that advance additional classes like instructional exercises, posting of notes, lecture redesigns or notice to learners through these social media platforms.

2.3 Learning, Communication & Social Media – The Concerted Effort

Communication is one fundamental element underlying learning. It referred to as exchange of thoughts between the sender and the receiver; and fundamentally, the thought behind each learning procedure is to either extend the field of experience of the learner or to see an adjustment in the state of mind or conduct of the distinguished persons, gathering or people experiencing the learning procedure. (Oluwalanu et al., 2014) characterizes learning as procuring new learning, practices, aptitudes, qualities, inclinations or understanding, and may include blending distinctive sorts of data. Heinich et al (1996) considers figuring out how to be "a general term for a moderately enduring change in execution created straightforwardly by experience".

Ogwezzy (2008) portrays correspondence as a methodology by which a sender passes information to the collector. Ogwezzy further postulates that the connection incorporates the coming to and trading of thoughts, news, secrets, messages, solicitations and data beginning with one individual then onto another individual, assembling or gathering to others. To put the noteworthiness in a prevalent perspective, Hybels & Weaver II (2001) depict correspondence as any procedure by which individuals offer data, thought and emotions. It includes the verbal word as well as non-verbal communication, individual idiosyncrasies and styles, including anything that adds meaning to a message.

Subsequently, learning can simply happen when the learner takes in new thoughts which has the same noteworthiness for all individuals and which must be passed on through a medium available by both the instructor and learner.

Oloyede (2008) affirms this to be data sharing procedure. That is, all individuals on the online networking stage has something to present either as information which will initiate a dialog or which will tell whether an issue has been well explained by the educator and understood by learners.

The substance of making a typical learner-to-learner relationship one on one hand and learner-to-instructor on the other hand is to support learning. The shared characteristic of the relationship won't simply discard likely issues that may frustrate capacity acquiring, yet will moreover make minute insightful trade even in situation where the rarest expressive understudy in the classroom can express his or her assessments on the subject. For this reason, Moemeka (1981) argues that convincing correspondence can simply happen between the expert and his audience if there is “shared perception cumulating from relationship that is aided by similarity, get to and backing of all communicators through a medium that is both open and insightful.” This underlines the necessity for internet or online groups.

Moemeka (1981) fundamental articulation was a key pointer to the path that there is a prerequisite for the understudy gathering to turn out from the rigidity classroom learning by coordinating Internet advancements into learning circumstances. It can in like manner be a basis for a more versatile technique for exchanging data and changing the database of the learner - an online study where learner invites ideas from his surroundings and can add to learning resources which will help everybody in the gathering.

Moemeka's postulations for a medium that is accessible and natural, drives us to the web groups and communities we have today. Essentially, the word "social", prescribes there is a technique of coordinated effort between two or more individuals in discourse state of mind that expectedly does not exist in the exchange of data from the sender to the proposed vested party in the conventional classroom. Of course, the term media propose a channel through which data is passed to a tremendous varying gathering of spectators that may not be present in same locality. By and large, the two prescribe a platform for social coordinated effort among individuals that are related on the same subscribed online networking stages from different ranges. Considering the contrasts between online networking and the conventional media, (Oluwalanu et al., 2014) brings out that while individuals get data, training, news and other information from electronic media and print media, online networking are moderately reasonable and open medium that empower anybody (even private people) to distribute or get to info, contrasted with industrial media, which for the most part require critical assets to disseminate information.

Far from this, online networking has and support in the same limit as the traditional teaching tools. For example, in the range of achieve, online networking like the conventional media can contact a worldwide gathering of people, though the customary broad communications utilize a unified structure for association, generation, and scattering, social networking are more decentralized, less

various leveled, and recognized by different purposes of creation and utility (Oluwalanu et al., 2014).

Having separated the two media, the inquiry is now centered on how individuals use online networking in their day-to-day tasks? An examination by Nielson in (Oluwalanu et al., 2014), demonstrated that time spent on chatting on social media platforms has expanded 83 percent yearly. On the worldwide level, the report demonstrated that users spend over 6 hours on long range interaction on social network sites with most utilizing them to communicate with loved ones. Moreover, study shows that learners aged between 16 and 18 in most urban secondary schools studied in the US, 94 percent utilized the Internet, 82 percent use the internet at home and 77 percent maintain a profile on a social media platform (Ogwezzy, 2008). At the point when asked what they gain from spending time on social media platforms, learners indicated the top lesson as technology skills, followed by creativity, being interested in new or assorted perspectives and collaborative abilities.

The research in this manner draws assumption that students are building up an inspirational state of mind towards utilizing digital frameworks, altering and tweaking content and considering online format and design. They are likewise sharing innovative work like film, poetry and honing sheltered and capable utilization of information and advance digital tools. The Web based platforms offer massive instructive prospect. In his exploration on employments of social media platforms, Nwosu (2011 cited in Oluwalanu et al., 2014) uncovered the same example in Nigeria. One may then infer that if the students are properly guided, an exposure to modern day technology will enhance learning experience for today's learners. Other usefulness that makes adapting social media in studies ideal for learning is that, it is accessible, available to people in general without government limitations as persevered by the conventional means; and in light of the fact that it

requires no specific abilities or training; anybody with access can manipulate it and interact with others.

Immediacy and perpetual quality are the two different variables that work for utilizing online networking for learning. With respect to promptness, online networking messages give space for quick reactions, aside from where members decide to postpone. Likewise, emerging from this is the way that there is no lastingness in message generation; as it were, there is space for altering instantly a blunder is spotted and the altering does not require specialized contribution as those mistakes submitted in radio and TV requests. The Internet which is a basic part of the media is turning into a crucial instrument for quality instructing, learning and research in a scholarly setting, the web is a valuable tool in the "tripersonality" of an educator, lecturer, a long lasting learner and an analyst. It gives an abundance of assets to ideal accomplishment of the closures focused by the identity. Within seconds, an instructor can recover data through the web to redesign his insight, get ready address, offer assignments to learners, check the assignments, furthermore work with cohorts and expert (Oluwalanu et al., 2014).

Pointing out the benefits of introducing computerized technologies learning to people, Page (2011) recognized three zones where learners ought to benefit. The advantages as per him are dependent upon member's eagerness to contribute time, exertion and willingness to embrace risks. These include:

- i.) Accessing, seeking of information;
- ii.) Interacting with others; and iii.)

Building shared systems.

2.3 Social Media - A Tool for Learning

Today's lives have been reshaped by cooperation and Information technologies, and these days' students in Ghana and instructors have a massive utilization of advanced mobile phones, iPads and other convenient gadgets; additionally, they are persistently searching for sophisticated front line technologies (Oluwalanu et al., 2014). Yet, regularly the utilization of these gadgets has not yielded expected results. All these advanced mobile phones and other convenient gadgets are designed or prepared for online networking platforms like Facebook, Twitter, WhatsApp, Instagram, YouTube, and Telegram, which are a piece of what is known as Social Web 2.0, best portrayed by the thoughts of social connection, content sharing, and aggregate intelligence. "Online interactive platforms influence such a large number of parts of our lives that our contention that they can likewise be connected to instruction and learning ought not to be surprising" (King and Sen, 2013, p.622). The part of developing online networking may offer new chances to upgrade the educating and learning behaviors. Zepke and Leach (2010) infer that inspiration and student attitudes will impact their capacity to take part in intuitive learning. Online networking sites can be sorted in an extensive variety of structures - Internet gettogethers, weblogs, and social websites, scaled down scale blogging, wikis, podcasts, pictures, video, rating and social bookmarking. Huge parts of these internet organizing administrations can be facilitated by method for different online networking stages like Myblog, wallposting, messages, Instant Messaging, and music-sharing among others. This implies the teachers will get the chance to be facilitators of the learning procedure, by managing learners to the correct assets, assignments and result of their studies (Oluwalanu et al., 2014).

In spite of the way that while trying to make an adaptable learning condition, there is the dread that learners may depend a considerable measure on the web which may deteriorate the spot of books, yet despite this fears, various scientists have numbered a couple ways learners and instructors can

use the possibility of online networking to sort for required materials and make new information or train troublesome course excitingly. All these may not be incorporated into this concentrate; but rather some expansive systems for using online networking stages for learning are depicted.

Instant feedback and Attendance taking: an instructor can make an association that will relate him with his understudies then he can solicit each one from his understudies after location to tweet about the point and comment or search for more clarifications. If this procedure is gotten, it infers that the instructor must be available for taking note of understudies' request by method for the site he has picked as the learning site.

The estimation of this strategy is of various perspectives:

- (i) The strategy helps the teacher keep tracks of the total students that showed up for class;
- (ii) The educator gets immediate addresses on concepts just taught and;
- (iii) Students who are hesitant can be active to (in a manner of speaking).

Post resourceful materials: Another technique for helping understudies learn inside a space that is neighborly is to post class notes on the adjusted online networking stages so learners can allude to and utilize it for further scrutinizing. Past that it will likewise help understudies who passed up a great opportunity of the speaker's class to comprehend what they missed, they can likewise read others response to the address and in the event that it requires to give additional perusing materials posted on the site. The danger here is that a few learners may keep away from class since they understood that location notes are open online and investment can be created online too.

Expert cooperation: There are stages that bring specialists around the world together. Such frameworks like LinkedIn allow to specialists to associate with others in same discipline. Considering stages that offers favorable environment to everyone globally, it is a phase that could

disseminate profiles of individuals. In this way, by sharing contemplations, tips, and frameworks through online networking, learning and sharing of knowledge is extended.

Make Learning real for learners through online networking stages: it is possible to make page totally dedicated to making accepted hard where understudies can research and add to information. The estimation of this learning method is premised on the way that debilitating and difficult subjects can be made appealing. Stages in this group include Twitter and WhatsApp et cetera.

Attract students in moral dialog: This is to persuade learners to make meaningful use of the web rather than engaging in illicit or immoral activities such as sending suggestive pictures or subscribing to pornographic sites. This can also be used to engage the youth in such a way to interface with their online activities exercises that will be provocative and be a renaissance of the Ghanaian society especially using subjects like social studies. There are discussions on Facebook that enable adaptability of expression.

2.3.1 Advantages of Using Social Media for Learning

- *Introduction to cutting edge innovative abilities:* Students are open to new technologies when they use long range social media platforms, by utilizing these platforms they build up an uplifting demeanor towards utilizing technology frameworks; they can alter and customize content and consider online outline and design. Other than that, it bears them the chance to share innovative unique work and in addition exercise safe and mindful utilization of information and technology.
- *Student bolster learning:* when educators comprehend what abilities learners have and their prior experience, they can cultivate and extend those aptitudes by guiding them to

the suitable social media platforms. The aim is to give information on the experiential foundation of the learners to assemble learning material around it.

- *Fun and simple innovative approach to learn:* Learning becomes more motivating when it is engaging and conducted in less structured setting, especially when the learner is in his own surroundings without trepidation of being chastised or denounce.
- *Social Bookmarking:* One favorable position of online networking is that scholars and teachers can appreciate the use of features like social bookmarking administration. The consequence of utilizing bookmarks includes online sharing with the goal that you can access to them from any PC anywhere. Additionally, one could make bookmarks open or private. The motivation behind open bookmarks is to enable others to access and utilize them. Furthermore, most social bookmarked sites monitor how often a specific connection is freely bookmarked because the more a site is marked the more it is displayed by search engines.

2.3.2 Disadvantages of Using Social Media for Learning

- *Information Overload:* Internet serve as a database of numerous information; accordingly, learners and educators have at their disposal so much data that specialists are presently communicating fears of information over-burden. In spite of the fact that the students especially have sufficient information they have to finish any given task, there is nonetheless the trepidation of what information is sufficiently correct and which ought to be precluded.
- *Decline in the Reading Culture:* Diverse studies have demonstrated a decline in the perusing propensity for the Ghanaian student as an after effect of the hunger for stimulating programs online, however, might be irrelevant contrasted with the fondness most youth are

currently producing for the interpersonal organizations over perusing and different things. Brabazon (2007) demonstrated that learners barely ever perused learning results, stamping criteria or the library inventory. The general impact of depending a lot on the Internet is that learners learning and acquiring new skills has dropped, a circumstance that may not help as of now entertainment oriented era.

- *Absence of looking at various perspectives:* Amazingly what the aftereffect of the gathering checked likewise demonstrated is that learners do not search out different perspectives to build contention, rather what they do is to assume that if something seemed on the web, then it must be right (Brabazon, 2007:21). Brabazon then infers that "Making students think, as opposed to accept, and read as opposed to cut and paste is demonstrating a threat to education".
- *Lack of chances to have individual connection between educator and learner:* one of the significant reactions of utilizing the social media for instruction is the end of face-to-face that the customary learning environment gave whereby instructor and learner see themselves and can learn and associate through verbal and non-verbal modes. This is a true blue test yet with the expanding intelligence of online networking technologies; this trepidation is bit by bit being solved. However, the spot of face-to-face learning cannot be completely killed in the instruction process.

2.4 Traditional Education System

In most of our educational colleges, the educator teaches in lecture manner. He comes into class with a couple of books, a marker pen and a duster. He begins to talk about any themes as per syllabus and proceed with it to the end of class time. In most time few of the students join that class and spread their deduction, however a decent number of students do not show up for the

lecture. Questions are at times thrown to students to engage them in the learning process. After lectures he offers assignments to the students on that subject and leaves the class. The following day he gets return the work from the learners yet do not consider where they get information to do the task, therefore weak and unserious students continue to stay poor in class. Subsequent to finishing few classes the educator gives exam however on that time he cannot ready to judge them legitimately. Just for purported showing framework, most weak learners cannot match up to take proper educational experience as a result of poor comprehension of course taught. That is the reason they go stepped back and face challenges in the future. They finish their courses however without getting appropriate training. For that reasons they are losing their certain level to accomplish something in future life thus educational/training level of the nation tumbled down consistently (Oluwalanu et al., 2014).

2.5.1 Social Education vs. Traditional Learning

There are a huge number of differences between our traditional learning and social network based education. With the improvement of information technology people are going forward to reach the best destination, and that time social media help them to run faster than others. But in class room learning maximum students are blocked in a box and which creates a wall in front of them. To attain a higher standard and achieve their desired level students need to adapt to new technologies, evolving situations, and conflicting changes in capstone projects. They are regularly in need of practical experience, which may results failing to accomplish learners learning objectives. What is more, this modern day's students have to put new necessities upon programming designing instruction since they are digitally proficient, constantly associated with the Internet and their social media platforms (Ras, and Rech, 2009).

Outcomes of earlier distance learning studies are mixed. Some presume that distance learning is at any rate as viable as conventional classroom learning, while others have found that graduate students in usual classroom learning process outperformed those in web courses (Chen, and Keith). Today's students do not just grow up with Internet access but with frequent engagement on YouTube, Facebook, MySpace, and a large group of other technological tools. Today's generation of students are thus referred to as **digital natives**. They have great taste for exploration and constructing of their own knowledge. They want to learn but not in the traditional manner of instructors, however in the new era methods of digital natives. For that reason, the students are losing their interest to join the routine bound regular same style class. In Ghana the scenario is not different.

The college and university students are fully driven in social networking sites basically Facebook and WhatsApp. They waste huge time on it by visiting pages, chatting, sharing different things with others, giving comments on status, picture and so on. But sometimes they are not feeling interest to join the regular class. They do not find the proper track of life, so as a result they lost their hope and ruin at last. So this crying needs to show them a smooth way through which they can find out the goal to lead their life properly, and it may be possible to find out a new teaching method by mixing up social media and class room education.

Since its creation in 2004, Facebook has gotten to be a standout amongst the most regularly accessed social media platform on university's environment. In light of this ascent in reputation, the subject of using social media platforms has developed as a thought and sympathy toward both school leaders and students. At Lee University, it has been watched that a developing number of school leaders have indeed created Facebook profiles. As per Pascarella and Terrenzini (1991), the absolute most viable school educators are those that make a casual association with their learners. In most recent years, various studies have proposed that students and staff collaboration notably

affects students' performance, both in the social and the intellectual realm (Endo and Harpel; 1982).

This study examines the opinions and reactions of faculty members and students at selected second cycle institutions in Ghana, with reference to their Facebook and WhatsApp usage and the impacts it has on their academic studies directly or indirectly (Sturgeon, and Walker, 2009). In some college and university, there have started flips class to modify the students in lifelong learning. The lecturer gives all the course materials like slides, references, link, and tools on social sites. Students have full freedom to choose his interested topics and study over that. After that the students make project or slide on it and in class they will make open discussion. Through this, the students become self-confident and the teacher make sure to notice all the students' activities (Jeremy, 2009).

2.5.2 Social Networking and Education

Technology can have a reciprocal relationship with teaching. At present social media has become a part of e-learning. In social network students pass many time without doing anything. The advent of new advanced technologies drives instructors to be appreciative and leveraging these technologies for traditional classroom learning. If the education system can be mixed up with the social media, the student may be benefited because there are many students who are more comfort in social site like Facebook. Through mixing both may get education and fulfill the lacking about the studies. On-the-ground usage of these advances in the classroom can specifically affect how these digital tools keep on taking shape.

Social media (Facebook and WhatsApp):

- Face-book and WhatsApp is the most acceptable social sites to learners. It offers various application to them like;

- Groups - Create groups for the class or small group work and study;
 - Messaging - Sending and receiving of messages;
 - Notes - post small texts, reflections and observations that can be deliberated on;
 - Links - Share exciting educational websites;
 - Events - Make events, for example, evaluations, proposition and deliver of papers, courses and workshops, with the capacity to include subtle elements (portrayals, pictures, videos and hyperlinks), welcome individuals, advance the occasion on an advertisement, alter and print the guest rundown and comment on the occasion.
 - Photos - Permit you to upload and take pictures or create an album;
 - Video – Allows one to record and upload a video;
 - Chat - Real-time interaction, great online service for learners;
 - Book Tag - Creates lists of resourceful materials such as books read in class, you can create quizzes and ideas in the form of commentaries on the books;
 - Quiz Creator - platform for creating tests;
 - Books iRead - platform to share books add tags and comments from friends;
 - Files - Allows you to store and retrieve documents on Facebook;
 - Calendar - to schedule your daily routines, putting up signs and share with colleagues;
- We can use all this application in our education sector by modifying them to Ghanaian second cycle institution educational programs and thus what this research seeks to find.

2.6 Review of Related Studies

In a study conducted by (Bouhnik and Deshen, 2014), WhatsApp groups were used in four ways: Interacting with learners; supporting the social climate; establishing dialogue and empowering sharing among learners; and as an appropriate learning platform. The participants specified the specialized focal points of WhatsApp, for example, easy operation, cost effective system,

accessibility, and responsiveness. They additionally adverted to instructive benefits, for example, creation of a pleasing environment and an in-depth acquaintance with fellow learners, which had a positive impact upon the manner of discussion. Different favorable circumstances said incorporate the openness of learning materials, instructor openness, and the continuation of learning apart of class hours. By and by, a few difficulties were experienced. There was the issue of access. Not all secondary school students have a smartphone or laptops. Also, there was the problem of distraction due to postings of irrelevant and nonsensical messages. Also reported was the misconception by the students that their teachers would be available on a 24/7 basis (Bouhnik and Deshen, 2014).

From educators' viewpoint, the open style conversation empowers the instructors to become more acquainted with details about their learners and to make a positive environment and additionally a feeling of having family of intellectuals around. Moreover, difficulties, for example, the interest for regular accessibility, foul dialect and conduct and the seeing the learners' private world, may make grown-ups feel uncomfortable. All things considered, numerous instructors felt that their involvement in these platform groups positively affected the students conduct.

Starting now, it is conceivable to say that WhatsApp empowers learners to collaborate and work as a group, a vital skills needed in this 21st century, which is not completely created in the conventional class.

Scholastically, several of benefits which include: openness of learning materials, possibility of learning any time and any place in a secure environment exist close by challenges, for example, inappropriate use of language and dependence on the educators' assistance without one's own sufficient effort. The capacity to get to information, content, backing, and individual guide all the time, paying little mind to the physical presence of a learner in class, which conceivably can improve the learning procedure, could be entirely relieved through the social media platforms.

Such alternatives give off an impression of being of critical impact for students who originate from less invested environment and need motivation and support (Chipunza, 2013 referred to in Bouhnik and Deshen, 2014).

As indicated by (Barhoumi, 2015) WhatsApp is an appropriate tool for mobile learning when it is utilized as a part of a mixed course procedure. In an integrated mobile learning, versatile applications, for example, WhatsApp are favored over traditional face-to-face, in-class discourse with respect to accomplishing course exercises. Learning is turning out to be more individual and learning enhancing digital tools are turning out progressively to be web-based in a form of cooperative, interrelated and constructive manners. The worldview is moving towards pervasive learning and progressively inconsistent with formal instruction. Diverse learning styles do happen outside the classroom through social interaction and cooperation between students in order to enhance creation of ideas and sharing of knowledge (Amry, 2014).

Comparatively, this study examines the effectiveness and efficiency of adaptation of the social media (WhatsApp and Facebook) by teachers and students at the second cycle institution level to supplement face-to-face teaching and learning to determine the impact and implication on student's performance.

2.7 Summary

Detail review of the literature relevant to the subject of this research has been presented in this chapter. The exposé discusses various issues relating the adapting the social media for teaching and learning. The issues covered include technology in education, the social media, communication and learning; the social media as a tool for learning. The chapter also discusses the traditional learning method vis-à-vis learning with the social media and presents the merits and demerits of using the social media as a platform for learning.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the methodology adapted for this study. This chapter goes on to discuss the various research paradigms or methodology and methods often applied in research process.

Research approach is considering and concentrating on social reality (Strauss and Corbin, 2008).

It is typically a type of system or methodology adjusted for directing a request that depends on some philosophical presumption for research design and gathering data (Myers, 1997). Research approaches can be arranged into wide classes in particular quantitative and subjective each with its philosophical suppositions regularly alluded to as standards. A paradigm is an arrangement of convictions, and associated with techniques, that give a perspective of the way of reality (Lincoln and Guba, 1985 cited in Ussiph, 2012). The two main methodologies and their philosophical assumptions and data collection techniques under each category are deliberated in this chapter.

3.2 Quantitative Research Method

Quantitative examination is a formal, objective, systematic procedure for getting quantifiable information about the world; showed in numerical edge, and broke down using insights, likewise used to depict and to test relations; used to take a gander at the circumstances and deciding outcomes of relationship.

Quantitative examination is an examination concerning a social or human issue, in perspective of testing a theory or a speculation made out of variables, measured with numbers, and analyzed on account of authentic methods, keeping the deciding objective to make sense of if the hypothesis or the speculation stay consistent (Creswell, 2007). Bouma and Atkinson (1995) exhibited that quantitative data is, accordingly, not extricate, they are hard and tried and true; they are estimations of unmistakable, countable, sensate segments of the world (Bouma and Atkinson, 1995), quantitative research uses sorted number of instruments to create numerical data and uses estimations to make an interpretation and address the assembled data (Burns, 2001). Mack et al. (2005) saw that subjective and quantitative examination approaches differentiate in a general sense in some critical territories, including: their expository targets; sorts of request acted; sorts of facts finding techniques used; sorts of information gathered; level of flexibility in study plan (Mack et al., 2005).

This methodology permits the researcher to ask respondents the same question with predetermine responses, which provides objective information to be gathered throughout the research along these lines being in pair with the positivist custom with study as the primary data collection procedure.

This methodology however is not considered appropriate for this kind of study which is likely to generate textual data from participants or respondents rather than numerical data that quantitative methods are used to analyze.

3.3 Qualitative Research Method

Sharon D. and La Pierre (1997) characterizes qualitative study as a methodical procedure of depicting, dissecting and deciphering bits of knowledge found in regular life. Subjective examination tends to give an account of what really relates. The expression "subjective" envelops

events that happen in the normal settings and their complexities. Leedy and Ormrod (2005) articulate that subjective exploration tries to comprehend the human and social conduct from the members' perspective which could be in the social setting, for example, a group, school or organization.

Qualitative techniques give avenues that can prompt the revelation of more profound levels of importance into the subject concentrated on. It researches the nature of connections, activities, circumstances or materials. A definitive objective of this kind of enquiry is to depict the perplexing example of circumstance understudy adequately and more thoughtfully. The subjective examination strategy is considered appropriate for the examination of social media utilized by instructors as means of transacting learning and the transfer of knowledge and skills to students in Senior High Schools.

Main characteristics of Qualitative Research include the following:

- The natural setting is the immediate source of information and the researcher is the key instrument in subjective research.
- Information is gathered as words or pictures, for example, field notes, interview transcripts, and photos as opposed to numbers.
- Researchers are both bothered with procedure and item; they have a tendency to break down information inductively.

3.3.1 Advantages of Qualitative Research

Osuala, (2005) claim that; Data assembled through subjective research additionally empowers information to be displayed in a more explanatory and story style. Subjective exploration increases insider's perspective of the field and also empowers the scientist to increase new bits of knowledge, grow new ideas and find issues that exist inside of the phenomenon.

Subjective research technique has the upside of producing mindfulness as far as history, ability of comprehension patterns being developed in projects, and a way to deal with enquire the course of events. It offers an extraordinary and rich way to deal with understanding what, how and why occasions happen in connection to a specific setting. It for the most part permits a researcher to study behavior in a characteristic setting with impacts regularly connected with test or survey research.

3.3.2 Disadvantages of Qualitative Research

The gathering and especially the analysis of its outcomes can be time-consuming and therefore expensive when qualitative techniques surveys social processes at work in particular contexts in considerable detail. Like quantitative exploration techniques, subjective examination requires training and knowledge. Subjective strategies for information gathering and examination join an extensive variety of various systems and epistemological suspicions, and cautious determination of the suitable subjective techniques is significant (Willig, 2001). Likewise, subjective research for the most part includes moderately little quantities of members, and this can imply that it is more averse to be considered important by other scholastic analysts or by specialists and policy creators. Moreover, subjective examination produces knowledge that might not be generalize to other individuals or other environments (i.e., outcomes may be unique to the moderately few individuals incorporated into the exploration study). It is hard to make quantitative forecasts. It is harder to test speculations and hypotheses with large populace. Subjective examination may have lower validity with a few supervisors and officials of projects. Subjective research in most occasions demands more time to gather the information when contrasted with quantitative examination. Data analysis is frequently tedious and the outcomes are more easily influenced by the researcher's individual biases and peculiarities.

3.4 Various forms of Qualitative Study Techniques

(Goetz and LeCompte, 1984; Savenye and Robinson, 2004) claims qualitative exploration as approach has its own specific manner of going about examination in accordance with its reasoning as have been clarified previously. The expression “qualitative study” indicates differing implications and it is regularly utilized reciprocally through themes like ethnographic, realistic, subjective and post-positivistic. Savenye and Robinson (2004) characterizes “subjective study as exploration committed to building up a comprehension of human frameworks, be they little, for example, innovation utilizing educator and his or her understudies and classroom, or expansive, for example, social framework”. It is attested by Strauss and Corbin that the substance of a system is to direct the objectives of the analyst, controls the examination and gives the methods of which the objectives is achieved. Qualitative study is supposed to happen in natural environment as the exploration situations are not controlled.

The common strategies utilized as a part of subjective study are action research, case study research, ethnography investigate and grounded hypothesis etc. (Myers, 1997; Klein and Myers, 1999).

3.4.1 Case Study Research

A case study examination may be considered as quantitative or subjective study depending upon the motivation driving the study and the design picked by the researcher. As is substantial for various sorts of subjective studies, for a contextual analysis to be accepted as a subjective study, the specialist must be contending with lots of experiences to the subjects themselves, rather than in summing up results to various get-togethers of people. Theories might be made from case study case study but is not used to test theories (Younger, 1985: referred to in Ussiph, 2012).

The most typically used subjective study technique used as a piece of information structures is case study (Orlikowski and Baroudi, 1991). A logical investigation is a precise strategy for enquiry that looks at a contemporary marvel within its certifiable setting, especially when the points of confinement amidst wonder and connection are not doubtlessly self-evident (Yin, 1994). An object in the case study can be people, associations, establishments, or groups. A case might be made out of any article or phenomenon as long as it has distinct boundary and include essential object of implication (Yin, 2002).

A case study may thus be appreciated as concentrated examination of single case (people). Yin (2002) however claims that since context and in a legitimate association, the key exemplification of case study examination is to show on decision or set of decisions taken; why they were taken and how they were executed and what the outcomes were acquire (Schramm, 1971).

phenomenon is frequently not different, there is the need to clearly describe case investigation as far as other specialized feature, for example, data gathering methods and examination techniques. Yin along these lines places accentuation that, notwithstanding being an exact enquiry that explores contemporary phenomenon inside natural setting, contextual analysis research about adapts to specialized particular circumstance including a larger number of variables than information focuses, relies on upon different sources confirmation with data joining by technique for triangulation and that which benefits by prior change of speculative suggestions to guide data aggregation and investigation (Yin, 2002). Contextual analysis exploration can impart same information gathering procedures to other positivist strategies like history and review in its interpretive structure. This approach was considered appropriate for this kind of study which is likely to generate more illustrations to describe the situation at hand.

3.4.2 Ethnographic research

Ethnographic studies include the gathering and investigation of information about traditional groups. It is depicted that ethnography is "experiencing alien worlds and comprehending them". He further expressed that ethnographic researchers attempt to indicate how activities in an aspect of a universe make meaning from the perspective of a different world Agar (1986 cited in Ussiph, 2012). Cameron (1990 cited in Ussiph 2012) composed that ethnography signifies "learning from individuals". Brewer (2000) depicted ethnographic exploration as a multi-strategy subjective methodology that studies individuals in their regular settings and utilizing suitable strategies to catch their social implications and customary activities with the researcher taking an interest straightforwardly and being part in the situation. Atkinson and Hammersley, (1994) claims that an exploration strategy that depends on direct perception noted by an analyst having got involved in a new culture under investigation over a significantly long period.

The procedure has its root in social and social human sciences. Ethnography requires the expert to be "inundated" in the lifestyle or wonder understudy to about watch, record, and participate in the step by step life of people in the field, and thereafter to explain it in graphic point of interest (Marcus and Fisher, 1986). It is a significant need in this examination system that the investigator puts a basic time of vitality in the field to include him/her in the lives of the general population, affiliation or association he/she is focusing on. There are three sorts of ethnography (Myers, 1999) to be particular holist, fundamental and reflexive.

Holistic ethnography requires that researcher "goes indigenous", recognizing and sympathizing with the get-together being investigated. Essential ethnography expects that the social solicitation is influenced by covered arrangements, power centers, and assumptions that subdue and cover substances (Schultze, 2001). This sort of ethnography is impelled by the mission to uncover hid substances. Davis, (1999) illuminate reflexive ethnography as the kind that is driven and reported

in a way that reflex the analyst's relationship with the subject of examination. Reflexive ethnography open perceive the specialist's part throughout field work and see as genuine data his own and energetic reactions to the field.

Despite the fact that ethnographic examination technique requires the scientist to "drenched" in the way of life or marvel understudy and invest extensive energy with the exploration subjects in the field to nearly watch, record and to expound on it in clear detail, as interpretive contextual analysis, this strategy is just reasonable for this study.

3.4.3 Grounded theory

Grounded hypothesis is a subjective exploration approach created by two sociologists, Glaser and Strauss (1967). Grounded hypothesis studies will be a study in which information are gathered and dissected and after that a hypothesis is created that is grounded in the information. The grounded hypothesis strategy utilizes both an inductive and a deductive way to deal with hypothesis improvement. As indicated by Field and Morse (1985), "develops and ideas are grounded in the information and theories are tried as they emerge from the exploration". As opposed to utilizing likelihood testing systems, deliberate inspecting is utilized as a part of Grounded hypothesis. The scientist searches for specific subjects who will have the capacity to reveal new insight into the marvel being considered. An assorted quality as opposed to comparability is looked for in the general population that is inspected.

Information is assembled in naturalistic settings (field settings). Information gathering principally comprises of member perception and meetings, and information are recorded through transcribed notes and tape recordings. Information accumulation and information examination happen all the while.

A procedure called consistent examination is utilized, in which information are always contrasted with information that have as of now been accumulated. Member's ideas are recognized and allocated codes. These codes are always checked on as new understandings are made of the information. The analyst keeps a receptive outlook and utilizes an instinctive procedure in deciphering information.

When ideas have been recognized and their connections indicated, the analyst counsels the writing to figure out whether any comparative affiliations have as of now been revealed. Counseling the writing interestingly at this phase of an examination task is very unique in relation to quantitative strategies in which the writing is constantly counseled ahead of schedule in the exploration procedure. Leininger (1985) stated that a pre-study writing pursuit could prompt "untimely conclusion." This means that the researcher would go into the research setting expecting to see what is described in the literature. At the point when an example is found in the literature similar to the reported information, the scientist will endorse, "Yes, that is it!" and append the same stuff down.

In spite of the colossal differences of the information that are assembled, the grounded hypothesis approach presumes it is conceivable to find key examples in all social life. These examples are called fundamental social procedures. Grounded hypothesis is more worried with the era as opposed to the testing of speculations. The hypothesis that is produced is selfrectifying, which implies that as information are accumulated, changes are made to the hypothesis to take into consideration the understanding of new information that are acquired. This strategy offers comparable epistemological position with this study yet misses the mark with regards to change requirement, and accordingly cannot be exclusively utilized for this study.

3.4.4 Action Research

Action study is a sort of subjective exploration that looks for activity to enhance practice and study the impacts of the decision that was made (Streubert & Carpenter, 2002). Measures are pursued to practice issues in one specific phenomenon.

Action research expects to produce a more straightforward connection amongst hypothesis and activity, to enhance practice, experts' understanding, and the setting in which rehearse happens, and to include specialists in creating issue definitions and usage achievement. This technique can be connected to an extensive variety of circumstances and settings including frameworks change, hierarchical change administration, development era, critical thinking or hypothesis era. It frequently adds to the assemblage of exact learning by accessing data regularly denied to the positivist analyst. There is no objective of attempting to sum up the discoveries of the study, similar to the case in quantitative examination considers. In real life examine, the execution of arrangements happens as a real part of the examination procedure. There is no wavering in usage of the intercessions got.

Action research got to be famous in the 1940s. Lewin (1946 referred to in Ussiph, 2012) was powerful in spreading activity research. He came keen on helping social specialists enhance their practice. Though a large number of you may have known about Lewin and his commitment to change hypothesis, his inclusion in real life exploration is not too known.

Participatory action research (PAR) is a unique sort of group based activity research in which there is coordinated effort between the study members and the analyst in all progressions of the study: deciding the issue, the exploration strategies to utilize, the investigation of information, and how the study results will be utilized. The members and the scientist are co-specialists all through the whole research study. This was not appropriate for this study, and cannot be adopted as the research design technique.

3.5 Research Design

The decision of a research approach/plan relies on upon elements, for example, the level of control the researcher has on the phenomenon to be examined, the center of the study (whether contemporary, authentic, and so on.), the reason for the study, the time accessible for the study and the kind of information required. Having considered the focus of this study, qualitative or subjective methodology were embraced.

The study utilized more of the subjective exploration technique with structured interviews and observation to gather information on the utilization and effect of social media on the teaching and learning processes in a selected public Senior High School. Namong SHS was selected and qualitative case study research method was adapted for the study. A case study research defines a thorough investigation of a single phenomenon or object such as an individual, a framework, a body, a group or a course. Extensive data are gathered about the individual object elected for study so that what is observed is a representative of the objects observed in all similar cases.

Since it is difficult to add to a significant comprehension of human experience without considering the exchange of qualities and convictions, subjective examination is said to be an interpretive naturalistic way to deal with the world (Denzin and Lincoln (2005). This implies subjective analysts study things in their normal settings, endeavoring to comprehend or translate phenomena regarding the implications individuals convey to them. Keeping in mind the end goal to know precisely what sort of social media are utilized and the effect these make on students in the classrooms where they are utilized as a part of the selected Senior High Schools, the subjective exploration technique specifically case study which, as per Fraenkel and Wallen (2000), examines the nature of relations, activities and circumstances, was utilized in this study.

3.6 Data Collection Instruments in Qualitative Research

Information accumulation is the procedure of get-together and measuring data on variables of interest, in a built up efficient design that empower one to answer expressed research questions. The researcher of this study utilized different systems and instruments to accumulate legitimate and dependable information to address the current issues. The instruments utilized for information gathering were observation, questionnaires and interviews.

3.6.1 Observation

Observation is characterized as “the efficient portrayal of occasions, practices, and artifacts in the social setting decided for a study” (Marshall and Rossman, 1989). Observation empowers researchers to find out about the activities of the general population under study in the regular setting through observing and taking an interest in those exercises. Observation nonetheless, is an information accumulation strategy that includes carefully selecting, watching and recording conduct and attributes of living beings, items or phenomena.

Direct observation of conduct has turned into an imperative measure of assessing the impacts of social media. For instance, more can be told about the complete advancement of a youngster from everyday than in whatever other way. In the field of education, perception comes convenient to judge an instructor's execution in educating. Appraisal of practice abilities can likewise be better done by perception. Observation is perceived as the most direct intends to concentrate on individuals when one is keen on their obvious conduct. Observation is considered for all research projects; it has impact in the overview methodology however even experimentation is basically observation under controlled conditions. It is a more characteristic method for social affair information. Information accumulation through observation might yield more genuine and genuine information than by whatever other strategy.

The level of observer cooperation can vary impressively. At the point when a researcher involves his/her self completely as part of a target group under study, his personality is not known by any of the individual being observed. The researcher communicates with individuals from the gathering as normally as could be allowed, as though he or she is none of them. At the point when a researcher picks the part of member as-eyewitness, he or she takes an interest completely in the exercises of the respondents being concentrated however makes it clear that he is doing research. At the point when a researcher adapts the role of observer-as-participant, he or she declares his/her self as a researcher of the group being observed but also see to it the appropriate information is being sought for.

3.6.2 Interviews

Interviewing is the cautious soliciting from significant inquiries of chosen people. It is a vital route for a researcher to check, confirm or negate impressions increased through observation. The strategies give a way to pick up data about things that cannot be observed straightforwardly (Fraenkel and Wallen, 2000). Interviews include the researcher gathering information specifically from others through eye to eye or phone contact. The interview is better than different techniques for information gathering techniques. After the researchers selects up affinity or sets up a benevolent association with the subject, certain sorts of data an individual may be hesitant to put into composing might be gotten.

Merits and De-merits of Interview as a Fact-finding Technique

Some benefits of using interview is that, the interviewer can test into easygoing variables, verify attitudes, find the root of the issue, and include the interviewee in an examination of his or her own particular issues furthermore secure collaboration in the investigation.

The researcher is by and by present to remove any uncertainty or suspicion in regards to the way of the enquiry. The answers are in this manner not one-sided in light of the fact that any misconception gets corrected. It also offers the researcher to know the impression of the individual in question. It allows an even exchange of thoughts and data. It is not one-way correspondence. It gives chance to give and take.

There are few challenges associated with interview as a fact-finding technique. It is a totally unreasonable information gathering strategy than different systems. At the point when the study covers a wide geographic range, meeting gets to be costly, pivotal and unreasonable in time and exertion since it's perpetually requires call-backs, long holds up and travels. For a sufficient scope, an expansive number of field workers might need to be locked in and prepared in the work of information gathering. This involves a considerable measure of use and an investigation worker with fewer funds can get himself or herself in a much problem in embracing this strategy. Following the objectivity, sensitivity and knowledge of the interviewers are vital; this system requires a level of expertness not usually controlled by a normal investigation worker. That is the reason it is considered as a standout amongst the most difficult procedures to utilize.

In this study, interviews attracted the investigator closer to the instructors in the schools and on account of the cordial relationship that developed between the two sides through the customary visits, some data were given which would not have been discharged if the researcher had given out just the questionnaire to these individuals. Another point of interest of the interview methods was that it empowered the specialist to talk about and clarify the motivation behind the study to the populace and guarantee that they comprehended the questions well.

3.6.3 Questionnaire

A questionnaire is a fact-finding instrument that comprised of sequence of questions that endeavor to gather data on a specific theme. It gives a helpful method for collecting data from the intended populace.

Gerber (2009) opines that questionnaire is normally, more shallow than interview. It is generally utilized as a part of gathering work. The questionnaire is particularly valuable to acquire data about sensibly huge gatherings. Questionnaire is normally described by generally minimal effort, simplicity of interpreting data, and probability of noting every inquiry.

Manion and Cohen (1995) claim that dependability and legitimacy of information gathered from a survey can be guaranteed in light of the fact that it takes into consideration broad geographic inspecting of views. Respondents are likewise more inclined to react to things on the survey since they reply at their own advantageous time.

3.6.4 Benefits and Drawbacks of questionnaire as a data collection technique

It helps in centering the respondents' interest on all the critical items. As it is administered in a written structure, its institutionalized guideline for recording reactions guarantees some consistency. Questionnaire does not allow quite a bit of variety. Questionnaire is a cost-effective method for aggregating data of noteworthiness to instructors as far as time, exertion and cost to both sender and respondent. It permits group administration and is adjustable to any intended purpose. It can cover a larger group at the same time. It puts less force on the subject for prompt feedback. The respondent can answer it at relaxation.

Some disadvantages are as follows:

The matter of non-response is always a big question mark. It also gives a biased sample. Some participants may not like to put their opinions on controversial issues in writing. The behaviors,

gestures, reactions, emphasis, assertions and emotions of the respondent are not easily noticed by the researcher. There are many people who would not like to share vital ideas or information unless and until they are impressed about the cause and personality of the researcher.

In this study, both the open or unlimited and close sort of questions was utilized to request data on the social media utilized by the tutors and students and their consequences for the teaching and learning process. This technique was utilized in light of the fact that the populace was huge and postured time and financing imperatives. Also, not all the distinguished respondents could be met on the arrangement days.

3.6.5 Focus Group

A focus group can be compared to a discussion group yet with a more formal plan and more specific objective. It is to a greater extent a "deliberately arranged examination intended to get observations in a characterized area of enthusiasm for a tolerant, non-threatening environment" (Krueger & Casey, 2000). It is alluded to as group interviewing by (Smith, 1954 cited in Stewart & Shamdasani, 1990) that is constrained to those circumstances for which the amassed gathering is sufficiently little to allow certified conversation among every one of its participants. McNiff and Whitehead, (2006) claims that for action research, members gather in focus group to talk about a specific theme, offer understanding and make proposition about the following activity in line.

Focus group helps as a creative wellspring of information accumulation in subjective research and is particularly useful in exploring complex circumstances with different interpretations and when there is more than one interest party included. Merton et al. suggest that the focus group with a gathering of people "will yield a more improved display of responses and deal with the expense of a broader reason both for arranging intentional examination on the condition near to"

(Merton et al., 1990). Focus group in any case, has its restrictions. Litoselliti (2003) alluded to in Heinz (2008) claims that predisposition and control, false accord, inconvenience in perceiving particular gathering and a gathering view, inconvenience stuck in an unfortunate situation in examination and comprehension of results are typical focus group pitfalls.

3.6.6 The Research Diary

Research diary can be described as a record of the researcher's association in a study. Substance of the research diary might be utilized as data; they are not the same as the information, perceptions, records or other information which are gathered. The diary must be dealt with as auxiliary source to compliment other information accumulated from individual perception, meetings and center gatherings. Substance of the diary incorporates details around the analyst, what the scientist does, and the procedure of exploration. It supplements the information produced by the examination procedure. Hughes (1996) advocates a few motives why research diary might be set aside. The content of research diary is note about what occurred, how we responded to it, build up realized outcomes, and think of things that we may detract from that education and implement in the research procedure.

3.7 Justification of Chosen Method

Qualitative case study method was selected as a reasonable methodology for this study. Denzin and Lincoln (1994) consider qualitative case study to be a multi-technique sort of exploration that uses an interpretive and practical methodology to prosecute its topic and also an accentuation on the characteristics of elements (i.e., procedures and implications happening actually) (Denzin & Lincoln, 2000).

Van Mannen (1998) portrays case study as especially hard to lay down because of its adaptability and developing feature since it is normally being planned in the meantime as it is being done and

requires "exceedingly contextualized singular judgements" (Van Mannen, 1998). Besides, case study as subjective exploration can give powerful bits of knowledge from activities that have happened in a natural setting and preserve the proposed meaning which frames a comprehension of hidden social procedures and significance in a research setting, all of which would be hard to create from a quantitative exploration point of view (Van Mannen, 1998). Advantage of subjective examination is that since it can highlight the hidden human collaborations, implications and connections among variables in the experiences, it can possibly refine the hypothesis that is frequently surveyed in that area of thought.

The case study technique was used as qualitative research approach because it ascertains facts, analyzes them and draws inferences and establishes general principles. A case study exploration aims are to gain detailed information of a case and the relations between the case and the phenomenon (Randolph, 2007). Additionally, case study purpose on individuals and institutions is almost invariably fact-finding. The results of fact-finding studies are applicable in future course of action. Case study is purpose to incorporate all necessary information about a particular individual of group which are significant to the aim of the study, within a natural setting (Yin, 1993).

3.8 Summary

In this chapter, I have considered factors for choosing method explored the literature on several research schemes and methods with their individual onto logical and epistemological theories. The study clarifies qualitative research as the select research technique for this research among others and also includes data collection techniques.

The next section describes the exploration procedure in the usage of the adapted research technique furthermore ponders in depth the issue of choosing of respondents, information reflection and

information gathering techniques, method of investigation utilized and in addition ethical issue to prepare the stage for the examination execution.

CHAPTER FOUR

RESEARCH IMPLEMENTATION

4.1 Introduction

The adaptation of social media to enhance teaching and learning process in second cycle institutions is set to be the purpose of the study. This chapter elaborates on the details of research implementation that includes description of research settings, Ethical consideration and description of research participants. Other issues discussed include data gathering and analysis process, achieving rigor, and data analysis plan.

4.2 Details of Research Implementation

Details of the research implementation are specified in this section including explanation of the study context, ethical consideration of study, participants' description and description of screen shots of the adopted social media module and functionalities.

4.2.1 Description of Research Setting

Namong Senior High Technical is a public mixed school established in the year 1991 under the administration of Flt. Lt. J.J Rawlings which was officially opened on 8th January, 1991. The school is currently located at Namong Township in the Offinso District, off the Offinso – Techiman Road with student population of 800 and staff strength of 52.

The vision of the school is to train and educate students who will grow to be responsible adults in the future, and also to educate innovative students who will live to change their environment, their world and wherever they would find themselves in the future.

The school was established with the aim of providing agriculture and technical education to the natives and the people of Offinso and its environs. Currently, courses being offered in the school are General Agriculture, Technical Education, General Arts, Business, Home Science and Visual Arts. The survey involves SHS 2 and 3 Pupils.

4.2.2 Ethical Consideration

The study was a non-obtrusive one and was not prone to create any physical mischief. To manage ethical issues connected with this study, verbal and written permission was obtained from the Head teacher of the school and participants in the study. The objectives of the study were completely disclosed to participants and they were made to understand the reserve the right to withdraw at any stage of the intervention if they wish for any personal reason. Participants were also made to understand any evaluation would be mainly for the purpose of the intervention and data gathered would be treated with high level of confidentiality.

4.2.3 Description of Participants

A research populace is a particular group of people, persons, articles, or things from which tests are taken for estimation (Mugo, 2009). Osuala (2005) characterizes populace as how the populace (to which the findings or result of the examination are to be summed up) impacts the way in the understanding to be made. This implies recognizing features which individuals from the universe have in alike and will distinguish every unit similar to an individual from a specific group.

Population in research implies the total or aggregate of articles or people by which derivations are to be made in a testing study. A populace is any gathering of people that have one or more qualities in alike that are of enthusiasm to the analyst. Be that as it may, because of constraining components of cost, time and openness, it is not generally conceivable to get measures from a much greater group of the populace such that the learning of the aggregate populace under study is made obvious. The smaller subset chosen for observation and investigation is the sample. By studying the qualities of the sample, the investigator can make inferences about the attributes of the populace from which it is drawn. The sample for the implementation of the research project consist of Students at Namong Senior High Technical School and drawn from SHS 2 and 3. The study adapts purposive sampling to select participants for the study. The researcher considers this as most appropriate due to the fact that researcher has no control over the entire population but just the classes under her tutorship. As such the intervention was applied only in the SHS2 and SHS3 classes the researcher teaches. Out of the four (4) classes two (2) were selected due to limited resources for the intervention. Sample size of 100 students was finally used for the research.

4.2.4 Data Gathering and Analysis Process

This study employed participatory observation and structured interview methods to gather data from the implementation of the research project. The target behavior was clearly and explicitly defined with the help of an observational guide. Employing participatory observational method implies that the researcher was physically “immersed” in the project the designer and resource person for the subject. All the participants were interviewed. They were asked same set of questions (see Appendix A) and almost the same way but given freedom to express themselves in whatever way they desired.

The researcher also kept research diary of recorded observations throughout the implantations period for independent judgement of the flow of events during sessions and interactions. The research dairy serves as a helpful instrument in qualitative research. It can be utilized by researcher whether their primary interest is research, proficient practice or social change. The dairy serves as auxiliary source to compliment other information accumulated from personal observation, interviews or focus groups. Participants were issue a sample of the interview questions to study before starting the actual interview so as to get familiar with questions beforehand and opportunity for researcher to explain any difficult point in the set of questions. The study intends to use computer-assisted qualitative data analysis (CAQDAS) for analyzing the data. Transcribed interview sources would be fed into NVIVO, the software for the analysis. Features of the software would then be applied to reveal outcomes in a proven scientific manner for the outcome to stand the test of validity and rigor. Further details of the analysis are provided in section 4.5.

4.2.5 Achieving Rigor in the study

Thoroughness in qualitative research (QR) relies on rich and thick depiction of the research process prompting theories that are liable to be produced at last. Participant Observation, a technique for data gathering in QR demonstrated exceptionally helpful in this study in separating subtle element graphic record of verbal, non-verbal conduct of participant and situations over the span of the usage in this study. In any case, in light of the fact that the understanding of the information might be helpless to elucidation or spectator predisposition, it gets to be important to test further to attest the credibility of the data. Personal interviews were utilized as follow up to perception to wipe out any conceivable confusion or predisposition. Focus group discussions were conducted to invite diversified opinions and responses in group and in a permissive nonthreatening environment. Focus group is particularly useful when more than one group is involved in a research.

It must not be overlooked that the fundamental point of implementing a research project is to produce new knowledge. It is in this manner, vital to have a tool that can help in recording the reflections and thoughts that are liable to be generated from the practices and talks, definition of arrangements of activities in view of reflection and learning and other data that will help in the research process.

4.3 Data Analysis Plan

The analysis of the study was conducted based on qualitative analysis software called Nvivo. The views of the participants were collected with interview as a fact finding technique based on augmenting social media with traditional classroom teaching and learning process. The data was collected and group under the following sections for analysis purposes; Students' motivation / interest, Effectiveness, Efficiency, Learning experience and Performance

4.4 Implementation

A Facebook[®], and WhatsApp[®] groups were created and populated with all participants. Synchronous sessions were organized with majority consensus on the time thrice a week. Asynchronous SMS on all the three platforms went on 24/7 (24-hr daily basis) throughout the implementation phase. Questions were raised at random or as 'matters arise' in course of SMS exchanges. Occasionally too, topics are decided on with conscious. However, all topics raised and discussed were based on the IT syllabus of the GES for the SHS and more particularly, current topic being discussed treated in class.

4.4.1 Using Facebook to support teaching and learning

This section illustrates various ways for which Facebook was used to facilitate teaching and learning process of Namong Senior High Technical School. A customized Facebook group was created as Nastech SHS Social Media Class where both teachers and students were added to the platform to collaborate. It allows teachers to post lesson notes, assignments and quizzes notice as well. Students can request for further explanation to some terminologies taught in class, they can post responses to assignments online and also chat live with their teachers and colleague students as well on the platform. Figures 4.1 and 4.2 below indicate various sections of lessons discussion on the Facebook group platform.



Figure 4.1: Nastech SHS Social Media class page

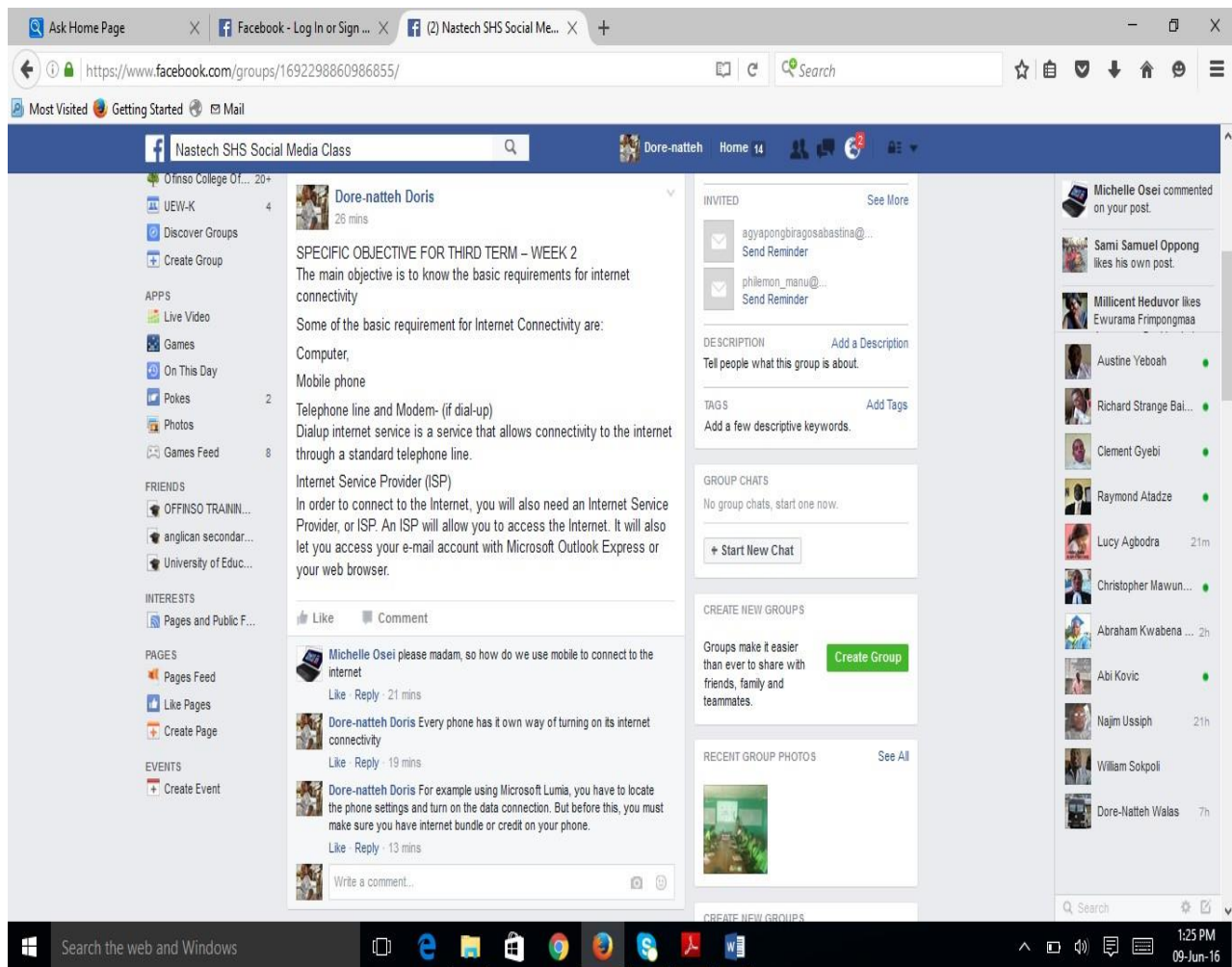


Figure 4.2: Discussion session on Facebook platform

The screen shots Figures 4.3 below shows another session where a teacher interacts with her students to elaborate on a deliberated issue in class to enhance the understanding of the concepts taught.

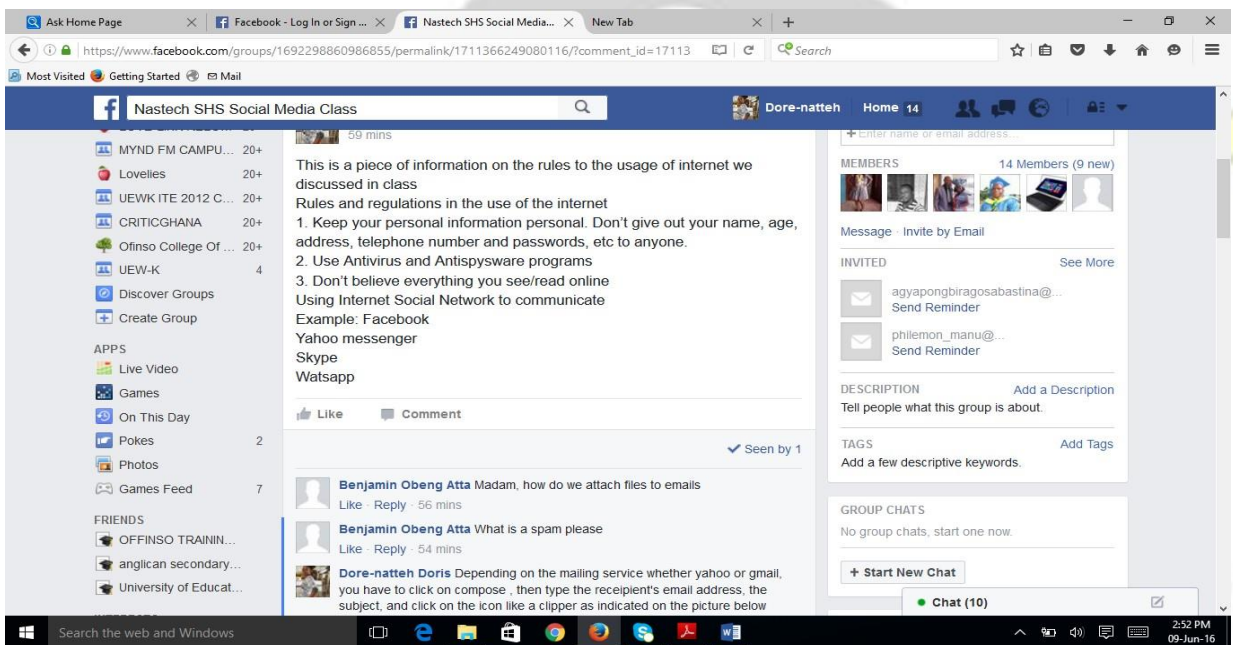


Figure 4.3: A teacher post short notes to elaborate on a topic taught

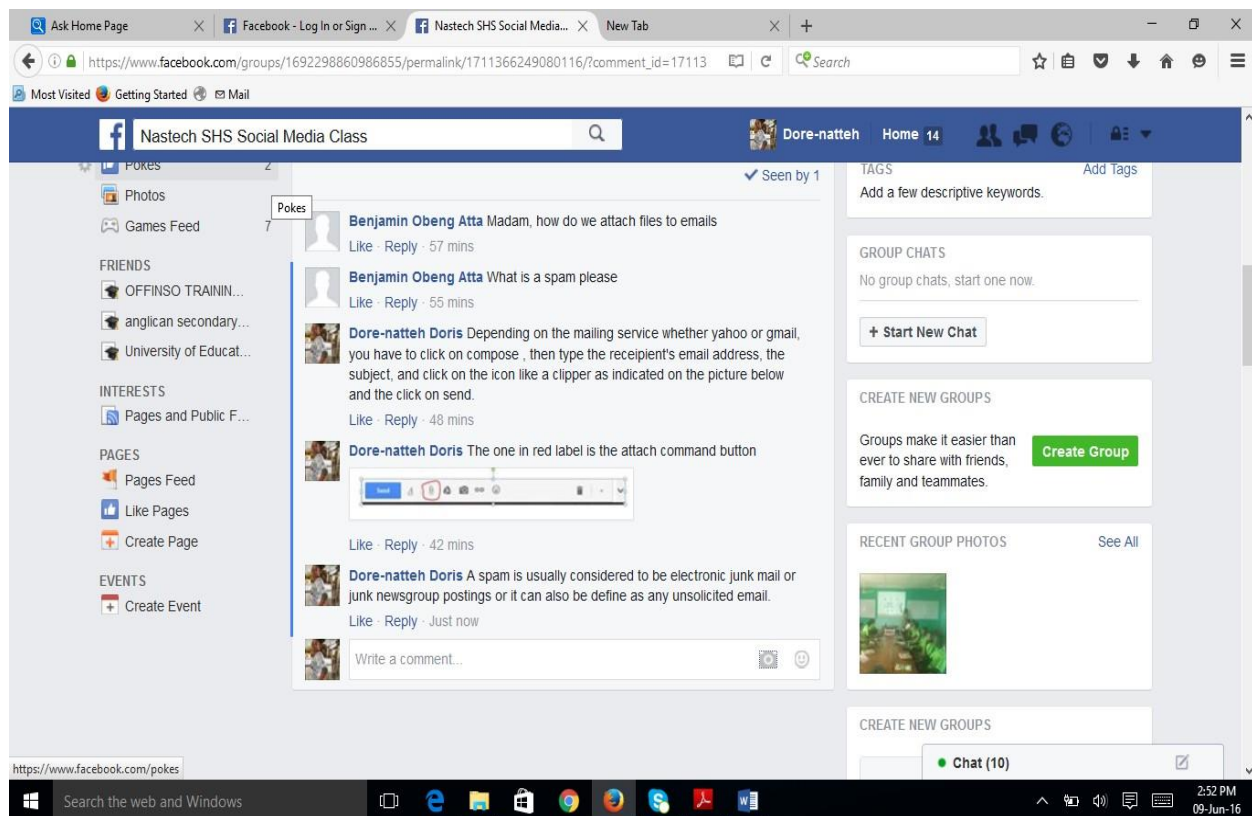


Figure 4.4: Teacher response to a student question on the platform

4.4.2 Using WhatsApp to Support Teaching and Learning

The utilization of cell phones with their internet access, together with the influence of social networking sites, offers a resourceful stage for creative student-centered learning experiences. The usage of WhatsApp mobile application has become one of the preferred methods of communication with students. Adopting this mode of communication is flexible because most students are familiar with smart phones and its application usage. In particular, WhatsApp's has the ability for eliminating boundaries between formal and informal education, between educational and social life, between informal learning setting and the traditional classroom, between experts. The Figure 4.5 illustrates the interface of the WhatsApp platform for NASTECH SHS.

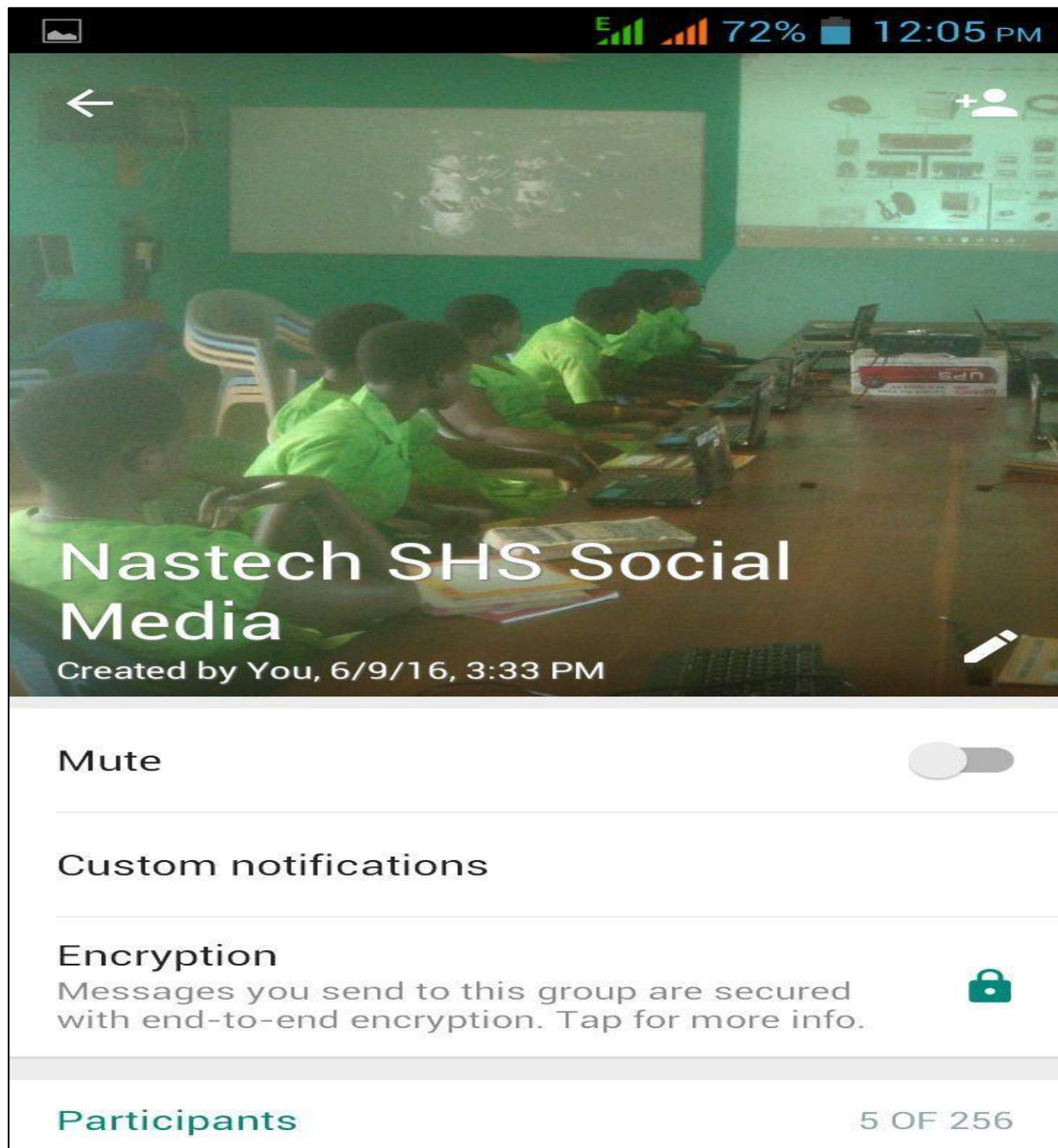


Figure 4.5: WhatsApp group page interface

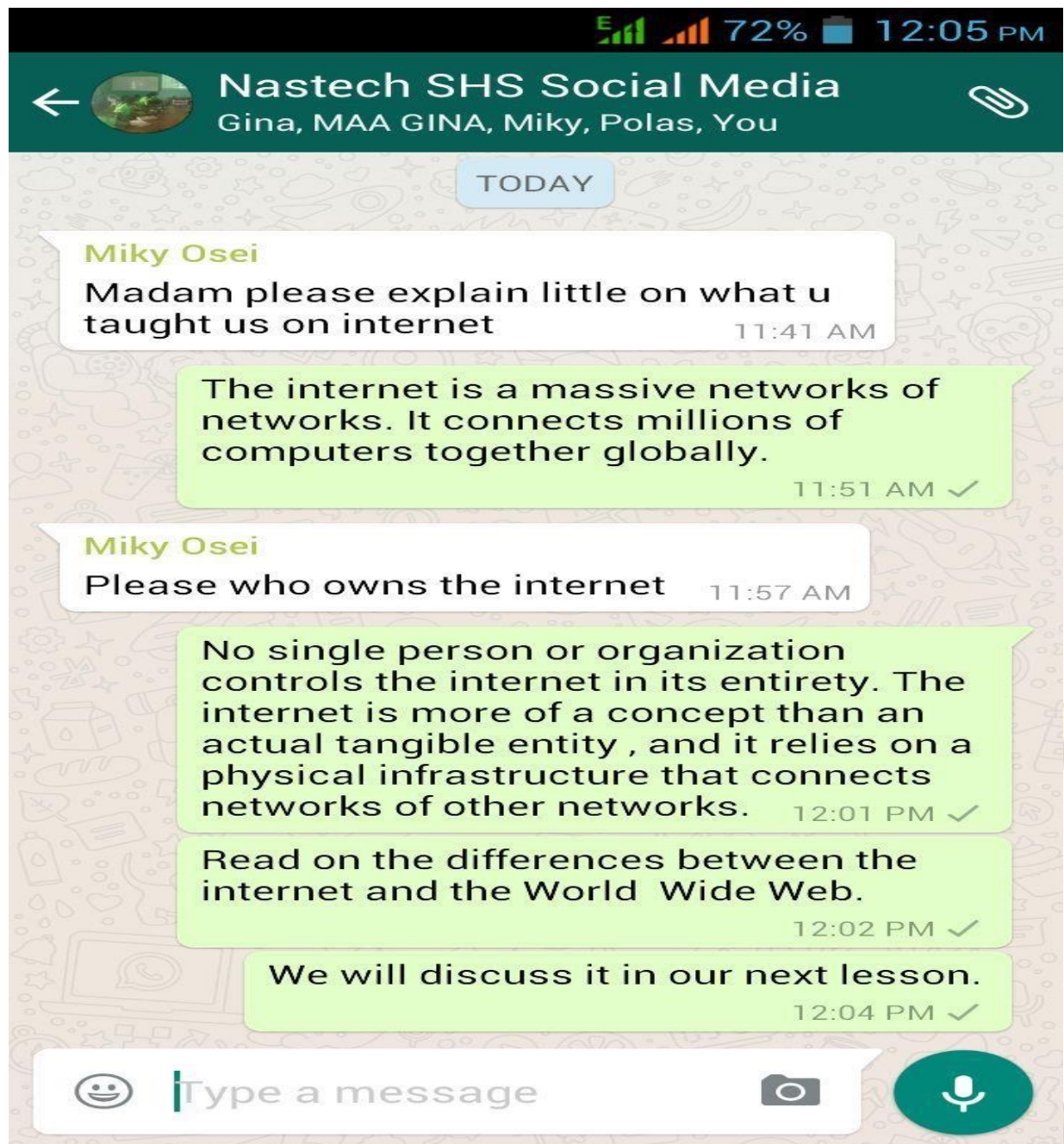


Figure 4.6: Discussion between a teacher and student

Figure 4.6 indicates how useful the WhatsApp social media was used in supplementing classroom lesson. It aids students to contact teachers for further elaboration on lessons taught after school normal school ours.

4.5 Summary

This chapter details the implementation of the research project for this study. It gives the description of the research setting or environment, ethical consideration made prior to implementation, description of the participants in the study. The chapter also expound achieving rigor and validity for the research and rounded up on description of how particular social media, Facebook and WhatsApp are used in the study.



CHAPTER FIVE

FINDINGS AND DATA ANALYSIS

5.1 Introduction

This section interrogates data gathered from the interviews of Participants on the issues of adapting the Social Media into the delivery of teaching and learning having attempted to migrate classroom discussions and tutorials onto Facebook and WhatsApp groups. The impact of this innovation on motivation and learning experience from the perspective of the students was also enquired as well as some challenges experienced. The chapter begins by first discussing Computer Assisted Qualitative Data Analysis (CAQDAS) and explains the organization of source data transcribed from interview scripts into Nvivo **sources** followed by the classification of the subjects that came as a result from the analysis into **nodes** in Nvivo. The analysis of data applies the content analysis technique (Hsieh, 2005) of the fundamental subjective exploration and information gathering strategies used in this study (Hsieh, 2005). At long last, the outcomes are exhibited in a way that depicts the important result of the examination to answer the exploration questions postured. The finished item from the massive data analysis examination is referred to as "the big picture" (Hancock, 2002 referred to in Ussiph, 2012) or major findings. It is however essential to specify that there might be some quantifiable amounts or values expressed; the investigation was basically subjective and included content information or words that depict a phenomenon and describing their implications in a manner that prompts further understanding and occasionally new actualities or ideas.

5.2 Computer Assisted Qualitative Data Analysis

The term Computer-Assisted Qualitative Data Analysis Software (CAQDAS) is used to refer to category of application suits designed to enhance processing of qualitative data. Software does not afford a researcher with a methodological framework, however, it minimizes the difficulty and the times spend by researcher in the process of analysis immensely. It also enables the researcher a wider view of data from different angles in analysis due to range of features available in the software and the harnessing of computing power.

Wide range of software packages is now available for analysis of qualitative data. ATLAS/ti, AQUAD 6 and Nvivo are few of them. utilizing application to process and analyze qualitative data offers the researcher various contact to whole data together with parts of data at the initial level and makes “live contact” (Lewins & Silver, 2007) with data potential and easy which increases researcher’s closeness to vital information. Nvivo is the software used for analysis of data in this study.

5.3 Organization of Data

Observations of the participants and individual interviews were adapted to gather data amid the research project implementation. Interviews conducted were transcribed and grouped into the following the three phases of structuring qualitative data suggested by Strauss and Corbin (1998). For the initial phase, all data collected were structured to form bases for the Nvivo ‘project’. Sources in Nvivo are group of files formed from raw data noted from the observations of the researcher amid the implementation of the research, interview transcripts of interviews organized and/or focus groups discussions by participants. This stage is basically descriptive or narrative.

The main aim of this qualitative data analysis is “to develop a big picture that describes and explains our phenomenon under study which will then leads us to deeper understanding and discovery of new knowledge about the phenomenon” (Ussiph, 2012). The phenomenon with this study is the adaption of the social media to the delivery of instructing and learning. Our experimental expedition will then be directed by the research questions to which we seek solutions which are:

- ❑ How can social media be used to enhance teaching and learning in second cycle institutions?
- ❑ How does the social media usage in teaching and learning impact on motivation of learners at the SHS level?
- ❑ In what manner does the usage of social media affect learners’ performance at the SHS level?

These exploration hypothesis are of the sort, "how..? ". The response to this kind of inquiries must be explanatory; giving a clarification of how the objectives set for the examination can be achieved. This clarification can then be tried against the results of arrangement measures adopted for confirmation of practicality, dependability and viability. Since this is an exploration study, other than implementation of the intervention, it is likewise the aim of the project to add up to knowledge by theorizing on this research. The outcome hypothesis so created will be a contribution of this study to the body of knowledge in the adaption of the social media platforms to the delivery of education in a form of learning and instructing at the second cycle institution level in Ghana.

As detailed in the previous chapter, social media (Facebook and WhatsApp) groups were formed and created on the said platforms. Initially, Skype and Twitter were included; they were however dropped due to the fact that most of the participants were not using those media. Topics from the classroom lessons were introduced with summarized materials loaded and discussion, question and

answer sessions were opened for participation of the students. The sessions were “live” for an academic term time of about 12 weeks. Gathering of data amid the implementation process through individual observations and interviews were keyed into Nvivo project for evaluation.

5.4 Emergent Themes

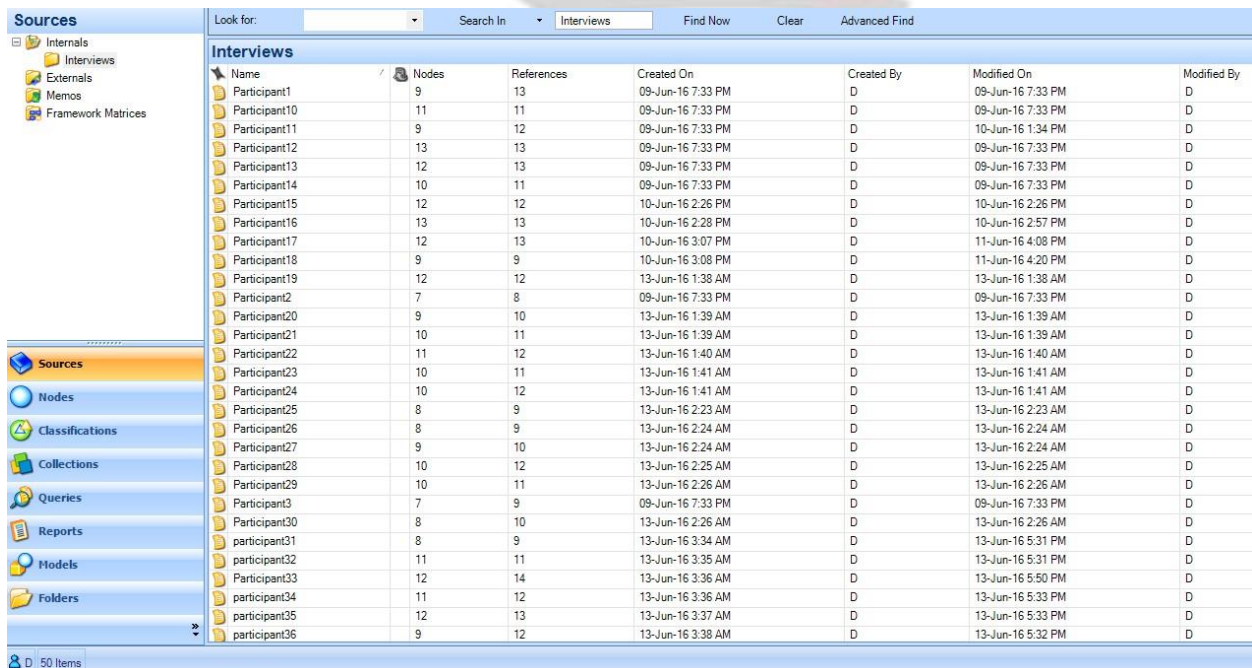
The second phase of the data organization process involves ordering data as proposed by Strauss and Cobin (1998). Data collected were re-arranged with respect to concepts or themes. Strauss and Cobin contend that conceptualization is the initial stage in concept building and that “a concept is a labeled phenomenon, an abstract representation of events, object, action or interaction that a research identified as being significant in the data” (Strauss & Cobin 1998 cited in Ussiph, 2012). Concepts, themes or ideas emerging from data are packaged into nodes in Nvivo (see Figure 5.2). Related ideas can be grouped into categories to represent a tree node. It also normal to have ‘stand-alone’ idea that does not share common properties with other ones and represented as free nodes. The third stage involves reading through source documents to restructure the data. The process at this stage was directed by clues of expressions that justified the possibility, effectiveness and reliability (or otherwise) of the experiment. The aim of this research is to determine the impact of adaptation of social media to deliver teaching and learning considering the following:

- (i) Students’ interest / motivation
- (ii) Effectiveness
- (iii) Efficiency
- (iv) Learning experience and
- (v) Performance

At this phase, careful categorization was made to detect main categories that explain the ultimate explanatory model. This classification therefore led to the generation of the nodes listed in Figure 5.2 and Figure 5.3.

5.5 Analysis of Data

Data from this project were gathered using researcher's documented observations in memo and interviews (see Appendix E for interview questions). Nvivo tool as qualitative analysis software was utilized in the data analysis. Participant's responses were fed into Nvivo application as source files as indicated in Figure 5.1.



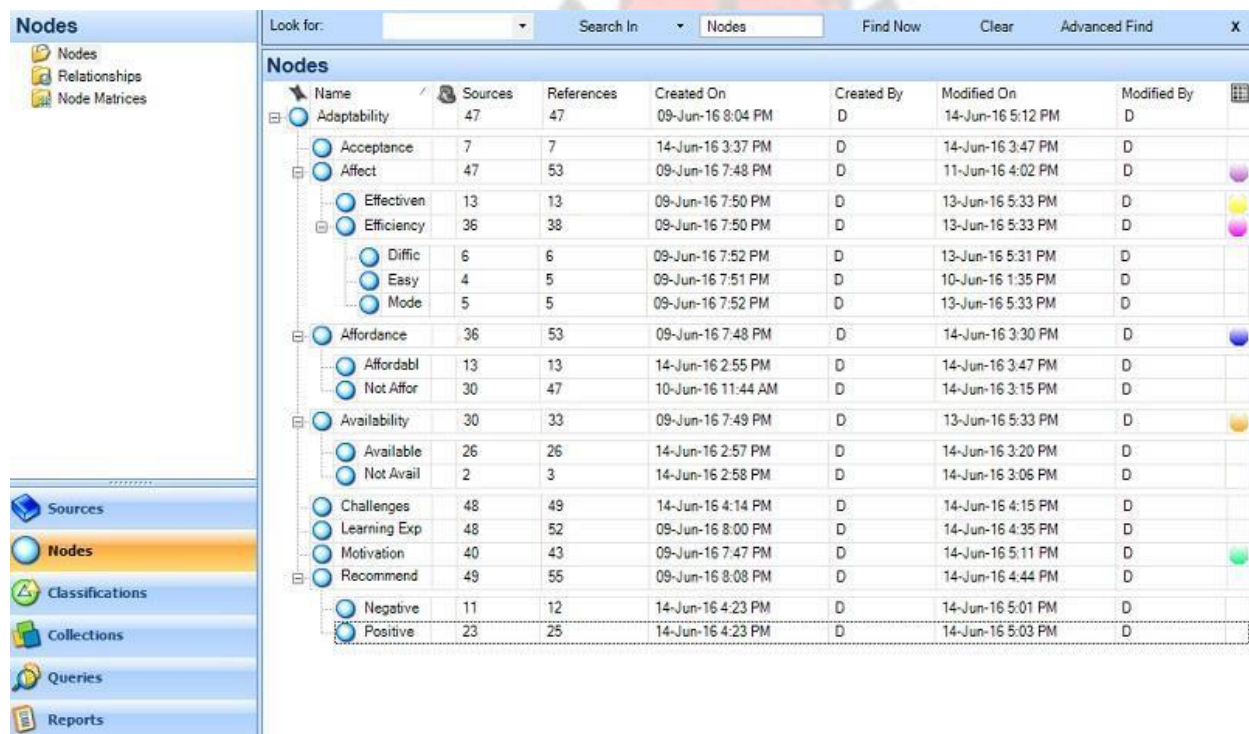
Name	Nodes	References	Created On	Created By	Modified On	Modified By
Participant1	9	13	09-Jun-16 7:33 PM	D	09-Jun-16 7:33 PM	D
Participant10	11	11	09-Jun-16 7:33 PM	D	09-Jun-16 7:33 PM	D
Participant11	9	12	09-Jun-16 7:33 PM	D	10-Jun-16 1:34 PM	D
Participant12	13	13	09-Jun-16 7:33 PM	D	09-Jun-16 7:33 PM	D
Participant13	12	13	09-Jun-16 7:33 PM	D	09-Jun-16 7:33 PM	D
Participant14	10	11	09-Jun-16 7:33 PM	D	09-Jun-16 7:33 PM	D
Participant15	12	12	10-Jun-16 2:26 PM	D	10-Jun-16 2:26 PM	D
Participant16	13	13	10-Jun-16 2:28 PM	D	10-Jun-16 2:57 PM	D
Participant17	12	13	10-Jun-16 3:07 PM	D	11-Jun-16 4:08 PM	D
Participant18	9	9	10-Jun-16 3:08 PM	D	11-Jun-16 4:20 PM	D
Participant19	12	12	13-Jun-16 1:38 AM	D	13-Jun-16 1:38 AM	D
Participant2	7	8	09-Jun-16 7:33 PM	D	09-Jun-16 7:33 PM	D
Participant20	9	10	13-Jun-16 1:39 AM	D	13-Jun-16 1:39 AM	D
Participant21	10	11	13-Jun-16 1:39 AM	D	13-Jun-16 1:39 AM	D
Participant22	11	12	13-Jun-16 1:40 AM	D	13-Jun-16 1:40 AM	D
Participant23	10	11	13-Jun-16 1:41 AM	D	13-Jun-16 1:41 AM	D
Participant24	10	12	13-Jun-16 1:41 AM	D	13-Jun-16 1:41 AM	D
Participant25	8	9	13-Jun-16 2:23 AM	D	13-Jun-16 2:23 AM	D
Participant26	8	9	13-Jun-16 2:24 AM	D	13-Jun-16 2:24 AM	D
Participant27	9	10	13-Jun-16 2:24 AM	D	13-Jun-16 2:24 AM	D
Participant28	10	12	13-Jun-16 2:25 AM	D	13-Jun-16 2:25 AM	D
Participant29	10	11	13-Jun-16 2:26 AM	D	13-Jun-16 2:26 AM	D
Participant3	7	9	09-Jun-16 7:33 PM	D	09-Jun-16 7:33 PM	D
Participant30	8	10	13-Jun-16 2:26 AM	D	13-Jun-16 2:26 AM	D
Participant31	8	9	13-Jun-16 3:34 AM	D	13-Jun-16 5:31 PM	D
Participant32	11	11	13-Jun-16 3:35 AM	D	13-Jun-16 5:31 PM	D
Participant33	12	14	13-Jun-16 3:36 AM	D	13-Jun-16 5:50 PM	D
Participant34	11	12	13-Jun-16 3:36 AM	D	13-Jun-16 5:33 PM	D
Participant35	12	13	13-Jun-16 3:37 AM	D	13-Jun-16 5:33 PM	D
Participant36	9	12	13-Jun-16 3:38 AM	D	13-Jun-16 5:32 PM	D

Figure 5.1: Participants' interviews from Group A as Sources in Nvivo

It will be important to indicate here that only interviews scripts of participants were coded.

Observations of the researcher were mainly used to make modifications in tasks and processes in the implementation. Upon scrutinizing the interview scripts and pondering on researcher's memos from the research diary entries and observations, issues that came from the data gathering stage

could be summarized into eight main themes which includes affect, learning experience, motivation, affordance, acceptance, availability, challenges and recommendation. The Affect node is a tree node that has a depth consisting of Effectiveness and Efficiency. Efficiency further has Difficult, Moderate and Easy as sub-nodes (see Figure 5.4). Affordance node comprise of Affordable and Not Affordable sub-nodes. Availability has Available and Not Available as subnode whereas Recommendation node comprises of Positive and negative recommendations. The themes and their interconnectedness model are indicated in Figure 5.2 and Figure 5.3.



Name	Sources	References	Created On	Created By	Modified On	Modified By
Adaptability	47	47	09-Jun-16 8:04 PM	D	14-Jun-16 5:12 PM	D
Acceptance	7	7	14-Jun-16 3:37 PM	D	14-Jun-16 3:47 PM	D
Affect	47	53	09-Jun-16 7:48 PM	D	11-Jun-16 4:02 PM	D
Effectiveness	13	13	09-Jun-16 7:50 PM	D	13-Jun-16 5:33 PM	D
Efficiency	36	38	09-Jun-16 7:50 PM	D	13-Jun-16 5:33 PM	D
Difficult	6	6	09-Jun-16 7:52 PM	D	13-Jun-16 5:31 PM	D
Easy	4	5	09-Jun-16 7:51 PM	D	10-Jun-16 1:35 PM	D
Moderate	5	5	09-Jun-16 7:52 PM	D	13-Jun-16 5:33 PM	D
Affordance	36	53	09-Jun-16 7:48 PM	D	14-Jun-16 3:30 PM	D
Affordable	13	13	14-Jun-16 2:55 PM	D	14-Jun-16 3:47 PM	D
Not Affordable	30	47	10-Jun-16 11:44 AM	D	14-Jun-16 3:15 PM	D
Availability	30	33	09-Jun-16 7:49 PM	D	13-Jun-16 5:33 PM	D
Available	26	26	14-Jun-16 2:57 PM	D	14-Jun-16 3:20 PM	D
Not Available	2	3	14-Jun-16 2:58 PM	D	14-Jun-16 3:06 PM	D
Challenges	48	49	14-Jun-16 4:14 PM	D	14-Jun-16 4:15 PM	D
Learning Experience	48	52	09-Jun-16 8:00 PM	D	14-Jun-16 4:35 PM	D
Motivation	40	43	09-Jun-16 7:47 PM	D	14-Jun-16 5:11 PM	D
Recommendation	49	55	09-Jun-16 8:08 PM	D	14-Jun-16 4:44 PM	D
Negative	11	12	14-Jun-16 4:23 PM	D	14-Jun-16 5:01 PM	D
Positive	23	25	14-Jun-16 4:23 PM	D	14-Jun-16 5:03 PM	D

Figure 5.2: Themes/subjects used as Nodes in Nvivo

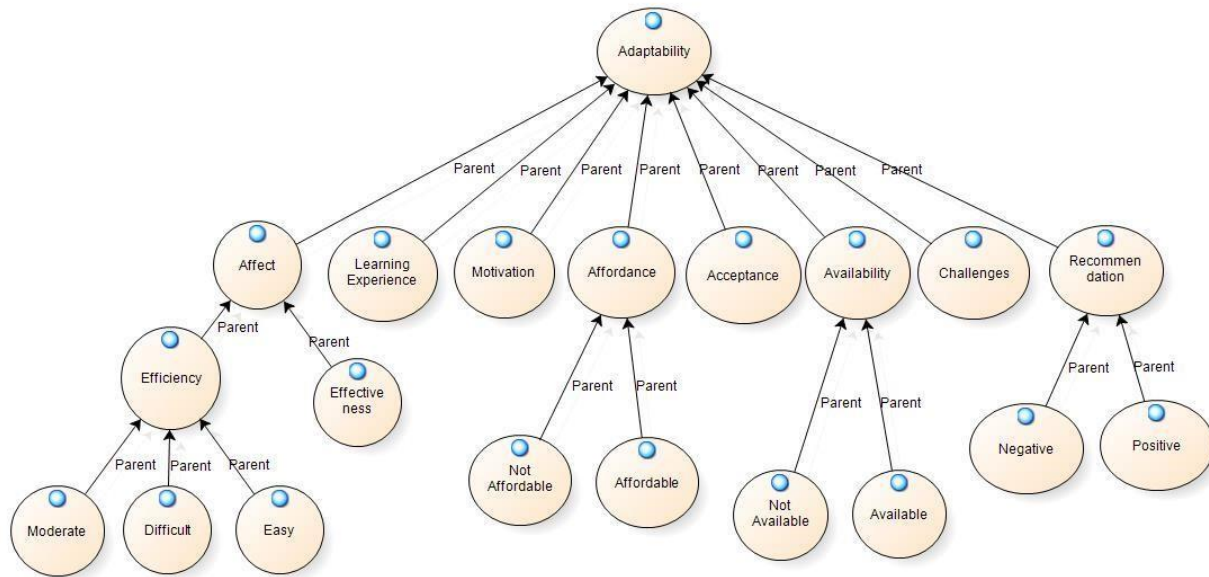


Figure 5.3: Model showing the overview of project themes and sub-themes classification in Nvivo

Nodes							
Look for: Search In: Nodes Find Now Clear Advanced Find							
Name	Sources	References	Created On	Created By	Modified On	Modified By	
Adaptability	47	47	09-Jun-16 8:04 PM	D	14-Jun-16 5:12 PM	D	
Acceptance	7	7	14-Jun-16 3:37 PM	D	14-Jun-16 3:47 PM	D	
Affect	47	53	09-Jun-16 7:48 PM	D	11-Jun-16 4:02 PM	D	
Effectiveness	13	13	09-Jun-16 7:50 PM	D	13-Jun-16 5:33 PM	D	
Efficiency	36	38	09-Jun-16 7:50 PM	D	13-Jun-16 5:33 PM	D	
Difficult	6	6	09-Jun-16 7:52 PM	D	13-Jun-16 5:31 PM	D	
Easy	4	5	09-Jun-16 7:51 PM	D	10-Jun-16 1:35 PM	D	
Moderate	5	5	09-Jun-16 7:53 PM	D	13-Jun-16 5:33 PM	D	

Effectiveness	
<Internals\Interviews\Participant17> - \$ 1 reference coded [4.12% Coverage]	
Reference 1 - 4.12% Coverage	
I think it is effective. Students apt to be learning in a more self-pace	
<Internals\Interviews\Participant19> - \$ 1 reference coded [5.24% Coverage]	
Reference 1 - 5.24% Coverage	
It is somehow effective. It is more resourceful means to rich information about a concept	
<Internals\Interviews\Participant2> - \$ 1 reference coded [0.93% Coverage]	
Reference 1 - 0.93% Coverage	
of course it is	
<Internals\Interviews\Participant21> - \$ 1 reference coded [4.06% Coverage]	

Figure 5.4: Model showing coding for the sub-theme, Effectiveness

The coding stages was directed by the principle of hermeneutics (Myers, 2009) to explain, derive meaning and understanding of text-analogue created amid interviews and focus group discussions

which were then classified into nodes in Nvivo. Figure 5.4 shows Nvivo window for the coding of Effectiveness sub-theme.

5.5.1 Affect

The Affect, in other words, the direct influence of the experiment on adaption of social media platforms in delivery of teaching and learning was assessed with respect to effectiveness and efficiency. Efficiency was measured in terms of how Easy, Moderate or Difficult was it for the student to learn or supplement their classroom lessons with online session on the social media platform. (Figure 5.5)

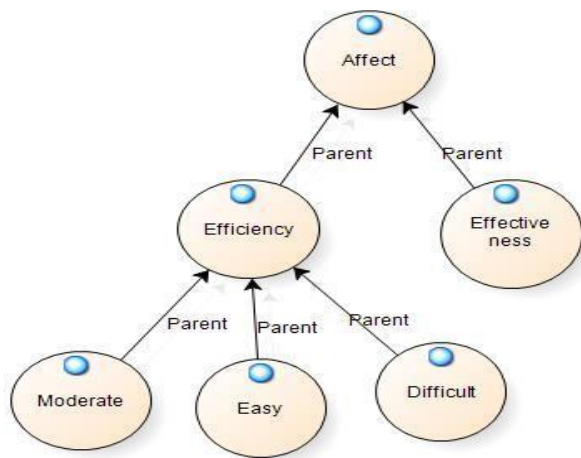


Figure 5.5: Model depicting Affect and sub-themes

The purpose of this research is to determine how adaption of the social media into teaching and learning would impact on motivation, effectiveness, efficiency and learning experience and performance of the students. Though, the guide lines or various ways by which the adaption had affected on teaching and learning was not pre-determined. Participants were given total freedom to express these with respect to their experiences through the new method. Overwhelming majority of respondents replied positively to the fact that the introduction of new technology has proven effective and efficient in their studies (see Figure 5.6 and Appendix B, Tree Node: Affect).

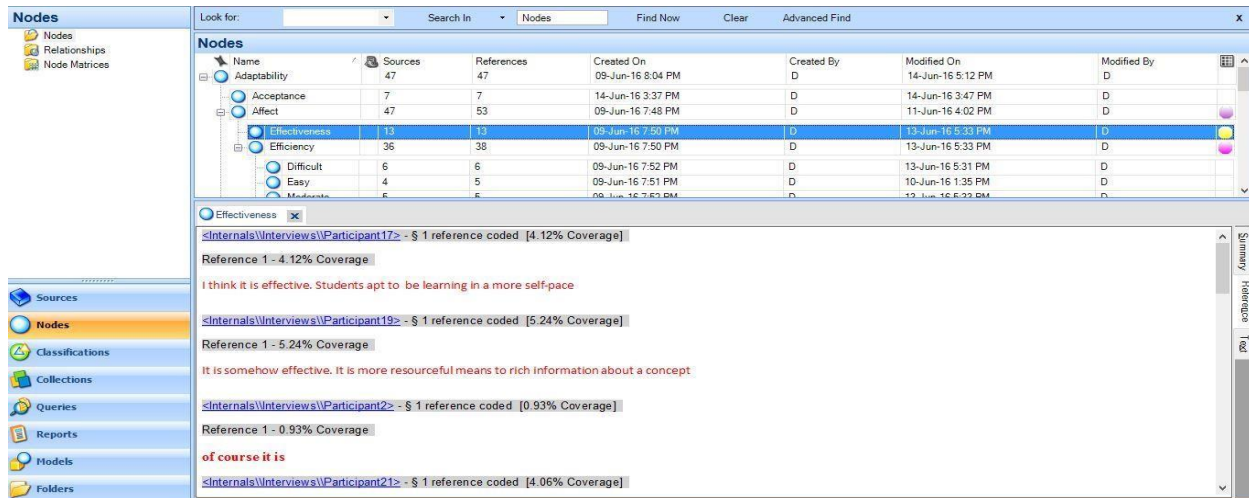


Figure 5.6: Showing coded References at Effectiveness node

Overwhelming majority also asserted the technique has been efficient too as indicated in the vibrant coding at the efficiency node (Figure 5.7) Few participants however, affirmed the method to be either Easy, moderate or difficult. Majority just simply attested to the fact that the method was efficient as can be seeing by the code density of efficiency in Figure 5.7.

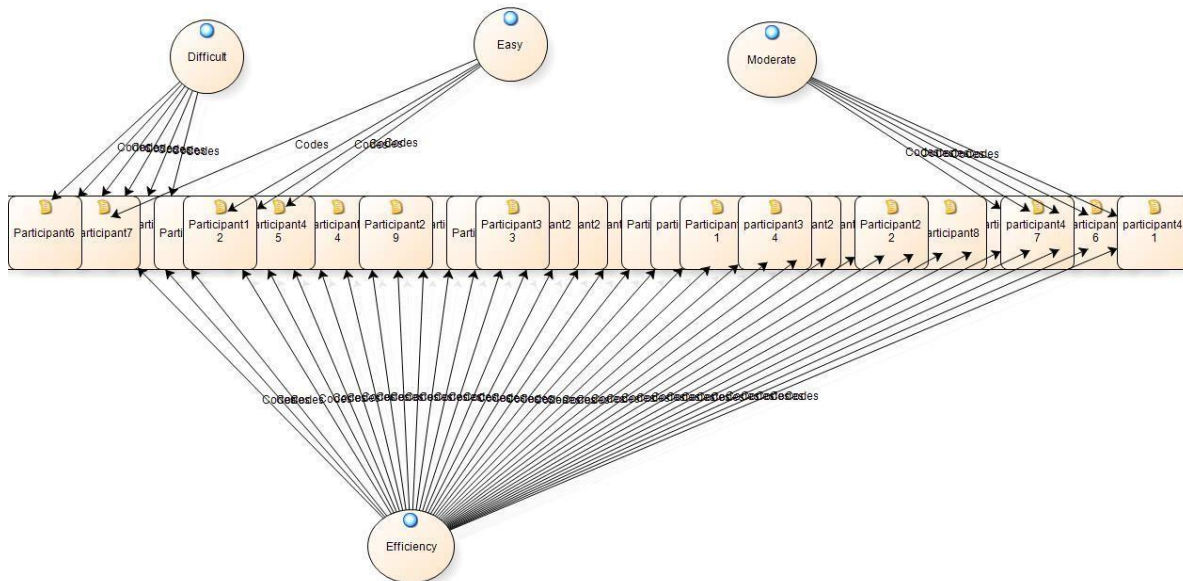
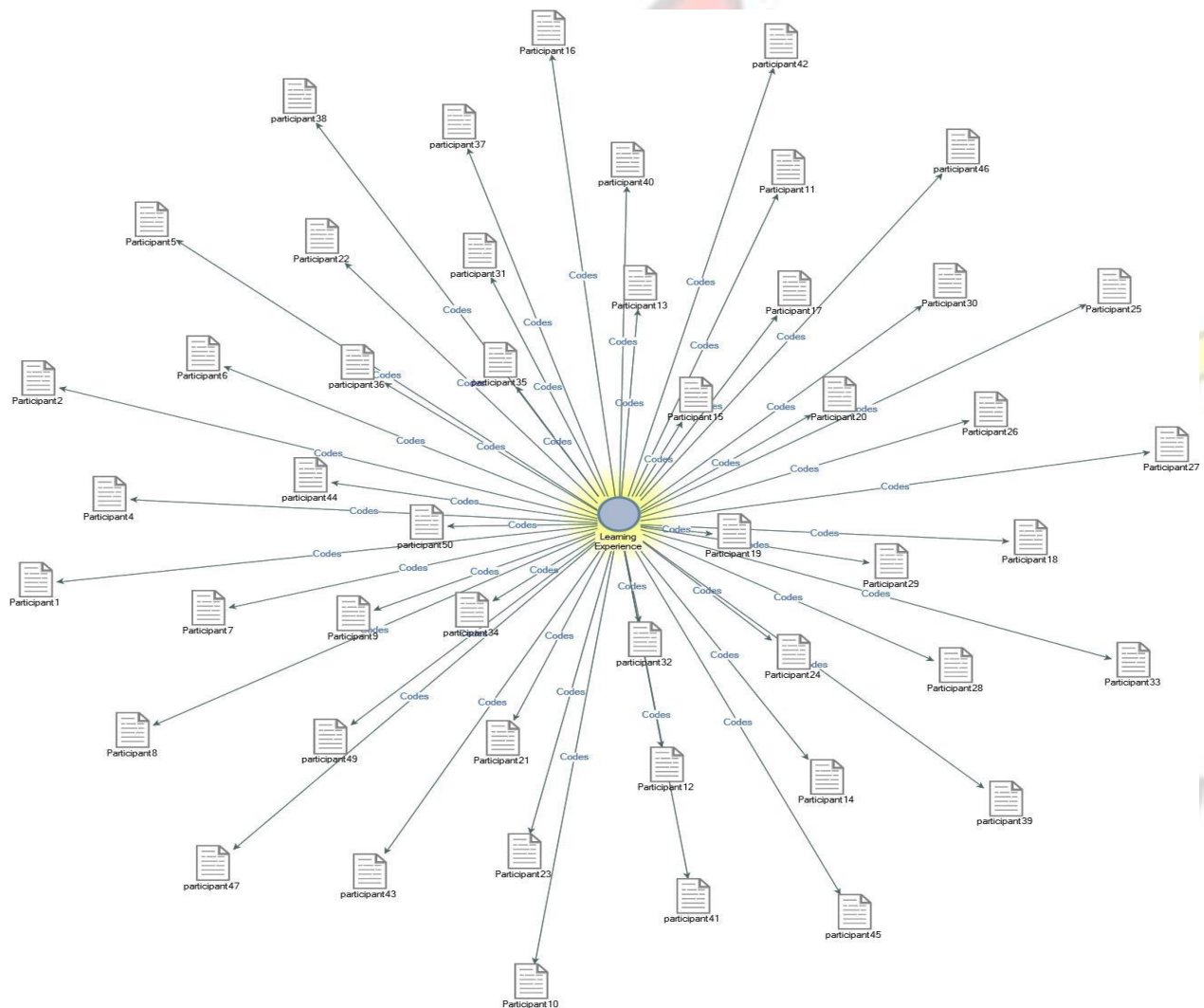


Figure 5.7: Showing code density at the Efficiency node

5.5.2 Learning Experience

Learning experience alludes to any communication, course, program, or other involvement in which learning happens, whether it happens in traditional school/classroom settings or nontraditional settings (outside-of-school areas, open space locations), or whether it incorporates conventional instructive interactions (students gaining from instructors and teachers) or nontraditional collaborations (understudies learning through diversions and intelligent computer applications). It underscores or fortifies the objective of an instructive collaboration, adapting



instead of its area (school, classroom) or outline (course, program).

Figure 5.8: Showing density of code at the Learning Experience node

In another context it is a measure of how convenient, smooth, and / or exciting a pedagogical method is considered to be. This is the context in which learning experience is used in this study. Participant overwhelmingly attested to the fact that using the social media in supporting classroom lessons provides them with very rich learning experience. They see it to be another way of ‘injecting life’ into the task of learning. Figure 4.8 shows the massive response of the participants at the node.

5.5.3 Motivation

Motivation used in the context of this study measures the enthusiasm that the new learning method provides. This measured was determined from the responses of the participants coded at the Motivation node.



Figure 5.9: Showing coding density at Motivation node

5.5.4 Affordance and Acceptance

Affordance is a factor that is based on how much the participants are able to afford the cost involved in this method in terms of having to connect to the internet when off campus and whether the cost is justified. When off-campus outside school hours, students will have to purchase a data plan from telecommunication service providers such as Vodafone, MTN and others to connect to the internet in order to access the internet and get onto the platform (either Facebook or WhatsApp).

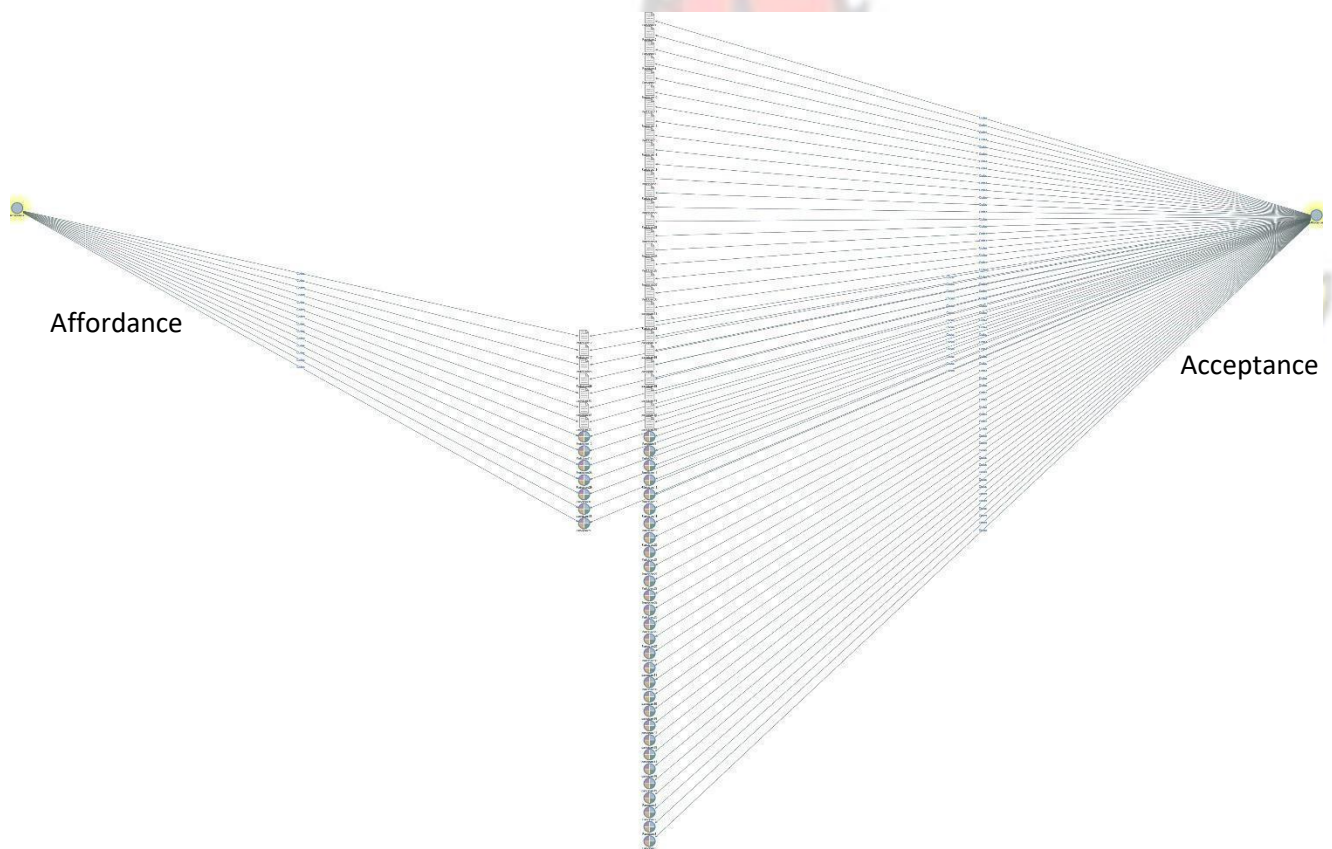


Figure 5.10: Depicting Acceptance and Affordance rate

It turns out from data gathered however that even though majority of participants readily accepted this new method, just about a fifth (one out of five) of the participants stated that they could afford the cost (Figure 5.10). The implication of this is that students would only be able to take advantage

of the social media forum and interactions on the classroom lesson mostly during school hours when they can have access to the school computer laboratory.

5.5.5 Availability

Availability is a measure that determines how often the network or the internet is accessible to the participants. With the improvement in recent time of the IT infrastructure in the country generally, it is not surprising to note that very few number of participant expressed problem with availability. Numerically there were 33 references (comments) from 30 sources (respondents) on this issue. Only 2 sources claimed they had problem with availability (Figure 5.11).



Availability	30	33
Not Available	2	3
Available	26	26

Figure 5. 11: showing code references at Availability node.

5.5.6 Challenges

Challenges as the term suggests is factor that was to denote some difficulties faced by participants when using this method. Challenges node is a tree node that has three sub-nodes, namely Power Supply (disruptions), Access to Computers / Mobile devices, and Distractions.

Distraction refers to the “noise level” online. By noise level, we mean distractions due to participants raising issues on topics that are not relevant to topics being discussed such as posting of irrelevant images or texts to colleagues while online session is going on or during a discussion or questions and answer session synchronously or asynchronously.

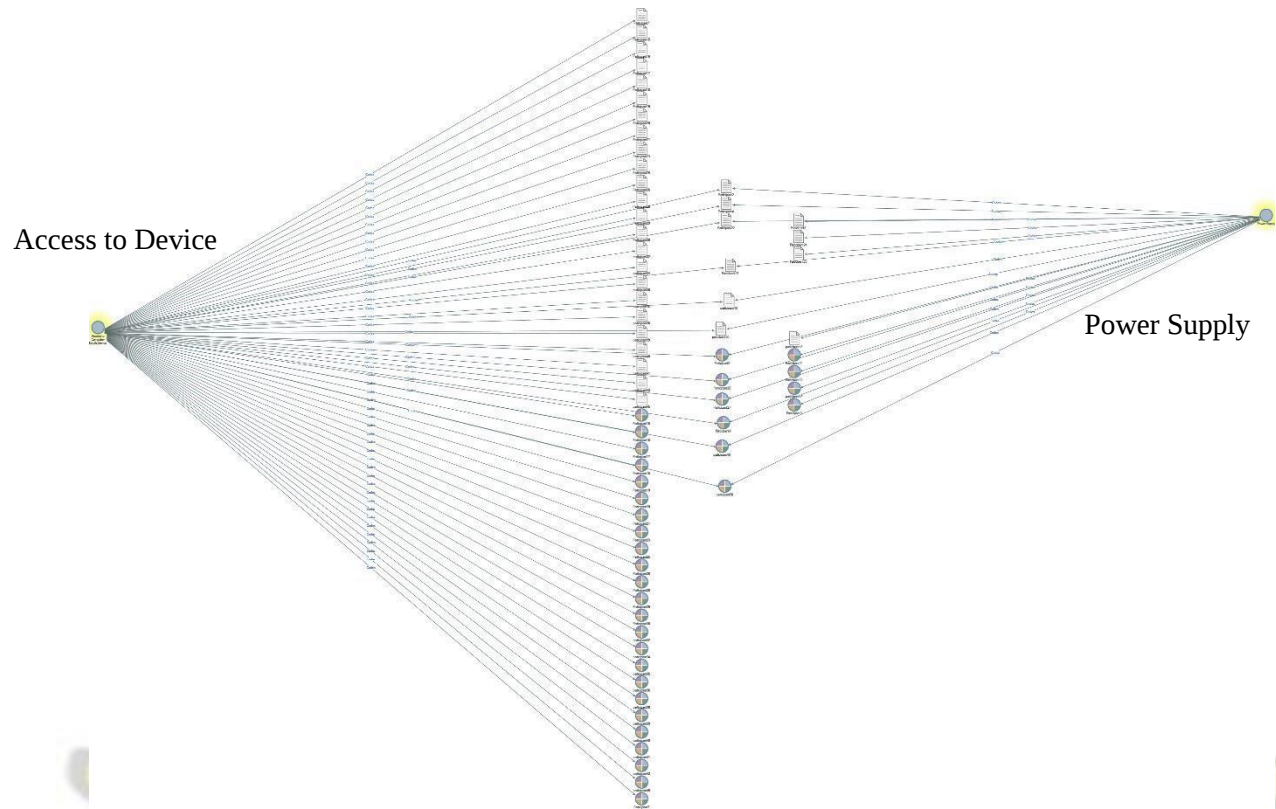


Figure 5.12: shows model map of Challenges of Access to Devices and Power Supply

The analysis shows that the greatest challenge was due to access to devices particularly powerful mobile devices such as tablets and android smartphones followed by distractions then power supply. Up to three-quarters (three in four) participants lamented on problem of access to devices while about a quarter lamented on distractions (Figure 5.12). Power supply was rather attracted the least complains.

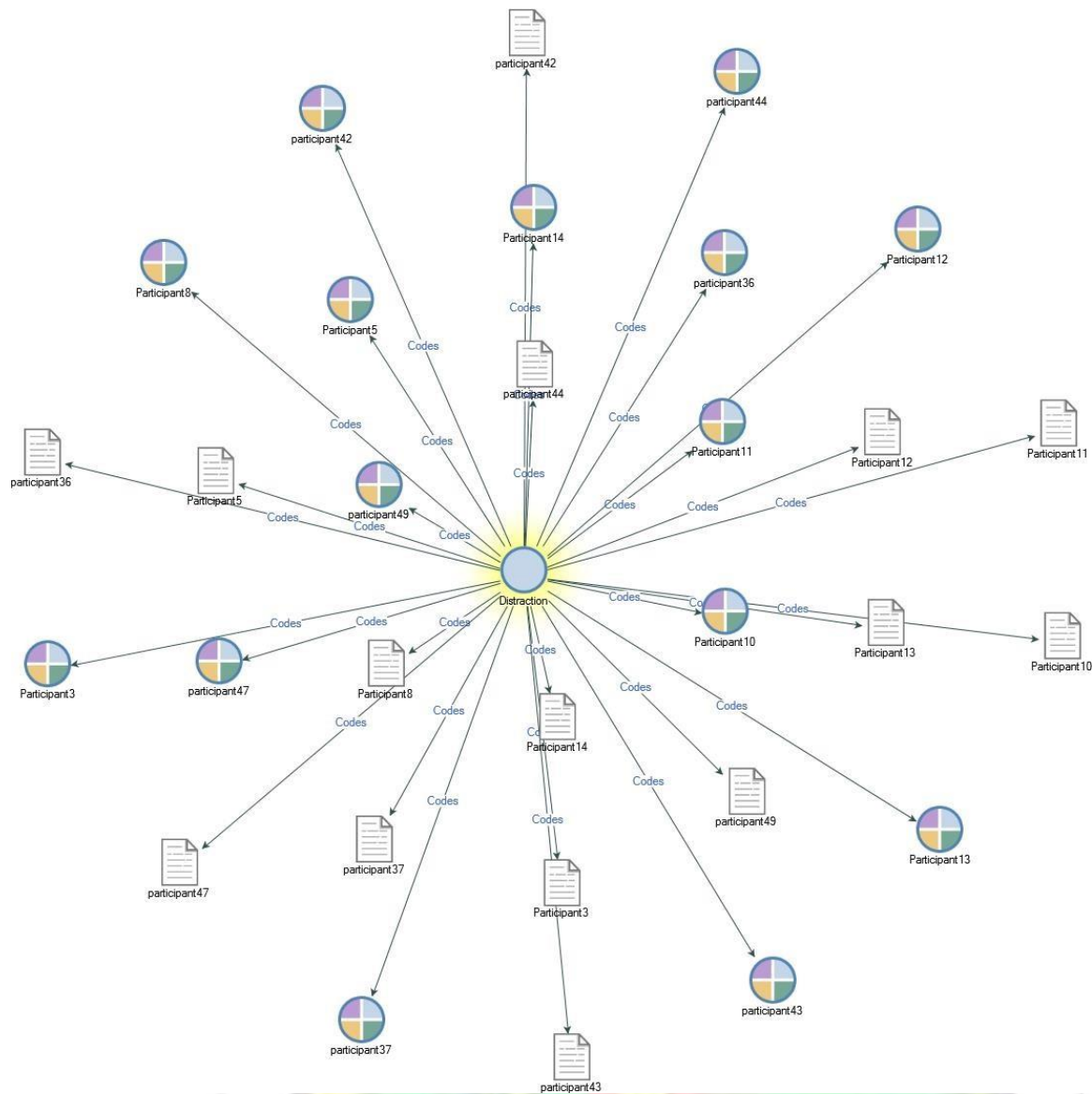


Figure 5.13: depict model showing coding at Distraction

5.5.7 Recommendation

Recommendation of the participants were sought to ascertain their overall opinion of this innovative method. This was considered important as they are the end users and their approval would be paramount to the success of the method if finally, adopted.

Majority of the participants (close to half the number) gave the project positive recommendation while about one out of five of the participants did not give positive recommendation. Four

participants representing nearly one percent of the participant could not make up their mind and therefore remained neutral (Figure 5.14).

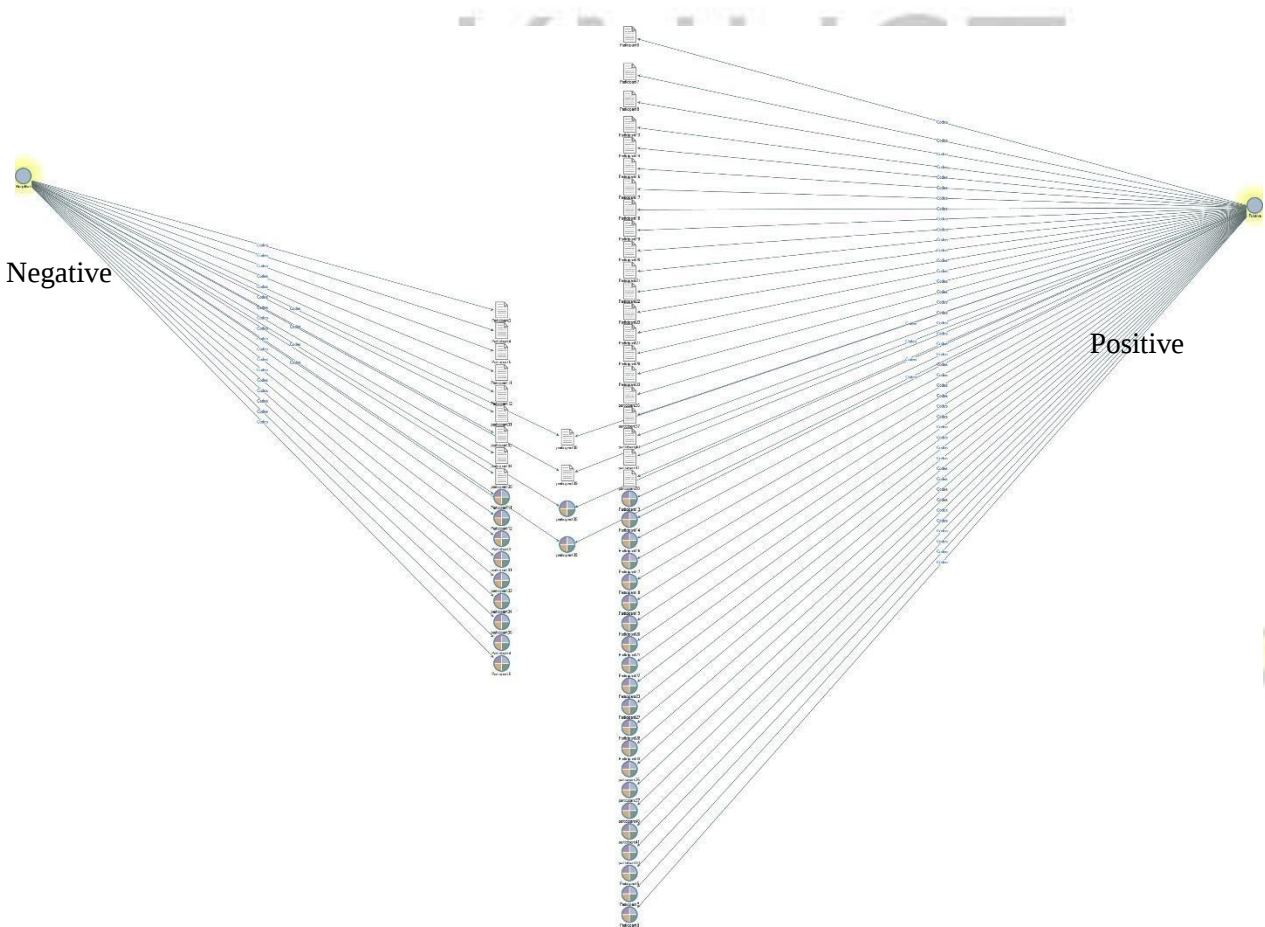


Figure 5.14: model map of coding at Recommendation node

5.6 Performance

Evaluation of the effect of the new method on Performance was left in the hands of the researcher as the participant could not assess their performance on their own. The researcher made notes in the research memo on individual participants' performance at end of the terminal examination and compared the performances in ICT subject for the term, which was supported with the social media platform and previous term in which only the traditional method was used. Data from the memo was part of the sources fed into Nvivo and was coded.

It turned out from the analysis that majority of the participants – approximately fifty percent – improved in performance for the subject while about twenty percent of the participants recorded a decline in performance. Performance of about a third, approximately thirty-three percent remained unchanged (see Figure 5.15).

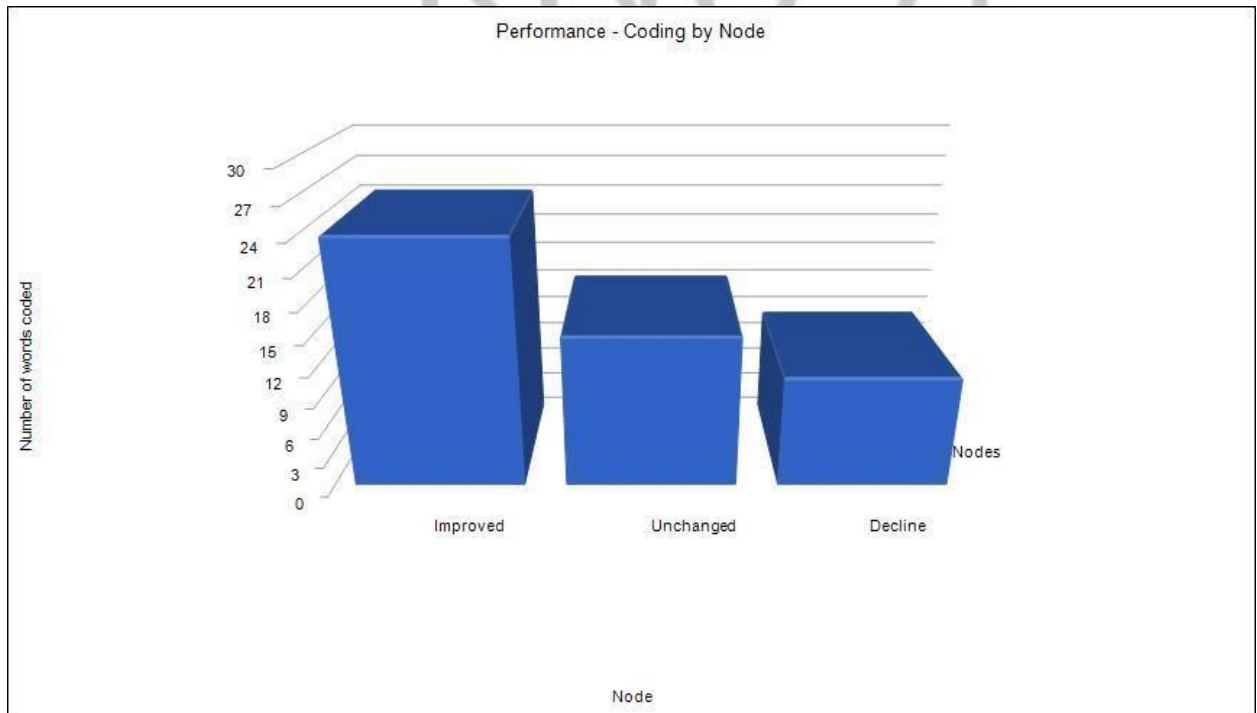


Figure 5.15: showing coding at Performance nodes

5.7 Summary

Detailed discussion on the implementation of the study has been elaborated in this chapter. The analysis of data generated and the methods employed in the analysis using computer-assisted qualitative analysis have been comprehensively expounded. Various themes that materialized from the content analysis of the interviews were each dissected and evaluated in the light of data to ensure validity and rigor of the research outcomes. Next chapter discusses the findings of the research with respect to literature and contribution to knowledge.

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CHAPTER SIX

DISCUSSION

6.1 Introduction

This section details the findings from the analysis of the study. This discussion examines the findings within the context of literature to uncover similarities which support theory and differences thus allowing this research to reveal new insight into supplementing teaching and learning process to inform theory by social media platforms. The discussion was structured according to the research questions sets.

6.2 Social Media Academic and Learner Dimensions

The intervention scheme in this research study incorporates technology-driven delivery of teaching through social media (specifically Facebook and WhatsApp). Social media was utilized in the delivery of online tuition from distance to the study site thus NASTECH SHS, with the researcher and other colleague tutors serving as resource persons while Facebook and WhatsApp was adapted for content delivery to enhance online tuition. The researcher participated fully in the research environment because a case study research method was opted for this research. This provided an extra benefit of obtaining a firsthand measure of the study outcomes with respect to expectations and academic demands on using social media in the context of this study.

Easy usage of the learning social media platforms with respect to the setting up groups, providing of resourceful materials and information as well as student support in one way or the other were the main demands of academic staff on the social media platform. This attest to the idea of what Weller (2007) that this parameter often determines the acceptance and viability or ease of use of any learning platform. Both WhatsApp and Facebook utilized in this research are free online

software with large support community base. Therefore, needed materials for the tools are readily available making both tools simple to adapt for the intended purpose. This was evident in this study as users of the systems – both teaching staff and students adapt to the social media platforms with little effort. Also, the interactive nature of the web in enabling communication from distance in audio-visual form proved initially beneficial in the live beaming of tuition. Even though this mechanism of extra tuition for students was highly beneficial, it was too dependent on the access and availability of adequate infrastructure, specifically regular electricity power and high speed internet connection. This study faces little difficulty of such situations of internet down times and regular power outages.

The web is seen as a managing innovation as in it cultivates enhanced performance. Without the intervention of technology in the circumstance under which intervention in this study was carried out, the pupils would have had to go without subject teachers for the subjects for which the school has no teachers. This could be realized as an enhancement in the conveyance of instructing and learning from the institutional point of view.

Then again, the characteristics of this technique for teaching places a tremendous obligation on the educator to invest enough exertion in the outline of directions, learning objects and the presentation of learning materials before teaching on the web. In up close and personal learning, there is an open door for the educator to answer and clarify things as and when inquiries emerge. Though, online learners' questions may not be addressed in a split second, a circumstance which requests that the instructor makes learning materials as express as could be allowed.

It is essential that sufficient resourceful information be made accessible to promote students selfpaced learning, for example, communication instruments to encourage communication and coordinated effort amongst educator and students and also amongst students. This is the way in

which instruction leverages the importance of web-applications and web technologies to enhance learning experience and level of performance.

Students are the main users of the social media groups platforms created. Their poor encounters in utilization of the learning environment are certain to bring about negative criticism which will thusly influence uptake. Accordingly, the framework must be anything simple to use with a specific end goal to add value to learning experience. In this study, it has been demonstrated that how rapidly learners got adjusted to the learning environment and how simple they discovered its utilization directed their appraisal of the new innovation and were likewise the factors with which they assess their experience gotten from the new learning environment (see area 5.5.1 and 5.5.5).

6.3 Students Preparedness for the Social Media Learning Platforms

Long (2000) attest that most students are not able to take advantage of the potentials of learning through social media platform and other e-learning platforms. Some reasons attributed to this are lack of access to internet and devices to connect in many second cycle intuitions.

For social media learning platforms to be effective and meaningful, therefore, students must be academically and psychologically ready for the new learning experience. This problem was showed up in the intervention implementation process in this study. Even after orienting the students about the usage of the system, it still demanded some time for the students to appreciate the importance of the system. This study has indicated that preparing students to adapt online learning to be self-directed which is vital to their success in the process and effectiveness of the learning platform.

This really manifested in this study as students took time to adapt and adjust to the new learning setting to shape their studies. Findings from this research demonstrates it will demand little time

beyond a school schedules before students get acquainted to take direct of their own pace of learning.

6.4 Impact of Social Media on Students Learning

It was argued in the literature that integrating social media to classroom learning brings more effective and enhance the acquisition of knowledge and skills needed for lifelong learning Oloyede (2008). Technology-driven studies also brings new methods of teaching and learning and not just enabling students and teachers to do same thing in appropriately but also provides more resourceful ways of reaching vital information to promote their studies (Klopfer et al., 2009).

Findings from this study attested to these views. Features such as active learning, collaboration, and learning experience are inherent in technology-driven learning and these were manifested in the outcome of this study. Students confirmed to how the novel way of delivering tutorial support has helped them to become better students by being able to get reach to rich information to enhance their learning experience. They were able to search for further materials on their own and different new answers to problems.

Students from this study, showed increase level collaborative skills and easy adaptability of social media to enhance traditional classroom learning (section 5.5.1, 5.5.2 in chapter 5). There was also overall conclusion that their learning experiences with the new teaching approach have improved tremendously. Motivational impact with the introduction of the social media platforms was considered as impetus in their yearning for long lasting learning. Actually, motivational effects were really high as seen in (Figure 5.9) this study.

6.5 Effectiveness and Efficiency of Social Media in Teaching and Learning Process

Effectiveness of the social media learning platform used was evaluated with reference to how simple it was to adapt the platform, the accessibility of the platform within the prevailing conditions of insufficient facilities such as internet connectivity down times and regular power supply. Analysis from the study shows that most students were able to quickly adapt to the social media platform and found it easier to use. The implication was that those students who were not able to easily adapt the system needs more time and support in order to take advantage and obtain the maximum benefits from the proposed social media learning platform. Most of the students (two out of thirty students) however, attested that the platform deployed is feasible and can be made available, though with some aid from government in respect of financing. Majority of the students just simply attested to the fact that the method was efficient as it can be seen Figure 5.7.

6.6 Impact of Social Media on Students' performance

The previous sections discussed under the impact of social media with factors such; learning experience, effectiveness of social media and student's adaptability level helps to solve the research questions one and two:

- ☐ *How can social media be used to enhance teaching and learning in second cycle institutions?*
- ☐ *How does the social media usage in teaching and learning impact on motivation and learning experience of learners at the SHS level?*

This section examines the impact of the social media platform adapted to promote students' performance helps to find solution to the third research question:

❑ *How does the usage of social media affect learners' performance at the SHS level? It*

turned out from the analysis that majority of the participants – approximately fifty percent – improved in performance for the subject while about twenty percent of the participants recorded a decline in performance. Performance of about a third, approximately thirty-three percent remained unchanged (see Figure 5.15). The outcome of this research confirms the results of the study by (Barhoumi C., 2015) demonstrating that WhatsApp mobile learning activities brings a lot of positive effects on students' success and attitudes towards online teaching and learning.

6.7 Summary

This chapter of the thesis described the findings from the analysis of the results from the solution implemented in this study and have also related the findings to the literature. This thesis has brought to light a number of insights in respect of utilizing social media (WhatsApp and Facebook) platforms to augment teaching and learning process. The next chapter includes the summary of the thesis, conclusions drawn and the recommendations of the study.

CHAPTER SEVEN

SUMMARY AND CONCLUSION

7.1 Introduction

This chapter elaborates on the summary and conclusions of this research project. It starts with the summary of the entire chapters discussed and then followed by conclusions with recommendations and suggestions further for research.

7.2 Summary of Chapters

This study focuses on the determination of the effectiveness and efficiency of using the social media by teachers and students at the second cycle institution level. In the course of the study multiple social media were to be used to augment face-to-face teaching and learning to determine the impact and implication on student's performance.

Chapter One describes the general background to the research topic and explored the concept of introducing social media in traditional teaching and learning process. The motivation behind this study was the wish to find ways to supplement teaching and learning in classrooms of which students can get access to rich and resourceful information after the usual classroom lessons, and also to find out the merits of social media in teaching and learning; and its implication on students' performance.

Chapter Two describes the literature to study the conceptual area of social media platforms, its development, forms and current developments in the literature and its association with online studies. The chapter continued to elaborate on learning ideas and the association between traditional classroom learning and social media mediated studies was also discussed. Related studies were also sort with respect to social media to how useful it is to introduce social media platforms in modern era of education.

Chapter Three describes the research methodology. The chapter describes this study as interpretive research and described in detail the various forms of qualitative research methods within the interpretivism research paradigm. The two main methodologies and their philosophical assumptions and data collection techniques under each category are deliberated in this chapter. Finally, a case study method was chosen and justified as the appropriate method for the research in place of other approaches.

Chapter Four elaborates on the methods and procedures which were used in conducting the research under study. The methods and procedures include Research Design, Population of the Study, Sample Size and the Sample Technique. It also includes the mode data analysis implemented. Details of the research implementation were specified in this section including description of the study setting, ethical consideration of study, description of respondents and description of screen shots of the adapted social media (WhatsApp and Facebook) module and its functionalities.

Chapter Five elaborates on the data analysis and findings from the case study research where social media was used to augment traditional classroom studies. The chapter discusses computerized subjective data analysis described the organization of the data Nvivo nodes. The result themes were portrayed in subtle element with the investigation of finding from information on each of the subjects and general perspective of members.

Chapter Six details the analysis and findings from the research intervention and attempts to look at the similarities that support the literature in respect of similar studies and also brings out differences uncovered, thus permitting this research study to add up new insight into using social media platforms to supplement teaching and learning process in second cycle schools in Ghana.

Chapter Seven indicates the summary and conclusion of the study and talk about the contribution the study brought to knowledge. The chapter highlights the limitation of the study and concludes with recommendation for further research.

7.3 Contribution of Study to Body of Literature and Knowledge

This section espouses on the contribution of this research to body of literature and knowledge and is discuss with respect to the research questions put forward in section 1.4.

How can social media be used to enhance teaching and learning in second cycle institutions?

The augmentation of the social media to support classroom teaching as done in this study has proven the potential in adapting the media into classroom teaching, this mixed pedagogy leads to the notion of ‘blended learning’ – a modern way of blending traditional method with e-learning. Features such as active learning, collaboration, and learning experience are inherent in technology-driven learning and these were manifested in the outcome of this study. Students confirmed that the new way of delivering tutorial support has helped them to become better learners by being able to get reach to rich information to enhance their learning experience. They were able to source for further materials on their own and different new answers to problems. Students from this study, showed increase level collaborative skills and easy adaptability of social media to enhance traditional classroom learning (section 5.5.1, 5.5.2 in chapter 5). There was also general conclusion that their learning experiences with the new teaching approach have been positive.

Social media learning platform was effective with reference to how easy it was to use the platform, and the system was available always but has some hitches that distract the system a little due to inadequate facilities such as regular power supply and internet connectivity down times. Analysis from the study shows that most students were able to quickly adapt to the social media platform and found it easier to use. The implication was that those students who were not able to easily adapt the system needs more time and support in order to take advantage and obtain the maximum benefits from the proposed social media learning platform. Most of the students (two out of thirty students) however, it was clear from the study that teaching and learning process has improved tremendously with the introduction of social media platforms to augment classroom lessons.

How does the social media usage in teaching and learning impact on motivation and learning experience of learners at the SHS level?

Motivation used in the context of this study measures the enthusiasm that the new learning method provides. Majority of participants attested to the fact that the method was very enthusiastic and that served as a good motivation for them to always want to access the content on the social media platform and participate in a forum more than they would with the traditional lessons in the classroom. Overwhelming majority of up to 80% of participants agreed to this (Figure 5.9). Therefore, this study concludes that the social media platforms (WhatsApp and Facebook) really helped to sustained and promoted students interested in whatever they learned.

How does the usage of social media affect learners' performance at the SHS level?

Evaluation of the effect of the new method on Performance was left in the hands of the researcher as the participant could not assess their performance on their own. The researcher made notes in the research memo on individual participants' performance at end of the terminal examination and compared the performances in ICT subject for the term, which was supported with the social media platform and previous term in which only the traditional method was used. It turned out from the analysis that majority of the participants, approximately fifty percent improved in performance for the subject while about twenty percent of the participants recorded a decline in performance. Performance of about a third, approximately thirty-three percent remained unchanged (see Figure 5.15). This study concludes that the utilization of social media in teaching and learning go a long way to enhance and promote students' performance.

7.4 Recommendation and Suggestion for Further Studies

With respect to the results of this research study, the study advises students and teachers in online tutoring to adapt WhatsApp and Facebook mobile applications to pursue learning activities in a mixed course incorporating both face to face learning and online learning. The results of the study show that WhatsApp and Facebook are good tools for online learning when it is used in a blended

course strategy. In a blended mobile learning, mobile applications such as WhatsApp and Facebook are preferred to supplement face-to-face, in-class discussion in regard to have more time to elaborate on topics taught.

The study suggests that the use of social gaming dynamics can sustain students' desire and motivation to learn, aid them to develop stronger interactions with their colleagues/classmates, and eventually help them in the knowledge-creation process. The trend toward more blended and online delivery in second cycle education seems unabated; the use of social media games can potentially serve as an effective vehicle for mobile and contextual learning that supplements existing ICT tools.

Further researches may adapt the conceptual framework of this study to other contexts or samples such as elementary school students or graduate people, or teachers. Future studies should also be conducted with learners from several countries in order to better understand whether different sociocultural contexts may influence the purpose of Facebook and WhatsApp usage in teaching and learning process. Different countries have diverse cultural and social implications and various habits regarding the usage of social networking tools. Therefore, a different variety of usage purposes can provide interesting outcomes and new insights into social networking usage. A future research that compares different samples of countries can shed light on this issue and this effort would offer a great helpful insight to elucidate the purposes of Facebook and WhatsApp usage.

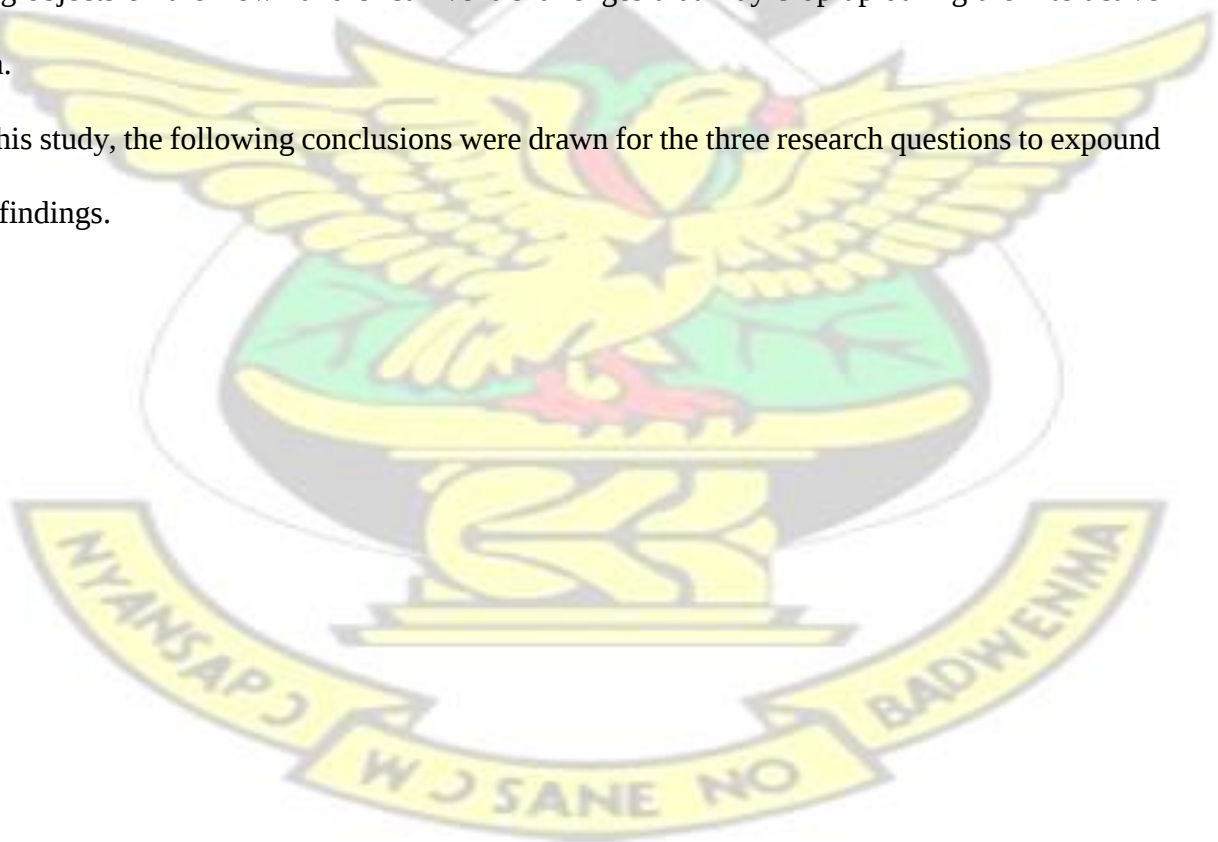
7.5 Conclusion

This study set out to explore ways and means by which students of all manners who are in Ghanaian second cycle institutions, could be empowered through the use of technology-driven tools to overcome barriers that militate against them with respect to the provision of quality education and access to and use of information. The study was conducted with the objectives to augment the

social media with the traditional classroom teaching and learning in second cycle institutions, to determine the effectiveness and efficiency of social media usage amongst second cycle institution level of students, and to find out the benefits of social media in teaching and learning; and its implication on students' performance.

This research focused on how to use social media platforms to supplement teaching and learning in order to enhance the performance of students in second cycle institutions of Ghana. From the initial stages of study implementation through final stages, it appeared that students or participants could be motivated by being given a chance to play a more active role in the learning process rather than being passive learners in traditional classroom. With the researcher being an active participant and playing an active role in the learning process, students tend to be more innovative, create learning objects on their own and circumvent challenges that may crop up during the interactive session.

From this study, the following conclusions were drawn for the three research questions to expound on the findings.



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APPENDIX A

INTERVIEW FOR STUDENTS

TOPIC

THE ADAPTATION AND EFFECTS OF SOCIAL MEDIA IN TEACHING AND LEARNING IN SECOND CYCLE INSTITUTION LEVEL

The purpose of this interview guide is to find the best way of enhancing students' interest and improving their performance in ICT. The interview aims to evaluate the progress of applying social media in the teaching and learning process.

Interview Questions

1. How easy or fun do you find this augmentation of social media with the traditional method?
2. Would you say it is an efficient way to deliver teaching / learning?
3. In terms of availability, what is your view of this method?
4. In terms of affordability, what is your view of this method?
5. Do you think the cost is justified?
6. Learning experience is how much a student is able to derive from a learning system in terms of learning; how do you rate your learning experience with this new method?
7. Adaptability of technology – how you have been able to adapt yourself to the technology in use either for the original purpose or for any other?
8. What challenge(s) do you face in taking advantage of this method?
9. What is your or would be your recommendation with respect to adaptation of this new system in support of teaching and learning at SHS in Ghana?

APPENDIX B

NODE CODING

SUMMARY

Coding Summary By Node

Taking The Class Onto Social Media

30-Jun-16 8:10 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Node

Nodes\\Adaptability
Document

Internals\\Interviews\\Participant1

No 0.0777 1

1 D 09-Jun-16 8:05 PM

Easily. Most of us are used to the internet and the social media like Facebook already so using it to learn this way is easy for us.

Internals\\Interviews\\Participant10

No 0.0556 1

1 D 10-Jun-16 1:15 PM

Yes, I have. I know where to search for information and exactly where to look for the information

Internals\\Interviews\\Participant11

No 0.0361 1

1 D 10-Jun-16 1:29 PM

How would that even be possible? It cannot be adapted in my case

Internals\\Interviews\\Participant12

No 0.0535 1

1 D 10-Jun-16 1:42 PM

I have been able to adapt to the use of the teaching and learning through the social media.

Reports\\Coding Summary By Node Report

Page 1 of 104

30-Jun-16 8:10 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Interviews\\Participant13

No 0.0408 1

1 D 10-Jun-16 1:51 PM

I am still adapting because I am learning new things every new day

Internals\\Interviews\\Participant14

No	0.0408	1
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1	D	10-Jun-16 2:01 PM
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I am still adapting because I am learning new things every new day

Internals\\Interviews\\Participant15

No	0.0794	1
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1	D	10-Jun-16 2:36 PM
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Very easy, most of us are used to the internet and the social media like Facebook already so using it to learn this way is easy for us.

1

1 D

Internals\\Interviews\\Participant16

No 0.0846

10-Jun-16 2:45 PM

It is simple to use. Most of us are used to the internet and the social media like Watsapp already so using it to learn this way is not difficult.

Internals\\Interviews\\Participant17

No 0.0933 1

1 D 11-Jun-16 4:12 PM

One can simply familiarize with its usage. Most of us are used to the internet and the social media like Facebook already so using it to learn this way is not difficult.

Internals\\Interviews\\Participant18

No 0.0333 1

1 D 11-Jun-16 4:22 PM

It is simple to use since it is part of human life now

KNUST

Reports\\Coding Summary By Node Report

Page 2 of 104

30-Jun-16 8:10 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Interviews\\Participant19

No	0.0864	1
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1 D 13-Jun-16 1:51 AM

It is simple to use. Most of us are used to the internet and the social media like Watsapp already so using it to learn this way is not difficult.

Internals\\Interviews\\Participant2

No	0.0453	1
----	--------	---

1 D 10-Jun-16 11:26 AM

I'm always on a social media site so I can boldly say it's easier to use

Internals\\Interviews\\Participant20

No 0.0348 1

1 D 13-Jun-16 1:58 AM
It is easily adaptable since its common with humans now

Internals\\Interviews\\Participant21

No 0.0864 1

1 D 13-Jun-16 2:03 AM
It is simple to use. Most of us are used to the internet and the social media like Watsapp already so using it to learn this way is not difficult.

Internals\\Interviews\\Participant23

No 0.0358 1

1 D 13-Jun-16 2:15 AM
It is easily adaptable since its part of humans' life now

Internals\\Interviews\\Participant24

No 0.0379 1

KNUST

1 D 13-Jun-16 2:19 AM

It is easily adaptable because it is flexible to manipulate

Reports\\Coding Summary By Node Report

Page 3 of 104

30-Jun-16 8:10 PM

Classification		Coverage			
Aggregate		Number Of Coding References	Reference Number	Coded By Initials	Modified On
Internals\\Interviews\\Participant25					
No		0.0157			
It is easily adaptable					
16 2:32 AM					
Internals\\Interviews\\Participant26					
No		0.0850	1		

1 D 13-Jun-16 2:36 AM

It is simple to use. Most of us are used to the internet and the social media like Watsapp already so using it to learn this way is not difficult.

KNUST

Internals\\Interviews\\Participant27

No 0.0889 1

1 D 13-Jun-16 2:41 AM

It is simple to use. Most of us are used to the internet and the social media like Watsapp already so using it to learn this way is not difficult.

Internals\\Interviews\\Participant28

No 0.0365 1

1 D 13-Jun-16 2:46 AM

It is easily adaptable since its manipulation is simple

Internals\\Interviews\\Participant29

No 0.0323 1

1 D 13-Jun-16 2:49 AM

It is easily adaptable since its common with us now

1

1 D 13-Jun-

Internals\\Interviews\\Participant30

No 0.0350 1

1 D 13-

Jun-16 2:54 AM

It is easily adaptable since it is simple to manipulate

Reports\\Coding Summary By Node Report

Page 4 of 104

30-Jun-16 8:10 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Interviews\\participant31

No 0.0559 1

1 D 13-Jun-16 1:13 PM

Answer:adapting the technology is not difficult. You need little or no assistance to use social media platform

Internals\\Interviews\\participant32

No 0.0554 1

1 D 13-Jun-16 1:28 PM
I have adapted this method in learning things that has to do with socializing and occasional global news

Internals\\Interviews\\Participant33

No 0.0560 1

1 D 13-Jun-16 1:44 PM
this technology is adaptable and is one of the most effective way of teaching and learning

Internals\\Interviews\\participant34

No 0.0539 1

1 D 13-Jun-16 1:53 PM
I have adapted the method for socializing. Others can adapt the technology for other purposes

Internals\\Interviews\\participant35

No 0.0636

16 1:59 PM
social media can be adapted for its original purpose which is socializing with new and existing friends

1

1 D 13-Jun-

Internals\\Interviews\\participant37

No 0.0521 1

1 D 13-Jun-16 2:12 PM

it is easy to use this technology for socializing and other teaching and learning purpose

Reports\\Coding Summary By Node Report

Page 5 of 104

30-Jun-16 8:10 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Internals\\Interviews\\participant38

No 0.0459 1

1 D 13-Jun-16 2:19 PM

this is basically used for marketing, public relation jobs and socialization

Internals\\Interviews\\participant39

No 0.0385 1

1 D 13-Jun-16 2:25 PM
it can be adapted to enhance our social life but not for academic purposes

KNUST

Internals\\Interviews\\Participant4

No 0.0562 1

1 D 10-Jun-16 12:04 PM

I have adapted social media mostly for finding new and old friends as well as chatting with them

Internals\\Interviews\\participant40

No 0.0546 1

1 D 13-Jun-16 2:32 PM

social media can be adapted for a whole bunch of purposes depending on what you need it for

Internals\\Interviews\\participant41

No 0.0546 1

1 D 13-Jun-16 2:38 PM

social media can be adapted for a whole bunch of purposes depending on what you need it for

1

1 D 13-Jun-

Internals\\Interviews\\participant42

No 0.0447 1

1 D 13-Jun-16 2:45 PM

I have adapted social media for few work so I can say it can be adapted

Reports\\Coding Summary By Node Report

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Internals\\Interviews\\participant43

No 0.0586 1

1 D 13-Jun-16 2:51 PM

social media can be adapted for its mainly purpose i.e. socialization but not for formal educational purposes

Internals\\Interviews\\participant44

No 0.0573

16 3:01 PM

the technology is adapted for various outlets namely network marketing, PR jobs, professional networks, etc.

Internals\\Interviews\\participant45

No 0.0618 1

1 D 13-Jun-16 3:06 PM

the technology is good when adapted for other things like socialization but not for teaching and learning academically

Internals\\Interviews\\participant46

No 0.0604 1

1 D 13-Jun-16 3:12 PM

the technology was developed for socialization but now it can be used in various ways. There for it can be adapted

Internals\\Interviews\\participant47

No 0.0572 1

1 D 13-Jun-16 3:19 PM

this technology was for socializing but social media can be made more effective and efficient for educational purposes

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Internals\\Interviews\\participant48

No 0.0457 1

1 D 13-Jun-16 3:26 PM

the technology can easily be adapted for teaching and learning apart from socializing

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Internals\\Interviews\\participant49

No 0.0553 1

1 D 13-Jun-16 3:32 PM

the technology can be used for school works if proper plan is done and more ICT professionals are employed

Internals\\Interviews\\Participant5

No 0.0535 1

1 D 10-Jun-16 12:14 PM

I was introduced to social media platforms like LinkedIn and all I have is praise for the site

Internals\\Interviews\\participant50

No 0.0527 1

1 D 13-Jun-16 3:38 PM

this technology can be adapted for teaching and learning but I basically use it for marketing my products

Internals\\Interviews\\Participant6

No 0.0441 1

1 D 10-Jun-16 12:25 PM

It used to be difficult but I later asked for assistance and now I am all good

Internals\\Interviews\\Participant7

No 0.0264 1

1 D 10-Jun-16 12:36 PM

I use the technology a lot but not for learning

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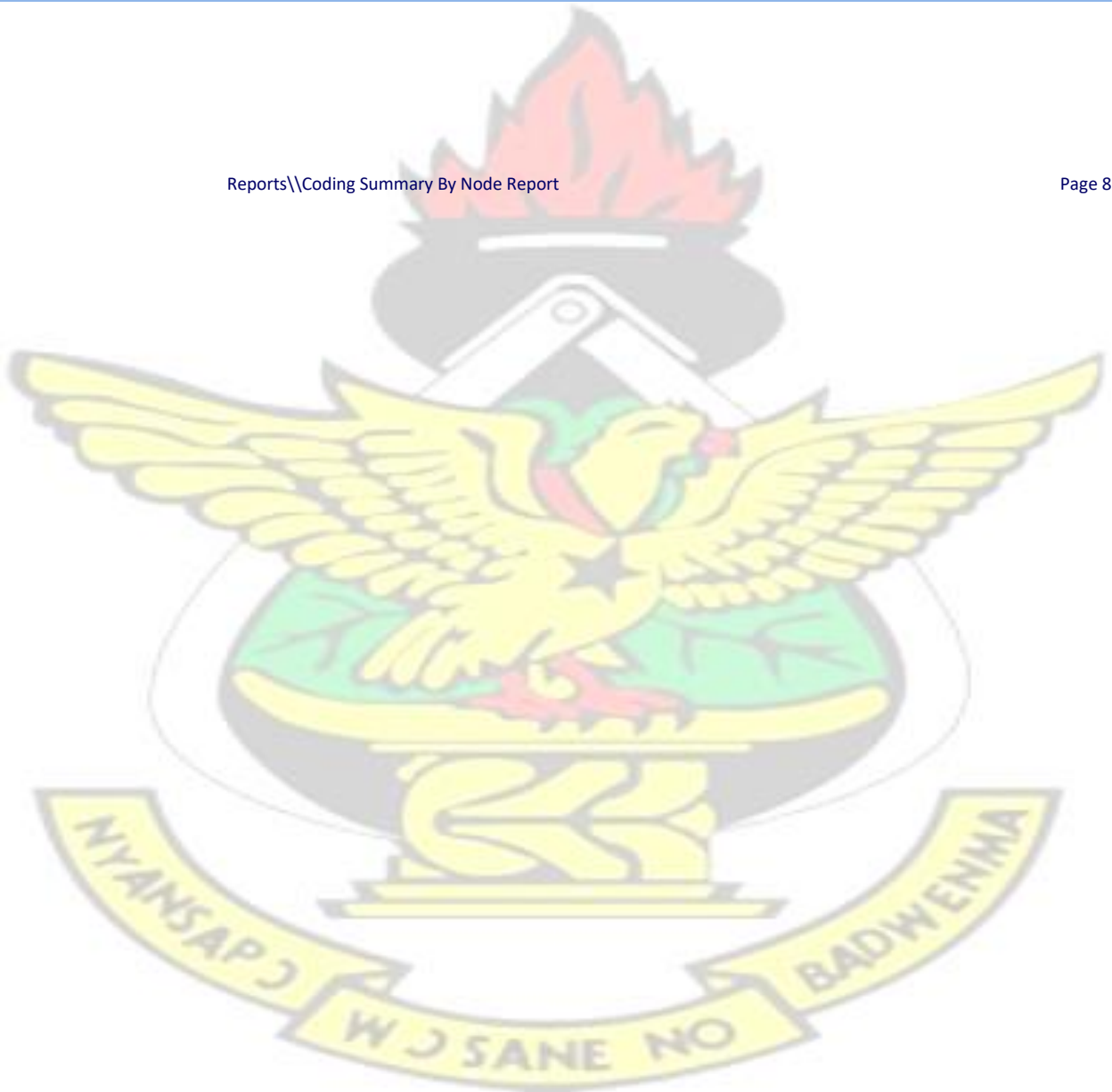
No

0.0537

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10-Jun-16 12:48 PM

social media is a broad platform. I'm still gaining insight and experience day in day out



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