

**THE USE OF SOCIAL MEDIA AMONG SENIOR HIGH SCHOOL
STUDENTS IN GHANA: A STUDY OF ARMED FORCES SENIOR
HIGH/TECHNICAL SCHOOL**

By

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DECLARATION

I, **Barbara Mahama** declare that except for references to other works which have been duly cited and acknowledged, this work is entirely mine and was conducted under the supervision of Ms. Sarah Akrofi-Quarcoo of the School Of Communication Studies, University Of Ghana, Legon.

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DEDICATION

To Maxwell,
Husband and Friend,
You have been a pillar.
God bless you.



ACKNOWLEDGEMENT

I am grateful to God for bringing me this far.

To Ms. Sarah Akrofi-Quarcoo my supervisor, your contributions and corrections shaped this work.

To Dr. Etse Sikanku, thank you for your patience and help throughout this work.

To Benson Osei- Tutu, your SPSS lessons helped me.

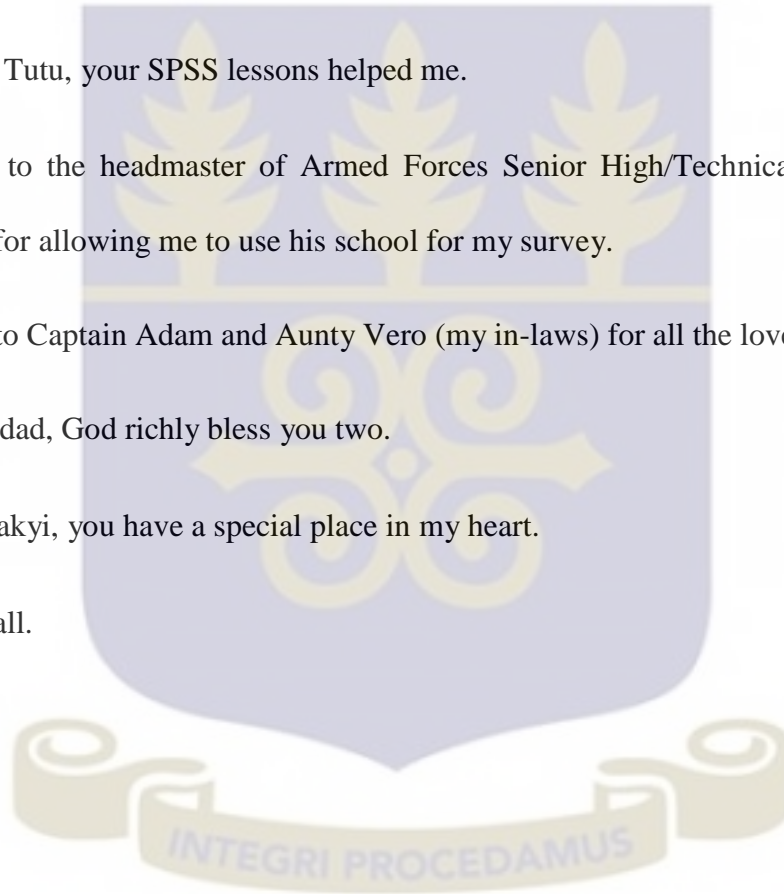
I say thank you to the headmaster of Armed Forces Senior High/Technical School – Major Osman Zuneidu for allowing me to use his school for my survey.

A big thank you to Captain Adam and Aunty Vero (my in-laws) for all the love and support.

To my mum and dad, God richly bless you two.

To Abnaa Dua-Sakyi, you have a special place in my heart.

I appreciate you all.



ABSTRACT

To find out the various reasons senior high school students in Ghana use social media, a survey was conducted with 120 respondents from Armed Forces Senior High/Technical School. The Uses and Gratifications theory underpinned this study.

Findings show that majority of the respondents use social media to communicate with family and friends, for entertainment and for academic work. The study found that social media benefit students by helping them in the area of citizenship engagement, by updating them with global and national news, and by improving their social lives. Another finding is that a high number of students visit social media platforms daily. Facebook is the favourite social media platform for both male and female students as 98 respondents use Facebook.

The study further confirmed the phenomenon of high use of social media among the youth. Findings of this study show that the highest social media users fall within the ages of 17-19. Most of the respondents (67.3%) are on only one social media platform. The main device with which respondents access social media is the mobile phone. Some challenges faced by the respondents in using social media are network failure, power fluctuation, and money issues. Pornography is the main issue of concern for the students. In the aspect of gender and social media use, findings show that males use social media more than females. However, gender does not have an influence on the choice of social media as the study found that both genders use and prefer the same platforms.

Table of Contents

DECLARATION	ii
DEDICATION	ii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
CHAPTER ONE	1
INTRODUCTION	1
1.0 Background	1
1.1 Social media in Africa	3
1.2 Social media in Ghana	4
1.3 Problem Statement	5
1.4 Objectives	6
1.5 Research Questions	7
1.6 Significance	7
1.7 Summary	7
CHAPTER 2	9
LITERATURE REVIEW	9
2.0 Introduction	9
2.1 Theoretical Framework	9
2.2 Uses and Gratifications theory	9
2.3 Assumptions/ Tenets of uses and gratifications	12
2.4 Criticisms of the uses and gratifications approach	14
2.5 Research Conducted using the Uses and Gratifications Theory	14
2.6 Various studies on social media	15
2.7 Importance of the theory to this study	23
2.8 Summary	24
CHAPTER THREE	25

RESEARCH METHODOLOGY	25
3.0 Introduction	25
3.1 Research Design	25
3.2 Population and Sample Size	25
3.3 Sampling	27
3.4 Data Collection Instrument	27
3.5 Data Analysis	28
3.6 Summary	29
CHAPTER FOUR	30
FINDINGS	30
4.0 Introduction	30
4.1 Demographic information	30
4.2 Reasons for using social media	31
4.3 Social media and citizenship engagement	33
4.4 Gender and choice of social media	34
4.5 Preferred/Favourite social media site	36
4.6 Benefits of social media	38
4.7 Other Findings	39
4.8 Findings based on Research Questions	45
4.9 Summary	46
CHAPTER FIVE	47
DISCUSSION, CONCLUSION AND RECOMMENDATIONS	47
5.0 Introduction	47
5.1 Discussion of Key Findings	47
5.2 Limitations	58
5.3 Recommendations	59
5.4 Conclusion	60

Appendix A: Questionnaire	61
BIBLIOGRAPHY	66

Table of Figures

Figure 1: Number of respondents in each form	31
Figure 2: Social media and citizenship engagement	34
Figure 3: Graph showing Facebook has more users	36
Figure 4: Respondents present or absent on social media by gender	36
Figure 5: Number of social media platforms used by students	40
Figure 6: Gadgets used to access social media	41
Figure 7: Frequency of social media use	42

List of Tables

Table 1: Reasons for using social media	33
Table 2: Choice of social media according to gender	35
Table 3: Ranking of social media sites	37
Table 4: Challenges faced in using social media	43
Table 5: Dislikes about social media	44



CHAPTER ONE

INTRODUCTION

1.0 Background

Social media are forms of new media that have replaced the static nature of the traditional website and allow online users to interact with one another (Eckler, Worsowicz, Rayburn, 2010).

Social media platforms are highly interactive and this interactivity is made possible because of an application or technique called Web 2.0. According to a survey conducted in

2012 by the Pew Research Center, 95% of teenagers aged 12-17 and young adults aged 18- 29 in the U.S.A use the internet, and about 81% use some kind of social media. In their 2015 report, the Pew Research Center found that 71% of teens use more than one social network site.

In Ghana now, it is common to see young people active on social media platforms. In this research, social media refer to social networking sites such as Facebook that allow users to connect to other users all over the world without prior contact. Watsapp is excluded because it is an instant messaging site that uses the contact list of the user.

In the view of Cookingham & Ryan (2015), the adolescent period is a time of self-discovery, increased social independence and transformation into a unique individual, and they go on to say that for most adolescents in the United States, the use of social media is an integral part of daily life. Cookingham & Ryan (2015) further note that social media have become an important part of today's culture and have helped define the latest generation of youth. People use social media sites such as Facebook, Twitter and Myspace to create and sustain relationships with others (Boyd and Ellison, 2007; as cited in Sponcil and Gitimu, 2012). These social media sites allow users to create personal profiles and connect to other users of the sites.

Users can upload photographs, share their activities and send personal or public messages to whomever they choose (Pempek, Yermolayeva, and Calvert, 2008). According to Sponcil & Gitimu (2012), many young adults use social media networks to communicate with family, friends, and even strangers. It is in this view that this study wants to find out what senior high school students in Ghana use social media for. Sponcil & Gitimu (2012) assert that the young generation have taken advantage of the technological trend whereby social media sites have created new and non- personal ways for people to interact. Rose and Morstyn (2013) say that “social media is where the majority of people aged 12-25 will learn about things, via a post made by a friend, an advertisement on the side or just an instant message”.

Social media is a big platform with many classifications. Eckler et al (2010) put social media under four classifications and they are: Blog applications like Wordpress and Blogger, Microblogging applications like Twitter and Tumblr, Social networking sites like Facebook and LinkedIn, and Photo/video/file sharing sites like Instagram, YouTube and Pinterest. In the opinion of Seo, Houston, Knight, & English (2013), the wide availability of digital media have influenced the way teens build and maintain social networks, as well as how they consume and share information. With social media, people pass on information very quickly to the extent that news, videos and pictures go viral. Information is readily available to anyone who wants access to any content on the internet and this is why this digital age is called the information age.

In the area of gender and social media, Lenhart et al (2010) found that women are more likely than men to have personal profiles on Facebook and men are more likely to sustain profiles on LinkedIn than women. Tufekci (2008) also found that women are four to five times more likely

than men to use social networking sites. According to Pfeiffer, Kleeb, Mbelwa, & Ahorlu (2014), data shows that the use of social media platforms in Africa is gendered, with Tanzania reporting 71% male users and 29% female users. Duggan & Smith (2013) also found that Pinterest appeals to women more than men. This study is also interested in finding out which social media platforms are preferred by male senior high school students and which ones are preferred by female senior high school students.

Social media platforms are being used by politicians and according to Parikh (2012), Barack Obama's ability to leverage blogs, Facebook, YouTube and other social media sites allowed voters to interact with him and transformed a voter- politician relationship into something more. With social media, politicians are able to interact and discuss national issues with the public without meeting them face to face and this is an opportunity young people in Ghana can take advantage of and be part of the democratic process. Social media help people to become citizen journalists.

1.1 Social media in Africa

Statistics show that social media sites such as Facebook, Twitter, and You Tube are accessed more on the African continent (Pfeiffer et al, 2014). Social media practices have been adopted on the African continent, and they have contributed to revolutions, monitored elections, and helped political candidates advertise themselves. Social media platforms are the most visited websites on the African continent (Africa Practice, 2014). According to an article by Olusegun Abolaji Ogundeji on www.pcworld.com, the recent successful election in Nigeria has been possible by the help of social media. Social media helped keep people informed and gave them the feeling that they could communicate and express their views without resorting to violence.

He goes on to say that Facebook was the most visible site for sharing news and information during the election, and at the same time, several election-related Twitter handles were created.

Hashtags such as #NigeriaDecides later became #NigeriaHasDecided. According to Mbure (2013), in Kenya, the 2012 presidential election saw a massive digital participation by youth especially on Facebook. Online youth groups like “Kenya Young Voters Alliance” and “Kenyans For Change” were formed to advance youth participation in politics. A recent Mobile Africa 2015 study conducted by GeoPoll and World Wide Worx indicates that Africans access the internet via mobile phones.

1.2 Social media in Ghana

Ghanaians are making good use of social networking. According to www.Ghanaweb.com, social networking websites represent one of the most modern and versatile forms of communication around today. An online community called Iamaghanaian connects Ghanaians all over the world. The site allows them to share videos and all sorts of information, foster relationships, and bridge long distance gaps between friends and family. There are young adult bloggers like Ameyaw Debrah, there are the presence of political leaders on social media platforms and businesses are using social media to boost sales. There are young politicians like Samuel Okudjeto Ablakwa (deputy minister for Education) on social media and students can take opportunity of this and voice out issues affecting them. The Dalberg report in 2013 states that Ghana shows high engagement in social media. Television stations are active on social media and they encourage the public to engage them on these platforms. T.V3, one of Ghana’s television stations has a section on its morning show “New Day” whereby viewers can log into

social media platforms and share their views on selected topics. This same television station gives the public the opportunity to post comments and views on Facebook and Twitter during its news bulletin “News 360”, and this gives the public a platform to comment on governance issues among other things. There have been movements like Occupy Ghana which started online as #occupyflagstaffhouse and later went offline as supporters physically trooped to the Flagstaff house to register their displeasure about issues such as corruption and the state of the economy of Ghana.

1.3 Problem Statement

A lot of studies on social media usage among young people have found that young people use social media for communication, entertainment, to alleviate boredom, etc. but much attention has not been given to how young people use social media for citizenship engagement. Much concentration is not on how young people use social media for public discussions to voice out issues that affect them. This study is interested in finding out whether senior high school students in Ghana are taking advantage of the opportunity social media present them to engage in national issues and be part of the democratic process.

According to a 2001 research by UNICEF, article 12 of the UN Convention on the Rights of the Child (CRC) must be taken seriously as it talks about the right of children to be listened to and taken seriously. According to UNICEF “this article introduces a radical and profound challenge to traditional attitudes which assume that children should be seen and not heard”. This article encourages children to actively participate in matters affecting them. The interactive nature of social media can be maximized by senior high school students in Ghana by participating in public debates and discussions on pressing issues that affect them. The UNICEF postulate that the notion that adults know best and act in the best interests of children contributes to the failure of adults to

listen to children, and when children are excluded from participation, they are denied their fundamental right to be listened to and taken seriously.

According to UNICEF, all people have a right to express their views when decisions that are being made affect their lives. Social media helps give everyone a voice and senior high school students must take advantage of this to make their voices heard on issues that affect their lives. In the view of UNICEF, the self-esteem of children are built and they are empowered when they are involved in issues that affect them. This digital age gives young people a voice and this study wants to find out if students of Armed Forces Senior High/Technical School are making their voices heard through social media. Issues such as power crisis, sanitation problems, and the cancellation of examination results by the West African Examination Council are issues trending in Ghana now, and senior high school students in Ghana can actively participate or initiate discussions on these issues on social media platforms. The motivation to study senior high school students is based on the statistics of teenagers and young adults who use social media.

1.4 Objectives

The objectives of this study are:

- 1) To find out what the students of Armed Forces Senior High/Technical School use social media for.
- 2) To find out whether these students use social media for citizenship engagement.

- 3) To find out if gender influences the choice of social media the students use.
- 4) To find out the preferred social media site of the students.
- 5) To find out the benefits the students derive from social media.

1.5 Research Questions

- 1) What are the reasons students of Armed Forces Senior High/Technical School use social media?
- 2) How are the students taking advantage of social media for citizenship engagement?
- 3) To what extent does gender influence the choice of social media use by the students?
- 4) What is the preferred social media site of the students?
- 5) What benefits do these students derive from social media?

1.6 Significance

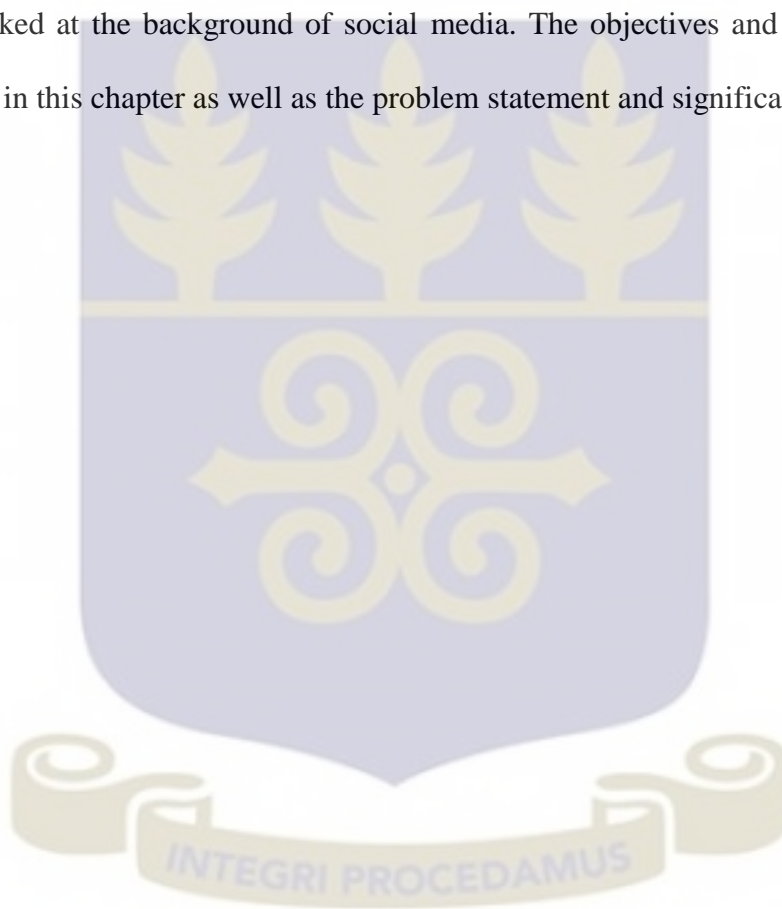
This study is significant because, it seeks to add to literature on social media use among Ghanaian students and especially in the area of citizenship engagement. Many scholars have studied the use of social media among young people (Dunne, Lawlor & Rowley (2010), Karimi, Khodabandelou, Ehsani & Ahmad (2014), Al-Menayes (2015) but few have studied how social media is used for citizenship engagement. This is the gap this research seeks to fill, by studying how students of the Armed Forces Senior High/Technical School use social media for citizenship engagement.

Another significance stems from the fact that, the use of social media among young people have been extensively researched in the United States and other Western Countries, however, little research has been carried out in Africa and for that matter Ghana. By conducting this research in a setting not extensively covered by literature, this study seeks to add to the body of literature on social media use among students in Ghana. This research seeks to reveal the reasons senior high school students in Ghana use social media, thereby, filling a knowledge gap. How students of

Armed Forces Senior High/Technical School are taking advantage of social media to make their voices heard by participating in national issues and public discussions will also be looked at. Awareness will be created if these students are not taking advantage of social media to engage in discussions on issues that affect them.

1.7 Summary

This chapter looked at the background of social media. The objectives and research questions are also outlined in this chapter as well as the problem statement and significance of the study.



CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter seeks to examine the theory underpinning this study, the Uses and Gratifications theory by Elihu Katz (1959). This theory does not concentrate on the effect the media have on audience but rather what the audience do with the media. This theory is a shift of focus from the purposes of the communicator to the purposes of the receiver. It also looks at related studies on social media.

2.1 Theoretical Framework

This study is concerned with examining the various reasons students use social media. It is also concerned with knowing why the students choose social media to satisfy certain needs making them active audiences rather than passive. The reason for choosing this theory is that, some studies have found that people are active users of the media which also applies to new media. According to Garcia- Martin & Garcia- Sanchez (2015), this theory can be applied to people's search of the social networks that best satisfy their needs. Ruggiero (2000) proposes that two questions should be addressed by uses and gratification researchers and these are: why do users interact in a specific type of mediated communication, and what gratifications are obtained from such interaction? This study will address these questions as it seeks to examine the reasons senior high school students in Ghana use social media as well as the benefits they get from them.

2.2 Uses and Gratifications theory

Bernard Berelson (1959) claimed that the field of communication research appeared to be dead. Elihu Katz (1959) first described the uses and gratifications approach in an article in which he reacted to the claim made by Berelson (1959). Katz pointed out that the field that was dying was the study of mass communication as persuasion (Severin & Tankard, 2001). Katz stated that most communication/ media research up to that time concentrated on what the media do to people or the effects the media have on audiences. Hypodermic needle theory and the Cultivation theory are examples of theories that talk about the powerful effects of media. Katz suggested that the mass communication field might save itself by concentrating on what people do with the media. In its early years, the uses and gratifications theory was used to study soap operas, newspapers and television programmes and Katz (1959) made reference to some of these studies in his argument.

The first study cited was by Berelson (1965) titled “What Missing the Newspaper Means”. This study was conducted in 1949 and it involved interviewing people about what they missed during a newspaper strike. When delivery workers went on strike for two weeks, most readers were forced to find other sources of news, which is what they said they missed the most.

The study found that most people read because they thought it was the socially acceptable thing to do, and some felt that the newspaper helped them to know about world affairs. Others also sought escape, relaxation, and entertainment. There were others who sought social prestige because, they recognized that awareness of public affairs was of value in conversations. It was also found that some read the newspapers to get help in the areas of weather forecasts, fashion tips, recipes and other useful information.

Another study cited by Katz (1959) was by Riley and Riley (1951), with findings showing that children well integrated into groups of peers “use” adventure stories in the media for group games while children who are not well integrated use adventure stories in the media for fantasizing and daydreaming. According to Severin and Tankard (2001), Riley and Riley’s (1951) study gives clarification on a basic aspect of the uses and gratifications approach and that is, different people can use the same mass communication message for very different purposes.

Herzog (1944;cited in Severin and Tankard,2001) studied the functions radio soap operas fulfilled for regular listeners and Katz (1959) cited this study. Some listeners found emotional release from their own problems. For others, listening to radio soap operas provided escape and a third group of listeners sought solutions to their own problems.

In a study of the 1964 general election in Britain, Blumler & McQuail (1969; cited in Severin and Tankard, 2001) used the uses and gratifications approach as their overall research strategy. The main aim of their study was to find reasons why people watched or avoided party broadcasts during campaigns, what uses they wished to make of them, and what their preferences were between alternative ways of presenting politicians on television. They found that people used the political broadcasts as a source of information about political affairs and some used it to find out about campaign promises and pledges. Based on their research, they came up with some categories:

- 1) **Diversion:** Involves escaping from routine and problems to get an emotional release.
- 2) **Personal relationships:** This involves substituting the media for companionship.

- 3) **Personal identity or individual psychology:** This involves value reinforcement or reassurance.

It also involves understanding of self, and exploring reality.

- 4) **Surveillance:** This has to do with monitoring and gathering information about things that might affect or help someone accomplish something. This study will find out if senior high school students take part in the democratic process by actively participating in national discussions on issues that affect them on social media.

Katz, Gurevitch & Haas (1973) see the mass media as a means used by individuals to connect themselves with others (or to disconnect). They listed 35 needs taken from a study they did on the social and psychological functions of the mass media and put them into five categories:

- 1) **Cognitive needs:** This has to do with the acquisition of information, knowledge, and understanding.
- 2) **Affective needs:** This has to do with emotional, pleasurable, or aesthetic experience.
- 3) **Personal integrative needs:** This involves strengthening credibility, confidence, stability, and status.
- 4) **Social integrative needs:** This has to do with strengthening contacts with family, friends, etc.
- 5) **Tension release needs:** It involves escapism and diversion.

Perse & Courtright (1993) did a study comparing computers with other means of satisfying needs and they came up with eleven basic psychological needs (Severin & Tankard, 2001).

They are:

- 1) To relax
- 2) To be entertained
- 3) To forget about work or other things

- 4) To have something to do with friends
- 5) To learn things about myself and about others
- 6) To pass the time (particularly when bored)
- 7) To feel excited
- 8) To feel less lonely
- 9) To satisfy a habit
- 10) To let others know I care about their feelings
- 11) To get someone to do something for me

2.3 Assumptions/ Tenets of uses and gratifications

The first assumption is that people are motivated and purposive in their communication behaviour. This means audiences purposively select communication channels based on their motivations. Some recent studies have found that young people join social media platforms because their friends suggest to them and some people join social media platforms because, they help them keep in touch with friends (Karimi, Khodabandelou, Ehsani & Ahmad 2014)

The second assumption is that people actively select and use media to satisfy felt needs or wants. Depending on one's needs and wants, one media form may be preferred over another.

The third assumption is that people are influenced by social and psychological factors when selecting among communication alternatives. Depending on the state of mind of people, as well as the environment, they may select one communication channel over another.

The fourth assumption says that the media have to compete with other forms of communication for attention, selection, and use.

The fifth assumption is that people are able to articulate their reasons for using media. This means that people are able to say their various reasons for choosing to use the media. In a study by Garcia- Martin & Garcia- Sanchez (2015), they found that young Spanish people liked using Tuenti because of easy usage, and they liked using Facebook because it is fashionable.

2.4 Criticisms of the uses and gratifications approach

One criticism of this approach is that it is non- theoretical and vague in explaining some concepts such as “needs”. It has also been criticised as being nothing more than a data collecting strategy (Severin & Tankard, 2001). Elliot (1974) criticised it saying it focuses too much on the individual. According to White (1974), writers concerned about the problem of media hegemony have criticised the uses and gratifications perspective, saying it goes too far in claiming that people are free to choose the media fare and the interpretations that they want. Lometti et al (1977) also criticise this theory saying there is an assumption of an active audience, but according to Dunne, Lawlor & Rowley (2010), the internet negates this criticism. Dunne et al (2010) make specific reference to social networking sites, saying that for one to use any of these sites, they must be active to log on to the website, seek information, post pictures/ videos/ comments and connect with friends.

2.5 Research Conducted using the Uses and Gratifications Theory

In a study by Karimi, Khodabandelou, Ehsani & Ahmad (2014), students of higher education in four countries were surveyed to know their motivations and gratifications sought in their usage of social networking sites (SNS). The study was conducted from the perspective of the uses and

gratifications theory in order to find out the gratifications sought and the gratifications obtained from using social networking sites by students from Malaysia, Iran, United Kingdom and South Africa. The study also sought to find out if there are any differences between the students from these four countries in their motivations for using SNSs. A representative sample of 320 was used and findings show that a high number of students from all four countries indicated that they were motivated to use SNSs because their friends suggested it. Other factors that motivated them include: keeping in touch with others, finding classmates, and because everyone around them use SNSs.

In the aspect of gratifications obtained, the study shows that “information seeking” was the highest gratification obtained in using SNSs by Iranian students, followed by “pass time”, “interpersonal utility”, entertainment, and “convenience”. Malaysian students reported “interpersonal utility” as the most important reason for using SNSs followed by “information seeking”, “entertainment”, “pass time” and “convenience”. United Kingdom students reported “convenience” as the main reason, followed by “interpersonal utility”, “entertainment”, “pass time” and “information seeking”. In South Africa, African students reported that their main reason for using SNSs were to pass time, followed by “convenience”, “entertainment”, and “information seeking”. Another finding is that male respondents reported “information seeking” as the main reason for using SNSs while female respondents used SNSs to “pass time” the most.

In their study, Dunne, Lawlor, & Rowley (2010) sought to find out why young people specifically girls aged 12-14, use and participate in SNSs with specific reference to Bebo. They used a qualitative approach with seven girls in a focus group discussion. The girls were all

regular online users who visited Bebo, Facebook, MySpace and virtual worlds such as Zwinky. The study found that some gratifications sought were “communication”, “friending”, “Identity creation and management”, “entertainment”, “escapism and alleviation of boredom”, “information search”, and “interacting with boys”. Gratifications obtained were “portraying one’s ideal image”, “peer acceptance”, “relationship maintenance”, “safety from embarrassment and rejection”, and “engaging in playground politics”. The respondents said checking people’s profiles is a lot of fun. They were reported saying being on SNSs helped them talk to boys without feeling “embarrassed” or “stupid”. According to the researchers, “this is an example of where the internet, and more specifically SNSs, is seen to offer an advantage over personal communication, in terms of facilitating the initiation of contact between the participants and boys”.

In a similar study by Whiting and Williams (2013), ten uses and gratifications of social media were identified. They are: social interaction, information seeking, pass time, entertainment, relaxation, communicatory and convenience utility, expression of opinion, information sharing and surveillance/knowledge about others.

Al-Menayes (2015) did an exploratory factor analysis on the motivations for using social media. The researcher surveyed undergraduate students and found that entertainment, information seeking, personal utility and convenience were the various motivations behind their usage of social media.

2.6 Various studies on social media

Shabir, Hameed, Safdar & Gilani (2014) did a study on the impact of social media on the youth of Bahawalpur to analyse the influence social media have on them, to assess the benefits and the

preferred social media sites, to know the time spent and the attitudes of the youth towards social media, and also to recommend a right usage of social media for information and education purposes. They used the survey method and sampled 300 youths. The study found that the preferred site of the youths is Facebook, and social media usage is becoming a hobby to “kill time”. Problems respondents faced on social media sites were “unwanted messages”, “unethical pictures and video clips” among others. Respondents agreed that social media are beneficial in the field of education, they agreed that social media are deteriorating social norms and they also agreed that anti-religious posts and links create hatred among communities.

In a study for the American Academy of Pediatrics, O’Keeffe, Clarke-Pearson & Council for Communications and Media (2011), sought to find out the impact of social media on children, adolescents, and families in order to encourage healthy use and urge parents to monitor for potential problems like cyberbullying. The study found that some benefits of social media usage by children and adolescents are: picture sharing, exchange of ideas, keeping in touch with friends and family (socialization and communication), enhanced learning opportunities, and accessing health information. The possible risks of social media are: child pornography, online harassment, cyberbullying, Facebook depression, privacy issues, and “sexting” (sending, receiving, or forwarding sexually explicit materials). According to the study, indiscriminate internet activities make young people targets for fraudsters and marketers.

In another study by Fovet (2009), the impact of the use of Facebook by high school students with Social, Emotional and Behavioral Difficulties (SEBD) was examined. The researcher found that Facebook is important for SEBD students as it allows them adapt to school and help

them manage peer relations by helping correct shaky peer relations. He also found that these students never mentioned their set back at school during social networking. Words and visual content published suggested happiness when in truth, it was the opposite. Confidence was built by having certain people from the school community on their “friend list”. Music and video games were important topics. According to the researcher, social networking tools were not only used to repair shaky peer relations but it was used to build new ones.

Pempek, Yermolayeva & Calvert (2009) did a study with the objective of finding out how much time young adults spend on Facebook, why they do so, and how they interact with each other on this platform. They did a survey with college students. In their findings, students reported approximately 30 minutes use of Facebook every day. The study also found that the main reason the students used Facebook was to communicate with friends on campus and friends from their former high schools. According to the researchers, the students did not use Facebook to keep up with parents nor strangers, and only 9% of the sampled respondents used it to make new friends. The students reported that Facebook allowed them to create an identity for themselves. One’s favourite music, books, and movies helped to convey their identity. According to the researchers, Facebook allows users to be producers of content. They however stated that studying just one social media site is a limitation in their research.

Herring and Kapidzic (2015) did a study on teens, gender, and self-presentation in social media. According to the authors, although similarities exist in social media use by teenage girls and boys, there is a difference in how they present themselves online. The study found that girls restrict access to their profiles and limit visibility to people they are connected to, and boys make their profiles public. The researchers note that more often, boys post false information on

their online profiles. The study also found that the language boys use online reflect assertiveness in both style and tone, and girls seem to aim to please boys and facilitate social interaction. In the area of visual presentation, the researchers found that girls choose pictures that show a desire to appear attractive and appealing to boys. The researchers also note that both genders' choices of pictures for self- presentation can be seen to reflect sexualized media portrayals. The researchers posit that their study reveals the importance adolescents place on displaying gendered identities in their usage of social media.

Steenkamp and Hyde-Clarke (2012), studied the use of Facebook for political commentary in South-Africa and they found that the general public and political parties use the site for “discussion, debate and opinion formation”. The researchers claim that the internet, and especially social media networks have become relevant in 21st century politics. According to the authors, the platforms are not used only for political campaigning purposes but also as platforms to encourage the public to engage in political discourse. The researchers monitored comments posted on the two most prominent South African political parties (African National Congress and Democratic Alliance) Facebook sites, and added interviews. They found that while the public used Facebook to engage one another about relevant political issues, the political parties used Facebook as a means of disseminating information and to monitor public opinion rather than as a means of interacting with the public. The researchers opine that Facebook is a participatory media tool that can be used to communicate to audiences the same way that traditional media does. The researchers however state that “in order for any social networking site to be used to its full potential, periodic commentary is necessary and vital for conversation creation between the public and the political party.

Mbure (2013) did a study on social media and digital democracy among Kenyan Youth. The researcher surveyed Kenyan Youth political groups on Facebook and chose three groups to study. The researcher found that Kenyan youth used social media to become a part of the political process in Kenya. The youth used Facebook as a platform for party news, to pass on important information, and to source youth opinion on issues. The Facebook pages also featured posts from Kenyan politicians and aspiring candidates. The researcher point out that social media offer many opportunities for civic engagement among youth.

Weinsten (2014) did a study with 70 civically engaged youth aged 15- 25 and found that all the participants actively engage in civic issues off-line. Participants were interviewed and it was revealed that while a large number of them express their off-line civic beliefs on social networking sites, a few (20%) of them do not share their civic beliefs as they consciously refrain from sharing their off-line civic beliefs online.

In an online survey by Stieglitz, Brockmann, and Xuan (2012), they set out to find the usage of social media for political communication. The researchers surveyed members of the German parliament (Bundestag) to examine the relevance of social media to politicians, and to investigate the motivation and usage as well as relevance among other things. The study found that majority of participants are moderately familiar with social media, and they intend to use these platforms more intensively for political communication. The study also found that the favourite platforms for the politicians are Facebook and Twitter and they check these sites every day.

The study revealed that many of the participants use their favourite social media platforms to report political activities from their job, for self-presentation purposes, to keep in touch with their fans/followers/group members, and to inform people about current political events. The researchers conclude by saying that politicians have the need to stay updated about current political discussion and about their own reputation on social media, and also to detect new trends among others.

Rose and Morstyn (2013) used focus groups, surveys, and case studies to find out young people's perspectives on the use of social media as an engagement tool. The researchers say that young people value the opportunity to have a say and feel that their engagement is valued, as this encourages their participation. The young participants in the study were reported saying they want governments to engage them in policy development and decision making processes. The researchers note that it is important for governments to engage young people through the mechanisms young people use – social media.

Smith, Schlozman, Verba and Brady (2009) did a study using telephone survey, and they claim that just like offline politics, the well-off and well-educated are likely to participate in online activities that mirror offline forms of engagement. They, however, note that social media may change this pattern as younger adults are more likely to make political use of social networking sites than their elders. According to the researchers, social networking sites have expanded the opportunities for civic engagement.

In their quest to find out the reasons why students of Nigerian Polytechnics use social media, their perception about it and how frequently they used it, Buhari, Ahmad & Ashara (2014) studied students of Kaduna Polytechnic. The ages of the students surveyed ranged from 15-29.

Findings show that the students used social media all the time on a daily basis and they regard social media as an interesting avenue for communication and sources of entertainment. Job seeking and religious propagation were other reasons for using social media. Students of Kaduna Polytechnic perceive social media as an interesting platform for achieving academic excellence. However, the researchers found that social media negatively influenced the students to engage in bad attitude by exposing themselves to pornography. The number of hours the students spend on social media can also affect their academic output in the view of the researchers.

Sponcil & Gitimu (2012) did a study to find out the use of social media by college students and the purpose of the study was to find out “how it affects communication with others, and their self-concept”. To measure the extent of social media usage, the students were asked these questions: 1) Do you use any form of social networking site on the internet, 2) Check all forms of social networking sites you currently use, 3) Which social networking profile do you update most often, 4) How often do you visit social network sites, and 5) Why do you use social networking sites. Findings show that all the sampled students used some form of social media, they reported updating their Facebook page the most, followed by Twitter and they logged on to a social media site every day. Communication with family and friends were the most popular reason why the students used social media. Entertainment, boredom, planning activities, and companionship were other reasons why the students used social media. Most of the students

preferred face-to-face communication to communication via the internet. According to the researchers, the study found that the college students either believed that social media sites affected their self-esteem positively or neither positively nor negatively. The students spent time “lurking” on social media and this involves spending time looking at other users profiles without commenting on their posts or without having any form of communication with them.

Pfeiffer, Kleeb, Mbelwa, & Ahorlu (2014) did a mixed method study on the use of social media among adolescents (aged 15-19) in Dar es Salaam and Mtwara, Tanzania. Questionnaires and in-depth interviews were used. Findings show that respondents accessed the internet mainly through mobile phones, and Facebook was the popular social media site. Girls used the internet less because of cultural restrictions and also because of possible dangers of meeting the “wrong” people. The researchers assert that Tanzanian boys are more likely to use Facebook, Twitter and YouTube than Tanzanian girls. According to the researchers, Facebook is used mostly for social exchange, meeting people, and entertainment, but also as an information and education source.

Garcia- Martin & Garcia- Sanchez (2015) did a study to find out the use of Facebook, Tuenti, Twitter, and Myspace among young Spanish people. An online questionnaire was administered to 757 students enrolled in secondary education (7th- 11th levels and Vocational and Education Training) at seven educational centres. The variables the researchers explored were: level of functional knowledge, frequency of use, place of use, reason for use, purpose and main activity, recipients of communication, degree of difficulty, satisfaction and preference, and intentions regarding future use. The uses and gratifications theory underpinned their study.

Findings show that young Spanish people know about social networking sites and use them on a daily basis. Tuenti was the frequently used site, followed by Facebook and Twitter, Myspace was the least known and used. Female respondents had greater knowledge and reported a higher use of them and this finding is in contrast with the finding of Pfeiffer et al (2014) who found that in Tanzania, males use the internet and social media more than females.

At home and school were the places these respondents reported accessing these social media platforms. The participants liked using Tuenti because of easy usage, and they liked using Facebook because it is fashionable. According to the researchers, “Tuenti provides them with an acceptable level of satisfaction as regards their needs for social prestige, acceptance, and approval through the creation and maintenance of groups of friends, and the publication of their achievements and self-realisations”. Respondents surveyed were between the ages of 11 and 28. The purposes for using these sites were: to communicate, for fun, and for educational purposes. Respondents reported communicating with friends and colleagues, family, and strangers. The researchers found a difference between the students of Vocational education and the students of secondary education in the area of level of functional knowledge as students in secondary education had a higher knowledge than their counterparts in vocational and education centres. Most of the respondents had the intention to continue using the sites.

2.7 Importance of the theory to this study

The theory is appropriate in explaining the use of social media by students. Looking at the various needs classified by Perse & Courtright (1993), the assumptions of this theory, and various studies, it can be said that students may choose which social media platform to engage in depending on their motivation, needs, and state of mind at a particular time. It is also clear

that users of the media who choose one form of communication channel over others can clearly state the reasons they prefer a channel to other channels. The uses and gratifications approach is adopted in this study because, this study concurs with the notion that media users such as students of Armed Forces Senior High/Technical School are active users of media, in this case social media.

2.8 Summary

This chapter discussed the uses and gratifications approach by Katz (1959) as the theory underpinning this study. This theory is concerned with reasons people use the media and the active nature of these users. The theory, research questions and the objectives of this study are in agreement hence its adoption. The chapter also looked at studies on social media from the perspective of the uses and gratifications approach as well as other studies on social media usage among young people. The uses and gratifications theory helped to find out what students use social media for and what gratifications they obtain. Most of the literature reviewed found what young people use social media for in other parts of the world. This research seeks to find out what young people in Ghana, especially students of Armed Forces Senior High/Technical School, use social media for and if citizenship engagement is part of the reasons they use social media.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research methods used in this study. The research design, population, sample size, and sampling method have all been outlined in this chapter.

3.1 Research Design

The study was a quantitative study and the survey method was used. According to Wimmer & Dominick (2011), the survey method allows a large number of data to be collected with ease and it also helps the researcher to examine many variables such as demographics, attitudes, lifestyle, and motives among others. In his opinion, Babbie (2007) says that survey research is the best method for a social researcher who is interested in collecting original data for describing a population too large to observe directly. The survey method therefore is the best approach to use to study senior high schools such as Armed Forces Senior High/ Technical School as the population at the time of the research was estimated at 888. The population was large and so all 888 students could not be studied. The survey method therefore captured all necessary information such as the demographic data of the students as well as their motives for using social media, benefits, and challenges among other things.

3.2 Population and Sample Size

According to Wimmer & Dominick (2011), a population is a group or class of subjects, variables, concepts, or phenomena. The population for the study was senior high school students of Armed Forces Senior High/Technical School. The decision to use a senior high school is because, at that level, the students fall within the age brackets demarcated by the Pew

Research Center for people who use the internet and social media the most. The age brackets are 12-17 (teenagers) and 18-29 (young adults). According to Rose and Morstyn (2013), people aged 12-25 learn things on social media.

The Armed Forces Senior High/Technical School is located in Burma Camp which falls under the La-Dadekotopon Municipal Assembly of the Greater Accra Region. The school was established in 1978 as a Junior High School and was upgraded to a Senior High School in 1982. Although Senior High School covers three years, at the time of the research, there were no form three students because, the educational system was changed from three to four years and back to three years. The absence of Form three (3) students in this research affect the sample of the study as the views of Form three students do not reflect. However, findings of the study can be generalized to Armed Forces Senior High/Technical School. The number of form one (1) students were 422 and the form two (2) students were 466. The number of females were 328, and the males were 560. The students from this school are from different backgrounds, tribes and religions, and because of that, findings of the study are rich as different views from people with different backgrounds are captured. This school was chosen due to its proximity to the researcher. The decision to choose a mixed school for the study was to get views from both males and females in the same setting as the research seeks to find out whether gender has an influence on choice of social media.

A sample size of 120 was drawn from the population for this study. The sample consists of 60 males and 60 females.

3.3 Sampling

The study combined the stratified sampling and the simple random methods. In his view, Babbie (2007) says that stratification is the grouping of the units of a population into homogenous groups before sampling and this method can be used in conjunction with simple random, systematic, or cluster. Gender was the strata used in this research. The students were separated into males and females.

After the stratification, the students were selected using the simple random sampling method. According to Wimmer & Dominick (2011), with the simple random method, each subject, element, event, or unit in the population has an equal chance of being selected. The students were made to pick folded papers with “Yes” or “No” written on them. Those who picked the papers with the “Yes” were picked and those who picked the papers with the “No” were not picked.

3.4 Data Collection Instrument

A structured questionnaire was used for the data collection. Items on the questionnaires were written in English. The questionnaires were administered by the researcher. The researcher waited for the students to fill the questionnaires and collected them and this allowed for all the questionnaires to be returned by the students. The questionnaires were mostly closed ended but there were two open ended questions on every questionnaire. Questions asked pertained to the demographic information of the students as well as the objectives of the study (See Appendix A). The objectives of the study are: 1) To find out what the students of Armed Forces Senior High/Technical School use social media for, 2) To find out whether the students use social media for citizenship engagement, 3) To find out if gender influences the choice of social media

the students use, 4) To find out the preferred social media sites of the students, and 5) To find out the benefits the students derive from social media. Specific questions were asked in the questionnaire to arrive at answers for the objectives. To answer the first objective of finding out what students use social media for, they were asked to indicate their reasons for using social media. To find out whether the students use social media for citizenship engagement, they were asked if social media helps them to engage in public discussions and whether social media updates them with global and national news. To find out whether gender influences their use of social media, students were asked to indicate their gender. Students were asked to rank the social media sites in order to know their preferred sites.

The number of students who use social media are 101 and the number who do not use social media are 19. All 120 of the answered questionnaires were used. The school is a day school and students are likely to use social media daily as they go home every day.

3.5 Data Analysis

Responses from the completed questionnaires were coded and analysed with the IBM Statistical Package for the Social Sciences (SPSS) version 20.0 for Windows. Descriptive statistics such as cross tabulation, percentages and frequencies were used to describe the data. Microsoft Excel 2007 was also used to generate charts. Charts and tables were used to help in the explanation of the responses. Responses to open-ended questions were grouped into categories based on their differences and similarities, every response was captured. All 120 questionnaires were analysed.

3.6 Summary

This chapter covered the research design, population, and sample size of the study. The sampling method employed was also discussed, as well as the data collection instrument – questionnaire.

It also indicated the software used for the data analysis – SPSS.



CHAPTER FOUR

FINDINGS

4.0 Introduction

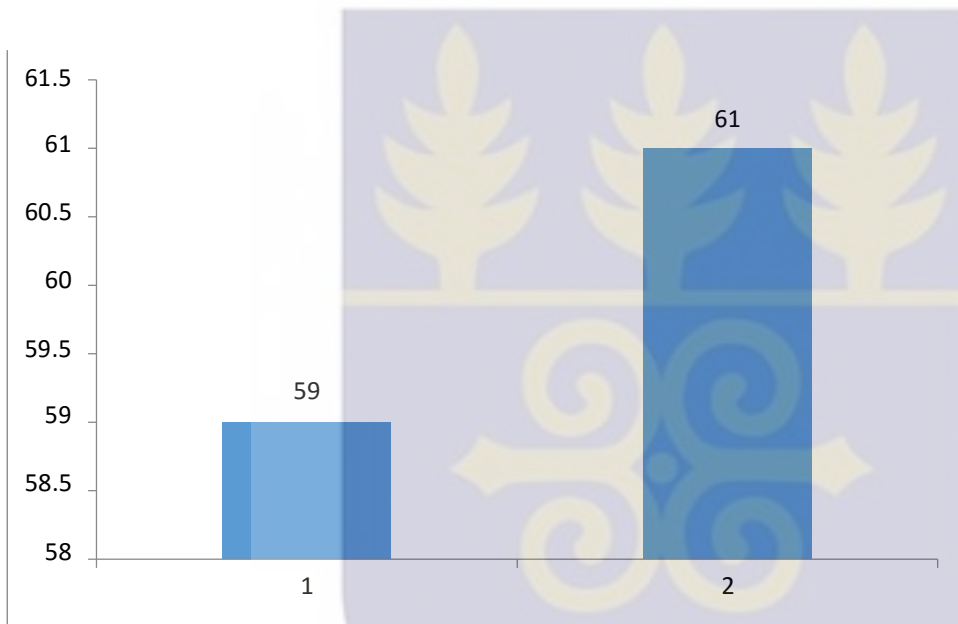
This chapter discusses findings of the data collected from senior high school students of Armed Forces Senior High/Technical School to find out what they use social media for, and to also find out if they use social media for citizenship engagement, among other objectives. The findings begin with the general demographic information of the students, followed by the objectives of the study. Findings are presented as tables and charts.

4.1 Demographic information

Most of the respondents (75) fall within the ages of 17-19 and 35 fall within the ages of 14-16. Those who fall within the ages of 20-22 are 10. According to Donkor (2013), those who fall within the ages of 17-19 can be classified as older teens and those who fall within the ages of 14-16 can be classified as younger teens. The highest number of people who are on social media in this research are within the ages of 17-19, those who use social media less fall within the ages of 20-22. Those who fall within the ages of 14-19 in this research are active users of social media. A 2012 study by the Pew Research Center shows that 81% of teenagers aged 12-17 and young adults aged 18-29 in the U.S.A use some kind of social media, and this means that teenagers and young adults are active users of social media. It is therefore not surprising to find that students of Armed Forces Senior High/Technical School are active users of social media. This research supports the notion that teenagers and young adults are active users of social media as findings of this research point to that fact.

The respondents are made up of 59 (49.2%) Form one students and 61 (50.8%) Form two students. There were no Form 3 students at the time of the research and so the study represents the views of Forms one and two students in their usage of social media.

Figure 1: Number of respondents in each form



The respondents are made up of 60 (50.0%) males and 60 (50.0%) females. There was an equal number of males and females in order to ascertain whether gender has anything to do with choice of social media by the respondents.

4.2 Reasons for using social media

The first objective was to find out what the students of Armed Forces Senior High/Technical School use social media for. Among the reasons for using social media, a high number of the

students stated that they use social media for communication with family and friends, with 58 students (22.5%) citing this reason. This finding is similar to the finding of Sponcil & Gitimu (2012) who found that the main reason students use social media was for communication with friends and family. Some 46 (17.8%) respondents reported using social media to make new friends and this is the second most stated reason for using social media.

The number of students who use social media for academic work are 42 (16.3%), and another 42 (16.3%) use it for entertainment/leisure and this is similar to Karimi et al.'s (2014) study which found that entertainment was part of gratifications obtained by students in their usage of social media. The number of respondents who stated that they use social media to get news updates on national and global issues are 37 (14.3%). The number of respondents who use social media to engage in public discussions about national issues are 22 (8.5 %) and 11 (4.3%) of the respondents use social media to follow fashion trends and celebrities. While some respondents use social media for just one purpose, most of the respondents use social media for many purposes and this reflected in the number of responses they gave.

The table below shows what the students use social media for and the total number of responses were 258 because a lot of the students chose multiple reasons.

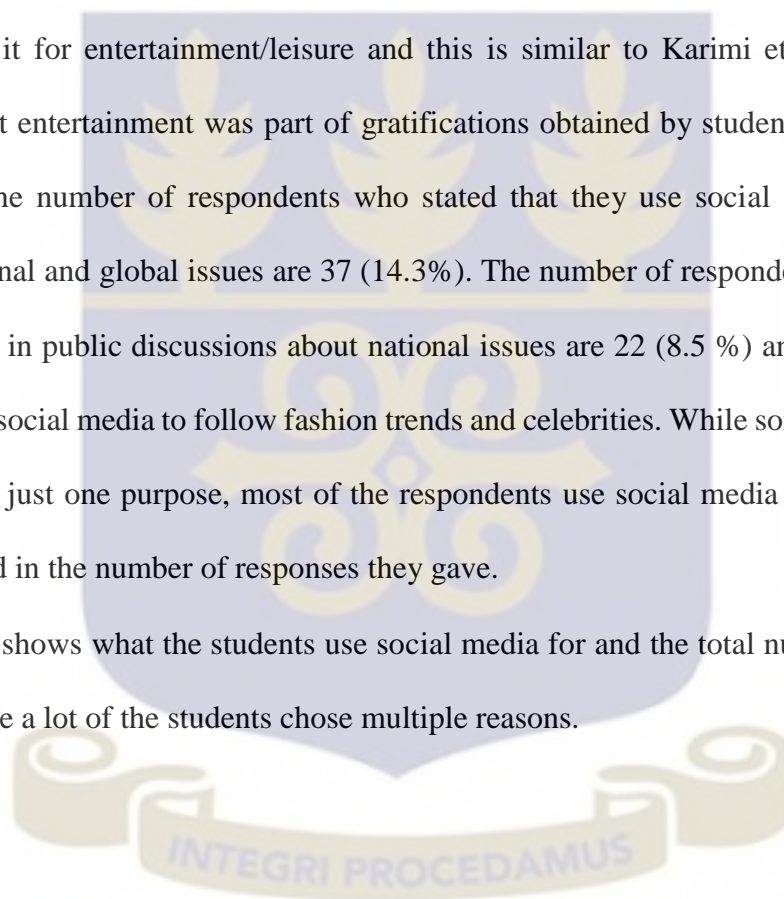


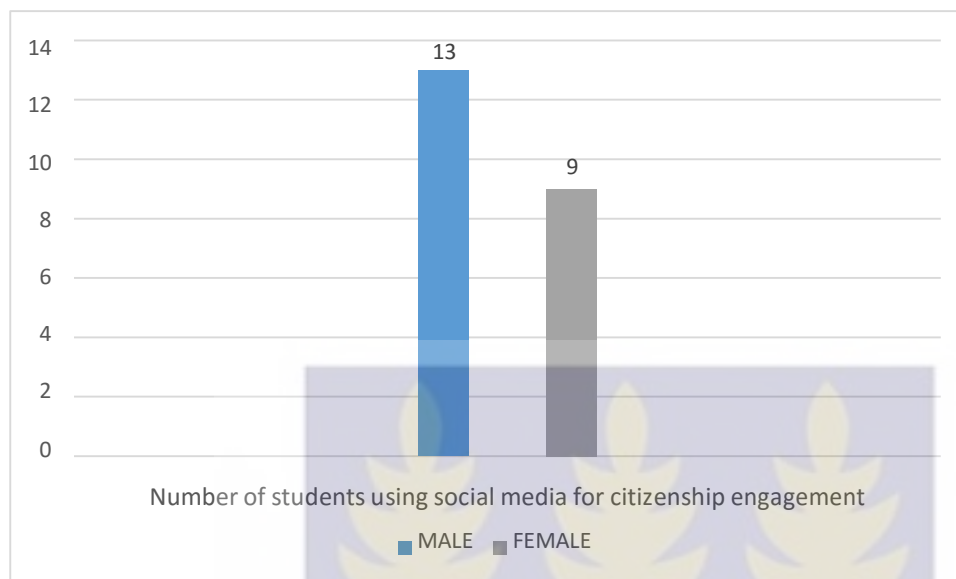
Table 1: Reasons for using social media

REASONS FOR USING SOCIAL MEDIA	RESPONSES	PERCENTAGE
TO ENGAGE IN PUBLIC DISCUSSIONS ABOUT NATIONAL ISSUES	22	8.50%
TO GET NEWS UPDATES ON NATIONAL AND GLOBAL ISSUES	37	14.30%
FOR ACADEMIC WORK	42	16.30%
FOR ENTERTAINMENT/LEISURE	42	16.30%
TO FOLLOW FASHION TRENDS AND CELEBRITIES	11	4.30%
FOR COMMUNICATION WITH FAMILY AND FRIENDS	58	22.50%
TO MAKE NEW FRIENDS	46	17.80%
Total	258	100.00%

4.3 Social media and citizenship engagement

The second objective of this research was to find out whether students use social media for citizenship engagement. The research found that only 22 (8.5%) respondents stated that they use social media for citizenship engagement. Results from cross tabulation shows that 13 (8.6%) male respondents use social media for citizenship engagement by participating in public discussions about national issues, and 9 (8.5%) female respondents use social media for citizenship engagement. However, 33 (20.8%) respondents stated that they prefer their favourite social media sites because they get the platform to contribute to national issues. Figure 2 shows the number of male and female students who use social media for citizenship engagement.

Figure 2: Social media and citizenship engagement



4.4 Gender and choice of social media

The third objective was to find out if gender influences the choice of social media the students use. The research found that 98 (65.8%) respondents are on Facebook, 15 (10.1%) are on Instagram, 18 (12.1%) are on Twitter, 17 (11.4%) are on You Tube, and 1 (0.7%) is on Pinterest.

Cross tabulation shows that 56 (63.6%), male respondents are on Facebook, 11 (12.5%) are on Instagram, 11 (12.5%) are on Twitter, 9 (10.2%) are on You Tube, and 1 (1.1%) is on Pinterest.

The number of female respondents on Facebook are 42 (68.9%), 4 (6.6%) are on Instagram, 7 (11.5%) are on Twitter, 8 (13.1%) are on You Tube, and none is on Pinterest (0.0%). The study found that more male senior high school students use social media than females. This finding supports the finding of Pfeiffer et al (2014) who found that the use of social media platforms in

Africa is gendered with Tanzania males using social media more than females. Lenhart et al (2010) found that women are more likely than men to have personal profiles on Facebook, but this study does not support Lenhart et al. s (2010) findings as it was revealed that more males use Facebook and social media in general than females. In this study, it is clear that gender does not influence the choice of social media as both males and females use the same platforms. The similarity that exists between both genders in their choice of social media is that the highest number of males (56) are on Facebook, and the highest number of females (42) are on Facebook.

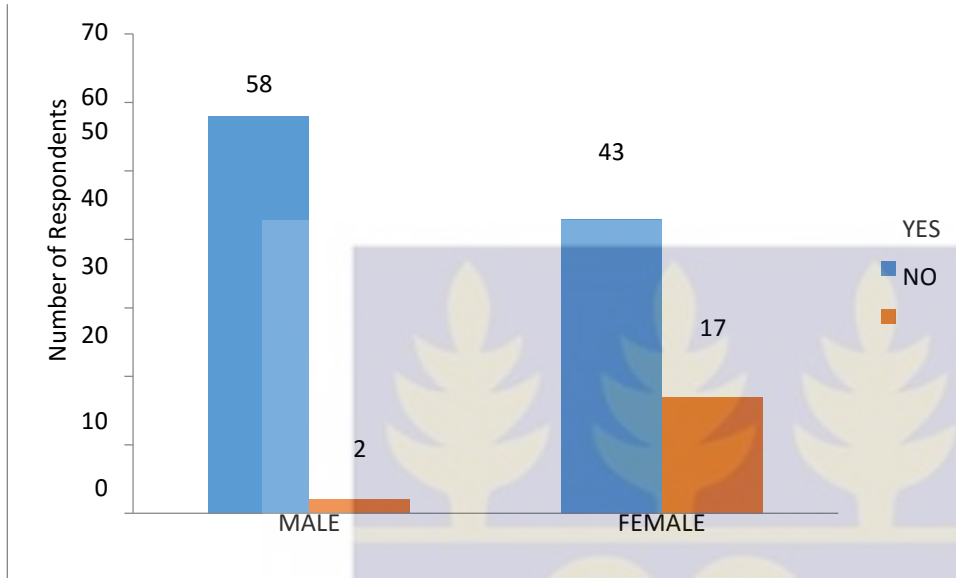
Table 2 shows a cross tabulation of the platforms used by both genders. Some respondents use just one platform and others use more than one and this accounted for multiple response as people chose more than one platform.

Table 2: Choice of social media according to gender

GENDER	FACEBOOK	INSTAGRAM	TWITTER	YOUTUBE	PINTEREST	Total
MALE	56	11	11	9	1	88
	63.60%	12.50%	12.50%	10.20%	1.10%	
FEMALE	42	4	7	8	0	61
	68.90%	6.60%	11.50%	13.10%	0.00%	
Total	98	15	18	17	1	149

Figure 3 shows the number of male and female respondents who are present on social media and those who are not.

Figure 3: Respondents present or absent on social media by gender



4.5 Preferred/Favourite social media site

The fourth objective of this study was to find out the preferred or favourite social media site of the students. The respondents were given a number of social media platforms and were asked to tick the platforms they use and 98 (65.8%) said they were on Facebook, 18 (12.1%) use Twitter, 17 (11.4%) use YouTube and 15 (10.1%) use Instagram. Respondents were later asked to rank their favourite or preferred social media sites (from one to eight where one is favourite). The respondents who ranked Facebook as their number one are 93 (94.9%). Facebook is therefore the preferred and favourite social media platform of students of Armed Forces Senior High/Technical School, followed by Twitter. This finding is in agreement with the finding of Pfeiffer et al (2014) which shows that social media sites such as Facebook, Twitter, and

YouTube are accessed more on the African continent, and it also agrees with Shabir et al.'s (2014) study that found that the preferred social media platform of the youth is Facebook.

The students were asked why they prefer their favourite social media platforms, and 33(20.8%) said they get the platform to contribute to national issues/public discussions, 37(23.3%) also said their favourite social media platform updates them on national and global issues, and 22(13.8%) said they prefer their favourite platform because “It is easy to use”. Garcia-Martin & Garcia-Sanchez (2015) in their study, found that young Spanish people like using Tuenti because of easy usage. The highest number of respondents said they prefer their favourite social media platform because it helps them to stay in touch with friends and family, 67(42.1%) respondents cited this reason.

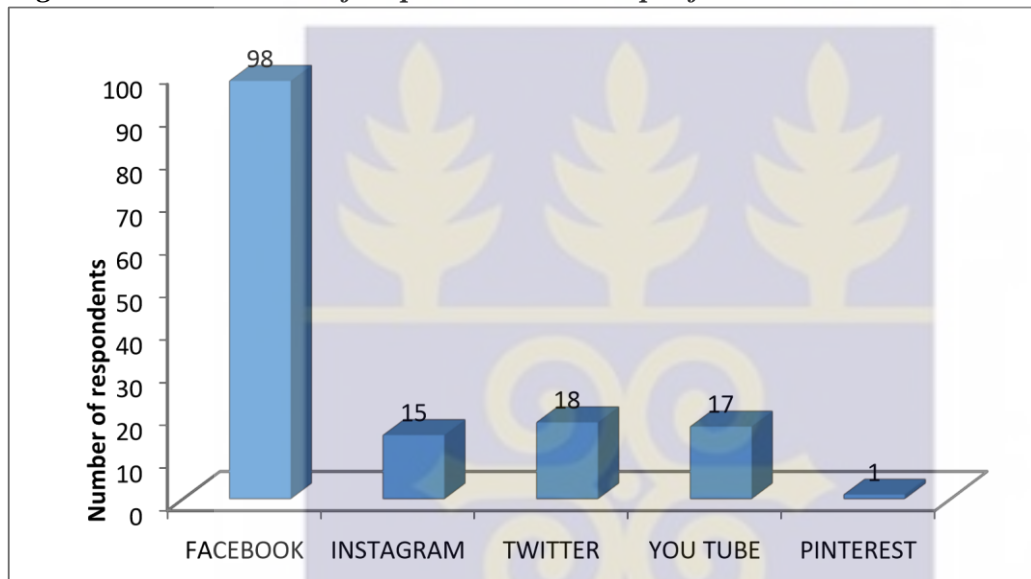
Table 3 shows the ranking of the social media platforms by the students. The table shows that 93 respondents ranked Facebook as their number one/ favourite/preferred platform.

Table 3: Ranking of social media sites

RANK	1	2	3	4	5	TOTAL
FACEBOOK	93 (94.9%)	5 (5.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	98 (100%)
INSTAGRAM	2 (11.8%)	12(70.6%)	3 (17.6%)	0 (0.0%)	0 (0.0%)	17 (100%)
TWITTER	2 (12.5%)	10 (62.5%)	3 (18.8%)	1 (6.3%)	0 (0.0%)	16 (100%)
YOU TUBE	3 (16.7%)	5 (27.8%)	9 (50.0%)	1 (5.6%)	0 (0.0%)	18 (100%)
PINTEREST	1 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (100%)

The highest number (98) of respondents are on Facebook and this shows that Facebook is the dominant social media platform among students of Armed Forces Senior High/Technical School.

Figure 4: Total number of respondents on each platform



4.6 Benefits of social media

The last objective was to find out the benefits the students derive from social media. To know the benefits, they were asked if social media have helped them in certain ways. The first question asked, was to find out whether social media have helped respondents to engage in public discussions about national issues, and 86 (85.1%) respondents said yes. Respondents were also asked if social media have updated them with national and global news and 84 (83.2%) said yes. The last question was asked in order to find out whether social media have improved the social lives of respondents, and 91 (90.1%) of them said yes. In their view, the

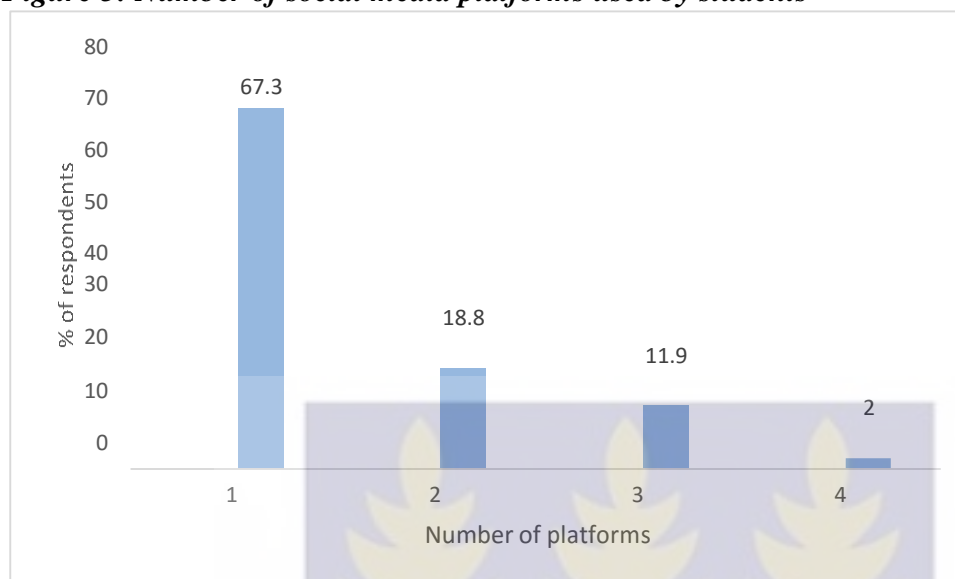
American Academy of Pediatrics say that engaging in various forms of social media benefits children and adolescents by enhancing communication, social connection, and even technical skills. They further state that the use of sites such as Facebook and MySpace offer opportunities to connect with friends, classmates, and people with shared interests. The findings of the American Academy of Pediatrics align with the findings of this study as 91 students of Armed Forces Senior High/Technical School confirmed that social media have improved their social lives, and 58 confirmed that they use social media to communicate with friends and family.

4.7 Other Findings

The respondents who use social media in this research are more than those who do not as 101 (84.2%) said they use social media and 19(15.8%) said they do not. The views of all 101 respondents on what they use social media for, the benefits, challenges, gadgets they use, etc. were captured. The number of males who use social media are more than the number of females.

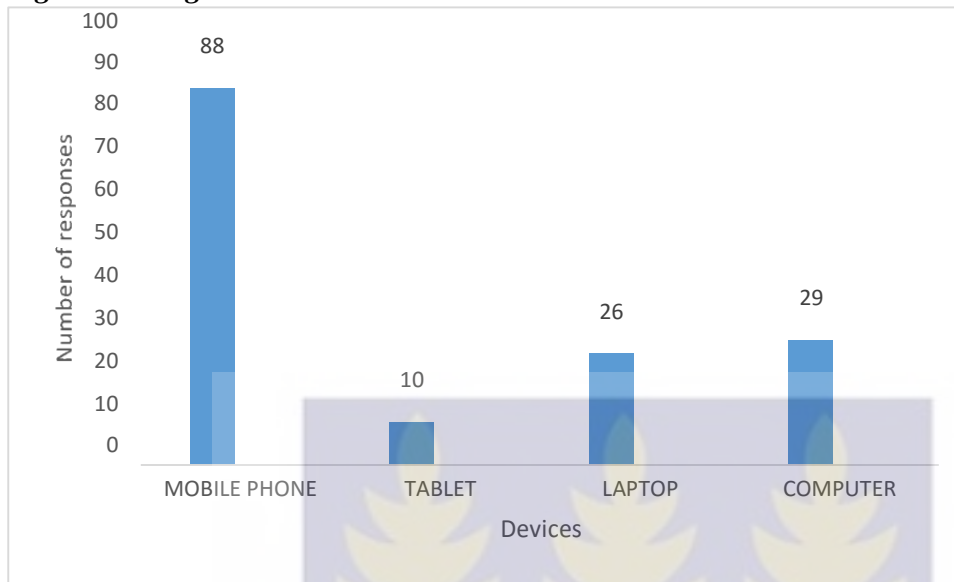
As figure 5 shows, some respondents used more than one platform. However, majority (68) of respondents (67.3%) are on only one social media platform, 19 (18.8%) are on two platforms, 12 (11.9%) are on three platforms, and 2(2.0%) are on four platforms. In this research, a high number of the respondents use just one social media platform. Figure 5 shows the percentage of students using one, two, three or four social media platforms.

Figure 5: Number of social media platforms used by students

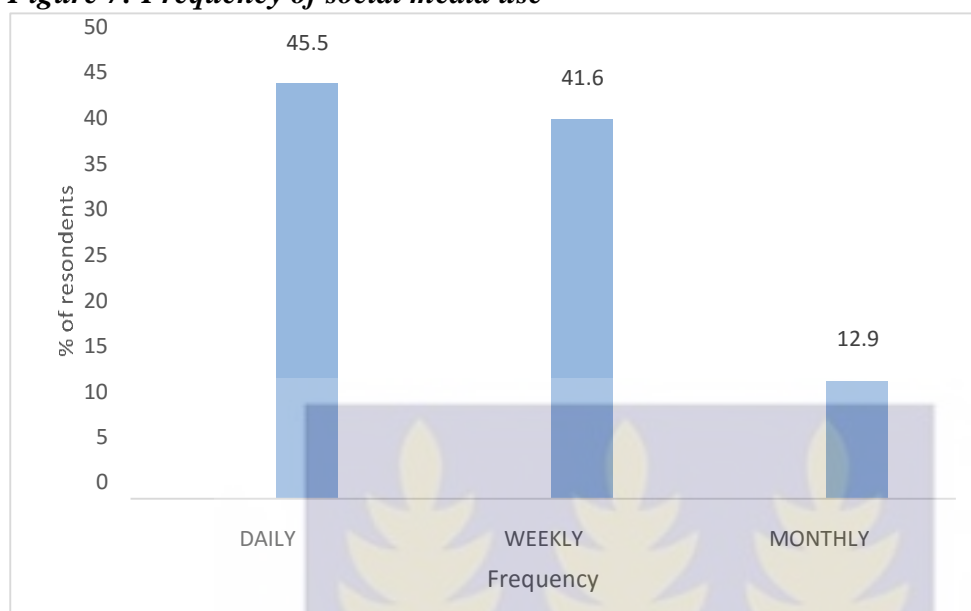


A Mobile Africa Study (2015) by GeoPoll and World Wide Worx indicate that Africans access the internet via mobile phones. A high number of students of Armed Forces Senior High/Technical School access social media on their mobile phones, this finding aligns with the Mobile Africa Study. This study found that 88 (57.5%) respondents access social media on their mobile phones, 29 (19.0%) access social media on their computers (desktop), 26(17.0%) use laptops, and 10 (6.5%) respondents use tablets. Computers in this section refer to desktop computer and it was separated from laptop because laptops are more mobile than desktop computers. Some respondents access social media with just one gadget and others access social media with two or more gadgets. Respondents were asked if the gadgets used to access social media are their personal devices and 90 (89.1%) said yes while 11(10.9%) said no. Figure 6 shows the number of students who access social media on various gadgets.

Figure 6:Gadgets used to access social media



The study also investigated how often students go on social media platforms and 46 (45.5%) said they use social media daily, 42 (41.6%) use it weekly, and 13 (12.9%) use it monthly. In this research, more students access social media daily, and this supports the finding of Pempek et al (2009) who found that students spend approximately 30 minutes on Facebook every day. Shabir et al (2014) also found that young people spend 30 -60 minutes on social media daily. Social media have become a part of the daily lives of students of Armed Forces Senior High/Technical School and this shows in the number of people who access social media daily. Figure 7 shows the percentages of students who use social media on daily, weekly, and monthly basis.

Figure 7: Frequency of social media use

Another finding in this research is that while 68 (67.3%) of the respondents said they do not face any challenges in their usage of social media, 33 (32.7%) of them said they face some challenges. The students were further asked to write the challenges they face and the researcher coded them.

The challenge of network failure had 14 (30.4%) responses, power fluctuation/power crisis had 13 (28.3%), no money to buy airtime had 9 (19.6%) responses, 4 (8.7%) of the respondents said they chat instead of studying, 4 (8.7%) said they get love proposals from men and this applies to both males and females, chatting with strangers had 1(2.2%) response, and hacking also had 1(2.2%) response. Table 4 shows responses of the 33 respondents who face challenges. Most of them listed more than one challenge and this resulted in multiple response.

Table 4: Challenges faced in using social media

CHALLENGES	RESPONSES	PERCENT
NETWORK FAILURE	14	30.40%
POWER FLUCTUATION/POWER CRISIS	13	28.30%
NO MONEY TO BUY AIRTIME	9	19.60%
CHATTING INSTEAD OF STUDYING	4	8.70%
GETTING LOVE PROPOSALS FROM MEN	4	8.70%
CHATTING WITH STRANGERS	1	2.20%
HACKING	1	2.20%
Total	46	100.00%

Respondents were further asked what they do not like about using social media and they gave varied responses. A high number of the students do not like the fact that people post pornographic materials on social media, 25(35.7%) of the respondents confirmed this. The number of respondents who said they get too many unwanted messages are 2 (3.2%), another 2 (3.2%) said social media distract their academic work, and 1 person thinks that social media cause people to be anti-social in real life but sociable on screens, 6(9.5%) respondents said that people use social media as platforms for insults, 7(11.1%) said social media waste their time, 1(1.6%) respondent said social media platforms become boring at times, and 1 (1.6%) said social media platforms are full of abbreviated words. It was noted that 3(4.8%) respondents (both males and females) said people like proposing on social media platforms, 7(11.1%) cited money wasting as what they do not like about using social media, 1(1.6%) respondent said there

is lack of privacy on social media, and another 1(1.6%) respondent said that social media is smartphone friendly and those who do not have smartphones have to go to internet cafes. Six (6) respondents (9.5%) who were all males stated that social media cause them to engage in pornography. It is clear that the main issue worrying the students of Armed Forces Senior High/Technical School is that of pornography.

Shabir et al (2014) found that problems the youth face on social media are “unwanted messages”, “unethical pictures and video clips” among other things and their findings are similar to that of this study. Only 63 respondents answered this section.

Table 5: Dislikes about social media

WHAT DON'T YOU LIKE ABOUT USING SOCIAL MEDIA	FREQUENCY	PERCENTAGE
People post pornographic materials	25	39.7%
Too many friend requests	2	3.2%
Distracts academic work	2	3.2%
People are sociable on screens but not in real life	1	1.6%
Too many insults	6	9.5%
Time wasting	7	11.1%
It gets boring	1	1.6%
Too many abbreviated words	1	1.6%
People like proposing	3	4.8%
Money wasting	7	11.1%
Lack of privacy	1	1.6%
Smart-phone friendly	1	1.6%
It causes me to watch pornographic	6	9.5%
TOTAL	63	100.0%

4.8 Findings based on Research Questions

The first research question was “What are the reasons students of Armed Forces Senior High/Technical School use social media”? The study found that the students use social media for many reasons and the most stated reason is for communication with family and friends (58 respondents cited this reason).

Other reasons include entertainment (42 responses), to get news updates (37 responses), and for academic work (42 responses) among others.

“How are students taking advantage of social media for citizenship engagement”? is the second research question and the study found that a lot of students do not use social media for citizenship engagement. Only 22 (8.5%) respondents use social media for citizenship engagement as they said they engage in public discussions about national issues.

The third research question is “To what extent does gender influence the choice of social media use by the students”? This study found that gender does not influence the choice of social media because, Facebook is the most used social media platform for both male and female respondents. The study found that the highest number of males (56) and the highest number of females (42) are on Facebook.

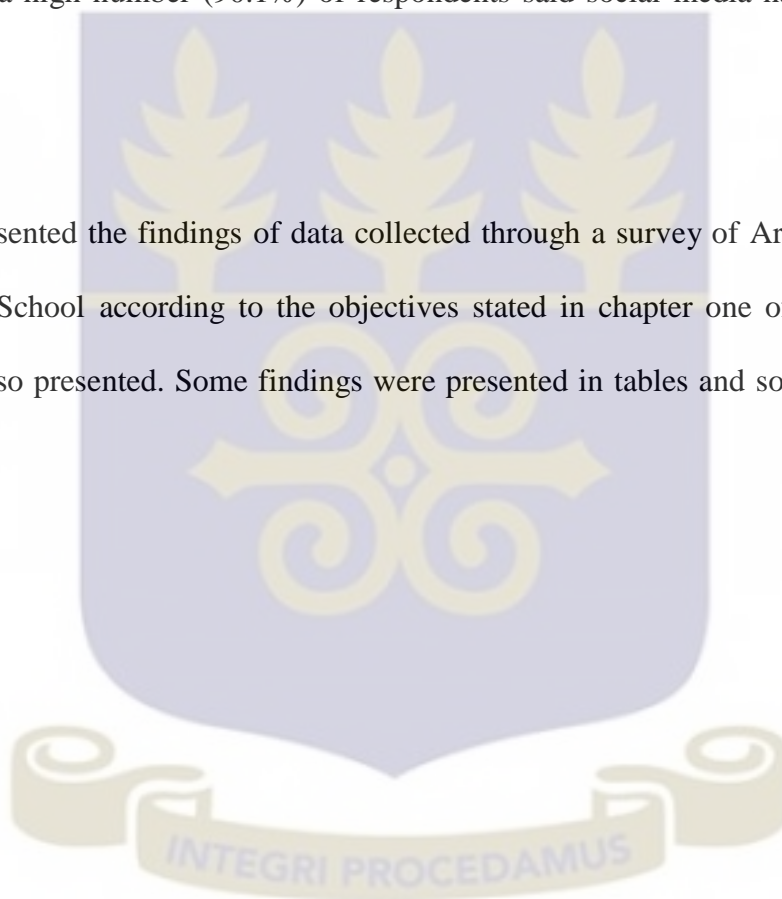
The fourth research question is “What are the preferred social media sites of the students”? Findings show that Facebook is the preferred site of the students, followed by Twitter. The

study found that 98 respondents use Facebook (highest number), 18 use Twitter (second highest), and 93 respondents ranked Facebook as their number one platform.

The fifth research question is “What benefits do these students get from social media”? It was found that social media help some of the students to engage in public discussions about national issues (22 responses), social media update some students with global and national news (37 responses), and a high number (90.1%) of respondents said social media have improved their social lives.

4.9 Summary

This chapter presented the findings of data collected through a survey of Armed Forces Senior High/Technical School according to the objectives stated in chapter one of this study. Other findings were also presented. Some findings were presented in tables and some were presented in graphs.



CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The study surveyed 120 students of Armed Forces Senior High/Technical School in Burma Camp, Accra. The objective of the study was to find out what the students use social media for, and whether they use social media for citizenship engagement. The study also sought to find out whether gender influences choice of social media, the preferred social media sites of the students, and the benefits the students derive from social media. Based on the uses and gratifications theory, this study was able to find out the gratifications students obtained in their usage of social media among other things.

5.1 Discussion of Key Findings

Findings of this study show that majority of the students of Armed Forces Senior High/Technical School are active users of social media and this is in agreement with the finding of the Pew Internet Research (2012) that says 81% of teenagers aged 12-17 and young adults aged 18-29 use some kind of social media. When the students were asked whether they use social media, 101(84.2%) said yes and 19(15.8%) said no. In this study, the number of students who use social media are more than the number of students who do not. Due to the fact that most of the respondents in this study fall within the ages of 17-19, the findings of this study can be said to be representative of the views of this age group. According to Ahn (2011), teenagers are among the most prolific users of social media. She goes on to say that studies show that the youth spend considerable time in their daily lives to interact on social media. This study

supports Ahn's (2011) finding as the highest age group using social media in this study fall within the category of teenagers. When it comes to gender, the study was not biased because there was an even number of representation of males and females. More males (58) use social media in this research than females (43) and this finding is similar to Pfeiffer et al (2014) who found that social media use in Africa is gendered as Tanzanian males are seen using social media more than females.

In line with uses and gratifications studies, this study sought to find out why students of Armed Forces Senior High/Technical School use social media, thereby arriving at the gratifications obtained in their usage of social media.

The study found that the students use social media for a number of reasons and the most stated reason is communication with family and friends. The American Academy of Pediatrics (2015) have found that social media helps children and adolescents stay connected with friends and family, and their finding is similar to this study as 58 (22.5%) of the respondents of Armed Forces Senior High/Technical School use social media for communication with friends and family. Katz et al.'s (1974) fourth category (social and integrative needs) of the needs people have in their usage of mass media talks about people's desire to strengthen contacts with family and friends and it is clear that students of Armed Forces Senior High/Technical School have a strong desire to communicate with friends and family leading to a strong relationship. It can be concluded that the main reason why students of Armed Forces Senior High/Technical School use social media is to communicate with friends and family.

The second most stated reason for using social media is to make new friends, 46 (17.8%) respondents cited this reason. According to a new (August 2015) study by the Pew Research Center on Teens, Technology and Friendship, 57% of teens make new friends online whom they communicate with on a daily basis. In a research conducted by the American Academy of Pediatrics (2015), it was found that social media helps children and adolescents to make new friends which benefits them because social media gives them the opportunity to do things online that they cannot do offline. It can be said that making new friends is important for students of Armed Forces Senior High/Technical School as the second most stated reason for using social media is to make new friends.

Several studies have shown that entertainment is part of the reasons why people use social media. Al-Menayes (2015) found that entertainment is part of the reasons why undergraduate students use social media, Whiting & Williams (2013) also found that entertainment is one of the gratifications people derive from social media, Dunne et al (2010) found that one of the gratifications young people seek in their usage of social media is entertainment, Karimi et al (2014) also found that one of the gratifications young people obtained from social media is entertainment, Buhari et al (2014) found that students of Kaduna polytechnic regard social media as an avenue for entertainment among other things, and Wang, Chen & Liang (2011) found that 90% of their college students respondents used social media for entertainment purposes. The above mentioned studies are in agreement with this study as 42 (16.3%) respondents of Armed Forces Senior High/Technical School confirmed using social media for entertainment/leisure.

Another 42 (16.3%) of the respondents in this study said they use social media for academic work. Garcia-Martin & Garcia-Sanchez (2015) found that young Spanish people use social media for educational purposes among other reasons. Pfeiffer et al (2014) also found that Facebook is used as an information and education source among young people. If 42 (16.3%) of the respondents are using social media for academic work, it means that social media is helping senior high school students in Ghana, especially the students of Armed Forces Senior High/Technical School to improve their academic life. From this finding, it is important to encourage the use of social media for academic and information seeking purposes.

The number of respondents who use social media to get news updates on national and global issues are 37 (14.3%). This finding shows that the students are making an effort to stay current. A 2014 study by the Pew Research Centre found that Facebook is the news powerhouse among social media sites. Another Pew study in 2010 found that 60% of online teens get news about current events and politics. Pfeiffer et al (2014) also found in their study that one of the reasons adolescents in Tanzania use social media is to get news.

When it comes to civic engagement, it is obvious that majority of the students of Armed Forces Senior High/Technical School do not use social media for direct civic engagement, as only 22 (8.5%) of the respondents use social media to engage in public discussions about national issues. According to Morrisset 2003; Norris 2001 (as cited in Mbure, 2013), information technologies give citizens the opportunity to participate in the democratic process by facilitating e-democracy or digital engagement. Balkin (2004, as cited in Mbure, 2013)) also states that for those with easy and affordable internet access, the internet expands the platform for communication and this allows individuals to participate in and determine public opinion. Students in Ghana must

be encouraged to use social media for citizenship engagement to make their voices heard in issues that concern them.

The least reason the respondents gave for using social media is following fashion trends and celebrities. Only 11 (4.35) respondents said they use social media to follow fashion trends and celebrities. This study supports the uses and gratifications theory and its fifth assumption/tenet that says that people are able to articulate their reasons for using media. All the respondents who use social media in this research have been able to say why they use it. This study supports the uses and gratifications acknowledgement of active audience and agrees with Dunne et al. s (2010) saying that for anyone to use a social networking site, the person must be active to log on, seek information, etc. as it is clear that students of Armed Forces Senior High/Technical School are active in their usage of social media for education purposes and communication purposes, among others.

This study investigated whether gender influences the choice of social media and the results show that gender does not influence social media choice as both males and females in this study are all on, and prefer Facebook. According to Duggan and Smith (2013), Pinterest appeals more to women than to men. This study does not support the finding of Duggan and Smith as one male confirmed being on Pinterest but no female confirmed being on this platform. Out of the 98 who use Facebook, 56 (63.6%) male respondents use Facebook and 42 (68.9%) female respondents use Facebook. It is therefore clear that gender does not greatly influence the students of Armed Forces Senior High/Technical School to choose one platform over the other. However, the second social media choice for the females is YouTube, followed by Twitter, and Instagram. With the males, Instagram and Twitter come before YouTube and then Pinterest.

The study was interested in finding out the preferred social media site of the students and so respondents were asked to rank the social media platforms and 93 (94.9%) ranked Facebook as their number one social media platform. Wang et al. (2011) found that Facebook is very popular among college students. Duggan and Smith (2013) note that Facebook is the dominant social networking platform among social media users, and they go on to say that 42% of online adults use multiple social networks but those who use just one are usually Facebook users. In this study, Facebook is popular and the most used social media network. This study supports Duggan and Smith (2013) as Facebook dominates all the other platforms in this research. To know why the respondents prefer their favourite social media platforms, they were asked to indicate the reasons. Respondents who said they prefer their favourite social media platform because it is easy to use are 22 (13.8%), 33 (20.8%) said their favourite platform gives them the opportunity to engage in public discussions about national issues, 37 (23.3%) said they get news updates from their favourite platform, and 67 (42.1%) respondents said their favourite social media platform helps them to stay in touch with friends and family. Since the study found that Facebook is the favourite social media platform for the respondents, it is therefore clear that Facebook helps them to stay in touch with friends and family, it gives them a platform to contribute to national issues, it updates them with news, and it is easy to use. This study therefore, is in agreement with all the studies such as Duggan and Smith's (2013) study that have found that Facebook dominates all social media platforms and it is the preferred site for young people.

The study investigated the benefits the students derive from social media. Various studies have assessed the benefits users of social media derive. In his view, Fovet posits that the benefits social media bring to users outweigh the risks. In this study, 86 (85.1%) respondents said social

media have helped them engage in public discussion about national issues. What this means is that, social media have given these respondents a voice and this can build their confidence and make them engage in the democratic process not just online but offline as well. Another benefit of social media in this study is that social media update users with news as 84 (83.2%) of the respondents confirmed this. This means that, social media help users to be current and know what is going on around them. Being conversant with what is going on around helps one to engage in meaningful discussions and social media provide this opportunity. A high number of the respondents said social media have improved their social lives, 91 (90.1%) confirmed this. Jacobsen and Forste (2010) posit that social networking sites facilitate offline social interaction and gives users access to social situations and this can help improve the social lives of people.

People plan “meet ups” on social media whereby a year group of classmates decide to meet and have fun and socialise and this is a way users of social media can improve their social lives.

Pfeiffer et al (2014) found that youth in Dar es Salaam and Mtwara access the internet mainly through mobile phones and in this study, the main device with which the respondents access social media is the mobile phone. This study therefore confirms the study of Pfeiffer et al

(2014). It was found that respondents who access social media with their mobile phones are 88 (57.5%), 29 (19.0%) access social media with a computer, 26 (17.0%) use laptops, and 10 (6.5%) use a tablet. The students were further asked whether the devices they use to access social media are their personal devices and 90 (89.1%) said yes while 11 (10.9%) said no. This shows that indeed, social media have become an integral part of the senior high school student in Ghana as Cookingham & Ryan (2015) posit. This finding also shows that the students of

Armed Forces Senior High/ Technical School are technology savvy and they use various gadgets to access social media which makes them stay connected with friends and family.

The number of students who access social media daily are slightly higher than those who access social media weekly. A high number (46) of respondents (45.5%) access social media daily, 42(41.6%) access weekly, and 13(12.9%) access social media on a monthly basis. Due to the fact that the students of Armed Forces Senior High/Technical School are day students and not boarding students, they go home every day after school and this can be the reason why those who access social media daily are more. Sponcil and Gitimu (2012) found that college students spend approximately 30 minutes daily on social media, Buhari et al (2014) found that Nigerian Polytechnic students use social media daily, Shabir, Hameed, Safdar & Gilani (2014) also found that the youth spend an average of 30 to 60 minutes on social media daily, and Wang et al. (2011) found that 45% of their respondents reported spending 6-8 hours in a day checking social media sites. This study has found that senior high school students in Ghana, especially students of Armed Forces Senior High/Technical use social media daily.

A lot of challenges like network failure, power fluctuation and lack of money hinder people from using social media the way they would want to. In this study, 33 (32.7%) respondents said they face challenges, and 68 (67.3%) said they do not face challenges. The number of respondents who do not face challenges are more than the number of students who do and this means that a high number of students enjoy using social media without any impediment. According to Wyche, Schoenebeck & Forte (2013), Facebook use is pervasive in developed countries where computers, smartphones, high band-width internet, and electricity are in abundance. The researchers found that costs associated in using the internet, limited access to

computers and smartphones, and unreliable electricity are hindering online participation of people within rural Kenya.

In this study, some challenges mentioned by the respondents are similar to those mentioned by Wyche et al (2013). Network failure is highest on the list of challenges and 14(30.4%) respondents cited this challenge, the second highest challenge is power fluctuation/power crisis and 13 (28.3%) respondents cited this, 9 (19.6%) of the respondents cited the challenge of not having money to buy airtime, 4 (8.7%) respondents said they find themselves chatting on social media instead of studying, getting love proposals from men is a challenge that hinders some people from using social media (both males and females) and 4 (8.7%) respondents cited this, 1(2.2%) respondent faces the challenge of chatting with strangers and another 1 (2.2%) faces the challenge of hacking. From this finding, it is clear that bad internet connection or network failure, the power crisis (Dumsor), and money issues are hindering some students of Armed Forces Senior High/Technical School from using social media and this is concurrent with the finding of Wyche et al. (2013).

Some studies have found negative aspects of social media and respondents in this research were asked to indicate what they do not like about using social media. The researcher coded the responses that said people post pornographic materials on social media differently from those that said social media cause them to watch pornographic materials. This is because, it is likely that the students who complain about people posting pornographic materials do not engage in pornography although they see people posting such materials and it could also mean that they will not promote pornography by posting pornographic content online.

The majority of the respondents said what they do not like about using social media is people posting pornographic materials on the sites, and the number of respondents who said that are 25 (39.7%). The number of respondents who said social media cause them to watch pornographic materials are 6 (9.5%) and they are all males, 2 (3.2%) respondents said they get too many friend requests on social media, another 2 (3.2%) said social media distract their academic work, 1 (1.6%) said that social media cause people to be friendly on screens but not in real life, 6 (9.5%) respondents said social media is full of insulting words, 7 (11.1%) said social media waste time, 1 (1.6%) respondent said being on social media becomes boring at times, and 1 (1.6%) said social media platforms are full of abbreviated words. Some 3 (4.8%) respondents do not like using social media because people like proposing, 7 (11.1%) respondents said social media waste money, 1 (1.6%) said there is lack of privacy on social media, and another 1 (1.6%) said social media platforms are smartphone friendly which means those with smartphones are more active on social media.

Overall, it is clear that pornography is an issue for students of Armed Forces Senior High/Technical School. The American Academy of Pediatrics (2015) have found that the youth face some risks in their usage of social media and one of them is peer- to -peer inappropriate content. Shabir et al. (2014) also found that the youth face the problems of unethical pictures, unwanted friend requests, and unwanted messages in their usage of social media and the findings in this study agree with their findings. Since students spend time on social media, their concern of pornography must be taken seriously so appropriate measures can be taken to protect them from engaging in bad acts.

Some of the respondents said social media waste time and others said they get distracted with academic work and this agrees with Buhari et al (2014) who found that the hours students spend on social media will have a negative effect on their academics, Jacobsen & Forste (2010) also found that students are likely to multitask that is, studying in class or doing homework and at the same time chatting on electronic media and this can cause them to be distracted with their academics. Wang et al (2011) found that 80% of their respondents reported using social media while completing their homework and this has affected their grades. One respondent in this study said social media cause people to be friendly on screens but not in real life and this could be as a result of shyness. Sponcil and Gitimu (2012) found that Facebook has a great benefit in the aspect of communication for individuals who are shy as shyness might cause certain individuals to avoid social and face-to-face interaction.

Findings from this study show that the majority of the respondents (67.3%) use only one social media platform, 18.8% use two platforms, 11.9% use three, and 2.0% use four social media platforms. This finding contrasts with the finding of the Pew Research Centre (2012) that says that 71% of teens use more than one social media site. Due to network problems, financial issues, and the power crisis, users of social media sites may be deterred from joining a lot of sites.

More males than females use social media in this research and this agrees with Pfeiffer et al .s (2014) finding that says that social media usage in Africa is gendered as Tanzanian boys use social media more than females. The reason why more males than females use social media in this research is not clear but whatever the reasons are, they must be wiped out as social media

present good opportunities and females must take advantage of this opportunity. Pfeiffer et al (2014) found that some of the reasons contributing to a high number of males in Tanzania using social media than females are that girls were scared of disclosing their interests and also because it is more accepted for boys to use the internet more than females. In this research, 96.7% of males use social media while 71.7% of females use social media. Rose and Morstyn (2013) note that social media are modern and easy ways to find out about current issues going on, to get any information, and to get varied opinions on matters and young people must be encouraged to use social media platforms as learning tools.

5.2 Limitations

Although senior high school is made up of three levels (form 1 to form 3), the researcher could not include form 3 students because at the time of the research, there were no form 3 students due to some changes in the educational system. Also, the structured questionnaire used may have prevented the students from expressing themselves as they would have loved to due to the fact that they were limited to the questions on the questionnaires. Due to time constraint and low budget, only 120 respondents were chosen as the results of the research may have been different if more than 120 respondents were chosen. Lastly, because the age distribution was in favour of 17-19 years, their views shaped the results of the study. In spite of these limitations, findings of this study contribute to the body of knowledge and it adds to existing literature about social media usage among young people.

5.3 Recommendations

More research should be done on social media among young people because social media have become a part of their lives, and it is prudent that more research be done so as to make sure they get the best out of social media rather than letting social media become a thorn in their flesh. Since terrorist groups are recruiting young members through social media, it is important for awareness to be created on such dangers and how they can avoid them. Young people can shape their lives and future through social media by being active in civic matters and so the government can make a conscious effort to add social media awareness to the educational system so that young people will know that there is more to social media than entertainment, communication with friends and family, and making new friends.

Studies into Instant Messaging must be done extensively as the respondents mentioned their presence on Whatsapp, IMO, Eskimi, Kik, Tango, and palm chat among others. How and what they use these instant messaging applications for must be studied because, some of these sites are dating sites. Studies into Instant Messaging sites for Civic Engagement must also be studied. Future researchers can also study social media based on rural/ urban differences as rural dwellers may be using social media for different purposes from urban dwellers. A qualitative angle of this research such as in-depth interviews can be undertaken to give a deeper understanding of why students use social media. An in-depth interview will help find out why more males than females use social media. More females must be encouraged to use social media because, there is no need to limit oneself in today's information age. The issue of pornography on social media sites must be taken seriously in order to make sure that young people do not engage in bad practices on these sites.

5.4 Conclusion

It was identified in this study that young people like students of Armed Forces Senior High/ Technical School use social media for a number of reasons just like their counterparts in other countries. The topmost reason for using social media is to communicate with friends and family. Others use it for entertainment, to make new friends, to get news updates among others. It was found that a lot of the students do not use social media for civic engagement although doing this can help shape their future while making them responsible adults. This research has demonstrated that senior high school students in Ghana are active users of social media, and they use these platforms to meet certain needs such as the need to communicate with friends and family, the need to get news updates, and the need for entertainment among other things.

The study found that Facebook is the popular, preferred and favourite social media site for these students. The study also found that both males and females prefer Facebook and this means that gender does not influence the choice of social media among the students of Armed Forces Senior High/Technical School. Social media have come to stay and a lot can be achieved through social media when used properly. A high number of students spend time daily on social media and this shows how important social media is to the students. The voice social media give children, teenagers, and the youth in general must not be taken for granted but rather it must be maximised so that the full benefits will be reaped. There is no doubt that the uses and gratifications theory is ideal for social media studies as the uses and gratifications of social media can be seen among students of Armed Forces Senior High/Technical School. This shows that there are needs that are met with social media usage and these students get those needs met.

Appendix A: Questionnaire

Barbara Mahama is a student of the University of Ghana, Legon, conducting a research entitled **“The Use of Social Media among Senior High School Students in Ghana: A study of Armed Forces Senior High/ Technical School”**.

I wish to conduct a survey in your school and I am seeking your permission to allow your students participate in this survey.

The information given will be used for academic purposes. Thank you.

1) Age	14-16	<input type="checkbox"/>
	17-19	<input type="checkbox"/>
	20 - 22	<input type="checkbox"/>
2) Sex	Male	<input type="checkbox"/>
	Female	<input type="checkbox"/>
3) Form	1	<input type="checkbox"/>
	2	<input type="checkbox"/>
4) Are you on any social media platform?	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>

- 5) How many social media platforms are you on? 1)
- 2)
- 3)
- 4)
- 5)

6) Which of these platforms are you on? Tick all that apply

- 1) Facebook
- 2) Instagram
- 3) Twitter
- 4) You Tube
- 5) Pinterest
- 6) Other Specify.....

7) What are the reasons you use social media. Tick all that apply

- 1) To engage in public discussions about National issues
- 2) To get news updates on National and global issues
- 3) For academic work
- 4) For entertainment/ leisure
- 5) To follow fashion trends and celebrities
- 6) For communication with family and friends
- 7) To make new friends

8) Rank in order of preference from (1) to (8) your favourite/ preferred social media platforms. (1) is most preferred, (8) is least preferred.

1) Facebook	<input type="text"/>
2) Instagram	<input type="text"/>
3) Twitter	<input type="text"/>
4) You Tube	<input type="text"/>
5) Pinterest	<input type="text"/>
6) LinkedIn	<input type="text"/>
7) Wordpress	<input type="text"/>
8) Flickr	<input type="text"/>

9) Why do you prefer your favourite/ preferred social media platform?

Tick all that apply

- 1) It gives me a platform to contribute in National issues/ Public discussion
- 2) It updates me on National and global issues
- 3) It is easy to use
- 4) It helps me stay in touch with friends and family
- 5) Other specify.....

10) Has being on social media helped you engage in public discussions? Yes

No

11) Has being on social media updated you with National and Global news? Yes

No

12) Has being on social media improved your social life? Yes

No

13) From which device do you access social media? Tick all that apply

1) Mobile phone

2) Tablet

3) Laptop

4) Computer

14) Are these your personal devices? Yes

No

15) How often are you on social media? 1) Daily

2) Weekly

3) Monthly

4) Other specify.....

16) Are there challenges you face in using social media? Yes

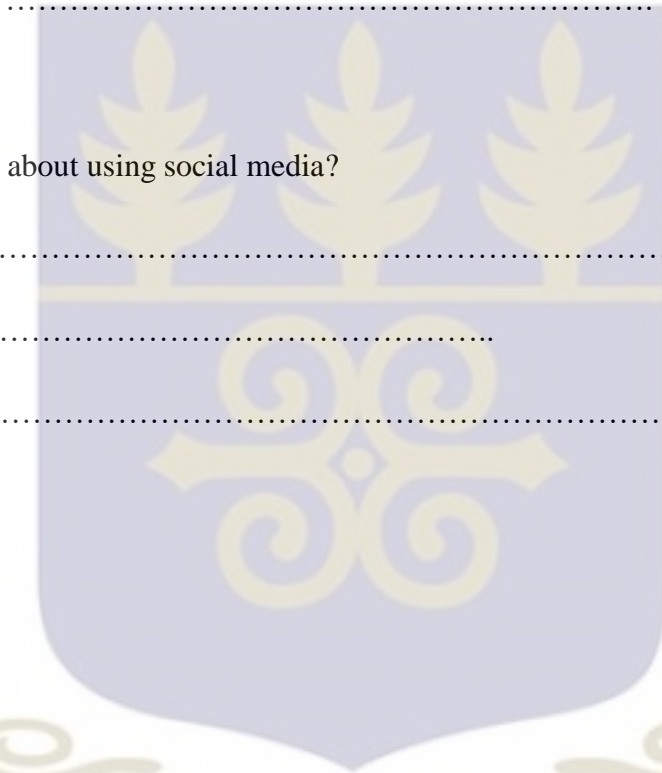
No

17) If there are challenges, name some.....

.....

.....

.....



18) What don't you like about using social media?

.....

.....

.....

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