(RESEARCH ARTICLE)

Examining the influence of mass media on academic performance in basic three students at Senase Methodist Primary 'A' School

Edmond Kwame Amable Tawiah [1, *] and Osaro, Hope Igbarago [2]

[1] Department of Education, Johann Heinrich Pestalozzi Christian University, Florida, USA.
[2] Department of Education, University of the People, Pasadena, California, USA.

Abstract

The study examined the influence of mass media on the academic performance of pupils among basic Three pupils of Senase Methodist primary "A" school. The study employed the descriptive survey design (cross-sectional) with a quantitative approach. The study targeted Basic Three pupils of Senase Methodist Primary "A" School. A questionnaire on students' usage of mass media was used in the conduct of the study. Means and standard were used to analyse the data to answer the research questions. The findings of the study revealed that Senase Methodist Primary "A" School students use mass media sites for a number of purposes. Among some of these purposes include academic usage of social media, using social media sites for the purpose of socialization, entertainment usage of social media as well as using social media for the purpose of reading headline news. Based on the findings, it was recommended that counsellors and teachers should guide and educate students on the dangers of being addicted to social media usage, since too much time spent on social media sites could affect students' academic performance.

Keywords: Investigating; Academics; Mass Media; Students' Performance

1. Introduction

Mass media is regarded as the center and the eye and hear of the people. The mass media which comprise of newspaper, television and radio as well as magazine help the populace to be aware of the various events near and away. Mass media is typically used for social interaction and access to news and information, and decision making. It is also a valuable communication tool with other locally and worldwide, as well as to share, create and spread information.

One of the most common means, channels or instruments for passing information across is the media. In a lay man understanding, media is seen as any means of information sharing that requires the use of such media as newspapers, radios, televisions, magazines etc. according to, media may be seen as those means of communication through which one can be able to pass information across to a large population of persons; these means include the televisions, newspapers, and radios. More so, Webster referred to media as any medium through which one is able to express, cultivate or convey information. On the other hand, social may be seen as those activities involving human environment and the individuals living and sharing resources together in the environment. More so, mass media is a mean through which interact together for the common good of all; it simply refers to the people or the society in general. From the foregoing, one could refer to social media as any media circulated with the help of social interactions. Basically, social media may be referred to the cybernetic and simulated relationships, among people, organizations, and companies etc., this entails the invention, sharing or exchanging or data in the form of texts, images, and symbols. It entails the process through which people interact by sharing, creating and exchanging information and ideas through virtual communities and networks.

---

* Corresponding author: Edmond Kwame Amable Tawia

As we know, nothing interesting is ever completely one-sided, so it is for social media as it comes with both positive and negative effects. There is a correlation between mass media usage and academic performance of students in senase Methodist Primary (A) and some educational schools. There have been various views and opinions which recognize four major advantages of mass media use in lower and higher education. These include; enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities (Wheeler, Yeomans and Wheeler,2008; Rifkin, Longnecker, Leach and Ortia,2009). Also, Liccardi et al (2007), argued that students are socially connected with one another and therefore share their daily learning experiences and do conversation on various topics through social media whereas Kuppuswamy and Shankar (2010), reviewed that social network websites grab students' attention and then diverts it towards noneducational and inappropriate actions including useless chatting.

Research has proved the heavy presence of social media usage among students. For instance, previous studies have found that more than 90% percent of Primary and tertiary school students use social networks. It is also found out that, students use social networking sites (SNSs) approximately thirty (30) minutes throughout the day as part of their daily routine life (Nicole, Charles, and Cliff, 2007). This shows the level at which students are patronizing these sites and this may bring along both positive and negative effects on students as far as their academic performance is concerned. Basically, this research focusses on the impacts of mass media on primary schools in Berekum senase. It is believed that mass media, being a powerful tool of socialization has the ability to set agents for the public and reach whatever audience. This social media is a platform to teach both moral and social lessons. But today in our modern society it seems that educational role of the social media is fading off the media managements are now using the time and space dedicated for educational programmes on air to fill political programmes and advertisement and other immoral programmes. The mass media is today the most important source of information and the growing dimensions of the use of social media by students cannot be underestimated. It has been observed that students devote more attention and time to social media than they do for their studies and they cannot pass their examinations well if they do not learn (Osharive, 2015). Also, the study conducted by Maya (2015), revealed that media use contributes to lower academic performance.Today students of all levels especially primary schools have been engaged in the use of mass media and its social networking sites. As a result of the above fact, this research work examines the impacts of mass media on academic performance in the primary schools hence this study aimed at investigating whether the mass media promotes educational programmes, ascertain what students of Senease Methodist Primary (A) use mass media for and to ascertain how the use of mass media has influenced the academic work of students of Berekum Seneaase Methodist Primary(A) The outcome of the study will provide a platform for which media practitioners will benefits mass outfits and media practitioners on the need to include in their daily activities some of the programmes that can promote and improve education.

2. Review of Related Literature

In the Decade of information systems, mass media has played a vital role in transforming business and communications and in recent times education. We believe that the fastest way to grow a business entity and send information across is through social media and networking. To put it simply, Mass Media can be defined as a technology which is intended to communicate or reach a mass audience. Mass media is actually the primary means of communication for the general public to communicate with each other as well as on a grander level. The most popular types of mass media include Newspapers, Radio, Television, Internet, Magazines and more!

In 2000, many social networking sites emerged to ease interaction with people that share common interest in music, education, movies and so on. This also affected how businesses conducted their transactions and advertisements, and also their products. It is difficult to study mass media without encountering the phrase social networking. The Merriam-Webster dictionary defines social media as "forms of electronic communication (as Web sites for social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos)." The same source defines networking as "the exchange of information or services among individuals, groups, or institutions; specifically: the cultivation of productive relationships for employment or business." There are many ideas about the first occurrence of social media. "Throughout much of human history, we have developed technologies that make it easier for us to communicate with each other" (Carton, 2009). Tonnies believed that social groups could exist because members shared values and beliefs or because shared conflict. His theory dealt with the social contract conceptions of society. Durkheim combined empirical research with sociological theory. Also, in the late 1800s, the radio and telephone were used for social interaction, albeit one-way.

2.1. Role of mass media

New and existing students go online to seek information, address queries and, most importantly, to form opinions. Mass media has been one of the most significant forces in modern culture. All types of mass media communication whether written, broadcast or spoken reach a larger audience thus creating a massive impact. Here are the important functions of Mass Media:Mass media plays a crucial role in shaping how we view the world, Intensive use of mass media has resulted in the world to appear smaller and closer, It also promotes the distribution of goods and services, The fundamental objectives of mass media are to inform, educate and entertain the masses, It is known to be an important player in democracy and the smooth functioning of the nation, Media is the watchdog of society, Mass media works to transmit heritage and cultural values, The rise of new mass media creates a global platform to bring people together.

2.2. Characteristics of Mass Media

Mass Media comprises a wide range of media technologies to disseminate or reach over a larger audience through mass communication. The major characteristics of Mass Media are: Mass Media constitutes both technical and institutional methods for communication, production and dissemination of news, It reaches larger audiences or masses and that's why is referred to as mass media,Mass Media has the power to influence society and is also impacted by what's happening in society itself, Audience or the masses are offered with a wide variety of choices in terms of content, media platform, etc. to choose from the type of mass media they want to consume.

2.3. Types-of-Mass-Media

Traditional Media, Print Media, Electronic/Broadcasting Media, Outdoor Media or Out of Home Media (OOH), Transit Media, Digital Media/New Media/Internet.

2.3.1. Advantages of Mass Media

There are numerous advantages of mass media in the contemporary world. From being the watchdog of a democratic country to ensuring faster communication, different types of mass media have various advantages and benefits such as:

2.3.2. Giving Voice to the Voiceless

Mass media plays an essential role in shining the spotlight on the masses as the general public can express their views and opinions freely. This way, it becomes the voice of the voiceless thus giving the right platform for the people to use their right to express freely.

2.3.3. Effective and Wider Communication

It is through different types of mass media from social media to the digital platforms that the world has transformed into a global village. This way, mass communication has become useful for the people, businesses, governments and the whole world to stay connected with each other.

2.3.4. Diffusion of Diverse Cultures

Mass media also plays a colossal part in spreading arts and cultures to every nook and corner of the world. With the help of the internet, anyone can learn a new language, know about a different culture or even travel the whole world without physically going from one place to another.

2.3.5. Encyclopedia of Information

The internet is truly a massive open source of information and different types of mass media from search engine platforms to social media platforms and learning websites play a greater role in helping anyone learn anything anywhere.

Apart from these, there are certain disadvantages of mass media such as easier spread of fake news, compromised privacy, health issues, glamorizing censored content and topics, possibility of fraud and hacking, amongst others

2.3.6. Mass media and grades performance

Many children are taking most of their time in mass media. This has led to poor grades and school work because tension takes time away from reading and schoolwork. Studies show that even one or two hours of daily television viewing by school aged children has significant harmful effects on academic performance, especially reading" (Comedian Paediatric Society, (1999).

Most of the children instead of investing their time studying and reading good books, children choose to spend their evenings watching movies or glued to TV sets. The reading culture is gradually fading and substituted by mass media. This poses a negative effect on school performance as well as learning problems in learning problems. Children are increasing reporting low academic grades and problems in learning due to overindulgence in mass media (Marthaw & Jesses, 2008)

Although research clearly demonstrates that well designed aged appropriate educational television can be beneficial to children of pre-school age, studies on infants and toddlers suggest that these young children may better understand from real life experience than they do from video. Moreover, some research findings suggest that exposure to television during the first few years of life may be associated with poorer cognitive development. Early exposure to age-appropriate programs designed around an educational curriculum is associated with cognitive and academic enhancement whereas exposure to pure entertainment and violent content is associated with poorer cognitive development and lower academic achievement. Children watching cartoons and entertainment television during pre-school years have poorer pre-reading skills at age 5(Macbeth, 1996). Also, children who overindulge in entertainment TV are less likely to read books and other print media (Wright & Huston, 1995).

According to renowned American speech and language expert, Dr. Sally Word, 20 years of research shows that children who are bombarded by background TV noise in their homes have trouble paying attention to when there is a background noise. Kids who watch too much TV have trouble paying attention to teacher because they are accustomed to the first paced video/ stimulation of TV. Columbia's college of Physicians and Surgeons concluded in 2007 that children below the age of 10 who watched one or more hours of TV daily are at an elevated risk of poor performance, poor homework completion, negative attitude toward school, poor grades and long-term academic failure. The study further found that those who watched there or more hours a day were an even greater risk for subsequent attention and learning difficulties and were the least to go to the college.

In 2005, a study published by the American Archives of Paediatrics and adolescent medicine (AAPM) found the harm caused by TV shows up even after correcting the data to account for student's intelligence, family conditions and prior behaviour problems. The bottom line thus is increase time spent watching TV during childhood and adolescents was associated with a lower level of education attainment by early adulthood.

Also, studies show that the significance of poor grades and school work. Because television take time away from reading and school work, it is important to control TV viewing during school week. Studies show that even two or on hour of daily television viewing by school aged children has a significant harmful effect on academic performance, especially reading (Canadian Paediatric Society, 1991).

As by the displacement theory which proposes that time spent like reading, it proposes that children who view television most heavily to seem to spend less time in activities that encourage cognitive development and in turn show the lowest achievement.

2.4. Negative effects of mass media on students' academic life

Davies and Cranston (2008), enumerated some of the risks associated with social media which included criminal activities such as identity theft and fake contacts which is prevalent today, sexual abuse or harassment and unsuitable advertising. On the same subject O'keeffe and Clakepearson (2011), also mentioned cyberbullying, online harassment, sexting, face book depression, and privacy concerns as some of the challenges associated with social networking.

Cyberbullying: cyberbullying is a category of bullying that occurs in the digital realm or medium of electronic text. ''It is any behavior performed through electronic or digital media by individuals or groups that repeatedly communicates hostile or aggressive messages intended to inflict harm or discomfort on others'' (Tokunaga, 2010). Cyberbullying is one the serious threat in the social media environment and has called for a number of studies to determine its causes. The causes of cyberbullying according to Calvete, Orue, Estevez, Villardon and Padilla (2010), was significantly related with the use of proactive aggression, justification of violence, exposure to violence and less perceived social support of friends. Privacy concerns: this is another concern that everyone involved in social networking is faced with. The rate at which people post or share fake information calls for alarm and it is difficult to ascertain that; what people say and post are truly who they are. Individuals' private information are publicly displayed on some of these social networks and malicious people take advantage and perpetrate all kinds of harassment. It is also argued that the privacy options offered by most social networking sites (SNSs) do not provide users with the flexibility needed to handle conflicts with individuals who have different conceptions of privacy (Preibusch, Hoser, Gurses and Berendt, 2007).

Aside these effects, other studies conducted by scholars have also proved that social media can be detrimental to students' academic life if caution is not taken in its usage. For instance, the study conducted by Obi, Bulus, Adamu and Sala'at (2012), titled "The need for safety consciousness among Youths on social Networking Sites" concluded that social media affects students use of English. They use short-handwriting when chatting with friends and unconsciously get used to it thereby replicating same errors during examinations. Even though one may argue that these are minor challenges, it is important to acknowledge the increasing rate at which these errors are replicated in the education sector and if care is not taken future generation may see it as a norm. Indeed, a number of studies including but not limited to the study of Kuppuswamy and Shankar (2010), Osharive (2015), Maya (2015), among others have revealed unequivocally that social media can be problematic to students' academic life if caution is not taken in its usage.

2.5. Mass media and Ghanaian education

Ghanaian education has felt its own taste of mass media since its introduction. Mass media in Ghana started as a slow process like other African countries but has grown steadily over the past years. According to the Ghana National Communication Authority (2016), report; the total mobile subscription increased by 1.3% from 36,138,706 in the first quarter of 2016 to 36,613,987 at the end of the second quarter. Also, the number of mobile data subscribers in the country has increased dramatically. Mobile data subscription for the second quarter of 2016 was 18.8 million with a penetration rate of 67.6%. This indirectly means there will be more access to the internet which of course includes social networking sites. The study conducted by Owusu and Agatha (2015), titled "use of social media and its impacts on academic performance of tertiary students" revealed that majority of students in Ghana were engrossed in social networking sites. It also brought to light that most users utilized these sites for chatting and downloading purposes only which affected their academic performance negatively. This finding corroborates the revelation of Mingle and Musah (2015), that most respondents in their study experienced negative effects such as poor grammar spelling, late submission of assignments, less study time and poor academic performance. Though part of these studies affirmed some benefits of social media usage in the academic life of students, it is necessary as educators to be concerned about its negative effects which seem to be outweighing the advantages as far as education is concerned in Ghana.

3. Material and methods

Berekum East Municipal is one of the twelve districts in Bono Region, Ghana. Originally it was formerly part of the then-larger Berekum District on 10 March 1989, which was created from the former Berekum-Jaman District Council. It was later upgraded to municipal district assembly status and has been renamed as Berekum Municipal District on 29 February 2008; until the western part of the district was split off to create Berekum West District on 15 March 2018; thus, the remaining part has been renamed as Berekum East Municipal District. The municipality is located in the western part of Bono Region and has Berekum as its capital town.

According to Creswell (2003), the nature of study design to be employed depends on the nature of the research itself. So, for the purpose of this study, the research design which was employed for this study is descriptive research design using quantitative research methods from participants. Descriptive research involves the collection of data in order to answer questions concerning the current status of the subject under study. It determines and reveals the way things are. This was selected for the research and helped me obtained an in-depth knowledge about the area, its inhabitants and details of the impact of mass media on student performance at Senease Methodist primary A. Also, the method used gave the researcher the opportunity to study an aspect of the population and other problems within the limited time frame.

The method adopted for this study involved extended on-site visits to some headmasters and over ten teachers in the Berekum East District most particularly Senease Methodist Primary A and its environs and in-person interview with citizens of of the community, followed by the distribution of questionnaires. Primary data were obtained from the preliminary and main questionnaire, the on-site visits, interviews and observations at the school. Administrative documents (proposals, progress reports, were used to supplement these sources. Interviews and observations following the questionnaire were used to clarify and fill in possible gaps in the completed questionnaire.

According to Millet (2022), population refers to the whole group of humans (subjects), objects, or events that the researcher seeks to examine. According to Jaeger (1988), the target population is "the group of people, things, or institutions that define the objects of the investigation." As a result, some individuals and institutions were chosen for this research. The population is made up of both boys and girls. The study population included staff of the school "Senease Methodist Primary A", past and present and students, headmasters, heads of department, subject teachers and officers from textbook unit of the Ghana education service and curriculum research development personnel and online research. According to Sarantakos (1998), sample consists of carefully selected subjects of the units that comprise the

entire population. Multi-stage random sampling technique was used to select the students for the study. Multistage sampling refers to sampling plans where the sampling is carried out in stages using smaller and smaller sampling units at each stage. In a two-stage sampling design, a sample of primary units is selected and then a sample of secondary units is selected within each primary unit (Burns & Grove 2001). Multi-stage sampling is a further development of the principle of cluster sampling (Kothari, 2004). There were a lot of classes in the Senease Methodist Primary A school but three classes were considered for the study.

In the first stage, simple random sampling was used to select "Senease Methodist Primary A School. This type of sampling is also known as chance sampling or probability sampling where each and every item in the population has an equal chance of inclusion in the sample and each one of the possible samples, in case of finite universe, has the same probability of being selected (Kothari, 2004). The lottery method was used. All the names of Senior High Schools in the community were written on pieces of paper. The papers were put into a container and the researcher shook the container rigorously and the researcher selected one school. This was done in order to give all the schools equal chance of being selected.

Proportionate random sampling was then used to select the number of 61 pupils from the classes. In quantitative studies, large sample sizes are required for quantification and sample representativeness (Bazeley, 2004). This is done to ensure that all populations are represented in the study, allowing for more rigorous analyses and interpretations and increasing the study's representativeness and generalizability (Baskarada, 2014). Purposive sampling, a non-probability sampling technique, was also used to select the study's key informants which consist of Heads of departments/subject teachers, Teachers in primary School and Formal students and the citizens of the Senase Community Purposive sampling allows researchers to select people in positions of authority who always have first-hand information, as stated by (Upright & Forsythe, 2021). The technique does not require any underlying theories or a set number of informants, allowing the researcher to decide what needs to be known and the types of people who can and are willing to share their knowledge or experience (Bernard, 2002; Lewis & Sheppard, 2006). The study adopted a questionnaire and an interview guide to solicit for information from students and stakeholders respectively. The survey's closed-ended items were constructed using a four-point Likert scale ranging from 1 (strongly agree/satisfied) to 4 (strongly disagree/dissatisfied). The open-ended inquiries generated data regarding the personnel's background. The questionnaire elicited data on whether the mass media promotes educational programmes, ascertain what students of Senease Methodist Primary (A) use mass media for and ascertain how the use of mass media has influenced the academic work of students of Berekum Seneaase Methodist Primary(A). The instrument was pre-tested in order to check understanding and ambiguity and correct any misunderstandings which would be due to the framing and construction of the items. The reliability statistic for the pupils', parents, headmaster, teachers questionnaire had a Cronbach's alpha of 0.75 and 0.79 respectively. The data was subjected to content validity as I selected a representative sample of indicators from the domain of indicators of the concepts. This is known as sampling validity. Mugenda and Mugenda (1999) defined validity as the accuracy and meaningfulness of inferences which are based on the research results.

4. Results and discussion

Does mass media promote educational programmes?

In addressing the above question, table 1 below was used:

Table 1 Respondents views on if mass media promote educational programmes.

Views	Frequency	Percentage (%)
Yes	52	85.25
No	9	14.75
TOTAL	61	100

Source: field data, 2023

From table 1, 52 respondents representing 85.25% alluded that mass media promotes educational programmes stating some examples of educational programmes on television. Some of the educational programmes stated by respondents included National Science and Math Quiz competition and Science related teaching programmes on various television stations. 9 respondents representing 14.75% said mass media does not promote educational programmes citing

explicitly some reasons for their conclusions, they included, mass media being a distraction to students and exposing students to contents that offer no help to the students.
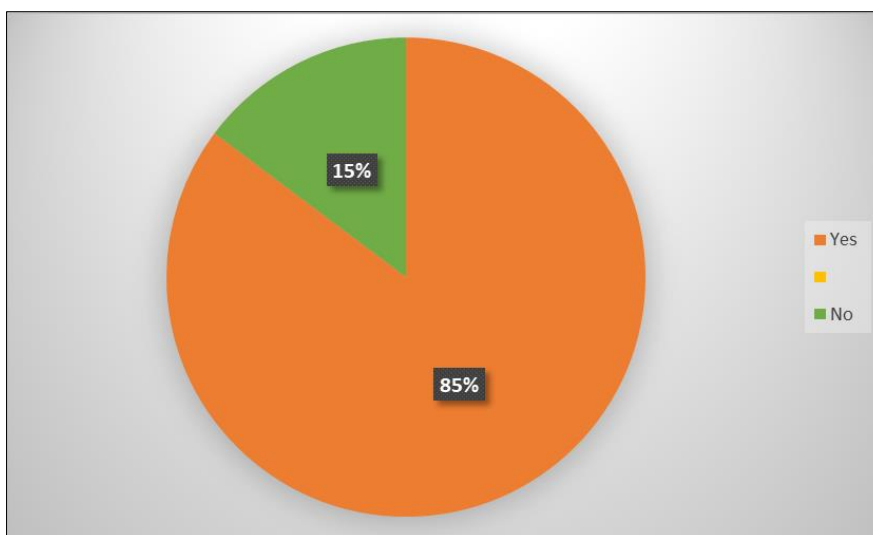
The above information is depicted in figure 1 below:

Figure 1 A pie chart showing respondents views on whether mass media promote educational programmes

4.1. Research question 2

What does student of Methodist Primary (A) schools use mass media for?

In an attempt to answer the above question, table 2 was used:

Table 2 Responses from Methodist Primary student what they use mass media

Activity	Frequency	Percentage (%)
Learning	6	24
Connecting with friends	11	44
Sharing learning materials	3	12
Checking sports updates	5	20
TOTAL	25	100

Source: field data, 2023

The results showed that majority (44%) 11 of the students used mass media to connect with friends since it provides an easier medium for them to reach their friends whiles 6 (24%) of them use mass media for learning. 5 students representing 20% use mass media to check sports updates, with 3 students 12% using mass media for the sharing of learning materials.

4.2. Research question 3

What are the uses of mass media and it influence on academic work of students in Berekum senase Methodist Primary (A)?

In an attempt to address the above question, table 3 and 4 were used.

Table 3 Summary of student's pre-test results

Marks	Frequency	Percentage (%)
0-1	9	60
2	4	26.67
3	2	13.3
4	0	0
5	0	0
TOTAL	15	100

Source: field data, 2023

The table above represents scores of students (only current students excluding former students) after they were taught on a science topic (electricity and electronics) theoretically without the use of any mass media element and tested. Nine (9) students representing 60% scored 0 to 1 mark in the pre-test. Four (4) students representing 26.67% scored 2 marks in the pre-test, 2 students representing 13.3% scored 3 marks in the same test. No student scored the marks 4 and 5 in the pre-test. The above information is depicted in a graph below.
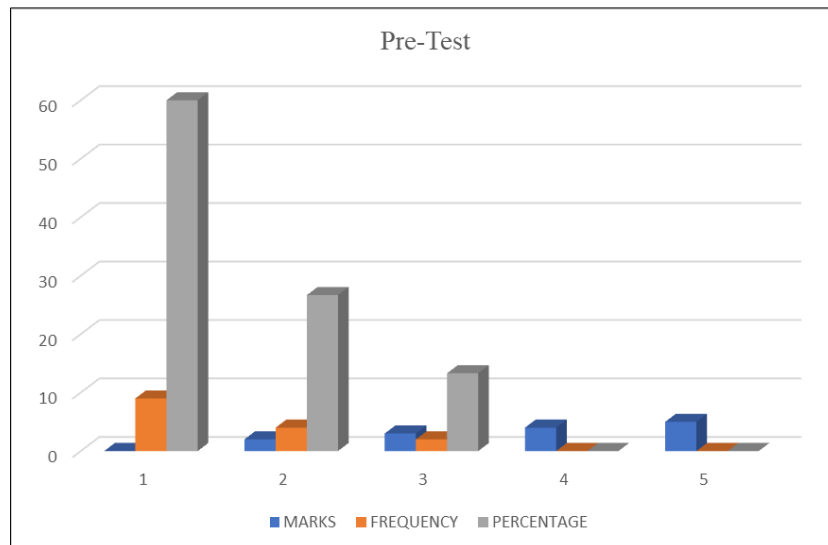
Source: field data, 2023

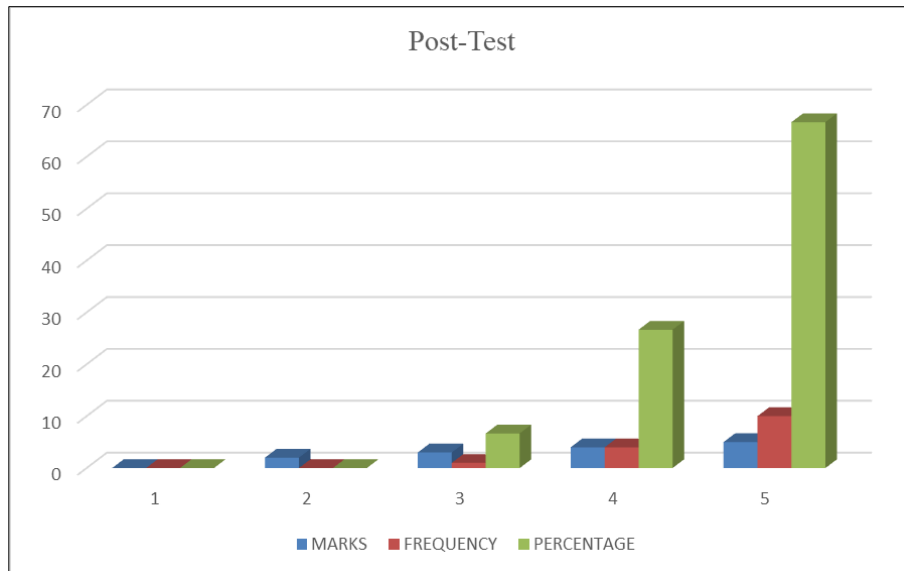**Figure 2** Graph representation of students' pre-test results

Table 4 Summary of students' post-test results

Marks	Frequency	Percentage (%)
0-1	0	0
2	0	0
3	1	6.67
4	4	26.66
5	10	66.67
TOTAL	15	100

Source: Source: field data, 2023

The table above represents scores of students (only current students excluding former students) after they were taught on a science topic (electricity and electronics) with the use of mass media elements such as the internet using illustrative

videos. From the post-test results represented in the table above, none of the students scored 0-1 and 2 marks. 1 student representing 6.67% scored 3 marks, 4 students representing 26.66% scored 4 marks. Additionally, 10 students representing 66.67% scored 5 marks in the post-test. The above information is depicted in graph below.

Source: field data, 2023

Figure 3 Graph representation of students' post-test results

5. Conclusion

The study sought to examine the impacts of mass media on academic performance in the primary schools specifically, Berekum Senease Methodist Primary A, Heads of departments/subject teachers, Teachers in primary School, Former students and the citizens of the Senase Community. This study was motivated by the increasing interest to know how mass media influence academic performance of students. The study revealed that majority (85.25%) of respondents agreed that mass media promotes educational programmes whiles minority 14.75% of respondents disagreed that mass media promotes educational programmes. The study also showed that majority (44%) 11 of the students used mass media to connect with friends since it provides an easier medium for them to reach their friends whiles 6 (24%) of them use mass media for learning. 5 students representing 20% use mass media to check sports updates, with 3 students 12% using mass media for the sharing of learning materials. Additionally, the study revealed that nine (9) students representing 60% scored 0 to 1 mark in the pre-test. Four (4) students representing 26.67% scored 2 marks in the pre-test, 2 students representing 13.3% scored 3 marks in the same test. No student scored the marks 4 and 5 in the pre-test. Expectedly, post-test which was undertaken after teaching students with mass media elements such as the internet saw great improvement in the scores of students which incontrovertibly indicates that mass media helps and assist the understanding and academic performance of students.

Recommendation

The following recommendations are made with reference to the findings of the study;

- Government along with all the stakeholders in the field of education should put pragmatic measures in place to encourage the use of mass media tools due to its prospects of facilitating great level of understanding.
- The use of mass media makes it easy and more convenient to access information, provide information and communicate. Students can make good use of these educational programs for the benefit of their learning and teaching.
- Mass media as means of communication make ideas clear to children and help them to acquire correct knowledge. They help in simplifying and in giving vividness to explanation. Mass Media make the instruction concrete and stimulate interest and excite curiosity in things.

Compliance with ethical standards

Disclosure of conflict of interest

I certify that I have no affiliations with or involvement in any organization or entity with any financial or non-financial interest in the subject matter or materials discussed in this manuscript. The author declares no competing interests.

Data Availability

The datasets generated during the study are available upon request from the corresponding author.

Statement of ethical approval

Approval was obtained from the corresponding author institution's Ethical Review Board (ERB) that the procedures used in this study adhere to the tenets of the Declaration of Helsinki.

Statement of informed consent

All participants and their legal guardians had written informed permission before the interviews.

References

[1]   Bazeley, P. (2004). Issues in mixing qualitative and quantitative approaches to research. In R. Buber, J. Gadner, & L. Richards (Eds.), Applying qualitative methods to marketing management research* (pp. 141–156). Palgrave Macmillan.

[2]   Bernard, H. R. (2002). Research methods in anthropology: Qualitative and quantitative approaches (3rd ed.). Altamira Press.

[3]   Burns, N., & Grove, S. K. (2001). The practice of nursing research: Conduct, critique, and utilization (4th ed.). W.B. Saunders.

[4]   Canadian Paediatric Society. (1991). Impact of media use on children and youth. Retrieved from https://www.cps.ca

[5]   Canadian Paediatric Society. (1999). Impact of media use on children and youth. Retrieved from https://www.cps.ca

[6]   Calvete, E., Orue, I., Estevez, A., Villardon, L., & Padilla, P. (2010). Cyberbullying in adolescents: Modalities and aggressors' profile. Computers in Human Behavior, 26(5), 1128–1135. https://doi.org/10.1016/j.chb.2010.03.017

[7]   Creswell, J. W. (2003). Research design: Qualitative, quantitative, and mixed methods approach (2nd ed.). Sage Publications.

[8]   Davies, J., & Cranston, C. (2008). Risks of social media. Journal of Contemporary Issues in Education, 3(2), 45-67.

[9]   Kothari, C. R. (2004). Research methodology: Methods and techniques (2nd ed.). New Age International.

[10] Kuppuswamy, S., & Shankar, N. (2010). The impact of social networking on the academic performance of students. The International Journal of Virtual Communities and Social Networking, 2(1), 67-79.

[11] Lewis, J., & Sheppard, C. (2006). Qualitative research practice: A guide for social science students and researchers. Sage Publications.

[12] Macbeth, T. M. (1996). Tuning into young viewers: Social science perspectives on television. Sage Publications.

[13] Mingle, J., & Musah, A. (2015). Social media usage and its impact on academic performance of tertiary students in Ghana. Journal of Education and Practice, 6(6), 94-102.

[14] Millet, L. (2022). Population research in social sciences. Journal of Social Research, 8(1), 23-35.

[15] Mugenda, O. M., & Mugenda, A. G. (1999). Research methods: Quantitative and qualitative approaches. Acts Press.

[16] Obi, F., Bulus, D., Adamu, G., & Sala'at, M. (2012). The need for safety consciousness among youths on social networking sites. *Journal of Educational and Social Research, 2(4), 23-34.

[17] O'Keeffe, G. S., & Clarke-Pearson, K. (2011). The impact of social media on children, adolescents, and families. Pediatrics, 127(4), 800-804. https://doi.org/10.1542/peds.2011-0054

[18] Osharive, P. (2015). Social media and academic performance of students. Journal of Social Sciences and Humanities Research, 3(2), 78-88.

[19] Preibusch, S., Hoser, B., Gürses, S., & Berendt, B. (2007). Ubiquitous social networks—opportunities and challenges for privacy-aware user modeling. In Modeling and Retrieval of Context (pp. 293-311). Springer.

[20] Sarantakos, S. (1998). Social research (2nd ed.). Macmillan Education Australia.

[21] Tokunaga, R. S. (2010). Following you home from school: A critical review and synthesis of research on cyberbullying victimization. Computers in Human Behavior, 26 (3), 277-287.

[22] Upright, C., & Forsythe, M. (2021). The role of social media in educational settings. Journal of Educational Research, 45 (2), 67-79.

[23] Wright, J. C., & Huston, A. C. (1995). Television and the developing child: The social and cognitive impacts of television viewing. Macmillan.