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THE INFLUENCE OF SOCIAL MEDIA AND ITS CHALLENGES OF GRADUATE STUDENTS IN EDUCATIONAL LEADERSHIP COURSES: A CASE STUDY OF AKENTEN APPIAH-MINKA UNIVERSITY OF SKILLS TRAINING AND ENTREPRENEURIAL DEVELOPMENT (AAMUSTED)

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ABSTRACT: The study examined the influence of social media usage on educational leadership programme at (AAMUSTED), and its challenges for graduate students. Descriptive view for research was used which employed quantitative analysis. The population for the study comprised of postgraduate students in the Educational Leadership course at AAMUSTED. Census method was utilized for the 59 participants selection. The key method used for gathering primary data was the questionnaire. Data was gathered in their lecture halls by using a designed questionnaire administered to participants. Frequencies/percentages, and means were used in the analysis to serve as a basis for drawing a fair conclusion from the study findings. The study concluded that the most common types of misuse of social media usage in Ghana include: dating fraud, 419 syndrome, and credit card/ATM fraud, some members of society display disregard for other people's confidentiality as well as generating a sense of social media use vulnerability in society. The growth of social networking platforms is also good because it provides opportunities for young people to use internet-based tools to promote the quest for information and useful skills for personal development. The study recommended that the government established substantial bodies to check Cyber Crime to evaluation the nation's statute regulating Information Communication and Technology (ICT) and to enhance the virtual safety of the country.

I. INTRODUCTION

With several different meanings, social media has become a growing occurrence for public and academic uses. Any event in which individuals exchange stories and affect others can be described as social networking. Social networking or the media is an ideal forum for addressing shared issues of concern and even digitally meeting or renewing other people (Nicholson, 2011). Deloitte (2009) reported that more bodies visit a website at least once a week. Social media can be defined as a means of electrical communication within which individuals freely communicate with each other through the use of a hypermedia mix of private words, photographs, captures and audio through the use of online platforms while connected to the Internet.

The rapid evolution of media technology has had a profound effect on the everyday contact between lecturers and students (White, 2009). The rising aspect of the use of social media by young people today cannot be overemphasized (Karpinski & Duberstein, 2009). Over the years, the use of social networking media has become increasingly common among students. It is a way to build relationships outside of school with friends and not just on campuses. Social media networking is a way of making people trust they are part of a group. Economists and teachers are wondering if the amount of students spending on these pages would not be affected as a result of this rise in popularity (Flew, 2011).

It is considered that the use of technology, such as the Internet, is one of the most significant variables that can positively or adversely impact student education (Jacobsen & Forste, 2011). Many parents and caregivers are worried that students spend too much time on Facebook or other social media platforms to learn and not enough time. Though parents are troubled about dependents constant usage of social media platforms, many students prefer to use the sites on a regular basis. Another concern that does not follow the original assumption is that the introduction of social media technology can potentially impede student success (Ocansey, Ametepe & Oduro, 2016). According to Wenglinsky (2008) students are attracted to innovative properties, but if not used in the right direction it will not be beneficial. This study was carried out to determine the influence and challenges of social media by graduates at AAMUSTED, in education leadership classes.

The study sought to answer the following research questions

1. What is the influence of the social media usage in educational leadership courses at AAMUSTED, and its challenges for graduate students?

2. What are the central purposes why students use social media sites in their daily lives?

II. LITERATURE REVIEW

Digitalization with the Youth

In all aspects of life, political, economic, social and educational, a study led by Guan Shu-Sha & Subrahmanyam (2009) transforms and accelerates the growth of many world nation-states through the use of social media and information and communication technology. The Internet has become so important in developing countries that if a nation and its citizens do not use such digital communication efficiently and effectively, that nation will fall behind in development. Technological advancements have made life extremely easy over the last two decades and it is difficult, at times, to interpret how people survive without technology today (Karpinski & Duberstein, 2009).

The internet became one of the key media for social networking in the last decade. Today, while there is a digital divide between developed and developing countries and between urban and rural areas, children seem to start using the Internet early on (Buckingham, 2013). This adds to the debate on how to consider the contribution of the Internet to the development of moral values among young people. Internet use is becoming very common in Ghana, especially amongst young people (Ocansey, Ametepe & Oduro, 2016). Digital web-based platforms such as Twitter, Hali5, Youtube and Whatsapp have been adopted by the youth. Access to knowledge and data opportunities on the Internet has reduced the time for students to submit assignments, study them and answer questions from their lecturers in particular (Brafı & Arthur, 2011).

In Ghana, 4,378,878,757 individuals were recorded by World Internet Statistics (31 December 2013), representing 17% of the population, using the Site (World Internet Statistics, 2013). Accessibility is 4,378,878,757) In most parts of Accra and its neighborhoods, Internet access is now available at a low price. In regional cities such as Wa, the Upper West capital of Ghana, there are growing numbers of Internet cafes and Community Internet Centers (Fordjour, Owusu, & Wunniche, 2014; Brafı & Arthur, 2011). According to Buckingham (2013), young people use the internet in a different demission: affect and form their self-realization and perception of the moral aspects of social interaction. Therefore, the questions are: can young people significantly use interactive personal and/or social experiences if they are not well equipped with information and skills in media education? Moral and media debate and the concept of the common good are equally important in terms of how young people use the internet and how the Internet can affect it. (Aning, Kwarkye, & Pokoo, 2013).

As pointed by Wartella & Jennings (2010), there are several major study lines have outlined scientific studies on young people and the internet: some studies have concentrated on young people with an emphasis on safety and security. In this subfield, parental mediation and attention are especially important. Others focused on the experiences of young people and their creative possibilities and relationships (Jenkins, 2006). Another approach demonstrates interest in the function of the Internet in the creation of communication (White, 2009; Ocansey, Ametepe & Oduro, 2016).

The Benefits Students Obtain from Using the Social Media

Social media can be described as electronic communications in which, using internet connectivity, we use a multimedia mix of personal words, images, videos and audio to freely create, share information, exchange and discuss ideas, personal messages and other material about our lives (Nalwa & Anand (2013). With the advent of social media, different facets of people's lives have changed. Social media that evolved from the growth of Web 2.0 technologies was distinguished by a range of important features, such as user-generated content and the establishment of online identity and relationship networking (Margo, 2012).

According to Englander, Terregrosa, & Wang, (2010), social networking sites are virtual forums for interactivity and knowledge sharing where topics are addressed and identified. Social media users work proactively on communication exploration and value control of social media commitment in content formation. Social media is also considered as an establishment of internet-based applications founded on the Web 2.0 concepts and technologies (Kuppuswamy, & Narayan, 2010).

Ascertaining Students usage of Social Media Sites

Social media and the Internet are used positively by young people, particularly in the developing world. Ghana is a crucial element that inspires young people to learn about the Internet while teaching primary school information and communication technologies. This is a positive development as it provides young people with the opportunity to find knowledge and useful skills for personal development using internet-based tools.

With interactive networks such as Facebook, Whatsapp, Instagram and Twitter, whose delivery is encouraged by the proliferation of smart phones on the market, the socialization of young people on these platforms has become more exciting and fraught with some hidden dangers (Livingston, 2007). While some of these sites also contain material that may not be acceptable for children, their custody is hardly regulated by parents, guardians and individuals in these online communities. The insecurity of young people focused on safety

and security has been discussed in ICT and youth research conducted in some countries (Ocansey, Ametepe & Oduro, 2016).

III. METHODOLOGY

Descriptive research design was used for the study. In the educational leadership course at AAMUSTED, the population consisted of postgraduate students. The 59 students were chosen through survey method with the aid of questionnaire guide. Data was gathered in their lecture halls by using a designed questionnaire administered to participants. Data obtained, as the next procedure, was followed by data analysis and interpretation of data. Participants' responses were tabulated and the frequency, importance distribution table, and percentages of the responses calculated.

IV. RESULTS AND DISCUSSIONS

Table 4.1 shows the negative consequences of social media use on the Academic Performance of educational leadership students at AAMUSTED.

Table 4.1: The negative consequences of social media use on students' academic performance

Statement(s)	Mean X	SD
There is some evidence that most social media users show almost no attitude towards seeking academic content, despite the fact that a relatively large number of social media users, like Facebook, were originally developed for learning purposes.	3.21	0.78
Dating fraud, 419 syndromes, and credit card/ATM fraud are among the most common forms of wrongful use of ICT facilities in Ghana.	3.14	0.81
Some negative internet uses, such as sex tourism and the browsing of Ghanaian youth pornography websites at Internet cafes.	2.18	0.83
Putting too much data on these platforms may result in fraudsters being impersonated or identity theft.	2.18	0.85
Social networks catch students' complete attention and focus and redirect it to non-educational, immoral and unacceptable acts such as pointless texting, casual browsing, time killing, and not doing their jobs.	2.15	0.87
Some participants of society may use ICT facilities to demonstrate contempt for the privacy of other individuals and to build a sense of insecurity in society.	1.68	0.94
Apart from educational use, students spend more time using social media platforms for other reasons, thus impacting their academic results.	1.68	0.96

Source: Field survey, 2018, N=59

The results of the study show that most of students agreed that despite the fact that a reasonably large number of social media users, including Facebook, were originally built for learning purposes, there is some evidence that most social media users show almost no attitude towards seeking academic knowledge (mean score of 3.21, SD - 0.78), Majority of students established that dating fraud, 419 syndrome, and credit card/ATM fraud are the most common forms of misuse of ICT facilities in Ghana (mean score of 3.14, SD - 0.81). In addition, some negative internet users include sex tourism and pornographic website browsing by Ghanaian youth at Internet Cafés (mean score of 2.18, SD - 0.83).

To add more, most students agreed that placing too much information on these sites could lead to fraudsters being impersonated or identity theft (mean score - 2.18, SD - 0.85). To add further, social networks catch students' complete attention and focus and redirect them to non-educational, immoral and unacceptable acts such as pointless texting, spontaneous search time killing and not doing their jobs (mean score of 2.15, SD - 0.87). Furthermore, ICT facilities can be used by certain participants of society to show contempt for other people's privacy as well as to build a sense of social vulnerability (mean score of 1.68, SD - 0.94) and Finally, students spent more time using social media platforms for other reasons than educational use, thus impacting their academic performance (mean score of 1.68, SD - 0.96). The results agree with Kuppuswamy and Shankar (2010), who clarified that social networks draw the general attention and focus of students and convert them into inappropriate acts such as inefficient chatting, random searching, time misuse and no work done.

Table 4.2 revealed what students use social media sites for

Table 4.2: The use of social media sites

Statement(s)	Mean X	SD	RII
For promotion of quest for information seeking and useful personal development skills.	4.09	0.87	0.83
Research drives and information seeking for learning	3.98	0.95	0.79
For contact and social networking	3.76	0.98	0.66
For recreational purposes	3.51	1.42	0.63

Source: Field survey, 2018, N=59

RII - Relative Importance Index

Table 4.2 shows that students use social media sites to promote the quest for information and useful personal development skills (mean score of 4.09, SD - 0.87, RII - 0.83), Research purposes (mean score of 3.98, SD - 0.95, RII - 0.79), For contact and social networking (mean score of 3.76, SD - 0.98, RII - 0.66) and for recreational purposes (mean score of 3.51, SD - 1.42, RII - 0.63). These findings are in line with Nalwa & Anand, (2013) revealed that while a relatively significant number of users of social media, including Facebook, were initially created for learning, there was evidence that most users of social media had virtually no attitude towards academic works.

V. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that Ghana's most common types of exploitation of social media usage include: dating fraud, 419 syndromes, and credit card/ATM fraud, some members of society display disrespect for other people's privacy as well as creating a sense of social media use vulnerability in society. In addition, some negative internet uses include sex tourism and the viewing of Ghanaian youth's pornographic website at Internet Cafés, students spend more time using social media platforms for other purposes than educational use, thus affecting their academic performance. The creation of social networking platforms is also good because it offers opportunities for young people to use internet-based tools to promote the quest for information and useful personal development skills. For research drives, students have used social networking sites, learners use social media sites for contact and social interaction and for recreational purposes.

Based on the major findings and conclusions of the study, the researcher recommended that;

1. Educational institutions together with other stakeholders in the ICT industry, security agencies in Ghana should consistently establish workshops to train members with the required skills and information to tackle the danger of the internet usage.
2. The government should established Cyber Crime Team government to assess the current administration regarding the activities of information communication and technology (ICT) this will aid and improving the fake usage of the Internet in the country.
3. Leaders of Educational intuitions can promote rightful use of social media with the students through numerous ways. Measures should be put in place to monitor and evaluate students progress link to their social networking.
4. International partnership should be established by the Government of Ghana to combat the global threat faced by cyber fraudsters.
5. Ghana government should charge and educate the security workforces to go beyond only dealing with lawbreakers and looking for other workers who can assist and deter cyber fraud and proper Internet usage.

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