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Patricia Ananga 
University of Education, Winneba (UEW), Ghana

Yaw Oheneba Sakyi 
University of Ghana, Ghana

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Connecting Classrooms through Social Media Instruction in Educational Institutions

Patricia Ananga, Yaw Oheneba Sakyi

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Abstract

The purpose of this study was to explore instructors' use of Social Media (SM) in teaching with the focus on: instructors' views of SM; the policies that exist in the use of SM by instructors; how SM supports instruction; how SM contributes to instructors' professional development; the challenges instructors face as they adopt SM in teaching. The phenomenology qualitative approach using a semi-structured interview guide and focus group discussion was adopted to capture data from ten (10) purposively and conveniently sampled instructors who taught at the tertiary and second cycle levels. The data was analyzed thematically. The key findings were that instructors were aware of SM and used some SM in their teaching; YouTube, WhatsApp, and Facebook were the most used SM; SM contributed to instructors' professional development; students' absence from the platform, lack of and limited internet connectivity; obstruction with power supply, and in some cases, the prohibitive policy that forbids the use of electronic gadgets and SM use in education institutions, were some of the challenges instructors faced in adopting SM in teaching. The paper pointed out the implications of the findings for policy on SM use in education institutions.

Introduction

Education is a very essential aspect of human endeavor and for the goals of education to be realized, there is the need to adopt various teaching strategies and approaches that would promote student learning. Information and Communication Technologies (ICTs) which are considered as promoting change areas such research, education, culture, trade, and entertainment (Abdullahi, 2013), play a critical role in teaching and learning. The application of various ICTs in teaching thus, lead to effective learning since they contribute a lot to student learning. For instance, studies like Fuetterer, Scheiter, Cheng, and Stuermer, (2022) and Chien, Wu and Hsu (2014) have shown that the expectation of students in school so far as ICT integration in the classroom is concerned, is very high. This is because students who are the current generation are known as the digital natives, who are born and grown with technologies. They are perceived to be more comfortable with ICTs than the traditional method of teaching and learning (Katai, 2015). In preparing such students who have peculiar characteristics and for the current digital era therefore, teachers are supposed to play key roles as far as the application of ICTs for teaching are concerned. Thus, ICTs especially, the use of media provide a vibrant and practical instructional delivery (Puspitarini & Hanif, 2019; Arnseth & Hatlevik, 2012).

The use of media in teaching has been the fulcrum of globalization (Smith & Johnson, 2023; Preeti, 2014) because of its propensity to connect students globally. According to Smith and Johnson (2023) and Preeti (2014), media could arouse students' interest in a lesson, help focus their attention on the lesson and particularly, make them responsible as they control their own learning. It is important to note that 'teachers can use media to hone critical-thinking skills' (Smith & Johnson, 2023; Preeti, 2014) and this could be used to facilitate the teacher's work. Research acknowledges how the use of media particularly, Social Media (SM) has been valuable to teachers, students and education institutions (Manca & Ranieri, 2016; Friedman & Friedman, 2013; Lin, Homman & Borengasser, 2013; Tang & Whinston, 2012; Dubrovsky, 2011; Maccini, Gagnon & Hughes, 2002). This, therefore, emphasises the relevance of SM to teaching. For instance, a lot have been documented on the role SM plays globally in education (Manca & Ranieri, 2016; Friedman & Friedman, 2013; Lin, Homman & Borengasser, 2013; Tang & Whinston, 2012; Dubrovsky, 2011; Maccini, Gagnon & Hughes, 2002) an indication of how SM has gained a lot of global attention in different educational contexts, especially about its relevance in education (Hew & Cheung, 2013; Ala-Mutka, 2010).

However, there seem to be a dearth of documented evidence of studies that have focused primarily on how teachers have used SM to teach in the Ghanaian context from two different contexts (tertiary and second cycle). The few existing studies have focused largely on the role, impact and influence of SM on the academic performance, generally (e.g., Ampofo, 2021), and considered the relationship between media literacy and ethical use of SM (e.g., Dadzie & Adjotor, 2022) but have not explored its applicability to teaching from different educational contexts, from the Ghanaian perspective. For instance, according to a study by Apeanti and Essel (2013) on students' use of Social Media in higher education in Ghana, they argued that "... the views of students about the use of SM in Ghana have not been documented." (Apeanti & Essel, 2013, p 23). Any study that seeks to unveil SM's use to enhance teaching from these different context, will therefore be valuable. It is in this vein that this study sought to explore teachers' application of SM in teaching from the second cycle and higher education contexts.

Research Questions

The following research questions guided the study:

1. What are instructor's views of social media and its policies?
2. What policies exist in the use of SM by instructors?
3. How does SM platforms support instruction?
4. How does SM contribute to instructors' professional development?
5. What challenges exist in the adoption of SM in teaching?

Literature Review

Students learn better when they are exposed to information that appeals to all their senses. This has been confirmed by Salmon (1979). Salmon (1979) posits that an individual easily learns novel and abstract concepts when those concepts are both presented in verbal and visual forms. This implies that teachers need to employ various media

in their teaching to achieve their goals. One of such media is Social Media (SM). The term 'Social Media' (SM) refers to the use of web-based related mobile technologies that are used to turn communication into interactive discussions (Baruah, 2012). Studies conducted by Sharples and Beale (2019); and, Redecker, Ala-Mutka, and Punie (2009), on formal education and training, revealed several locally embedded learning (2.0) initiatives that have been identified across Europe. Their study revealed that SM can be, and are being, used by education and training institutions to facilitate access by current and prospective students to information. According to them, it can be integrated into learning in a wider community virtually to reach people from other age groups and socio-cultural backgrounds for the purpose of opening alternative channels to gain knowledge and enhance skills. It supports the exchange of knowledge, facilitates community building as well as ensures collaboration among learners and teachers. Abdulrahman, et.al (2020) and Redecker, et.al (2009), equally revealed that SM increases academic achievement to motivate, personalize and engage learning tools and environments. Finally, the findings of their study revealed SM's capacity to implement pedagogical strategies that are intended to support, facilitate, enhance, and improve learning processes.

In a similar study conducted on learning in informal (online) learning networks and communities, Ala-Mutka (2010) concluded that SM applications provide easy, fast, and efficient ways to access a great variety of information and situated knowledge. According to him, learners are provided with opportunities to expand their competencies as they collaborate with other learners, practitioners, and stakeholders. The study further suggested that informal learning using 2.0 strategies facilitates the development of key competencies for the 21st century. This implies that teachers who are drivers of learning must ensure that they adopt SM to encourage this collaborative tendency among students so that students' competencies would be expanded as they learn. It may be argued from the two studies cited above that SM performs four key roles in the teaching and learning process by allowing for access to a great variety of learning *content* for both learning and professional development. It helps in the *creation* of digital content from which learners and teachers can benefit. It could also help to *connect* learners to one another, experts, and their teachers in a bid to tap into the tacit knowledge in any field of interest. The fourth role deals with *collaboration* between learners and teachers on an assignment or a topic of interest through the pooling of resources and gathering of expertise as well as the potential of the group who are committed to a common goal. Thus, SM allows for real communication that enables learners to benefit immensely in the learning process among learners, and their instructors.

For learning to be fully enjoyed by students who are central to every instructional delivery, it is critical to adopt appropriate strategies that will encourage optimum student participation and learning. It is worth noting that SM permits students to collaborate among themselves as they learn. In a study by Gulbahar, Kalelioglu, and Madran (2010) for instance, they reported that SM especially Facebook was seen to improve communication skills, increase participation as well as social commitment, reinforce peer support, and ensure the realization of education goals based on collaborative strategies. The above suggests that teachers need to adopt SM in their teaching if they actually desire their students to fully participate in the whole instructional process. It is equally important to indicate that SM's inexpensive nature makes it very worthwhile to be considered for educational institutions. This is because SM itself does not include any financial costs and so could easily and successfully be used for teaching and learning (Selwyn, 2016; Gulbahar, Kalelioglu & Madran, 2010).

Additionally, SM has numerous advantages as an educational tool so far as interactivity and participation are concerned. Nisiforou and Laghos. (2015), as well as Balci, (2010) as cited in Tiryakioğlu and Erzurum (2011), identified some advantages that are derived from the use of SM networks as an educational tool. These include:

- Independence from time and location
- Improvement in quality, success, and efficiency of education by use of computer for education
- Ability to learn in more systematic manner and in shorter time due to advances in computer technology
- Individualization of learning
- Ability to have instant feedback
- Offering the student, the ability to repeat course content as much as desired
- Ease of displaying the content
- Allowing the design of visual and auditory learning environments
- Ability to present courses that require laboratory applications to students via simulation, animation, and virtual laboratories
- Archiving course content and synchronized class (virtual class) applications
- Bidirectional communication
- Tendency towards more voluntary behaviours on the side of students for improving research, knowledge, and skills in comparison to conventional programs. These relevance of SM cannot be overemphasized.

Further, SM has been found to play a key role in the professional development of its users, especially teachers. For instance, Manca and Ranieri (2014) conducted a study on teachers' professional development in online social networking sites at an Italian University. They sampled six thousand, one hundred and thirty-nine (6,139) school academic teachers and staff. The results of their study showed that Facebook, Google Plus, LinkedIn, and ResearchGate/Academia.edu were SM platforms that enhanced the professional development relationship of the participants. The study concluded among other things that, SM facilitates personal and professional relationships. It is important to emphasize that SM does not only enhance the professional relationship of teachers and staff, but it also deepens and broadens their knowledge base as they connect with individuals who share the same or similar interests. In that regard, Bianchi et.al, (2023) and Gunawardena et.al, (2009), postulated that social networking can be considered as the practice of expanding knowledge by making connections with individuals of similar interests. This according to them makes it necessary for the users not to just exchange knowledge but also to interact socially. Such interactions improve learning and encourage the sharing of information across contexts because SM platforms break geographical boundaries.

Several researchers also find social networking as the heart of community of practice (e.g Smith & Johnson, 2023; Pyrko, Dörfler, & Eden, 2016; Russo, Watkins, & Groundwater-Smith, 2009; Tu, Blocher, & Ntoruru, 2008; Mason & Rennie 2007). The implication of this in educational settings directly relates to the fact that the success of classroom communities is dependent on how well learners and educators are socially connected and see the importance of such social bonds in their classroom community of practice. By so doing, they can benefit from the relationship and have an enhanced outcome.

With all the relevance of SM discussed above notwithstanding, the question worth asking is: Is SM always useful?

What are the possible downsides or challenges that are needed to be acknowledged? These, and other important questions make it equally necessary to highlight some of the challenges that exist in the use of SM with reference to teaching and learning. As all stakeholders in education use and advocate for the use of SM for teaching and learning, another key question arises: How do students perceive the use of such SM as they (SM) continue to spring up? There has been a perception among university students that their undergraduate courses may not be sufficiently preparing them for real practice in the areas of new technologies and electronic communication. For instance, Shekwaga, Ugboaja, Okonkwo, and Ende (2020) and Gower and Reber (2006) revealed that about one-third of students felt either not very prepared or under-prepared to work in these areas of using new technologies. This could possibly be because of the technologies' inability to equip students adequately for what they need for their courses of study. Again, it has been argued that ensuring the participation of all learners in class is sometimes difficult to achieve (Perlman and Miller, 2008), particularly, with individuals who are less expressive among their colleagues. Many scientists also claim that there are issues ranging from health problems, and loss of future job opportunities, to the translation of users into 'monsters'. This according to them, is due to the deepening of jealousy and narcissism. To reinforce that assertion, Dibb (2019), for instance, confirmed in her study that, the use of SM resulted in showing physical symptoms that were associated with gender, anxiety, and depression. This study relates the use of SM to physical health implications for the users. Even though challenges exist with the use of SM, they (challenges) cannot override the huge benefits it poses for educational delivery. It is therefore admittedly important to manage these challenges so that teachers and students would benefit immensely from the huge opportunities that exist in its (SM) use.

Theoretical Framework

The study drew on the Technological Pedagogical Content Knowledge (TPACK) by Harris, Mishra, and Koehler, (2009). As teachers try to apply technology to enhance their teaching, there is the need to consider certain key issues, particularly, the needs of the students who are central to every instruction. It is very necessary for teachers to therefore ensure that technology is deeply ingrained in the curriculum content, content-related learning processes, and more importantly, the appropriate use of educational technologies (Harris, Mishra, and Koehler, 2009). It is important to note that instructors are considered the drivers, facilitators, and directors of student learning. To ensure that technology is successfully integrated into the learning needs of students, the effectiveness of the technologies available, as well as the realities of the classroom and school contexts, must be considered (Harris, Mishra, and Koehler, 2009). It is necessary to identify the right kind of technology, pedagogy, and content as the enablers whereby instructors may address the complexities of lesson planning with the use of SM. It is important to note that TPACK is the foundation of effective teaching with technology. To explore how instructors apply SM in teaching in the two institutions, the present study adopted the TPACK model to understand the phenomenon of how SM supports instruction in these given specific contexts.

Method

This study was based on the phenomenology paradigm (Cohen et al., 2000; Grix, 2004), which regards researchers as a measurement instrument as they interpret the phenomena they observe, hence, all activities affect their

lifeworld. As a result of that, any researcher who stands from the interpretivist perspective is aware that research actions affect the research object under study and the research object, in turn, affects the interpretivist researcher. To produce an unbiased view, therefore, the researchers resorted to "bracketing out" (Tufford & Newman, 2010). This reduced preconceptions from the researchers' lived experiences, in this case as technology educators, to influence any part of the study.

Research Design

The researchers adopted the qualitative interpretive design (Marshall & Rossman, 2006) because, the focus of the study was on the views of instructors in applying SM in their teaching. The study contexts were the University of Education, Winneba (UEW), and the Winneba Senior High School (WSHS), where some lecturers and teachers respectively, use SM in their teaching. An informal interaction with some lecturers and teachers from both institutions revealed that some form of adoption of SM in teaching existed.

Study Group

Lecturers and teachers from both institutions constituted the population of this study. In all, ten (10) instructors who teach various courses/subjects, made up the study sample. Lecturers from UEW were mainly ICT lecturers who taught various ICT courses, whereas teachers from WSHS taught subjects such as Mathematics, Chemistry, Integrated Science, and Biology. These instructors were purposively sampled using the convenience sampling technique since they constituted the instructors who used one form of SM or the other in their teaching. According to Johnson (1995) as cited in Appiah-Boateng (2011) purposive sampling is valuable when the sample selected has peculiar characteristics. The Head of the ICT Department of the University of Education, Winneba (UEW), and the Headmaster of Winneba Senior High School (WSHS) were contacted for permission to access the study sites and to assist in the selection of the participants.

Focus group discussion on WhatsApp was organized for the UEW lecturers due to the strict schedules of the lecturers, while one-on-one interview sessions were organized at different times at the convenience of the WSHS teachers. Participants from UEW agreed on a suitable time for the focus group discussion. An SM group platform was created on WhatsApp by the Head, of ICT at UEW. The researchers, whose roles were co-administrators and moderators on the WhatsApp platform initiated the discussion. A semi-structured interview guide was used for both groups at different times. The one-on-one interview sessions from the WSHS were audio-recorded and later transcribed verbatim. The focus group discussion data on WhatsApp from UEW instructors was exported and organized in an MS Word file. It is worth mentioning that participants gave their consent before the exercise was carried out and they were assured of confidentiality and anonymity.

Data Analysis

The analysis of the transcripts was done manually using the thematic approach. Categories and themes that emerged from the interview responses were used in the analysis. For purposes of anonymity, pseudonyms were

used for all the respondents. To ensure the reliability of the field data, the study adopted Lincoln and Guba's (1985) model of trustworthiness (Confirmability, Transferability, Credibility, and Dependability).

Results and Discussions

From the interview and focus group discussions, instructors were asked to share their views on: (1) what SM was; (2) the policies that exist in the use of SM; (3) how SM was used to support instruction, (4) how SM contributed to their professional development, (5) the challenges that existed for the adoption of SM in teaching. The emerging themes that came up were centered on the various research questions. It is worth mentioning that some categories were overlapping in the transcripts, as such only the major themes were discussed.

Views of Instructors on SM

When asked to indicate their opinions of what SM was, some of the respondents regarded SM as a tool that was used for the sharing of information using computers and mobile phones. Others said it was used to connect people who share similar interests for communication purposes. For example, two instructors from WSHS and UEW respectively, said that SM is:

...the use of computers and mobile phones with the internet to share information ..., we have LinkedIn, we have YouTube, we have WhatsApp, and we have the fun cloud... [Kofus, WSHS]

...connecting with others usually who share similar interests for communication and info sharing purposes ... Facebook, telegram, tagged... Facebook and LinkedIn for Professional and Career Page respectively, Delicious for bookmark and YouTube for Classroom Reference ... [Mond, UEW]

Views of Instructors on SM Policies that Exist

Respondents were asked to ascertain whether they were aware of any policy that governed the use of SM for teaching in their respective schools. The following are some excerpts of what they had to say:

I don't think schools have any policy regarding the use of eemm SM, all you hear them say is they should not open pornography sites and stuff like that but no clear guideline policies. If there is, I have no idea maybe because it is new in Ghana ... [Medas, WSHS]

There are policies internationally but for Ghana, I'm not sure ... aside from rules made by members or administrators in various groups, I don't know of any formalized policies here in Ghana ... [Dahad, UEW].

The excerpts above and what others also mentioned confirm Gunawardea et al.'s (2009. p. 4) assertion that SM is '... the practice of expanding knowledge by making connections with individuals of similar interests'. It could be

realized that some degree of awareness of SM as well as the types, although looked at from different perspectives by participants, existed. Some of the types of SM that participants identified were Facebook, LinkedIn, Telegram, Delicious and YouTube. Participants also knew about the existence of SM policy but from a foreign context as pointed out by some respondents. Respondents attributed the policy's non-existence in Ghana to SM's early existence Ghana. In a different twist, some participants indicated the existence of a policy which was rather prohibitive on the use of mobile phones in Senior High Schools in Ghana. This was evident in the case of Mukas, WSHS who said that:

... a policy exists, a policy that says students are not supposed to use phones in school ... daily graphic issue on ban of mobile phones in schools ... [Mukas, WSHS].

The above statements point to the relevance of the knowledge of SM to instructors. It implies that instructors understand SM even though the degree of knowledge from both institutions was high among instructors from UEW, more than their counterparts from WSHS.

Use of SM for Instruction

As all respondents were instructors, the researcher wanted to find out how they used SM to teach. It is interesting to note that all participants responded that they used one form of SM or the other in their teaching. Some of the comments were that:

...I do point students to YouTube videos and use WhatsApp groups for arranging lessons and limited distribution of learning materials but mostly rely on MOODLE when it comes to online instruction [Dakas, UEW].

...I also use YouTube to explain certain abstract concepts better and for my students to research more [Petras, UEW].

I use WhatsApp groups to create a platform to encourage questions from my students in my programming courses. The TAs who are also on-board help to quickly provide quick answers to pertinent issues. However, when the questions are not challenging enough, we direct them to resources where they can find the solutions... I also use YouTube to provide video tutorials for some concepts in programming. [Essem, UEW]

...because the students do not have access to their phones where you can send them text messages or you can even send them videos to have a look at it, you will always have to take all of them to the lab or to the smart board to go and show them but apart from that given them something to research and bring the results, hmmm, unless vocation. [Kofus, WSHS].

... with Maths there are some topics you can get information from the 'net' ... like YouTube you can get

something from there to help students better understand your topic [Menas, WSHS].

These responses and others highlighted the various uses of SM platforms by instructors as well as the level of usage among the two groups of instructors (UEW & WSHS). Some of these platforms included YouTube, WhatsApp, and Facebook. It is very evident that there was a high usage of SM in instruction among UEW (higher education institution) than WSHS (second cycle institution). This difference could be attributed to the free access to mobile phones among students in UEW that allows instructors and students to interact freely on SM. However, SHS has a policy from Ghana Education Service (GES) that forbids students from using mobile phones and accessing SM sites. Instructors from such schools are left with the only option of sending students to computer laboratories to demonstrate on sites like Facebook and YouTube. For example, one teacher from Winneba Senior High School indicated that:

...teachers access the sites with students because students are not allowed to use mobile phones in school... [Medas, SHS].

The above finding shows the level of usage of SM in teaching among the two groups. UEW instructors seem to freely use SM for teaching, hence benefit from the huge contribution that SM offers its users as corroborated by Perlman & Miller (2008). On the contrary, SHS instructors barely used SM due to the restrictive policy on the use of mobile phones in second cycle institutions. This calls for a relook at the policy that prohibits the use of mobile phones in Ghanaian Senior Schools.

Social Use for Professional Development

Instructors from both UEW and WSHS shared their views on the use of SM for professional development. According to them SM was used for networking, and research connections. For instance, some instructors said that:

...Yes, I use professional sites for global recognition, access to research, networking, etc. ... I get up to date info on my areas of research ... LinkedIn for professional profile, research gate for research connections, etc. [Essem, UEW].

Yes, I have some platforms in WhatsApp ...some people send some pages or videos on some of the topics we teach in class like trigonometry ... [Ajeus, WSHS].

... Hmmm none, no I cannot think of any ... It has no basis to my professional development ... [Semas, WSHS].

Almost all respondents from UEW indicated that they used SM for professional development. As indicated by Essem, (UEW), SM enabled instructors to connect for global recognition, have access to up-to-date research journals as well as for networking. The SM platforms that enabled them to connect professionally included

LinkedIn, ResearchGate and Academia.edu. These findings confirmed Manca and Ranieri's (2014) study that revealed that Facebook, Google Plus, LinkedIn and ResearchGate/Academia.edu were SM platforms that enhanced the professional development relationship of participants. The picture however, seemed quite bleak at the WSHS. Generally, most instructors interviewed from WSHS seemed not to use SM for their professional development as can be found in the voices above.

Challenges of SM Use

With all the benefits of SM notwithstanding, instructors did not hesitate to mention the challenges they were faced with when concerning the use of SM for teaching. The challenges they mentioned included connectivity problems, privacy, sensitivity to technology, data charges on the part of students, personality traits of students and restrictive policies:

A lot of people are still very skeptical about adopting SM because they do not have full control over who sees their information ... Well, if you create a profile and post any information about yourself the controls over who has access to that is most times not with you fully ... Another reason some students may not participate is due to their personality traits ...extreme introverts may not want to take part ... [Essem, UEW].

Aside privacy some of them (lecturer) are not comfortable with technology use and hence are reluctant to adopt ... Some (students) due to laziness never access contents. There are always laggards amongst the students too [Dakas, UEW].

... hmm, well I think continuous usage of SM platforms could pose health threat to users if not managed well ...especially anxiety and depression ... [Asas, UEW].

... You can't restrict or monitor information posted on the platform (YouTube) ... you want to show to your students to buttress the point you are raising ...you go and there is light off, so you can't use it... [Semas, WSHS].

Students are not allowed to use electronic gadgets such as mobile phones in school ... sometimes too some of the teachers are born before some of these technologies are coming so they themselves are ignorant, parents are afraid that they may not be there to supervise so ... [Kofus, WSHS]

The interview excerpts cited above revealed the challenges that existed in the use of SM by instructors. One of the responses touched on students being skeptical to use SM, as a challenge due to the difficulty to monitor information posted on the platform, specifically with YouTube. This confirmed Shekwaga, Ugboaja, Okonkwo, and Ende (2020) and Gower and Reber (2006) who noted in their study that about one-third of students felt either not very prepared or under prepared to work with SM. Other issues like internet connectivity problems, power fluctuations, restrictive policies in Senior High Schools, among others, are prohibitive to the use of SM in second-

cycle institutions. There was another challenge that was linked to the health of users, particularly anxiety and depression when SM is used continuously without being professionally managed. This finding was corroborated by Dibb (2019) who revealed in her study that the use of SM had a lot of health implications on the user. According to the study, the consistent use of SM resulted in physical symptoms that were associated with anxiety and depression.

Conclusion

The study focused on the views of instructors on the use of SM in education. Issues that were looked at included instructors' views on SM, instructors' awareness of SM policies, how SM platforms support instruction, how SM contribute to instructors' professional development and the challenges that exist in the promotion and adoption of SM in teaching. The following conclusions were drawn from the study:

- Instructors have knowledge of SM with a higher degree in higher education institution (UEW) than Senior High School (WSHS).
- There were no laid down policies that governed the use of SM use in both UEW and WSHS. However, it emerged that there was a prohibitive policy on the use of electronic gadgets that supported the use of SM at the Senior High School level.
- Social media platforms were used for instruction. These include YouTube, WhatsApp, Facebook, and MOODLE. However, SHS teachers had limited use of SM for instruction than their counterparts from UEW.
- There was evidence of contribution of SM to instructors' professional development. Some of these included LinkedIn for connecting with people in professional space, MOOCS for up-to-date information in relevant fields for professional growth, Academia.edu, IEEE for getting access to current journals. SHS teachers used limited SM for professional development.
- Key challenges in the adoption of SM in teaching included students' absence on platforms, lack of/limited internet connectivity, electrical power challenges (fluctuations and outages) and the prohibitive policy that forbids the use of electronic gadgets especially mobile phones and SM in second-cycle institutions.

Recommendations

Considering the huge benefits of SM in education, the study recommended the following:

- A clear policy on SM in school should be looked at the national level. This would ensure its adoption and appropriate use in schools. This would enable both teachers and students to enjoy the full benefits of SM for educational purpose.
- The policy on the prohibition of electronic devices and SM in Senior High Schools should be reconsidered.
- Sensitization programs about the key role that SM plays in teaching and learning should be organized for all stake holders in the country in the form of seminars and workshops.
- There should be easy access to internet connectivity to encourage the use of SM in teaching and learning.

- Enough financial provision should be made available to increase bandwidth for easy internet access.

For future research, we recommended that:

- Students' views on instructors' use of SM in education, and
- Stakeholders' views on SM in education.

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Author Information

Patricia Ananga (Corresponding author)

 <https://orcid.org/0000-0003-1704-7713>

University of Education, Winneba (UEW)

Ghana

Contact e-mail: patricia.ananga1@gmail.com

Yaw Oheneba Sakyi

 <https://orcid.org/0000-0003-0794-0516>

University of Ghana, Legon

Ghana