Social Media Psychopathy Syndrome (SMPS): the unresistable flood of media innovation fighting for socio-educative space in the learning discourse.

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Abstract

The paper sought to identify and examine some emerged technological contaminated normalities that indistinct the alleviation of media proficiency in the interactive classroom and communal space counteracting positive principalities towards learner attainment and learner performance. In this regard, the major contention of the paper is of poor academic performance by learners which seemed to be attributed to impromptu phase transition and insufficient normality on the part of transitional facilitation of social mediation within the learning space. The paper theorises and formulates a common-based interactive behaviour through the use of information technological tool, referred to as social media, where teachers and students, with various teaching and learning resources, deviate from proper utilization which negatively dis-supplement learners' levels of competence and achievement at school. Critical Learning Theory (CLT) is used, for its realistic principles, as a theoretical framework that questions how educational environment can best offer education, opportunities and understanding of the different perspective of disadvantaged educative society (Ramos & van de Gaer, 2012). As perceived by Young (1990), "we are on the threshold of a learning level characterized by the personal maturity of the decentred ego and by open, reflexive communication which fosters democratic participation and responsibility for all", of which, as a larger society, we fall short of this because of one-sided development of our rational capacity for understanding if it comes to the interference of social media as a wave within the communication and socializing space.

The empirical data was generated through participatory action research (PAR) as a data collection approach, which McTaggart (2015), viewed as an approach embedded in participative communal involvement and action. The empirically generated data will be deeply analysed using critical discourse analysis (CDA), which Van Dijk (2003) interpreted and discussed as having an intention to develop, and contribute in the analysis of text, level of power and social habits, while at this context, demystifies the interaction in the classroom

learning environment as it tarnishes the teaching and learning space. The learner-centred and authentic teaching-learning initiatives, as a strategy, apprehends those learners (as well as teachers) are expected to demonstrate basic operational knowledge and that a socially inclusive way of teaching and learning should comprise of a wide applicability of learner relevancy performance. Derailed media interaction, during the course of learning, results in ineffective communication as teachers often find it challenging to work together with detached community of concealed learners which blurred learners' independency in logical application of thoughts.

A low level of classroom communal involvement promotes low levels of learner achievement, of which such inadequacies resulted in a negative impact on learners' learning attainment, forcing inability for learners to equally participate in their learning activities.

Creation and sustaining an Information and Technology-driven community of learners and teachers lured to incite proper resourcing strategies to promote equal expected and opportunity to relevant information. Teachers and learners' involvement (technologically) enhanced network through mediation and development of space for equality, which insisted the involvement and understanding of the contexts within which such an interactive learning initiative, as a strategy, might successfully be implemented, and if not, may compromise the academic attainment.

In conclusion, the paper argues on socially inclusive teaching-and-learning strategy that never tarry or reside in an individual, but in a collective and collaborative relationships; to anyone who might be affected by any decision or action taken in an institution earning engagement and involvement. The research paper offers a strategy that responds to Social Media Psychopathy Syndrome (SMPS) by examining the role of IT tools as extended limbs, intentionally or unintentionally invading the learning space and shrinking the teaching and learning classroom atmosphere when the bearer became addicted to its availability and the tool consume the entire state of self-discipline within the socio-educative space.

Key words/concepts: lnteractive Learning Initiatives, Learning Communities, Inclusive Education, social mediation, Classroom Community

1. Introduction

The research paper critically discerns the invasive space captured by variants of social media that devours and shrink the academic role of the performance and attainment in the educational environment and socio-educative space. The variants of social media are communication tools changing the levels of industrial revolutions in different waves in the specific information technology. Technological contraptions use for storage, networking and other physical devices, infrastructure and processes to create, process, store, secure and exchange various forms of electronic information are indicators of success within the revolutionary space, but as of many innovations in human platforms, seem to be inundated by the unresistable flood of media innovation fighting for socio-educative space.

What is social media? The concept of social media, as defined by Farsi (2021), who literally perceived it as a platform with reference to the websites and applications that enable users to create and share content or to participate in social networking, and having a niche in the evolution of the socio-educative space. Social media plays a crucial role in connecting people and developing relationships, as it provides great opportunity to establish platforms by gathering input, answer questions and providing feedbacks. The social media platforms may include social networks, bookmarking sites, social news, media sharing, blogs and social reviews. They all have main use for a variety of purposes for sharing, learning, interacting, and marketing which is acronym as SLIM (Farsi 2021). Social media as a computer-based technology facilitates the sharing of ideas, thoughts, and influx of information through the building of virtual networks and interacting communities. Its content includes personal information, documents, videos, and photos where users engage via computers, tablets, smartphones along web-based software or applications. According to Dollarhide, Hale & Stone-Sabali (2020), the largest social media network include Facebook and Instagram, and as an ever-changing and ever-evolving field, new apps emerge every year where we see Tik-Tok, and Clubhouse joining the ranks of some established social network like YouTube, Twitter, Facebook and Instagram. Apart from its wide popularity, but specifically, social media captured the world of younger people the most as it takes the world by storm, capturing users worldwide. It is where they spend most of their entire time staying connected with friends, finding information easily, and adding their personalities on online world, social network, and it as if it is here to stay. Do social media have limit in the socio-educative space

pertaining development, maintenance and use of technological software to process and distribute educational information?

2. Background

The main purpose of the research paper emerged from the ideals of Brown, Ellery and Campion (1998) who developed a connotation that learning and teaching should aim at moving towards the idea of bridging the isolation of classrooms by creating more electronic strategies to develop interactive communities of learning initiated to help, not only learners, but parents as well in assisting their children to participate profoundly in initiated learning programs to their maximum potential. Such principles can be bounded in the direction of the proper conception of social media as dynamic tool in the learning space. Educational discourse yearns for the utilization of digital tools for the fourth industrial revolution and further, which substantiates the notion of viewing social media as a learning space and approach involving programs that are field-based and embedded in experiential learning through the involvement of instructional community partners that bring opportunity to learners to apply both what they learn in the real-world and reflect on it in a classroom setting.

The role of social media shows the value and greatest indicator of success within the realms of the fourth industrial revolution. Hence within the plethora of good practices, the socio-educational discourse suffers a shortfall in the way the social media tool is drearily used within the teaching and learning space, not only by learners, but also by facilitators, which intentionally or unintentionally compromise the effective time of delivery and learners' performance at their best maximum potential. Our classrooms still need to learn new digital literacy skills which will improve knowledge and understanding. Proper use of social media would increase learner participation and motivate learners, build effective communities of learning, connect learners and extend the global community where each will become an effective member of the online community. Contrary, as proclaimed by Au et al (2015), it exudes barriers and some critical issues when it comes to learning time and space.

Au et al (2015), are of the opinion that students spend time on their mobile devices more on entertainment and communication which overwhelmingly compromise and regressively transform their academic performance. This practice dwarfs the use of social media tools in the facilitation of teaching and learning, of which, such social habits illustrate the barriers behind this phenomenon since at the back of the good practice, there lies the contribution of psychological trauma and other challenges in the form of cyberbullying, posting of

inappropriate content, distraction of students where they would find it hard to interact with others due to too much relying on social media. According to Au et al 2015, too much use of social media has adverse effect on minds as learners became too exposed to explicit perquisites which imbibe the learner's psychology and educative space. Furthermore, it seems as if students who spend most of their time on social media have least academic behaviours in the form of homework completion, classroom attendance, lower academic confidence and more problem affecting their school work caused by lack of sleep and derailed classroom attention. Chen (2021), exposed cases introduced regarding the use of social media by public-school staff and students, where it became a prevalent component in shaping the negative socio-educational discourse. The very advent of the extreme social networking did not guide users with ethical boundaries in the use of the media outlets, but left users exposed to offensive views, of which in the case of students, the public school system hardly manage to control.

3. Problem statement

The development of internet has become the main global information medium and gained a large share in the market of information distribution. Does the development of social media portals affect educational processes in schools, and how will this development affect learner attainment and pedagogical interaction in class? The problem in the accessibility of social media further lies in the correlations between the development of the interests of learners (children and youth) and viewed websites of social media portals dominating globally including Facebook, Instagram, Tweeter, LinkedIn, Google, You Tube and others.

4. Purpose statement

The purpose of the research paper is to critically examine the appropriate use of social media platforms by learners and educators. It became evident that the schools have recognised the revolution and invasive (and unresistable) influx of social media as a mode of communication, but also realise that to optimise the use of social media, it must be monitored and used responsibly in order to give ample space for daily academic engagements in school.

5. Research question

The major part of this section is to assess different practices used in the field of technological interaction through identified and appropriate strategy for managing the research question as to how social media can be used as tool to enhance learner-performance at school without compromising educative processes and best performance among learners and teachers.

6. Review of the literature

Pahl, Kress, Street & Rowsell, (2018), perceived early interactive learning as a platform where learners could be taught in such a way that they would be able to identify themselves and their learning as necessary parts of immediate surroundings and participatively involve themselves in the immediate community of learning as partners towards independent endeavours. Communities of learning, as viewed by Van der Westhuizen and Makoelle, (2013), comprised of groups of people who share common academic goals and attitudes; and who collaboratively meet for initiated learning programs, by merging both individuals and groups within and outside the classroom, and contribute to local knowledge, passion, energy and vision to develop learning programs that enhance learning attainment among learners. In this point in time, social media would be appropriate to fill the void within the shortfalls of traditional teaching and learning by advancing the surfing and networking of information within the learning space.

The inclusive learning programs, where social media would be a catalyst, as recommended by Malebese (2013), would be vital to help parents to realize their role, even if their educational level is limited below the expected literacy level, especially during the initial stages of child development by creating learning communities of practice viable within the communities to sustain what the child has learnt from the classroom. The classroom community, which is viewed by Brown, Ellery and Campion (1998), as a supporting space created by concerned stakeholders in which learners acquired knowledge and skills, survived by regular use of available media platform yearn to be more accomplished. The extended opportunity through social media, as mutualistic independent initiatives, would entwine and bridge together, and assist learners in demonstrating their maximal levels of competence and achievement.

For managerial purpose, in the case of public school and social media, the effectiveness relies on the set of principles related to the function of organizing, directing and controlling, and the

application of principles, which Waring (2016), interpreted as harnessing resources efficiently and effectively to achieve organized objectives. Management of social media as inclusive activities of setting strategies for an organization and coordinating the efforts to accomplish effective learning behaviour is tarnished by habitual shortfalls within social levels. Its purpose of "bridging the isolation" that exists between the classroom and the outside world, as perceived by Furrer et. al (2014), would assist learners to bridge the performance phase gap by integrating the classroom with its bigger community through social networking and communal interaction.

Facebook and Instagram, as networking platforms, have taken up the social space especially among youth. The youth social intercourse has been shrinking where younger generation found mostly confined indoors surfing the web space rather than socializing outside. Some adverts in the form of pictures from the internet lure the curiosity of younger people to visit the sites, which unconsciously consume their psychological readiness and emotional stance since their mental state always open up for more knowing. Apart from allowing individuals to keep in touch with friends and extended family, young people will use social media applications to network and find career opportunities, connect with people across the globe on like-minded interests, sharing own thoughts, feelings and insights. But there are those with dark intentions, through democratic space, and age limit, focus on extreme channels for videos and depravity sights, where young people felt captured, and which addictively compromise their school work.

The major part of this section is to assess different practices used in the field of technological interaction through identified and appropriate strategy for managing the research question as to how social media can be used as tool to enhance learner-performance at school. According to White Paper 6 (DoE 2001:9), the existing gap between the actual marks of the learner and the ability of the learner had to be taken into consideration. White paper 6 is a framework policy document from the Department of Education responding to the post-apartheid state of special needs and support in education and training (DoE 2001). It explored common errors in the field of fair and equal access to relevant, educative information despite denting differences in socio-economic backgrounds which still exist in our diverse socio-economic educational landscape.

Different socio-economic backgrounds, especially at a primary level, seem surprisingly neglected only to be taken cognizance of at a secondary level. To appreciate the effect of inclusive classroom-community learning initiatives, one only has to look at the comments of Devereaux (2013:36), who explained that different approaches should be used to involve

various participants to get the learners on board in sustaining classroom community improvement. Traditionally, according to Mindich and Lieberman, (2012:27), researchers tried to focus on proven procedures for secondary education in preparation for pre-tertiary entrance, however, such a narrow focus failed to fully explain how learners at an initial stage would be prepared and formed for readiness for the secondary phase. Therefore, Kapucu (2011:43) advised that instead of intentionally avoiding early interactive classroom-community learning initiatives, daily professional engagements should be in place to assist learners at a nascent stage in their daily teaching and learning processes, of which in this context, IT would be relevant to be mastered for later utilization.

While previous studies had provided valuable information regarding the collaborative involvement of various stakeholders in providing a conducive platform for academic achievement, at a primary level there appeared to be a gap of effective initiatives and engagements that would bring the younger generation on board to prove their "best potential" (Malebese, 2013:52), as a result of language of teaching and mother tongue conflict, of which in this case, knowledge surfers would rely on social media and other technological archives to acquaint with the changing world of learning. Most research involving learner initiatives discuss induced information where students are meticulously and precisely prepared through various programs for matric results; however, major preparation for the end-of-year matric results should be initiated from the early child development level through initial educational re-enforcement. That was strongly verified by Kindon and Elwood (2009), affirming early interactions that helps to better understand the benefits of inclusive education which meant that if knowledge at this stage was technologically surfed, it would be easier at a higher level.

Ahmed et al (2019), look at social media as a tool to change the way people communicate, share content, interact and collaborate. Information sharing has crossed personal and individual boundaries, and attracted attention from various platforms where crime, sexual licentiousness and cyber bullying systematically invade the space. We have experienced the fundamental shift in the way of communication as a result of rapid adoption of social media technologies. Though it meant for personal use, it would be vital to explore how learners and teachers engage to it to avoid infiltration in the academic progressions. Apart from using it as an educational instrument for teaching and learning, multiple eruptions have surfaced where texting social networking has been used during the teaching and learning time (Chugh & Ruhi 2017).

The visibility of social media in educational settings tend to mediate and enhance active learning and independency among students, which Tess (2013), perceive as an essential

educational tool. The rise of social media, as identified by Olanrewaju (2020), led to changes as to how people carry out their day-to-day activities as there are increasing interest in media platform innovations. The developed integrative frameworks identify interactive relationships which would improve performance and innovative enhancement as essential outcome. The essence of data generated through social media is rooted in connections and relationships it enables between educators and their students, but the challenge is how each benefit from its potentiality without falling prey to social media predators and deviant behaviors.

7. Objectives of the study

The following objectives were explored in an effort to grasp a better understanding of the excessive use of social media as a mode of communication and their texting in the school learning environment which compromise the potential of best performance and subject delivery in class:

- Investigate the challenges and problems of inappropriate utilization of social media portals;

- Identify the solutions to improve the role of social media in response to problems of learners who underachieve in class as a result of excessive accessibility social media.

8. Theoretical framework

To accomplish the aim of the research paper, this section focused on a qualitative form of research to (as a lens) encompass and embrace its direction. The section looks at the research paradigm and the research approach underpinning the content in the use of social media. Critical Learning Theory (CLT) is used, for its realistic principles, as a theoretical framework that questions how educational environment can best offer education, opportunities and understanding of the different perspective of disadvantaged educative society (Ramos & van de Gaer 2012). Young (1990), is of the opinion that "we are on the threshold of a learning level characterized by the personal maturity of the decentred ego and by open, reflexive communication which fosters democratic participation and responsibility for all", of which at a larger content, compromise positive results because of one-sided development of popular rational capacity for understanding if it comes to the interference of social media as a tool within the communication and socializing space.

8. Research design and methodology

The empirical data will be generated through participatory action research (PAR) as a data collection approach, viewed by McTaggart (2015), as an approach entrenched in participative communicative involvement and action. The empirically generated data will be deeply analysed through critical discourse analysis (CDA), which Van Dijk (2003) interpreted and discussed as having an intention to develop, and contribute in the analysis of text, level of power and social habits, while at the same note, Bloor and Bloor (2007), support critical discourse analysis as "demystifying", which in this context, will analyse the improper use of social media in the classroom and learning environment as it tarnishes the teaching and learning space compromising maximal performance. The learner-centred and authentic teaching-learning initiatives, as a strategy, apprehends that learner (as well as teachers) are expected to demonstrate basic operational knowledge and that a socially inclusive way of teaching and learning comprised of a wide applicability in learner relevancy performance. Derailed social media interaction results in ineffective communication as teachers often find it challenging to work together with detached community of concealed learners which blurred learners' independency in logical application of thoughts.

9.   Findings and recommendations

A low level of social media monitoring promotes low levels of learner achievement, of which such inadequacies result in a negative impact on learners' learning attainment, forcing inability for learners to equally participate in their learning activities. Creation and sustaining a Technology-driven community of learners and teachers, lured to incite proper resourcing strategies that would promote equal expectation and opportunity to relevant information. Teachers and learners' involvement in social media portals is expected to enhance relevant networking through mediation and development of space for equality, which insisted the involvement and understanding of the contexts within which such a learning interaction, as a strategy, might successfully be implemented, and if not, may compromise the academic attainment. The addictive cravings and entanglement of students and teachers in the sprawling web of social media devour and capture the learning space, not only for learners, but also on educators who supposed to deliver at their full capacity and maximum level, but

caught shrinking under the charting web of social media during the course of learning.

The use of social media can be perceived through social mediation as a transformative learning paradigm, as it embraces discursive dialogues, focus group discussions, observations and social interactions in the form of social engagements where technology is the precursor to every interactive participation. The transformative learning paradigm, as a perspective of the study focused on the manner in which the researcher relates to the participants in a way where a fair understanding of vital viewpoints be created, which Mertens (2007), suggests as the power of the research which never overpower the findings considered to be crucial. In relation to this study, the transformational paradigm explicitly addressed social justice issues in relation to the dominance of social media, where people developed using critical self-reflection to consider their beliefs and experiences transforming means of seeing things based on behavioural change. Transformational paradigm questions the academic-oriented approach, which Poder (2011), view as providing framework for addressing social inequality and injustices using culturally competent strategies where social realities are constructed and shaped through socio-political, socio-economic, socio-cultural and ethnic values indicating power and privilege in democratic space of social media.

10. Conclusion

The research study intended to enable parents to own and democratically take control of the central stage in the construction of transformative knowledge and behavioural pattern that metamorphosed, and shaped the distinctiveness of the learning environment. The edification of a transformative knowledge through social media will empowered people to reflect on their original identity through conversed and practical transformative engagements, as they overlapped various phases that interjectionally determine the societal structures as building blocks of significant alterations over time in behavioural patterns, cultural values and norms that shape the distinctiveness of the society, compelling learners to reflect on their original distinctiveness through transformative embankments.

The paper sought to understand the role of social media in trying to change its collaborative utilization and reflection as it enables students to tackle complex interactive issues within available resources. The transformational paradigm through social media, embrace the participatory worldview that provide the philosophical principles and information systems inquiry and illustrate the application of participatory research principles in practice as it

addressed pressing public or community issues evolving around principles of social media empowerment.

11. Recommendation for future research and social equality

The study identified common problems and sought solutions by involving people within the local environment to work together in a team to address both common and individual problems in the context of social media accessibility. The researcher needs to established a common purpose where ideas would be generated which would further consolidate the context of the outlined project and the social media's compromisation.

Through PAR, the paper objectively, would gain a close working relationship through intensive involvement in the teaching and learning process where it would further reveal that teachers and learners would work in territories, and in addition display that some of the teachers had hardly done sufficient preparation for lesson presentation, resulting in ineffective teaching and learning due to social media interventions. This justifies the need for the formulation of a strategy to improve the teaching and learning communal interactive engagements where social media will be used responsibly to help parents diagnose the educational ailments obscuring the progressive atmosphere among their children to perform at their best potential.

The reflective process that will be involved in data analysis will validate the interpretations of people and social media. This confirms some deliberations stemming from the deposited literature through erected portals that dominate social intercourse. It became clear that challenges can be overcome through implementation of device research strategies where participants should challenge issues riddling the learning space where Critical Learning Theory (CLT), as a framework, and Participatory Action Research (PAR), as a theoretical approach, made it possible for social media to value the transformational contribution.

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