

SOCIAL MEDIA ADDICTION AND IT'S IMPACT ON UNIVERSITY OF CAPE COASTDISTANCE EDUCATION STUDENTS' ACADEMIC ACHIEVEMENT

ABSTRACT

The study examined the influence of social media usage on the academic performance of students at the College of Distance Education, University of Cape Coast. The research work utilized a descriptive survey design with a quantitative methodology. The study's target population comprised students enrolled in the College of Distance Education at the University of Cape Coast. The research instrument employed was a questionnaire that assessed students' social media usage. A total of 267 participants were sampled using a multistage sampling technique, and data was collected through the self-developed questionnaire. The collected data was analysed using descriptive statistics. The study disclosed that WhatsApp was the most frequently used social media site, with Facebook, Instagram, and Twitter following closely behind. The study found that excessive use of social media can result in a lack of focus on studies and spending the majority of time online, which negatively affects academic performance. It is recommended that the management of College of Distance Education, University of Cape Coast, 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. Such stakeholders should counsel students on the judicious use of social media.

Keywords: Social media, Addiction, Learning habits, Impact, University of Cape Coast, Distance Education.

INTRODUCTION AND BACKGROUND OF THE STUDY

This manuscript covers the background to the study, statement of the problem, purpose of the study, objective and research question. It also, include the significance of the study, and organization of the study. Social media has become almost unavoidable, revolutionizing the way students communicate, interact, and socialize, and has become an essential part of their social and cultural fabric. As a result, students are spending a significant amount of time on social media (Akakandelwa& Walubita, 2018). Social media users are estimated to be fifty-three per cent globally as indicated in the report (Global Digital Growth, 2021). As of January 2023, there were 5.16 billion internet users worldwide, which is 64.4 per cent of the global population. Of this total, 4.76 billion, or 59.4 per cent of the world's population, were social media users (Global Digital Growth, 2023). According to the Pew Research Centre (Citation2015), at least 92% of teenagers are active on social media. Lenhart, Smith, Anderson, Duggan, and Perrin, (2015) identified the 13–17 age group as particularly heavy users of social media users, with 87% having access to a computer, and 58% to a tablet device.

Ghana, for instance, according to the social media statistics in Ghana, October 2023 around 16.99 million people representing 53.0 per cent of the entire population use social media. This number is expected to increase in the coming years. Some of the leading social media platforms in the country are WhatsApp, Facebook, Instagram, TikTok and Twitter (Internet World Statistics, 2022). In Ghana, Kenya, Nigeria, and South Africa, social media users favoured WhatsApp. On the other hand, Egyptian and Moroccan users preferred Facebook.

Social media addiction is a behavioural addiction that is defined by being overly concerned about social media, driven by an uncontrollable urge to log on to or use social media, and devoting so much time and effort to social media that it impairs other important life areas (Keles, McCrae & Grealish, 2020)

STATEMENT OF THE PROBLEM

Social media has become pervasive, impacting our society's social fabric and changing the nature of social relationships, especially among young people. Social media are websites and applications that enable them to create and share content or participate in social networking benefiting their users (Mao, 2014). Students are given self-learning modules, take-home assignments, activities, and self-discovery exercises (Caratiquit & Pablo, 2021). Because this is the digital era, most students rely on getting information via the internet or the web. However, students' excessive use of social media tools has led to debate over whether or not it has changed the very shape and structure of students' social behaviour and academic practices.

According to the Global Digital Report (2019), young individuals with age below 25 have the highest number of social media users. Based on the age range, most of these users belonged to tertiary institutions.

. However, studies on the impact of social media addiction on study habits and academic achievement in Distance Education are limited with little information in Ghana. Hence, there is a need to conduct this research to add to the existing literature in Ghana to ascertain the effects of social media addiction on learning habits and distance students' academic achievement, the case of the College of Distance Education, University of Cape Coast to generate information for decision making for stakeholders in the educational sector.

GENERAL OBJECTIVE OF THE STUDY

The purpose of this study is to find out the effects of social media addiction on learning habits and distance students' academic achievement, the case of the College of Distance Education, University of Cape Coast.

SPECIFIC OBJECTIVES

By the end of this, the findings should be able to:

establish the impacts of social media addiction on the academic achievement of students at the College of Distance Education, University of Cape Coast.

RESEARCH QUESTION

What extend does social media addiction have on the academic achievement of students at the College of Distance Education, University of Cape Coast?

JUSTIFICATION AND SIGNIFICANCE OF THE STUDY

The findings from this study will be highly valuable and essential for various stakeholders, including tutors, parents, and students alike. This comprehensive investigation aims to shed light on the profound influence that social media holds over students, enabling teachers to gain a deeper understanding and awareness of its potential effects. By doing so, educators can take proactive measures to empower and educate their students about the potential risks and benefits associated with social media usage. By contributing to the existing body of knowledge, this research will allow scholars to delve deeper into this intricate relationship, ultimately fostering more informed and effective educational practices. In conclusion, this study is of utmost importance to tutors, parents, and students, as it aims to unravel the influence of social media on students' lives. Through its extensive analysis, this research will provide invaluable insights, literature, and guidance to various stakeholders involved in the realm of education and social media usage.

ORGANIZATION OF THE STUDY

The study was structured into five primary sections. In the initial part, there was an overview of the study's background, problem statement, research purpose, research questions, significance, study boundaries, and limitations. The second part involved a comprehensive review of literature that is relevant to the study, including the theoretical and conceptual frameworks. The third section concentrated on the research design, population, sample and sampling method, data collection and

analysis procedures, data management, and ethical considerations. Section four entailed the presentation, analysis, and discussion of the study's findings. The fifth area provided a summary, conclusion, and recommendations.

LITERATURE REVIEW

Theoretical Review

Time Displacement theory

The theory of social capital was initially discussed by Putnam (1995) in his ground-breaking work. According to Robert Putnam, social capital plays a crucial role in fostering social bonds and maintaining relationships within a society. Expanding on this idea, he pointed out that the presence of social capital dwindles when individuals excessively allocate their time to media-related activities, thereby displacing it from more important aspects such as social events, interpersonal communication, social movements, educational pursuits, and assisting others in social and personal matters. Putnam's theory highlights how the emergence of new activities can displace older ones, leading to a significant decline in activities like social interactions, physical exercise, and even feelings of loneliness. Notably, Putnam's research in America revealed that heavy television consumption eroded social capital, causing individuals to experience a sense of isolation and loneliness due to their detachment from movie theatres, physical activities, bowling leagues, clubs, social gatherings, and interpersonal communication. A key assumption underlying this theory is that individuals possess a finite amount of time, which can be viewed as a form of social capital. Consequently, when individuals increase the amount of time they spend on one particular activity, they inevitably make sacrifices in other areas to compensate. In the context of this theory, displacement occurs when students substitute their academic pursuits with the use of social media platforms. The use of social media offers gratification that encompasses various aspects, including the fulfillment of identity needs, the development of social

identities, learning how to initiate and conclude relationships, and engaging in acceptable forms of humour.

Uses and Gratification theory

This study adopted Uses and Gratification Theory. Uses and Gratification Theory, which is a model that primarily focuses on understanding the reasons behind why individuals choose to utilize specific forms of media, rather than analyzing the content within the media itself. Uses and Gratifications theory was initially introduced by Elihu Katz, Jay Blumler, and Micahel Gurevitch in the year 1974. According to Severin and Tankard (2001), the uses and gratifications theory entails a significant shift in perspective from solely examining the intentions of the communicator to now embracing the objectives and desires of the receiver. The ultimate goal is to decipher the precise functions that mass communication serves for the members of an audience.

Social Media and Ghanaian Education

Ghanaian education has felt its own taste of social media since its introduction. Social media in Ghana started as a slow process like in other African countries but has grown steadily over the past years (Kolan & Dzandza, 2018). The Ghana National Communication Authority (2016), cited in Kolan and Dzandza (2018), reported that the total mobile subscription increased by 1.3 percent from 36,138,706 in the first quarter of 2016 to 36,613,987 at the end of the second quarter. Also, according to the report, the number of mobile data subscribers in the country increased dramatically. Moreover, mobile data subscription for the second quarter of 2016 was 18.8 million with a penetration rate of 67.6 percent. This indirectly implies that there will be more access to the internet which of course includes social networking sites.. As a result, it can be inferred that there will be an exponential growth in internet accessibility, consequently providing expanded access to popular social networking sites. Expanding further on the subject, the ground-breaking research conducted by Owusu and Agatha

(2015) explored the intricate relationship between social media usage and its subsequent impact on the academic performance of tertiary students in Ghana.

Social Media Addiction

Social media addiction is a term used to describe a situation where a user spends an excessive amount of time on social media platforms such as Facebook, Twitter, Instagram, Tiktok, and Whatsup. This addiction negatively impacts various aspects of their daily life, including school, work, and relationships with others (Walker, 2011). Individuals who are addicted to social media experience an intense urge to use these platforms excessively.

Forms of Social Platforms

A WhatsApp Messenger is a restrictive cross-stage texting and club management service for phones and carefully chosen highlight phones that utilizes the internet for communiqué. WhatsApp Messenger has got you covered. Stay connected, share moments, and keep the conversation going with this amazing messaging platform (Rapacki, 2007).

Facebook allows any man or woman who admits to be no less than thirteen years of old to end up a recruited patron of the website. According to Roblyer (2010), patrons must enrol before using the web page, after which they may make a profile, add one-of-a-kind clients as acquaintances, alternate messages, and get programmed warnings after they refresh their profile.

Twitter is a highly popular web-based social networking platform that empowers its diverse range of clients, including individuals, businesses, and organizations, to read and engage with texts and posts shared by others. One of its most distinctive features is the ability to send and receive short messages, known as "tweets," that are limited to a maximum of one hundred and forty characters. By allowing users to follow the updates of other users, Twitter facilitates seamless communication and interaction among its community members.

CONCEPT OF LEARNING HABITS

Learning habits are generally critical to success in schools and are considered vital for obtaining good grades. A good study habit can increase the confidence and self-esteem of students. According to Loveless (2017), the key to becoming an effective student is learning how to study. Study habits, help students to study effectively and make studying easier to understand. Studies have shown that while some students can waft through school with a slight effort, most students achieve success through effective study habits (Arhin, 2018; Siahi, Mayo & Maiyo, 2015). Thus, the success or failure of a student depends upon his study habits. According to Yazdani and Godbole (2014), study habits include behaviour and skills that increase motivation, and convert the study into an effective process with high returns which eventually enhances academic performance.

REASONS WHY STUDENTS USE SOCIAL MEDIA IN SCHOOL

Social media (SM) is mostly used for studying, facilitating research, and more educational academic activities (Junco, 2012), and more so for leisure purposes (Dhume, Pattenshetti, Kamble, and Prasad, 2012; Tess, 2013). It makes learning, sharing important information and documents, and distributing ideas and experiences easy (Sanni, Awoleye, Egbetokun, and Siyanbola, 2009). Additionally, learners used to use social media platforms to express grievances, complain log into the authority's hierarchy, and access information quickly (Xia, 2013). SM stimulates collaborative learning processes and also stimulates diverse learning possibilities including chats, blogs, articles, and videos (Bharucha, 2018).

Academic Achievement

Academic achievement results from getting a quality education, and it continues to be absolutely crucial to the development of the learners and society as a whole. According to the comprehensive study conducted by Crede et al. (2015), academic success can be specifically defined as the remarkable and noteworthy intellectual accomplishment that is measured by the General Average (GA), which is reported on students' most recent report cards. These grades are carefully tallied and diligently

averaged, serving as genuine and accurate measures of academic proficiency based on the incredible marks received in each course within that quarter. It is worth noting that poor academic performance has consistently been associated with academic procrastination in the prior literature, as highlighted by the extensive research conducted by Akinsola et al. (2007), Elvers et al. (2003), Moon & Illingworth (2005), and Karatas (2015).

SOCIAL MEDIA ADDICTION AND ACADEMIC ACHIEVEMENT

Wan Pa, Mahmud and Zainal (2021) sought to investigate the effect of social media addiction on academic performance among Generation Z student-athletes during Malaysia's COVID-19 lockdown. The research design used in this study was a quantitative cross-sectional survey. This study surveyed 91 respondents and utilized the Social Media Addiction Questionnaire (SMAQ) and Grade Point Average (GPA). The findings indicated that Facebook was the preferred social media platform over Instagram, Twitter, and YouTube, and that more than half of the participants were social media addicts. The researchers concluded that social media addiction had a significant impact on academic performance, accounting for 57.6 percent of the variance. These findings imply that excessive social media use, leading to addiction, has a significant negative effect on academic performance. Solutions are desperately needed, such as turning off notifications, silencing the phone, engaging in home workouts, reconnecting with family, or taking up new hobbies.

Ndukwu, Igbo and Nkeiruka (2020) investigated the effect of social media addiction on the academic achievement and sexual behaviours of in-school adolescents. Three null hypotheses guided the study. The study adopted an ex-post-facto research design to determine how social media influence in-school adolescents' academic achievement and sexual behaviours. The sample for the study was made up of 314 first year students of the Faculty of Education, University of Nigeria Nsukka. Mean ratings, simple percentage and t-test were used for data analyses. It was revealed that social media addiction significantly affects students' academic achievement and sexual behaviour negatively.

. Also having reviewed literature on social media addiction, it appears that in Ghana the social media addiction phenomenon has not been explored therefore this study will look at social media addiction in Ghana. The study will focus on the level of addiction to social media among students, and determine the social media platforms they use and why they use them.

EMPIRICAL REVIEW

Issahaku, Agbots and Jibril (2020) conducted a study to explore the effects of social network sites on teacher trainees' grammar and spelling skills. The study adopted a descriptive design. The simple random sampling technique was used to select 335 respondents from three colleges of education: Bagabaga, St. John Bosco and Tumu to complete sets of questionnaires. Data collection covered respondents' biodata, reasons and rationales of social network sites, benefits of social network sites and effects of social network sites on trainees' grammar and spelling skills. Frequency, percentage, mean, standard deviation and multiple regression were used for data analysis. The findings show that an overwhelming majority of teacher trainees use jargon, shorthand, abbreviations and acronyms on WhatsApp, Twitter and Facebook accounts, which affect their grammar and spelling skills resulting in poor performance in English Language tests. The study asserts that teacher trainees could do better if they stick to good use of words while communicating on social network sites with their peers.

Although the studies reviewed were conducted at different context with different groups of students, the findings revealed that, study habits significantly impact academic performance of students. Based on the literature reviewed, the study hypothesised that, there is a statistically significant relationship between study habits and academic performance of pupils. Further, the studies reviewed showed that, all the samples were drawn from universities and Colleges of Education. This study used samples from the senior high school to fill the gap. Besides, there was relatively nothing on implications for educational practice to effectively

engage counsellors and teachers on how to assist pupils to acquire study habit skills, this study filled that gap.

CONCEPTUAL FRAMEWORK

DEPENDENT VARIABLE

INDEPENDENT VARIABLE

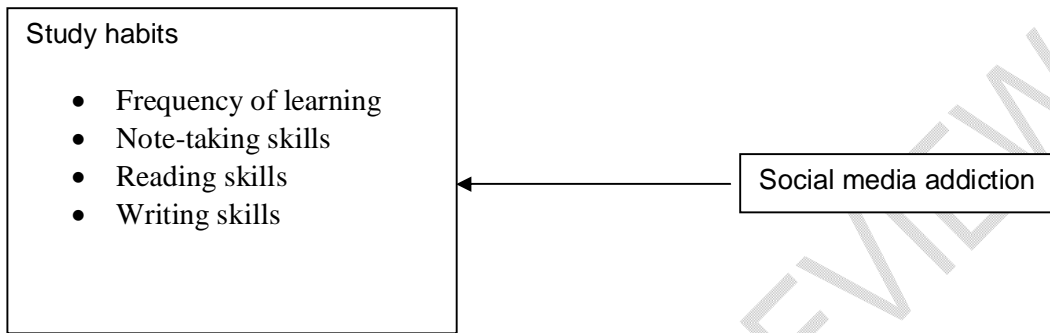


Fig. 1. Conceptual Model of the study.

As shown in Figure 1 the study habits serve as the dependent variable while social media addiction serves as the independent variable. Social media addiction will affect study habits in terms of frequency of learning, note-taking skills, reading skills and writing skills.

METHODOLOGY AND STUDY DESIGN

This section described the research methods that will be used in the study. These methods will include the research approach, research design, population, sample and sampling techniques, and instrumentation. It also describes the data sources including the methods of data collection, ethical considerations and data processing procedures. The descriptive survey design was adopted for the study.

STUDY POPULATION

The study population will consist of all undergraduate final-year students at the Sunyani study centre in the Bono region of Ghana. The undergraduate final year students for the education programme and

Business programme are 689 and 201 respectively. The students are direct beneficiaries and their views are highly recommended in this regard.

Table 1: Distribution of Population

School	Male	Female	Final Year
Business programme	111	90	201
Education programme	429	260	689
Total	540	350	890

(University of Cape Coast, 2023).

SAMPLING TECHNIQUE AND SAMPLE SIZE

A sample size of 267 was used for the study based on Kumar's (2011), argument that 20-50% of the subjects in minor sub-groups are common proportions for a survey. In this study, 30% of the population will be selected as respondents. A stratified and simple random sampling technique will be used to select the desired respondents. A stratified sampling technique will be used to put the schools into programmes as well as male and female categories. The stratified technique will be used to give all the schools a proportional representation (Singh & Masuku, 2014). Besides, the stratified sampling technique was used to avoid selecting more than necessary from a particular programme.

To further distribute the sample size proportionally among the programmes and sexes, it will be done by using the mathematical formula; "Number of students in a particular programme multiplied by selected sample size.

Table 2: Sampled Population

School	Male	Female	Final Year
Business programme	33	27	60
Education programme	129	78	207
Total	162	105	267

Source: (Field Survey, 2023)

DATA COLLECTION TOOL

One of the most climatic aspects of any research is determining the data requirements and collection methods. This is dependent on the research question(s) and the study's focus. Primary data, according to Hague, Kung, and Suter (2006), are raw data that researchers collect from specific respondents or participants for the study. For this reason, questionnaires were designed and developed to collect data from the field. Amedahe (2002), defines a questionnaire as "a list of questions relating to the study's objectives, hypotheses, and research questions to be verified and answered," which respondents are required to respond to by writing, ticking, marking, or circling the response. Section 'B' was designed to parasol the effects of social media addiction onthe academic achievement of students. A revised five-pointLikert rating scale of Strongly Agree (SA), Agree, Neutral (N) Disagree, and Strongly Disagree (SD) was used toespouse for the questionnaire. During the analyses Strongly Agree and Strongly Disagree will be merged, therefore Agree, Neutral and Disagree will be used for the data analyses.

This was to ensure that the instrument measures what it ought to measure by subjecting the questionnaire to face and content validity. The instrument was subjected to face and content validity. First, to ensure face validity, the questionnaire will be given to colleagues with high research credentials after it has been designed for relevant comments and suggestions. Second, to ascertain

content validity, expert opinion, necessary corrections and judgment of the supervisors will be relied on for approval.

To clear ambiguities and further refine the research instrument, the questionnaire will be pre-tested at the Dormaa Study Centre to identify potential deficiencies before using it for the actual study. This study centre will be chosen for the pre-testing because it runs 4-year educational-related programmes as the selected schools for the study. Fifteen (15) students will be randomly selected for the pre-testing. A day will be used to pre-test the instrument. Statistical Product and Service Solutions (SPSS), version 21.0 will be used to check for the reliability of the questionnaires using Cronbach alpha coefficient. According to Bland, Douglas & Altman, (1997), an alpha score closer to 1 indicates more correlation between items and 0.7 or 0.8 is sufficient for most social science applications. Analysis of the responses will be carried out to check the reliability of the instrument. This exercise helped to validate the instrument and make it more reliable for use in the main research

DATA COLLECTION PROCEDURE

. The sample size was determined before data collection. When they are identified, the researcher will discuss the study and the purpose with them. The purpose of the study will be conveyed to the students and also encourage them to participate. The participants will be informed about the option to withdraw if they desire. The researcher will visit the identified study participants. This visit will be done to help establish rapport and build confidence among the study participants and the researcher. On average, students will spend 15-20 minutes completing the questionnaire.

The collection of data was done according to the time provided by the various participants. The researcher asked the students concerned to read and sign the consent form developed. To ensure a high retrieval rate, the researcher will personally administer the questionnaire to the selected participants. They were given sufficient time between tests to keep them from becoming bored. As a result, the questionnaires will be given out under controlled conditions. After they have finished filling out the

questionnaire, the researcher will express appreciation to the participants for their cooperation and participation.

DATA PROCESSING AND ANALYSIS

The quantitative data from the field will be edited for any inconsistencies, and appropriately coded, after which, with the aid of the Statistical Product and Service Solution (SPSS) software Version 20 was used for the data entry and analysis. Descriptive statistics such as frequency tables, percentages, and pie charts were generated to explain various attributes of the variables under study. Descriptive statistics that involved computing frequency counts and percentages, means and standard deviations will be used for data analyses. The data will be synthesized and transformed into tabular form to illustrate the relative proportions where applicable. These responses will be analysed using descriptive statistics such as frequencies and percentages and mean and standard deviation.

ETHICAL CONSIDERATIONS

The consent of all the respondents will be appropriately sought before their involvement in the study. To ensure informed consent and participation in the recruitment processes, the participants will be briefed about the purpose of the study. The respondents will be given a written consent form to read and freely decide to participate in the study by signing or thumb printing. Confidentiality and anonymity will be seriously adhered to throughout the data collection. In addition, participants will be informed about their right to consent and the right to free consent. To protect the anonymity of the respondent pseudonyms names will be used.

RESULTS AND DISCUSSION

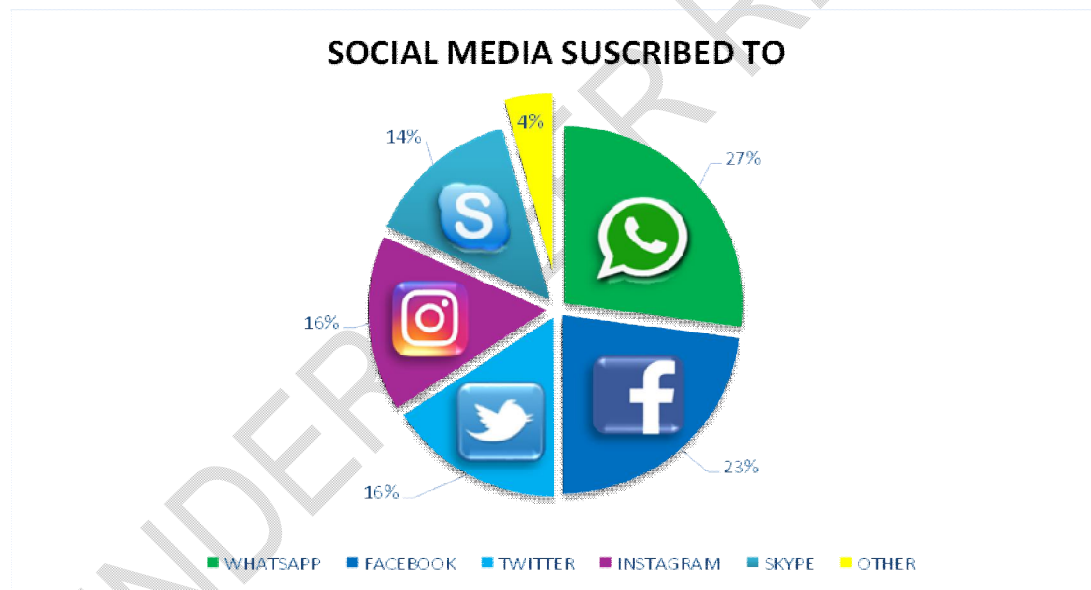
In this part of the study, the results of the data analysis are presented and interpreted according to the research objectives and questions. The first part of this study describes the demographic background of the respondents, focusing, on gender, age, marital status, education level, etc. The second part presents

the findings regarding the research questions and objectives. The data obtained from the study were converted into frequency tables and percentages, mean (M) and standard deviation (SD).

This section gives the demographic features of the respondents. The inclusion of the demographic characteristics of the respondents is important in grasping the dynamics among the selected group, and an in-depth understanding of these characteristics helps explain the study results.

Analysis of what impact social media addiction has in terms of usage duration and commonly used social media platforms by students of the College of Distance Education, University of Cape Coast?

Figure 2: What social media platforms do students use the most?



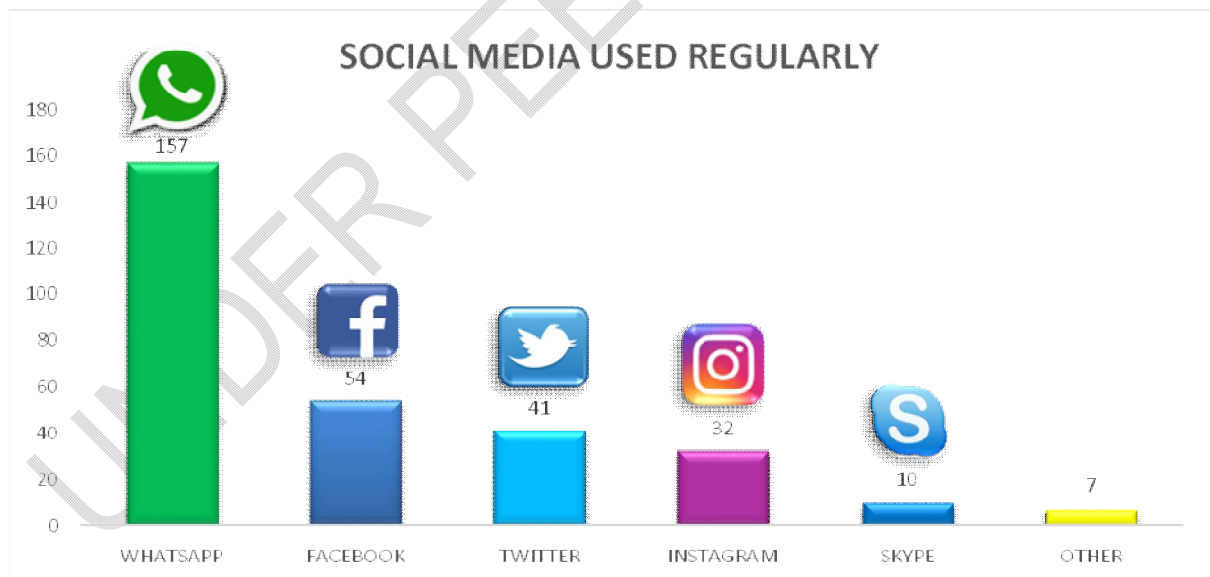
Source (Field Survey, 2024)

Figure 2 above shows the various social media sites that students are subscribed to. The question posed was a multiple-response question hence the total frequency exceeds the total number of respondents which is 267. Respondents were allowed to choose as many social networks they subscribed to from a list provided and also mention any other they were subscribed to which was not

included in the list. Findings show that all but one of the respondents were subscribed to WhatsApp while over three-quarters of them are subscribed to Facebook. Twitter and Instagram each are subscribed by 117 respondents while Skype has been subscribed to by 102 of the respondents. The remaining 4.4% of platforms were not included in the list to be chosen from and these include Snapchat, LinkedIn, Telegram, IMO, kik, google+ and WeChat with Snapchat being the most mentioned.

Respondents were also asked to choose the social media platform they used regularly based on the ones they said they were subscribed to. This was an open-ended question and respondents were allowed to choose as many as applied which resulted in the total number of respondents being more than the 200 used for the study. Respondents (32 respondents) mentioned that they were subscribed to other social media.

Figure 3: social media used regularly



Source (Field Survey, 2024)

More than half of the respondents said they use WhatsApp regularly followed by Facebook which has over a quarter of the respondents using it regularly. Just a little over a fifth of the respondents said they

use Twitter regularly and 32 (10.6%) others said it was Instagram they used more often. Ten (3.3%) respondents chose Skype as the media they use regularly while the remaining 7 (2.3%) who responded to the question mentioned other social media platforms which were not included in the list provided to choose from.

Research Question: What extent does social media addiction have on the academic achievement of students at the College of Distance Education, University of Cape Coast? In analysing such information, 15 items were used. The items were measured on a 4-point Likert-type scale (Strongly Disagree-1, Disagree-2, Agree-3, and Strongly Agree-4) and composite scores were computed. Data for this research question was analysed using means and standard deviations. A mid-point of 2.5 was used as the baseline for comparison such that mean values above 2.5 indicated that most of the respondents were in agreement with the statement whereas a mean value less than 2.5 showed that most of the respondents were in disagreement with the statement. The mean of means was also computed for all the dimensions.

Table 3: Effects of social media addiction on academic achievement of students

Statement	Mean	Std. Dev
I score poor grades because of the amount of time I spend online using social	2.88	.93
Frequent use of social media reduces my study time	2.96	.89
Social media addiction negatively affects my grammar	2.73	.92
Social media addiction affects my concentration in class	2.64	.92
Social media addiction interferes with academic-related activities	2.07	.97
Social media facilitates knowledge sharing among my peers	2.61	.87
I mostly chat with friends while classes are in session	2.77	.85

I mostly forget to do class assignments due to my routine addiction to social	n2.56	.88
Mean of means/SD	2.98	.97

Source:Fieldsurvey(2024), StandardDeviation=SD

As shown in Table 3, most of the respondents affirmed the number of statements regarding the effects of social media addiction on the academic achievement of students at the University of Cape Coast. Generally, the respondents agreed to the effects of social media

StandardDeviation=SD addiction on academic achievement (M= 2.76, SD=.93). Specifically, the effects of social media addiction on academic achievement are as follows: I score poor grades because of the amount of time I spend online using social media (M= 2.80, SD=.93), Frequent use of social media reduce my study time (M= 2.69, SD= .89), Social media negatively affects grammar (M= 2.04, SD=.89), Social media use affect my concentration during classes (M= 2.93, SD= 1.02), Social media facilitates knowledge sharing among my peers (M= 2.74, SD= .89), I mostly chat with friends while classes are in session (M= 2.87, SD=.97), I mostly forget to do class assignments due to my routine addiction to social media (M= 3.10, SD= .90). Excessive use of social media, however, can lead to a lack of focus on studies and spending the majority of time online, negatively impacting academic performance. Additionally, the usage of social media networks can influence students' academic achievement, with factors such as video clip watching and non-academic learning intentions significantly affecting social media use and academic performance. However, the majority of respondents did not agree with the statement that “Social media addiction interferes with academic-related activities” (M=2.58, SD=.93).

Discussion

The discussion of the findings of this study will be done in connection to the research objectives, theoretical framework and the literature that were reviewed in chapter two. To this end, this subsection seeks to establish how the findings reflect the assumptions and principles that underpin the Uses and Gratification theory, social learning theory and Time Displacement theory.

The result confirms that the above-named platforms are some of the most famous social network sites worldwide as of April 2019, as reported by Statista. Also, the findings of Munshi (2014) in India on how social science students at Aligarh Muslim University used social networking tools for learning purposes. The sites used by the students such as Facebook, Twitter, WhatsApp, YouTube, etc. are the same used by the respondents of this study. Furthermore, the study of Kolan and Dzandza (2018) on the use of social media by University of Cape Coast students also showed that the popular social media platforms used by the students were Facebook, WhatsApp, Twitter and Instagram which corroborates the findings of this study on the social media platforms used by university students.

Studies have shown that while some students can waft through school with a slight effort, most students achieve success through effective study habits (Arhin, 2018; Siahi, Mayo & Maiyo, 2015). Thus, the success or failure of a student depends upon his study habits. According to Yazdani and Godbole (2014), study habits include behaviour and skills that increase motivation, and convert the study into an effective process with high returns which eventually enhances academic performance.

In line with the study objective, was able to establish that the adverse impact of social media addiction on the academic achievement of students at the College of Distance Education, University of Cape Coast exist. As shown in Table 3, most of the respondents affirmed the number of statements regarding the effects of social media addiction on the academic achievement of students at the University of Cape Coast. Generally, the respondents agreed to the effects of social media addiction on academic achievement ($M= 2.76$, $SD=.93$). Specifically, the effects of social media addiction on academic achievement are as follows: I score poor grades because of the amount of time I spend online

using social media (M= 2.80, SD=.93), Frequent use of social media reduce my study time (M= 2.69, SD= .89), Social media negatively affects grammar (M= 2.04, SD=.89), Social media use affect my concentration during classes (M= 2.93, SD= 1.02), Social media facilitates knowledge sharing among my peers (M= 2.74, SD= .89), I mostly chat with friends while classes are in session (M= 2.87, SD=.97), I mostly forget to do class assignments due to my routine addiction to social media (M= 3.10, SD= .90). Excessive use of social media, however, can lead to a lack of focus on studies and spending the majority of time online, negatively impacting academic performance. Additionally, the usage of social media networks can influence students' academic achievement, with factors such as video clip watching and non-academic learning intentions significantly affecting social media use and academic performance. However, the majority of respondents did not agree with the statement that “Social media addiction interferes with academic-related activities” (M=2.58, SD=.93).

CONCLUSIONS AND RECOMMENDATIONS

This last section provides a summary of the study, conclusions, suggestions, and recommendations for further studies based on the findings. This study examined the influence of social media usage on the academic performance of students at the College of Distance Education, University of Cape Coast.

The study uncovered that each of the respondents signed up for multiple social media sites. The study disclosed that WhatsApp was the most frequently used social media site, with Facebook, Instagram, and Twitter following closely behind. The remaining platforms were YouTube and Skype.

It is recommended that the management of College of Distance Education, University of Cape Coast, 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. Such stakeholders should counsel students on the judicious use of social media.

Students of the College of Distance Education, University of Cape Coast in Ghana, are encouraged to convert most of their time spent on the entertainment usage of social media to academic usage of social media. Parents and guardians are encouraged to serve as watch-dogs to their wards on social networking sites since abusive usage of such sites could have a detrimental effect on students' academic performance. Counsellors, tutors, and parents are encouraged to encourage students to effectively decrease their usage of social media sites. This can be accomplished by advising female students to minimize the daily personal information they often share on social media sites.

Further research should include qualitative studies that complement and/or challenge the findings and interpretation of this study. This study can also be replicated in other regions and tertiary institutions.

REFERENCE

- Abu-Shanab, E., & Frehat, M. (2015). The role of Social Networking in the social reform of young society. *International Journal of Technology Diffusion*, 6(1), 62–77.
- Adjin-Tettey, T. D., Selormey, D., & Nkansah, H. A. (2022). Ubiquitous technologies and learning. *International Journal of Information and Communication Technology Education*, 18(1), 1-16.
- Aghazamani, A. (2010). How do university students spend their time on Facebook? An exploratory study. *Journal of American Science*, 6(33), 730-735.
- Ahmed, I. & Qazi, T. F. (2011). A look out for academic impacts of social networking sites: A student based perspective. *African Journal of Business Management*, 5(12), 5022-5031.
- Ahn, J. (2011). The effect of social network sites on adolescents' social and academic

- Ainin, S., Naqshbandi, N. M., Moghavvemi, S., & Jaafar, N. I. (2015). Facebook Usage, Socialization and Academic Performance. *Computers and Education* 8(3), 64-73.
- Akinsola, M. K., Tella, A., & Tella, A. (2007). Correlates of academic Procrastination and mathematics achievement of university undergraduate students. *EURASIA Journal of Mathematics, Science and Technology Education*, 3(4), 75-415
- Alih, N. I., & Alvarez, A. L. (2021). Academic procrastination: Its effect on the learning productivity of senior high school students in Mindanao State University-Sulu. *Indonesian Community Empowerment Journal*, 1(2), 77-89.
- Amadi, E. C. & Ewa, C. J. (2018). An Overview of Social Media on the Academic Performance of University Students in Nigeria. *International Journal of Innovative Information Systems & Technology Research* 6(1):1-14.
- Amedahe, F. K. (2002). *Fundamentals of educational research*. Cape Coast: University of Cape Coast Printing Press.
- Amofah-Serwaa, N., & Dadzie, P. S. (2015). Social media use and its implications on child behaviour: a study of a basic school in Ghana. *International Journal of Social Media and Interactive Learning Environments*, 3(1), 49-62.
- Andreas M. K. (2015) Social Media, the Digital Revolution, and the Business of Media, *International Journal on Media Management*, 17 (4), 1-42.
- Andreassen, C. S. (2015). Online social network site addiction: A comprehensive review. *Current Addiction Reports*, 2(2), 175-184.
- Andreassen, C. S., Griffiths, M. D., Gjertsen, S. R., Krossbakken, E., Kvam, S., & Pallesen, S. (2013). The relationships between behavioural addictions and the five-factor model of personality. *Journal of Behavioral Addictions*, 2(2), 90-99.

- Andreassen, C. S., Torsheim, T., & Pallesen, S. (2014). Predictors of use of social network sites at work -A specific type of cyberloafing. *Journal of Computer-Mediated Communication*, 19(4), 906-921.
- Ayatalumo C. J. C. &Ukegbu () Social media addiction among Nigerian students: Issues arising and possible solutions. *World Educators Forum*, 12(3), 1-42.
- Azizi, S. M., Soroush, A., &Khatony, A. (2019). The relationship between social networking addiction and academic performance in Iranian students of medical sciences: A cross-sectional study. *BMCPsychology*, 7(1).
- Banquil, K., Chua, N. A., Leano, G., Rivero, M., Burce, C., &Dianalan, S. (2009). Social networking sites affect one's academic performance adversely. *University of Santo Tomas College of Nursing*, 12(3), 1-42.
- Bashir, S., Mahmood, K., & Shafique, F. (2008). Internet use among university students: A survey in University of Punjab, Lahore. *Pakistan Journal of Library and Information Science*. (9) 49-65.
- Bashir, S., Mahmood, K., & Shafique, F. (2016). Internet use among university students: a survey in University of the Punjab, Lahore. *Pakistan Journal of Information Management and Libraries*, 9(1),11-20.
- Bawa, N., Suleiman Z., (2017). Social media addiction and academic engagement among undergraduate students of UsmanuDanfodiyo University Sokoto, Nigeria. *InternationalJournal for Innovative Technology Integration in education*, 12(3), 1-42.
- Baym, N. K. (2015). Social Media and the Struggle for Society. *Social Media and Society*, 1(1), 1-42.
- Benetoli, A., Chen, T. F., & Aslani, P. (2015). The use of social media in pharmacy practice and education. *Research in Social and Administrative Pharmacy*, 11(1), 1-46.
- Bless, C., & Higson-Smith, C. (2000). *Fundamentals of social research methods, an African perspective* (3rd ed.). Lansdowne, South Africa: Juta.

- Bonds-Raacke, J. & Raacke, J. (2008). MySpace and facebook: Applying the uses and
- Boyd, A. & Nielsen, S. (2006). Negative effect of social media usage. *Journal of computer assisted learning*, 2(1) 132-140.
- Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210-230.
- Cerezo, R., Esteban, M., Sanchez-Santillan, M., & Nunez, J. C. (2017). Procrastinating behavior in computer-based learning environments to predict performance: A case study in Moodle. *Frontiers in Psychology*, 8, 14-03.
- communication students in delta state university, Abraka, Nigeria. *International Journal of Information and Communication Technology Education (IJICTE)*, 9(4), 70-80.
- communications in Ghana. Retrieved from <http://www.nca.org.gh>.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Pearson Education.
- Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.
- Cyberpsychology & Behaviour*, 6(6), 653-656.
- Davis, D. F., Bagozzi, R. P., & Warshaw, P. R. (1989). User acceptance of computer technology: a comparison of two theoretical models. *Management Science*, 35(8), 982-995.
- Davis, F. D. (1986). *A technology acceptance model for empirically testing new end-user information systems: theory and results*. Doctoral dissertation, Sloan School of Management, Massachusetts Institute of Technology, Cambridge, MA.
- De Souza, Z., & Dick, G. (2008). Information disclosure on myspace- the what, the why and the implications. *Pastoral Care in Education*, 26, 143-157.

- DeAndrea, D. C., Ellison, N. B., LaRose, R., Steinfield, C., & Fiore, A. (2012). Serious social media: On the use of social media for improving students' adjustment to college. *The Internet and higher education, 15*(1), 15-23.
- development: Current theories and controversies. *Journal of the American Society for Information Science and Technology, 8*(62), 1435–1445.
- Drury, G. (2008). Opinion piece: Social media: Should marketers engage and how can it be done effectively. *Journal of direct, data and digital marketing practice, 9*(3), 274-277.
- Dzandu, M. D., Boateng, H., Agyemang, G. F., & Quansah, F. (2016). Social media adoption among University Students: What is the role of gender, perceived usefulness and perceived ease of use? *International Journal of Social Media and Interactive Learning Environments, 3*(2), 225- 230.
- English, R. M., & Duncan-Howell, J. A. (2008). Facebook goes to college: Using social networking tools to support students undertaking teaching practicum. *Journal of online learning and teaching, 4*(4), 596-601.
- Enriquez, J.G. (2010) Facebook and Other Online Social Networking Sites Can Lower Grades,
- Finder, A. (2006). For some, online persona undermines a resume. *New York Times*, 11.
- Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, intention, and behaviour: An introduction to theory and research*. Reading, Mass; Don Mills, Ontario: Addison-Wesley Pub. Co.
- Fotis, J. N., Buhalis, D., & Rossides, N. (2012). Social media use and impact during the holiday travel planning process. Springer-Verlag.
- Freund, C., & Weinhold, D. (2002). The Internet and international trade in services. *American Economic Review, 92*(2), 236-240.
- Ghana National communication Authority, (2016). Quarterly statistical bulletin on

- Giles, G., & Price, R. (2008). Adolescent computer use: Approach, avoidance, and parental control. *Australian Journal of Psychology*, 60(2), 63-71.
- Goodman, J. (2007). Click first, ask questions later: Understanding teen online behaviour. *Australasian Public Libraries and Information Services*, 20(2), 84-85.
- Goroshit, M. (2018). Academic procrastination and academic performance: An initial basis for intervention. *Journal of Prevention & Intervention in the Community*, 46(2), 131–142.
- gratifications theory to exploring friend-networking sites. *Cyber Psychology and Behaviour*, 11, 169-174
- Grunschel, C., Patrzek, J., & Fries, S. (2012). Exploring reasons and consequences of academic procrastination: An interview study. *European Journal of Psychology of Education*, 28(3), 841-861.
- Gupta, S., & Bashir, L. (2018). Social networking usage questionnaire: development and validation in an Indian higher education context. *Turkish Online Journal of Distance Education*, 19(4), 214- 227.
- Helou, A. M., & Rahim, N. Z. A. (2014). The influence of social networking sites on students' academic performance in Malaysia. *International Journal of Electronic Commerce Studies*, 5(2), 247-254.
- Işık, F. (2013). Comparison of the use of social network in education between North and South Cyprus. *Procedia-Social and Behavioural Sciences*, 103, 210-219.
- Jacka, M., & Scott, P.R., (2011). *Auditing social media: A governance and risk guide*. Retrieved from eu.wiley.com/wiley/cda/wiley/title/
- Jacobsen, W. C., & Forste, R. (2011). The wired generation: Academic and social outcomes of electronic media use among university students. *Behaviour, and Social Networking*, 14(5), 275-280.
- Jeong, E. (2005). Social activities, self-efficacy, game attitudes, and game addiction. *Behaviour, and Social Networking*, 14(4), 213-221.

- Jeong, T. G. (2005). The effect of internet addiction and self-control on achievement of elementary school Children. *Korean Journal of Yeolin Education*, 5 (3), 12-20.
- Jha, S., N., & Bhardwaj, R. (2012). Optical biosensors for food quality and safety assurance a review. *Journal of Food Science and Technology*, 49(4), 383-406.
- Khalifa, A. G. (2021). Social Networking Addiction and quality of academic life among first-year high school students in Saudi Arabia: The mediating role of academic procrastination. *Journal of Intellectual Disability - Diagnosis and Treatment*, 9(4), 374-380.
- Khan, S., (2010). Impact of social networking websites on students. *Abasyan Journal of Social Sciences*, 5 (2). 56-75.
- Kim, Y., Sohn, D., & Choi, S. M. (2011). Cultural difference in motivations for using social network sites: A comparative study of American and Korean college students. *Computers in Human Behaviour*, 27(1), 365- 372.
- Kist, W. (2008). Digital literacies: New teachers and social networking sites. *Journal of Adolescent & Adult Literacy*, 52(3), 245-247.
- Kubey, R. W., Lavin, M. J., & Barrows, J. R. (2001). Internet use and collegiate academic performance decrements: Early findings. *Journal of Communication*, 51(2), 366-382.
- Kuppuswamy, S., & Narayan, P. S. (2010). The impact of social networking websites on the education of youth. *International Journal of Virtual Communities and Social Networking*, 2(1), 67-79.
- LaRose, R., Mastro, D., & Eastin, M. S. (2001). Understanding Internet usage: A social-cognitive approach to uses and gratifications. *Social Science Review*, 19, 395-413.

- Lenhart, A., & Madden, M. (2007). *Teens, privacy & online social networks: How teens manage their online identities and personal information in the age of Myspace*. Washington, DC.
- Lenhart, A., Madden, M., & Hitlin, P. (2005). *Teens and technology: Youth are leading the transition to a fully wired and mobile nation*. Pew Internet & American Life Project.
- Lewis, K., Kaufman, J., Gonzalez, M., Wimmer, A., & Christakis, N. (2008). Tastes, ties, and time: A new social network dataset using Facebook. com. *Social Networks*, 30(4), 330-342.
- Lewis, S. (2008). Where young adults intend to get news in five years. *Newspaper Research Journal*, 29(4), 36-52.
- Liccardi, I., Ounnas, A., Pau, R., Massey, E., Kinnunen, P., Lewthwaite, S., & Sarkar, C. (2007). The role of social networks in students' learning experiences. *Computing Machinery*, 39(4), 224-237.
- Lusk, B. (2010) Digital Natives and Social Media Behaviors: An Overview. *The Prevention Research*, 17, 3-6
- Ly, K., & Hu, L. (2015). Gender difference on attitude toward social media among Chinese consumers. *Journal of Education and Practice*, 7(3), 213-220.
- management on social networking websites. *Journal of Psychological Research on Cyberspace*, 3(1) 1-6.
- Merten, M., & Williams, A. (2009). Adolescents' online social networking following the death of a peer. *Journal of Adolescent Research*, 24, 67- 90.
- Mowafy, G. (2018). *The effects of social media on the academic performance of Nile University Students*. Unpublished dissertation (Masters). Department of International and Comparative Education, The American University.
- Mowafy, G. A. M. (2018). *The effects of social media on the academic performance of Nile university students*. Doctoral dissertation, American University in Cairo.
- Nalwa, K., & Anand, A. P. (2003). *Internet addiction in students: A cause of concern*.

- National Center for Education Statistics (2012). *New Americans in postsecondary education: A profile of immigrants and second-generation American undergraduates*. Washington, DC.
- Ndaku, A. J. (2013). *Impact of social media on students' academic performance: A study of students of university of Abuja*. Unpublished B. Sc. Dissertation. Department of Mass Communication Management and Social Sciences. Caritas University, Enugu, Nigeria.
- Negussie, N., & Ketema, G. (2014). The relationship between Facebook practice and academic performance of university students. *Asian Journal of Humanities and Social Sciences* 2(2), 1-7.
- Neuman, L. W. (2007). *Basics of social research: Qualitative and quantitative approaches* (2nd ed.). Boston: Pearson Education Inc.
- Nicole, E., Charles, S., & Cliff, L. (2007). The benefits of facebook friends: Social capital and college students' use of online social network sites. *Journal of Computer-Mediated Communication*, 12(4), 1143-1168.
- Olise, F., & Makka, E. J. (2013). *Uses and gratification of the internet among mass*
- Osharive, P. (2015). *Social media and academic performance of student*. Department of educational administration, faculty of education, university of Lagos.
- Oskouei, R. J. (2010). Analysing different aspects of social network usages on students' behaviours and academic performance. *International Conference on Technology for Education* (pp. 216-221).
- Otoo, D. (2007). *Comparative study of academic performance of public and private JHS graduate: A Case Study of Four Selected Senior Secondary Schools in the Kumasi Metropolis*. M.ED Educational Administration and Management Thesis. Centre for Educational Policy Studies University of Education, Winneba.

- Salvation, M. and Adzharuddin, N. A. (2014). The Influence of Social Network Sites (SNS) upon Academic Performance of Malaysian Students. *International Journal of Humanities and Social Sciences*, 4(10), 131-137.
- Siibak, A. (2009). Constructing the self through the photo selection- Visual impression
- Subrahmanyam, K., & Lin, G. (2007). Adolescents on the Net: Internet use and well-being. *Journal of Adolescence*, 42(168), 64-72.
- Tagoe, T., & Quarshie, E. N. B. (2017). The relationship between emotional intelligence and job satisfaction among nurses in Accra. *Nursing open*, 4(2), 84-89.
- Tiene, C. D. (2000). Online Discussions: A Survey of Advantages and Disadvantages Compared to Face-to-Face Discussions. *Journal of Educational Multimedia and Hypermedia*, 9 (4), 371-384.
- Tuan, N., & Tu, N. (2013). The impact of online social networking on students' study. *VNU Journal of Education Research*, 29(1), 1-13.
- Tuchman, G. (1975). Media institutions qualitative methods in the study of news. In *A handbook of qualitative methodologies for mass communication research* (pp. 93-106). Routledge.
- Tufekci, Z. (2008). Grooming, gossip, Facebook and myspace: What can we learn from those who won't assimilate? *Journal of Information, Communication, and Society*, 11(20), 544-563.
- Walker, S. (2014). lme4: Linear mixed-effects models using Eigen and S4. *R package version*, 1(7), 1-23.
- Wallau, D. (2004). Effizienzfördernde Reformen im Gesundheitswesen. *Asian Journal of Humanities and Social Sciences*, 2(6), 19-27.
- Williams, A. L., & Merten, M. J. (2009). Adolescents' online social networking following the death of a peer. *Journal of Adolescent Research*, 24(1), 67-90.

- Wolters, C. A., Won, S., & Hussain, M. (2017). Examining the relations of time management and procrastination within a model of self-regulated learning. *Metacognition and Learning*, 12(3), 381-399.
- Wood, M. J., & Ross-Kerr, J. (2006). Basic steps in planning nursing research: From question to proposal. Jones & Bartlett Publishers.
- Yauch, C. A., & Steudel, H. J. (2003). Complementary use of qualitative and quantitative cultural assessment methods. *Organizational Research Methods*, 6(4), 465-481.
- Yeboah, J. and Ewur, G. D. (2014). The Impact of Whatsapp Messenger Usage on Students Performance in Tertiary Institutions in Ghana. *Journal of Education and Practice*, 5(6), 157- 165.
- Yu, A. Y., Tian, S. W., Vogel, D., & Kwok, R. C. (2010). Can learning be virtually boosted? An investigation of online Social Networking impacts. *Journal of Computers and Education*, 55(4), 1494-1503.
- Yunus, M. M., Salehi, H., & Chenzi, C. (2012). Integrating social networking tools into ESL writing classroom: Strengths and weaknesses. *English Language Teaching*, 5(8), 42-48.