Social Media Addiction and It's Impact on University of Cape Coast Distance Education Students' Academic Achievement

Chambas Alhaji Abdul-Latif [a],
Jacob Aaworb-Nang Maabobr Kor [b*] and Nanyele Stephen [b]

[a] *Domiabra D/A Junior High School, P. O. Box 20, Mankranso-Ashanti, Ghana.*
[b] *Catholic University of Ghana, Fiapre, Sunyani, Ghana.*

Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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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

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*Corresponding author: E-mail: jacob.kor@yahoo.com, korjacob313@yahoo.com;

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 the 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.

1. 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 includes the significance of the study and the 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 [1]. Social media users are estimated to be fifty-three per cent globally as indicated in the report (Global Digital Growth, 2021) cited by Growiec, J. [2]. 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 Growiec, J. [2] referred to (Global Digital Growth, 2023). According to Turner, L. H. [3]. the Pew Research Centre (Citation 2015), stated that at least 92% of teenagers are active on social media. Lenhart, Smith, Anderson, Duggan, and Perrin, (2015) cited McInroy, L. B., & Mishna, F. [4]. 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 Ruth, K., Fass, A., Azose, J., Pearson, M., Thomas, E., Sadowski, C., & Durumeric, Z. (2022, October) cited Internet World Statistics, 2022 on this issue. 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, [5].

2. 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.

3. 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.

3.1 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.

3.2 Research Question

What is the extent of social media addiction's impact on the academic achievement of students at the College of Distance Education, University of Cape Coast?

3.3 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.

3.4 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.

4. LITERATURE REVIEW

4.1 Theoretical Review

4.1.1 Time displacement theory

The theory of social capital was initially discussed by Putnam [6] "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 Agingu EA, Owaa JA, Raburu P [7], physical activities, bowling leagues, clubs, social gatherings, and interpersonal communication [8]. 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 Sanni M, Awoleye OM, Egbetokun AA, Siyanbola WO [9]. The use of social media offers gratification that encompasses various aspects, including the fulfilment of identity needs, the development of social identities, learning how to initiate and conclude relationships, and engaging in acceptable forms of humour" Caratiquit K, Pablo R [10].

4.1.2 Uses and gratification theory

This study adopted the 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 1973. According to Severin and Tankard [11], 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 Katz E, Blumler JG, Gurevitch M [12].

4.1.3 Social media and Ghanaian education

"Ghanaian education has felt its taste in 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. Blankson", I. A. [13]. The Ghana National Communication Authority reported that the total mobile subscriptions increased by 1.3 per cent 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 subscriptions for the second quarter of 2016 were 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 Rapacki R, Próchniak M [14]. 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 Agingu, E. A., Owaa, J. A., & Raburu, P. [7]. explored the intricate relationship between social media usage and its subsequent impact on the academic performance of tertiary students in Ghana.

4.1.4 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 Junco R [15], and WhatsApp. This addiction negatively impacts various aspects of their daily life, including school, work, and relationships with others" [16]. Individuals who are addicted to social media experience an intense urge to use these platforms excessively.

4.1.5 Forms of social platforms

"WhatsApp Messenger is a restrictive cross-stage texting and club management service for phones and carefully chosen highlight phones that utilize the internet for communiqué. WhatsApp Messenger has got you covered. Stay connected, share moments, and keep the conversation going with this amazing messaging platform" [17].

Facebook allows any man or woman who admits to be no less than thirteen years old to end up a recruited patron of the website. According to [18], 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.

5. 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 [19], the key to becoming an effective student is learning how to study Lalmuanzuali V, Lalhmingsangi R, Humtsoe A [20]. 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" Kwakye, J. A., Arhin, V., & Brown, P. (2020). Thus, the success or failure of a student depends upon his study habits. According to Yazdani and Godbole [21], 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.

5.1 Reasons why Students Use Social Media in School

Social media (SM) is mostly used for studying, facilitating research, and more educational academic activities Junco, [22], and more so for leisure purposes Dadzie, O. S. O. [23]. "It makes learning, sharing important information and documents, and distributing ideas and experiences easy" (Sanni, Awoleye, Egbetokun, and Siyanbola, [24]. Additionally, learners used to use social media platforms to express grievances, complain log into the authority's hierarchy, and access information quickly). SM stimulates collaborative learning processes and also stimulates diverse learning possibilities including chats, blogs, articles, and videos [25].

5.2 Academic Achievement

Academic achievement results from getting a quality education, and it continues to be crucial to the development of the learners and society as a whole. According to the comprehensive study conducted by Crede et al. [26], 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
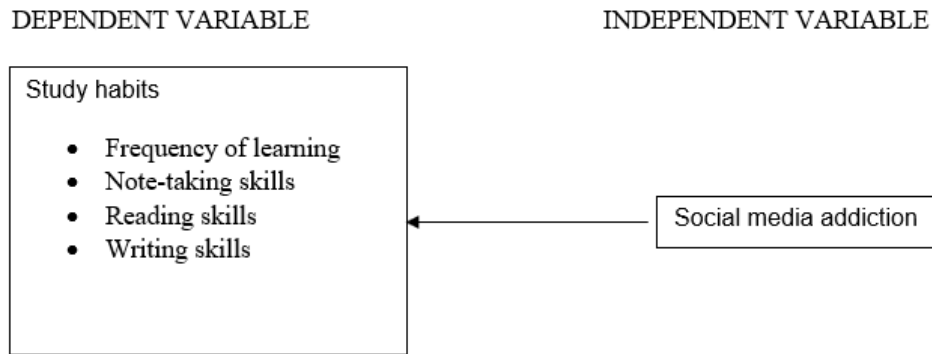
highlighted by the extensive research conducted by Akinsola et al. [27].

5.3 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 Severin WJ, Tankard JW [9]. The researchers concluded that social media addiction had a significant impact on academic performance, accounting for 57.6 per cent of the variance. These findings imply that excessive social media use, leading to addiction, has a significant negative effect on academic performance Akakandelwa A, Walubita G [1]. 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 [28] "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 influences 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 percentages and t-tests were used for data analyses. It was revealed that social media addiction significantly affects students' academic achievement and sexual behaviour negatively".

Also having reviewed the 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 Growiec J [2].

DEPENDENT VARIABLE | INDEPENDENT VARIABLE

Study habits

- Frequency of learning
- Note-taking skills
- Reading skills
- Writing skills

Social media addiction

Fig. 1. Conceptual Model of the study

5.4 Empirical Review

Avalekar, U., Patil, D. J., Patil, D. S., Khot, P., & Prathapan, P. [29] "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 for 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, Mahmud MS, Zainal MS, Pa WAMW [30] 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" Dadzie OSO [23].

Although the studies reviewed were conducted in different contexts with different groups of students, the findings revealed that study habits significantly impact the academic performance of students. Based on the literature reviewed, the study hypothesised that there is a statistically significant relationship between study habits and the academic performance of pupils Kwakye JA, Arhin V, Brown P [31]. 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.

5.5 Conceptual Framework

As shown in Fig. 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 Ruth K, Fass A, Azose J, Pearson M, Thomas E, Sadowski C, Durumeric Z [32].

6. METHODOLOGY AND STUDY DESIGN

This section describes 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 will be adopted for the study. A descriptive survey design is linked to quantitative research underpinned by the positivist paradigm. The descriptive survey design is a type of design that can be explained as the process of gathering data to answer research questions which concern the existing status of a phenomenon (Adams, et. al., 2007). This type of survey attempts to provide an accurate and objective description of a picture of an ongoing situation or real-life situation.

6.1 Study Population

The study population 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.

6.2 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 was 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 will be used to avoid selecting more than necessary from a particular programme. The sample frame will be obtained from the University containing a list of all students. In each programme, all units of the population will be numbered on a sheet of paper to form the sample frame. The papers will be mixed thoroughly, a participant will be made to pick at random. This process continued until the desired sample size of 267 was attained for the questionnaire.

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

6.3 Data Collection Tool and Technique

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.

The instrument was divided into two main sections; Section 'A' and Section 'B'. Section 'A' will look at the socio-demographic characteristics of undergraduate final-year students. The section 'B' will focus mainly on the objectives of the study. Section 'B' will be designed to parasol the

effects of social media addiction on learning habits, the effects of social media addiction on the psychological behaviour of students, the effects of social media addiction on academic achievement of students, the effects of social media addiction on interpersonal relations among students on Distance Education the University of Cape Coast. A revised five-point Likert rating scale of Strongly Agree (SA), Agree, Neutral (N) Disagree, and Strongly Disagree (SD) will be espoused 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 were 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's instruments were based on amended pre-testing results. The University runs 4-year educational-related programmes as the selected schools for the study. Fifteen (15) students were randomly selected for the pre-testing. A day was 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, [33], 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. It also helped the researcher to get a balanced understanding of the frame of reference relevant to the questions and wording. It also helped to test the suitability of the research methods and design. After the pre-test, some of the questions in the interview guide were well-sequenced. Pre-testing helped the researcher to correct incomplete statements and ambiguous

questions. The reliability of the instrument was arrived at by using, Cronbach's coefficient alpha was used to estimate the internal consistency.

6.4 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 were informed about the option to withdraw if they desired. The researcher visited the identified study participants. This visit helped establish rapport and build confidence among the study participants and the researcher. On average, students were spending 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 personally administered the questionnaire to the selected participants. They were given sufficient time between tests to keep them from becoming bored. As a result, the questionnaires were given out under controlled conditions. After they had finished filling out the questionnaire, the researcher expressed appreciation to the participants for their cooperation and participation.

6.5 Data Processing and Analysis

The quantitative data from the field was 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 used for data analyses. The data was synthesized and transformed into tabular form to illustrate the relative proportions where applicable. These responses were analysed using descriptive statistics such as frequencies and percentages and mean and standard deviation.

6.6 Limitations of the Study

Some challenges that were encountered in undertaking this study include the unwillingness at first hand of some people to respond to questionnaires. Responses were however obtained after convincing and explaining the issues and essence of the study to the respondents. There were also financial limitations concerning the printing of data collection instruments and travelling to study areas.

It was anticipated that the collection of data would be time-demanding and cost-effective because distance students meet every two weeks for face-to-face. Therefore, reaching the students to respond to the questionnaire was not easy. Finally, the study has some limitations that were overcome and it became possible to do generalization beyond the confines of UCC CoDE since its focus was on a specific group of University of Cape Coast CoDE students.

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).

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)

7. 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?

Fig. 2 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.

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.
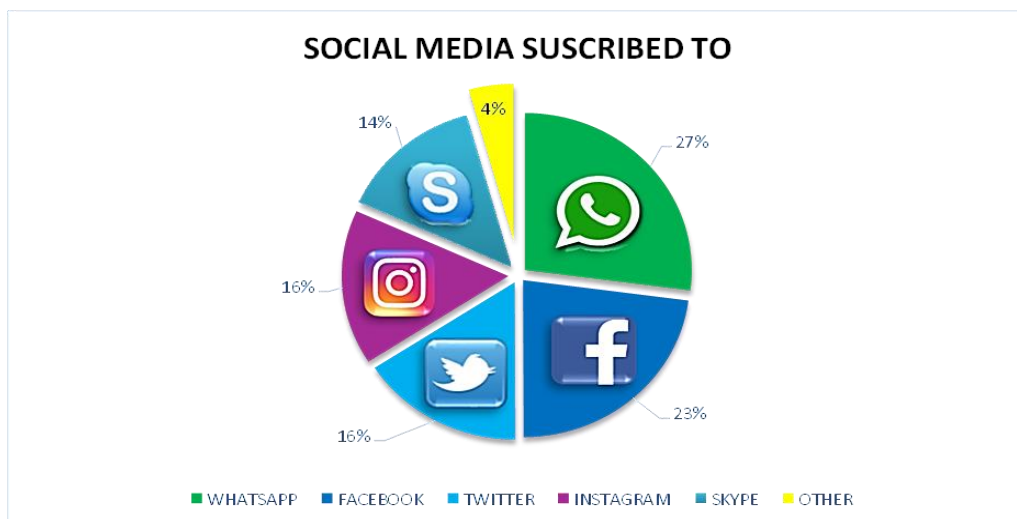
Fig. 2. What social media platforms do students use the most?
Source (Field Survey, 2024)
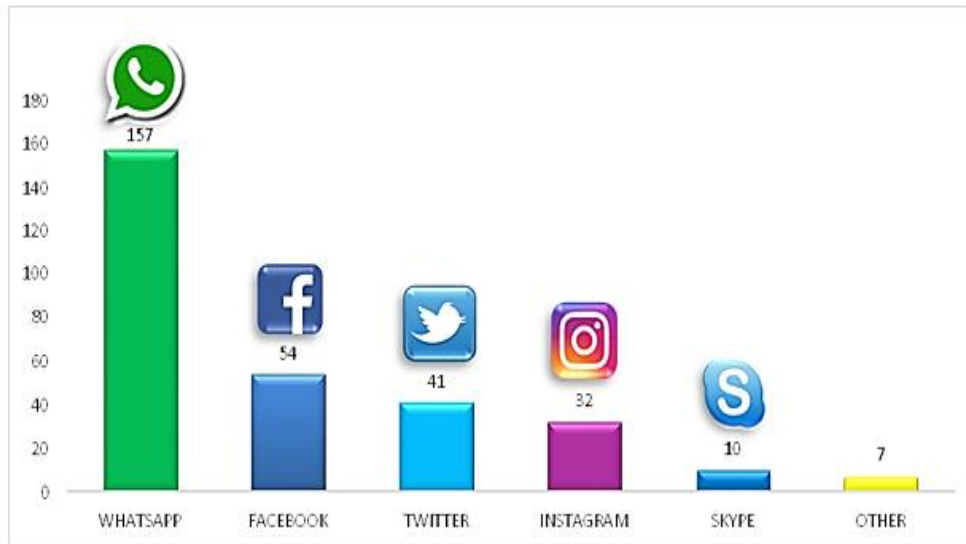
Fig. 3. Social media used regularly
Source (Field Survey, 2024)

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 media	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 media	2.56	.88
Mean of means/SD	2.98	.97

Source: Field survey (2024), Standard Deviation = SD

Research Question: To 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 Munshi J. A method [34] (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.

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 with the effects of social media

Standard Deviation = 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).

7.1 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 sub-section 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, Roblyer MD, McDaniel M, Webb M, Herman J, Witty JV [35]. as reported by Statista. Also, the findings of Munshi [34] 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 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, [36], Siahi, Mayo & Maiyo, 2015). Thus, the success or failure of a student depends

upon his study habits Crede J, Wirthwein L, McElvany N, Steinmayr R [37]. 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 [38,39].

In line with the study objective, was able to establish the adverse impact of social media addiction on the academic achievement of students at the College of Distance Education, University of Cape Coast. 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).

8. CONCLUSIONS AND RECOMMENDA-TIONS

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 the 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 Yazdani K, Sane Godbole V [40]. 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 Kwakye, Joyce Aboagyewaa, Vera Arhin, Peter Brown [31]. 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 [41].

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 [42].

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of this manuscript.

CONSENT

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

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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