

The Impact of Social Media On the Academic Performance of Junior High School Students in Tambaalipani Circuit in Wa Municipality

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ABSTRACT: *The study sought to examine the impact of social media on the academic performance of junior high school students in the Tambaalipani circuit of Wa municipality. The study was grounded in Social Learning Theory by Bandura (1997) and adopted positivist philosophy through quantitative approach and descriptive research design. The study employed stratified and simple random sampling to select 297 junior high students. The data was collected through questionnaire and analysed descriptively using frequencies and percentages, and inferentially by linear regression statistics. The study findings revealed that the social media platforms used by the junior high students included WhatsApp, Facebook, TikTok, Instagram, Snapchat, Twitter, LinkedIn, Google+, and YouTube. In addition, the study disclosed that social media use affects students' academic performance negatively. Based on the study findings, it was recommended that Ghana Education Service should make deliberate efforts to include in the school curriculum the development of educational platforms like "WhatsApp Kidz", "kiddy TikTok", and "Facebook Kidz" as display of educational materials and content. Also, parents, teachers, and guardians should supervise and regulate students' social media usage, making sure they engage in educational content and judicious use of their time on these platforms so as to improve on their academic performance.*

KEYWORDS: social media, academic performance, junior high school, students, Tambaalipani circuit, Wa municipality

INTRODUCTION

Gone are the days when people used to walk miles away from home just to deliver a message. Modernization has taken Centre stage in the 21st century where the world is now a global village with the emergence of the internet (Shabir, Safdar, Jamil, & Bano, 2015). This implies that social media allows people to connect with one another globally.

Aba and Makinde (2020) classified social media into the following categories: Social Bookmarking; Social News; Social Networking Sites; Social Photo and Video Sharing and Wikis. This study focuses on the use of social media through social networking sites (SNSs). A social networking service or SNS (sometimes called a social networking site) is a website that allows users to connect with others who have similar interests, histories, or connections in real life to develop social networks or other types of relationships (Salehan, Kim, & Kim, 2017). SNSs are also defined as platforms for forming and managing personal connections and laying the groundwork for human interactions (Zhang, & Leung, 2015).

The use of the internet has a significant impact on Students' academic achievement, both favorably and badly (Godwin, 2019). The social media network that a student uses online has a big impact on them. In other words, students will profit if the internet is used wisely, that is, if it is used to disseminate information and discuss educational issues rather than for entertainment or enjoyment (Godwin, 2019). Using the internet for knowledge acquisition will assist both the teacher and the student (Brown, & Palincsar, 2018). There is a direct link between social media and university students' academic achievement. However, the darker side of technology growth has resulted in difficulties such as the loss of real-life values, particularly among Students who make up the majority of users connecting via social networking sites (Osharive, 2015).

There have been a lot of debates on various platforms and media as to the influence of social media on Students' academic performance. Many researches have been done on the impact of social media on the academic performance of Students in Ghana and the world at large and recommendations are made. For example, Asare-Donkoh (2018) looked at the impact of social media on Ghanaian senior high school students which concludes that social media have both positive and negative impact on students' academic performance. Nyongesa et al (2019) looked at the influence of social media on Students' discipline among secondary schools in Kenya. Dadzie (2019) looked at the effects of social media on the academic performance of students in University of Cape Coast (UCC).

Additionally, Ampofo (2021) conducted a study on the impact of social media on the academic performance of Ghanaian senior high school students at New Edubiase. It has been established that students do not use social networking sites for academic purposes. Sode (2019) studied the effect of social media on students' academic performance in senior high schools in the Efutu Municipality of Ghana. Markwei, Evelyn and Doreen (2016) also conducted research on the Impact of social media on Ghanaian Youth: A Case Study of the Nima and Maamobi Communities in Accra, Ghana. In 2017, Melani and Andrew (2017) examined the relationship between social media use and undergraduate students' academic performance. The findings revealed that while social media can have detrimental effects on adolescents such as invasion of privacy, deterring them from concentrating on their studies, consuming the majority of their productive time, etc. It can also have positive effects when used responsibly. In order to arrange academic activities and prevent academic performance setbacks, for instance, students can create online communities.

All these researches done have their focus in the universities and secondary schools with little research done in the junior high schools. It is imperative to state that junior high schools should not be left out since the prevailing social settings in secondary and tertiary institutions are quite different. This research work is eminent because it aims at adding new dimension to the use of social media and its influence on students' academic performance. It also sought to fill the gap between junior high schools to that of secondary schools and the Universities.

The following research questions were formulated to guide the study:

1. What are the various social media platforms used by Junior High School Students in the Tambaalipani circuit in Wa Municipal?
- 2 What are the effects of social media on the academic performance of Junior High School Students in the Tambaalipani circuit in Wa Municipal?

Answers to the above questions would assist the government, via the Ministry of Education, in informing decision-makers about the impact that social media has on junior high school students' academic performance and would direct them in developing the right policies or campaigns to teach students how to use social media effectively. It would also help academia and heads of institutions to understand the influence of social media on students' academic performance and provide background knowledge in dealing with issues that brings about poor academic performance and the judicious use of social media to improve academic performance. This study would help parents and guardians understand the consequences of social media and how to encourage their children to use these platforms wisely for their own advantages. Finally, this study would advance the body of knowledge on social media and help researchers better comprehend the effects of social media.

The Social Learning theory (SLT) has the ability to influence individual learning outcomes (Mingle & Adams, 2015; Bandura, 1997). The theory is founded on the idea that people learn by watching others and that human mental processes are critical to understanding personality. Individuals can pick up other people's behaviors and cognitive processes by watching them (Zhou, & Brown, 2015). According to Ainin, Naqshbandi, Moghavvemi, and Jaafar (2015), the social learning theory explains how environmental and cognitive factors interact to influence an individual's learning and behavior patterns. According to social learning theory, individuals will self-initiate, govern, and actively create knowledge through collecting, creating, and structuring information. Bandura has a social cognitive approach to learning because he believes that learning is based on observation, which is a social process (Harinie, Sudiro, Rahayu, & Fatchan, 2017). The assumptions of SLT are: people can learn by studying others; learning can take place without a change in behavior (observation without imitation); learning is an internal process that may or may not result in a change in behavior (Yona, 2021; McCormick, & Martinko, 2004).

The Social Learning theory describes how people learn the norms of their society's cognition and behavior in general. SLT tries to describe four different types of learning effects. The Influence of Observational Learning (Model-based Learning). The Effect of Response Facilitation (When a model is reinforced for the same conduct, the frequency of the taught behavior increases), the response inhibition effect (after observing a penalized model, the frequency of learned action reduces), and the response disinhibition effect (after watching the model's behavior, the inhibited response returns with no negative consequences (Zhou, & Brown, 2015; Green, & Peil, 2009).

The individual's or Students' use of social media with friends (peers) in various social networks (situations) has an impact on his or her behavior or learning outcomes. According to Dadzie (2019) people's cognition and conduct are influenced by their observations and interactions with their peers and surroundings (e.g., learning the environmental norms, cultures, policies). Individuals' interactions with their surroundings have an impact on their conduct. As a result, individual peer interaction and situational awareness are important factors that determine individual learning outcomes or actions (Ainin *et al.*, 2015). When students interact with peers on social media platforms through observations, interactions, and other activities, they may exhibit behavioral changes that are either beneficial or negative because they may want to imitate what they see on the platforms (Mingle and Adams, 2015).

Dadzie (2019) claims that Facebook, Instagram, Twitter, WhatsApp, You Tube, and Skype are among the most frequently used social media networks among students. According to him, 290 (74.4%) of the 390 respondents in his survey had signed up for WhatsApp. Due to its widespread use for making calls and transferring multimedia content, WhatsApp has emerged as the most widely used social networking platform. Furthermore, 230 individuals (58.9%) indicated they use Facebook, which was the second most popular social networking platform. Instagram has 140 users (35.9%), Twitter has 120 users (30.8%), YouTube has 118 users (30.3%), and Skype has 69 (17.7%). According to a study by Mingle and Adams (2015) on social media usage and academic performance in senior high schools in Ghana, Facebook, Twitter, YouTube, WhatsApp, Instagram, Snap Chat, Google Plus, and other popular social network platforms are the most widely used. Another study on students' use of social media and its perceived impact on their social lives was conducted by (Akakandelwa and Walubita, 2018). According to a case study of statistics from the University of Zambia, WhatsApp has a popularity rate of 83.3%, followed by Facebook (78.0%), Twitter (12.8%), LinkedIn (7.9%), Instagram (7.5%), Imo (2.6%), Snapchat (1.8%), Myspace (1.3%), and Skype (0.9%). The following other social media networks are also used: Badoo (0.4%), GOAT (0.4%), YouTube (0.4%), and WeChat (0.4%).

Studies on how social media affects students' academic achievement have revealed that social media causes students to become distracted from their academic tasks. When social media cues (also known as distractions) draw attention away from the job at hand and toward social media, this phenomenon is referred to as social media distraction. These signals may be internal or

external (Wilmer, Sherman, & Chein, 2017). A study by Goet in 2022 demonstrates how social media variables like video watching, media sharing, internet searching, and video gaming divert students' focus away from their studies and have an impact on their academic performance.

In official locations like churches, mosques, and lecture halls, it is not uncommon to see students talking on their phones. Some individuals become so engrossed in their talk that they continue to walk down the crowded street. Students at all levels of learning increasingly divide their attention between studying and other activities as a result of the options that may be accessed through social media. Multitasking is a common activity among students that takes their focus away from their academics (Peter, 2015). Students frequently neglect their texts, reading in class instead using their phones to post on social media. According to the survey, students frequently use social media while listening to lectures, reading, or doing their homework (Chen, & Yan, 2016). Social media distraction, affiliation motive, fear of missing out (FoMO) and facing unpleasant tasks are significant predictors that diverts the attention of students from studies (Koessmeier, & Büttner 2021).

On social media, incorrect content may include things that don't match the facts or the truth. It is false, unreliable, and wicked (Vaidyanathan, 2018). False or misleading information is frequently available on the internet. According to Tucker, Guess, Barberá, Vaccari, Siegel, Sanovich, and Nyhan (2018), social media has a wide variety of uses and contains an infinite amount of information that is readily available online. Searching for information on the internet can sometimes be frustrating because it displays numerous information which one have to filter for the right information in context. Due to this people sometimes take wrong content in the wrong context (Khan, & Idris, 2019).

METHODOLOGY

The philosophical assumptions that motivated this study were positivist worldviews. Positivism holds that reality exists regardless of one's understanding of it, and that the social world is disclosed rather than constructed via investigation (Ryan, 2018). Positivism relies on objectiveness that is the absence of bias due to researcher influences, flaws in experimental design and outliers in data. Dualism separation of researcher and participants in study design and data collection to minimize bias (Park, Konge, & Artino, 2020). This study adopted the positivist paradigm because positivism relies on quantitative data which is more reliable than qualitative. Also, positivism follows a well-defined structure during studies and discussion and this minimizes errors which provide objective data to make scientific assumptions (Antwi, & Hamza, 2015).

A quantitative research approach was used for this study. It may be used to look for patterns and averages, make predictions, evaluate causal linkages, and generalize results to larger groups (Antwi, & Hamza, 2015). Despite the fact that the qualitative technique provides a thorough and

detailed description of issues, a quantitative approach was used to statistically assess the impact of social media on Students' academic performance. This approach was ideal because data from large samples can be handled and evaluated using reliable and repeatable techniques. Also, because of uniform data collection and generalization of findings, the study may be replicated (Rahman, 2020). However, because quantitative method may include specified variables and measuring processes, some qualitative variables may be overlooked. Furthermore, it was time consuming and difficult in analyzing the data (Rahman, 2020).

The influence of social media on the academic performance of junior high school Students in the Tampaalipani circuit of the Wa Municipality was investigated using the descriptive research design. Descriptive research, often known as statistical research, is a type of research that describes events as they are (Peniel, 2015). It is used to identify and collect data on the characteristics of a certain issue, such as a community, group or people. In other words, this form of study is used to characterize social events, social structure, social circumstances etc. (Akhtar, 2016).

The study was conducted in Tampaalipani circuit in the Wa Municipality. Tampaalipani circuit is among 16 circuits within the Municipality. The circuit is a cluster of schools that are located in the Eastern part of the Municipality. The circuit consisted of six (6) junior high schools with a total population of 1,296 Students, according to the Municipal Education Office on enrollment for the 2021/2022 academic year.

According to data collected from the Municipal education office, the total number of Students enrolled in the 2021/2022 academic year was 1,296. Tampaalipani circuit is comprised of six junior high schools including NJA Demonstration J.H.S, Jujiedayiri Model J.H.S, Jujiedayiri T.I J.H.S, Wa Prisons Basic Complex, Dinanso Islamic J.H.S and Naa Soalih Islamic J.H.S. The circuit is comprised of 837 Students for Basic 7; 395 for Basic 8 and 411 for Basic 9 with a total population of 661 being girls and 635 boys. This makes up the entire population of Junior High School Students in the circuit. Basic 7, Basic 8, and Basic 9 Students were used because they are likely to be familiar with how social media affects students' academic performance and may be able to offer relevant information regarding the study.

Table 1 Population

S/N	Schools	B7		B8		B9		TOTAL		GRAN D TOTAL
		M	F	M	F	M	F	M	F	
1	Jujiedayiri T.I JHS	21	32	19	29	26	33	66	94	160
2	NJA Demonstration JHS	81	76	62	68	59	79	202	223	425
3	Wa Prisons Basic Complex	88	66	53	39	44	37	185	142	327
4	Naa Soalih Islamic JHS	26	19	20	16	18	22	64	57	121
5	Dinanso Islamic JHS	7	12	8	17	16	18	31	47	78
6	Jujiedayiri Model JHS	28	31	33	31	26	36	87	98	185
	Circuit Totals	251	236	195	200	189	225	635	661	1,296

Sources: field survey (2022).

The Krejcie and Morgan table was used to calculate the sample size. A sample must be sufficiently representative to allow findings from the sample to be applied to the entire population (Sharma, 2017). According to Krejcie and Morgan (1970), a sample size of 297 is appropriate for a population of 1,300 people. As a result, the researchers chose 297 as the sample size. This was used to calculate the sample size for each school.

Tale 2 Sample Size

S/N	Schools	no.of Students	Calculations	Sample size
1	NJA Demonstration JHS	425	$425 / 1,296 \times 297$	97
2	Wa prisons Basic School Complex	327	$327 / 1,296 \times 297$	75
3	Jujiedayiri Model JHS	185	$185 / 1,296 \times 297$	42
4	Jujiedayiri T. I JHS	160	$160 / 1,296 \times 297$	37
5	Naa Soalih Islamic JHS	121	$121 / 1,296 \times 297$	28
6	Dinanso Islamic JHS	78	$78 / 1,296 \times 297$	18
	Totals	1,296		297

*Table 3.2***Sources: Field Survey (2022).**

The major data gathering instrument in the study was a questionnaire. The major communication strategy for data collection was a structured (pre-determined) questionnaire. Respondents prefer pre-determined (i.e., ordered) responses to unstructured ones in which they are asked to express their thoughts and feelings (Kusi, 2012). The questionnaire was designed by the researchers using the research objectives, research questions, and literature review as a guide. The structured questionnaire was pre-tested to determine the rate of satisfaction. Data was collected using the study's questionnaire.

The questionnaire was divided into three sections. Respondents' personal information, such as class, gender, age, parents or guardians students live with, and parents' or guardians' occupation. Section B addressed the study's first research question. It also reveals the electronic device that Students use to access social media. The Section C addresses the impact of social media on students' academic performance A total of twenty (15) items were utilized, with respondents indicating their degree of agreement to predefined questions using a five-point Likert scale of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The questionnaire was further developed using google forms and this was shared to Students' vai their social media platforms including Facebook, WhatsApp, Instagram etc. The survey only included students who currently use social media sites and have access to them. The researchers made computers connected to internet available to Students and guided them to log in and complete the forms. There was voluntary participation of Students in the study and it had a hundred percent return rate of respondents. However hard copies of the questionnaire were also administered to some few

Students in some of the schools. The validity metric used in this study was content validity and construct validity.

The content validity was established by reviewing relevant literature and text books to ensure that the text covers important topics and domains. Construct validity is a type of validity which refers to the degree to which a test or measuring instrument actually measures the psychological construct or trait it intended to measure (Clark, & Watson, 2016). The face validity as a method for measuring construct validity was assessed through experts' evaluation and the feedback from the participants. The appropriateness, and grammatical or spelling errors were all looked at (Hong, Pluye, Fàbregues, Bartlett, Boardman, Cargo, & Vedel, 2019).

Reliability refers to the consistency and stability of the measuring device utilized across time (Heale, & Twycross, 2015). A pre-test was done with a rehearsal or replica of the main questionnaire. It enables the researchers to identify some potential weaknesses to the questionnaire and improvement was done. It helps check its suitability and appropriateness. The pre-test was carried out in Konta circuit using thirty (30) Students. Basic 8 Students of T.I Ahmadiyya Junior High School were used in the pre-test. The class is comprised of thirty (30) Students' eighteen (18) boys and twelve (12) girls. The questionnaire was re-tested on the same Students two (2) weeks after the first test was done. The person correlation coefficient states that the relationship (or the correlation) between two variables is denoted by the letter r and quantified with a number, which varies between -1 and $+1$. Zero means there is no correlation, where 1 means a complete or perfect correlation. The sign of the r shows the direction of the correlation. A negative r means that the variables are inversely related. The strength of the correlation increases both from 0 to $+1$, and 0 to -1 (Akoglu, 2018). When the Pearson Correlation Coefficient was evaluated, a value of 0.65 was found, indicating that the research instrument was trustworthy; as a result, it was used to gather the required data for the study. Konta Circuit was chosen because the students share similar demographic features with Tampaalipani Circuit.

Before collecting data, the school administration and teachers were notified and permission was obtained. A brief introduction from the school heads was made to the students and the participants were adequately made aware of the type of information needed from them and why the information was being sought for. Students' participation in the study was voluntary.

Data was processed using the IBM SPSS Statistics version 21.0. The data was analyzed by means of descriptive and inferential statistics. The descriptive statistics included frequencies and percentages. Inferential statistics were used to analyze the data that was collected. (Correlation and ANOVA) to show the relationship between social media and Students' academic performance and also the cause and effect of social media on Students' academic performance. The researchers adopted the inferential statistics based on the following assumptions: large sample size, random

sampling, and the data was normally distributed (Simonsohn, Simmons, & Nelson, 2019). The regression model adopted takes the following form:

$$Y = a + bX + e$$

Where: Y is the dependent variable (Students' academic performance)

X is the independent variable (social media).

a is the co-efficient value of Y when X is zero.

b is the Y rate of change per unit change in X.

e is the error.

RESULT AND DISCUSSION

A description of the respondents' demographic features in relation to class, gender, age, whom the respondents live with, and the occupation of their guardians or parents was done. This is shown in Table 3 below.

Table 3: Demographic features of respondents

Item	Frequency	Percentage %
Basic/ class		
Seven	43	14.50
Eight	103	34.70
Nine	151	50.80
Gender		
Female	163	54.90
Male	134	45.10
Age		
10-14	82	27.60
15-19	204	68.70
20-24	11	3.70
Whom do you live with		
Both parents	133	44.80
Father	21	7.10
Mother	88	29.60
Guardian	55	18.50
Occupation of parent/guardian		
Civil servant	94	31.60
Self-employed	134	45.10
pensioner	9	3.10
Unemployed	60	20.20
Total	297	100.00

Source: Field Survey (2022).

The results shown in Table 3 show that 43 respondents (14.5%) are in basic seven, 103 (34.7%) are in basic eight, and the remaining 151 (50.8%) are in basic nine. This shows that the majority

of the respondents are in basic nine. In terms of gender, 163 respondents (54.9%) are females and the remaining 134 respondents (45.1%) are males. This demonstrates that females outnumber males at the basic level in the Tampaalipani circuit. Most of the respondents are between the ages of 15 and 19. That is 204 (68.7%) respondents. This is followed by the age group of 10–14, which has 82 (27.6%) respondents. The age group of 20–24 shows the remaining 11 (3.7%) respondents. 133 (44.8%) of the respondents said they lived with both parents. It is perceived that the respondents living with both parents will have the highest parental care. 109 (36.7%) of the respondents live with either their mother or father. The remaining 55 (18.5%) respondents said they lived with their guardians. Considering the occupation of parents, 134 (45.1%) of the respondents said their parents or guardians were self-employed. 94 (31.6%) of the respondents' parents/guardians are civil servants. The unemployed parents/guardians of the respondents are 60 (20.2%). 9 (3.1%) of the respondents said their parents or guardians were pensioners.

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RQ 1: What are the various Social Media Platforms used by Junior High School Students in the Tampaalipani Circuit in Wa Municipality?

Table 4: Social Media Platforms used by Students in Tampaalipani Circuit in Wa Municipal.

Item	Percentage %
WhatsApp	25.60
Tik Tok	24.80
Facebook	24.80
Instagram	8.80
Snapchat	8.70
Google+	2.70
YouTube	1.80
Linked In	1.40
Twitter	1.40
Total	100.00

a. Dichotomy group tabulated at value 1.

Source: Field Survey (2022).

Data in Table 4 show the various social media platforms used by Students in the Tampaalipani circuit of Wa Municipality. WhatsApp is the social media platform which has the highest percentage of 25.6% of respondents. This means that WhatsApp is the most popular social media platform among Tampaalipani Circuit Students. This is followed by TikTok with 24.8% and Facebook, which also has 24.8%. From the table, 8.8% of the respondents use Instagram, followed

by Snapchat with 8.7%. Google+ has 2.7% of the respondents, YouTube has 1.8%, Twitter has 1.4%, and LinkedIn also has 1.4% of the respondents.

It is clear from the table that most of the respondents use more than one of the platforms listed. This finding conforms to a study done by Dadzie (2019) on the effects of social media use on the academic performance of students at public tertiary institutions in Ghana, which states that Facebook, Instagram, Twitter, WhatsApp, You Tube, and Skype were among the most frequently used social media networks among students. The findings also support Asare-Donkoh's study on the impact of social media on Ghanaian high school students, which named WhatsApp, Facebook, Twitter, LinkedIn, Instagram, YouTube, Skype, WeChat, and Snapchat as the most popular platforms among students, (Asare-Donkoh, 2018). Further studies done by Markwei and Doreen (2016) on the Impact of social media on Ghanaian Youth: A Case Study of the Nima and Maamobi Communities in Accra, Ghana showed that Facebook and WhatsApp were the most popular SNS among the participants by 83.3% and 70.6%, respectively. Other SNS used by study participants in descending order were Yahoo Messenger, Twitter, YouTube, and Skype. All of these studies naming these platforms as popular media platforms cannot be a coincidence, but they do include popular and easily accessible social media platforms.

RQ 2: What is the Effect of Social Media on the Academic Performance of Junior High

School Students in the Tampoalipani Circuit in Wa Municipality?

In order to address this research question, the linear regression analytical tool was used. The results are shown in Tables 5 (Model summary), (ANOVA) and (coefficients of variance).

Sample characteristics (normality test)

The visual inspection of the histograms, normal Q-Q plots and box plots reveal that social media scores were approximately normally distributed for students' academic performance with a skewness of 0.290 (Std error = 0.241) and a kurtosis of 0.630 (Std error = 0.382). All the Z-values are within +/- 1.96. Hence it is assumed that the data was approximately normally distributed in terms of skewness and kurtosis (Adcock, Eling, & Loperfido, 2015).

Table 5: Model Summary

Model	R	R square	Adjusted R square	Std. Error of the estimate
1	.400	.160	.157	.526282

Table 4.7

a. Predictor: (constant), social media.

Source: Field Survey (2022).

Data in Table 5 show the relation between social media usage and academic performance. This is represented by the R and R Square scores of the regression output. The R score indicates the link between the two variables (social media and academic performance) by describing their correlation. According to Cohen, (1992) in education research, the effect size of 0.2 is conceded small, 0.4 signifies medium/moderate and 0.6 indicates large effect. From the results in the Table, the R score was 0.400 showing that there is a moderate relationship between the variables. There is a fairly positive relationship among the variables.

This result implies that the relationship that exists between social media and academic performance is 40%. The R square score of 0.160 shows that social media accounts for 16.0% of the changes in the academic performance of Students. This result implies that 16.0% of academic performance is measured in terms of poor grammar and spelling, diverting attention from academic tasks and exposure to wrong content is accounted for by social media. The other predictor variables include psychological trauma, addiction, and anxiety, among others, which may account for the remaining variation in academic performance. The adjusted R square value of 15.7% explains any variation in academic performance described by possible adjustments in social media usage of Students in the Tampaalipani circuit of Wa Municipality.

Table 6: Analysis of Variance (ANOVA)

Model	Sum of squares	df	Mean square	F	Sig
1Regression	15.528	1	15.528	56.062	0.000b
Residual	81.708	295	.277		

a. Dependent Variable: academic performance

b. Predictors: (Constant), social media

Source: Field Survey (2022).

The ANOVA results show the mean square, sum of squares, F value, and sig. value. According to Cohen, the effect size for any determinant variable best explains the variation in the variables. This means that its sig. value should be less than 0.05. The sig. value of a regression model describes the significant relationship among the variables under study. Table 6 indicates the F value of 56.062, which results in a sig. value of 0.00, which is less than 0.05, showing that there is a significant relation between the variables. This implies that there is a significant linkage that exists between social media and Students' academic performance. Meaning, social media has a significant impact on Students' academic performance. In short, any change in academic performance in relation to social media affects Students' spelling and grammar, diverts attention, and exposure to wrong content is significantly contributed to by social media usage.

Coefficients of Variance

Table 7: Unstandardized and Standardized Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std.Error	Beta	t	Sig
1 (constant	1.919	.072		26.475	.000
Social media	.520	.021	.400	7.487	.000

Table 4.9

a Dependent Variable: academic performance.

Source: Field Survey (2022).

The coefficient table is important for predicting the effects of social media usage on Students' academic performance. In addition to determining whether social media usage would significantly contribute to the regression model (that is, using the sig. value), Table 7 shows the unstandardized and standardized coefficient output of the regression analysis. Interpreting the beta coefficient B Cohen (1992) suggested that R values less than 0.20 indicate "very weak", 0.21-0.49 indicates "weak", 0.50-0.70 indicates moderate, and lastly, 0.71-1.00 indicates a strong effect of one variable on the other. With a constant of 1.919, the R value under the unstandardized column was 0.520 with a sig value of 0.000 less than 0.005. This result reveals that social media usage has a moderate effect on Students' academic performance, indicating a significant positive relationship and a moderate effect of social media on Students' academic performance.

In Table 7, the R score of the standardized coefficient, which indicates the level of impact social media can predict a change in academic performance, can be found. The R score of 0.400 indicates that social media weakly predicts any change in academic performance. This implies that for any change in academic performance, social media accounts for 40% of such change. This means that a unit increase in social media usage in terms of Students' time spent on social media and the time they spend studying will affect Students' academic performance significantly but weakly by 40%. The findings largely support previous related literature. For instance, in the Adansi South District of the Ashanti Region of Ghana, Ampofo (2021) evaluated the impact of social media on students' academic achievement at New Edubiase Senior High School. The study concluded that social media had negatively affected students' academic performance. Also, in Kenya, Nyongesa *et al.* (2019) studied the influence of social media on students' discipline in secondary schools. Social media was found to negatively affect students' self-control, which had a detrimental impact on their academic achievement. In order to better understand how social media affects secondary school pupils in Tanzania's learning habits, Moshi (2019) carried out a study. According to the study, secondary school pupils' use of social media was negatively affecting their learning habits.

CONCLUSION

WhatsApp, Facebook, and TikTok were said to be the most popular social media platforms among Students in Tambaalipani circuit, along with Instagram, Snapchat, Twitter, Google+, and YouTube. These applications are practically available on any Android phone, which has become a popular device for students. They were most likely used because of their popularity and the amusement they contained.

Students' use of short forms of words on social media affects their spelling and grammar. Their long stay on social media stresses them and makes them anxious. They also develop the flare of missing out (FOMO) and this leads to low academic performance as some students sometimes sit in class and have the feeling of missing out on social media. It has been determined that junior high school students in the Tambaalipani circuit of the Wa Municipality perform poor academically as a result of their use of social media. According to Bandura's (1997) social learning theory, students' choice of environment (usage of social media) and peers (online friends and followers) had an impact on their learning outcomes.

RECOMMENDATIONS

Based on the findings and conclusions of the study, it is recommended that deliberate efforts should be made by educational authorities to include in our educational system the development of educational platforms like "WhatsApp kidz", "kiddy tiktok", "Facebook kidz" and others which will display only educational materials and content. It is crucial to use the digital system in our schools as the world has become a global village and digitization has assumed a prominent role. Additionally, educational authorities like the Ghana Education Service and institution heads should make more conscious efforts to adopt policies that aim to educate students on how to positively use social media while preventing them from doing so negatively. To educate students know more about the potential effects of social media use on their academic performance, seminars and workshops should be held in schools.

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