Perceived Influence of Whatsapp Usage on Students' Academic Achievement in the University of Cross River State

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ABSTRACT: The study determined the perceived influence of WhatsApp usage on students' academic achievement at the University of Cross River State. Two research questions were asked, two hypotheses were developed, and evaluated at a 0.05 level of significance in order to accomplish the goal of this study. This study adopted a survey research design. Purposive sampling and census techniques were used to select 258 400-level business education students that participated in the study. A validated questionnaire titled "WhatsApp Usage Questionnaire" and approved students' results in Vocational Guidance (BED 4107) for the 2020/2021 academic session were used for data collection. A reliability index of 0.82 was obtained for the questionnaire using Cronbach Alpha statistics after a trial test was conducted on twenty (20) business education students at the University of Calabar. Hypotheses were tested at a .05 level of significance using a population t-test and one-way ANOVA. Research outcome indicates that students' frequency of WhatsApp usage is significantly high and WhatsApp application significantly influenced students' academic achievement in Vocational Guidance (BED 4107). In light of the research outcomes, it was recommended, that the school's administration should have a course on time management taught across all disciplines, as this course would enlighten the students on what they should prioritize; Hence, they would be able to strike a balance on the period used on WhatsApp for scholarly work and for leisure.

KEYWORDS: What Sapp Application, Students, Academic Achievement.

I.INTRODUCTION

Education is an instrument for national and economic development. Business education, which is a component of general education is designed to prepare students for gainful employment as teachers of business subjects, office workers and business tycoons. The programme, according to Ben (2010) prepares students for specific occupational areas including those in business data processing systems, vocational supervisory and administrative management, general office clerical work, stenography, secretarial, office equipment, accounting, and computing, filing, as well as business teacher education. Preparation for these occupations can be done via the application of social media.

Social media is a digital interaction platform that allows individuals to communicate easily with one another as well as exchange ideas, personal messages, and different material. These platforms employ digital mediums that can only be accessed via links to the web and allow individuals to send and receive messages that include particular phrases, videos, images, as well as recordings Etim (Udosen, & Ema, 2016). These platforms include WhatsApp Messenger, Skype, Yahoo Messenger, 2go Messenger, WeChat, BlackBerry Messenger, Facebook Messenger, Instagram, Google Talk, and Twitter (Asemah & Edegoh, 2012); Other services include YouTube, Linkedin, Google Email, E-Mail, Eskimi, E-Buddy, Gmail, Badoo, Mobofree, Palmchat, Nigerloaded, Nigergist, Nimbuzz Smoothie, and others (Animasahun, 2015) are just a few examples of social media platforms. The majority of people utilize the aforementioned networks to interact with both new and old companions, whether they meet live or via the Internet (Asemah & Edegoh, 2012). Regardless of whether one views them from a private, professional, or scholarly standpoint, social-media networks (SNS) are for digital connection with individuals who desire to engage with other people regarding topics of interest to them (William, et al., 2009).

WhatsApp is a free messaging programme that can be downloaded on devices. It is a freemium application offering multi-platform instantaneous mobile device services (Metz, 2016). Since it can communicate an enormous amount of text including multimedia assets, unlike texts, WhatsApp is a smartphone programme utilized for instantaneous communication applications that substitutes standard telephone messages that are brief (SMS). Notably and widely utilized internet-based platforms to interact among youngsters is now WhatsApp (Fawzi, 2015). WhatsApp is typically downloaded from an Apple App Store on smartphones. On a Windows-based computer, it may be viewed straight via the internet. For the purpose of sending and receiving messages, photos,

audio, and/or video, it makes use of the World Wide Web. Compared to communicating via text, utilizing WhatsApp is substantially less expensive. Due to capabilities such as position communication, audio communications, and team talking, it is highly well-liked among millennials. A suitable cellphone, portable device, PC, or laptop, a link to the web, and a calling card are required in order for using WhatsApp. While it can move a person's contacts to a different device, the programme uses one's telephone number as a distinctive profile identification because one's account is stored on the phone. It is well-liked because users only need to pay for their internet connection to chat with one another. Starting out is simple. Just insert the user's phone number into the programme. After that, it searches via acquaintances on the handset to determine if anyone else has the application already downloaded. The individual then has the option to send out emails to the individuals the programme has found, welcome additional people, or both.

A single person may remain in touch with all of their loved ones at once and communicate with them over a distance with the aid of this software. (Brian & Jan, 2009). Numerous qualities of WhatsApp can make it appealing and important in terms of how learners and educators engage, share information, and work together inside and among one another in today's educational setting as well as how they absorb content. WhatsApp includes its ability to safeguard interactions, and prevent conversations and calls from being accessed by outsiders. It also allows individuals to include media recordings while conversing, lets them know if others are connected and when they last used WhatsApp, and lets them know when discussions have not been sent and read.

Even as the programme provides lots of perks, it possesses several drawbacks which are presently doing greater damage rather than help for learners nowadays. With regard to the WhatsApp application, according to Facebook Statista (2018), there are one billion everyday registered WhatsApp users worldwide. Every day, WhatsApp sends and receives 55 billion texts. Over one billion videos and 4.5 billion photographs are posted on WhatsApp every day. WhatsApp is available in sixty different tongues worldwide. Since it first had a billion users each month (WhatsApp; Facebook Statista, 2018), WhatsApp has added fresh capabilities like two-step verification security, Status video calls, and a redesign that has made it more appealing to those using it. Its impact has attracted several research efforts.

Sujit (2018) examined the impact of the web on the educational achievement of learners at Kondigre's Ideal Institute of Management and Architecture. Interviews and questionnaires served as the two main means of data collection. In order to accomplish this, information was gathered from sixty learners pursuing graduate along with bachelor's studies in corporate management using a standardized survey. Frequency counts were used for the data analysis. The research found that WhatsApp had an unfavourable impact on educational outcomes as opposed to facilitating improved knowledge exchange for learners by rendering interaction simpler and more quickly. The investigation further indicates that WhatsApp consumes a significant amount of learning duration, which contributes to delay issues, undermines grammar and spelt words, causes learners to lose focus in class, makes it hard to balance digital pursuits like WhatsApp and studying, and prevents youngsters from finishing their homework and sticking with their personal learning schedule.

With a similar spirit, Golam (2015) made an effort to research WhatsApp Messenger's effects on undergraduates at Begum Rokeya University in Rangpur, Bangladesh. A questionnaire approach was applied to the study's execution. The poll was carried out using an itinerary of questions. In this study, judgmental sampling was utilized. A poll was employed as the means of gathering data for the research and it was utilized to perform the investigation empirically using 200 participants. The research indicated that WhatsApp has a serious detrimental effect on learners, impairing their ability to learn, behave appropriately, and lead normal lives. It disrupts learning time as well as prevents their attention from finishing their homework. The programme in question is reported as extremely addicting. The effect is so strong that people abandon actual practical pursuits. Many of them deteriorate as a consequence of internet-related distractions. It is possible that student's academic achievement is influenced by their usage of social programmes and websites. This is due to the fact that when messaging on any of such networking sites, there is a necessity to employ shorter styles of expression due to space constraints and to save money. Many frequently lose track and employ identical brief types of expression in schools, particularly while taking examinations, to convey what they want to say to their pals because they comprehend the protocol in the forum as well. Students utilise words like "4" instead of "for", "u" instead of "you", "d" instead of "the", and so on. Each of these factors might have an impact on their educational outcomes.

Ijeoma and Tusiima (2017) looked into the impact of Facebook and WhatsApp use on the educational outcomes of high school students in Rivers State, Port Harcourt City, Nigeria. The investigation involved 300 senior high school level two learners. Two study questions and accompanying assumptions were part of the study's objectives. The approach known as correlational research was used. The Social Networking Survey and the English Language Achievement Test constituted the two tools utilized to gather the responses. The Digital Media instrument reliability score was 0.94, while the English Language Achievement Test's score was 0.82. The collected data were analyzed using basic and intricate regression methods. The results showed that WhatsApp had a statistically significant value of 0.01 indicating that it had a substantial effect on learners' use of the application on their schoolwork, and because the proportionate value was smaller than the alpha level of 0.05, the null assumption was disregarded.

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Facebook, on the contrary, had a significance level of 0.19, indicating that there is no significant association because the p-value is large. In addition, if all of the internet sites are combined, there is a substantial link of roughly 3.9 per cent that influences how well learners do in school (Undie, et al., 2023). In light of these findings, it was advised, amongst other things, that governments, carers, instructors, professionals in counselling, and educational institutions regulate the involvement of learners in the application of digital tools so that they might be used constructively and effectively.

Additionally, Sharma and Shukla (2016) conducted a sociological investigation to determine the effect of online transmitters, particularly WhatsApp, on young people. According to Sharma and Shukla's (2016) study, WhatsApp has both beneficial and bad effects on young people. Results indicated that young people devote more hours to these mobile devices than they are actually spending on their families. Whilst Internet forums are now universally recognized as critical instructional tools, it appears that learners have been wasting time on them by having fun instead of studying. People invest a lot of time in web-based actions if they wish to meet up with their current pals or establish new ones. These learners occasionally attribute a consistent drop in their performance to the numerous social media platforms. This demonstrates that just a handful of learners have knowledge of the possibilities for networking that such online media platforms provide for educational as well as professional reasons. Kuppuswamy and Shankar (2010:1150) claim in their text "the effect of internet social networks on the academic lives of Youth" that social media outlets draw their interest and then redirect it to inappropriate as well as non-educational tasks, including useless chit-chat. On the flip side, it was noted that learners have social ties to one another by exchanging everyday knowledge and having discussions on a variety of subjects. This demonstrates that networking sites are advantageous to learners since they enhance their educational opportunities.

According to the aforementioned claim, the Internet offers web-based applications that encourage working together and exchanging knowledge (Bhatt & Arshad, 2016). These tools are also useful in classrooms to foster engagement among learners and improve their education (Jairus, et al., 2017). The accomplishment of desirable educational results for learners, like intellectual curiosity and personal growth, is frequently related to participation by learners as it reflects the work and time learners commit to collaboration and instructive tasks.   In contrast, Yeboah and Ewur (2014) claim that the academic success of Ghanaian higher education learners is negatively impacted by WhatsApp. Similarly, Animasahun (2015) discovered that compared to other digital systems, WhatsApp use amongst Nigerian teenagers came in second place. The unfavourable effects of online activities on their schoolwork were subsequently shown. Augustine and Nwaizugbu (2018) looked into WhatsApp usage and computer-based learning trainee instructors' success in school at the University of Port-Harcourt. For the 2016–2017 school year, the Department of Educational Management (EDM), University of Port Harcourt, offered the Computer in Education (Edu 402) course. The experimental research was conducted to determine the impact of WhatsApp if utilized as a means for providing lessons to 400-level trainee teachers.   The control and experimental teams were made up of 72 EDM Accounting/Geography teacher trainees and 65 EDM Economics teacher trainees, who were chosen randomly from the population. The group serving as the control was instructed face-to-face, whereas the experimental cohort received instruction using WhatsApp's chat system. The Computer in Education Achievement Test (CEAT) was created by investigators, and an interview served as the investigation tool. The current investigation was directed by four research inquiries, three assumptions, and the use of mean, standard deviation, qualitative analysis, and t-test. The findings included the fact that there was no discernible distinction between the averages of the two sets at the post-test level. In light of the fact that new innovations like WhatsApp chat rooms along with other social media sites provide youngsters with constant and portable educational possibilities, higher education educators ought to constantly complement their traditional education with them.

Additionally, an investigation by Mohammad and Sonali (2019) that looked at how WhatsApp affected undergraduates in Surat and Navsari, Gujarat, is also worth mentioning. A structured survey was utilized to gather the responses of 105 participants as part of a method of quantitative investigation. There are a total of 25 items in the survey. The following four components of the data—badly impacted, beneficial, psychological shift, and essential—were retrieved for the factor analysis. The results of the research showed that WhatsApp can facilitate quicker and more effective interaction, which improves the flow of data, exchange of thoughts, and interpersonal connections. It was discovered that WhatsApp has an enormously detrimental effect on youngsters and negatively impacts their conduct, schooling, and daily life, especially in higher education institutions.

Many individuals are worried about how individuals can improve their educational outcomes. As a result, school achievement represents a factor that may be predicted, as it additionally influences enrollment in universities and an individual's job readiness potential (Kyoshaba, 2009). Academic achievement, according to Gasaymeh (2017) serves as an example of what we know, comprehend, and are capable of. Academic achievement is also defined by Helou et al. (2016) as the quantitative assessments of learners' thinking, comprehension, plus ideas that show how well-adapted they are to their schooling. Thus, academic achievement is a product of learning or the level that a learner, instructor, or school has met the goals they set for themselves. To know whether this objective is achieved or not is revealed by the academic progress of learners. In spite of the importance of

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academic achievement, the researchers have observed that some business education students in UNICROSS have not performed up to expectations in their examinations and continuous assessments, especially in Vocational Guidance (BED 4107). This is evident in the results published year in, and year out. With regard to assignments given to them, some students prefer copying and pasting assignment solutions from their coursemates to spending time solving them on their own. Others have been caught with suspicious materials during examinations. This has resulted in some students being placed on probation since their Grade Percentage Average (GPA) is lower than one point. Also, most of these students graduate with a second class lower while a very negligible number of them, graduate with a second class upper. These have not only bothered the researchers but also other educational stakeholders. Johnson and George (2014); Mohammad and Sonali (2019) have attributed this poor academic achievement of students to poverty, lack of educational facilities, parental background, lack of motivation, teachers' variables, and low intelligence quotient among others. This is a source of worry to the researchers which has prompted the study on the perceived influence of WhatsApp usage on students' Academic Achievement at the University of Cross River State.

In this ICT-driven era, the researchers assume that students' poor academic achievement may be connected to their frequency of using WhatsApp as an ICT-mediated social media application. Hence, the need for this study to determine whether the WhatsApp application influence students' academic achievement in UNICROSS and what type of influence is it.

II. PURPOSE OF THE STUDY
This study's major goal is to ascertain how WhatsApp usage is believed to influence students' academic achievement at the University of Cross River State. In particular, the study aimed to:
1. Determine students' frequency of using WhatsApp application
2. Find out the influence of students' usage of WhatsApp application on their academic achievement in Vocational Guidance (BED 4107)

III. RESEARCH QUESTIONS
To direct the investigation, a few study questions were put out:
1. What is the students' frequency of WhatsApp application usage?
2. How does students' usage of WhatsApp applications influence their academic achievement in Vocational Guidance (BED 4107)?

IV. STATEMENT OF HYPOTHESES
The following hypotheses were formulated and statistically tested in the study:
1. Students' frequency of WhatsApp application usage is not significantly high
2. Usage of WhatsApp application does not significantly influence students' academic achievement in Vocational Guidance (BED 4107)
Two business educators and one measurement and evaluation expert from the University of Calabar validated this tool.

V. METHOD
This study adopted a survey research design. This is because it sought the opinion of the students on how WhatsApp usage influences their academic achievement. The study utilized purposive and census sampling. Year four business education students offering Vocational Guidance (BED 4107) were purposively sampled to participate in the study. This was done since the approved results of the students were used to measure their academic achievement in the course. The study participants were 258 Year four Business Education recipients of the 2020/2021 academic session (Records from the Office of the Head of Department, 2022). A census of all 258 Year four Business Education students was taken and the 258 were used as participants in the study since the population was small and of a manageable size. The instruments used for garnering data were a validated researchers-made instrument titled "WhatsApp Usage Questionnaire" and approved results of the students in Vocational Guidance. Two business educators from the University of Calabar, along with a measurement and evaluation specialist, validated this tool. The reliability of the instrument was determined after a trial test on twenty (20) respondents at the University of Calabar, Calabar. A reliability index of .81 was achieved for the instrument using Cronbach alpha statistics. The instrument was administered to all the respondents in their institutions and retrieved on the spot. However, only 241 copies were correctly responded to. The data collected was analyzed using a population t-test to test hypothesis one and a one-way analysis of variance was used to test hypothesis two. All the hypotheses were tested at a 0.05 level of significance.

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VI. RESULT

Hypothesis one

Students' frequency of WhatsApp application usage is not significantly high

A population t-test was used to test this hypothesis and the result was presented in Table 1.

Table 1. Population t-test analysis of students' frequency of WhatsApp application usage

Variable	N	X	SD	t-cal	μ	df	p val.
Frequency of WhatsApp application usage	241	1.78	.626	22.193	2.5	240	.000

The computed t-value of 22.193 from Table 1 is higher than the crucial t-value of 1.968, and its corresponding p-value of.000 with 240 degrees of freedom is found to be less than 0.05 level of significance. The null hypothesis is disproved as a consequence. This implies alternately that students' frequency of WhatsApp application usage is significantly high.

Hypothesis two

The usage of WhatsApp applications does not significantly influence students' academic achievement in Vocational Guidance (BED 4107).

One-Way Analysis of Variance (ANOVA) was used to test the hypothesis. Table 2 displays the analysis's result.

Table 2. Summary of One-Way Analysis of Variance of the influence of usage of WhatsApp application on students' academic achievement (n=241)

Variables	N	X	SD
Everyday	75	2.45	0.868
Once a week	147	2.51	0.813
Once a month	13	2.50	0.688
Yearly	6	2.57	0.976
Total	241	2.49	0.825

Source of variation	Sum of squares	Degree of freedom	Mean square	F-value	p-value
Between Groups	129.331	3	43.110	82.43*	.023
Within Groups	123.887	237	.523		
Total	253.217	240			

*Significant at p<.05 level, df= 3, 237; critical F-value=3.02

In Table 2, it can be seen that the computed f-value of 82.43 is higher than the crucial value of 3.02. and its associated p-value of .023 is found to be less than 0.05 level of significance with 3 and 237 degrees of freedom. This implies that the usage of WhatsApp applications significantly influences students' academic achievement in Vocational Guidance (BED 4107). The data were put through a Multiple Comparison Test for a Post Hoc Analysis because the outcome was significant, as can be seen in Table 3.

Table 3

Table 3. The data were put through a Multiple Comparison Test for a Post Hoc Analysis because the outcome was significant, as can be seen in Table 3.

(I) Usage of WhatsApp	(J) Usage of WhatsApp	Mean Diff. (I-J)	Std. Error	Sig.	95% Confidence Interval Lower bound	Upper bound
Every day	Once a week	-24.06863*	4.70651	.000	-27.3231	-20.8142
	Once a month	-45.33529*	7.80358	.000	-50.9516	-39.7190
	Yearly	-30.29814*	5.28672	.000	-41.3951	-38.6003
Once a week	every day	-24.06863*	4.70651	.000	20.8142	27.3231
	Once a month	-21.26667*	7.01542	.000	-27.1016	-15.4317
	Yearly	-20.31120*	8.12109	.000	-26.9610	-20.4912
Once a month	Everyday	-45.33529*	7.80358	.000	39.7190	50.9516
	Once a week	-21.26667*	7.01542	.000	15.4317	27.1016
	Yearly	-20.9526*	7.10831	.000	-25.3100	-20.1738

Yearly	Everyday	-30.29814*	5.28672	.000	38.6003	41.3951
	Once a week	-20.31120*	8.12109	.000	20.4912	26.9610
	Once a month	-20.9526*	7.10831	.000	20.1738	25.3100

*Mean difference is significant at p<0.05

The result in Table 3 shows that there is a significant difference in students' academic achievement who used WhatsApp every day and those who use WhatsApp once a week, in favour of those who used WhatsApp once a week. Similarly, there is a huge disparity in the academic success of learners who used WhatsApp every day and those who use WhatsApp once a month, in favour of those who used WhatsApp once a month. Furthermore, The educational outcomes associated with individuals utilizing WhatsApp every day and those who use WhatsApp yearly, in favour of those who used WhatsApp yearly. In addition, there is a considerable disparity in learning outcomes between learners that utilized WhatsApp once every week compared to those that employed WhatsApp on a monthly basis, with the former outperforming the latter. Also, academic achievement varies greatly among students who used WhatsApp once a week and those who use WhatsApp yearly, in favour of those who used WhatsApp yearly. In conclusion, the scholastic progress of learners that utilized WhatsApp monthly as opposed to those that used it annually differed significantly.

VII. DISCUSSION

The finding in this aspect reveals that students' frequency of WhatsApp application usage is significantly high. This finding is supported by WhatsApp; Facebook Statista (2018) statement that there are over a billion daily active registered subscribers of the WhatsApp app globally. WhatsApp transmits and receives 55 billion conversations daily. On a typical day, WhatsApp receives around 1 billion films and 4.5 billion photos. All over the globe, WhatsApp is accessible in sixty distinct languages. WhatsApp recently introduced new features including two-factor authentication safety, Live calls via video, and a makeover which has rendered it more inviting for people utilizing it when it initially reached one billion users per month. The outcome of this research is consistent with the finding of Sujit (2018) that WhatsApp had a negative influence on educational outcomes as opposed to facilitating better knowledge exchange among learners by rendering interaction simpler and more quickly. Additionally, WhatsApp consumes a significant amount of learning duration, which contributes to tardiness issues, undermines sentence organization and spelt words, causes learners to lose focus in class, makes it challenging to balance web-based activities like WhatsApp and studying, and prevents youngsters from finishing their homework and sticking to their personal learning schedule The outcome of this investigation agrees with the finding of Golam (2015) that WhatsApp has a major negative impact on students' capacity to acquire knowledge, act correctly, and maintain life as usual. It interferes with study time and keeps them from doing their schoolwork. According to reports, the application in issue is very addictive. Because of the impact, individuals stop engaging in real-world activities. No one is able to cease talking, responding, or expressing their ideas. This study's finding is supported by Olubiyi's (2012) opinion that teenagers nowadays have become so involved in electronic communication that many of them spend over twenty-four hours on the Internet. Several learners have even been seen to constantly be "pinging," "2going," or "WhatsApping" when lecturers are lecturing. The energy that should be better spent on education, academic research, and innovation is being squandered due to an obsession with making fresh connections via the Internet while spending much of the day chatting about unimportant matters. This is so because, from observation, most students get messages from their friends, family and course mates from the WhatsApp application. They may not entirely use the WhatsApp platform to send and receive relevant academic materials like solutions to assignments, examination question papers or lecture voice notes but may also use it to meet old and make new friends, and send videos, pictures and messages to loved ones.

The finding on the second hypothesis indicates that usage of WhatsApp applications significantly influences students' academic achievement in Vocational Guidance (BED 4107). The finding of this study is supported by Ijeoma and Tusiima's (2017) finding that social media had a detrimental effect on student's academic achievement. Many learners face difficulties with schoolwork as a consequence of internet-based distractions. It is possible to see how the use of English is impacted by how they make use of social assistance websites in both formal and informal interactions. The reason is due to the requirement to employ concise styles of communication whilst messaging on one or more online sites due to a limitation of room along with the need to save money. Many frequently disregard and use identical shorter ways of expression in classes, particularly before examinations, so as to communicate with their pals because they are familiar with the conversational language. They substitute words like "4" for "for," "u" for "you," and "d" for "the," among other things. Any of the above might impact their education. The finding of this study is consistent with Sharma and Shukla (2016) finding that WhatsApp had both positive and negative effects on adolescents. It affects their everyday conduct, attitudes, and learning outcomes. It possesses a potently alluring appeal. The findings showed that youths invest more time using these portable electronics compared to what they do with their loved ones. Notwithstanding the reality

that chat rooms have become generally accepted as important learning tools; it seems that students are squandering time there just for fun rather than learning. To catch a few old friends or make new acquaintances, individuals spend an extensive amount of their day engaging in online activities. These learners sometimes blame various internet sites for a steady decline in their academic achievements. This suggests that just a tiny portion of learners have knowledge of the possibilities for connections which digital sites offer for both career and learning purposes. The finding of this study agrees with Mohammad and Sonali (2019) finding that WhatsApp may speed up and boost communication, enhancing information flow, intellectual interchange, and relationships. It was found that WhatsApp, specifically among higher learning schools, has a seriously detrimental effect on children's behaviour, academic performance, and everyday interactions. This result is as reported because most students spend valuable time that would have been used to cover book chapters or a whole textbook on WhatsApping. The time that should have been used to solve home assignments or research complex topics not understood in class is rather spent chatting meaninglessly with new acquaintances or going through their friends' statuses and updates.

VIII. CONCLUSION AND RECOMMENDATIONS

WhatsApp is a new technique that helps online learners in their personal and professional lives. But the results of this research reveal that WhatsApp is an essential tool for University of Cross River State students. This is due to the fact that it has two edges and, if utilized well, can improve the educational attainment of students. It facilitates dialogue and speeds up the exchange of thoughts amongst learners, improving the efficiency with which knowledge flow. Yet when misused, it can have an unfavourable impact on learners' academic achievement. Due to the level of commitment, issues with tardiness, damage to one's language skills, and trouble focusing amid classes, it would consume a significant amount of a learner's study time. Based on the findings of the study, it was recommended that: The school management should have a course on time management taught across all disciplines, as this course would enlighten the students on what they should prioritize; Hence, they would be able to strike on the time spent on WhatsApp for academic purposes and for leisure. Students should be encouraged by their lecturers to use the WhatsApp application for academic purposes. This can be done by the lecturer giving and receiving assignments via the platform; creating a lecture group on the platform, where he/she can forward lecture notes and voice notes for students' utility and sometimes do online presentations of lectures.

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