

The Impact of Whatsapp Messenger Usage on Students Performance in Tertiary Institutions in Ghana

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Abstract

The perceived high level of usage of social networking applications amongst students of tertiary institutions in Ghana is inevitable. However, little is understood from empirical viewpoint about the intensity, of usage of whatsapp messenger and its impact on the academic performance of students in tertiary institutions. This study seeks to empirically identify the impact of social network (whatsapp messenger) on the performance of tertiary students in Ghana from the perspective of the students. To achieve this, 50 students from five tertiary institutions were interviewed and 500 questionnaires were administered to students from same institutions. The study revealed that, whatsapp instead of making communication easier and faster thereby enhancing effective flow of information and idea sharing among students, rather has impacted negatively on the performance of tertiary students in Ghana. The study among other things unveiled the following: whatsapp takes much of students study time, results in procrastination related problems, destroys students' spellings and grammatical construction of sentences, leads to lack of concentration during lectures, results in difficulty in balancing online activities (whatsapp) and academic preparation and distracts students from completing their assignments and adhering to their private studies time table.

Keywords: Whatsapp Messenger, Impact, Students Performance, Tertiary institutions, Ghana.

1.0 Introduction

The world is ever changing due to the advancement in the realm of science and technology. These days it seems hard to escape the presence of technology. Most people will praise the many technological gadgets that they use in their everyday lives. Many of us depend on it to get us through the day, to do our job, to get around, and to find certain things. Technology is evolving at a very fast rate, and what most people did not even think could be real a few years ago, is now becoming a reality.

Whatsapp is one of the changes in technology that is commonly used on specific mobile phones and computers. Since the Smartphones became popular, many messaging services were launched but Whatsapp has become very popular among them. The service is free for one year and after that a very small amount is charged yearly.

Besides all, this Application is highly addictive and can create a great impact on regular users, and apart from that it can leave a trace that becomes difficult to control and cure.

Some of the most prominent technological innovations are smart phones, laptops and using the internet. They have greatly affected many aspects of our lives. Today the Internet continues to grow day by day at an incredible speed. About 32.7% of the world's population has access to the internet Howe, (2012).

The research examines the effect of the Whatsapp messenger and the invading technology represented in the use of personal computers and Smartphone on the behavior of students and their academic performance in tertiary institutions in Ghana. The subjects of interest about the students are their friendships and social lives, family relations, general health and personal achievements on campus.

Whatsapp Messenger has been around for a while but recent updates have improved the functionality of the application since its release date. The main purpose behind this application is to replace SMS with a cross-platform mobile messenger that works on an internet data plan. If you have unlimited text, it is still beneficial as it is a convenient way to skip international fees that carriers may charge.

It is currently available for iPhone, Android, Windows Phone, Nokia Symbian60 and S40 and Blackberry. It is popular because there is no cost to message friends and family other than the internet data plan that users already have on their phones.

It is easy to get started. Simply enter the telephone number of the device into the app. It then sorts through the contacts (with your permission) on the phone to figure out who else also has the app already installed. Users can then invite more contacts or go ahead and start sending messages to the ones that the app discovered. The Whatsapp messenger was purposely created by Brian Acton and Jan Koum (2009) to make communication and the distribution of multimedia messaging more easily and faster.

In as much as the application brings us so many benefits, it has also got its flaws that are currently causing more harm than good among the students today. In cognizance of the rate at which our youth at tertiary institutions are hooking up to social media, there is the need to educate them on its advantages and disadvantages in their academic performance accordingly.

Social media according to Andreas Kaplan refers to the means of interactions among people in which they create,

share and/or exchange information and ideas in virtual communities and net work. It creates the opportunity to network with other members who share similar or common interest, dreams and goals. With the social media network like Whatsapp, an individual can initiate and build strong business partnership in any part of the world without meeting that individual in person.

With whatsapp messenger, communication through mobile phones has become easier, faster and cheaper. It is less expensive as compared to the normal phone messaging. An individual can chat with friends and family overseas through whatsapp without having to incur global SMS charges.

The provision and access to learning material anywhere, anytime, and in various formats has potential to enhance deep student learning capabilities.

In higher education, whatsapp is used for the enhancement of discussions and sharing information among students and their lecturers.

Yalcinalp and Gulbahar,(2010) articulate the value of these applications as follows: encourage learners to learn by anticipating needs, make collaborative learning efficient and effective, build a relationship that stimulates learner-to-learner for consistent and progressive learning.

Despite the aforementioned academic incentives offered by these technologies, limited research has been conducted to determine the comparative advantages and disadvantages of the use of the application and students performance at the tertiary education in Ghana.

1.1 Objectives

The preliminary study examines the use of Whatsapp Messenger amongst students at Tertiary Institutions in Ghana. The researchers attempted to understand the perceived high-level of usage of social Whatsapp Messenger amongst the students by looking at the intensity of it usage and how it affects their academic performance.

- The main objective of this paper is to evaluate the degree of the negative impact of the use of Whatsapp Messenger on students performance in tertiary institutions in Ghana
- Also to determine the relationship between the use of the application and academic performance
- And finally, some recommendations for overcoming these problems will be discussed.

1.2 Research Questions

How does whatsapp messenger affect academic performance among students in tertiary institutions?

What are the common activities that students undertake when using whatsapp messenger?

Whether the technology affect their social behaviour and interactions on campus?

How frequent the students use the Whatsapp Messenger on their phones?

2.0 Literature Review

2.1 Introduction

Literature review for this paper was covered on Social Media and students performance.

Social media has become a growing phenomenon with many and varied definitions in public and academic use.

Any activities where humans share stories and influence others can be considered social networking Nicholson, (2011). Social networking or media is a great forum for discussing mutual topics of interest, and perhaps even meeting or renewing acquaintances with other humans virtually. According to Greenwald (2009) and Deloitte (2009), 55% of employees visit a social media site at least once a week.

2.2 Definition of Social Media

Social media can be defined as forms of electronic communication through which users interact among people in which they create, freely share, exchange and discuss information, ideas, personal messages, and other content about each other and their lives using a multimedia mix of personal words, pictures, videos and audio, utilizing online platforms while they are connected to the Internet Cox &Rethman, (2011).

Since their appearance, social media have changed different aspects of people's lives. Social media that were emerged by the rise of Web 2.0 technologies are characterized by several significant features such as user-generated content, online identity creation and relational networking Margo, (2012). According to Smith (2010), "Social media sites are virtual platforms for interactivity and information exchange ... where issues are debated and defined ... Social media users collaborate in content creation ..., are proactive in searching information ...,and value control in social media participation (p. 330)".

Social media are also defined as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user generated content" Kaplan &Heanlein, (2010, p.61).

To consider some context of the ubiquitous nature of social media, Nielsen (2010) argues that social media accounts for nearly one-quarter of all internet activity, and LinkedIn has over 80 million professionals in over 200 countries. Other platforms such as Facebook, Twitter, MySpace and YouTube are available for everyone; it was traditionally created to connect with individuals from all over the world to include employees, friends and families. However, as the number of users increase to millions, organizations are also trying to connect with employees more so than ever. Social Media has changed the way people around the globe communicate with one

another. However social networking has existed right from the onset of humanity. The concept of social networking has evolved, much like other innovations, and is becoming increasingly sophisticated with advancements in technology Edosomwan, Prakasan, Kouame, Watson, & Seymour, (2011).

Currently, there are hundreds of SNSs that can draw millions of people, with diverse technological affordances. Social network sites are web based services that enable individuals to construct a semi-profile within a bounded system, articulate a list of other users with whom they share connection with, views and go through their list of connections and those made by others within the system, although the nature and nomenclature of these connections has variation Boyd and Ellison, (2007). The ability of making it possible to meet new friends is not the major characteristics of social networking sites, but solely because the social network can be made evident due to the possibility it had been made eloquent. The outcome of these relationships of individuals that would ideally not have met each other is made possible. Although it's not the real aim, and most times new connections are usually between —latent ties Hay, (2006), they already knew each other physically. On larger perspectives, on social network sites, members are not online with the intention of discovering new acquaintances but to interact with old friends which already exist on their list. To put in more words, the social networking as an important coordinating property of these sites is titled—Social Network Sites William et al, (2009).

2.3 Students and use of Social Networking Sites

Social Networking Site is a communication tool for members. This kind of platform was designed as a way for friends, family, or strangers to have discussions and interaction or be in contact with each other. It allows members to explore new opportunities and experiences. Social Networking Sites allow students to express themselves, communicate, and collect profiles that highlight their talents and experience.

Students are increasingly utilizing these social networks for friends' news feeds, personal updates, events and activities, notes, and messages. According to an extensive study by the Office of Communications (Ofcom) of the United Kingdom, almost half (49%) of children aged 8-17 who used the Internet had set up their own profiles on a social networking site Ofcom, (2008a); Dowdall, (2009).

Positive perceptions obtained from users of social networking sites i.e. effective learning which has resulted in an easy learning climate among students Mazer, et al., (2010). In another study conducted by Keenan and Shirii, (2009) they explored how social networking sites encourage friendliness through the use of Facebook, Twitter and LinkedIn. The study concluded that numerous approaches can be used to encourage amiability among students which leads to a positive effect from SNSs user's point of view. In a study conducted by Mazer et al., (2007) concluded that Facebook networking site is used by students more frequently and also faculty members. Recent data obtained from Facebook through their spokesperson, showed that approximately 297,000 users are university faculty members, although there are pros and cons in each case.

2.4 Academic Performance

Tuckman (1975) defined performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. He proposed that internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination. In addition, academic performance defined by Kobal and Musek, (2001) refers to the numerical scores of a student's knowledge, representing the degree of a student's adaptation to school work and the educational system.

Social media, Internet-based tools that promote collaboration and information sharing Junco, Helbergert, & Loken, (2011), can be used in academic settings to promote student engagement and facilitate better student learning Kabilan, Ahmad, & Abidin, (2010). Because student engagement represents the time and effort that students invest in collaborative and educational activities Kuh, (2001), it is often linked with the achievement of positive student learning outcomes, such as critical thinking and individual student development Carini, Kuh, & Klein, (2006); Kuh, (1993).

In the study conducted by Englander et al., (2010), he observed that students spend more time using SNSs for other purposes apart from educational use, thus affecting their academic performance. In another study Nalwa and Anand, (2003), shows that students like to use internet for their own responsibilities and this affects their academic performance. This study is further elaborated by Karpinski, (2009) where they stated that SNSs users had lower grade rankings than students who never engage in social interactions. However there are general benefits associated with users of SNSs. Roblyer et al., (2010) explained that SNSs are sources of communication among students and lecturers in their respective faculties. Furthermore, Kolek and Saunders, (2008) resolved that users of SNSs who are students have no effect whatsoever with their academic performance.

Despite the fact that a relatively large number of SNS including Facebook was initially created for learning purposes, there is some evidence that most SNS users show almost no attitudes towards finding academic information de Villiers, (2010, p. 175). Thus, it is possible that students are spending their time on visiting SNS instead of doing their course requirements. For example, a survey conducted by de Villiers (ibid) has shown that only an insignificant number of students (9 out of 200) who are studying at the University of South Africa

claimed that they were using Facebook for academic purposes. Even though more than a half of the respondents had a Facebook account (105 students), only 5% of them were involved in the learning process with the help of SNSAs Kuppuswamy and Shankar (2010) explained that the social networks grabs the total attention and concentration of the students and diverts it towards non educational, unethical and inappropriate actions such as useless chatting, time killing by random searching and not doing their jobs.

Though there are negative perceptions about the possible effects of SNS on students' academic performance, some studies showed that students found it quite appropriate for a teacher to use Facebook, and for teachers and students to socialize by this means Baran, (2010). Students also believed that such tools could allow them to share knowledge in formal education contexts. Churchill's study (2009) showed that the use of weblogs or "blogs" (social publishing) in education facilitated a useful learning atmosphere.

While we agree with most of the writers on both negative and positive impact of social media and academic performance, our aim was to broaden the scope of thinking of decision makers to reflect on the realities and to create and maintain a system that can change students' attitude that will promote quality image and improve upon performance in our tertiary institutions. It analyses a form of behaviour in the institutions, such that the understanding of which could contribute to the implementation of values and mission for practitioners to adopt in the interaction of students.

After a critical review of various literatures on social media, the researchers could identify that there are gaps in knowledge as far as the negative effect of the use of "Whatsapp" and students performance especially, in tertiary institutions in Ghana is concerned, and that merits a closer investigation. This research also demonstrates the improvement in this area in some way, filling in gaps and adding to knowledge in and understanding of this particular field.

3.0 Methodology

3.1 Introduction

The idea behind this particular section is to reveal the rationale for the research methodology, the method and Strategy adopted in collecting data for the research. This part also seeks to reveal how the researchers conducted the research to be able to investigate the impact of social networks on the performance of tertiary students in Ghana with particular emphasis on Whatsapp usage.

3.1 Research Methods

The researchers made use of both primary and secondary data, which were gathered from diverse sources, including, archival sources, text books, journals/articles (both published and unpublished), and internet sites.

3.2 Primary Research

The primary research is tailored to suit the needs of the research. This research involves the collection of raw data, which forms the main basis for achieving the research objectives. The sources of which includes, unpublished documents, research institutes and other agencies. An attempt was made at collecting and analyzing primary data which has gone a long way to validate the findings and conclusions drawn from the research. The qualitative research approach was deemed to be appropriate by the researchers hence its adoption.

It has been observed that the use of multiple data collection methods, such as observation, interviews, document analysis and questionnaires are very important Patton & Appelbaum, (2003). With the importance of multiple sources of data very vital to the reliability of this research Stake, (1995), two primary sources of evidence were used: questionnaires, and interviews.

Saunders et al. (2007) opined that the method for collecting research data is linked to research approaches adopted. The two data collection methods proved useful in providing detail information needed for the studies.

Primary data collection methods that were adopted includes: questionnaire administration, interviewing, observation and focus group.

A survey "involves acquiring information about one or more groups of people-perhaps about their characteristics, opinions, attitudes or previous experience by asking them questions and tabulating their answers" Leedy & Ormrod (2005 p.183). It is a method that has been used frequently to source information from individuals or group of individuals. The survey questionnaires were self-administered.

The self-administered questionnaire method was employed because of its cost effective nature relative to interviews. Large number of participants can be involved and a lot of data collected in a relatively shorter time and at less cost. With the same length of questions and objectives, Fink (2003) stressed that self-administered questionnaires by mail cost 50% less than telephone interviews and 75% less than personal interviews.

Although participants in this method are more likely to abandon the research in the course of responding, its privacy and anonymity promotes genuine answers. The less pressure on participants was also considered as a better way of convincing respondents to participate fully. With this method, interviewer biases are non-existent Gratton & Jones, (2004). However, problems can arise if questions are unclear, as the respondent cannot check what the researcher intended.

A well-designed questionnaire was therefore important, especially ensuring that it was worded in simple English

and an unambiguous manner to avoid this problem. It must be noted that in survey research the validity and reliability of the method must be paramount. Babbie (1990, p. 133) describes validity as “the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration”. He also defines reliability as “a matter of whether a particular technique, applied repeatedly to the same object, would yield the same result each time.” Consequently, the good sampling technique used in this research makes it very credible Kvale, (1995).

However, prior to using the questionnaire for data collection, it was pilot tested. A strategy was adopted in the course of carrying out the research work. The questionnaires were pilot tested on thirty (30) students, 25 Accra Polytechnic and five (5) from Kumasi Polytechnic using the online, postal and telephone survey. The reasons were;

- (i)-To ascertain whether the questions chosen will be relevant in addressing the set objectives of the research, and this led to rephrasing of some of the questions and discarding some of the questions as well.
- (ii)-To address errors before the actual questionnaires go out to the real respondents.
- (iii)-To make sure the structure, layout and instructions to be followed are clear and finally
- (iv)-To assess the average response rate in the use of various medium for data collection.

Prepared closed-ended and semi-open ended questions were developed. The semi-open-ended questions placed no restrictions on how research participants could respond to the questions. Participants responded in their own words and were not constrained to select their responses from a list of choices like the closed ended questions. This allowed respondents to say many things that would not have been said with only closed-ended questions.

Another set of interview questionnaires were personally administered to the students. The personally administered questions were meant to allow the researchers to probe further on issues relating to this research although not captured in the questionnaire. Although slightly different set of questions, the interviewing method was to complement the mailed questionnaires and to cross-check the data whether there are similarities. It was also to allow for participants to have the opportunity of clarifying any ambiguous questions. Probing for further information makes this method one of the most flexible and effective types of qualitative research. Random sampling was used to select fifty (50) interviewees from five tertiary institutions.

3.3 Sample Size

The population under-study which consists of students in tertiary institutions in Ghana is incredibly large, making it impossible to interview and administer questionnaire to the whole population. As a result, a part of the population referred to as sample was taken for the study. Five hundred (550) representatives from five tertiary institutions were surveyed. These include; Takoradi Polytechnic, Accra Polytechnic, University of Ghana, University of Cape Coast and Kumasi Polytechnic. The number included fifty (50) students interviewed. The data was analyzed through the use of frequency tables.

3.4 Summary

This Chapter analyzed the methods adopted in gathering data necessary to achieve the research objective. It’s obvious that using a secondary (desk) research as a preliminary step in gaining insight into what the research entails helps put the research into perspective, which set the tone for the subsequent primary research that needed to be done to suit the set research objectives.

3.5 Results and Discussion

This chapter analyses the responses given by respondents through the administration of structured questionnaire and interview conducted. In order to make interpretation and analysis easier, tables are presented first, followed by its interpretation and analysis.

Table 3.1

Gender Distribution of interviewees

Gender	NUMBER OF RESPONDENTS	PERCENTAGE
MALE	20	40%
FEMALE	30	60%
TOTAL	50	100%

Source: Survey data (2014)

The table above represent the number of students interviewed on various campuses. Ten students were interviewed from each of the five tertiary institutions under study. Out of these, 40% represent male students while 60% were female.

Out of the total number of students interviewed, 40 of the students which represent 80% of the interviewees said they use the whatsapp messenger on their phones for chatting with their friends on different issues instead of academic purposes on campus. They also mentioned that they use the application to send funny images to their colleagues. According to them the use of the application has negative impact on their studies. Only ten (10) students which represent 20% said it has positive impact on their studies.

Table 3.2
 Gender Distribution of Respondents on questionnaires

Gender	Frequency	Percentage (%)
Male	142	34%
Female	276	66%
Total	418	100%

Source: Survey Data (2014)

A total of 418 questionnaires were returned out of 500 questionnaires distributed. About 34 % of participants were male (males = 142 and 66% female (females = 276). The total percentage represents the five tertiary institutions that the questionnaires were administered to. These institutions include; Takoradi Polytechnic, Cape Coast Polytechnic, University of Ghana, University of Cape Coast and Kumasi Polytechnic. It could be observed that female participation far outweighed the male counterpart. The reason being speculated by the researchers is that female students were found to be more likely to have expressions related to family relationships and romantic relationships by using Whatsapp than the male students. Also it was observed that most of the women preferred using the application for communication, especially for group discussions on specific assignment given in class than to meet their group members personally than the male.

Table 3.3

REASONS FOR USING WHATSAPP:

REASONS	FREQUENCY	PERCENTAGE
ACADEMIC WORK	28	7%
GENERAL INFORMATION	50	12%
CHATTING	300	72%
FAMILY	40	9%
TOTAL	418	100%

Source: Data survey (2014)

Students were asked the reasons why they most often use whatsapp on their mobile phones. The researchers were amazed at their responds. The results in the table above shows that majority of the students use the application for chatting with friends on different issues rather than academic work on campus, and this is represented by 72% of the total number of respondents. This also indicates the link between usage of the application and poor academic performance among the majority of the students. The more friends a student has on whatsapp, the more time he/she spends on the application” according to most students interviewed. A student who has a lot of friends on whatsapp is most likely going to be responding to more people and thus spending more time chatting. The study looked at students engaged in the use of the application for other purposes including academic work, general information, and family. The above table indicates that only 7% of the respondents use the application for academic work, 12% mainly for general information while 9% use it for family issues.

Table 3.4

TIME SPENT ON WHATSAPP:

TIME	FREQUENCY	PERCENTAGE
1-2	18	4%
3-5	70	17%
6-7	130	31%
OVER 8 hours	200	48%
TOTAL	418	100%

Source: Data survey (2014)

The respondents reported the number of hours they spent using Whatsapp per day. 4 % spent 1-2 hours, 17% spent 3-5 hours per day, 31% spent 6-7 hours and 48% spent more than 8 hours per day. The study shows an average student spends over 8 hours every day engaged in using whatsapp on their mobile phone. We were able to discover that there is an inverse relationship between two factors which is, the more time a student spends using whatsapp, the less time he or she has to attend to academic matters such as class work, assignments, preparation for class test, mid-semester exams and end of the semester’s examination which account for the student’s lower or poor grade Points. The more time a student spends on whatsapp, the "less likely they are to participate in class, thus according to most of the students we interviewed. If students bring their mobile phones to class, they get bored of the lesson and find their way onto whatsapp. These detracts their attention from the main lesson, and are not able to fully understand what is going on, hindering participation and drawing them even further into whatsapp making it more difficult for them at the end of the day.

Table 3.5
 Students were asked whether Whatsapp affect them positively or negatively in their studies

EFFECT	Frequency	Percentage
Positive	99	24%
Negative	319	76%
Total	418	100%

Source: Data survey (2014)

As indicated in the table above, 76% percent of the respondents said the use of whatsapp has more negative effect on their studies and only 24% percent said it has positive impact on their studies. Most of them explained why they said it affects them negatively. A student can be stacked on his/her phone for hours chatting with friends through whatsapp without noticing the number of hours spent behind the phone not for any relevant reason. Little time is left for academic purposes since much of their precious time is wasted on whatsapp chatting with friends. They later become less equipped and inadequately prepared for quizzes conducted and major end of semester examination which makes them less productive and effective.

Procrastination-related problems are another negative effect on students' performance. One of the main questions that need to be asked is academic procrastination that might evolve as a possible outcome of Whatsapp usage. Ellis and Knaus define this term as "a failure to initiate or complete a task or activity by predetermined time" (1977 cited in Sharma, 1997, pp. 17-18). In other words, it can be described as a specific behavioral pattern that is dedicated for doing any non-academic activities resulting in postponing completion of academic tasks (Sharma, 1997, p. 18).

Most students also feel lazy typing most sentences and words and retire to the short hand form of typing. This style of writing destroys the students' spellings and grammatical construction of sentences. For example, words like 'forward, come, tomorrow, goodnight' and others are being written as '4wrđ, kam, 2mrw, and gud9t etc,' also phrases like 'happy birthday' is being written as 'H.BDAY' Thank you Lord Jesus is written as 'TYLJ', WE THANK GOD is also written as 'WTG'. This has affected the way students write in English classes and in their examinations resulting in destruction of their grammar and the way they spell English words.

4.0 Conclusion and Recommendations

4.1 Conclusion

From the preceding discussions, it is evidently clear that; whatsapp has been a necessary evil for students in tertiary institutions in Ghana. This stems from the fact that, it can enhance the performance of tertiary students if used positively. In that, it makes communication easier and faster thereby enhancing effective flow of information and idea sharing among students.

However, if used negatively it has adverse impacts on the performance of students. Among the negative impacts we identified include the following: it takes much of the students studies time, results in procrastination related problems, destroys students grammar and spellings, leads to lack of concentration during lectures and difficulty in balancing online activities and academic preparation.

Similar to most research, this paper has limitations that point to further opportunities. The authors focused on only five out of the numerous tertiary institutions in Ghana. Additional studies on other tertiary institutions should provide further insights into the impact of whatsapp on the performance of tertiary students in Ghana.

Although, framed within an academic context, the research can be utilized to investigate the use of Whatsapp not only at school, but also at home, workplace, and various other settings, and for a variety of different audiences such as teenagers, young adults, the elderly, or families.

For future research, it may be more helpful to examine how a student's psychological state influences motivations for the use of Whatsapp.

In summary, the purpose of this paper was to identify the impact of whatsapp on the performance of students in tertiary institutions in Ghana. The study found that, instead of making communication easier and faster thereby enhancing effective flow of messages and idea sharing among students, Whatsapp has rather impacted negatively on the performance of students in tertiary institutions in Ghana.

4.2 Recommendations

The authors therefore, recommend the following:

- Management of tertiary institutions should intensify guidance and counselling sessions in their respective institutions.
- Time management should be incorporated into the curriculum of tertiary institutions.
- Unannounced quizzes should be conducted frequently by lecturers to compel students to sit-up.
- Cell phones should either be forbidden in lecture halls or switched off if allowed in, instead of the prevailing practice of allowing them in but must be put on mute. This allows the students to chat during lectures.

- Students must be enlightened on the devastating effect of retiring to the short hand form of writing on their spellings and grammatical construction of sentences during their communication skills lessons in first year.

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