

Influence Of Social Media Usage On Time Management Of Social Science Education Students In Nigerian Tertiary Institutions

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ABSTRACT

This study investigates the influence of social media on time management of Social Science Education students in Nigerian tertiary institutions. The study involved all 312 Social Science Education students in the University of Nigeria, Nsukka. Data was collected with a 24 items questionnaire. Two research questions and six hypotheses were formulated to guide the study. Mean and ANOVA were used to analyse the data collected. The findings of the study revealed that Social science Education students manage their time very well, social media influence time management of Social Science Education students in a very low extent and that there is no significant differences of program unit, age, students' level of study, residential status and gender on time management among others. Based on the findings, the study recommends that students should make their school work a priority and put their phone on silence when reading to avoid distractions among others. The study concludes that Social Science Education students manage their time well, but in a low extent, social media influence their time management.

Keywords: Influence, Social media, Time management, Social science education, Students

INTRODUCTION

Time management is a fundamental issue in relation to commitment to school activities, improved academic performance and achieving a targeted goal. To every student of social science education department, time is very crucial to succeed in their academic work. Social Science Education Department in the institution of study (University of Nigeria, Nsukka) comprises of four program units, namely: Social Studies, Economics Education, Political Science Education and Geography and Environmental Education. The extent to which one uses time would determine if set goals and objectives would be achievable. Time management is the coordination of tasks and activities to maximize the effectiveness of an individuals' efforts (Rouse, 2019). Rouse (2019) further said that the purpose of time management is to help people get more and better work done in less time.

Time management is the ability to plan and control time effectively so that the right time is assigned to appropriate activities to accomplish set goals (Elliot, 2013; Prachi, 2018; Shutterstock, 2019). From these definitions, it can be deduced that time management is the act of planning and consciously exercising control over the amount of time to be spent on specific academic activities to increase performance and achievement. It can also be seen from the definitions that time management is the ability to accomplish greater and better useful tasks at the appropriate time. This implies that for students to be committed to their studies and improve their academic performance, they need to plan and manage their time effectively.

The secret to achieving success in life is effective and efficient management of time. The competitive environment we live in today compels people from as early as elementary education to plan and manage time effectively (Nasrullah & Khan, 2015). For social science education students to manage their time well, they need to be organized by arranging their useful activities according to how urgent or important they are (Skillsyouneed.com, 2019). They need to concentrate on their school work and complete assignments at the right time instead of loitering and gossiping about. Also, they need to be focused in effective use of time management to improve their academic performance. When students manage their time effectively by identifying what is expected of them, placing them in order of urgency, allot appropriate time to their responsibilities, be focused and carry out those activities as planned, it assist them to achieve more within a reasonable time. Goodluck (2018) submitted that effective use of time will enable students get higher marks throughout the school year as well as on quizzes, tests and examinations.

It would be very beneficial if social science education students learn to manage their time well. Prachi (2018) in consonance with the above submission identified the following as benefits of time management: 1) punctuality- when time is well managed, students do their tasks at the specific time slots assigned to each activity; 2) improved academic performance – when time is planned well, students study according to course schedules in their personal time-table, that will eventually improve their academic performance; 3) lessens stress – good time management prevents frustration arising from failure to achieve objectives as a result of procrastination, delays and unnecessary deviation from set priorities; 4) promotion of virtues – good time management promotes virtues like self-control and self-discipline in students because it makes them to be timely in whatever they do; 5) realization of goals – managing time effectively helps students to finish their work as at when due, thereby beat deadlines for assignment and other meaningful activities; 6) prioritize activities – good time management help students learn how to prioritize their academic work and other useful school activities to their own convenience. These are some of the gains that are likely to be derived from effective time management.

In the same way, when time is not properly managed, it leads to inefficient work flow, poor work quality, poor performance, low achievement, high stress and missing deadlines for activities. To support the above statement, Scherer, Talley and Fife (2017), and Williams (2015) agreed that

when students do not manage their time well, they may feel agitated or worked-up when they are to be examined or tested. It is evident that there are so many distractors in the campus such as peer group influence, wrongful use of social media and cultism among others but a student who plans his/her time well will overcome. Goodluck (2018) observed that best students are not necessarily those who are smarter, but those who use their time well.

Students can use time management to improve their study skills. Time management usually involves students monitoring their own efforts and actions, have an appropriate sense of urgency to complete assignments and have the ability to efficiently follow step-by-step procedures (Elliot, 2013). The author added that time management helps students complete activities timely, learn to manage and stick to schedules. It is therefore imperative that students embrace time management skill. Time management skill is the ability of a student to allocate time to his or her daily activities, follow it strictly and sequentially to achieve set goals. Ahmed (2019) observed that lack of proper time management skill by students is one of the major causes of mass failure and decline in academic performance. It is expected of students to allocate time in order of importance to read and study their course by preparing a functional time-table which will cover all his or her course areas. To effectively allocate time to tasks by students, tools such as calendar, planner, time-table and reminder alarm system among others can be used. Ahmed (2019) maintained that these tools help students to gain proper management and control of their time. The following time management skills which tertiary institution students need to acquire in order to manage their time well include: (1) Set goals- This involves planning out actions and setting specific and clearly defined goals and making sure that they are realistic and achievable. When goals are set, it helps to identify what worth spending time on and what is distraction to avoid; (2) Prioritize- This is about deciding what tasks are urgent or important and focusing on them. It involves listing the tasks one has and sorting them in order of priority and beginning with the most urgently needed; (3) Procrastination- avoid postponing tasks, take decisions immediately when required and when they are needed to gather more information pertinent to the course of study or assignment. Do not put off activities that should be focusing on immediately. Always remember that the best time to do something is usually now and do not hesitate to say “No” to distractors; (4) Break down tasks – Break down goals into components so that you can accomplish them one step at a time. Follow the steps sequentially and complete one task before moving to the next; (5) Perseverance- inevitably, things may not always run smoothly as one progresses towards set goals. When things are not working out as planned, one need to persevere and learn to take positive attitude towards frustration and failure. Mistakes are crucial part of any creative process and each is a lesson leading towards the right solution; (6) Organize your study time – This is about students having control over their time than time having control over them. Students should identify areas in their life where they waste time and try to reduce them by developing ‘time log’ to log everything they would do for a day, week or month. Examine your records and see how you used your time. Keep regular work routine to make work space tidy. Follow work as scheduled so that deadline is met in good time; (7) Take some break – Make out time to relax and have some rest to

refresh the brain as this will make you work more effectively. Do not deny yourself sleep or food. Try to fix short break in between study time to enable you do more quality work (Goodluck, 2018; William, 2018). Time management plays vital role in achievement of educational goals in students.

Also, the following time management tips for students are identified by Prachi (2018) and Education Corner (2018): (a) Set a goal for yourself – Students should know what they want to achieve in life and take pen and paper, write down where they want to see themselves in the next five or ten years from now. Setting an objective for yourself gives a sense of direction and focus; (b) Organize your study space – Arrange your books and study materials properly at their respective places with stationeries well kept. Ensure your study area is well lit and ventilated; (c) Plan your studies – Understand courses that are important and need to be done first. Go through your syllabus carefully, find out the load of each course and prepare your work plan accordingly. Try to cover difficult and important courses first before the relatively easier ones; (d) Tick off courses you have already completed and give yourself a pat on your back. Remember, self-motivation is one of the greatest tools for success; (e) Make school work a priority- Put off less important tasks and complete school work as soon as possible. When you are done with school work, you will have the opportunity to be on track and involve in fun activities without impeding your school work; (f) Remove all sources of distractions from your study area such as magazines, comics, novels, CDs, video games in your study room or space. Studying and watching television simultaneously is waste of time. Also, receiving long calls amount to waste of time; (g) Join a study group- Joining study group provides students the ability to cover core materials faster. Study group help students to research and learn various topics quickly. In study groups, each member is assigned a topic he/she studies it and teaches the group; (h) Create blocks of study time- It is very important to have dedicated study time-blocks when students need to focus on their studies. You can have a block of 30 minutes, one hour or more depending on the importance of the course and the ability to focus. Even when you take study breaks, ensure you come back to your study; (i) Right time for study- Examine yourself and find out the time that is more comfortable for you to study and use it well. Some people prefer studying in the morning hours, some evening others night when there is less distraction; (j) Use helpful resources- There is a saying that ‘no one has the custodian of all knowledge’. When you face challenge in understanding a concept or topic, endeavour to seek for help from expertise and knowledge of your clever friends, tutors, study groups and internet facilities to assist you in the learning process; (k) Get exercise, eat right and have enough sleep- You should practice exercise, eat right and avoid junks and sleep well. Avoid sleeping late as it will make you lose focus, concentration, energy and not have stamina to carry on your studies the next day; and (l) Avoid munching while studying- Consider fruits and salads rather than calories laden burgers, wafers, pizza among others as they would make you feel sleepy and also increase your weight. If students can observe these tips, it would help them improve in the way they manage time.

Theoretical Framework

This study is anchored on Experiential Learning Theory of David Kolb (1984). The theory states that learning involves acquisition of abstract concepts that can be applied flexibly in a range of situations. Kolb said that this type of learning can be defined as the process whereby knowledge is created through transformation of experience and that knowledge results from combination of grasping and transformation experience. For social science education students to develop their knowledge, grasp and transform experience, they should be able to commit their time to serious studying. Kolb said that concrete experience provides information that serves as a basis for reflection, from the reflection, information is assimilated, abstract formed and used as concepts to develop new ideas. Experiential theory takes a holistic approach to learning and emphasizes how experiences including cognition, environmental factors and emotions influence the learning processes (McLeod, 2013; Cherry, 2019). Students need adequate time to concentrate on their studies to actually benefit from their course of study. This can only be achieved if they manage their time effectively. It is only when students commit their time to serious study that they would be able to reflect and assimilate required information in order to form new ideas.

It is pertinent that social science education students should learn how to effectively plan and use their time especially at this time of information technology boom when social media has become the “in-thing”. In the olden days, students do pay wrap attention to lectures but in recent times, students are seen operating their cellphone, chatting, twitting and even watching pornographic films while lecture is going on. Social media has been noted to be a very serious distraction to students. Harrison (2018) asserted that social media seems to be a huge distraction for college students and that the use of social media by university students has the capacity to affect their grades, social-skills and time-management positively or negatively. Social media is an online platform which help to connect people together, build relationship among people and help to access information as quickly as possible (De La Cruz, 2017). De La Cruz (2017) said that the social media platforms available to students include facebook, whatsapp, google plus, blogs, twitter, Instagram and youtube. Since the advent of social media, university students, social science education students inclusive, have been found to be heavy users. Previous studies have shown that more than 90 percent of tertiary school students use social networks (Wiley & Sisson, 2006; Nicol, Charlse & Cliff, 2007). The question is, are the students using these social media platforms to address their academic challenges or for conversations that are irrelevant to their study? This is the question this study is yet to answer. This issue is a very serious concern because there is fear that some students are not using social media to improve their academic capability. Kolan and Dzanda (2018) observed that students’ academic life has moved to a different dimension since the introduction of social media networks. Harrison (2018) pointed out that social media can distract students from their learning and adjustment to college life. Following the discussions, it can be seen that students use social media a great deal and this can be beneficial to students if used judiciously.

There is no gainsaying that proper use of social media is very beneficial. Liccardi, Massey, Lethwaite, Midy and Sakar, (2007); Wheeler, Yeomans & Wheeler, (2008); Rifkin, Longnecker,

Leach and Ortia (2009) agreed that there are advantages derived by higher education students from using social media, this include: improvement of learning motivation; sharing daily learning experiences; involving in conversation on various topics; offering personalized course materials; developing collaborative abilities and enhancing relationship. This implies that, if social science education students can use social media for academic purposes during their study time, it would enable them improve their academic performance. If otherwise, Kuppuswamy and Shankar (2010) warned that the use of social media is capable of grabbing higher education students' attention and divert it towards non-educational and inappropriate actions including useless chatting. De La Cruz (2017) advised that students should use social media platforms effectively to improve their education and as they do that, they should be conscious of its positive and negative effect.

By implication, social media has both positive and negative effect on students but this depends on the way the students use it. The positive aspect of social media include: facilitating online learning – it enable students access online learning platforms; collaborative learning - through social media, online study groups are developed where students join online platforms and collaborate on areas that relate to their course of study; access to information - the use of online platforms like whatsapp, twitter, facebook and YouTube enable students to have access to quality information when they are in need; improved academic performance - through collaborative learning, data and information gathering, students gain wider knowledge in their course of study which consequentially improve their academic performance; it builds relationship - through social media, students come together, know each other, and share their problem together; lastly, development of skill – students develop interpersonal skill and technological skills through the use of computer, internet and website. While the negative aspect of social media include: waste of time- sometimes, students spend much time chatting with friends, relations, reading stories and watching films online when they should be studying; it causes distraction – some students chat and watch film with their phone even when lecture is going on without concentrating on their studies; it create social problems- many students go for online communication through whatsapp, Instagram, twitter among others rather than engaging in real life conversation; health problem – frequent and long hours use of computer, phone and other gadgets to access online platforms by students can cause eyes strain, mental stress, ear impairment and bad posture; poor academic performance- when students combine checking social media sites while studying, it reduces the ability to concentrate and the amount of time to spend on studies which leads to poor academic performance (Dunn, 2011; De LaCruz, 2017). Due to the negative aspect of social media, it becomes imperative for students to be exposed to the skills required to manage their time properly.

It is important to note that apart from social media, there are other factors that may likely influence time management among students such as program unit, age, level of study, residential status, gender, or sponsor. In Social Science Education department in the University of Nigeria Nsukka, there are four program units which are Social Studies Education, Economics education, Political Science Education and Geography and Environmental Education. Students in these units are seen often use social media to interact with colleagues. Whether their interaction is mostly

based on academic issues during their study time is yet to be determined by this study. Another issue that need to be considered students' age.

Age is another factor that may likely affect the way students manage time. There are students who are younger in age like ages 16 to 20 and students who are elderly from ages 21 and above. This study determines to find out if age difference has influence on time management of Social Science Education students. However, Trueman and Hartley (1996) conducted a study on "A comparison between the time-management skills and academic performance of mature and traditional-entry university students". The study found that older matured students who are more than 25 years possess better time management skills than younger ones. This finding, contradicts Adams and Blair (2019) findings in there study on "impact of time management behaviours on undergraduate Engineering students' performance" which revealed that there is no significant difference across age on time management of students'. However, these findings are yet to be accepted or rejected by the present study. The next factor to look at is level of study.

There is belief that newly admitted student (100 Level students) lack the ability to manage their time well as most of them spend their time chatting, twitting, downloading and watching films which has no relevance to their study. Van der Meer, Jansen and Torenbeek (2010) observed that teachers need to induct first year students' into time management. However, Adams and Blair (2019) conducted a study on "impact of time management behaviours on undergraduate Engineering students' performance". The findings revealed that there is no significant different across educational levels of students on time management. This study was conducted on engineering students why the current study is being conducted on Social Studies Education students which is yet to confirm if the former finding would be applicable to the current study. Residential status is another factor that appears to affect students' time management.

Residential status has to do with where students live and from where they attend lectures. When students' gained admission, it is expected that the university would provide hostel accommodation for them. But, in most cases, the university could not fulfil the demand of providing enough hostel to all students which results to having options of living in campus hostel or staying in rented accommodation off campus (Faizan Abd Jabar, Yahya, Mohd Isnani & Abu, 2012). This implies that some students who live outside campus do that as a result of insufficient hostel accommodation in the campus. Nevertheless, some students prefer staying off campus for quest for privacy, freedom of purpose, larger space and or cheaper accommodation (Faizan Abd Jabar et al 2012; Etikan, Bala, Babatope, Yuvali & Bakir, 2017). Being in hostel is seen as more ideal as it provides opportunity for students to effectively use their time to participate in academic activities. Mohd Najib, Yusof and Zainal (2011), including Etikan et al (2017) believe that students who live on campus have the privilege of timely accessibility of academic information, libraries, internet connectivity, close proximity to lecture rooms and sporting arenas and also develop good rapport and socialize among hall mates. Whether the internet connectivity is used for academic purposes or not is yet to be determined. However, Pascarella and Terenzin (2005) carried out a

study on the effects of campus residency on educational outcomes of students. The study found that campus residency has positive correlational relationship with academic performance. This findings is contrary to Alghaswyneh and Basri (2015) study on the role of time management and its impact on students' achievement a case. In their study, they found that there is no statistical relation between students' place of residence and academic achievement, students planning and utilization of time. Whether residency status has effect on time management of social science education students is yet to be discovered. Another factor that is important is gender.

Gender has to do with the sex of students' whether they are male or female. It is important to know if gender status of students has effect on their use of social media against time management. However, Adams and Blair (2019) findings in their study shown above also revealed that there is no significant difference across gender on time management of students. Another study was conducted by Zeynep, Ozgur and Aydin (2019) on "time management skills of university students according to physical activity participation". The findings show that there is no significant difference according to gender in time planning. However this study was conducted on physical and Health Education students while the present study investigated Social Science Education students. Sponsor is the next variable to be considered.

The issue of sponsor is critical in the process of acquiring education. When a student gains admission to the university, he/she would need someone who bear the cost of the educational programme. In most case, parents, guardians, family members or organizations sponsor the individual through the course of study. In some cases, some children whose parents are not financially strong to sponsor them and there is no relation or organization that is available to assist them tend to combine schooling and work in other to sponsor themselves. In the campus or even outside the campus, this category of students are found engaged in one business or the other such as hairdressing, catering services, barbing, selling of Jewries, shoes and clothes among others to raise income to sponsor their education. As a result, they are sometimes late to lectures or miss lectures. Bertsch, Ondracek, Saeed, Stone, Erickson, Opdahl, Fitterer and Magana (2017) in their study on "free time management of university students in the USA" found that students who are working to sponsor themselves, spend more time working than studying. The present study is yet to find out if the same findings will be applicable to social science education students in Nigeria. From the discus, it can be deduced that there are other factors apart from social media that might affect time management of social science education students.

It therefore become imperative to deduce the effect of these variables in students' time management. However, Bal and Bal (2015) noted that social media is the first reason why students are complicating to control and manage their time effectively. They said that when students spend most of their time on shared platforms at internet on what does not relate to their course, it make them postpone or cancel their academic activities. This study therefore determines to investigate the influence of social media on time management of social science education students in the University of Nigeria, Nsukka.

Purpose of the study

The purpose of this study is to examine the influence of social media on time management for social science education students in Nigerian tertiary institutions. Specifically, the study will find out:

1. The extent to which social science education students in Nigerian Universities manage their time for improved academic performance.
2. The extent to which social media influence time management of social science education students in Nigerian Universities.

Research Questions

The study is guided by the following research questions:

1. To what extent do social science education student in the University of Nigeria, Nsukka manage their time for improved academic performance?
2. To what extent do social media influence time management of social science education students in the University of Nigeria, Nsukka?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

H₀₁: There is no significant difference of social media influence on time management of Social Science Education students based on program unit.

H₀₂: There is no significant difference of social media influence on time management of Social Science Education students based on age.

H₀₃: There is no significant difference of social media influence on time management of Social Science Education students based on level of study.

H₀₄: There is no significant difference of social media influence on time management of Social Science Education students based on residential status.

H₀₅: There is no significant difference of social media influence on time management of Social Science Education students based on gender.

H₀₆: There is no significant difference in social media influence on time management of Social Science Education students based on sponsor.

Methodology

The research design adopted for this study was descriptive survey. The study involved all 312 Social Science Education students in the University of Nigeria, Nsukka. A structured questionnaire titled “Questionnaire on influence of time management of Social Science Education Students” developed by the researchers was used for data collection. The questionnaire was validated by

two experts, one from Measurement and Evaluation and the other from Social Science Education Department. Their observations were incorporated before the production of the final draft. The reliability of the instrument was determined using Cronbach Alpha formula. Internal consistency reliability coefficient of 0.86 was obtained showing that the questionnaire was reliable. The questionnaire consists two sections. Section A elicits information on the respondents' bio-data while Section B consists of two clusters. Cluster A addresses research question one, while cluster B addresses research question two. The response formula for the questionnaire was four point scale of Strongly Agree (SD) =4, Agree (A) =3, Disagree (D) =2, Strongly Disagree (SD) =1. Data collected were analysed using mean. The decision rule for mean score was any question that score 2.50 and above is accepted while any one below 2.50 is rejected. Six hypotheses were formulated for the study. ANOVA was used to analyse the hypotheses at 0.05 level of significance.

RESULTS

Research Question One: To what extent do Social Science Education students manage their time?

Table 1: Mean scores on the extent to which Social Science Education students manage their time.

S/N	Item statement	Mean (X)	Decision
1	I set a goal for myself to enable me have a sense of direction.	3.1	SA
2	I develop plan of how I use my time.	2.9	A
3	I a lot time to my daily study activities.	3.0	SA
4	I follow my study time strictly.	2.8	A
5	I prioritize my academic activities in order of importance.	2.9	A
6	I attend lectures on time.	3.2	SA
7	I attend lectures regularly.	3.3	SA
8	I complete my assignment within the stipulated time limit.	3.0	SA
9	Sometimes, I do not meet up with my school work.	2.2	D
10	I always attend any meeting with my study group.	2.9	A
11	I eat while studying at the same time.	2.1	SD
12	Sometime, when I take a break during studies, I do not come back to continue with my work.	2.3	D
13	Sometimes, when am reading, I dose off.	2.7	A
14	If my friends visit during my study time, I do take unplanned break.	2.9	A
15	I do set alarm to remind me of my study time.	3.1	SA
	Grand mean	3.0	VHE

Note: SA= Strongly Agree; A= Agree; and D= Disagree; SD = Strongly Disagree

The result on table 1 shows the mean scores of items on the extent to which Social Science Education students manage their time. The table shows that items 9, 11, and 12 with corresponding mean scores of 2.2, 2.1, and 2.3 respectively were rejected by the respondents as the extent Social

Science Education students manage their time. The table also shows that items 1, 2, 3, 4, 5, 6, 7, 8, 10, 13, 14, and 15 with corresponding mean scores of 3.1, 2.9, 3.0, 2.8, 2.9, 3.2, 3.3, 3.0, 2.9, 2.7, 2.9, and 3.1 respectively were accepted by the respondents as the extent Social Science Education students manage their time. The grand mean indicates 3.0 mean score and this shows that to a very high extent, Social Science Education students manage their time very well. However, Social Science Education Students agreed that sometimes when they are reading, they dose off n=13 (Mean=2.7) and that when their friends visit during their study time, they do take unplanned break n=14 (Mean=2.9).

Research Question Two: To what extent do social media influence time management of Social Science Education students?

Table 2: Mean scores on the extent to which social media influence time management of Social Science Education students.

S/N	Item statement	Mean (X)	Decision
16	I chat online with my friends when lecture is going on.	2.1	SD
17	I read online stories during class.	2.3	D
18	Instead of following my book study time activities, I watch online films.	2.2	D
19	I answer calls when attending to my study activities.	2.6	A
20	I take my calls when lecture is going on.	2.4	D
21	Sometime, a friend can engage me on a long chat which deviate my attention from completing my school work.	2.6	A
22	Sometime, I will be engaged in operating the social media and I forget my study time.	2.4	D
23	Sometime, I do not meet up with my assignment because of watching online movies.	2.3	D
24	Sometime, I have to postpone my studies to respond to a friend's chat.	2.2	D
25	I respond to interesting online notifications or posts during my study period.	2.3	D
26	I am usually carried away with funny online posts during my study time.	2.2	D
27	I surf the internet forgetting my study time.	2.0	SD
28	Sometime, I will be late to lecture as a result of surfing the net.	2.1	SD
	Grand mean	2.3	D

Note: SA= Strongly Agree; A= Agree; and D= Disagree; SD = Strongly Disagree

The result on table 2 shows the mean scores of items on the extent to which social media influence time management of Social Science Education students. The table further shows that items 19, and 21 with corresponding mean scores of 2.6, and 2.6 respectively were accepted by the respondents as the extent to which social media influence time management of Social Science Education students. The table also shows that items 16, 17, 18, 20, 22, 23, 24, 25, 26, 27, and 28 with corresponding mean scores of 2.1, 2.3, 2.2, 2.4, 2.4, 2.3, 2.2, 2.3, 2.2, 2.0, and 2.1 respectively

were rejected by the respondents as the extent to which social media influence time management of Social Science Education students. The grand mean indicates 2.3 mean score and this shows that social media influence time management of Social Science Education students to a low extent.

Hypothesis One: There is no significant difference in social media influence on time management of Social Science Education students' base on program unit.

Table 3: ANOVA of the significant difference in social media influence on time management of Social Science Education students' base on program unit.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Program unit	.566(a)	1	.566	23.724	.453
	3813.740	1	3813.740	159537	.453
	.566	1	.566	23.724	.453
Error	14.144	148	.024		
Total	3551.457	150			
Corrected Total	14.698	149			

Table 3 shows the result of the research hypothesis one. The result shows a significant value of .453 which is higher than the 0.05 level of significant for the study. This shows that there is no significant difference in social media influence on time management of Social Science Education students' base on program unit.

Hypothesis Two: There is no significant difference in social media influence on time management of Social Science Education students' based on age.

Table 4: ANOVA of the significant difference in social media influence on time management of Social Science Education students' based on age.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Age	.533(a)	1	.533	25.884	.416
	4836.760	1	4836.760	146737	.416
	.533	1	.533	25.884	.416
Error	14.144	148	.021		

Total	3551.457	150
Corrected Total	14.698	149

Table 4 shows the result of the research hypothesis two. The result shows a significant value of .416 which is higher than the 0.05 level of significant for the study. This shows that there is no significant difference in social media influence on time management of Social Science Education students' based on age.

Hypothesis Three: There is no significant difference in social media influence on time management of Social Science Education students' based on level of study.

Table 5: ANOVA of the significant difference in social media influence on time management of Social Science Education students' based on level of study.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Level of study	.545(a)	1	.545	24.984	.411
	3136.750	1	3136.750	148537	.411
	.545	1	.545	24.984	.411
Error	14.133	148	.022		
Total	3441.437	150			
Corrected Total	14.698	149			

Table 5 shows the result of the research hypothesis three. The result shows a significant value of .411 which is higher than the 0.05 level of significant for the study. This shows that there is no significant difference in social media influence on time management of Social Science Education students' based on level of study.

Hypothesis Four: There is no significant difference in social media influence on time management of Social Science Education students' based on residential status.

Table 6: ANOVA of the significant difference in social media influence on time management of Social Science Education students' based on residential status.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
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Residential	.551(a)	1	.551	24.224	.452
Status	3817.612	1	3817.612	152761	.452
	.551	1	.551	24.224	.452
Error	14.144	148	.041		
Total	3551.457	150			
Corrected Total	14.698	149			

Table 6 shows the result of the research hypothesis four. The result shows a significant value of .452 which is higher than the 0.05 level of significant for the study. This shows that there is no significant difference in social media influence on time management of Social Science Education students' based on residential status.

Hypothesis Five: There is no significant difference in social media influence on time management of Social Science Education students' based on gender.

Table 7: ANOVA of the significant difference in social media influence on time management of Social Science Education students' based on gender.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Gender	.560(a)	1	.560	24.834	.442
	5140.544	1	5140.544	156722	.442
	.560	1	.560	24.834	.442
Error	14.144	148	.025		
Total	3551.457	150			
Corrected Total	14.698	149			

Table 7 shows the result of the research hypothesis five. The result shows a significant value of .442 which is higher than the 0.05 level of significant for the study. This shows that there is no significant difference in social media influence on time management of Social Science Education students' based on gender.

Hypothesis Six: There is no significant difference in social media influence on time management of Social Science Education students' based on sponsor.

Table 8: ANOVA of the significant difference in social media influence on time management of Social Science Education students' based on sponsor.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Sponsor	.546(a)	1	.546	24.874	.410
	4136.728	1	4136.728	158561	.410
	.546	1	.546	24.874	.410
Error	14.133	148	.027		
Total	3441.437	150			
Corrected Total	14.698	149			

Table 8 shows the result of the research hypothesis H_0 . The result shows a significant value of .410 which is higher than the 0.05 level of significant for the study. This shows that there is no significant difference in social media influence on time management of Social Science Education students' based on sponsor.

DISCUSSION

The findings of the study were discussed in line with the research questions and hypotheses that guided the study. The finding of the study with respect to research question one shows that to a very high extent, Social Science Education students manage their time very well. Experiential Learning theory of David Kolb (1984) is relevant to this study because since the study shows that Social Science Education students, to a high extent use their time well, they would commit enough time to their academic work so that they would develop knowledge, grasp and transform experiences to for new ideas. However, the students agreed that sometimes, they dose off while reading and take unplanned break when their friends visit them. These findings negate Prachi (2018) and Education Corner (2018) time management tips for students which stipulates that students' should make their school work a priority, avoid anything that can distract, and complete school work as soon as possible before involving in fun activities. It also negate the authors' point that says, students' should get enough sleep because if they sleep late in the night it may make them not have stamina to carry on their school work the next day.

The findings of the study with respect to research question two indicated that social media influence time management of Social Science Education students to a low extent because they agreed that they answer calls when attending to their academic activity. Also they agreed that sometimes a friend can engage them on a long chat which deviate their attention from completing their school work. These findings are in agreement with Kuppuswamy and Shankar (2010)

submission that the use of social media is capable of grabbing higher education students' attention and divert it towards non-educational and inappropriate actions including useless chatting.

The study also found out that there is no significant difference of social media influence on time management of Social Science Education students' base on program unit. This implies that the program unit a student belong to does not determine the influence of social media on time management of students'. Another finding of the study shows that there is no significant difference of social media influence on time management of Social Science Education students based on age. The finding is in tandem with Adams and Blair (2019) finding that there is no significant difference across age on time management by students. Furthermore, the study revealed that there is no significant difference of social media influence on time management of Social Science Education students based on level of study. This finding is consistent with Adams and Blair (2019) finding which shows that there is no significant difference across education level of students on time management.

In addition, the study revealed that there is no significant difference of social media influence on time management of Social Science Education students' base on residential status. This finding supports Alghaswyeh and Basri (2015) study which shows that there is no statistical relation between students' place of residence and utilization of time.

The study also revealed that there is no significant difference in social media influence on time management of Social Science Education students' base on gender. This finding is in consonance with Zeynep et al (2019) study which found that there is no significant difference according to gender on time planning and management. On sponsor, the findings of the study showed that there is no significant difference of social media influence on time management of Social Science Education students' based on sponsor. This implies that whether it is parents, guardian, organization or student him/herself that is sponsoring the education program, has no relation with social media influence on time management.

CONCLUSION

Appropriate use of time is strategic to level of commitment to academic activities of students. It is when students devote enough time to their studies that they can improve their academic performance. This study therefore conclude that Social Science Education students' to a very high extent use their time well but should avoid keeping late night as a result of reading in order to dose during lectures or study time. They should avoid entertaining visitors during study time, put their phone on silence and switch of their data to minimize distraction during study time.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Students' should take enough sleep at the appropriate time to avoid dosing during study hours.

2. Students' should not entertain visitors during study time.
3. Phone should be put in silence to avoid receiving calls (especially calls that has nothing to do with school work) when attending to academic activities. This will go a long way to minimize distractions.
4. Students' should switch off their data when attending to school work to avoid disturbance.

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