USAGE OF SOCIAL NETWORKS ON TIME MANAGEMENT SKILL AND ACADEMIC ACHIEVEMENT OF STUDENTS IN POLYTECHNICS IN KWARA STATE, NIGERIA

GIWA, Felicia Bosede Ph.D
University of Ilorin, Ilorin.
giwa.fb@unilorin.edu.ng

Abstract

This study investigated the use of social networks by Polytechnic students and how it influences time management skill and academic achievement. Descriptive survey design was employed for this study. Respondents compriseal lHND II students of nine polytechnics(1federal, 1 state and 7privatePolytechnics) in Kwara State. Out of total population of 2500,Sample Size Research Advisor Table was used to select 333 respondents from total population. Data collected were analyzed using percentage and mean rating. Regression analysis on SPSS statistical software was used to test one hypothesis formulated at 0.05 significant levels. The result of findings showed that digital networks usage for academic and non-academic purposes has positive and negative significant influence on academic achievement of students' in Polytechnics, Kwara State. Social networks usage also has positive significant influence on time management skill of students of Polytechnics in Kwara State. It was recommended that students should be encouraged by School Counselors to reduce time on social network usage to allow them have enough rest for the following day's work and to improve on their performances.

Key Words: Time management skill, social networks, academic achievement

Introduction

The way students connect, learn, and manage their time has altered as a result of the growing integration of social networks into their daily lives. While social networking platforms such as Facebook, Instagram, WhatsApp, and Twitter enhance academic collaboration, they also provide distractions that can impede students' capacity for time management and their academic achievement (Jalali & Salehi, 2021). Planning and regulating the amount of time spent on particular tasks in order to maximize productivity and performance is known as time management, and it is an essential ability for academic achievement (Zahra, Rahman, & Alam, 2022). But as internet usage becomes a constant in students' lives, questions have been raised about how it may affect their ability to manage their time and function effectively in school (Al-Menayes, 2015).

Time management skill is the ability for students to plan and control how they spend their hours in a day to effectively accomplish goals. Poor time management can be related to procrastination, as well as problems with self-control (www.skillsyouneed.com).Time management skills are crucial for academic achievement as they help students organize work, prevent postponement, and balance academic obligations with personal and social lives Wong, Tang, & Cheng, 2015). Ineffective time management can lead to missed deadlines, increased academic pressure, and poorer academic performance. Students that are proficient in time management typically do better academically because they can balance their various obligations and allot enough time for their studies, as stated by Wong et al. (2015).

The use of social networks offers potential academic benefits, such as facilitating communication among peers, sharing educational resources, and enhancing collaborative learning (Bicen & Cavus, 2012). However, these platforms can also encourage excessive use and

become a source of distraction, potentially leading to poor time allocation and decreased academic achievement (Jalali & Salehi, 2021). Studies by Al-Menayes (2015) indicate that higher social media usage is associated with poor time management and lower academic outcomes.

Giwa (2019) noted that the society demands a workforce that can use digital technology as a tool to increase productivity and creativity. Thus, thinking about employability will help students to decide what they want to do, plan how to acquire and achieve the attributes they might need. Another study by Mazman and Usluel (2011) explained that people most generally use Facebook for maintaining existing relationships. As Facebook gives users an opportunity to communicate with their friends via messages or chat and also, to track their friends' status messages, walls and other profile changes, people tend to benefit from these facilities of Facebook.

In polytechnics, where the balance between theoretical learning and practical application is paramount, the effective management of time is essential for student success. However, the widespread usage of social networks among polytechnic students raises concerns about whether these platforms support or hinder academic achievement (Zahra, Rahman, & Alam, 2022). Despite the growing body of research on social networks and academic performance, there is limited investigation into how these platforms affect time management skills and academic outcomes, particularly among polytechnic students in Kwara State, Nigeria (Wang et al., 2011).Social networks offer academic benefits like peer communication and resource sharing, but excessive use can lead to distraction, poor time management, and decreased academic achievement, as studies show (Bicen & Cavus, 2012). Studies by Al-Menayes (2015) indicate that higher social media usage is associated with poor time management and lower academic outcomes.

This study aims to explore the interrelationship between social network usage, time management skills, and academic achievement among polytechnic students in Kwara State. By examining how students' engagement with social networks impacts their ability to manage time and succeed academically, this research seeks to contribute to the understanding of how digital platforms affect academic achievement in a polytechnic education context.

Statement of the Problem

In today's educational environment, social networks have become an integral part of students' lives, significantly influencing how they interact, communicate, and even learn. While these platforms offer opportunities for academic collaboration, knowledge sharing, and peer-to-peer communication, concerns are rising about their effects on students' time management and academic achievement. Ideally, social networks should be tools that support students in enhancing their academic skills, allowing them to manage their time effectively by creating access to educational resources, group discussions, and online study forums. In this ideal scenario, students would balance their academic responsibilities with social network usage, ensuring that their academic achievement remains unaffected or even improved through structured use of social platforms.

However, the reality is quite different. Many students spend an excessive amount of time on social networks, often for non-academic purposes. The temptation of constant connectivity, social engagement, and entertainment on platforms like Facebook, Instagram, and WhatsApp has led to widespread procrastination and time mismanagement among students. Instead of serving as a complement to their academic work, social media has become a major distraction, eating into the time students could devote to studying, completing assignments, and engaging in productive academic activities.

Social networks, while potentially enhancing learning, are being misused to undermine students' time management, leading to missed deadlines, reduced study time, and diminished academic focus. This issue is particularly critical for polytechnic students in Kwara State, who must balance theoretical and practical education. The study investigates the impact of social network usage on time management skills and academic achievement among Polytechnics students in Kwara State, aiming to identify if these networks can be optimized for academic gain or if they contribute to under performance.

Purpose of the Study
1.   determine the proportion of time male and female students spend on social networking for academic and non-academic purposes in tertiary institutions in Kwara State.
2.   ascertain the extent to which social network usage influence students' academic achievement in tertiary institutions in Kwara State.

Research Questions
The research questions guiding the study are as follows:
1.   Where does gender difference stand on time spent on social network for academic and non-academic purposes?
2.   To what extent does social network usage influence students' academic achievement in tertiary institutions in Kwara State?

Hypothesis
The following was formulated and tested at O. S. level of hypothesis to be tested in the course of this study:
Ho: Social network usage has no significant influence on time management skill of students in tertiary institutions.
Ho_1:
Theoretical framework
Uses and gratifications theory attempts to explain the uses and functions of the social networks for individuals, groups, and society in general. It originated in 1970's by Blumler and Katz. The objectives of this theory is to explain how individuals chose or use specific networks to gratify their needs i.e. "What do people do with the networks" and to discover underlying motives for individuals' network reaction. This theory places more focus on the consumer or audience. It assumes that members of the audience are not passive but take an active role in interpreting and integrating network into their own life. The benefits and rewards this theory offers is a strong framework for analyzing the many motivations behind social network use among polytechnic students and how these factors affect their time management and student achievement.

Methodology
This is a quantitative research study that adopted descriptive design. It also focused on the already existing situations without manipulation from the researcher. The research technique will provide opportunity to look into students' view and opinion about how influential the frequent use of social networking site is on their academic achievement in Polytechnics in Kwara State. The population for this paper consisted HND II Polytechnics students in Kwara State, namely Federal Polytechnic, Offa; Kwara State Polytechnic, Ilorin; The Polytechnic, Igbowu; Harvard Polytechnic, Ilorin, Graceland Polytechnic, Offa; The Polytechnic, Aranorin; Newland

Polytechnic, Ilorin; Lens Polytechnic, Offa; and Igbajo Polytechnic, Igbajo. The actual population was 2,500 that registered for 2022/2023 academic session in these tertiary institutions. Sample Size Table by The Research Advisors was used to select 333 respondents from the target population, while adopted stratified sampling technique for respondents in each sampled institution. Summary of Data Sources used are both primary and secondary data. Where a structured homogenous Questionnaire response collected from HND II students in polytechnics across Kwara State, to analyze their views on social network usage and its impact on their time management skills and academic achievement, with two sections. serve as primary data. The instruments are based on a 4-point scale designed as Strongly Agreed (SA=4), Agreed (A=3), Disagree (D=2), Strongly Disagree (SD=1).Literature on social network usage and academic achievement; Institutional data regarding students' enrollment; Theoretical insights from the *Uses and Gratifications Theory*; and Previous research on students' time management and its implications for academic success serve as secondary data for the study. Data collected were analyzed using both descriptive and inferential statistics on SPSS 20 (Statistical Package for Social Sciences).Null hypothesis tested using Regression Analysis. Hypothesis rule was that if the probability value of null hypothesis is less or equal ($p <= 0.05$) to the critical value, then the null hypothesis will be rejected or otherwise not rejected at 0.05.alpha level of significance.

TABLE 1: Percentage distribution of respondents according to gender

Gender	Frequency	Percentage
Male	178	53.45
Female	155	46.55
Total	**333**	**100**

Field Survey: 2024

The above table 1revealed the gender distribution of 178male respondents representing53.45%,and155 female representing46.55%. This implies that majority of the respondents are male students.

Table 2: Frequency and Percentage of students CGPA

CGPA	Frequency	Percentage
0.00-2.49	95	28.53
2.50-3.49	120	36.04
3.50-4.49	78	23.42
4.50-5.00	40	12.01
Total	**333**	**100**

Field Survey: 2024

The above table2 is showing the CGPA distribution of the respondents. This revealed that 95 representing 28.53% of the respondents have a CGPA of 0.00-2.49. 36.04% have 2.50-3.49; 23.42% have 3.50-4.49, and 12.01% have 4.50-5.00. This shows that majority of the respondents have a CGPA of 2.50-3.49.

Research Question one: Where does gender difference stands on time spent on social Networksites?

Table 3: Frequency count and Percentage of gender difference

S/N	Item statement	Male		Female		Male Remark	Female Remark
		Agreed	Disagreed	Agree	Disagreed		
1	I use social network less than 2 hours daily	95	82	57	99	Agreed	Disagreed
		53.37%	52.90%	32.02%	63.87%		
2	I must use social networking 3-8 hours daily	102	76	85	70	Agreed	Agreed
		57.30%	49.03%	47.75%	45.16%		
3	My social networking account must be active daily	99	79	97	58	Agreed	Agreed
		55.62%	50.97%	54.49%	37.42%		
4	I use social network every few weeks or month	82	95	69	87	Disagreed	Disagreed
		46.07%	61.29%	38.76%	56.13%		

Field survey: 2024

The above table 3 shows that majority of male students agreed to item 1,while female disagreed to their usage of social network for less than 2 hours daily at 53.37% and 63.87% respectively. Item 2 shows that majority of male and female agreed that they must use social networking 3-8 hours daily at 57.3% and 47.75% respectively. Item 3 shows that majority of male and female respondents agreed that their social networking account must be active daily at 55.62% and 54.49%. Majority of the male and female disagreed that they use social network every week or month at 61.29% and 56.13% respectively. This means that there is no much gender difference on the usage for academic and non-academic purposes, but there is, on time spent online where female disagreed at 63.87% and male agreed to use of social network for less than 2 hours daily. Conversely, female students spent more time online than male.

Research Question Two: To what extent does social network usage influence students' academic achievement?

Table 4:   Frequency count and Percentage rating of how social network usage influenced students' academic achievement.

Table 4

S/N	Item Statement	Agreed		Disagreed		$\overline{X}$	Remark
		F	%	F	%		
1	Social networks uses do more to distract students from school work than to help them academically	206	61.86%	127	38.14%	2.51	Agreed
2	Students are too addicted to social networks and need more time away from them to concentrate on school work	242	72.67%	91	27.33%	2.88	Agreed
3	Social network use encourage students creativity and personal expression	257	77.18%	76	22.82%	2.95	Agreed
4	Social network broaden students' worldviews and perspectives	230	69.07%	103	30.93%	2.80	Agreed
5	Social network use help to share information and resource material with class	256	76.88%	77	23.12%	2.94	Agreed
6	The use of social network provide information quickly	279	83.78%	54	16.22%	3.10	Agreed
7	It has encouraged greater collaboration among students	261	78.38%	72	21.62%	2.98	Agreed
8	The use of social networking interfere with my studies and academic performance	217	65.17%	116	34.83%	2.71	Agreed
	Total =		73.12%		26.88%	2.86	Agreed

Field survey: 2024

Overall result on table 4 reveals that 73.12% unanimously agreed to all the entire constructs that using social network has influence their academic achievement. Item 1 shows that majority of the respondents agreed that social networks uses do more to distract students from school work than to help them academically at 61.86%. Item 2 shows that majority of the respondents agreed that students are too addicted to social networks and need more time away from them to concentrate on school work at 72.67%. Item 3 shows that majority of the respondents agreed that social network use encourage students creativity and personal expression at 77.18%. Item 4 shows that majority of the respondents agreed that social network broaden students' world views and perspectives at 69.07%. Item 5 shows that majority of the respondents strongly agreed that social network use help to share information and resource material with classmate at 76.88%. Item 6 shows that majority of the respondents strongly agreed that the use of social network provide information quickly at 83.78%. Item 7 that social network has encouraged greater collaboration among students at 78.38. Item 8 shows that majority of the respondents agreed that the use of social network interfere with my studies and academic performance at 65.17%. The overall result implies that social network usage influence student's academic achievement positively and negatively (X= 2.86, 73.12%).

Null Hypothesis

H_{o1}: Social network usage has no significant influence on time management skill of Polytechnics students in Kwara State.

TABLE 5 : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.455[a]	.207	.204	4.84735

a. Predictors: (Constant), social network usage

      In order to explain the percentage of variation in the dependent time management skills, the usage of social network is the independent variables. The researcher used coefficient of determination that was obtained from the model summary in the above. Coefficient of determination was used to explain whether the model is a good predictor. From the results of the model (the coefficient of determination) contributed adjusted R^2 of

TABLE 6: Analysis of Variance [a]

Model		Sum of Squares	df	Mean Square	F	Sig.	Decision
1	Regression	2111.084	1	2111.084	89.845	.000[b]	H_{04} Rejected
	Residual	8106.408	345	23.497			
	Total	10217.493	346				

a. Dependent Variable: time management

b. Predictors: (Constant), social network usage

      The results of the findings above revealed that the level of significance was 0.000 which is less than 0.05. This implies that the null hypothesis is rejected that implies that the regression model is significant in predicting the relationship between time management skills and social network usage. Also social network usage has a positive significant influence on time management skill of students in tertiary institution.

TABLE 7: Coefficients [a]

Model		Un -standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.250	.927		11.061	.000
	social network usage	.153	.016	.455	9.479	.000

a. Dependent Variable: Time Management Skill

      The table 7 "Coefficients" provides information effect of individual variables (the "Estimated Coefficients" or "beta") on the dependent variable. The beta 0.455 and p-value of 0.000 is less than 0.05% (critical value). This implies that social network usage is accumulated to 45.5% of time management skill and social network usage has significant influence on time management skill of students in tertiary institution. Overall, this also shows that social network has a positive influence on time management skill as a result of the Coefficients value for social network which is 0.153. This also shows that a unit increase in social network will bring about a 0.153increase in acquisition of time management skills.

Discussion of Findings

      First major findings on this study reveals that majority of the students are exposed to various social network and they use it for different purposes on daily basis such as to watch

movies, play games, listen to music, and so on. This corroborate the findings of Ezeonwumelu (2021) that students' engagement on social media such as facebook and Twitter addition had a significant influence on university students time management skills. Despite the fact that they spent more time networking on entertainment website such as chatting, messaging, uploading pictures and graphics, yet majority of them still use it to work on journals or write and get feedback from various sources, search and gather information on school work, assignments. All these are for academic purposes that can enhance good academic achievements. In addition, it was found that majority of students also agreed that social network facilitates educational collaborative classes among users which enables them to share the latest information each of them gathered among themselves and encourage the lethargic ones to wake up. This finding closely related to study conducted by Oladipo et al (2014), that students use social network such as Facebook, Emails and Google for both entertainment and educational purposes. Their findings also showed that at first introduction of social network, it was considered to be an entertainment tool, but now it has been transformed to one key elements of efficiency.

Another major finding from Table 3 on gender difference was that 53.37% of the male respondents agreed to use of social network for less than 2 hours daily, while 63.87% of their female counterpart disagreed to this statement. That means, female students use social network more than 2 hours daily. The result findings thus show that irrespective of gender, majority of the respondents uses social network between 3 to 8 hours daily, and both genders agreed that their account must be active daily. This implies that though both genders use social network for academic and non-academic purposes but female students are more active and stays online at 63.87% than male students. This result contradicted the findings of Azizi et al (2019), which revealed that social networking addiction scores were higher among male students and were statistically significant. This result finding is in line with Mazman & Usluel (2011) and Jason & Niaz (2011), both found that female student uses personal/entertainment site to maintain existing relationship than male students. Unlike Lin et al (2017) who found that male students are online than female college students.

Table 4 findings on influence of social network on academic achievement was that, social network influences students' academic achievement positively and negatively in the following ways: 61.86% of respondents agreed that social network uses do more to distract them from school work than to help them academically. 72.67% of respondents said that they are too addicted to social networks and need more time away from them to concentrate on school work, while 65.17% agreed that the use of social networking interfere with their studies and academic performance. On the contrary, it was found that social network usage has a positive influence on students' academic achievement too as 77.18% of respondents agreed that social network use encourage students creativity and personal expression, while 69.07% of students agreed that social network broaden students' worldviews and perspectives. In addition, 76.88% of the students agreed that social network use help them to share information and encouraged greater collaboration among students. It is implied from the foregoing that social network usage has both positive and negative influence on students' academic achievement which was tested also in hypothesis one. This finding goes alongside Walsh (2013) study that man and woman spend nearly half their day engaged in some form of media use. And that these media use for texting, chatting, watch movies, music and pictures posting was associated with lower GPAs and sleeplessness, while newspaper reading, searching for information to do assignments and school work were linked to a positive academic performance.

Third major finding from this study onstudents' time management skills equally have greater influence using social networks. This is supported through hypothesis tested and found rejected. The result was that social network does positively influence time management skill of

students of Polytechnics since their p-value is less than critical value of 0.05 significant level. More findings on time management skill of students is that majority of students agreed that use of social network no longer allow them to manage their time well as most school work are found completed at the last minutes thus enjoyed asking for extension. This is in line with Pew Research Centers (2013) that addictive to social network usage by undergraduate students denied them to do continuous assessment, thereby making them to have lower overall performance. Based on the above findings, the null hypotheses used for the study was rejected.

Conclusion

Based on the facts collected and data analyzed, social network is generally used especially, by female students of the polytechnics for several reasons. This invariably has many negative consequences on their physical and mental health having sleepless night browsing; gradually making them lethargic and unmotivated to create contact with people in persons and with lower grades. Also, findings revealed on this study has shown that social network has positive influence on time management skill, but majority of HND students, still lag behind in acquiring useful professional skills, such as using PowerPoint presentation on Projector, Microsoft Office Excel, Desktop Publishing, Web Page Design, Data Base Management System, how to avoid plagiarism and knowing steps needed to obtain permission for copyrighted materials.

Based on the Finding, the Following were Recommended
1. Students should be encouraged to use their time networking on educational/informational or academic/professional sites categories, that are useful in information gathering needed for the development and acquisition of necessary skills. They should also be encouraged by School Counselors to reduce time on social network usage, particularly in classrooms and while at homes; since overuse of these social network sites is not good for their physical and mental health. This will allow them have enough rest for the following day's work; focus on their studies and to improve on their performances.

2. Since social network usage has a negative influence on the academic achievement of those who use social network for non-academic purposes in tertiary institutions in Kwara State. This should be reduced to focus on academic work to boost their performances.
3. School authorities should constantly organize seminars for students, on the benefits of social network usage to acquire skills. They should be educated on the implications of social networking sites' addiction; while networking sites for either educational or academic should be made known to students, to guide them on the usage for the development and acquisition of marketable skills.

References

Al-Menayes, J. J. (2015). Social media use, engagement and addiction as predictors of academic performance. *International Journal of Psychological Studies*, 7(4), 86-94.

Azizi, S. M., Soroush, A., &Khatony, A. (2019). The relationship between social networking addiction and academic performance in Iranian students of medical sciences: A cross-sectional study. BMC Psychology, 7(1), 1-8. Available at: https://doi.org/10.1186/s40359-019-0305-0.

Bicen, H., & Cavus, N. (2012). Social network sites usage habits of undergraduate students: Case

study of Facebook. *Procedia - Social and Behavioral Sciences*, 46, 3280-3284.

Ellie, W. (2014). What Is the Meaning of Academic Performance?. Publishing in Houston Chronicle *Demand Media available at h*ttp://work.chron.com/meaning-a*cademic-performance-17332.html.*

Ezeonwumelu, V. U. (2021). Social Media Addiction and Time Management Skills of University Students in Akwa Ibom State, Nigeria. Global Journal of Social Sciences Studies, 7(1): 24-34. DOI: 10.20448/807.7.1.24.34.

Giwa, F. B. (2019). New Technologies and Distance Learning: An Effective Tools for Teaching and Learning. Published paper in the Journal of the Business Education (JBE), Kwara State University, Malete, Vol.5, No.2.

Jalali, S., & Salehi, H. (2021). The impact of social media usage on academic performance: Focusing on university students' time management. *Interactive Technology and Smart Education*, 18(4), 543-561.

Jason T.& Niaz A. (2011). On the Usage and Implications of Social Networking Sites: A Survey of College Students. *The Journal of Interpersonal, Intercultural and Mass Communication.* Vol.2, Issue 1, 2011.

Karen, M., Heather S., Dominique, L., Natalie, C. & David, G. (2011). Career Development Services and Skills Development Programs: Gaps, Innovations, and Opportunities *Published by the Social Research and Demonstration Corporation* available at www.srdc.org.

Kirschner, P., & Karpinski, A., (2010). Facebook and Academic Performance. *Computer in Human Behaviour*, 26, 1237-1245.

Lin, G. & Subrahmanyam, K. (2017). Adolescents and the net: Internet use and wellbeing. *Adolescence, 42(168),* 659-675. Retrieved from: http://findarticles.com/ p/articles/mi_m2248/is_168_42/ai_n27483301/

Romm-Livermore, C. & Setzekorn, K. (2008). Social Networking Communities and e-datingServices: Concepts and lmplications.*IGI Global*.

Steinmayr, R., MeiBner, A ., Weidinger, A.&Wirthwein, L. (2015). Academic Achievement.*Published at Oxford Bibliographies* available at

Walsh, J. L. (2013). Texting, Social Networking and Other Media Use Linked to Poor Academic Performance.Article from Lifespan.The Miriam Hospitals Centers for.

Wang, Q., Chen, W., & Liang, Y. (2011). The effects of social media on college students. *Research in Higher Education Journal*, 13(1), 1-12.

Wong, J. G., Tang, C. S., & Cheng, S. K. (2015). Time management and its relationship with academic performance of Hong Kong secondary school students. *Journal of Educational Research and Development*, 3(2), 22-28.

Zahra, F., Rahman, A., & Alam, F. (2022). Social media addiction, time management, and academic achievement among university students. *Journal of Information Technology Education: Research*, 21, 65-82.