INFLUENCE OF SOCIAL MEDIA USAGE ON TIME MANAGEMENT AMONG STUDENTS OF FEDERAL COLLEGE OF EDUCATION, ZARIA, NIGERIA

BY

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DECLARATION

I declare that the work in this dissertation titled Influence of Social Media Usage on Time Management among students of Federal College of Education (FCE), Zaria, Nigeria, has been carried out by me in the Department of Educational Psychology and Counselling. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

Ruth Ijato ECHEKWU _____ _____

Signature Date

CERTIFICATION

This dissertation titled INFLUENCE OF SOCIAL MEDIA USAGE ON TIME MANAGEMENT AMONG STUDENTS OF FEDERAL COLLEGE OF EDUCATION (FCE), ZARIA, NIGERIA by Ruth Ijato ECHEKWU meets the regulations governing the award of the degree of Educational Guidance and Counselling of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to the researcher's parents Professor and Mrs. Echekwu who have always been there for the researcher at all times. Also, this dissertation is dedicated to the researcher's brothers Daniel and Wilson, the researcher's sister Favour and the researcher's best friend, Silas.

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OPERATIONAL DEFINITION OF TERMS

For the purpose of this study the following were operationally defined.

Social Media Usage: Is the process by which students exchange and share information, ideas, career interest, pictures, videos, music, files and documents through a platform called the internet.

Time Management: Is the ability of students to plan and control how they spend the hours in their day to day activities to effectively accomplish their goals. It is also the process by which students plan and exercise conscious control over the amount of time they spend on specific activities.

ABSTRACT

This study examined the Influence of social media usage on time management among students of Federal College of Education, Zaria, Nigeria. Six objectives, questions, basic assumptions and hypotheses guided the study. The study sample included 735 male students and 589 female students, making a total of 1,323 sampled respondents for the study. The ex-post facto design was adopted for the study. Relevant literatures reviewed were cited. The Social Media Usage Questionnaire adapted from Zammit & Morrisey (2012) and Time Management Questionnaire adapted from Bocar & Daga-ang (2015) were used. To analyze the data, the simple percentages, mean and standard deviation were used for the demographic data and research questions while the hypotheses were tested using PPMr, Independent t-test and ANOVA. Based on the findings, it was revealed that there is significant negative relationship between social media usage and time management among students of FCE, Zaria. It was hence, recommended among others that the school management should create awareness and enlightenment by organizing seminars, conferences and workshops on the usefulness of social media usage and how to manage time in order to better the achievement of students in their academics.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Social media is a type of electronic communication that makes interaction easier based on certain interests and characteristics. They are media for social interaction, and use highly accessible and scalable publishing based technologies which are able to transform broadcast media monologues into social dialogues through the favourite realm of internet sites such as Facebook, Twitter, MySpace, 2go, Whatsapp, Instagram, BBM, Eskimi, LinkedIn and YouTube. Social media are computer mediated tools that allow people to create, share information, ideas, pictures and videos in virtual communities and networks.

Ames (2013) defined social media as 'a group of internet based applications that build on the ideological and technological foundations of web 2.0 and all the creation and exchange of user generated content'. Burke and Kraut (2014) defined social media as 'the many relatively inexpensive and widely accessible electronic tools that enable anyone to publish and access information, collaborate and build relationships'. That is, social media can afford its users unlimited access in as much as they intend to make use of it. Thus, the reason for the adoption of social media is as a result of its ubiquitous access, flexibility, functionality as well as its convenience. The social media rely on the mobile and web based technologies to create highly interactive platforms through which individuals and communities can share, discuss, co create and modify the user generated content. These platforms introduce substantial and penetrating changes to

communication between organizations, businesses, individuals and communities (Baumer, Adams, Khovanskaya, Liao, Smith, Schwanda & Williams, 2013).

Facebook has continued to be the most widely used form of social media (Nielson Company, 2014). Social media use as a whole can by no means be characterized as proportionate with Facebook use. A range of social media sites like YouTube, Twitter, Instagram and Reddit have been created primarily for social and leisure purposes, and are also widely used by the millennials and college students in particular (Nielson Company, 2014). College students form the largest number of users of social media. According to Lenhart, Purcell, Smith and Zickuhr (2010), 72% of all college students have a social media profile with 45% of them using social media at least once a day.

Time management consists of tools and activities that help an individual effectively manage and strategize his time. Through effective time management, one can increase individual or group productivity and experience larger profits that will lead to a more satisfying overall life experience. Eilam and Aharon (2003) defined time management as a way of monitoring and controlling time. Time management as defined by North (2004) is the organization of tasks and events by first estimating how much time a task will take to be completed, when it must be completed and then adjusting events that would interfere with its completion so that completion is reached in the appropriate amount of time.

Many Nigerian students may have time management problems as they have become addicted to the use of social media to the extent that they care little or nothing about their studies. As a result of this, they practically spend their whole time using the social media and it has affected them psychologically and in their studies so much that they perform poorly. This situation has created fear in the hearts of parents as to what the future holds for their children (Nalwa & Anand, 2003). The heavy use of social media has raised many questions about how students incorporate social media into their lives and whether by doing so, it supports or hinders students' broader social and academic development, which is reflected in the ability to read deeply, think critically and form authentic friendships.

Karpinski and Duberstein (2009) were of the view that among the various unique distractions of every generation, Facebook has remained a major distraction of and for the current generation. The use of social media has been increasing among students of all ages. Students use at least one type of social media platform in their daily lives. Many students face problems when it comes to managing their time and they feel the need to improve themselves when starting university. However, with the proliferation of social media, youths spend more or most of their time in and on the social media which they believe to derive pleasure from the technological devices. Hence, Olubiyi (2012) observes that the bone of contention of the social media is the obsessive attitude of Nigerian youths towards its use. He points out that youths waste time through idle chats and other immoral acts. The result is that quality time that ought to be spent on academic research and other productive networking is lost.

1.2 Statement of the Problem

It is a common sight to see youths chatting in highly organized places like lecture venues and sacred places like the church and mosque. Some are so engrossed that even as they are walking along the high way, they keep chatting. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation of students using cellular phones at their disposal, as students no longer need to visit a cybercafé before they send and receive messages. Attention has now shifted from visible friends to invisible friends, while important ventures like study, reading and writing are negatively affected in the process. This phenomenon has become a source of concern to many who believe in knowledge and how to manage their time in acquiring it.

Time is very important in a student's life. The use or abuse of it may largely determine the outcome of a student's academic pursuit. With the growing interest in the social media and all the distraction it constitutes, the ability of students to manage their time in the face of all these has become a matter of grave concern especially in relation to the rigorous demands of excellence in academics.

Students of tertiary institutions in Kaduna state these days are always busy with their handsets and laptops. Give most students access to the internet and they can spend considerable time chatting, checking their emails, their Facebook profile, their MySpace Web page, updating their Twitter accounts and their LinkedIn accounts and this does not happen only once a day. It is said that an average Nigerian youth spend

about 6-7 hours on the internet daily, some do all night browsing. One then begins to wonder when do they have the time to read or study their books and make research.

The exposure and use of social media tend to have implications on students' time management style. When students spend considerable time socializing through the social media and spent less time on their studies, this may result to low academic outcome. Social media usage may contribute to students' long stay on the internet. Hence, time management may be a problem that students encounter, most especially when it comes to social media usage. Thus, the problem that this study investigated was the influence of social media usage on time management among students of Federal College of Education (FCE), Zaria, Nigeria.

1.3 Objectives of the Study

The objectives of the study were to:

1. Examine the relationship between social media usage and time management among students of FCE, Zaria.
2. Investigate the difference of social media usage amongst NCE I, II and III students of FCE, Zaria.
3. Examine the difference of time management amongst NCE I, II and III students of FCE, Zaria.
4. Investigate the difference of social media usage between male and female students of FCE, Zaria.

5. Examine the difference of time management between male and female students of FCE, Zaria.
6. Investigate the difference between hours spent using social media and time management among students of FCE, Zaria.

1.4 Research Questions

Based on the research objectives, the following research questions were raised:

1. What is the relationship between social media usage and time management among students of FCE, Zaria?
2. What is the difference of social media usage amongst NCE I, II and III students of FCE, Zaria?
3. What is the difference of time management amongst NCE I, II and III students of FCE, Zaria?
4. What is the difference of social media usage between male and female students of FCE, Zaria?
5. What is the difference of time management between male and female students of FCE, Zaria?
6. What is the difference between hours spent using social media and time management among students of FCE, Zaria?

1.4 Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant relationship between social media usage and time management among students of FCE, Zaria.
2. There is no significant difference of social media usage amongst NCE I, II and III students of FCE, Zaria.
3. There is no significant difference of time management amongst the NCE I, II and III students of FCE, Zaria.
4. There is no significant difference of social media usage between male and female students of FCE, Zaria.
5. There is no significant difference of time management between male and female students of FCE, Zaria.
6. There is no significant difference between hours spent using social media and time management among students of FCE, Zaria.

1.6 Basic Assumptions

For the purpose of this study, the following assumptions were made;

1. Relationship may exist between social media usage and time management among students of FCE, Zaria.
2. Difference of social media usage may exist amongst NCE I, II and III students of FCE, Zaria.
3. Difference of time management may exist amongst NCE I, II and III students of FCE, Zaria.

4. Difference of social media usage may exist between male and female students of FCE, Zaria.
5. Difference of time management may exist between male and female students of FCE, Zaria.
6. Difference may exist between hours spent using social media and time management among students of FCE, Zaria

1.7 Significance of the Study

The findings from this study will be of immense benefit to students, teachers, curriculum planners, Counsellors and Psychologists, and other stakeholders in education as well as the society at large. For example, the result of the study will help students see how social media can affect the way they manage their time when they spend more time than expected to the detriment of other important tasks (academic pursuit) and other activities they are supposed to attend to. It will also help them adjust and manage their time properly and wisely to achieve maximum utilization in both their studies and other important tasks in their everyday lives. Teachers on the other hand, will benefit from the findings of the study as it will help them gain knowledge on the current challenges that students experience when it comes to managing time on the social media and find appropriate measure to help the students. It will also be of help to teachers, to vary their methods of teaching by including the use of social media in their teaching to foster understanding among students and also encourage students to spend more time on the social media for assignments, studies and doing researches than on mere social media socialization.

The findings from this study will also serve as a guide in helping the curriculum planners in the course of planning academic programmes for students by drawing their attention to the need to incorporate the use of social media and how well to manage time for academic purpose in their curriculum which will go a long way in helping the students. It will help stakeholders in education to introduce time management among students in their use of social media into the educational system which will help students to allocate time wisely to their studies and other important activities in their daily lives. It will also help Counsellors and Psychologists to guide students well on how to adequately and wisely manage their time, by guiding them to plan and allocate time to each activity they may engage in, so as to avoid time management problems that may affect their studies and other important activities. Findings from this study will provide information on time management for academic purpose to Counsellors and Psychologists which will help them attend to clients facing such challenges. Also, the findings of the study will serve as reference material for those who intend to embark on similar research and study and how it affects other spheres of life.

However, this information will get to students, teachers, curriculum planners, guidance counsellors and psychologists, stakeholders in education and the society at large through seminars, workshops, conferences, educational talks and newspapers.

1.8 Scope and Delimitation of the Study

This study examined the influence of social media usage on time management among students of Federal College of Education, Zaria The following institutions were

not part of the study; Ahmadu Bello University, Zaria, Nuhu Bamali Polytechnic Zaria, National Institute of Transport Technology (NITT), Nigerian College of Aviation Technology (NCAT), Leather Research Institute of Science Technology This study covered NCE I, II and III students of FCE, Zaria who made use of social media. Media such as radio, television, and print media were not part of the study. The study was delimited to male and female NCE students of FCE, Zaria, 2015/2016 academic session.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the literatures related to the study were reviewed under the following headings; concept of social media, concept of time management, history of

social media, types of social media, effects of time management on students, social media and time management, social media addiction, gender differences in the use of social media, theoretical framework; Uses and gratification theory by Katz Elihu, Jay Blumler and Michael Gurevitch, Abraham Maslow's Needs theory and Stephen Covey's Time Management theory.

2.2.1 Concept of Social Media

By definition, social media is the combination of various internet tools that enable users to generate, exchange and modify content continuously (Noone, Mcguire, & Rohlfs, 2011). The World Wide Web has radically altered the way we share information by lowering the barrier to publishing and accessing documents on the internet (Bizer, Heath, & Berners-Lee, 2009). From its early origin as a simple portal to publish and share data it has grown into the interactive architecture commonly referred to as Web 2.0, a term which was originally coined by Tim O'Reilly in 2005 and refers to a loose gathering of a wide variety of family-resembling technologies, services and products (Floridi, 2009).

Affilorama (2011) defines social media as a content that is created and shared by individuals on the web using freely available websites that allow users to be able to create and post their own images, video and text information and then share that with either the entire internet or just a selected group of friends. According to CubixDev (2011) social media is the new term for socializing online, as it allows people the liberty to interact with each other online wherever and whenever they want.

The rapid diffusion of social media applications along with this evolution of the web leads to some difficulty in defining the term social media. What is or isn't social media? Indeed the web itself is now considered by some as the social web as social aspects have been integrated at the level of the design and development of websites (Porter, 2008). In fact, the Social Web is defined as the online place where people with a common interest can gather to share thoughts, comments and opinions and includes social networking sites, branded and corporate sites (Weber, 2009).

2.2.2 Concept Time Management

Time is nothing and nothing can replace time (Sabuncuoglu & Pasa, 2002). Thus, 'time=life', and wasting time means wasting life. Those that complain about the lack of time do not know how to use their time. Not being able to control time is equal to inability to control life (Sabuncuoglu & Tuz, 2003). Hence, man consumes time and time consumes man (Karsli, 2011).

Time is an essential resource. It is irrecoverable, limited and dynamic. Irrecoverable because every minute spent is gone forever, limited because only 24 hours exist in a day and dynamic because it is never static. It keeps moving and does not wait for anybody (Lucas & David, 2008). Time is a continuous process that encompasses event from the past, bringing it to today and then extending it to the future, and is usually the main aspect that gives meaning to movement (Tutar, 2007). That is to say that, time is the whole period that defines our existence. Every individual has a certain time limit and though it may seem never ending, time cannot be infinite (Bal & Bal,

2015). Furthermore, time is a precious and unique resource that all creatures of the universe possess in common but cannot be used in the same manner (Orucu, Tikici & Kanbur, 2007). It cannot be collected like money, stored like raw material, offered to others like a piece of cake, stopped like a vehicle neither can it be used like a good and replaced in anyway (Sabuncuoglu, Pasa & Kanmaz, 2010).

Time is an endowment that most people seek to make the most of. Although, people can get paid hourly wages for using their time on labour, people cannot buy and sell units of time in the same way they can trade other commodities such as food and coal. This makes time unique. Time is finite and in terms of amount of time that exists in a person's life, there is not much time inequality in comparison to other endowments such as money. In addition, the choice on how to spend time affects a lot of other aspects of life as well as a person's happiness.

Through effective time management, one can increase individual or group productivity and experience larger profits that will lead to a more satisfying overall life experience. Time management can be defined as a set of planned activities or carefully selected tools which allows you to effectively manage your time properly. Students most times, have difficulties when it comes to managing their time especially as it relates to prioritizing academic and non academic activities. However, there is need for students to learn how to prioritize their activities and assign a specific timeframe to each activity. Time management is the ability to decide what is important in life both at work, at home and even in our personal lives. Time management plays a very important role not only in organizations but also in our daily lives.

Gerald (2002) sees time management as a set of principles, practices, skills, tools and systems that work together to help you get more value out of your time with the aim of improving the quality of our life. Also, Argarwal (2008) asserts that time management is usually a personal problem and if one instinctively knows what the right is, then there is no need to worry. Unlike other things, time lost never comes back.

Factors that cause bad time management are called time traps. It is possible to list time traps as sleep, television , long distance computing, low reading pace, instructions, work area, not saying 'no', telephone, mobile phone, e-mail and not knowing how to relax and long waiting (Hickox, 2006). Most especially today, insensible consumption of the internet and social media are part of time traps. Although, it is expected that technological improvements minimize time loss and help us do things more effective and in a short time. It actually drives us apart from real life and become time traps. According to Goethe, 'the worst of all thieves is the one who steals our time because everything stolen might be replaced one day; however, stolen time is irreplaceable (Degirmenci, 2005). One of the effects of time management problem for many people is the imbalance in their lives which causes them to spend less time on things that need to be done.

2.3 Theoretical Framework

Over the past few decades, technology has truly revolutionized our lives. Perhaps one of the biggest transformations has occurred within the technology of communication. Prior to the industrial revolution, society had a virtually nonexistent

form of communication media. However, as life began to transform, technology in communication began to grow in all aspects. With each decade within the twentieth century, edge-breaking theories were presented in relation to the communication field. The theories that brought forth a relatively astonishing perspective to this field were the Uses and Gratifications theory, Maslow's Need Theory and Stephen Covey's Time Management theory. These theories truly revolutionized the way one characterizes communication.

2.3.1 Uses and Gratifications Theory by Katz, Blumler and Gurevitch

Uses and gratification theory was founded by Elihu Katz in 1959, when Herzog examined the reasons why people use the radio to listen to quiz programme (Herzog, 1944 in Katz, 1959). Katz (1959) observed that the outcomes of media usage depended on why and how people decide to use the media. There are two important components that are discussed in Uses and Gratification Theory which are, the media that choose to be engaged and the gratification that one derives from such a media (Ruggiero, 2000). This theory works operationally through the social and psychological needs for individuals generating motives and expectation of the mass media (Katz, 1959) and how individuals use media to satisfy their needs and achieve their goals. Newhagen and Rafaeli (as cited in Patrick, 2010) mentioned that uses and gratification theory is suitable for the internet because the internet has something that is suitable for everyone, be it information seeking, inter-personal communication, entertainment, or escapism. It is just like 'chameleon like character'.

Elihu Katz first introduced the uses and gratification approach, when he came up with the notion that people use the media to their benefit. The perspective emerged in the early 1970's as Katz and his two colleagues, Jay Blumler and Michael Gurevitch continued to expand the idea. This theory was contemporary because it contradicted older views that assumed the audience was a passive group. The Uses and Gratifications theory views the audience as active, meaning that they actively seek out specific media and content to achieve certain results or gratifications that satisfy their personal needs. The sources of the media chosen are distinctive. As Blumler points out in his book *The Use of Mass Communication*, "Studies have shown that audience gratifications can be derived from at least three distinct sources: media content, exposure to the media per se, and social context that typifies the situation of exposure to different media" (Blumler, 1974). It is clear that audiences spend time using the media in various ways. Whether they are killing time or using it as a social tool, each medium is unique in its purpose.

Stages of the theory

Uses and gratifications theory was developed from a number of prior communication theories and research conducted by fellow theorists.

Stage 1

- In 1944 Herta Herzog began to look at the earliest forms of uses and gratifications with her work classifying the reasons why people chose specific types of media. For her study, Herzog interviewed soap opera fans and was able to identify three types

of gratifications. The three gratifications categories, based on why people listened to soap operas, were emotional, wishful thinking and learning (West & Lynn, 2010).

- In 1970 Abraham Maslow suggested that uses and gratifications theory was an extension of the Needs and Motivation Theory. The basis for his argument was that people actively looked to satisfy their needs based on a hierarchy. These needs are organized as Maslow's Hierarchy of Needs in the form of a pyramid with the largest, most fundamental needs at the base and the need for self-actualization at the tip. From the bottom-up the pyramid contains Biological/Physical, Security/Safety, Social/Belonging, Ego/Self-Respect and Self-actualization at the top (West & Lynn, 2010).
- In 1954 Wilbur Schramm developed the fraction of selection, a formula for determining which form of mass media an individual would select. The formula helped to decide the amount of gratification an individual would expect to gain from the medium over how much effort they had to make to achieve gratification (West & Lynn, 2010).

Stage 2

- In 1969 Jay Blumler and Denis McQuail studied the 1964 election in the United Kingdom by examining people's motives for watching certain political programs on television. By categorizing the audience's motives for viewing a certain program, they aimed to classify viewers according to their needs in order to understand any potential mass-media effects (*Severin, Tankard & James, 2000).* The audience

motivations they were able to identify helped lay the groundwork for their research in 1972 and eventually uses and gratifications theory (West & Lynn, 2010).

- In 1972 Denis McQuail, Jay Blumler and Joseph Brown suggested that the uses of different types of media could be grouped into 4 categories. The four categories were: diversion, personal relationships, personal identity and surveillance (West and Lynn, 2010).
- In 1973-74 McQuail, Blumler and Brown were joined by Elihu Katz, Michael Gurevitch and Hadassah Haas, in their media exploration. The collaborative research began to indicate how people saw the mass media (West and Lynn, 2010).

Stage 3

- The most recent interest surrounding Uses and Gratifications Theory is the link between the reason why media is used and the achieved gratification (West & Lynn, 2010).
- UGT researchers are developing the theory to be more predictive and explanatory by connecting the needs, goals, benefits, and consequences of media consumption and use along with individual factors (West & Lynn, 2010).
- Work in UGT was trailblazing because the research of Katz, Blumler, and Gurevitch built on Herzog's research and caused a paradigm shift from how media influences people to how audiences use media, diminishing the dominance of the limited effects approach to mass media studies (West & Lynn, 2010).

According to Katz, Blumler and Gurevitch (1974) uses and gratification theory is commonly used to:

- Explain how the psychological and social needs of people give rise to their expectation and motivation to choose and to use the mass media that will best meet their needs and expectations.
- Explain how people use the media to meet their specific needs.
- Understand the motives for their dependency on a particular media.
- Identify the consequences that results from the needs, motives and dependency on a particular media (Patrick, 2010).

Uses and gratification theory can be said to have a user/audience-centered approach. Even for communication (say inter-personal) people refer to the media for the topic they discuss with themselves. They gain more knowledge and that knowledge is gotten by using media for reference. There are several needs and gratification for people and they are categorized into five categories which include;

Cognitive needs: People use media for acquiring knowledge, information etc. Among the audience, some of them have intellectual needs to acquire knowledge. This is not common to all, only certain people have their need, each person have a different need for e.g. quiz programs on television, in order to acquire knowledge and information you will watch news to satisfy the need, search engines in the internet, they make use of these to gain more knowledge. Particularly for the internet search engine they can browse for any topic under the run with no time restriction.

Affective needs: It includes all kinds of emotions, pleasure and other moods of the people. People use media like television to satisfy their emotional needs. The best

example is people watch serials and if there is an emotional or sad scene, people can cry.

Personal Integrative needs: This is the self-esteem need. People use media to reassure their status, gain credibility and stabilize. So people watch television and assure themselves that they have a status in society for e.g, people get to improve their status by watching media advertisements like jewelry ad, furniture's ad and buy products, so the people change their life style and media helps them to do so.

Social Integrative needs: It encompasses the need to socialize with family, friends and relations in the society. For social interaction nowadays people do not seems to have social gathering in weekend, instead they do such social interaction using media like the social networking sites like MySpace, Facebook, Orkut, etc to satisfy their need. Another example is you may not watch the particular serial regularly but because your friend is watching, you also start watching so that you will have common topics for discussion.

Tension free needs: People sometimes use the media as a means of escapism and to relieve from tension. For e.g. People tend to relax watching television, listening to radio and for satisfying their need for entertainment there by relaxing from all the tension, people watch films, films on television, etc.

Note: The needs are individual in nature, and how you satisfy the need is individualistic. E.g, that is why some watch news to relax and some get more tension by watching news. The program is the same but people use it for different needs. However, students most times use the social media because of the joy and pleasure they derive from it and

so, there is a reason why students depend much on the social media and spent majority of their time on it.

Modern Applications of Uses and Gratifications Research

Recent research *(Leung, 2013)* has looked at social networking services, personal and subject-based blogs, and internet forums put together to study the U&G in posting social content, the relationship between gratifications and narcissism, and the effects of age on this relationship and these gratifications. Users have motivations of the following overall:

- Social and affection
- Need to vent negative feelings
- Recognition
- Entertainment
- Cognitive needs

Forums were found to be the main media for venting negative feelings, potentially due to the fact that comparatively, forums are more of a one-way street. Similar to the variables of gender, location, and audience as previous research has found, the U&G differed by category of narcissism. The researchers found four multi-dimensional narcissistic personality types: feeling authoritative or superior, exhibitionistic, exploitative, and often hungry for vanity. The U&G differed depending on the specific type of narcissism a given user had. For instance, those who were exhibitionistic tended to focus on the social media U&G of showing affection, expressing negative feelings, and being recognized. Those who viewed themselves as superior had higher uses and

gratifications by cognitive motivations than by recognition. The vain narcissists were most gratified by recognition and attention, and they did not vent negative feelings. Exhibitionists were motivated by all gratifications of social media. No generational differences were found in the narcissistic tendencies. Basically, the theory places more emphasis on "what people do with media" rather than "what media do to people" (Idakwo, 2011). Uses and gratifications theory is the study of the gratifications or benefits that attract and hold audiences to various types of media and the types of content that satisfy their social and psychological needs.

Social media as a new media of communication also lends itself to uses and gratifications approach, in part due to its interactive nature (Grant, 2005). Uses and gratifications research has typically focused on how media are used to satisfy cognitive and affective needs involving personal needs and entertainment needs (Asogwa, Ojih & Onoja, 2015). This theory directly places power in the hands of the audience. Rather than assuming that social media have direct, uniform effects on those who consume them, the uses and gratifications perspective proposes that receivers make deliberate, intentional decisions about the media (social media) they expose themselves to and at what frequency based on personal needs and desires irrespective of its influence on them be it positive or negative.

2.3.2 Needs and Motivation Theory by Abraham Maslow

Abraham Maslow's Needs and Motivation Theory, is a theory in psychology proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation" in *Psychological Review* Maslow (1943). Maslow's hierarchy of needs is often portrayed in

the shape of a pyramid with the largest, most fundamental levels of needs at the bottom and the need for self-actualization at the top (Maslow, 1943 and Steere, 1988). While the pyramid has become the de facto way to represent the hierarchy, Maslow himself never used a pyramid to describe these levels in any of his writings on the subject. The most fundamental and basic four layers of the pyramid contain what Maslow called "deficiency needs" or "d-needs": esteem, friendship and love, security, and physical needs. If these "deficiency needs" are not met with the exception of the most fundamental (physiological) needs, there may not be a physical indication, but the individual will feel anxious and tense. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire (or focus motivation upon) the secondary or higher level needs. Maslow also coined the term "metamotivation" to describe the motivation of people who go beyond the scope of the basic needs and strive for constant betterment (Goble, 1970). The human mind and brain are complex and have parallel processes running at the same time, thus many different motivations from various levels of Maslow's hierarchy can occur at the same time. Maslow spoke clearly about these levels and their satisfaction in terms such as "relative," "general," and "primarily." Instead of stating that the individual focuses on a certain need at any given time, Maslow stated that a certain need "dominates" the human organism (Maslow, 1954). Thus, Maslow acknowledged the likelihood that the different levels of motivation could occur at any time in the human mind, but he focused on identifying the basic types of motivation and the order in which they should be met. The following are the types of needs.

Physiological Needs: Physiological needs are the physical requirements for human survival. If these requirements are not met, the human body cannot function properly and will ultimately fail. Physiological needs are thought to be the most important and should be met first. Air, water, and food are metabolic requirements for survival in all animals, including human beings. Clothing and shelter provide necessary protection from the elements.

Safety Needs: When an individual's physical needs are relatively satisfied, the individual's safety needs take precedence and dominate behaviour. In the absence of physical safety due to war, natural disaster, family violence, childhood abuse, etc., people may (re-)experience post-traumatic stress disorder or trans-generational trauma. In the absence of economic safety due to economic crisis and lack of work opportunities, the safety needs manifest themselves in ways such as a preference for job security, grievance procedures for protecting the individual from unilateral authority, savings accounts, insurance policies, reasonable disability accommodations, etc. This level is more likely to be found in children because they generally have a greater need to feel safe.

Love and Belonging: After physiological and safety needs are fulfilled, the third level of human needs is interpersonal and it involves feelings of belongingness. This need is especially strong in childhood and can override the need for safety as witnessed in children who cling to abusive parents. Deficiencies within this level of Maslow's hierarchy due to hospitalism, neglect, shunning, ostracism, etc., can impact the individual's ability to form and maintain emotionally significant relationships in general, such as; friendship, intimacy and family. According to Maslow, humans

need to feel a sense of belonging and acceptance among their social groups, regardless whether these groups are large or small. For example, some large social groups may include clubs, co-workers, religious groups, professional organizations, sports teams, and gangs. Some examples of small social connections include family members, intimate partners, mentors, colleagues, and confidants. Humans need to love and be loved both sexually and non-sexually by others Maslow (1943). Many people become susceptible to loneliness, social anxiety, and clinical depression in the absence of this love or belonging element. This need for belonging may overcome the physiological and security needs, depending on the strength of the peer pressure.

Esteem: All humans have a need to feel respected; this includes the need to have self-esteem and self-respect. Esteem presents the typical human desire to be accepted and valued by others. People often engage in a profession or hobby to gain recognition. These activities give the person a sense of contribution or value. Low self-esteem or an inferiority complex may result from imbalances during this level in the hierarchy. People with low self-esteem often need respect from others; they may feel the need to seek fame or glory. However, fame or glory will not help the person to build their self-esteem until they accept who they are internally. Psychological imbalances such as depression can hinder the person from obtaining a higher level of self-esteem or self-respect. Most people have a need for stable self-respect and self-esteem. Maslow noted two versions of esteem needs: a "lower" version and a "higher" version. The "lower" version of esteem is the need for respect from others. This may include a need for status, recognition, fame, prestige, and

attention. The "higher" version manifests itself as the need for self-respect. For example, the person may have a need for strength, competence, mastery, self-confidence, independence, and freedom. This "higher" version takes precedence over the "lower" version because it relies on an inner competence established through experience. Deprivation of these needs may lead to an inferiority complex, weakness, and helplessness. Maslow states that while he originally thought the needs of humans had strict guidelines, the "hierarchies are interrelated rather than sharply separated" (Maslow, 1954). This means that esteem and the subsequent levels are not strictly separated; instead, the levels are closely related.

Self-actualization: "What a man can be, he must be" (Maslow, 1954). This quotation forms the basis of the perceived need for self-actualization. This level of need refers to what a person's full potential is and the realization of that potential. Maslow describes this level as the desire to accomplish everything that one can, to become the most that one can be (Maslow, 1954). Individuals may perceive or focus on this need very specifically. For example, one individual may have the strong desire to become an ideal parent. In another, the desire may be expressed athletically. For others, it may be expressed in paintings, pictures, or inventions (Maslow, 1954). As previously mentioned, Maslow believed that to understand this level of need, the person must not only achieve the previous needs, but master them.

Self-transcendence: In his later years, Maslow explored a further dimension of needs, while criticizing his own vision on self-actualization (Maslow, 1954). The self only finds its actualization in giving itself to some higher goal outside oneself, in altruism and spirituality (*Journal of Transpersonal Psychology* 1, 1969). The need for

connection and interaction with other people is evident. As supported by Maslow's Needs theory, people desire to fulfill a sense of belonging through support from relationships with others. After obtaining physiological and safety needs, people strive to achieve Maslow's third need of belonging. New social media provide this opportunity where people can communicate with others and belong to different networks via virtual communities on the internet. Social media network sites help to fulfill communication needs and wants. It is a convenient method of communication and provides the ability to stay connected with friends and family, but on the users own rate and time (Urista, Dong, & Day, 2009). Students can manage their interactions within their own schedule by choosing when they want to read and respond using the social media platform. Thus, to achieve and fulfill this need of belonging, students spend majority of their time on the social media platforms in order to fulfill their need of belongingness.

2.3.3 Time Management Theory by Stephen Covey

Stephen Covey is one of the most successful self-help authors of all time. The time management theory was made popular by Stephen Covey in 1999. It is based on the idea that all our time is spent in four quadrants. Covey argues that, as a field of management study, time management has gone through four stages:

1. Identifying tasks and recognizing demands on our time
2. Using calendars and appointment books to schedule and plan for the future
3. Planning ahead and prioritizing activities; applying personal values to the process of prioritization

4. Focusing on activities that are not urgent but are important.

People who adhere to the fourth generation of time management focus on effectiveness and results, rather than efficiency and methods. They realize and prioritize the importance of relationships. Covey recognizes that we often have different roles and needs within our lives, such as family, work, community, time for ourselves, and recreation or other activities. Covey's time management theory is based on the assumption that we should manage time around what is 'important', not what is 'urgent', and that this should be carried out and planned across the different roles.

The idea is that all activities can be distinguished using two categories: 'importance' and 'urgency'. He uses a four-box matrix to convey this. Urgency is represented on the horizontal axis, and activities can be placed either in the 'low' or 'high' box. Importance is represented on the vertical axis in the same way. Covey recommends listing relevant activities and then placing them in the appropriate quadrant. Any High Urgency/High Importance projects (or crises) you have listed should be minimized, as should urgent but unimportant tasks.

Covey believes that the key to success is concentrating on' highly important', but 'non-urgent' issues, across all the identified roles. These, he argues, are the most important in terms of self-development, but are also the ones that are most commonly ignored. There are tasks such as writing a personal mission statement, long-range planning and preparation. Urgency is time related, importance is value related, but most people respond to urgency rather than importance. Whilst they can coincide, they are

not the same and a key point with time management is to deal with important tasks before they become urgent, as it is easier to do the important tasks well when they are not urgent.

2.4 History of Social Media

There are many ideas about the first occurrence of social media. "Throughout much of human history, we have developed technologies that make it easier for us to communicate with each other" (Carton, 2009). The earliest information encountered by the writers of this article referred to 1792 and the use of the telegraph to transmit and receive messages over long distances (Ritholz, 2010). Emile Durkheim, a French sociologist known by many as the father of sociology, and Ferdinand Tonnies, a German sociologist, are considered pioneers of social networks during the late 1800s. Tonnies believed that social groups could exist because members shared values and beliefs or because of shared conflict. His theory dealt with the social contract conceptions of society. Durkheim combined empirical research with sociological theory. Also, in the late 1800s, the radio and telephone were used for social interaction, albeit one-way with the radio (Rimskii, 2011 and Edosomwan, Prakasan, Kouame, Watson & Seymour, 2011).

Social networks have evolved over the years to the modern-day variety which uses digital media. However, the social media is not that new. In addition, it did not start with the computer but instead the telephone. During the 1950s, phone phreaking, the term used for the rogue searching of the telephone network, began. This process was accomplished through the use of homemade electronic devices that facilitated unauthorized access to the telephone system to make free calls. Phreaks were able to find telephone company test lines and conference circuits to complete their task. Brett Borders

stated that phreaks were able to hack into corporate unused voice mailboxes to host the first blogs and podcasts (Borders, 2010). During the 1960s, the public saw the advent of email (Borders, 2010). However, the internet was not available to the public until 1991. Email was originally a method to exchange messages from one computer to another, but both computers were required to be online. Today, email servers will accept and store messages which allow recipients to access the email at their convenience. With the 1980s came the introduction of the WELL, GEnie, Listserv, and Internet Relay Chat (IRC). The WELL, which originally began as a BBS, is short for the Whole Earth Lectronic Link. It was founded in Sausalito, California by Stewart Brand and Larry Brilliant and is one of the oldest continuously operating virtual communities. GEnie is the acronym for General Electric Network for Information Exchange. It was an online service using the ASCII language and was considered a competition for CompuServe. General Electric Information Services (GEIS) ran GEnie on the time-sharing mainframe computers during non-peak hours. GEIS initially refused to expand the network to allow GEnie to grow. Listserv, launched in 1986, was the first electronic mailing list software application. Prior to its creation, email lists had to be managed manually. The software allows the sender to send one email to reach several people. Originally, Listserv was freeware but is now sold commercially. A free version is available for a limit of ten lists with no more than 500 subscribers. IRC, Internet Relay Chat, is designed for group communication. It is a form of real-time chat, also known as internet text messaging, or synchronous conferencing. IRC's main purpose is for group communication, but it allows private messages, chat, and data transfers between two users (Ritholz, 2010).

Many social networking sites were created in the 1990s. Some examples include Six Degrees, BlackPlanet, Asian Avenue, and MoveOn. These are, or have been, online niche social sites where people can interact, including sites for public policy advocacy and a social network based on a web of contacts model. In addition, blogging services such as Blogger and Epinions were created. Epinions is a site where consumers can read or create reviews of products. ThirdVoice and Napster were two software applications created in the 90s that have since been removed from the market. ThirdVoice was a free plug-in that allowed users to post comments on WebPages. Opponents of the software argued that comments were often vulgar or slanderous. Napster was a software application that allowed peer-to-peer file sharing. Users were allowed to share music files by passing normal distribution methods, which in the end was determined to be a violation of copyright laws (Ritholz, 2010). In 2000 social media received a great boost with the witnessing of many social networking sites springing up. This highly boosted and transformed the interaction of individuals and organizations who share common interest in music, education, movies, and friendship, based on social networking. Among those that were launched included LunarStorm, six degrees, cyworld, ryze, and Wikipedia. In 2001, fotolog, sky blog and Friendster were launched, and in 2003, MySpace, LinkedIn, lastFM, tribe.net, Hi5 etc. In 2004, popular names like Facebook Harvard, Dogster and Mixi evolved. During 2005, big names like Yahoo! 360, YouTube, cyword, and Black planet all emerged (Junco, Heibergert, & Loken, 2011).

2.5 Types of Social Media

2.5.1 Blogs and Micro Blogs

The term blog is a blend of the term “weblog”, coined in 1997 by John Barger (Blood, 2000). In 1999, Peter Merholz broke the word into “we blog”, and thereafter it has been used as “blog” (Wikipedia, 2011). During the same year, Pyra Labs developed “blogger”, a web-based software platform, (or blog hosting application), self-described as “the push-button publishing tool for the people” (Pyra Labs, 2011) that enables anyone, without any knowledge of programming language to develop a blog, a platform that contributed significantly to the spread and growth of blogs. In 2012 it was estimated that there were more than 181 million blogs worldwide (Nielsen, 2012). The term blog describes a personal website (either stand-alone, or hosted within a hosting platform such as blogger.com or wordpress.com) that contains frequently, or regularly updated entries, primarily consisting of text, but also images, videos and links to other websites. The entries are displayed in reverse chronological order, resembling an online personal diary, or journal that conveys personal experiences, stories, thoughts, or ideas expressed in an informal, personal style (Nardi, Schaiano, Gumbrecht & Swart, 2004; Walker, 2005; Akehurst, 2009; Lin & Huang, 2010). In terms of level of interactivity blogs are asynchronous, and in terms of communication scope they are a “many to many” medium (Litvin, Goldsmith & Pan, 2008).

Micro blogs on the other hand, has been defined as “internet based applications which allow users to exchange small elements of content such as short sentences, individual images, or video links” (Kaplan & Haenlein, 2011). Among the range of micro blog applications are twitter, jaiku, plurk, and weibo. However it is Twitter that is the largest of all and the one that drives the growth of micro blogging (Jansen *et al.* 2009;

Kaplan & Haenlein, 2011). In 2014 Twitter has more than 255 million monthly active users who send on average 500 million tweets per day (Twitter, 2014). Mobile devices are extensively used in Twitter: 78% of active Twitter users access it via a mobile device (Twitter, 2014). The main users' intention in Twitter is chatting about the daily routine, followed by conversations with other users, sharing and seeking information and URLs, and reporting news, thus users can be classified in three categories: Information sources, friends and information seekers (Java, Song, Finin & Tseng, 2007). The operational concept behind micro blogging is about similar to all micro blogging applications: For example in Twitter, users have their own webpage where they post messages called (Tweets) up to 140 characters in length that may contain links (usually shortened to accommodate for the limited character capacity of the message). Tweets are a priori public i.e. searchable via search engines and therefore available to all other users. Other users can subscribe to a specific person, becoming "followers" to receive his/her tweets in their own page. Followers can simply ignore the message, read it, dig into it, or even redistribute it (retweet) that is a kind of interest to their own followers. All micro blogging applications share three characteristics: (a) Short messages, limited to a specific number of characters, (b) instant message delivery, usually supported via multiple platforms i.e. instant messaging, SMS, RSS, email, Facebook etc.; (c) users subscribe to users to receive posts (Jansen, Zhang, Sobel & Chowdury, 2009). Micro blogs, as a form of social media, are positioned between traditional blogs and social networking sites, as they are characterized by a "high degree of self-presentation/self-

disclosure and a medium to low degree of social presence / media richness" (Kaplan & Haenlein, 2011).

2.5.2 Social Networking Sites

Social networking sites (SNS), or alternatively "social network sites" are the most widespread type of social media and their popularity continues to increase worldwide (Richter & Koch 2008, Belanche, Casalo, Flavian & Guinaliu, 2010; Universal McCann, 2010). Facebook, Google+, Wayn, RenRen, Linkedin, and Xing are considered typical examples of SNS. In United Kingdom, more than half of all adults visit a SNS at least once a week (Ofcom, 2013). In defining SNS, Boyd and Ellison (2007) use the term "network" rather than "networking" as for them the later denotes relationship initiation, usually between strangers:

> ...web-based services that allow individuals to construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site.

In a similar, however more restrictive, manner, Kaplan and Haenlein (2010) defined social networking sites as: "...applications that enable users to connect by creating personal information profiles, inviting friends and colleagues to have access to those profiles, and sending e-mails and instant messages between each other."

2.5.3 Content Communities

Content communities are web-based applications that enable users to share media content such as videos, photos, documents and presentations, music and web links. Indicative examples are: YouTube, Vimeo and Dailymotion for video; Flickr, Picasa, Panoramio, SmugMug and Fotolog for photos; Scrib, slideshare.net, docstoc for documents and presentations; lastfm, ilike, ping for music; and delicious, dig for bookmarking. With more than one billion unique visitors per month, YouTube seems to be the most popular of all content communities. In 2014, over 6 billion hours of video are watched on a monthly basis, and 100 hours of video are uploaded every minute (YouTube, 2014). Although less popular, but still impressive in terms of size, Flickr has 92 million users who upload around 1 million photos per day (Flickr, 2010). Jin et al. (2010) consider the act of uploading and viewing an image or video in a content community as an "implicit vote" in favour or against the subjects depicted. Therefore by aggregating data on those "votes", the wisdom of social media crowd is revealed, enabling prediction and forecasting in areas like politics, economics and marketing. In their study, they managed to predict unit sales of popular products (music players, computers, cell phones, and game consoles) based on product-tagged photographs users posted in Flickr. Moreover, they evidenced that by studying upload and viewing trends of photos in Flickr one is able to monitor the spread, adoption and popularity of products around the globe.

2.5.4 Consumer Review Websites

Consumer review websites (CRW) are social media applications that enable users to upload product related reviews and ratings. CRW can offer a wide range of features,

from uploading comments and pictures, and from a product or service rating on a single variable, to an impressive range of features such as wish-lists, price comparisons, advanced search, multi variable ratings, price comparisons, price history charts, buy/hold recommendations, price alerts, deals' rankings, merchant/retailers' evaluations, personalized shopping and more. Consumer review websites standalone as a website that have as its primary function the collection and presentation of consumer feedback, such as Yelp, Epinions, Reevoo, TripAdvisor, Holidaysuncovered. co.uk, Holidaywatchdog, Holidaycheck.de (popular in Germany), Zoover (popular in Belgium and the Netherlands).

Consumer review websites are websites that have as a primary function the sales of goods or services, but incorporate substantial number of reviews in an effort to facilitate consumers' decision making, such as Amazon, eBay, and within the tourism context the various OTAs websites (e.g. Expedia, Booking.com, Travelocity etc.). TripAdvisor, among the leading CRWs, hosts more than 150 million reviews for more than 4 million businesses, and has 260 million unique monthly visitors (TripAdvisor, 2014). Yelp has approximately 132 million visitors on a monthly basis and hosts 57 million reviews (Yelp, 2014). In 2010, a quarter of all US residents (or 32% of US Internet users) have posted product reviews or comments online (Jansen, 2010).

2.5.5 Wikipedia

In 1995, Ward Cunningham created the first wiki, with its name referring to the Hawaiian word for "quick". His first system, the "WikiWikiWeb", still runs today at

http://c2.com/cgi-bin/wiki (Mattison, 2003). Wikis have been defined as: “a freely expandable collection of interlinked Web 'pages', a hypertext system for storing and modifying information; a database, where each page is easily editable by any user with a form capable Web browser client” (Leuf & Cunningham, 2001). Usage of wikis is simple and asynchronous (Désilets *et al.,* 2005). Users are allowed to create and modify each page. As their name implies, wikis are quick due to the fact that users can read and edit at the same time. Each page develops through the contribution of various users, filling gaps which have been left open by predecessors (Lamb, 2004). Already in 2004 more than a thousand wikis existed (Chawner & Lewis, 2004). Out of these, the best known wiki is, the free online encyclopedia project Wikipedia which is by far the most popular wiki-based website, and is in fact one of the most widely viewed sites of any kind of the world, a multilingual, encyclopedia that is written by its users and it has been ranked in the top ten since 2007 (Gardner, 2008). Wikipedia is not a single wiki but rather a collection of hundreds of wikis, one for each language. There are at least tens of thousands of other wikis in use, both public and private, including wikis functioning as knowledge management resources, note taking tools, community websites and intranets.

Wikipedia’s facts and figures suggest that the English language version hosts more than 4.6 million articles, with 800 new articles added on a daily basis (Wikipedia, 2014). In terms of visitation, Wikipedia is the 6th most visited website on a global basis (Alexa, 2014). Wikis can be either accessed by everyone, such as in the case of Wikipedia, or are limited to certain registered users; more and more organizations use

wikis as “internal knowledge management tools” (Gardner, 2008) encouraging the exchange of information among their employees. Since wikis have quickly grown in popularity within the last years, involving a large number of participants. However, there are concerns that wikis are subject to a range of problems, such as anarchical structures or aging navigation paths (Buffa & Gandon, 2006). The major public concern about wikis, and especially about Wikipedia, is that its entries might be full of mistakes since anyone is able to modify them. Numerous bloggers examined this concern by purposefully inserting errors in the encyclopedia. To their surprise, the errors were discovered almost immediately and corrected (O’Connor, 2005). Nevertheless, doubts remain concerning its reliability.

2.5.6 Internet Forums

Internet forums (IF) can be considered as web-based virtual spaces where users who share common interests can initiate, or participate in asynchronous discussions, post messages, questions, or answers organized in threads and user-created topics (Poel, 2009; Laughlin & MacDonald, 2010; Carbonaro, 2011). IF are also known as discussion forums, web forums, online forums, online communities, message boards, discussion boards, bulletin boards, discussion groups, or simply forums (Laughlin & MacDonald, 2010). An Internet forum, or message board, is an online discussion site where people can hold conversations in the form of posted messages. They differ from chat rooms in that messages are often longer than one line of text, and are at least temporarily archived. Also, depending on the access level of a user or the forum set-up, a posted message might

need to be approved by a moderator before it becomes visible. Forums have a specific set of jargon associated with them; e.g., a single conversation is called a "thread", or topic.

A discussion forum is hierarchical or tree-like in structure: a forum can contain a number of sub forums, each of which may have several topics. Within a forum's topic, each new discussion started is called a thread, and can be replied to by as many people as so wish. Even before the development of social media in their current form, IF have been recognized as influential sources of consumer information (Bickart & Schindler, 2001). The Japanese 2channel (www.2ch.net) is considered as the world's largest IF with 2.7 million daily posts (Maslow, 2011).

2.5.7. Location Based Social Media/Network

Location based social media (LBSM) are web, or mobile based applications that allow users to articulate a list of other users with whom they share their geographic location at a specific point in time (referred as "check-in") which is usually associated with a specific venue or a place. In addition, comments, reviews, and recommendations about the venue may also be included. LBSM can be considered as a subset of location based services (LBSM, also termed mobile location services, or location-aware services) which are computer applications that deliver information depending on the location of the device and user (Raper, Gartner, Karimi & Rizos, 2007). LBS are a much wider concept including several applications such as vehicle navigation, mobile personal guides, location based advertising and other. Examples of LBSM include Foursquare, Gowalla and Facebook Places.

Location-Based Social Networks (LBSN) on the other hand does not only mean adding a location to an existing social network so that people in the social structure can share location-embedded information, but also consists of the new social structure made up of individuals connected by the interdependency derived from their locations in the physical world as well as their location-tagged media content, such as photos, video, and texts. Here, the physical location consists of the instant location of an individual at a given timestamp and the location history that an individual has accumulated in a certain period. Further, the interdependency includes not only that two persons co-occur in the same physical location or share similar location histories but also the knowledge, e.g., common interests, behavior, and activities, inferred from an individual's location (history) and location-tagged data (Zheng & Zhou, 2011; Zheng, 2012).

2.6 Time Management and Gender

Many studies which tested university students in time management have resulted in significantly different scores across genders. The findings of Trueman and Hartley (1996) revealed that female students reported considerably greater time management skills than male students. In addition, the older mature-aged students (aged over 25 years) were found to report significantly better time-management skills than the younger students, and those variables can predict the academic performance of the students weakly. Findings by Misra and McKean (2000) indicated that females reported significantly higher results in all factors of time management behaviors (perceived better control of time, set and prioritized goals, planning and had an

organized approach to tasks and workspace). Furthermore, results from (Covic, Adamson, Lincoln & Kench, 2003) showed females scored significantly higher only in one factor, this being the mechanics of time management, such as making lists and keeping a diary. Macan, Shahani, Dipboye and Philips (1990) found significant correlations between gender and time management, reporting that women engage in more mechanical time management behaviors than men, whereas men feel more in charge of their time management behaviours.

2.7 Effects of Time Management on Students

Karami (2012) in his study "the effect of happy environment and study time management on the life quality and achievement of students" investigates the effect of happy environment and study time management on the life quality and achievement of students. He also examines the effect of time management and happiness in the life on the achievement of students. He found that time management and happiness in the life affect achievement of students. In other words, a significant relationship was found between scores of students and their time management success. In another study, the scores of physio-pathology students are more than the scores of clinic and basic sciences students. He also found that improvement in the awareness and time management skills of students leads to achievement of students. Also the academic professionals and officials can improve time management of students through planning class times and providing students with happy environment. Also the time management skills of students, who are interested in their academic field, were more than others.

Glover and Boring (2007) found that time management skills affect achievement of students significantly. In this regard, Rajaeipoor, Siadat, Hoveida, Keshavarz, Mohammadi, Abbasian, Salimi, Shiravand and Shamsi (2015) found that time management skills affect achievement of students. Tenhiou (2006) found that there is a significant relationship between time management skills of students and African culture. He found that time management skills affect academic performance of students.

2.8 Social Media and Time Management

Internet addiction can be broadly described as the desire to be permanently on the internet and the time spent on the internet with no control. The amount of time spent on the internet is both the symptom and the reason of the addiction (Kirik, 2013). The use of virtual worlds like the social media networking sites brings with it many advantages but also causes a number of drawbacks. Since individuals spend uncontrolled time on the virtual world, they face social and psychological problems (Ceyhan, 2008). It is believed that the main reason for the inability to control time and the addiction it brings along is social media.

Social media is a way people use to communicate in order to share and discuss with no limits to time and space (mobile based) (Wikipedia, 2015). Today, social media is one of the first settings that hinder people from time management and causes them to waste time with technology. The new generation spending their hours on social media platforms is facing a new threat. The unplanned use of the internet and social media leads to loss of time and also failure as postponement is a killer of success. While social media platforms create a setting where users can share their ideas easily and connect

with each other rapidly, control lies directly in the hands of the individuals, because users can act on their choices (Bal & Bal, 2015). This leads to the idea that the time spent for social media reduces the time needed for social and business areas of normal life (Gucdemir, 2012). Social sharing networks introduced various services and applications provided in the social sharing networks and spend more time than actually needed (Kirik, 2013). Therefore, the time spent for activities online in between daily routines is increasing respectively. These interactions are more than face to face communities and social interactions. From this perspective, it can be said that the use of internet has weakened the relations with peers and their families and has strengthened online interactions.

A study by Oye, Mahamat and Rahim (2012), in Malaysia, revealed that most students unconsciously get addicted to the use of social media networks and get obsessed with them. The participants indicated that they always intended to spend few minutes but always ends up spending hours surfing and updating profiles as well as viewing photos.

Rithika and Selvaraj (2013) in their study discovered that students who spend more time on social media may have difficulty balancing their online activities and their academic preparation. This will in turn affect their academic performance. The study found majority of respondents 203 (38.7%) who spent over 8 hours daily on social networks which was quite disturbing. In addition, a combined total of the 186 (35.5%) respondents also spent between 3 and 7 hours on social networks per day. Lenhart and

Madden (2007) have stated that this amount of time spent by these young people on social networks robs them of enough time for productive academic activities. Iorliam and Ode (2014) also confirmed that majority of the students are always active online and this was made possible by the sophisticated handheld devices that are connected to the Internet 24 hours a day.

Researchers have suggested that the excessive use of new technologies (and especially, online social networking) may be particularly addictive to young people (Echeburua & Coral, 2010). It has been found that excessive usage causes many psychological, physical, interpersonal and educational problems to users (Suhail & Bargees, 2006). Numerous studies have also been conducted to delineate the impact of SNSs on young generation and students. Greenfield proclaimed that Internet obsessed children find it hard to focus and correspond while being offline and this leads to lower performance in academics (leaderswedeserve.wordpress.com). A similar idea was proposed by Dr Himanshu Tyagi that teen agers vigorously start spending their time online and they underestimate the worth of their real lives less including education (www.telegraph.co.uk).

2.9 Social Media and Gender

Gender is the only significant demographic variable affecting social media use, as there are some differences between use by men and women. Women are more likely than men to have a personal profile on Facebook, but men are more likely than women to

sustain a profile on LinkedIn (Lenhart, Purcell, Smith & Zickuhr, 2010). Furthermore, women were four to five times more likely than men to use social networking sites (Tufekci, 2008). Moreover, Sheldon (2008) found that overall women were more likely to use social media for maintaining relationships with family and friends, passing time, and entertainment, but men were more likely to use social media to meet new people. College women were also more likely than men to use the internet for relational communication, such as contacts with friends, family, and romantic partners (Baym, Zhang, Kunkel, Ledbetter & Mei-Chen, 2007). Educational experience of men and women seemed to play a factor in social media use as well. Men and women were more likely to use social network sites frequently if they had college experience (Lenhart, *et al.,* 2010). Research has shown that even though male and female students are likely to have a social networking site (SNS) account, the reasons for the accounts may vary as a result of gender (Bonds-Raacke & Raacke, 2008). For females, the social networking sites are primarily places to strengthen pre-existing friendships; and for the males, the networks also provide opportunities for flirting and making new friends (Bonds-Raacke & Raacke, 2008). Also, females are more prone to post sexually explicit pictures of themselves and talk about sexual activity in public forums (Rafferty, 2009). Thus, males are likely to create an account simply on the basis of trying to meet a significant other or are in a relationship with someone who has asked them to join (Bonds-Raacke & Raacke, 2008).

Studies have shown that male students spend more time online than female students in previous years because of earlier forms of technology like video or computer games (Lin & Subrahmanyam, 2007). However, as a result of this, one may hypothesize

that female students are more likely to be attracted to social networking sites and other online social groups than male students (Giles & Price, 2008). The amount of teenagers both male and female that participate on social networking on SNSs is overwhelming and this may explain why time management problems arise from these sites that have become a major problem in today's society.

Also, the study conducted by Haq and Chand (2012) about the opinion of students on usage of social networks and their academic performance. Their study revealed that social network participation adversely affected the male students more than the female students' academic performance. However, participation on social media adversely affected more of the female respondents 183 (34.8%), than the male respondents 134 (25.5%). The findings of Haq and Chand (2012) stem from the fact that the male had more friends as compared to the females. This study however, found the opposite where the female students had more friends than the male students.

2.10 Review of Related Empirical Studies

Social media network has benefits as well as risks associated with using it. There have been reports regarding its influence on students' academic performance and time management. Some researchers investigated the end result of social media networking usability among college students with its effect and influence on their academic performance and time management.

Karpinski (2009) pointed out that Facebook users devoted lesser time to their studies in comparison to nonusers did and subsequently had lower GPAs. Karpinski and

Duberstein (2009) also mentioned that among various unique distractions of every single generation, Facebook remains a major distraction of current generation. Their study reported a negative relationship between Facebook use and academic achievement as measured by self-reported GPA and hours spent studying per week.

In a descriptive exploratory research study by Wang, Chen and Liang (2011) titled 'The Effect of Social Media on College Students', it was discovered that Facebook is common among college students even though students would use it when they had classes. In this study, the simple random sampling method was used and a sample of 48 students were used; 26 males and 22 females. 35% of the participants were undergraduates and 65% were graduate students studying at Johnsons and Wales Universities. The standard survey collection method was used to collect data for this study. The findings of this study indicate that electronic media use is negatively associated with grades. The result of the survey questionnaire showed that 45% of the sample admitted that they spend 6-8 hours per day checking social media sites, while 23% spend more than 8 hours; 20% spend 2-4 hours and only 12% spend less than 2 hours on this task. The result indicate that while most college students use social media and spend many hours checking social media sites, there was negative aspect to college use of social media.

Oluwatoyin (2011) who survey 1,860 Facebook users from the Lagos State university and found that most of the students could not get cumulative grade point average (CGPA) above 3.50 because they have spent a large portion of their time on

social media which could contribute to higher grades. This view is however, rejected by some researchers who acknowledge that social media sites not only re-engage learners with their studies but also enhance their academic performance.

Ogedebe, Emmanuel and Musa (2012), conducted a study on Facebook and Academic Performance in Nigeria Universities. 122 university students were used as the sample for the study. Six hypotheses were tested to know the effect of Facebook on the academic performance of students in the selected universities. The study tested among other hypotheses that the more time a student spends on Facebook, the lower his or her grade point average will be. This was proven to be wrong by the study of Jwaifell, Al-Shalabi, Andraws, Awajan and Alrabea (2013), who investigated that the intensity of social networking sites (SNSs) use among the students of Jordanian universities and suggested that social networking sites (SNSs) can be used as an academic tool for communication and interacting with/between educators and students alike.

A study by Onyeka, Ibrahim and Bulus (2013), titled 'The Effect of Social Networking Sites Usage on the Studies of Nigerian Students' surveyed students' social networking sites usage and how it affects them. The instrument used for data collection for this study was the questionnaire. This was because of the nature of information required and the form of analysis to be conducted. A 16 question structured questionnaire was designed and administered to students from three different institutions of higher learning situated in Mubi, Adamawa state, Nigeria. The institutions include; The Federal Polytechnic Mubi, Adamawa State University Mubi and College of Health Technology. The questionnaires were designed in anonymity to enable the student fill them truthfully

without fear of intrusion of privacy. Out of 600 questionnaires administered, 536 were returned. The findings of this study shows that the students of tertiary institutions in Mubi educational zone use Facebook (almost all the students have Facebook account) more than any other social networking sites followed by 2go and YouTube. This shows that Facebook is the most popular SNSs used by students in Mubi.

The study also revealed that they mostly use these sites for keeping in touch. They do this by updating their status regularly, writing on friends' walls and uploading pictures. Some of these students also go online just to while away their time; these times would have been used for more important things in that they allocate more time for SNSs and less time for studying. The study also noted that the students spend two to four hour (2-4 hours) daily on the SNSs doing their updates, postings and other visitations. Majority of the students agreed to use the Social Networking Sites (SNSs) for their academic assignment. This is a good development on the use of SNSs because this comes at the time when the needs for academic contents are highly needed on the SNSs. The researchers observed that with the widespread of internet services provided by telecommunication companies in Nigeria, and the increased use of internet via computers, smart phones, tablets and other handheld devices, students have been seen to always spend a lot of time on the internet. Students are able to use the internet more probably because of cheaper data services provided by the telecommunication companies in Nigeria.

Anjugu (2013) conducted a study on 'The Impact of Social Media on the Academic Performance of Students'. He used students of the University of Abuja as his

population. Four faculties were used in his study which include; Faculty of Sciences, Faculty of arts, Faculty of Social Sciences and Faculty of Law with a sample size of 150 students. The study tried to determine the social networking sites students have access to, their frequency use of these sites, the duration of time spent by students online and the ways in which these sites has affected their academic performance. The findings from this study reveal that majority of the students in University of Abuja were not only aware of the social media but also had access to various social networking sites. Most of the students were frequent online in various social networking activities and students spend more time online to the detriment of their studies which leads to poor academic performance.

Asemah, Okpanachi, and Edegoh (2013) carried out a study to find out whether the exposure of the students to social media has effect on their academic performance. The study used two theories; social information processing theory and media equation theory. The survey research method was used for the study. Two sampling techniques were used namely; purposive sampling to select mass communication undergraduate students and the simple random sampling technique to select 282 students as sample for the study. The instrument used was the questionnaire. The findings of the study showed that undergraduate students of Kogi State University, Anyigba, Nigeria, have access to social media and their exposure to social media is to a very great extent. Findings also show that exposure to social media has effects on the students and the effect is negative. Findings also reveal that Facebook is the most used social media by undergraduate students of Kogi State University, Anyigba. Based on the findings, it was concluded that

exposure of undergraduate students of Kogi state University to social media has negative effect on their academic performance.

In a research conducted by Al-Rahmi and Othman (2013) on the topic 'The Impact of Social Media Use on academic Performance among University Students'. The data collected for the study was done using survey questionnaires. 80 undergraduates and post graduate students were used for the study. A five Likert scale, 1 for strongly disagree to 5, strongly agree was used in the questionnaire. The study found out that collaborative learning positively and significantly with interaction with peers, teachers and engagement impact students' academic performance.

Favour (2014) carried out a study titled 'Social Media and Academic Activities of Students of Ahmadu Bello University, Zaria'. The focus of the study was to see the relationship between students of Ahmadu Bello University, Zaria and the social media and also, how it affects their academic activities. Two theories were used for the study namely; uses and gratification theory and technology acceptance model. The descriptive survey research design was used for the study. The population for the study was 2000 students. The sample for the study was 150 male and female students. The questionnaire was used as instrument for data collect. The findings of the study show that students of Ahmadu Bello University, Zaria are aware of social media and make use of it and that social media have experienced an improvement in their studies, as such, social media has positively affected their academic activities.

Alwagait, Shahzad and Alim (2014) conducted a study on 'Impact of Social Media Usage on Students Academic Performance in Saudi Arabia'. The study explored

which social network is most popular among Saudi students, what students thought about their social media usage and factors besides social media usage which negatively affect academic performance. The study used the survey research design and the survey was administered using survey monkey. The survey received 108 responses. The results demonstrated that there was no linear relationship between social media usage in a week and GPA score. Students highlighted that besides social media use; time management is a factor that affects students study negatively.

Bal and Bal (2015) conducted a study titled 'The Role of Social Media on Time Management' in Konyo University, Turkey. The population for the study comprised of university students and the sample was 300 students. 300 questionnaires were distributed and 275 received were considered valid. The simple random sampling method was used for the study. The study discovered that social media is the first reason for youngsters to complain on how to control and manage their time efficiently. In the study, there is difference in social media usage purpose, time limit as a result of social media usage and avoidance of responsibilities is similar. Spending most of their time in share platforms on the internet actually causes them to postpone or cancel their duties. It was examined that if students used their time in a programmed way or not, frequency and aim of social media usage will be obtained. The study proved that young people unconsciously spend long hours and their valuable time becomes out of control on social media. It was observed that frequency of internet usage by young people is increasing day by day.

In an online study retrieved July (2015) whose purpose was to understand the relationship between time spent on social media and time management in students and measure the effects of social media usage on time management, revealed that there is a relationship between time spent on social media and time management skills. The study used the survey research method and the instrument used is the semi structured online questionnaire. 54 students of both genders participated in the study from various countries ranging from ages 13-34 years. The procedure for the study is that questionnaires was done on Google documents then sent by e-mail to some and posted on social media website (Facebook) to ensure that there is a variety of all ages and genders in the answer. The findings of the study showed that there is a relationship between time spent on social media and time management skills.

As shown by the literature review, while the use of social media is continually growing especially among teenagers, the main concern is whether this growing interest is effecting students' time management causing an increase in stress levels among students and lower academic performance. Social media has many uses, from networking to news to quality information but the concern is around whether these students are using these social media platforms for all these reasons and whether these users are managing to organize their time.

2.11 Summary of Literature Reviewed

The review of the related literature looked at concept of social media, concept of time management, history of social media, types of social media, social media and time management, gender differences and the use of social media, social media addiction,

time management and gender and effects of time management, The study also reviewed theories related to the variables such as Katz Elihu's Uses and Gratifications Theory which explains why and how people actively use specific media to satisfy their needs, Maslow's Needs Theory which tries to explain the pattern that human motivations generally move through and Stephen Covey's Time Management Theory. All these theories try to explain social media usage and time management among students. The empirical studies reveal how students in higher institution are involved in the use of social media and how it affects their time management negatively or positively.

In the review of empirical studies, it was discovered that many of the studies concentrated on social media and academic performance, social networking sites and academic performance, Facebook use and students' GPA. Nevertheless, in Nigeria a few studies focusing on social media, social networking sites and academic performance have been dealt with, though, this kind of study has not covered College of Education, Zaria that have long been experiencing social media usage and time management in different forms. This is therefore, the identified gap that the study filled. Hence, this study was focused on the influence of social media usage on time management among students of Federal College of Education, Zaria, Kaduna State.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlined the methodology to be employed in conducting the study. The chapter described the research design, population, sample size and sampling technique, instrumentation, scoring procedure, administration of instrument, validity, pilot testing and reliability of the instrument, procedure for data collection and analysis.

3.2 Research Design

The design adopted for this study was the Ex-post facto research design. This is because the problem is an already existing problem which the researcher cannot manipulate it. An Ex-post facto research design is a non-experimental design that compares two or more group of individuals with similar backgrounds, who were exposed to different conditions as a result of their natural histories (Lammers & Badia, 2005).

3.3 Population of the Study

The population of the study was 13,234. The population comprised of NCE I, II and III male and female students of 2015/2016 academic session who use social media. Table 3.1 shows the breakdown of the population.

Table 3.1: Population of the Study

Level of Study	Male	Female	Total
NCE I	2,490	2,345	4835
NCE II	2,498	1,499	3,997
NCE III	2,357	2,045	4,402
Total	**7,345**	**5,889**	**13,234**

Source: Academic Office, Federal College of Education, Zaria, 2016

3.4 Sample Size and Sampling Technique

The sample size was 1,323, made up of male and female students (10%) of the population. This is in line with Nwana (2005) who said that if the population is large and up to thousands, the percentage sample from the population should be a minimum of ten percent (10%). With this assertion, Ajayi and Bello (2006) opined that a sample should be adequate in order to ensure an acceptable representation of the population. Simple random sampling technique was adopted to select the sample for the study

because it allows every member of the population stand a chance of being represented and selected. The sample size is shown in table 3.2.

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Table 3.2: Sample Size

Level of Study	Male	Female	Total
NCE I	249	234	483
NCE II	250	150	400
NCE III	236	204	440
Total	**735**	**589**	**1,323**

3.5 Instrumentation

Two sets of instruments were used to collect data for the study. They were the 'Social Media Usage Questionnaire adapted from Morissey and Zammit (2012) and Time Management Questionnaire adapted from Bocar and Daga-ang (2015)'.

3.5.1 Social Media Usage Questionnaire

The instrument titled 'Social Media Usage Questionnaires' was adapted from Morissey & Zammit (2012). The questionnaire had twenty four items meant to elicit

information from the respondents on their use of social media. The items contain information such as 'I use social media websites for sharing and categorizing images found online, I use social media to transfer application devices from one mobile phone to another, I use social media to upload and download instructional materials for my studies', and many more.

3.5.2 Validity of Social Media Usage Questionnaire

The instrument was validated by lecturers in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria. This was done to obtain the face validity of the instrument. Their corrections and suggestions such as " I use social media to upload and download instructional materials" changed to "I use social media to upload and download instructional materials for my studies", " I use social media to share and edit documents online such as text documents" changed to " social media to me is for sharing and editing documents online such as text documents", " I ignore responsibilities like homework and chores when am using social media" changed to " while online chatting, I ignore school assignments and home chores", " social media distracts my focus from important functions (religious)" changed to " social media distracts my focus from important functions like religious activities, academic matters and social gathering", " I have more friends on social media sites than face to face" changed to " I use social media to become updated on events and activities" changed to "I use social media to become updated on events and activities happening around the world", " I use social media to do research and assignment" changed to "I use social

media to do research and school assignment" were incorporated into the final copy of the questionnaire.

3.5.3 Reliability of Social media Usage Questionnaire

The data obtained from the pilot testing were statistically analyzed for the purpose of reliability. Spearman-Brown Split half reliability coefficient was used to analyze the questionnaires collected from the pilot testing. This reliability coefficient was considered adequate for the internal consistencies of the instruments. The result of Spearman-Brown Split half reliability co-efficient for social media usage questionnaire was 0.84.

3.5.4 Time Management Questionnaire

The instrument titled 'Time Management Questionnaire' was adapted from Bocar & Daga-ang (2015). It consisted of twenty four (24) items meant to elicit information from the respondents on how they manage their time. The items contain information such as 'I attend to activities in order of priority, I accomplish what needs to be done during the day, I get my assignments done on time, I overcome procrastination', and many more.

3.5.5 Validity of Time Management Questionnaire

The instrument was validated by lecturers in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria. This was done to obtain the face validity of the instrument. Their corrections and suggestions such as "I do things in order of priority" changed to "I attend to activities in order of priority", " I always want

to do things myself" changed to "I always want to do things myself without help from other people", " I tackle difficult and unpleasant tasks without procrastinating" changed to "I deal with difficult and unpleasant tasks without procrastinating", " I force myself to plan my time" changed to "I force myself to plan my time on important activities", " I spend enough time planning" changed to "I spend enough time planning for activities that I need to engage in", " I prepare a daily or weekly 'to do' list" changed to " I prepare a daily or weekly 'to do' list on activities and tasks to be accomplished", " I prioritize my list in order of importance, not urgency" changed to " I give priority to important activities and not the urgent ones", " I meet deadlines without rushing at the last minute", changed to "I meet deadlines for tasks that needs to be attended to without rushing at the last minute", " I spend little or no time on trivial matters" changed to "I spend little or no time on trivial matters such as gossiping and idle talk", " I am aware of and take steps to avoid time wasting activities" changed to "I am aware of and take steps to avoid time wasting activities such as partying and prolong stay on the internet" were incorporated into the final copy of the questionnaire.

3.5.6 Reliability of Time Management Questionnaire

The data obtained from the pilot testing were statistically analyzed for the purpose of reliability. Spearman-Brown Split half reliability coefficient was used to analyze the questionnaires. This reliability coefficient was considered adequate for the internal consistencies of the instruments. The result of Spearman-Brown Split half reliability co-efficient of time management questionnaire was 0.86.

3.5.7 Scoring Guide for Social Media Usage Questionnaire and Time Management Questionnaire

The instruments were scored using the following rating guide;

SA for (strongly agree) = 4

A for (agree) =3

D for (disagree) =2

SD for (strongly disagree) =1

3.6 Pilot Test

A pilot testing was conducted. A total of thirty (30) copies of the questionnaires were administered to students in Kaduna State College of Education, Gidan Waya, Kafanchan. These questionnaires were distributed and personally retrieved by the researcher.

3.7 Procedure for Data Collection

An introductory letter was collected by the researcher from the department of Educational Psychology and Counselling, A.B.U, Zaria, which introduced the researcher to the institution that was used. Another letter was prepared and attached to the instrument which was addressed to the respondents, to introduce the researcher, the purpose as well as the significance of the study to them. The self-administered questionnaire method was employed. The researcher distributed 1,323 copies of the questionnaire. Three weeks were used to administer the questionnaire at the various

levels. Within this period, the researcher went round with the help of two research assistants to administer copies of the questionnaires and also, collected back those that were filled from the respondents. A total of one thousand three hundred and twenty three (1,323) questionnaires were administered to the respondents but only 1,314 questionnaires were retrieved. Nine questionnaires were not returned.

3.8 Procedure for Data Analysis

Frequency tables and percentage was used to analyze the bio-data of the respondents. Mean and standard deviation was used to answer the research questions. Hypothesis 1 was tested using Pearson Product Moment Correlation because it tested the relationship between two variables that is, social media usage and time management, hypotheses 2, 3 and 6 were tested using Analysis of Variance (ANOVA) because it tested the difference among three or more groups while hypotheses 4 and 5 were tested using Independent t-test because it tested the difference between two groups.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This study examined the Influence of Social Media Usage on Time Management among Students of Federal College of Education (FCE), Zaria, Nigeria. Out of one thousand three hundred and thirty eight (1,323) questionnaires administered, a total of one thousand three hundred and fourteen (1,314) questionnaires were retrieved and analysed. The data gathered were presented according to the order in which they were arranged in the questionnaire. The various responses were therefore, grouped and tabulated towards ensuring an objective analysis and interpretation of the findings. Simple percentage and frequencies were used to analyze the responses gathered from the questionnaire on bio data of the respondents, mean and standard deviation was used to answer the research questions while the test of hypotheses was carried out using r, Independent t-test and ANOVA. The basis for the acceptance or rejection of the hypotheses was 0.05 alpha level of significance.

4.2 Demographic Characteristics of Respondents

This section presented the analysis of the demographic characteristics of the respondents such as levels, gender, age and hours spent using social media.

Table 4.1 Distribution of Respondents by level, gender, age and hours spent using social media

Variable	Frequency	Percentage
Level		
NCE I	482	36.7
NCE II	388	29.3
NCE III	435	34.0
Total	**1,314**	**100**
Gender		
Male	730	55.7
Female	584	44.3
Total	**1,314**	**100**
Age		
15-18 Years	532	40.5
19-29 Years	721	54.9
30 and above	61	4.6
Total	**1,314**	**100**
Hours spent on Social Media		
1-3 Hours	381	29.0
4-6 Hours	802	61.1
7-9 Hours	84	6.4
10 hours and above	47	3.6
Total	**1,314**	**100**

Table 4.1 above represented the number of students and respondents in the various levels. In NCE I, 482 students represent (36.7%) of the respondents, in NCE II, 388 students represent (29.3%) of the respondents and in NCE III, 435 students represent (34.0%) of the respondents.

Table 4.1 showed that seven hundred thirty (730) students which represent 55.7% of the respondents are males while five hundred and eighty four (584) students which represent 44.4% of the respondents are females.

Table 4.1 also revealed that five hundred and thirty two (532) students which represent 40.5% of the respondents are within 15-18 years, seven hundred and twenty one (721) students which represent 54.9 % of the respondents are within 19-29 years while sixty one (61) students which represent 4.6 % of the respondents are within 30-39 years.

Table 4.1 showed that three hundred and eighty one (381) students which represent 29% of the respondents spend 1-3 hours on social media daily, eight hundred and two (802) students which represent 61.1 % of the respondents spend 4-6 hours on social media daily, eighty four (84) students which represent 6.4 % of the respondents spend 7-9 hours on social media daily while forty seven (47) students which represent 3.6 % of the respondents spend 10 hours and above on social media daily.

4.3 Test of Null Hypotheses

The six hypotheses were formulated to guide the conduct of the study. The hypotheses were tested using Pearson Product Moment Correlation (PPMr) for hypothesis 1, ANOVA for hypotheses 2, 3 and 6 while independent t-test for hypotheses 4 and 5 respectively. The probability of retaining or rejecting the hypotheses was $P \leq 0.005$.

Null Hypothesis I: There is no significant relationship between social media usage and time management among students in FCE, Zaria. The result of the analysis is presented in Table 4.2.

Table 4.2: Correlation Statistic showing relationship between Social Media Usage and Time Management among Students of FCE, Zaria

Variable	N	Mean	Std	df	r-cal	P
Social Media Usage	1314	60.7137	5.7177			
				1312	-.707	.003
Time Management	1314	28.0738	3.74916			

Correlation significant at 0.05 level (2 tailed)

Table 4.2 revealed that r-calculated value is -.707. This suggests that there is a high negative correlation. The p-value is .003 which also suggests a significant correlation because it is less than 0.05 level of significance. Hence, the null hypothesis which states that there is no significant relationship between social media usage and

time management among students of F.C.E, Zaria was rejected. This mean means that relationship exists between students' social media usage and time management. That is to say that the higher their social media usage, the lower their time management and vice versa.

Null Hypothesis II: There is no significant difference social media usage among NCE I, II and III students of FCE, Zaria. The result of the analysis is presented in Table 4.3.

Table 4.3: Analysis of Variance showing difference of Social Media Usage among the NCE I, II and III students of FCE, Zaria

Status	Sum of Square	df	Mean Square	f-cal	p
Between groups	96.475	2	48.237	1.477	.229
Within groups	42828.360	1311	32.668		
Total	**42924.835**	**1313**			

The table 4.3 showed that the f-calculated value is 1.477 while the p-value is .229. This suggests that there is no significant difference of social media usage among NCE I, II and III students of FCE, Zaria because the p-value is greater than 0.05 level of significance. Hence, the null hypothesis which states that there is no significant difference of social media usage among NCE I, II and III students FCE, Zaria was retained. This means that there is no difference in social media usage among NCE I, II and III students.

Null Hypothesis III: There is no significant difference of time management among NCE I, II and III students of FCE, Zaria. The result of the analysis is presented in Table 4.4.

Table 4.4: Analysis of Variance showing difference of Time Management among NCE I, II and III students of FCE, Zaria

Status	Sum of Square	df	Mean Square	f-cal	p
Between groups	94.926	2	47.463	3.389	.034
Within groups	18455.839	1311	14.005		
Total	**18455.839**	**1313**			

The table 4.4 showed that the f-calculated value is 1.477 while the p-value is .034. This suggests that there is significant difference of time management among NCE I, II and III students of FCE, Zaria because the p-value is less than 0.05 level of significance. Hence, the null hypothesis which states that there is no significant difference of time management among the level of study of students FCE, Zaria was rejected. This means that there is difference in time management among NCE I, II and III students of FCE, Zaria. Below is a post hoc test table that shows the difference.

Table 4.5: Post Hoc Test

						95% Confidence Interval	
	(I) level	(J) level	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
LSD	NCE I	NCE II	-.54055*	.25479	.034	-1.0404	-.0407
		NCE III	.07926	.24777	.749	-.4068	.5653
	NCE II	NCE I	.54055*	.25479	.034	.0407	1.0404
		NCE III	.61981*	.25754	.016	.1146	1.1250
	NCE III	NCE I	-.07926	.24777	.749	-.5653	.4068
		NCE II	-.61981*	.25754	.016	-.1.1250	-.1146

* The mean difference is significant at 0.05 level.

The post hoc test showed that there was a significant relationship of time management among NCE I, II and III students. When NCE I time management was compared with that of NCE II and III, the mean difference of NCE II was -54055 and the p-value was .034, while that of NCE III was .07926 and p-value of .749. When NCE II time management was compared with that of NCE I and III, the mean difference of NCE I was .54055 and p-value of .034, while that of NCE III is .61981 and p-value of .016. When NCE III time management was compared with that of for that of NCE I and II, the mean difference of NCE I was -.07926 and p-value of .749 while that of NCE II is -.61981 and p-value of .016. This result strongly suggests that NCE II students have better time management than NCE I and III.

Null Hypothesis IV: There is no significant difference of social media usage between male and female students of FCE, Zaria. The result of the analysis is presented in Table 4.6.

Table 4.6: Independent T-test showing difference of social media usage between male and female students of FCE, Zaria

	N	Mean	Std	df	t-cal	p
Male	730	60.7933	5.60055			
				1312	.637	.524
Female	584	60.5871	5.90046			

Table 4.6 showed that the t-calculated value is .637 while the p-value is .524. This suggests that there is no significant difference of social media usage between male and female students of FCE, Zaria because the p-value is greater than 0.05 level of significance. Hence, the null hypothesis which states that there is no significant difference of social media usage between male and female students of FCE, Zaria was retained. This means that there is no difference in the use social media between male and female students.

Null Hypothesis V: There is no significant difference of time management between male and female students of FCE, Zaria. The result of the analysis is presented in Table 4.7.

Table 4.7: Independent t-test showing difference of Time Management between male and female students of FCE, Zaria

Variable	N	Mean	Std	df	t-cal	p
Male	730	28.0859	3.67798	1312	.147	.883
Female	584	28.0548	3.86195			

Table 4.7 showed that the t-calculated value is .147 while the p-value is .883. This means that there is no significant difference of time management between male and female students of FCE, Zaria because the p-value is greater than 0.05 level of significance. Hence, the null hypothesis which states that there is no significant difference of time management between male and female students of FCE, Zaria was retained. This suggests that there is no difference in time management between male and female students.

Null Hypothesis VI: There is no significant difference between hours spent using social media and time management among students in FCE, Zaria. The result of the analysis is presented in Table 4.8.

Table 4.8: Analysis of Variance showing difference between hours spent using social media and time management among students of FCE, Zaria

Status	Sum of Square	df	Mean Square	f-cal	p
Between groups	38.886	3	12.962	.922	.429
Within groups	18416.954	1310	14.059		
Total	**18455.839**	**1313**			

The table 4.8 showed that the f-calculated value is .109 while the p-value is .429. This means that there is no significant difference between hours spent using social media and time management because the p-value is greater than 0.05 level of significance. Hence, the null hypothesis which stated that there is no significant difference between the hours spent using social media and time management among students of FCE, Zaria was retained. This suggests that there is no difference between the hours spent using social media and time management.

4.4 Summary of Major Findings

The following were the summary of the major findings;

1. There is significant negative relationship between social media usage and time management among students of FCE, Zaria.

2. There is no significant difference of social media usage amongst NCE I, II and III students of FCE, Zaria.

3. There is significant difference of time management amongst NCE I, II and III students of FCE, Zaria.

4. There is no significant difference of social media usage between male and female students of FCE, Zaria.

5. There is no significant difference of time management between male and female students of FCE, Zaria.

6. There is no significant difference between hours spent using social media and time management does not exist among students of FCE, Zaria.

4.6 Discussion of Major Findings

This study was aimed at finding out the relationship between social media usage and time management among students of FCE, Zaria. The findings of the hypotheses were discussed below.

The result of the first finding reveals that there was significant relationship between social media usage and time management among students of FCE, Zaria. This finding agrees with the study carried out by Bal and Bal (2015) on 'The Role of Social Media on Time Management' in Konyo University, Turkey. The study discovered that social media is the first reason for youngsters to complain on how to control and manage

their time efficiently. In the study, social media usage purpose, time limit as a result of social media usage and avoidance of responsibilities is similar. Spending most of their time in share platforms on the internet actually causes them to postpone or cancel their duties. The study proved that young people unconsciously spend long hours and their valuable time becomes out of control on social media. The finding also agrees with (Anonymous, 2015) an online survey study conducted in July, 2015 whose purpose was to understand the relationship between time spent on social media and time management in students and measure the effects of social media usage on time management. The findings of the study showed that there is a relationship between time spent on social media and time management skills. This finding also agrees with the study carried out by Alwagait, Shahzad and Alim (2014) on 'Impact of Social Media Usage on Students Academic Performance in Saudi Arabia'. The results from their finding demonstrated that there was no linear relationship between social media usage in a week and GPA score. Students highlighted that besides social media use; time management is a factor that affects students' study negatively.

The second finding observed that there was no significant difference of social media usage amongst NCE I, II and III students of FCE, Zaria. This finding disagrees with Ogedebe, Emmanuel and Musa (2012) who conducted a study on Facebook and Academic Performance in Nigerian Universities. The study tested among other hypotheses that the more time a student spends on Facebook, the lower his or her grade point average will be. This was proven to be wrong by the study of Jwaifell, Al-Shalabi, Andraws, Awajan and Alrabea (2013), who investigated that the intensity of social networking sites (SNSs) use among the students of Jordanian universities and suggested

that social networking sites (SNSs) can be used as an academic tool for communication and interacting with/between educators and students alike. But when the mean scores are compared, NCE III students use social media more, followed by NCE I and NCE II.

The third finding discovered that there is significant difference of time management amongst NCE I, II and III students of FCE, Zaria. This finding agrees with study the carried out by Young (2002) on 'Homework? What Homework?' The study focused on the poor study habits of students entering college and how those study habits practiced earlier in life are carried over to the college experience. The study revealed that "19% of full-time college students said they spend only 1 to 5 hours per week preparing for classes. The study also observed some creative solutions to the lack of student study time, for example, by incorporating study logs into classroom preparation. The study logs, however, often show that more time does not necessarily mean learning is occurring, "it's not that they don't study enough, but they don't study well."

The fourth finding of this study observed that there is no significant difference of social media usage between male and female students of FCE, Zaria. This finding is in line with the findings of Lenhart, *et al.,* 2010, who discovered that men and women were more likely to use social network sites frequently if they had college experience. The study of Tham and Ahmed (2011) disagrees with this finding. Their findings discovered that female college students spent more time on SNSs than male students. For females, the social networking sites are primarily places to strengthen pre-existing friendships; and for the males, the networks also provide opportunities for flirting and making new friends (Bonds-Raacke & Raacke, 2008). This finding was in disagreement

with the study conducted by Haq and Chand (2012) about the opinion of students on usage of social networks and their academic performance. Their study revealed that social network participation adversely affected the male students more than the female students' academic performance. Results of the study showed that many of the students 317 (60.3%) believed that use of social media networks adversely affects their academic performance. However, participation on social media adversely affected more of the female respondents 183 (34.8%), than the male respondents 134 (25.5%).

The fifth finding revealed that there is no significant difference of time management between male and female among students of FCE, Zaria. This finding disagrees with the findings of Misra and McKean (2000) who discovered that females reported significantly higher results in all factors of time management behaviors (perceived better control of time, set and prioritized goals, planning and had an organized approach to tasks and workspace). The finding also disagrees with the results from (Covic, Adamson, Lincoln & Kench, 2003) which showed that females scored significantly higher only in one factor, this being the mechanics of time management, such as making lists and keeping a diary.

The sixth finding discovered that there is no significant difference between hours spent using social media and time management among students of FCE, Zaria. This finding disagrees with the study carried out by Wang, Chen and Liang (2011) who discovered that Facebook is common among college students even though students would use it when they had classes. The result of the survey questionnaire showed that 45% of the sample admitted that they spend 6-8 hours per day checking social media

sites, while 23% spend more than 8 hours; 20% spend 2-4 hours and only 12% spend less than 2 hours on this task. The result indicated that while most college students use social media and spend many hours checking social media sites, there was negative aspect to college use of social media. The fifth finding is also contradicts the study of Onyeka, Ibrahim and Bulus (2013) titled 'The Effect of Social Networking Sites Usage on the Studies of Nigerian. The revealed that the students spend two to four hour (2-4 hours) daily on the SNSs doing their updates, postings and other visitations. This finding also disagrees with the study carried out by Rithika and Selvaraj (2013) who discovered that students who spend more time on social media may have difficulty balancing their online activities and their academic preparation. This will in turn affect their academic performance. The study found majority of respondents 203 (38.7%) who spent over 8 hours daily on social networks which was quite disturbing. In addition, a combined total of the 186 (35.5%) respondents also spent between 3 and 7 hours on social networks per day.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary, conclusion and recommendations on the influence of Social Media Usage on Time Management among Students of Federal College of Education (FCE), Zaria, Nigeria.

5.2 Summary

This study was structured into five chapters in order to effectively carry out this research. Chapter one presented the background of the study, the statement of problem, including the objectives, the scope and delimitation of the study. In line with the research objectives, six research questions and null hypotheses were stated. The study is significant as it will provide and enlighten the students on social media usage and time management.

The second chapter discussed the comprehensive literature reviews that are related to this study. They include the concept of social media, concept of time management, history of social media, types of social media, effects of time management on students, social media and time management, social media addiction, time management and gender, gender differences in the use of social media, theoretical framework such as the Uses and Gratification theory by Katz Elihu, Jay Blumler and Michael Gurevitch, Abraham Maslow's Needs Theory and Stephen Covey's Time

Management Theory. The third chapter presented the study methodology which included the research design, population, sample size and sampling technique, instrumentation validity of instrument, pilot testing, reliability of instrument, data collection and administration as well as procedure for data analysis. A total of 1,323 students were sampled for this study.

Chapter four was the presentation, interpretation and discussion of the findings. The demographic variables were analysed using frequencies and percentages while the five null hypotheses were tested using r, t-test and ANOVA at 0.05 alpha level of significance. It was found out that the higher the social media usage the lower their time management. Chapter five gave a summary of the whole study, conclusion as well as recommendations based on the findings of the study.

5.3 Conclusions

Based on the findings of the study, the following conclusions were made that;

There is significant negative relationship between social media usage and time management among students of FCE, Zaria

There is no significant difference of social media usage amongst NCE I, II and III students of FCE, Zaria

There is significant difference of time management amongst NCE I, II and III students of FCE, Zaria

There is no significant difference of social media usage between male and female students of FCE, Zaria

There is no significant difference of time management between male and female students of FCE, Zaria

There is no significant difference between hours spent using social media and time management among of students of FCE, Zaria

5.3 Contributions to Knowledge

This study has contributed to the body of knowledge in the following ways:

1. Negative relationship exists between social media usage and time management among students of FCE, Zaria. That is, the higher their social media usage, the lower their time management and vice versa.

2. There is no significant difference of social media usage amongst NCE I, II and III students of FCE, Zaria. Hence, social media is used at the same rate by the three levels of students.

3. There is significant difference of time management amongst NCE I, II and III students of FCE, Zaria. That is to say that time management differs among the three levels of students.

4. There is no significant difference of social media usage between male and female students of FCE, Zaria. That is to say that there is no disparity of social media usage between male and female students.

5. There is no significant difference of time management between male and female students of FCE, Zaria. Hence, there is no disparity of social media usage between male and female students.

6. There is no significant difference between hours spent using social media and time management among students of FCE, Zaria. That is to say that hours spent using social media do not influence the time management of students.

5.4 Recommendations

The following recommendations were hereby put forward as a result of the findings of the study;

1. Since the finding of the study revealed that there is significant relationship between social media usage and time management among students of FCE, Zaria, it is therefore recommended that the school management should organize seminars, conferences and workshops on the usefulness of social media usage and how to manage time in other to better the achievement of students in their academics. Counselling sessions should be organized for students addicted to using social media and those who have problem in managing their time. Also, college students should be encouraged to use social media sites to enhance their academic achievement and restrict themselves from non-academic activities since it might have adverse effect on their time management and studies as well.

2. Since the finding of the study discovered no significant difference of social media usage amongst NCE I, II and III students of FCE, Zaria, it therefore, recommended that the Ministry of Education should implement social media usage into the school curriculum. Also, the school authority should monitor students use of social media to the end that it will boost their academic achievement.

3. Since the finding of the study revealed significant difference of time management amongst NCE I, II and III students of FCE, Zaria, it is of utmost importance for students to be encouraged to note their goals and prioritize them by allocating time to activities based on their importance and necessity.

4. Since the finding of the study showed no significant difference of social media usage between male and female students, it is therefore recommended that both male and female students should be encouraged to use social media sites for learning and educational purposes such as the student room, school blog, Math forum, academia.edu, eLearner and ePALS and connetae collaborative research.

5. Furthermore, since the finding of the study revealed no significant difference of time management between male and female students of FCE, Zaria, it is recommended that both male and female students should be taught principles and guidelines on how to manage their time wisely to the extent that their goals and priorities are met.

6. Also, since the finding of the study discovered no significant difference between hours spent using social media and time management among students of FCE, Zaria, it is thus, recommended that the school authority, teachers and parents encourage their students to spent time on activities that will enhance their academic pursuit and also on activities that will help students achieve their goals.

5.5 Suggestions for Further Studies

In the light of the discourse, the following suggestions are therefore given to future researchers:

1. Influence of social media usage on time management among students should be carried out in universities.
2. Influence of some demographic variables on social media usage among students should be carried out in Collages of Education.
3. Influence of social media sites like WhatsApp, BBM, Intsagram on other variables like learning should be carried out among students of tertiary institutions in other states.

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APPENDIX A

Department of Educational Psychology and Counselling,

Faculty of Education,

Ahmadu Bello University, Zaria.

Dear respondent,

I am a Master student in the above named Department, conducting a research on the Influence of Social Media Usage on Time Management among students of Federal College of Education, Zaria, Nigeria. The research work is in partial fulfilment of the requirements for the award of Master's Degree.

Your absolute honesty and sincerity will be appreciated in completing this work. All information will be treated with utmost confidentiality.

Thanks for your co-operation.

SOCIAL MEDIA USAGE QUESTIONNAIRE AND TIME MANAGEMENT QUESTIONNAIRE

SECTION A: DEMOGRAPHIC DATA

Please tick (√) the appropriate option you think is correct about you

1. Level:

   (a) NCE I [ ]
   (b) NCE II [ ]
   (c) NCE III [ ]
2. Gender:

   (a) Male [ ]
   (b) Female [ ]
3. Age:

   (a) 15-18 Years
   (b) 19-29 Years
   (c) 30-39 Years
4. Hours spent a day on the social media

(a) 1-3 hours [ ]
(b) 4-6 hours [ ]
(c) 7-9 hours [ ]
(d) 10 hours and above [ ]

5. Do you use social media?

(a) Yes [ ]

(b) No [ ]

Instruction: The following statements are designed to know about the way you use social media and how you manage your time with your busy schedules. Please carefully indicate by a tick (√) against the appropriate response to show the extent to which you agree or disagree with each

statement. Keys: Strongly Agree (SD) =4, Agree (A) =3, Disagree (D) =2, Strongly Disagree (SD) =1

SECTION B: SOCIAL MEDIA USAGE

S/n	Items	SA	A	D	SD
1.	I use social media websites for sharing and categorizing images found online				
2.	I use social media to transfer application devices from one mobile phone to another				
3.	I use social media to upload and download instructional materials for my studies				
4.	Social media to me is for sharing and editing documents online such as text documents				
5.	While online chatting, I ignore school assignments and home chores				
6.	I use social media to create and exchange ideas and knowledge with people				
7.	I use social media as a forum where stories are socially curated and promoted by site members				
8.	I skip my meals whenever am using the social media				
9.	Social media distracts my focus from important functions like religious activities, academic matters and social gatherings				
10.	I go late for important activities as a result of my use of the social media				
11.	I have more friends on social media sites than I do in reality				
12.	I prefer to interact with people on social media sites than face to face				
13.	I use social media to connect with family and friends				
14.	I use social media to become updated on events and activities happening around the world				
15.	I use social media to check other users				

16.	I use social media to do research and school assignment				
17.	I use social media to study				
18.	I use social media to play games				
19.	I use social media to make friends				
20.	I become frustrated and angry when a social media site goes down or is unavailable				
21.	I stay up late and get up early to use the social media				
22.	I usually get surprised by how much time I spend using social media				
23.	I spend long hours on the social media each time I visit				
24.	I will continue to use social media in the near future				

Source: Adapted from Morrisey & Zammit (2012)

SECTION C: TIME MANAGEMENT					
S/No	Items	SA	A	D	SD
1.	I attend to activities in order of priority				
2.	I accomplish what needs to be done during the day				
3.	I get my assignments done on time				
4.	I feel that I use my time effectively				
5.	I always want to do things myself without help from other people				
6.	I deal with difficult and unpleasant tasks without procrastinating				
7.	I overcome procrastination				
8.	I force myself to plan my time on important activities				
9.	I spend enough time planning for activities that I need to engage in				
10.	I prepare a daily or weekly 'to do' list on activities and tasks to be accomplished				
11.	I give priority to important activities and not the urgent ones				
12.	I attempt too much task and activity at once				
13.	I meet deadlines for tasks that needs to be attended to without rushing at the last minute				
14.	I prevent interruptions from distracting me from important priority tasks				
15.	I spend little or no time on trivial matters such as gossiping and idle talk				
16.	I am aware of and take steps to avoid time wasting activities such as partying and prolong stay on the internet				
17.	I spend enough time on academic matters				
18.	I believe that I have sufficient time available to spend on myself, family as well as recreational activities				

19.	I schedule time for physical exercise weekly				
20.	I try to do the most important tasks during my most energetic and productive periods of the day				
21.	I judge myself by accomplishments of tasks rather than by the amount of activities or busyness				
22.	Primarily, my actions are determined by me, not by other people's priorities				
23.	I have conscious control over the time I spend on the internet as well as on social media				
24.	I am satisfied with the way I use my time				

Source: Adapted from Bocar & Daga-ang (2015)

APPENDIX B: Result of the Split Half Reliability test for Social Media Usage Questionnaire and Time Management Questionnaire

Split Half Reliability test for Social Media Usage Questionnaire

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.878
		No of Items	12[a]
	Part 2	Value	.879
		No of Items	12[b]
		Total No of Items	24
		Correlation Between Forms	.890
Spearman-Brown Coefficient		Equal Length	.885
		Unequal Length	.885
		Guttman Split-Half Coefficient	.842

a. The items are: Question 1 , Question 2, Question 3, Question 4, Question 5, Question 6, Question 7, Question 8, Question 9, Question 10, Question 11, Question 12.

b. The items are: Question 13, Question 14, Question 15, Question 18, Question 16, Question 17, Question 18, Question 19, Question 20, Question 21, Question 22, Question 23, Question 24.

Item Statistics

	Mean	Std. Deviation	N
Question 1	3.6333	.61495	30
Question 2	3.6333	.55605	30

Question 3	2.6000	1.06997	30
Question 4	3.0333	1.06620	30
Question 5	3.6000	.62146	30
Question 6	2.9333	1.08066	30
Question 7	2.1000	.80301	30
Question 8	3.4667	.57135	30
Question 9	3.0667	1.01483	30
Question10	2.4333	.77385	30
Question11	2.2000	.84690	30
Question12	1.8667	.77608	30
Question13	2.6667	1.12444	30
Question14	2.3000	1.08755	30
Question15	3.6667	.71116	30
Question16	3.2333	.89763	30
Question17	3.1333	.68145	30
Question18	3.6667	.54667	30
Question19	3.2667	.94443	30
Question20	2.4333	1.00630	30
Question21	2.9667	.80872	30
Question22	2.0333	1.03335	30
Question23	1.8667	.81931	30
Question24	2.5000	1.04221	30

Summary Item Statistics

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	No of Items
Inter-Item Correlations	Part 1	.789	.490	.986	.495	2.011	.011	12[a]
	Part 2	.797	.485	.968	.483	1.997	.010	12[b]
	Both Parts	.797	.459	.986	.526	2.145	.010	24

a. The items are: Question 1, Question 2, Question 3, Question 4, Question 5, Question 6, Question 7, Question 8, Question 9, Question 10, Question 11, Question 12.

b. The items are: Question 13, Question 14, Question 15, Question 16, Question 17, Question 18, Question 19, Question 20, Question 21, Question 22, Question 23, and Question 24.

Result of the Split half reliability test on Time management questionnaire

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.888
		N of Items	12[a]
	Part 2	Value	.881
		N of Items	12[b]
		Total N of Items	24
		Correlation Between Forms	.885
Spearman-Brown Coefficient		Equal Length	.893
		Unequal Length	.893
		Guttman Split-Half Coefficient	.861

a. The items are: Question 1, Question 2, Question 3, Question 4, Question 5, Question 6, Question 7, Question 8, Question 9, Question 10, Question 11, Question 12.
b. The items are: Question 13, Question 14, Question 15, Question 16, Question 17, Question 18, Question 19, Question 20, Question 21, Question 22, Question 23, Question 24.

Item Statistics

	Mean	Std. Deviation	N
Question 1	3.3667	.96431	30
Question 2	3.1333	1.10589	30
Question 3	3.3333	1.02833	30
Question 4	3.1667	.98553	30
Question 5	3.4667	.86037	30
Question 6	3.4667	.73030	30
Question 7	2.9333	1.04826	30
Question 8	2.9333	.94443	30
Question 9	2.9000	1.12495	30
Question10	3.1667	1.01992	30
Question11	2.7000	1.02217	30
Question12	2.8333	.94989	30
Question13	3.0667	1.01483	30
Question14	3.2333	.97143	30
Question15	3.0667	.94443	30
Question16	3.1333	.93710	30
Question17	2.8333	1.14721	30
Question18	3.4333	.56832	30
Question19	3.3667	.88992	30
Question20	3.3000	.74971	30
Question21	3.1000	.84486	30
Question22	2.8000	.99655	30
Question23	3.5000	.68229	30
Question24	3.2667	.98027	30

Summary Item Statistics

		Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	No of Items

Inter-Item Correlations	Part 1	.866	.738	.985	.247	1.335	.003	12[a]
	Part 2	.837	.638	.966	.328	1.514	.005	12[b]
	Both Parts	.850	.638	.985	.347	1.545	.004	24
a. The items are: Question 1, Question 2, Question 3, Question 4, Question 5, Question 6, Question 7, Question 8, Question 9, Question 10, Question 11, Question 12.								
b. The items are: Question 13, Question 14, Question 15, Question 16, Question 17, Question 18, Question 19, Question 20, Question 21, Question 22, Question 23, and Question 24.								

APPENDIX C

POPULATION OF NCE STUDENTS OF FEDERAL COLLEGE OF EDUCATION (FCE), ZARIA

National Commission for Colleges of Education, Abuja Planning, Research and Statistics Department

NCCE/PS/SD/02A

SUMMARY OF STUDENT ENROLMENT BY PROGRAMME, LEVEL AND SEX (FULL TIME STUDENTS ONLY)

Name of Institution: F.C.E, ZARIA

Academic Session: 2015/2016

NCE PROGRAMMES	M	F	TOTAL
NCE I	2,490	2,345	4,835
NCE II	2,498	1,499	3,997
NCE III	2,357	2,045	4,402
TOTAL	**7,345**	**5,889**	**13,234**

Grand Total for NCE M: 7,345 Female: 5,889 TOTAL: 13,234

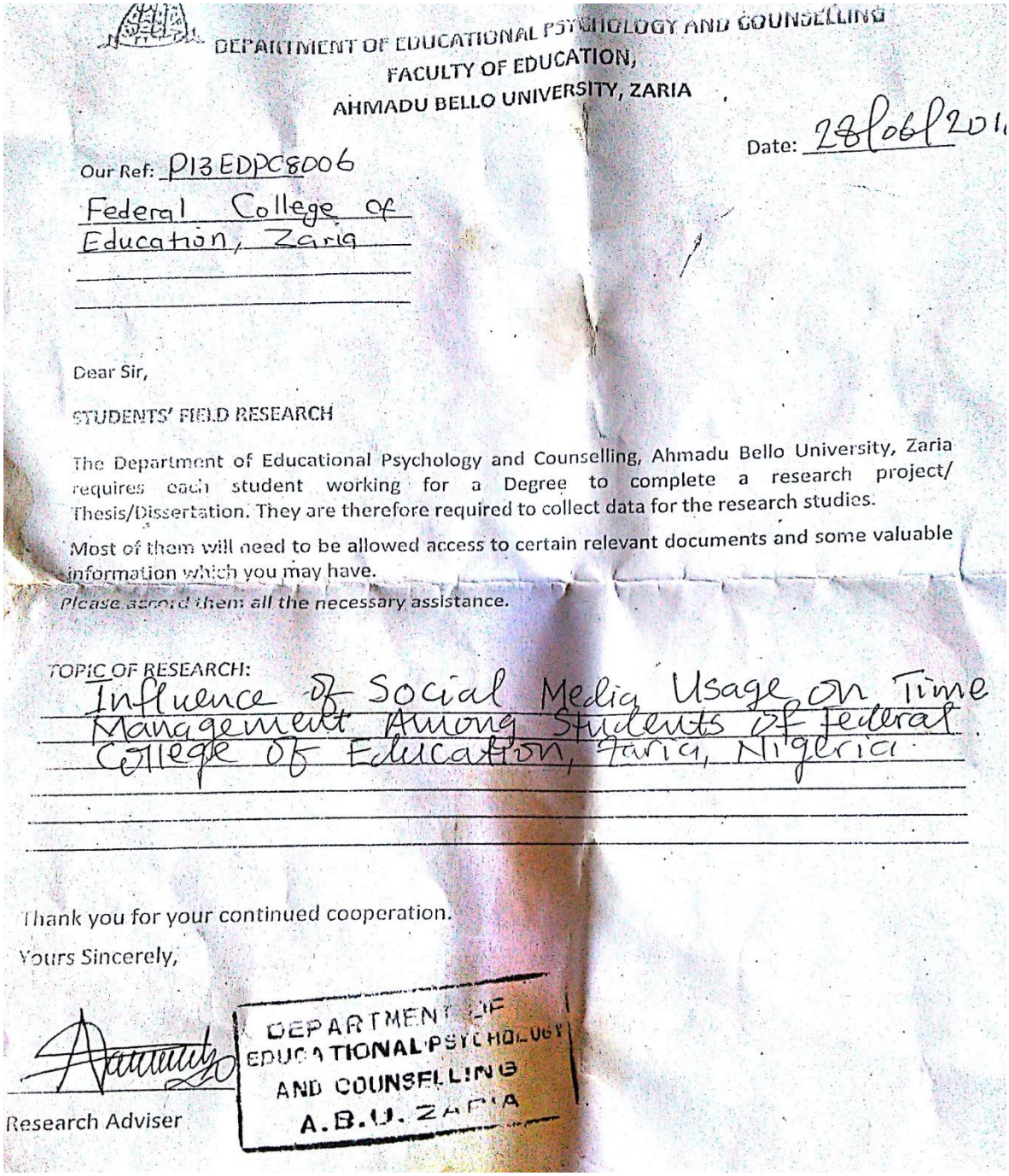
DEGREE PROGRAMMES	M	F	TOTAL
B.ED I	467	385	852
B.ED II	173	120	293
B.ED III	719	563	1282
B.ED IV	274	237	511
TOTAL	**1633**	**1305**	**2938**

Grand Total for B.ED: Male: 1,633 Female: 1,305 TOTAL: 2,938

Ag PROVOST'S NAME: DR. ABDULLAHI ANGO LADAN

APPENDIX D

INTRODUCTORY LETTER FROM THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING



DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA

Date: 28/06/201

Our Ref: P13EDPC8006

Federal College of Education, Zaria

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research project/ Thesis/Dissertation. They are therefore required to collect data for the research studies.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please accord them all the necessary assistance.

TOPIC OF RESEARCH:
Influence of Social Media Usage on Time Management Among Students of Federal College of Education, Zaria, Nigeria

Thank you for your continued cooperation.

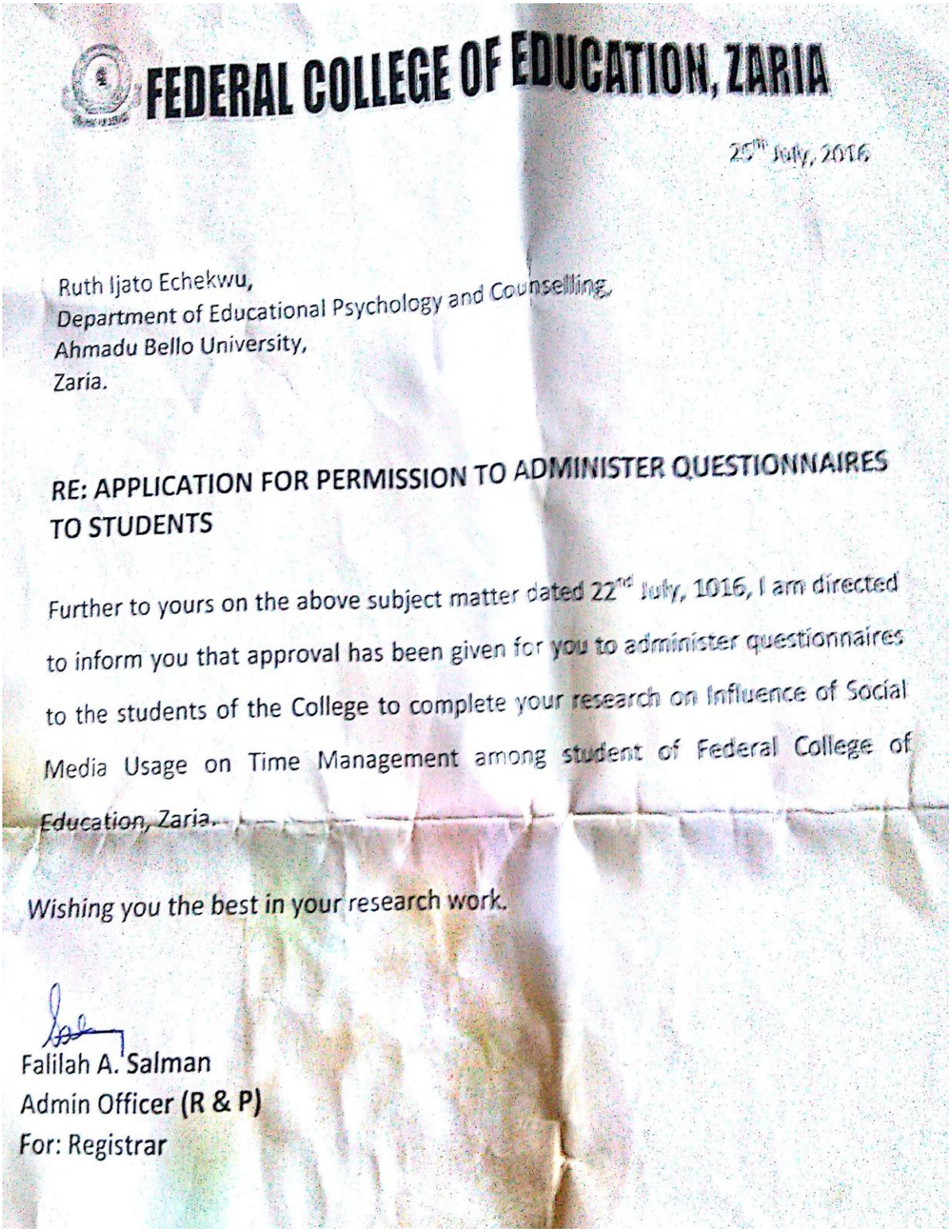
Yours Sincerely,

Research Adviser

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING A.B.U. ZARIA

APPENDIX E

LETTER OF PERMISSION TO ADMINISTER QUESTIONNAIRE



FEDERAL COLLEGE OF EDUCATION, ZARIA

25th July, 2016

Ruth Ijato Echekwu,
Department of Educational Psychology and Counselling,
Ahmadu Bello University,
Zaria.

RE: APPLICATION FOR PERMISSION TO ADMINISTER QUESTIONNAIRES TO STUDENTS

Further to yours on the above subject matter dated 22nd July, 1016, I am directed to inform you that approval has been given for you to administer questionnaires to the students of the College to complete your research on Influence of Social Media Usage on Time Management among student of Federal College of Education, Zaria.

Wishing you the best in your research work.

Falilah A. Salman
Admin Officer (R & P)
For: Registrar

APPENDIX F

RESULT OUTPUT

Correlation

[DataSet1] C:\RUTH.sav

Descriptive Statistics

	Mean	Std. Deviation	N
SectB	60.7131	5.71771	1314
SectC	28.0738	3.74916	1314

Correlations

		SectB	SectC
SectB	Pearson Correlation	1	-.007
	Sig. (2-tailed)		.813
	Sum of Squares and Cross-products	42924.835	-184.170
	Covariance	32.692	-.140
	N	1314	1314
SectC	Pearson Correlation	-.007	1
	Sig. (2-tailed)	.813	
	Sum of Squares and Cross-products	-184.170	18455.839
	Covariance	-.140	14.056
	N	1314	1314

```
ONEWAY SectB  BY V1
 /STATISTICS DESCRIPTIVES
 /MISSING ANALYSIS
/POSTHOC=SCHEFFE ALPHA(0.05).
[DataSet1] C:\RUTH.sav
```

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
SectB	NCE	467	60.8908	5.44174	.25181	60.3960	61.3856	43.00	76.00
	NCE11	401	60.3042	5.98475	.29886	59.7167	60.8918	43.00	83.00
	NCE111	446	60.8946	5.74790	.27217	60.3597	61.4295	43.00	75.00
	Total	1314	60.7131	5.71771	.15773	60.4037	61.0225	43.00	83.00

ANOVA

		Sum of Squares	df	Mean Square	f	Sig.
SectB	Between Groups	96.475	2	48.237	1.477	.229
	Within Groups	42828.360	1311	32.668		
	Total	42924.835	1313			

Post Hoc Tests

Multiple Comparisons

Scheffe

Dependent Variable	(I) level	(J) level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
SectB	NCE	NCE11	.58655	.38913	.321	-.3670	1.5401
		NCE111	-.00383	.37842	1.000	-.9312	.9235
	NCE11	NCE	-.58655	.38913	.321	-1.5401	.3670
		NCE111	-.59038	.39334	.325	-1.5543	.3735
	NCE111	NCE	.00383	.37842	1.000	-.9235	.9312
		NCE11	.59038	.39334	.325	-.3735	1.5543
LCD	NCE1	NCE II	.58655	.38913	.132	-.1768	1.3499
		NCE III	-.00383	.37842	.992	-.7462	.7385
	NCE II	NCE I	-.58655	.38913	.132	-1.3499	.1768
		NCE III	.59038	.39334	.134	-1.3620	.1813
	NCE III	NCE I	.00383	.37842	.992	-.7385	.7462
		NCE II	.59038	.39334	.134	-.1813	1.3620

Homogeneous Subset

SectB

Scheffe[a,,b]

Level	N	Subset for alpha = 0.05
		1
NCE11	401	60.3042
NCE	467	60.8908
NCE111	446	60.8946
Sig.		.313

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 436.221.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Oneway
[Dataset 1] C:/RUTH. Sav

Descriptives

							95% Confidence Interval	
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
SectC	NCE	467	27.9358	3.75999	.17399	27.5939	28.2777	17.00	40.00
	NCE11	401	28.4763	3.68579	.18406	28.1145	28.8382	19.00	38.00
	NCE111	446	27.8565	3.77419	.17871	27.5053	28.2077	18.00	38.00
	Total	1314	28.0738	3.74916	.10343	27.8709	28.2767	17.00	40.00

ANOVA

		Sum of Squares	df	Mean Square	f	Sig.
SectC	Between Groups	94.926	2	47.463	3.389	.034
	Within Groups	18360.914	1311	14.005		
	Total	18455.839	1313			

Post Hoc Test

Multiple Comparisons

Dependent Variable: Sect C

						95% Confidence Interval Mean	
	(I) level	(J) level	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Scheffe	NCE 1	NCE 11	-.54055	.25479	.106	-1.1649	.0838
		NCE 111	.07926	.24777	.950	-.5279	.6864
	NCE 11	NCE 1	.54055	.25479	.106	-.0838	1.1649
		NCE 111	.61981	.25754	.056	-.0113	1.2509
	NCE 111	NCE 1	-.07926	.24777	.950	-.6864	.5279
		NCE 11	-.61981	.25754	.056	-1.2509	.0113
LSD	NCE 1	NCE11	-.54055	.25479	.106	-1.1649	.0838
		NCE111	.07926	.24777	.950	-.5279	.6864
	NCE11	NCE 1	.54055	.25479	.106	-.0838	1.1649
		NCE111	.61981	.25754	.056	-.0113	1.2509
	NCE111	NCE	-.07926	.24777	.950	-.6864	.5279
		NCE11	-.61981	.25754	.056	-1.2509	.0113

Homogeneous Subsets

Scheffe[a,,b]

Level	N	Subset for alpha = 0.05
		1
NCE111	446	27.8565
NCE	467	27.9358
NCE11	401	28.4763

Sig.		.051

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 436.221.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

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T-TEST GROUPS=V2(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=SectB  /
CRITERIA=CI(.95).
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T-Test

[DataSet1] C:\RUTH.sav

Group Statistics

Gender		N	Mean	Std. Deviation	Std. Error Mean
SectB	Male	730	60.7933	5.60055	.19764
	Female	584	60.5871	5.90046	.26102

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SectB	Equal variances assumed	1.688	.194	.637	1312	.524	.20619	.32363	-.42870	.84108
	Equal variances not assumed			.630	1044.166	.529	.20619	.32740	-.43625	.84864

```
T-TEST GROUPS=V2(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=SectC  /
CRITERIA=CI(.95).
```

T-Test

[DataSet1] C:\RUTH.sav

Gender	N	Mean	Std. Deviation	Std. Error Mean

SectC	Male	730	28.0859	3.67798	.12979
	Female	584	28.0548	3.86195	.17084

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Mean	Lower	Upper
SectC	Equal variances assumed	.791	.374	.147	1312	.883	.03113	.21224	-.38523	.44750
	Equal variances not assumed			.145	1046.852	.885	.03113	.21455	-.38987	.45214

```
ONEWAY SectB SectC BY V4
 /STATISTICS DESCRIPTIVES
 /MISSING ANALYSIS
 /POSTHOC=SCHEFFE ALPHA(0.05).
[DataSet1] C:\RUTH.sav
```

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
SectC	1-3 hrs	300	28.1467	4.03643	.23304	27.6881	28.6053	17.00	40.00
	4-6	585	28.2154	3.53380	.14610	27.9284	28.5023	19.00	38.00
	7-9	275	27.8364	3.70028	.22314	27.3971	28.2756	18.00	37.00
	10 hours and above	154	27.8182	4.04300	.32579	27.1745	28.4618	18.00	38.00
	Total	1314	28.0738	3.74916	.10343	27.8709	28.2767	17.00	40.00

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Sect C	Between Groups	38.886	3	12.962	.922	.429

	Within Groups	18416.954	1310	14.059		
	Total	18455.839	1313			

Post Hoc Tests

Multiple Comparisons

Scheffe

Dependent Variable	(I) Hours spent a day on the social media	(J) Hours spent a day on the social media	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
SectB	1-3 hrs	4-6	-.56470	.40613	.587	-1.7015	.5721
		7-9	-.44333	.47747	.835	-1.7798	.8932
		10 hours and above	-.10437	.56695	.998	-1.6913	1.4826
	4-6	1-3 hrs	.56470	.40613	.587	-.5721	1.7015
		7-9	.12137	.41816	.994	-1.0491	1.2918
		10 hours and above	.46033	.51799	.852	-.9896	1.9102
	7-9	1-3 hrs	.44333	.47747	.835	-.8932	1.7798
		4-6	-.12137	.41816	.994	-1.2918	1.0491
		10 hours and above	.33896	.57562	.951	-1.2723	1.9502
	10 hours and above	1-3 hrs	.10437	.56695	.998	-1.4826	1.6913
		4-6	-.46033	.51799	.852	-1.9102	.9896
		7-9	-.33896	.57562	.951	-1.9502	1.2723
SectC	1-3 hrs	4-6	-.06872	.26626	.996	-.8140	.6766
		7-9	.31030	.31303	.805	-.5659	1.1865
		10 hours and above	.32848	.37169	.854	-.7119	1.3689
	4-6	1-3 hrs	.06872	.26626	.996	-.6766	.8140
		7-9	.37902	.27414	.591	-.3883	1.1464
		10 hours and above	.39720	.33959	.713	-.5534	1.3478
	7-9	1-3 hrs	-.31030	.31303	.805	-1.1865	.5659
		4-6	-.37902	.27414	.591	-1.1464	.3883
		10 hours and above	.01818	.37738	1.000	-1.0381	1.0745
	10 hours and above	1-3 hrs	-.32848	.37169	.854	-1.3689	.7119
		4-6	-.39720	.33959	.713	-1.3478	.5534
		7-9	-.01818	.37738	1.000	-1.0745	1.0381

Homogeneous Subsets

Sect B

Scheffe[a,,b]

Hours spent a day on the social media	N	Subset for alpha = 0.05
		1
1-3 hrs	300	60.3567
10 hours and above	154	60.4610
7-9	275	60.8000
4-6	585	60.9214
Sig.		.733

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 263.633.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Sect C

Scheffe[a,,b]

Hours spent a day on the social media	N	Subset for alpha = 0.05
		1
10 hours and above	154	27.8182
7-9	275	27.8364
1-3 hrs	300	28.1467
4-6	585	28.2154
Sig.		.687

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 263.633.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.