AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.16 (1), September-December, 2025 https://ajemates.org

INFLUENCE OF SOCIAL MEDIA USAGE ON STUDENTS' TIME MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

This study investigated the influence of social media usage on students' time management in public secondary schools in Anambra State. Three specific purposes, three research questions and three hypotheses guided the study. Descriptive survey design was adopted for the study. The population of the study consisted of all the 24,006 (10,926 males and 13,080 females) SSS II students in the 267 public secondary schools in Anambra State. The sample size of 1,200 was drawn for the study using multi-stage sampling procedure; involving stratified, simple random, and purposive sampling techniques. Social Media Usage and Students' Time Management Questionnaire (SMUSTMQ) structured by the researchers was used for data collection. The instrument was face-validated by three experts in the Faculty of Education, Nnamdi University, Awka. The reliability of the instrument was ascertained using Cronbach Alpha. Data were analyzed using aggregate mean, standard deviation and independent t-test. The findings revealed that social media usage significantly and positively enhances students' time management and academic performance in public secondary schools in Anambra State. The study also found that the positive influence was consistent across genders, as both male and female students benefit equally, with no significant difference in their mean scores. Based on the findings the researchers recommended among other that stakeholders promote the constructive and purposeful use of social media as a tool for enhancing effective time management skills among both male and female students in public secondary schools in Anambra State by encouraging students to use social media platforms to plan, organize, and monitor their daily academic activities productively.

Keywords: Social Media; Social Media Usage; Time Management; Gender; Secondary School.

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Introduction

Education is widely recognized as a cornerstone of national development, serving as a critical instrument for shaping the human capital necessary for societal progress. Through formal education, nations cultivate knowledgeable, skilled, responsible, and productive citizens capable of contributing meaningfully to economic growth, social cohesion, and political transformation. In Nigeria, the strategic importance of education is explicitly reflected in the National Policy on Education (Federal Republic of Nigeria, 2013), which articulates national aspirations toward "a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy; and a land of bright and full opportunities for all citizens." Education, therefore, transcends its individual benefits, positioning itself as a public investment in the human resources essential for nation-building, socio-economic development, and the enhancement of civic responsibility. At the secondary education level, the significance of schooling becomes even more pronounced. Secondary education in Nigeria serves as a critical bridge between foundational primary education and higher education or vocational training. It plays a pivotal role in fostering intellectual growth, critical thinking, self-discipline, and broad knowledge that equip students to participate meaningfully in society. The National Policy on Education stipulates that secondary education should prepare individuals for "useful living within the society" and for "higher education." It highlights the need to provide equitable opportunities to all primary school leavers, regardless of age, social status, religion, or ethnic background, while promoting a diversified curriculum that accommodates differences in talents, aspirations, and potential future roles. In addition, secondary education is designed to develop technical and vocational skills necessary for national economic development, social mobility, and personal empowerment. Consequently, public secondary schools in Anambra State represent vital institutions where the vision of the NPE can be actualized, nurturing students' competencies, values, and dispositions in alignment with broader national development objectives.

Within this educational context, students' effective time management emerges as a critical determinant of academic and personal success. Time management refers to the ability to plan, allocate, and regulate one's time effectively to achieve personal, academic, and social goals. For secondary school students, who must balance curricular demands, homework, co-curricular activities, social obligations, and personal pursuits, the capacity to manage time efficiently is indispensable (Macan, 2020). Well-developed time management skills as posited by Aeon and Aguinis (2021) enable students to prioritize tasks, meet deadlines, engage meaningfully with learning opportunities, participate actively in co-curricular and extracurricular activities, and enhance their overall academic achievement. In contrast, Odoh and Okonkwo (2023) remarked that poor time management can

undermine educational attainment, compromise students' self-discipline, and reduce their ability to achieve both personal and societal objectives. In the Nigerian educational landscape, where secondary education is a vital stage for shaping productive and responsible citizens, fostering effective time management among students is thus, critical for ensuring that educational investments yield the desired outcomes especially in this era of technological advancement.

The proliferation of digital technologies, particularly social media, has introduced new dynamics into students' lives, simultaneously presenting opportunities and challenges. Social media usage; which encompasses platforms such as Facebook, Instagram, WhatsApp, Twitter, TikTok, and other online networking tools, has become a pervasive feature of adolescent life in Nigeria. These platforms facilitate communication, collaboration, information sharing, and social interaction, potentially supporting learning and social engagement. Studies have shown that, when used intentionally for educational purposes, social media can enhance students' access to learning resources, promote collaborative knowledge construction, and foster academic engagement (Ezeonwumelu et al., 2021; Giwa, 2024). However, the unregulated or excessive use of social media often poses risks, including distraction; procrastination, reduced study time, and negative impacts on sleep patterns, all of which can compromise effective time management and academic performance. For instance, research among Nigerian university students has identified significant negative associations between excessive social media engagement and students' ability to manage their time productively (Obaze, 2025; Sabo & Audu, 2025). This suggests a nuanced relationship whereby social media can both support and hinder student development, depending on usage patterns, digital literacy, and self-regulatory skills; irrespective of gender.

Gender refers to the social, cultural, and behavioural characteristics and roles that societies attribute to individuals based on their perceived sex. It encompasses expectations, roles, and norms related to masculinity, femininity, and non-binary identities (Viet, 2021). Unlike biological sex, which is based on physical attributes such as chromosomes and reproductive anatomy, gender is more fluid and influenced by societal, cultural, and personal factors. In corroboration with the position above, Tripathy and Sahu (2018) posited that gender is not just a biological or psychological trait but is intricately tied to social expectations and roles, and its understanding is evolving in response to broader cultural changes. In the context of global health and policy, Leraas et al. (2018) emphasized that gender is a dynamic and multifaceted concept, shaped by social roles, norms, and identities; which influences both individual behaviors and structural inequalities in society. However, gender is viewed in this study as socially constructed roles, behaviours, and expectations assigned to students based on their perceived sex; which influence their

access to resources, opportunities, societal roles and engagement within the schools.

The interplay between social media usage and students' time management in secondary schools is particularly significant, given the formative nature of adolescence. Secondary school students in Anambra State, like their peers across Nigeria, are at a developmental stage where habits, self-discipline, and learning strategies are still being consolidated. Social media, as an ever-present aspect of their daily environment, can influence how students allocate their time, prioritize tasks, and balance academic with social commitments. Understanding this dynamic is essential for educators, school administrators, policymakers, and parents, as it provides insights on the strategies necessary to harness the benefits of social media while mitigating its potential to disrupt learning processes and time management practices.

Statement of the Problem

Effective time management is a critical determinant of students' academic success, as it enables them to allocate sufficient time for study, revision, and engagement in co-curricular activities. However, recent trends indicate that students in public secondary schools in Anambra State are increasingly struggling to manage their time effectively, often failing to balance study, leisure, and other responsibilities. One key factor that has been identified as potentially affecting students' time management is social media usage. While social media platforms provide opportunities for communication, collaboration, and access to educational resources, excessive or unregulated use can lead to procrastination, distraction, and poor scheduling of study activities. This challenge may vary between male and female students, as emerging studies suggest that gender differences could influence patterns of social media engagement and the extent to which it affects time management. Despite the widespread use of social media among adolescents, there is limited empirical evidence in Anambra State examining how these gender-specific interactions impact students' ability to manage their time effectively, highlighting a critical gap in educational research. This empirical study, therefore, sought to investigate the influence of social media usage on students' time management in public secondary schools in Anambra State.

Purpose of the Study

The purpose of the study was to investigate the influence of social media usage on students' time management and academic performance in public secondary schools in Anambra State. Specifically, the study sought to determine:

1. the influence of social media usage on students' time management in public secondary schools in Anambra State;
2. the influence of social media usage on male students' time management in public secondary schools in Anambra State; and
3. the influence of social media usage on female students' time management in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the influence of social media usage on students' time management in public secondary schools in Anambra State?
2. What is the influence of social media usage on male students' time management in public secondary schools in Anambra State?
3. What is the influence of social media usage on female students' time management in public secondary schools in Anambra State?

Hypotheses

The following hypotheses formulated for the study will be tested at 0.05 level of significance:

1. There is no significant difference in the mean scores of male and female students on the influence of social media usage on time management in public secondary schools in Anambra State.
2. There is no significant influence of social media usage on male students' time management in public secondary schools in Anambra State.
3. There is no significant influence of social media usage on female students' time management in public secondary schools in Anambra State.

Theoretical Framework

Theoretically, the study was anchored on Self-Regulatory Theory (SRT), proposed by Barry J. Zimmerman in 1989, emphasizes how learners actively control their own learning processes through goal-setting, self-monitoring, self-evaluation, and strategic action. The theory involves three cyclical phases: forethought (planning and goal-setting), performance (monitoring and maintaining focus), and self-reflection (evaluating outcomes and adjusting strategies). SRT emphasizes the role of cognitive, metacognitive, and motivational processes in promoting effective learning and disciplined time management. Zimmerman's Self-Regulation Theory is highly suitable and relevant for this study. The theory provides a useful framework for analyzing how students' abilities to set goals, monitor behaviours, and regulate distractions are affected by the pervasive use of social media. SRT helps explain how students' self-regulatory skills can mediate the impact of social media distractions. By setting study schedules, monitoring usage, and reflecting on time allocation, students can maintain academic focus. The theory also allows for exploring gender differences in self-regulation, offering a framework to understand and mitigate the negative effects of social media on students' time management.

Methods

The study adopted the descriptive survey research design. As reported by Ifeakor (2018), a descriptive survey design is a design that aimed to collect data from certain population and describe the data in a systematic manner, and the characteristics features or facts about the population. The study was carried out in Anambra State,

South-East, Nigeria using public secondary schools. The population of the study consisted of all the 24,006 (10,926 males and 13,080 females) SSS II students in the 267 public secondary schools in Anambra State. The sample size of 1,200 (five percent) of the entire population of SSS II students in the six education zones of Anambra State was drawn for the study using multi-stage sampling procedure; involving stratified, simple random, and purposive sampling techniques. The instrument for data collection was a researcher-structured questionnaire titled: "Social Media Usage and Students' Time Management Questionnaire (SMUSTMQ). The instrument was divided into two sections: A and B. Section A sought background data of the respondents (students) on their gender. Section B contains the first instrument (SMUSTMQ); which was made up of 15 item-statements designed to elicit data on the influence of social media on students' time management and was structured on a 4-point rating scale of Strongly Agree (SA), Agree (A) Disagree (D), and Strongly Disagree (SD); weighted 4, 3, 2, and 1 respectively. The instruments were validated by three experts in Faculty of Education Nnamdi Azikiwe University, Awka. The reliability of the instrument was determined by administering copies of the research instruments to 50 students in public secondary schools in Enugu State; which was not part of the study area through pilot test. The data collected from the pilot test were subjected to internal consistency reliability test using Cronbach Alpha; which yielded coefficients of 0.85 and was deemed adequate for the study. The researchers administered the instrument to the respondents with the help of six research assistants Out of the 1,200 copies administered, 1,188 copies (593 males and 595 females) were retrieved duly completed, and used for data analysis. This gave a return rate of 99.00%, which the researchers considered very adequate for the study. Descriptive statistics (mean and standard deviation) was used to answer the research questions and determines the homogeneity or otherwise of the respondents' views respectively. In determining the agreement level, aggregate mean score was used to ascertain the mean score of teachers' agreement level. For the purpose of this study, the mean score of 2.50 and above was grouped as "Agree" and has positive influence on students' learning outcomes while those with 2.49 and below was grouped as "Disagree". Moreover, in determining the homogeneity or heterogeneity; a low standard deviation of below 1.2 indicating that the data points (responses) were close to the mean is regarded as homogeneous. A high standard deviation of above 1.2 meaning there was a large variation or spread among the data points and the responses differ significantly from the mean was considered heterogeneous. T-test analysis was used for testing the hypotheses. The p-value was used to determine the significance of the difference for all hypotheses. The decision rule was: a null hypothesis was not accepted where the calculated p-value was less than

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the stipulated level of significance (0.05); whereas a null hypothesis was accepted where the calculated p-value was greater than the stipulated level of significance (0.05). All analyses were carried out using Statistical Package for Social Sciences (SPSS), Version 25.

Results Presentation and Discussions

Analysis of Respondents Personal Data

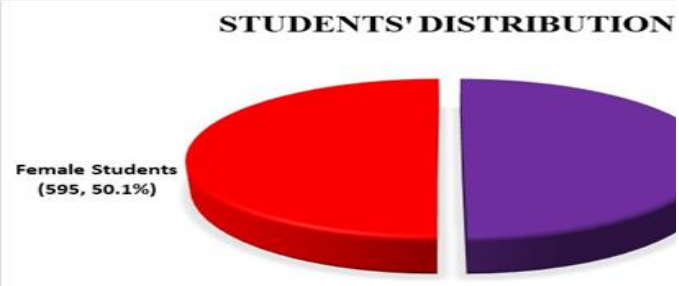


Fig. 1: Analysis of Respondents Personal Data
Source: Field Survey, 2025.

Figure 1 revealed the students that participated in answering the copies of the questionnaire in secondary schools in Anambra State. The results indicated that out of 1,188 research participants that provided data for the analysis, 593 (49.9%) of them were male students while 595 (50.1%) were female students in public secondary school in Anambra State. This signifies that more of the female students in public secondary school in Anambra State participated in exercise of providing data for the analysis.

Analysis and Discussion of Findings

The study answered and tested at 0.05 level of significance the following research questions and hypotheses respectively:

Research Question One: What is the influence of social media usage on students' time management in public secondary schools in Anambra State?

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Table One: Mean and standard deviation scores of students on the influence of social media usage on students' time management in public secondary schools in Anambra State

S/N	Item Statements	Students = 1,188		
		$\bar{X}$	SD	Remarks
1	I use social media to organize my study schedule.	3.38	0.96	Agree
2	I often waste time on social media instead of doing my homework.	3.53	0.85	Agree
3	Social media helps me set reminders for tasks.	3.51	0.86	Agree
4	I get distracted by social media when I am supposed to study.	3.52	0.82	Agree
5	I follow educational pages that help me manage my time better.	3.50	0.86	Agree
6	I lose track of time while browsing social media.	3.52	0.88	Agree
7	Social media motivates me to complete my school tasks on time.	3.04	1.19	Agree
8	I often forget important tasks because I am on social media.	3.53	0.82	Agree
9	I use social media breaks to refresh and return to studies more focused.	3.54	0.76	Agree
10	I miss deadlines because I spend too much time on social media.	3.19	1.11	Agree
11	Social media helps me connect with study groups to plan academic activities.	3.50	0.86	Agree
12	I sleep late due to long hours spent on social media.	3.42	0.92	Agree
13	I learn time management tips through content on social media.	3.51	0.86	Agree
14	I procrastinate on school tasks because of social media use.	3.53	0.88	Agree
15	I use social media tools to create to-do lists for schoolwork.	3.11	1.17	Agree
	Aggregate Scores	**3.42**	**0.92**	**Agree**

The results in Table One, with an aggregate mean score of 3.42 against the benchmark mean of 2.50 on a 4.0 scale, indicate that students generally agree that social media usage positively influences their time management in public secondary schools in Anambra State. The standard deviation of 0.92, being relatively low, reflects a considerable level of homogeneity in students' responses, implying a reasonable level of consensus in their responses.

Hypothesis One: There is no significant difference in the mean scores of male and female students on the influence of social media usage on time management in public secondary schools in Anambra State.

Table Two: Summary of the t-test analysis on the influence of social media usage on time management in public secondary schools in Anambra State

Source of Variation	N	Mean	Std. Deviation	df	t	P-Value	Decision
Male Students	593	3.40	0.732	1186	-1.219	0.223	Not Sig.
Female Students	595	3.45	0.667				

Two-Sample Statistics

The results in Table Two reveal that the calculated independent t-test was -1.219 with a p-value of 0.223. Since the p-value (0.223) is greater than 0.05 significant level, the null hypothesis was retained while the alternative hypothesis was not retained. Thus, there is no significant difference in the mean scores of male and female students on the influence of social media usage on time management in public secondary schools in Anambra State.

Discussion of the Findings

The findings in Table One reveal that social media usage is generally perceived by public secondary school students in Anambra State to have a positive influence on their time management, as evidenced by an aggregate mean score of 3.42 (SD = 0.92) on a 4-point scale. This score, being substantially above the midpoint benchmark of 2.50, indicates overall agreement among respondents that social media platforms contribute positively to managing their time effectively. However, the p-value of 0.223 (greater than the 0.05 significance level) presented in Table Two suggests that the observed influence is not statistically significant; which implies that there is no significant difference in the mean scores of male and female students on the influence of social media usage on time management in public secondary schools in Anambra State. The positive perception reflects that students possibly leverage social media for organizational tools (academic calendar, group communication, files, resource sharing), reminders, study groups, and access to educational resources; which can enhance their ability to allocate and optimize time. On the other hand, the non-significant p-value warns that this benefit might be offset by distractions or inconsistent usage patterns, which are common criticisms of social media. The study findings align with the findings of Alhassan et al. (2022) who found that university students in Ghana reported that social media, when used purposefully, improved their time scheduling and task prioritization. They highlighted social media's role as a collaborative platform facilitating timely communication and sharing of academic content. Secondly, a study by Bamidele and Adewale (2023) in Nigerian secondary schools revealed that students utilized social media reminders and calendar apps integrated into platforms like Instagram to plan study sessions effectively, positively impacting their time management skills. In addition, a cross-sectional study by Li and Su (2021) in China established that students who used social media educational groups demonstrated higher self-regulation in time management compared to peers who used social media mainly for entertainment. Conversely, a contrasting study by Mensah and Boakye (2020) found that among senior high school students in Ghana, social media was a major source of distraction, negatively affecting time management and academic productivity. The authors attributed the above act to excessive non-academic use, lack of self-discipline, and poor awareness of time-wasting risks associated with social media. This divergence may stem from differences in user behaviour, cultural

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context, or the extent of digital literacy and self-regulation training among students.

Research Question Two: What is the influence of social media usage on male students' time management in public secondary schools in Anambra State?

Table Three: Mean and standard deviation scores of students on the influence of social media usage on male students' time management in public secondary schools in Anambra State

S/N	Item Statements	Male Students = 593		
		$\bar{X}$	SD	Remarks
1	I use social media to organize my study schedule.	3.35	0.98	Agree
2	I often waste time on social media instead of doing my homework.	3.49	0.89	Agree
3	Social media helps me set reminders for tasks.	3.47	0.89	Agree
4	I get distracted by social media when I am supposed to study.	3.48	0.85	Agree
5	I follow educational pages that help me manage my time better.	3.45	0.89	Agree
6	I lose track of time while browsing social media.	3.49	0.92	Agree
7	Social media motivates me to complete my school tasks on time.	3.07	1.19	Agree
8	I often forget important tasks because I am on social media.	3.48	0.84	Agree
9	I use social media breaks to refresh and return to studies more focused.	3.49	0.77	Agree
10	I miss deadlines because I spend too much time on social media.	3.12	1.14	Agree
11	Social media helps me connect with study groups to plan academic activities.	3.44	0.90	Agree
12	I sleep late due to long hours spent on social media.	3.48	0.85	Agree
13	I learn time management tips through content on social media.	3.46	0.89	Agree
14	I procrastinate on school tasks because of social media use.	3.49	0.92	Agree
15	I use social media tools to create to-do lists for schoolwork.	3.18	1.15	Agree
	Aggregate Scores	**3.40**	**0.94**	**Agree**

The results of the study presented in Table Three reveal that male students in public secondary schools in Anambra State reported an aggregate mean score of 3.40, which is well above the benchmark mean of 2.50 on a 4.0 scale. This indicates a generally positive influence of social media usage on male students' time management. The relatively low standard deviation of 0.94 suggests remarkable homogeneity in the students' responses, reflecting a fair degree of consensus regarding the beneficial role of social media in enhancing their time management skills.

Hypothesis Two: There is no significant influence of social media usage on male students' time management in public secondary schools in Anambra State.

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Table Four: Summary of the t-test analysis on time management of male students in public secondary schools in Anambra State

N	Mean	Std. Deviation	Std. Error Mean	T	P-Value	Remark
593	3.40	0.732	0.03006	112.955	0.000	Significant

One-Sample Statistics

The results in Table Four showed the summary of the t-test analysis on time management of male students in public secondary schools in Anambra State. The results indicated that the calculated one sample t-test was 112.955 with a p-value of 0.000. Seeing that the p-value (0.000) was less than the 0.05 level of significance value, the null hypothesis was not retained while the alternative hypothesis was retained. Thus, there is significant influence of social media usage on male students' time management in public secondary schools in Anambra State.

Discussion of the Findings

The results of the analysis in Table Three indicate that male students in public secondary schools in Anambra State agreed that social media has positive influence on their time management. The results in Table Four show that there is significant influence of social media usage on male students' time management in public secondary schools in Anambra State. The unanimous agreement among male students in Anambra State reflected in an aggregate mean score of 3.40 (SD = 0.94) and a highly significant p-value of 0.00 at the 0.05 level indicates a robust perception that social media platforms such as WhatsApp, Instagram, Facebook, and X serve as positive enablers of effective time management. The mean score well above the neutral midpoint (2.50) suggests a strong consensus that these platforms facilitate scheduling reminders, foster peer accountability, and streamline coordination of academic activities (e.g., group assignments, exam alerts). The relatively low standard deviation (0.94) points to some variability in individual experiences perhaps due to differing patterns of use or digital literacy, yet not enough to undermine the overall finding of positive influence. The p-value of .00 ($p < .001$) demonstrates that this perceived influence is statistically significant, ruling out chance as an explanation and underscoring a meaningful relationship between social media engagement and students' self-reported time-management behaviours. Supporting this empirical studies, Adeyemi and Ojedokun (2021) surveyed 400 undergraduates in Lagos and found that structured use of WhatsApp study groups was positively correlated with time-management scores ($r = .52$, $p < .01$); as students employed group reminders to adhere to deadlines. They concluded that peer-moderated digital communities foster accountability and reduce procrastination. Similarly, Chukwu et al. (2023) conducted a quasi-experimental design with 200 secondary school students in Enugu, demonstrating that students who used Instagram's "Close Friends" feature to share

daily study plans reported a 20% reduction in time wastage compared to a control group ($t(198) = 4.37$, $p < .001$). This study highlighted the role of visual planning in reinforcing time-management habits. Furthermore, the study by Obinna and Onwuchekwa (2020) revealed that Facebook event notifications significantly enhance students' awareness of academic deadlines and extracurricular activities, thereby positively affecting timely completion of academic tasks. Students reported improved organization and better coordination in managing assignments and school events due to regular notifications. The study further revealed that push notifications functioned as virtual planners, helping students to segment study sessions into manageable intervals. In the contrary, Ndukwe and Nwafor (2022) reported, however, that among 300 university undergraduates in Abuja, heavy social media use (>3 hours/day) was associated with poorer time-management skills ($\beta = -.27$, $p < .05$). They posited that excessive scrolling and non-academic distractions can outweigh organizational benefits, especially when platforms lack formal study-group structures. The reasons for the divergent finding could be as a result of intensity of use and sample differences. Ndukwe and Nwafor's sample may have engaged in more non-academic browsing, diluting the utility of reminders and planning features. The Abuja cohort was older undergraduates with different social, academic pressures than secondary-school boys in Anambra, potentially altering usage patterns.

Research Question Three: What is the influence of social media usage on female students' time management in public secondary schools in Anambra State?

Table Five: Mean and standard deviation scores of students on the influence of social media usage on female students' time management in public secondary schools in Anambra State

S/N	Item Statements	Female Students = 595		
		$\bar{X}$	SD	Remarks
1	I use social media to organize my study schedule.	3.41	0.94	Agree
2	I often waste time on social media instead of doing my homework.	3.57	0.81	Agree
3	Social media helps me set reminders for tasks.	3.55	0.84	Agree
4	I get distracted by social media when I am supposed to study.	3.55	0.80	Agree
5	I follow educational pages that help me manage my time better.	3.54	0.83	Agree
6	I lose track of time while browsing social media.	3.55	0.85	Agree
7	Social media motivates me to complete my school tasks on time.	3.02	1.20	Agree
8	I often forget important tasks because I am on social media.	3.57	0.79	Agree

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9	I use social media breaks to refresh and return to studies more focused.	3.58	0.74	Agree
10	I miss deadlines because I spend too much time on social media.	3.26	1.08	Agree
11	Social media helps me connect with study groups to plan academic activities.	3.56	0.82	Agree
12	I sleep late due to long hours spent on social media.	3.35	0.98	Agree
13	I learn time management tips through content on social media.	3.55	0.82	Agree
14	I procrastinate on school tasks because of social media use.	3.57	0.83	Agree
15	I use social media tools to create to-do lists for schoolwork.	3.04	1.19	Agree
	Aggregate Scores	**3.44**	**0.90**	**Agree**

An aggregate mean score of 3.44, substantially above the 2.50 benchmark on a 4.0 scale presented in Table Five indicate that female students in Anambra State generally perceive social media usage as a beneficial tool for enhancing time management in their academic pursuits. Also the standard deviation of 0.90 denotes insignificant variability, reflecting a much reasonable degree of consensus among the respondents; hence, signaling homogeneity in female students' responses.

Hypothesis Three: There is no significant influence of social media usage on female students' time management in public secondary schools in Anambra State.

Table Six: Summary of the t-test on the influence of social media usage on female students' time management in public secondary schools in Anambra State

N	Mean	Std. Deviation	Std. Error Mean	T	P-Value	Remark
595	3.45	0.667	0.02733	126.057	0.000	Significant

One-Sample Statistics

The results in Table six show the summary of the t-test analysis on time management of female students in public secondary schools in Anambra State; with the calculated one sample t-test of 126.057 and a p-value of 0.000. For the reason that the p-value (0.000) was less than the 0.05 level of significance value, the null hypothesis was not retained while the alternative hypothesis was retained. However, there is significant influence of social media usage on female students' time management in public secondary schools in Anambra State.

Discussion of the Findings

With respect to the influence of social media usage on female students' time management, the results as shown in Table Five reveal that female students in public secondary schools collectively agreed that social media platforms positively influence their time management. The findings as

shown in Table Six reveal that there is significant influence of social media usage on female students' time management in public secondary schools in Anambra State. However, the (aggregate mean = 3.44, SD = 0.90, p = 0.00 at α = .05) indicates a strong, statistically significant perception that these tools serve productive roles for female students in organizing study activities, scheduling group work, and accessing learning resources. A mean well above the neutral midpoint (2.50) reflects consensus beyond chance; while the relatively lower standard deviation suggests most respondents share this positive view. The p-value of 0.00 confirms this relationship is highly significant, ruling out random variation. Critically, this suggests that female students are not merely passive consumers of social media but are leveraging its collaborative features (e.g., WhatsApp study groups), real-time notifications (e.g., Instagram reminders), and informational networks (e.g., Facebook academic pages) to structure their academic tasks. Similar to the results of this study, Govil (2025) found that 89.5 % undergraduates (male and females) agreed that WhatsApp facilitates collaborative learning and 93 % stated it improves access to learning materials. Students reported that streamlined information sharing reduced time spent searching for resources, thereby improving their study scheduling and overall time management. Similarly, Shahzad et al. (2024) demonstrated that social media use when integrated with academic activities positively impacts both academic performance and mental well-being among university students. Enhanced well-being has been linked to better self-regulation and time allocation, suggesting that the motivational aspects of social media can indirectly bolster time management. Aligning also with the findings of the study, Sivakumar (2023) highlighted that social media platforms facilitate efficient knowledge sharing among peers, leading to more coordinated group projects and reduced downtime. This improved coordination translates into more effective planning and adherence to study schedules, reinforcing the perception of positive time management influence. However, not all studies align. Ali et al. (2024) investigated internet addiction among male and female nursing students and found a significant negative association between higher levels of internet addiction and overall time management skills ($p < .001$). Students with problematic social media use exhibited poorer planning and higher procrastination. This contradiction may stem from differences in purposeful and compulsive use: where the Anambra study reflects instrumental social media usage for academic tasks, Ali et al. capture addictive, non-academic engagement. Additionally, sample and contextual variations: general secondary schools and specialized nursing cohorts; and measurement instruments self-report scales of addiction and functional time management rating scale may likely contribute to these divergent outcomes.

Conclusion

The study findings revealed that social media usage significantly and

positively influences students' time management in public secondary schools in Anambra State. This positive influence is consistent across genders, as both male and female students benefit equally, with no significant difference in their mean scores. However, when used constructively; social media could serve as a valuable educational tool that help both male and female students organize tasks, access relevant learning resources, and achieve better academic outcomes. Therefore, the study concluded based on the findings that teachers, parents, and school principals should promote responsible and purposeful use of social media; integrating it into learning processes and fostering digital literacy to maximize its benefits and improve students' time management skills regardless of gender differences.

Recommendations

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

1. Policy makers should stablish state-wide digital education policies that promote the integration of social media tools into time management and learning programmes in secondary schools to ensure equitable access and digital literacy training for both male and female students.
2. Principals should encourage and coordinate supervised use of social media platforms within school activities to enhance students' planning, scheduling, and time management skills across genders.
3. Teachers should incorporate social media applications such as Google Classroom, WhatsApp, and Telegram into teaching strategies to help students organize tasks, set reminders, and monitor academic progress effectively.
4. Students should use social media platforms responsibly to create personal study schedules, track assignments, and participate in collaborative learning that supports efficient time management.
5. Parents should guide and monitor their children's use of social media to ensure it is directed toward educational purposes, helping both boys and girls maintain balance between online engagement and academic responsibilities.

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