

Social Media Addiction and Time Management Skills of University Students in Akwa Ibom State, Nigeria

Global Journal of Social Sciences Studies

Vol. 7, No. 1, 24-34, 2021

e-ISSN: 2518-0614



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ABSTRACT

The study was conducted to ascertain the influence of social media addiction on time management skills of university students in Uyo Senatorial District. The population of the study comprised all the second year 2018/2019 students in the University of Uyo. This consisted of a total of 5854 students. The simple random sampling technique was used to select 650 students from the 13 Faculties in the University of Uyo. Two instruments - Social Media Addiction Scale and Time Management Inventory - were adopted for the study and piloted on 80 year two students in the institution. The pilot test yielded a Chronbach alpha reliability coefficient of .78 which was deemed appropriate for the study. The data generated were analyzed using Mean and Standard deviation, while the hypotheses formulated were tested using the t-test statistics. The findings revealed that Facebook and Twitter addiction had significant influence on students' time management skills. Instagram addiction, however, was not found to have significant influence on students' time management skills. The recommendations made were that social networking sites should develop features that would help integrate learning contents into social media platforms and that virtual learning should be explored to enhance student engagement, among others.

Keywords: Facebook addiction, Twitter addiction, Instagram addiction, Time management, Social media, Social networking sites.

DOI: 10.20448/807.7.1.24.34

Citation | Ezeonwumelu, Victor Ugochukwu; Nwiko, Mary Nneka; C.C. Okoro; Ekanem, Eyaema Idara (2021). Social Media Addiction and Time Management Skills of University Students in Akwa Ibom State, Nigeria. Global Journal of Social Sciences Studies, 7(1): 24-34.

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Funding: This study received no specific financial support.

Competing Interests: The authors declare that they have no competing interests.

History: 29 March 2021/ Revised: 3 May 2021/ Accepted: 1 June 2021/ Published: 22 June 2021

Publisher: Online Science Publishing

Highlights of this paper:

- This study examined the influence of social media addiction on time management of university students in Akwa Ibom State.
- The study found that there is a high extent of addiction to social media by University students.
- The study concluded that while excessive Facebook and Twitter usage negatively affected the students' time management, same cannot be said for Instagram since the students spent less time on the platform.

1. INTRODUCTION/LITERATURE REVIEW

Time is one of the most important features of a learner's planning routine. This is because a student's curricular, and extracurricular activities are centred on time. Time is finite; it is limited and can hardly be regained when lost. According to [Kaku \(2018\)](#) the understanding of time is one of the vital features that differentiate a human brain from an animal brain. This implies that human beings appreciate the concept of future and now, and plan their activities with this at the back of their minds. Scholarly activities are often tedious. For a learner to successfully allocate time to all these activities, and still have time for extracurricular activities, such a learner must be able to be prudent with his use of time. This is known as time management.

Time management is a skill necessary for academic achievement. [Mohamed, Hamal, and Mohamed \(2018\)](#) claimed that time management is a skill that allows a learner to apportion time to various goal-oriented tasks which are necessary for academic adjustment. In a typical University community like the University of Uyo, there are several activities engaged in by students. These activities range from academic tasks, personal social commitments and other extra-curricular activities. A student who is unable to allocate limited time to these activities could struggle to adjust academically and socially ([Mercanlioglu, 2010](#)).

In highlighting the implication of time management, [Nasrullah and Khan \(2015\)](#) defined time as an "indefinitely divisible and usable commodity". They likened time management to a situation where an individual tries to manage his scarce resources in pursuit of higher goals. This definition is apt, considering the need for time management in institutions of higher learning.

Time management is important at all levels of education. However, [Nasrullah and Khan \(2015\)](#) pointed out that time management skills are more vital to adjustment during higher education years. This is because the academic workload of students in tertiary institutions are more intense than those obtained in penultimate stages of learning. Time management skills are acquired through various ways. [Alghaswyneh and Basri \(2015\)](#) identified scheduling and setting of priorities as some of the strategies a learner can use in managing time. Through the use of the programme schedule, a learner ensures that limited time is used judiciously. Goal setting, reduced procrastination and achievement motivation are some of the other traits expected of a learner who has time management proficiency ([Mohamed et al., 2018; Tracy, 2014](#)). [Tracy \(2014\)](#) highlighted the four "d"s of effectiveness in time management. They are desire, decisiveness, determination and discipline. These traits are essential if a learner is to be immune to distractions that abound in a university environment.

The university environment is a micro-community. University students are thus belabored with numerous activities that range from class work, research work, socio-cultural and political activities. Each student, on an individual level, also faces various forms of distractions. These distractions include family issues, relationship issues, and more recently distraction from digital and technological devices ([Mboga, Mboga, & Nyaanga, 2016](#)). With the proliferation of the technology market with smart phones, students can now afford sophisticated phones which come with applications that thrill users.

The prevalence of social media usage among young people in Nigeria cannot be understated. Recent statistics show that over 20 million users (between the ages of 18 and 40) have access to social media in Nigeria (Similarweb, 2019; Statista, 2019). These figures are expected to rise in the nearest future, as Similarweb (2019) claims that it is expected that 35 million young people will be active on social media at the turn of the next decade.

It is now normal, to intrude on a group of students who are all busy with their phones, engaged in one social media platform or another. Sometimes these students visit Social Networking Sites (SNS), like Facebook, Instagram, Youtube, Twitter and Whatsapp first thing in the morning, and may even be seen surfing these sites during classes. Hou, Xiong, Jiang, Song, and Wang (2019) claimed that social media addiction is real among young learners. The authors, Hou et al. (2019) saw social media addiction as a form of addictive behaviour characterized by a compulsion to use the social media excessively. When a student is addicted to social media, such an individual exhibits a sort of dependence on internet networking platforms.

To appreciate what social media addiction implies, one has to look at a typical case of addiction to substances like drug and alcohol. Cherry, Jacobs, Thornberry, and Gillaspay (2015) defined addiction as a phenomenon characterized by a compulsive dependence on an intoxicant in such a way that the addict struggles to adapt when the addictive stimulant is unavailable. In this case, a student who is addicted to social media sees the visiting of SNS as an important part of his life. He experiences a recurring urge to log on to these sites even when there are other activities which require urgent attention.

Social media addiction manifest in various forms according to the platform an individual feels attached to. Various SNS are available to billions of users worldwide. Facebook, Twitter and Instagram are some of the most popular SNS among young people (Hou et al., 2019; Similarweb, 2019; Statista, 2019). Facebook addiction occurs when a user finds it difficult to go a few moments without logging on to Facebook which is arguably the most popular social media platform in the world. Recent statistics suggest that Facebook had approximately 24 million Nigerian users in 2019 of which 18 million users fall within the higher institution age (Statista, 2019). Facebook is all about connecting with friends around the world. Users are able to share pictures and written contents, as well as engage in group interactions and online chatting. Facebook application is easily accessible. One only needs a GPRS - enabled mobile device or a computer to gain access to the site. Elphinston and Noller (2011) claimed that the easy accessibility of Facebook, as well as the thrilling features and content hosted on the platform has made the SNS a very attractive platform for young people. In a bid to escape from the harsh realities of university life, students may develop a recurring habit of use that is excessive and addictive. Vashishta, Ahuja, and Sharma (2017) saw this addiction as a disorder with telling repercussion on learners.

Twitter is another SNS that has a strong hold on young people in Nigeria. Twitter users follow people (accounts) that post information and graphics which are of interest to the followers. Feedback is received through the number of retweets and like reactions a post generates. Hai, Jung, and Kim (2013) saw Twitter as a micro-blogging tool which offers a wide range of interesting packages and allow for a wide spectrum of coverage. This has made it an interesting SNS for young people who enjoy the virtual features it offers them.

Instagram has gradually become a household name for all social media users. Instagram, like Twitter, encourages followership. Unlike other SNS, Instagram is more adept to multimedia sharing by users, and interactive feedback from followers. Instagram also allows users to actively follow their celebrity models on the platform. These celebrities post content on their walls and receive feedback from their followers. In recent times, Instagram has become a great platform for users who are interested in marketing goods and services. Barry, Sidoti, Briggs, Reiter, and Lindsey (2017) posited that Instagram is a widely used SNS among young adults. The authors also pointed out that excessive use often poses danger to learners' psycho-social adjustment.

Numerous studies have been carried out by researchers in the past on social media addiction and other correlates of time management skills. [Sharmin, Ahmed, and Ahmed \(2019\)](#) carried out a study on the role of facebook use and addiction on academic achievement. The researchers sampled a total of 161 undergraduate students. Using the Bergen Facebook Addiction Scale, responses revealed that Facebook addiction posed a significant negative predictor of academic achievement.

[Rajesh and Rangaiah \(2020\)](#) also looked at the relationship between facebook addiction and personality factors. A total of 114 participants aged 18 – 20 were used for the study. An online survey was adopted for the study. Results revealed that 14.91% of the participants had reached the critical polythetic cutoff score and 1.75 has reached the monothetic cutoff score. The personality traits, extraversion, openness to experience, neuroticism, agreeableness, conscientiousness and narcissism, are not related to Facebook addiction and Facebook intensity.

In another study, [Azizi, Soroush, and Khatony \(2019\)](#) sought to find the relationship between social networking addiction and academic performance. [Azizi et al. \(2019\)](#) employed a cross-sectional study method with 360 students selected using a stratified sampling technique. Instruments used consisted of personal information forms and the Bergen Social Media Addiction Scale. Academic performances of students were gotten from their grade of the previous semester exams. Data collected were analysed using descriptive inferential statistics and SPSS. Results revealed that social networking addiction scores were higher among male students and were statistically significant. A negative and significant relationship was also found between students' addiction to social networking and their academic performance.

[Nasrullah and Khan \(2015\)](#) also looked at the impact of time management on the students' academic achievement. The researchers employed a quantitative research design. The population of the study consisted of all the students of Qartuba University of Science students. Data collected were analysed using descriptive statistics, and the hypotheses formulated were tested using correlation and regression. The findings revealed that time management has a high positive relationship with the academic performance of students.

Also, [Shahzad and Bilal \(2019\)](#) looked at the link between academic motivation and post-graduate students' use of Twitter and Facebook. Findings revealed that students' made excessive use of Facebook, more than other social networking sites. Furthermore, it was found that there is a positive correlation between the use of social media in scholarly pursuits and academic motivation.

1.1. Statement of the Problem

The proliferation of our society with mobile gadgets and digital technology has become a normal trend. Wherever you go, it is common to see individuals clutching at their smart phones. Social media has become the most engaging internet feature among the very young learners and adults. Our institutions of learning appear to be the most hit by this trend as a majority of social media users fall within the age range of school goers. Several studies have exposed the intensity of social media use and the high prevalence of social media addiction has been linked to several curricular and extracurricular outcomes over the past few years, with academic performance, motivation and self-efficacy as some of the learner factors already associated with social media addiction. In this study, the researcher sought to find out whether social media addiction has any influence on the time management skills of university students.

1.2. Research Questions

Three research questions were formulated to guide the conduct of this study as follows:

1. What is the level of university students' Facebook addiction?

2. What is the level of university students' Twitter addiction?
3. What is the level of university students' Instagram addiction?

1.3. Hypotheses

The following null hypotheses were also generated for the study:

Ho: University students' Facebook addiction has no significant influence on their time management skills

Ho: University students' Twitter addiction has no significant influence on their time management skills

Ho: University students' Instagram addiction has no significant influence on their time management skills.

2. RESEARCH METHOD

The ex-post-facto design was employed in this study. This design is suitable for this study because it allows for a retroactive study of the variables.

2.1. Population of the Study

The population for the study comprised all second year 2018/2019 students in the University of Uyo. This gave a total of 5,854 second year students.

2.2. Sample and Sampling Technique

The sample consisting of 650 students (325 male and 325 female students) were selected at random, 50 from each of the 13 faculties domiciled in the institution. The hat and draw technique was used to select the sample needed for the study.

2.3. Instrumentation

The researcher made use of two instruments, the Social Media Addiction Questionnaire (SMAQ) and the Time Management Scale. The SMAQ is a researcher made instrument which consists of 18 items that measures users' intensity of facebook, twitter and instagram engagement, while the Time Management Scale was adapted from Britton and Tesser (1991). The SMAQ instrument was scored on a likert scale of 5, 1 for Less than One hour, 2 for 1-4 hours, 3 for 4-7 hours, 4 for 7-10 hours and 5 for above 10 hours. The adapted Time Management Scale consists of 10 items with responses in Yes and No format. Option 'Yes' was scored 1 for all items, except item 4, which was scored 0 (negative question). On the other hand, option 'No' attracted 0 score in all items except in item 4.

2.4. Validity of the Instrument

The questionnaires used were given out to three experts in measurement and evaluation, in the Department of Educational Foundations, Guidance and Counselling, University of Uyo, Uyo. Their professional advice were put into consideration while drafting the final copies of the instruments.

2.5. Reliability of the Instrument

A total of Hundred second year students who were not included in the final study were used in a pre-test. Chronach alpha analysis was applied on the scores generated. This yielded a Chronbach alpha coefficient of 0.78 which was considered appropriate for the study.

2.6. Method of Data Collection

The researchers employed the assistance of two colleagues in the administration of the questionnaires to the respondents. This was necessary because of the relatively large number of respondents used in the study.

2.7. Method of Data Analysis

Data were presented and analysed using descriptive statistics. Mean and standard deviation were used in answering the research questions, while dependent t-test was used in testing the hypotheses.

3. RESULTS/DATA PRESENTATION/DISCUSSION

Table-1. University students' social media engagement (in hours).

Hours	Facebook	Twitter	Instagram
Less than 1 hour	8%	14%	20%
1 – 4 hours	19%	19%	33%
4 – 7 hours	31%	28%	21%
7 – 10 hours	30%	32%	12%
10 hours and above	12%	7%	5%

Table 1 reveals that 61% of students made use of the Facebook app between 4 to 10 hours a day with 12% of the users reporting over 10 hours of active Facebook engagement a day. Twitter usage also recorded a high rate of engagement between 4 – 10 hours a day, with 60% of the respondents falling under this category. Instagram engagement recorded a high intensity of usage between 0 – 4 hours at 53%. This revealed that instagram recorded the lowest engagement amongst university students.

Table-2. University students' social media addiction according to age (in hours).

Hours	16 – 19 years	20 – 23 years	24 – 27 years	28 years and above
Less than 1 hour	11%	6%	7%	20%
1 – 4 hours	23%	17%	10%	32%
4 – 7 hours	31%	22%	31%	21%
7 – 10 hours	26%	31%	35%	12%
10 hours and above	8%	16%	17%	15%

From Table 2, it could be seen that university students who fall between 16 and 19 years had a high rate of social media usage, 57% between 4 and 10 hours daily, 61% for 20 – 23 years old, 60% for 24 – 27 years old and 32% for university students above 28%. This task also revealed that 24 – 27 years old reported a high rate of Facebook, Twitter and Instagram use between 4 and 10 hours daily.

Table-3. University students' social media use according to gender (per hours).

Hours	Males			Females		
	Facebook	Twitter	Instagram	Facebook	Twitter	Instagram
Less than 1 hour	8%	10%	37%	3%	9%	19%
1 – 4 hours	12%	22%	17%	10%	16%	21%
4 – 7 hours	29%	29%	19%	33%	35%	27%
7 – 10 hours	37%	27%	14%	34%	25%	29%
10 hours and above	14%	12%	13%	20%	15%	6%

From Table 3, the male gender reported high level of Facebook use between 4 – 10 hours (66%), 4 – 10 hours for twitter (56%) and 1 – 4 hours for instagram use (54%). Females reported high use of facebook (67%) between 4 – 10 hours, (60%) for Twitter use between 4 – 10 hours daily, and Instagram usage (56%) between 4 – 10 hours daily.

These figures revealed that males only reported a higher rate of Twitter use between 4 – 10 hours daily, while females reported higher scores for both Facebook and Twitter addiction.

Research Question One: What is the level of university students’ Facebook addiction?

Table-4. Item by item analysis on facebook addiction.

n=650

S/N	Items	Mean(\bar{x})	SD	Remark
1.	I log on to Facebook messenger	2.78	1.04	HLA
2.	I engage in Facebook group threads	2.48	0.99	HLA
3.	I view stories on friends’ facebook profiles	3.46	1.79	HLA
4.	I visit news pages on facebook	2.61	1.23	HLA
5.	I update my timeline	3.64	1.83	HLA
6.	I visit advertisement pages	2.31	0.78	LLA
7.	I view videos on my timeline	2.49	0.91	LLA
8.	I follow events on celebrity pages	3.17	1.64	HLA
	Grand Mean	2.86	1.30	HLA

The result in Table 4 revealed that the mean range for the responses on Facebook addiction is 2.50. This implies that mean scores below 2.50 would be considered as low level of addiction, while mean scores over 2.50 would be considered as high level of addiction. Since the Grand Mean from responses 1 – 8 is 2.86, which is above 2.50, it implies that the level Facebook addiction among university students is very high.

Research Question Two: What is the level of university students’ Twitter addiction?

Table-5. Item by item analysis on twitter addiction.

n=650

S/N	Items	Mean $\bar{x}()$	SD	Remark
9.	I log on to twitter	3.86	1.91	HLA
10.	I refresh my twitter newsfeed	3.01	1.65	HLA
11.	I check out for new trends	2.97	1.31	HLA
12.	I engage in threads I find interesting	2.64	0.63	HLA
13.	I look out for new accounts to follow	2.31	0.37	LLA
14.	I retweet posts from my favourite accounts	3.12	1.11	HLA
15.	I look out for trendy gossips about activities	3.45	1.21	HLA
16.	I seek out tweets	2.17	0.71	LLA
	Grand Mean	2.94	1.11	HLA

Table 5 reveals the mean scores from responses to items 9 – 16. These responses yielded a grand mean of 2.94 which is higher than the mean score 2.50. This implies that there is a high level of Twitter addiction among university students.

Research Question Three: What is the level of university students’ Instagram addiction?

Table-6. Item by item analysis on instagram addiction.

n=650

S/N	Items	Mean(\bar{x})	SD	Remark
17.	I visit my instagram app	2.45	0.56	LLA
18.	I upload pictures on instagram	2.87	0.73	HLA
19.	I look out for gossip news	2.37	0.51	LLA
20.	I search for news from media pages	2.39	0.53	LLA
21.	I watch comedy skit videos	2.56	0.58	HLA
22.	I stream live TV programmes	2.43	0.57	LLA
23.	I source for followers	2.13	0.41	LLA
24.	I follow controversies involving popular celebrities	2.42	0.55	LLA
	Grand Mean	2.45	0.55	LLA

Table 6 showed mean scores from responses to items 17 – 24. These responses generated a mean score of 2.45 which is less than the mean score of 2.50. As a result, it was inferred that there is a low level of Instagram addiction amongst university students.

3.1. Hypothesis One

Facebook addiction has no significant influence on time management skills of university students.

Table-7. T-test analysis of influence of Facebook addiction on time management.

Variables	N	Mean	SD	Df	t-cal	t-crit	Decision
Facebook Addiction	650	8.07	1.93	649	3.17	1.96	S
Time Management Skills		7.35	1.64				

Note: S = Significant, P< .05 df = 649.

Table 7 indicated that the calculated t-value of 3.17 is greater than the critical value of 1.96 at .05 level of significance and 649 degree of freedom. This implies that facebook addiction has a significant level of influence on the time management skills of university students. Time is finite; whenever it is depleted, it cannot be recovered. As a result, when students spend an inordinate amount of time on facebook, surfing through timelines and exploring entertainment content, they lose time that could be invested in other ventures. This corroborates the findings of Nasrullah and Khan (2015) which stated that the ability to manage time properly lies at the heart of every goal oriented ventures in the school and explains why some learners are self-motivated. Menelaou (2015) also agreed with this finding, claiming that social media is overwhelming and can practically alter one’s plans and goals. Menelaou (2015) suggested that for one to overcome the overwhelming influence of social media, one must endeavour to be disciplined in planning and scheduling activities.

3.2. Hypothesis Two

Twitter addiction has no significant influence on their time management skills of university students.

Table-8. T-test analysis of influence of Twitter addiction on time management.

Variables	N	Mean	SD	Df	t-cal	t-crit	Decision
Twitter Addiction	650	1.68	1.21	649	3.09	1.96	S
Time Management Skills		7.35	0.98				

Note: S = Significant, P< .05 df = 649.

Table 8 revealed that the calculated t-value Of 3.09 is greater than the critical value of 1.96 at .05 level of significance and 649 degrees of freedom. This finding showed that there is significance influence of Twitter addiction on time management skills of university students. This finding resonates with the inference drawn by Saaid, Al-Rashid, and Abdullah (2014) that twitter addiction takes its toll on students over time and poses a significant disadvantage to academic orientation. This is not unrelated to the fact that intensive twitter users spend a lot of time on the app, following interesting threads that deny them of the necessary time needed in their academic pursuit. Kircaburun (2016) also found a high prevalence of twitter addiction among male undergraduates but could not establish a link between excessive use and other factors i.e, academic goal orientation, personality characteristics and time management.

3.3. Hypothesis Three

Instagram addiction has no significant influence on the time management skills of university students.

Table-9. T-test analysis of influence of Instagram addiction on time management.

Variables	N	Mean	SD	Df	t-cal	t-crit	Decision
Instagram Addiction	650	4.38	0.48	649	1.59	1.96	S
Time Management Skills		7.16	0.67				

Note: S = Significant, $P < .05$ df = 649.

Result from [Table 9](#) revealed that the calculated t-value of 1.56 is less than the critical value of 1.96. This led to the acceptance of the null hypothesis. Therefore, Instagram addiction has no significant influence on time management skills of university students. This view was upheld by [Azizi et al. \(2019\)](#) that saw a negative correlation between social networking sites like Instagram and academic-oriented tasks as well as outcome. This is also possibly associated to the relatively low level of addiction associated with Instagram, especially when compared with other social networking sites. Also, [Foroughi, Griffiths, Iranmanesh, and Salamzadeh \(2021\)](#) found a negative impact of Instagram addiction on academic performance and a trigger for social anxiety, depression. [Foroughi, Griffiths, Iranmanesh, and Salamzadeh \(2021\)](#) however established that there has been a paucity of research on Instagram use over the years.

4. CONCLUSION

Based on the findings of this study, it was concluded that excessive social media engagement as typified in Facebook and Twitter addiction had a significant influence on university students' time management skills. Instagram addiction, on the other hand, did not account for any significant influence on time management. However, this was explained by the fact that Instagram was the least used social media application and showed low level of addiction among users.

5. RECOMMENDATIONS

On the basis of the findings, the following recommendations were made:

1. Social media can be used for both curricular and extracurricular activities. There is need for social networking sites developers to look at the possibility of creating programmes that are rich in educational content. Some features like voice thread, Diigo, Scoop it and Pinterest applications have been found to be of immense benefit to the learners. However, there is need for more applications to be incorporated into social media platforms to enhance academic engagement.
2. Lecturers should explore the opportunities that stem from virtual learning. Social media groups should be created and harnessed for collaborative learning.
3. Individuals should endeavour to acquire time tracking and daily management softwares that are used to manage time effectively and regulate self. Some of the popular time management technologies include clickup, time duty, standalone, clockify, Toggl, etc.
4. University students are mostly adults, therefore they are expected to be aware of their curricular and extracurricular responsibilities. As a result, they should learn how to set both short and long-term goals and prioritise productive ventures that would further their course and academic pursuits. Therefore, goal-setting is necessary and should be imbibed by university students.

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